

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, reasons of choosing the topic, the aims of the study, scope of the study, significance of the study, research methodology, clarification of the terms, and organization of paper.

1.1 Background of the Study

In spite of the fact that English is still considered as a foreign language in Indonesia, students in vocational school are expected to master English communicative competence as one of their provisions in becoming professional workers at national and multinational companies and institutions (Policy of Vocational High School Curriculum). When people learn English as their foreign language, it is not as easy as learning the first language. It is because they have to master sufficient vocabularies which, oftentimes, are complicated. Thus learners need to be high concentrated in memorizing vocabularies (Thornbury, 2002).

Traditional language-teaching methods highlight vocabulary study with lists, definitions, written and oral drills, and flash cards. English teachers usually ask the students to tap a new word from their explanation (Zatnikasari, 2008). It is just a kind of memory that is involved in holding in a telephone number for as long as it takes to be able to dial it, or just to repeat a word of the teacher's example. But successful vocabulary learning clearly involves more than simply holding words into mind for a few seconds. For words to be intergrated into long-term memory, they need to be subjected to different kind of operations working memory (Thornbury, 2002:23).

Listening is a major component in language learning. In classroom, oftentimes, students do more listening than speaking. The students in English as Foreign Language traditional classroom tend to be passive, because they are just controlled by the teacher and the students' creativity is less developed. Whereas, in fact, the students need something to make them interested in learning process which can make them enjoy in the classroom (Maulaya, 2008). Creating an enjoyable learning atmosphere is highly recommended since the students' achievement in learning process are also affected a lot by the teachers' technique in teaching. Moreover, an enjoyable learning condition will make the learners to do a meaningful learning. As Brown (2001) states that meaningful learning will lead toward better long-term retention than rote learning. By meaningful learning, the learners will have better understanding about the lesson.

One of the ways in creating an enjoyable learning atmosphere is by using songs as teaching media. Songs offer a change from routine classroom activities. They are precious resources to develop students abilities in listening and other skills. They can also be used to teach a variety of language items, one of them is vocabulary (Saricoban & Metin, 2000). Through its lyrics and repetition rhyme, it is possible for us to know and learn some new words subconsciously and increase our vocabulary while enjoying the music. Through the song, students will also learn vocabulary easier because song, indirectly, will attract them to find the meaning of difficult words in the dictionary.

Related to the study, the use of song as one of teaching strategies can improve students' language skills, listening in particular (Maulaya, 2008). Song also effective to make the students to remember the words easily and feel more

motivated in the class because they learn in an interesting way (Zatnikasari, 2008).

Based on the reasons above, the present study investigates on the use of English songs in improving students' vocabulary mastery and its advantages and disadvantages based on students' perception. This study was conducted at a second grade students in one vocational school in Bandung.

1.2 Research Questions

The primary purpose of this research is to answer the following questions:

1. Can English song improve students' vocabulary mastery?
2. What are the students' responses toward learning vocabulary through songs?

1.3 Aims of study

The study has the objectives as follows:

1. To find out whether the use of English songs improve students' vocabulary mastery in second grade of vocational school
2. To reveal the responses of the students toward learning vocabulary by using songs

1.4 Reasons for choosing the topic

As it is believed that there are benefits of using song as an alternative media in teaching English as foreign language, the present study was conducted to

find out the use of English songs in improving students' vocabulary mastery and students' response toward learning vocabulary through songs.

1.5 Scope of the study

This study focuses on investigating the use of English songs in improving students' vocabulary mastery in listening skill at a second grade of vocational high school. In addition, the advantages and disadvantages on the use of song in teaching vocabulary will be analyzed.

1.6 Significance of the study

Finding of this research is expected to contribute to language learners and language educators about informative inputs with empirical evidence on the use of English songs in improving students' vocabulary mastery and students' responses toward learning vocabulary by using song at the second grade of vocational school in Bandung. Hopefully, by using this kind of technique students' vocabulary mastery can be developed well. Furthermore, the result of the study hopefully offers an alternative method for teachers to create their meaningful teaching-learning process in improving students' vocabulary mastery.

1.7 Research Methodology

This study employed quasi experimental method with two groups; an experimental group and control group.

In this study, experimental group used songs as treatment in teaching vocabulary while control group taught by conventional method.

The present study uses the following design:

G1 T1 X T2

G2 T1 T2

(Adopted from: Hatch & Farhady, 1982:22)

G1 : experimental group

G2 : control group

X : the treatment through the use contextualization that belongs to experimental group

T1 : pre-test belongs to both of experimental and control groups

T2 : post-test belongs to both of experimental and control groups

Furthermore, to reveal the responses of the students toward learning vocabulary by using songs, questionnaire was administered in this study. Here, it is employed to obtain the students' response on learning vocabulary through songs.

1.7.1 Hypothesis

The hypothesis of this study is H_0 : there is no significant difference of means between the class using song as the treatment and the class without using song.

1.7.2 Population and Sample

The population of this study is the second grade students in one vocational high school in Bandung. There are eighteen classes of second grade all together in the school. This study used purposive sampling technique to select two classes to

become sample of the research. They are native Indonesian, age around 17, and most of them just learn English at school.

1.7.3 Data Collection

The data are collected through several instruments namely: pre-post test and questionnaire. Pre-test was administered to targetted participants to know the students' initial vocabulary mastery and posttest was administered to evaluate the difference between control group and experimental group after the implementation of the treatment. It was administered at the last program of the study.

The questionnaire was administered to the students in experimental group after all treatments accomplished to find out the students' responses to the use English song in improving their vocabulary mastery. The questionnaire given consists of closed-ended questions.

1.7.4 Data Analysis

After collecting the data by using the instruments, it was analyzed by using *t*-test formula. Independent *t*-test was used to test the null hypothesis (H_0) whether or not there is a difference in students' vocabulary mastery between control and experimental groups.

The use of song in improving students' vocabulary mastery was examined by using vocabulary knowledge proposed by Thornburry, namely: receptive (knowing) and productive (using) knowledge of a word.

In addition, Nation's strategy training strategies in vocabulary teaching was employed which aims to teach learners strategies for independent vocabulary learning.

1.8 Clarification of the Terms

There are some terms used in this study that need clarification to avoid misconception.

- a. **Song**
Poem set to music, intended to be sung (Manser, 1995).
- b. **Vocabulary Mastery**
Great skill or knowledge of words with their meaning in a language (Collins, 2002).
- c. **Vocational School**
A school on a secondary level, that offers instruction and practical introductory experience in skilled trades such as mechanics, carpentry, plumbing, and construction (Mifflin, 2000).

1.9 Organization of Paper

The paper is presented into five chapters. Each chapter is divided into subtopics that elaborate the investigated issues.

Chapter I presents the introduction. It consists of background of the study, research question, aims of the study, scope of the study, significance of the study, research methodology, clarification of the terms, and organization of paper.

Chapter II focuses on the review of related theories and literatures related to song in teaching vocabulary and vocabulary mastery.

Chapter III describes the research methodology. It discusses research design; population and sample; data collection; and data analysis.

Chapter IV presents findings and discussion. It elaborates and interprets the findings and the discussions of data obtained from the data collections.

Chapter V presents the conclusions and suggestions. It provides conclusions of the research and suggestions for further research.

