

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Globalization has brought English as the essential language to learn. This international language highlights the necessity of every person in this world to become better equipped with English. The necessity also in force in Indonesia. Indonesia is one of the countries in the non-English -speaking world. According to Zein (2017) Indonesia is second after China in terms of the number of children learning English as foreign language. The students are given English as the optional subject in primary school, and it is compulsory subject for junior and secondary school (Alwasilah, 2013). The primary level is the first level of students learning, so they need much motivation in this level to engage their interest in the subject. Here, the English teachers plays important role in influencing students' motivation.

According to Alwasilah (2013) schools have the authority to develop the system of learning, and this would influence the creative variation method of language learning in each school. The method of language teaching and learning holds an essential role in learning language, and it plays the primary role in organizing all activities in class. There will be different method of language teaching and learning for urban and rural schools. In this study, we focused on the rural school, that usually employ teachers who are not expert in the subject (Sulfasyah, Suardi and Nur, 2016) The inexperienced teacher will influence the lack of competencies in methodology, including lesson and syllabus planning. In Edwards

and Burns' study it mentioned that in classroom teacher, teacher should be more active in adapting materials. The mismatch among teachers' experience, local curriculum, teachers' belief, and learner needs will influence students' achievement because teacher education courses have an important role to play. The mismatch between the teacher and their field will also influence students' motivation. Khamkhien (2010) state on his study that motivation is the strongest factor contributing to learning language. The consequence when they got less motivation is a boring classroom situation. This boredom will affect students' skill proficiency, like the limited vocabulary so they could not understand, speak, and listen to English well.

From all these problems, in this study, the author is interested in proposing a method of language teaching that uses songs as the media of language learning to improve students' vocabulary. This study used classroom action research in order to investigate whether or not the use of songs as the instrument of learning is effective. The classroom action research also intended to improve students' language learning.

The consideration of using songs as media of language learning is because several studies have been conducted and proved that song is an influential media in language learning. Murphey (1992), Kuśnierek (2016) and Wijaya (2018) they all state that songs should be utilized as a tool in language teaching, and it plays an essential part for psychological and emotive youth development. Murphey (1992) said on his book that song will give unsuspected positive energy. The melody of the

song also helps students easy to remember vocabulary. Degrave (2019) and Roszainora (2012) they also said in their study that song is one of the best ways to get a comfortable and good atmosphere in the classroom. Enjoyment in learning guide student to more commitment to learning activities Biddle & Smith cited in Al-Shara (2015). Through audio like a song or being active in the class students will be more interested in learning because it is such a fun learning activity.

The genre of songs that we used is pop song. Because of most children are familiar with a pop song, Murphey said on his book that pop song is flexible, it can be used whenever and wherever Murphey (1992). We took the songs from *youtube*. For several songs we need to remake it, such as add the translation of the vocabulary in order to make the students easy to remember and understandable.

Relating to this consideration, in this study, the author investigates the effectiveness of using songs as an instrument of vocabulary teaching in fifth-grade students of MI Salafiyah Prambontergayang Soko Tuban. Thirty students are 17 males and 13 females. The author chose this school because according to the website of *referensi data kemdikbud*, this school is just accredited B in 2018, belongs to a rural school, and there is no achievement recorded. According to the teachers' record score, students of fifth grade got an average score of 80 with the help of the supervisory teacher. It turned out that the teacher's background is also from the different fields, from degree Bachelor of Islamic Education of STAI Sunan Giri Bojonegoro, now IAI Sunan Giri Bojonegoro. He is not from English major, but he has been teaching this school for 9 years.

The main aim of using songs as media of language teaching is to expand vocabulary quickly. As the author has mentioned, previous studies have explained that the melody of songs helps students relax and influence their atmosphere in class, so the enjoyment of learning motivates them to learn English. The author focuses on the vocabulary relating to the material. According to the handbook that teachers use as the material, the most frequent vocabulary is “noun.” The noun that used as the material is about “profession” and “shape”.

In this study, the classroom action research that the author use is to support the development of classroom teaching materials. The researcher wants to develop the teacher's method in classroom teaching to improve students' vocabulary, especially in noun words. According to the study of Edwards and Burns (2015) action research is a framework that is well suited to the process of materials development. Steps in an action research study based on Burns (2010) in conducting action research, there are four steps for one cycle of research. The first cycle may evolve into continuing, spiral of cycles that reoccur until the action researcher has achieved a satisfactory result. The steps in a cycle are: planning, action, observation, and reflection. In conducting this study, the author gathered two cycles that will be done in one meeting for each cycle. Means there are two meetings for this study.

1.2 Statement of the Problem

Based on the background that has already been explained which is about the problem of the boredom of language teaching in rural school, the author proposed a question to test the effectiveness of using songs to improve students' vocabulary.

1. Is the use of songs effective to increase the number of students' vocabulary of fifth-grade students of MI Salafiyah Prambontergayang Soko Tuban?

1.3 Objective of the Study

This study aims to investigate the effectiveness of songs in improving students' vocabulary, especially for fifth grade students of MI Salafiyah Prambontergayang Soko Tuban.

1.4 Significance of the Study

In this study, the researcher uses an action research study that will provide two benefits, such as in the theoretical aspects and practical aspects. First, theoretical aspects, theoretically this study is useful for improving research and study in linguistics major, especially in one of the linguistics' branch which is ELT (English Language Teaching). The other benefit is mentioned on the practical aspects, practically this study helps students to enrich their vocabulary and increase their motivation in learning English in their classroom, for teacher this study is useful to helps them find a suitable method of language learning, so they can apply it. Teachers are required to adapt the material and the method of language learning. From this study, hopefully will help them to create some methods of language teaching creatively. This study also useful for college students of English department and other researchers to enrich the research data source.

1.5 Definition of Key Terms

In this part the writer will give definition of key words associated with this research:

- Song: words that have melody sung to a tune. It also defines as expressive, conveys love, and tells memorable story (Belitho et. al cited in Wijaya, 2018)
- Vocabulary: Burns (1992) defines vocabulary as the stock of words which is used by a person, class, or profession.
- Classroom Action Research: CAR is associated with the concepts of 'reflective practice', entails the researcher's teaching context in a self-reflective, critical, and systematic approach (Burns, 2010)