

CHAPTER I

INTRODUCTION

This chapter presents the introduction parts of the research with the elaboration as follows; the research background, the statement of the problem, the objective of the research, the significance of the research, the scope of the research and the operational definition.

1.1 Research Background

English language has become the dominant international language, the importance of learning English has become more evident, and hence teaching English has become more important. English language learning in many countries not only begins in a secondary school informal grade education but also in another education such as informal and non-formal education. This brings us to the next trend; English also taught in non-formal education for example in a course or in community-based education.

Learning English to young learners has become its own field of study as the age of compulsory English as a Foreign Language. This system gives young learners early forms of education through stimulations obtained from their immediate environments. Young learners grow and develop their intelligence to prepare them for the next educational stages through the stimulations. Learning and teaching young learners is very different from adults because they easily get bored, easily forget, and have the attention span. Despite the challenges, however, young learners are highly potential language learners due to their stage of development called the critical period – a period where the language is learned optimally.

The song has always been a vast part of people's lives. It is ubiquitous, it surrounds us everywhere, and it is broadly accepted all around the world. Regardless of the extent to which the capacity and sensitivity to songs are programmed in the human brain. In other words, it seems that the passion for the song is deeply rooted in human nature. Presently, avoiding songs is not an easy task, for it belongs to many aspects of life. According to Oestojic (1987:50), "while listening to songs, the students can experiment with a foreign word,

expression and in the atmosphere of trust and relaxation; the students are ready to enjoy a new and precious experience. While listening to the songs, students are influenced to respond to what the song tells about”. It means that the song can encourage one to have the motivation to learn vocabulary. English songs are considered often used in the learning process because the songs have a lot of language values.

Vocabulary is one of the essential language components for studying English. Some of the people think that grammar is more important than vocabulary. Harris (1969:9) states that vocabulary and grammar are two very important elements shared by all four skills. From the statement above, it can be said if the student learns of the four skills, they have to master the vocabulary because vocabulary is the basic component to learn the four skills.

The previous research by Aini (2016) about “Teaching and Learning Vocabulary through Song at The Second Semester of Eighth Grade Students of SMP PGRI 6 Bandar Lampung” in which discusses (1) how is the process of teaching and learning vocabulary through song; (2) what are the teacher’s problem in the process of teaching vocabulary through song and (3) what are the the students’ problems in the process teaching learning vocabulary through song. The method which is used by the researcher is qualitative method. In the result of this research, the researcher found that: (1) the classroom atmosphere in teaching and learning vocabulary through song are the students active in learning vocabulary through song. (2) the teacher’s problems in learning vocabulary through song were difficult to handle the class, because some students were busy with their activity (3) the students’ problems in learning vocabulary through song were difficult to pronounce, spell, length and complexity the words, and the students’ understanding of the meaning of words is still slow.

Based on preliminary observations at SD N 02 Barongan Kudus, the researcher found that learning by using song has been applied in there. Songs contain authentic language, are easy to obtain, provide vocabulary grammar and cultural aspects and are fun for students. Memorizing English songs is a way that allows students to repeat and remember the vocabulary. And it was found that students sometimes have difficulties when learning to use songs. difficulties

include pronunciation, spelling and meaning of the words or instructional material presented in English.

Based on the statements above, the researcher wants to find out students' perspectives on using English songs in learning their vocabulary in SD N 02 Barongan Kudus. According to the researcher's personal experience, listening to English songs provides the listeners a lot of new words that could use in their own sentences. This experience becomes another reason why the researcher is triggered to observe the students' perspectives. This way, their perspectives could be considered and discovered too. Singh (1987) claimed that with the help of perspective, the needs of various people can be determined because people's perspective is influenced by their needs. In addition, students who are the main subject, in this case, have perspectives that need to be known and appreciated too. Students, who often listen to English songs might never think that whether the songs enrich their vocabulary or not. Therefore, in this research, the researcher tries to get the students' perspectives on the role of English songs in their vocabulary learning process.

1.2 Statement of the Problem

Based on the background of the research above, statements of the problem can be formulated as follows:

1. How is the student's perspectives of using songs in learning vocabulary at the fifth-grade of SD N 02 Barongan Kudus?
2. What are the student's difficulties in learning vocabulary by using song as a media in the fifth-grade of SD N 02 Barongan Kudus?

1.3 Objective of the Research

Based on the statements of the problems written above, this research aims:

1. To know the perspectives of fifth grade students of SD N 02 Barongan Kudus on using songs in learning vocabulary
2. To find out the difficulties of fifth grade students of SD N 02 Barongan Kudus on using songs in learning vocabulary

1.4 Significance of the Research

By conducting this research, the researcher hopes that this research will be beneficial theoretically and practically.

Theoretically, it is hoped that this research can be used as one of the references by the future researcher who will conduct the research related to develop their English language.

Practically, the researcher hopes that this research can give information to the teachers or lecturers about the benefits of the song implementation in the learning process, so that they can recognize the problems of their students earlier, by finding the solution. And they have a new perspective on their way of teaching by considering to add songs into the class activities. Besides, for the students, the researcher hopes that it can help them to have new learning sources to develop their English vocabulary mastery.

1.5 Scope of the Research

The limitation of this research is on students' perspectives in using English songs in learning vocabulary. In this research, the researcher explored more about how the students' perspectives in learning vocabulary using songs in the classroom and also what are the students' difficulties in learning vocabulary by using songs in the classroom. There are pronunciation, spelling, and meaning.

The research conducted in Barongan Kudus, particularly in SD N 02 Barongan. The participants of this research will be the fifth students period of 2020/2021.

1.6 Operational Definition

To avoid different assumption, the writer defines some theories related to the research :

1. Students' perspectives are points of view of the students about using songs in teaching vocabulary.

2. English song in this research is children songs used by the teacher in a form of vocal parts that are performed with human voice and generally feature words (lyrics).
3. Learning vocabulary is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms.
4. The fifth graders of SD N 02 Barongan Kudus are the students who are still active in the learning process in SD N 02 Barongan in the academic year 2020/2021.

