

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is one of the four basic skills: listening, writing, reading, and speaking. Speaking skills are one of the most important skills that we learn, Because they allow us to communicate with others and express our thoughts and feelings. Speaking cannot be separated from learning vocabulary, vocabulary is not only used for communication but also for other basic knowledge, Richard and Rodger (2002) state that vocabulary is a core and fundamental component of how well a learner can speak, listen, read and write. Based on KBBI (2003: 597) vocabulary is the list of words or the number of words that a language has. As children, vocabulary skills are considered the most important part of learning a language. many language learners measure their performance by how well they can speak it, without knowing the vocabulary, students may find difficulty in their speaking.

As most effective foreign language learning takes place through interaction, it's a skill that can be honed to build an understanding of the language and culture of English-speaking countries. Teaching English to children as a foreign language is very important because it can improve language skills and prepare students' basic knowledge before continuing to higher education levels, According to Harmer (1982: 265), learning English for children is based on the idea that learning a foreign language or a second language would be better if it started in the golden age. Unfortunately, Some teachers state they have problems in practice when they face harder conditions for teaching vocabulary to Children. According to Fitri (2019) in her observation in Islamic senior High School Kotabaru Seberida. Some problems are found in senior high school Kotabaru Seberida, especially the student's difficulties in speaking English. Some students could not speak English fluently, they lack vocabulary and feel bored when the clas

beginning. Teachers can use some method to encourage children to speak. Teachers can make the class more effective by encouraging students to participate in classroom activities so that they can improve their vocabulary skill and perform confidently in front of the class using English. The teacher must be imaginative and creative when teaching English to Children. He or she should come up with a variety of educational methods, such as stories, games, cards, puppets, songs, and so on.

This research was done at MI NU AL-FALAH school located in Tanjungrejo, Jekulo, Kudus. Where the school consists of six classes at the elementary school level.

The researcher found a problem regarding the students' English vocabulary using English at MI NU AL-FALAH school. Most students who have received English lessons at the elementary school level have difficulty understanding the lesson, they bow their heads and feel bored during the lessons. This is because students at the elementary level have not received English lessons since they were at the Kindergarten level (A and B). Students at the Kindergarten level have not been introduced to English, this is because the teachers who have difficulty teaching English to children have not found the right way to teach children. In doing this experiment, the researcher looks at the object of research which is children as young learners. The researcher analysed their attitude and psychics. Based on the researcher's experience as a children's tutor and some research that happened before, the children as young learners are very active and still enjoy playing, they are also easily bored when receiving lessons, especially in English. But when they listen to a song, they also follow the melody of the song cheerfully, and without realizing it, they have to speak new vocabulary in English without getting bored.

By using songs, the teacher can also make them speak indirectly and learn new vocabulary. Children's songs have repetitive and easy lyrics to remember. Such as example when the teacher uses an English song about introductions with the title "what's your name?" students also sing along and remember the lyrics. then after the music activity is over, the teacher asks the students a question like "what's your name?"

and they can answer the question by saying "my name's ..." with their name according to the song being taught. There are some previous researches on this subject, for example, Millington (2011) "The use of songs effectively to teach English to young learners" and Liva (2014) "How English songs can improve students in speaking abilities" The purpose of their paper was to examine why songs can be useful teaching tools. It specifically examined how songs may aid in the teaching of vocabulary and sentence structures, as well as how they can help young learners to improve their vocabulary and speaking skills. According to their research, songs can help in the development of students' vocabulary and speaking skills.

Teachers can employ a variety of method in the teaching and learning process, but they must be selective. In this research, the researcher chooses songs as a medium to teach vocabulary to Children in MI NU AL-FALAH. According to Nurhayati (2009), the song is an appropriate resource; it is an excellent tool for assisting in the learning process of English, and it is thought to stimulate Children to study. Because song makes children more sensitive to noises, it is an important aspect of learning English. Children can be happy studying English if their teachers use the song during class. As a result, including songs in learning activities can nurture children's interest in being joyful at learning, and can make it simpler to comprehend the subject being taught. El-Nahhal (2011) states songs can help students develop a positive emotional attitude toward language acquisition, the statement shows that songs can provide an important tool for teaching students English vocabulary, they feel happier and not bored during the class. Based on the statement above, the researcher was conducted research using English songs to improve students' vocabulary mastery, the research will be conducted in the third-grade primary school of MI NU AL-FALAH.

1.2 Statement of the problem

- a) What is the vocabulary skill of MI NU AL-FALAH students before being treated with a song?
- b) What is the vocabulary skill of MI NU AL-FALAH students after being treated with a song?

- c) Is there any significant difference in students' vocabulary skill at MI NU AL-FALAH after being treated with a song?

1.3 Objective and Significance of the research

The objective and significance of this research are to examine whether there are any effects of using songs to teach vocabulary to students in MI NU AL-FALAH or not, and It is expected that the result of the study can be benefited the participant and others.

1.4 Operational definition

Based on the title of the research, three terms need to be defined:

- 1) English Children song

English Children's songs are songs that are created for children, the purpose of that song is to entertain children, the songs can be used in the home and educational environment as a medium to teach children about a new world. The Elements and melodies have characteristics with short phrases and repetitive lyrics that make them easy to memorize.

- 2) Vocabulary learning

Vocabulary is defined as a group of words that make sentences, it means vocabulary is a tool that helps people speak. In this research, vocabulary was taught through song activities, researchers and students sang together so that without realizing new vocabulary was spoken from the mouth, song characters that have language repetition made it easier for students to remember the lyrics.

- 3) Learning process

The learning process of English at MI NU AL-FALAH is the route that has been passed by every student there to seek and acquire new knowledge, which makes the students know how to have an attitude and make decisions about their actions. There are several components that students go through in the learning process, they are listening, singing, and speaking