

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the research, and the operational definition of the term.

1.1 Background of the research

Elementary school is the first place or level for students to learn English formally. In addition, students learn the necessary aspects of English, namely English vocabulary. Vocabulary is very important to master first because it is an important means of communication. Furthermore, vocabulary mastery will help students to assist them in understanding the language being studied. Without vocabulary, nothing can be conveyed. Another thing that Gasma & Yufrizal said (2017) Vocabulary is an important aspect of learning a language, especially in learning a second or a foreign language.

In addition, vocabulary is a basic element that affects the four English skills of students. For example, by mastering vocabulary, it is easier for students to understand the language. Knowing the meaning of vocabulary or text will increase students' interest in learning English. Everyone has their own style of saying vocabulary. (Munir 2016)

There are many ways that students can acquire and learn a foreign language, for example by using songs. Memorizing songs is believed to not only make students interested but songs can also help them learn vocabulary more easily. One of the previous studies was conducted by Alisa Pejić (2016). This study examines the extent to which visual and aural language representations through songs affect voice acquisition in the second grade of “Mejdan” Elementary School, in Tuzla. The results show that songs have a positive effect on young learners' vocabulary retention. Regardless of the setting used, aural or aural/visual, the results prove that songs are suitable for different learning styles, encouraging positive learning experiences and enriching knowledge. In learning vocabulary using songs, several

aspects of English are acquired and learned, for example pronunciation. The pronunciation of language and songs seems to have a very close relationship. One of the essential language aspects of English acquisition is pronunciation. Teaching pronunciation starts from younger age to help learners recognize the way to pronounce accurately. (Palupi, Prasetyaningsih & Bilandari 2022)

There are several reasons the researcher chose songs to conduct research at SD 2 Hadipolo: after collecting data through interviews, the researcher found that SD 2 Hadipolo is currently experiencing difficulties in mastering English vocabulary and pronunciation.

Considering the results of the preliminary study, the writer chose a song to teach English vocabulary and pronunciation. This is because songs can be a good learning resource for English classes. This is because some of the students of SD 2 Hadipolo already know English songs. Dewi (2012) By using songs and games students can understand the material easily besides singing also makes students very interested in the learning process. (Sari, Asahra & Yana, 2019)

Based on the discussion above, this research will focus on the effectiveness of using English songs to teach English vocabulary and pronunciation. This research will be conducted at SDN 2 Hadipolo and the participants are fourth grade students who have taken English classes.

1.2 Statement of the Problem

The statement of the problems are;

1. "Is there any significant difference in mastery of vocabulary and pronunciation before and after being taught using English songs?"
2. "How effective is the use of English songs to master vocabulary and pronunciation in fourth-grade students at SD 2 Hadipolo Jekulo Kudus?"

1.3 Objective of the Research

The objective of the research is to determine the effectiveness of English songs in teaching English vocabulary and pronunciation to young learners.

1.4 Significance of Research

The researcher hopes that the result will be useful as follows:

1. Theoretically

The result of this research is expected to give a contribution to the development of education, especially the influence of English songs for teaching vocabulary & pronunciation to young learners.

2. Practically

- a. To the teacher, it can give insight into the effectiveness of English songs for teaching vocabulary & pronunciation to young learners.
- b. The students, it is hoped that this research can help students to improve their vocabulary & pronunciation learning.
- c. The other Researcher, hopefully, will be useful for the next researcher who wants to conduct similar research.

1.5 Scope of the Research

In this study, researchers will focus on learning English songs for children that are easily understood by grade 4 SD 2 Hadipolo students according to their level of understanding. In implementing the research songs will measure vocab and pronunciation.

1.6 Operational Definition

The term of this research needs to be defined to avoid misunderstanding, so the researcher tries to identify the terms as follows:

1. Effectiveness is a condition that indicates the level of success or achievement vocabulary and pronunciation of the goal as measured by quality, quantity, and time, as previously planned.
2. The English songs here refer to English learning songs for children which are available on my YouTube channel
3. Teaching English in this study is a collection of words and pronunciations that are familiar to children both written and spoken in their syllabus.
4. Young Learners are fourth-grade students of SD 2 Hadipolo.

