

## CHAPTER I

### INTRODUCTION

This chapter describes the basic idea of this study. It has six points, such as the research background, research problem, research objective, scope and limitation, research significance and definition of key terms.

#### 1.1 Research Background

Is being able to speak English important in this era? We know English is a widely known language; even English is used as an international language and a second language in several countries. In today's global world, the importance of English cannot be denied and ignored since English is the most significant common language spoken universally (Nishanthi,2018). Therefore, students must improve their English-speaking skills because it benefits them in various fields in this global era and nowadays.

In English, there are four essential skills that students must learn and students know, one of which is speaking skills. According to the researcher, speaking is the essential skill among all four language skills for communicating well in this global world. As English is widely used all over the world, learners need to acquire communication skills to succeed in their respective fields (Rao, Parupalli, 2019). Speaking is a production skill with two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar, and pronunciation through several activities, and fluency considers “the ability to keep going when speaking spontaneously” (Darkhsan, Khalili, & Beheshti, 2016).

The reason why I chose this topic because based on my experience in learning English. I was interested in learning English since I was 9 years old, I started learning English using illustrated English books such as various colors, animals, and plants. When I was in junior high school I started learning to memorize vocabulary through English songs, namely by translating new vocabulary from English to Indonesian and in my opinion using this method is very effective for improving knowledge of new vocabulary.

The subjects in my thesis are 8th-grade students at SMP Negeri 2 Karau Kuala. I chose this school because I was interested in their ability to speak English. Based on my interviews with several 8th-grade students at SMP Negeri 2 Karau Kuala, I found that they had difficulties speaking English due to their lack of vocabulary and their interest in English subjects.

One recent study found that Language is a phonetic system created by humans for communication purposes. Its role extends beyond mere communication to encompass the interpretation of human similarities, differences, and individualities. English, in particular, holds significance in various professional domains and is taught extensively in Indonesian schools and universities as a target language. The primary aim of language learning is to apply the target language in practical contexts. Students learn English as a foreign language, with speaking forming a crucial part of the practice between vocabulary and language fluency attainment. There exists a strong correlation between vocabulary acquisition and speaking proficiency: the more vocabulary a student masters, the greater their potential fluency in speaking. Therefore, maintaining this correlation is essential for

achieving proficiency in English as a target language. Vocabulary plays a pivotal role in attaining fluency in speaking skills, representing a mastery component alongside grammar and pronunciation that speakers must achieve (Sutriani,2018).

According to a study by Hu and Nation (2021), vocabulary knowledge can be divided into two broad categories: receptive vocabulary, which refers to a person's ability to understand words when they are encountered in reading or listening, and productive vocabulary, which refers to a person's ability to use words when speaking or writing. The study found that both receptive and productive vocabulary are important for language proficiency and are strongly interrelated. Moreover, the study highlighted the role of extensive reading as an effective way to improve vocabulary knowledge, particularly receptive vocabulary. It emphasized the need for learners to engage in regular and varied reading activities in order to develop their lexical skills (Hu & Nation, 2021). Overall, this research emphasizes the importance of vocabulary knowledge for language learning and provides insights into effective strategies for improving lexical proficiency.

Research by Deacon and Kirby (2021) examined the development of vocabulary knowledge in children and found that vocabulary size is a strong predictor of later academic success. The study also highlighted the importance of early exposure to language and the role of parents and caregivers in facilitating vocabulary development through conversation, reading, and play. Furthermore, the study emphasized the need for educators to provide explicit and systematic vocabulary instruction, particularly for children from disadvantaged backgrounds who may have limited exposure to language-rich environments (Deacon & Kirby,

2021). Overall, this research underscores the critical role of vocabulary in academic achievement and highlights the need for targeted interventions to support vocabulary development in young learners.

To make it easier and to make learning English interesting for students, I chose to use song media to increase student vocabulary. (Rao S. P. 2018) states that learning strategies play an essential role in the learning process so that students are more interested and it is easier to understand the material in learning. When choosing a topic, the teacher must consider the needs and interests of the students, leading students to work more on the given topic with interest and enthusiasm.

According to Mede (2018), Songs are functional because they contain much vocabulary besides being entertaining. They are based on general themes or topics that also provide material related to vocabulary learning. It can be concluded that songs can be used as an effective pedagogical tool to promote vocabulary, grammar, and sentence structure and increase motivation when teaching English.

Other researchers found that English songs can be a fun and effective way to teach vocabulary to young learners, thanks to their catchy tunes and engaging lyrics Wang (2018). According to Şener and Türkan (2018), incorporating English songs into EFL instruction can positively impact learners' vocabulary acquisition, as they are more likely to retain new words and stay motivated.

## **1.2 Research Problem**

How does the implementation of English Song improve students' vocabulary mastery at SMPN 2 Karau Kuala?

### **1.3 Research Objective**

The study's objective is to find out whether English songs improve the students' vocabulary mastery.

### **1.4 Scope and Limitation**

This study is focused on using songs to enhance the vocabulary of junior high school students by introducing some verbs by listening to the music of English songs that contain some words that they can use in their daily activities. The research was conducted in a single class at SMPN 2 Karau Kuala, and the study was limited to the classroom setting. The researcher chose to use songs as the vocabulary type because they are actions that the students frequently engage in, which would help them remember the words better.

### **1.5 Research Significance**

#### **For Teachers**

I hope this research will increase creativity in teaching so that students are more enthusiastic when joining the class.

#### **For Students**

It is hoped that this research will help students understand how to learn speaking skills, speak English more easily and be more interested in speaking.

#### **For Future Researchers**

I hope I can help future researchers with some references that have in common with my study.

## **1.6 Definition of Key Terms**

### **English Song**

"English language songs have become a staple of popular culture worldwide, with the lyrics and melodies of English language hits now instantly recognizable to millions of people around the globe." (Source: "Why Do Non-English-Speaking Countries Love English Songs?" The Culture Trip, 2018.

### **Vocabulary**

Refers to the set of words that a person knows and uses in their language. It includes both receptive vocabulary (words a person understands when they hear or read them) and productive vocabulary (words a person uses when they speak or write). Vocabulary knowledge is a critical component of language proficiency and is essential for communication, comprehension, and academic success. Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press

### **Teaching media**

Refers to the use of various forms of media, such as videos, podcasts, interactive presentations, and online resources, to enhance the learning experience and engage students in the classroom. Teaching media aims to create a more interactive and dynamic learning environment that promotes active learning and student engagement. Nordin, N., & Embi, M. A. (2015). The use of teaching media in the classroom. *Procedia - Social and Behavioral Sciences*, 204, 586-593.