

# CHAPTER I

## INTRODUCTION

### A. Background Of The Study

Language is only one of the common activities of a society. Every human learns the society in which it grows up. Language is primarily a means of communicating thoughts from one person to another. Obviously, then the major concern of the writer or speaker is to use language in such a way that it will communicate to other people the exact meaning which wishes to convey.

It means language as a tool of communication and social control has many functions and advantages in the daily life context. With the language we can communicate, express our feeling and can share with other people around the world. According to the philosophy expressed in the myths and religions of many peoples, it is language that is the source of human life and power.

There are many languages in the world. One of them is English. English is one of the international languages used in countries throughout the world, including Indonesia. As an international language, English is very important because it is required as a bridge of communication.

One of English components that have to be taught to the students is vocabulary. It has the role as an important part in language skills; listening, speaking, reading, and writing. Vocabulary is also one of the most important elements in language. It is an essential component of all aspects of language and a crucial component in requiring and understanding language. We cannot speak well if we do not master it.

One of the objectives in teaching English to Indonesian people is to enable student to read and understand books written in English. To achieve that purpose, the students need a large number of words of English language to master.

As Schmitt said, No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way.<sup>1</sup>

From this statement, it could be understood that vocabulary is one of the items that have to be mastered by the students in learning English, because no one can speak English if they have limited vocabulary. In the other words, without a proportional amount of

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<sup>1</sup>Nobert Schmitt and Michael Mc. Charthey, *Vocabulary*, 1997

vocabulary, anyone will get trouble in his or her reading, listening, speaking, and writing.

For instance in Indonesia, “English is regarded as the first foreign language in this country that must be learn by the students from kindergarten until university”.<sup>2</sup> It means English is a very important subject at every level of education. In fact, “English becomes the only foreign language which is included in National Examination (*Ujian Nasional*) from Junior High School to Senior High School”.<sup>3</sup> Moreover, there are a lot of book sources written by English in the University level. Thus, learning English has been an important thing to do.

In this case, according to the students whom the writer has ever taught about English, they encounter problems in mastering vocabulary. This case also happened to the students at the kindergarten in TK El-Azzam. They encounter the problem in reminding vocabulary. They only remember vocabulary at that time when they do the substitution drill or memorizing, after that they forget it. So the students are not motivated to master their vocabulary. Besides, it is supported by the result of interview to the English teacher and students in preliminary

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<sup>2</sup>Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 372 tentang Pengajaran Bahasa Inggris di Indonesia

<sup>3</sup>Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 46 Tahun 2010 tentang Pelaksanaan Ujian Sekolah/Madrasah dan Ujian Nasional, Pasal 9

study that the students' difficulties come from the weaknesses of the student ability in memorizing the words; therefore they did not have ideas about what a word mean and when they use it. Secondly, the students often have difficulty when they do the task because the teacher gives them limited vocabulary. Furthermore, it can be assumed that there is poor vocabulary competence among the students where the study is conducted.

Furthermore, the problem that students faced in mastering vocabulary is about their interest in mastering vocabulary. The students consider that learning vocabulary is a tedious job. They are also not interested in mastering vocabulary because the teacher seldom creates any instructional media. As a result, most students dislike learning English; and although they attend English lesson, they are not interested in mastering vocabulary. Based on this condition, the teaching learning process becomes boring and not effective. In this case, the teacher should really know how to teach vocabulary well, not only to make the students understand but also to make them enjoy the study, because studying in enjoyable situation will give the positive effect for the students.

At the same time, the research give a videos and audio in learning vocabulary. On the other hand, teachers should see technology

as tools to help them in whatever techniques and approaches they have chosen to use yet, teachers will still look at technology as a method for teaching. Somehow, YouTube is very famous yet in schools to teach English subjects. And there are still many schools which do not have enough facilities as complete as other schools. Using songs from YouTube is considered to make students easier to master their vocabulary with fun and enjoyable learning process. Song is considered as one of alternative ways to improve English especially vocabulary.

The research think this shows that a creative way of learning is needed to master the vocabulary, research this study is important as most of the students in the selected school are still unable to master their vocabulary.

From the description above, the creative way in learning English for kindergarten is needed. Those findings have serious consequences for students in English learning, especially vocabulary mastery and student's achievement in English.

Watching a video and listening a songs that can help in memorization and the rhythm and rhyme of the lyrics can also help vocabulary as well. Students face problems in remembering vocabulary. They only remember at the time when they do their memorizing, and later they forget again, students are not motivated to master their

vocabulary. Because of the problem, students might consider that learning vocabulary is difficult and they are also not interested anymore in mastering it as their teacher rarely create instructional media.

Using song and video students' vocabulary mastery is considered to be able to make the students easier to master vocabulary without pressure but fun. Song and video is considered as one of alternative ways to improve English especially on vocabulary; like what Wrenshall said; there is also plenty of evidence that song help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well.<sup>4</sup> Moreover, songs and videos are fun and familiar to students' ears, because songs and videos are easy to find in the television, cassette, radio, and mp3 player. In addition, using songs and video also would instantly motivate students to learn the language as they are able to listen the songs as well as read the lyrics projected on the screen.

From the statement above, Song and video is considered to be one of the resources that can be utilized in the teaching and learning of English. Through the appropriate songs which are chosen, the students can comprehend the knowledge factually, conceptually, and procedurally. In relating to master vocabulary, it means at once we practice our listening; we catch new words we never heard before. In

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<sup>4</sup> John Wrenshall, *Using song to Improve Communication Competence*. (Bangkok: November. AUA Language Center, 2002)

other words, while singing, the students are able to read the lyrics and this indirectly encourages them to learn new words.

This research is hoped to provide useful information about English song for teacher and students. The teacher is hoped that they can take advantages from the information about English song. Based on the explanation above, the writer wants to propose "**Using English Song in Teaching English for Kindergarten (a Case Study at TK El-Azzam Cikupa Tangerang)**".

## **B. Statement Of The Problem**

Dealing with the background above the researcher would like to identify the following question :

1. How is the English song used in teaching English at kindergarten ?
2. What the resources that can be utilized in the teaching and learning of English ?

## **C. Objective of The Study**

Referring the phenomenon that will be investigated above, the aims of the research is to describe in detail the process of teaching English at TK El-Azzam using English songs.

1. The songs are listened to the students and very effective make the students easier to master vocabulary and memorize without pressure at TK El-Azzam.
2. The resources teaching and learning of English the student can comprehend the knowledge factually, conceptually, and procedurally.

#### **D. Significance Of The Study**

This study will provide useful information for teacher, students, and the research as the following parts :

1. Teachers may have more experience in dealing with problems related to the teaching and learning processes and also finding the solution to improve the teaching ability. This can also be one of the references and inputs for the teaching and learning processes.
2. It can help them to improve their speaking skills in a fun way and understand the lesson better.
3. The results of the study are beneficial to the researcher as an experience in how to conduct action research related to the problem-solving capability.

And for other researchers, this study is expected to be a reference for who are interested in conducting similar studies.



### **E. Limitation Of The Study**

The researcher limited the study into some point. *The first* researcher focuses on teaching English through vocabulary for kindergarten using song. *The second* researcher focuses on the resources teaching and learning to comprehend the knowledge factually, conceptually and procedurally.

### **F. Previous Of The Study**

The first previous research of the paper from Winda Nurazizah is “Using English Songs to Improve Students Listening Skill” (A Classroom Action Research at the Kindergarten). The research design that used was classroom action research, with the reason the teacher can develop and repair their skill in giving the material to the students. Using English song in teaching English has been advocated in listening process. Songs are very interested to be implemented to improve listening. Students get the easy method in listening process, however the students can understand the material of listening comprehension in the classroom.

The second previous research of the paper from Amanda is “First Step to Effective Listening” in this study total the methodology seems to be pioneering way of teaching English and using songs to this effect increasingly gain popularity around the world. Singing is one of the

most effective language learning strategies reported by most children. However, if songs are used in effectively and in meaningless ways they can easily become more entertainment and pleasurable interruptions. Meaningful songs should be chosen that suit the cognitive and linguistic needs of pupils. It is my hope that the example provided in this study will prove helpful for teachers of English.

The third previous research of the paper, the researcher conclude the resources that can be utilized in the teaching and learning of English. The student can resource the media as a songs and video are very comprehended to utilized in their learning of English.

The similarities between the writer's paper and the previous research names to increase the students in listening comprehension and using song as media to teach English in the classroom. And then, differences are using song to teaching student's listening in the classroom and applying song in differences place to teach listening.

So, the result of these previous research there are interesting thing to teach students listening by using song as media in the classroom, and the teacher can increase their listening.

#### **G. The Organization Of Writing**

The research is divided into five chapters, the organization of this paper as follows:

Chapter I is an introduction which contains of Background of the study, Statement of the Problem, Objective of The Study, Significance of the study, Limitation of the study, Previous of the study, and Organization of writing.

Chapter II is the Theoretical review contains of definition song, function of song, advantage and effectiveness of song in teaching and learning process, teaching vocabulary through song, definition of vocabulary, types of vocabulary, technique in teaching vocabulary, decisions about content in teaching vocabulary, problem in teaching vocabulary, games and songs in the efl classroom.

Chapter III is the Methodology of research which contains of research methodology, the research design, the setting of the research respondent, the research instrument, technique of data collecting, and technique of data analysis.

Chapter IV is Research Finding and discussion has some contents, result of identification, data resources teaching, study findings, the analysis of research question use of song influence vocabulary acquisition, the analysis of research question, participant response to open-question, summary of the findings, summary of study.

Chapter V is conclusion which contains of conclusions based on the result of the research and suggestions for further research.