

CHAPTER I

INTRODUCTION

This chapter covers the background of the research, the formulation of research question, the purpose of the research, the significance of the research, the research hypothesis, the scope and limitation of the research, and the definition of key term.

A. Background of the Research

According to Ramelan Andriyani (2016: 1), English as an International Language is used to communicate, strengthen, and bind relations between all countries in the world in all fields, for example, in tourism, business, knowledge, and technology. To balance modern life, English language skills are certainly very necessary.

Including in Indonesia, English is the first foreign language taught in schools, from low to high levels. In learning English, students must master speaking, reading, writing and listening skills. These four skills influence each other to create good communication skills in English. In language there are linguistic components that must be understood and improved to help students in the communication process, namely vocabulary, pronunciation and grammar. Vocabulary is a crucial component that serves as the foundation for students' English language proficiency. "Vocabulary is a basic or important part of building a language, playing a very basic role in terms of communication," claim Hatch and Brown (1995: 1). In other words, speaking English becomes easier as we increase our vocabulary. The totality of words that create a language is its vocabulary. The first step in learning vocabulary should be done before studying English skills. One of the most important components of teaching any language is building vocabulary. Students need to be learning new words all the time as they practice the sound system and learn its structure. One component of language that needs to be taken seriously is vocabulary. It is the primary component of learning and comprehending language. The general definition of vocabulary is the understanding of words and their meanings. More precisely, vocabulary refers

to the kinds of terms that learners need to be familiar with in order to comprehend texts that get harder to read (Hiebert, 2005), as referenced in Nurdiansyah, Asyid, & Parmawati (2019).

Several kinds of problems prevent students from learning language by memory. Thus, a large number of students have little interest in studying English. As a result, it is encouraged that English teachers become proficient in several techniques. For instance, Nababan (1991:4) says that a good teacher is one who can modify the most effective method or technique to fit the subject matter being taught. Some children have trouble remembering words and become confused. Students can learn foreign languages in a variety of methods, such as by singing along to songs. It is thought that learning songs by heart can not only keep pupils engaged but also facilitate their vocabulary acquisition (Dewi, 2013). Singing while learning English might help students relax and lower their mental obstacles. The statement "songs have personal qualities that make listeners react to the song" is made by Griffie (1992:4). Students learn new vocabulary and master pronunciation by listening to songs. Whenever they come across new words in the song, they usually look up their meanings and spellings right away. According to Harmer (2002:228), developing students' listening abilities is necessary because it allows them access to a wealth of valuable language information. Some Indonesian students might enjoy using their English song-listening habit to improve their vocabulary, grammar, spelling, pronunciation, and other academic skills. Speaking English is far more difficult than repeating English songs, according to Lynch (2008). This demonstrates how crucial hearing and listening are to learning a new language."

SMK "SORE" Tulungagung is one of the favorite private schools for the people of Tulungagung, which has implemented the Merdeka Curriculum in its education system. English becomes the second language in the learning process. Thus, mastery of vocabulary is very important for students to support the learning process. Looking at the current condition of students, the motivation to learn is lacking, especially for foreign languages which they think are difficult. So as teachers, we must use interesting ways to increase

student learning motivation. In this study, researchers chose songs as a vocabulary-learning media. The use of English songs can develop the quality of students' vocabulary and can motivate students to acquire new words that they have listened to. In addition, most learners enjoy singing songs, and songs can often be variations of a foreign language learning routine. According to Zatnikasari in Pradana (2014: 31), songs are also effective in making students remember words easily and feel more motivated in class because they learn in an interesting way. That is, one way to create a pleasant learning atmosphere is to use songs as a medium of instruction in class to develop students' vocabulary mastery.

By using songs in English vocabulary teaching, students will feel a pleasant atmosphere. They can easily remember vocabulary because it is familiar to their ears, and they can learn and understand new vocabulary derived from songs. Listening to songs can also provide enjoyment and stimulate cultural interest. This means that when students listen to their favorite English songs, they are personally motivated to find out what the song is about, understand the meaning of a word, and get more vocabulary from the lyrics of the songs they hear. Thus, students' desire to listen to English songs is expected to increase students' vocabulary mastery.

Looking at previous research, such as those conducted at SMPN 1 Kuriipan by Nina Anggun (2017), which used experimental research designs and quantitative methods. The purpose of this study is to investigate the effectiveness of song-based vocabulary development in English. The study's findings show the positive effects of English songs on teaching and learning.

Then, according to research by Marni Bawawa (2020), the student's achievements in mastering English vocabulary at SMP Negeri 3 Merauke were evaluated using qualitative methods. This study is focused on showing if listening to English songs can help students improve their vocabulary using pre- and post-test results. After treatment, the study's findings demonstrate that songs are a useful tool for helping students improve their vocabulary in English.

The most recent study, done in 2022 by Wardiman, Aminah, and Anjar, was inspired by the author's own experiences studying English at Tadulako University. This study is centered on using English songs to improve vocabulary. A questionnaire was employed by researchers to gather perceptions from English Language Education students, indicating a qualitative method. The answer that emerged from this research is that, in addition to helping with vocabulary development, English songs also contribute to the growth of English language proficiency.

There are some differences between the previous study and this research. Some of the differences lie in the methods and research design used, the population and sample, and the time and place of the study. The previous research used qualitative and correlation research method, while this research uses quantitative and quasi-experimental research design. The population and sample in previous study was mostly students in primary, junior, high school and students in English Education Department, while thus research uses X-grade of Vocational High School as the sample. Based on the above justification, researchers are interested in finding out if using English songs in vocational high schools can improve students' vocabularies and assumes that there is a positive effect of learning vocabulary using English songs. Thus, the utilization of English songs on the vocabulary mastery abilities of SMK "SORE" Tulungagung class X students is the main focus of this research.

B. Formulation of Research Question

Based on the background of the study, the problem formulation of this study is:

Is the use of English songs effective on vocabulary mastery for tenth grade students at SMK Sore Tulungagung?

C. Purpose of the Research

Based on the background of the study mentioned above, the objectives of this study are:

To find out whether using English songs can be effective on vocabulary mastery for tenth grade students at SMK SORE Tulungagung or not.

D. Research Hypothesis

The Hypothesis is not the final answer of the research. This is an alternative answer that needs to be verified. The researcher's hypothesis must first conduct research empirically. The hypothesis is this research is:

1. The Null Hypothesis (H_0): there is no significant effect on the use of English songs on students' vocabulary mastery
2. Alternative Hypothesis (H_a): there is a significant effect on the use of English songs on students' vocabulary mastery

E. Significance of the Research

1. Theoritically

Theoritically, the results of this study will answer questions on the problems mentioned above. In addition, it will provide benefits for innovation in the process of teaching English vocabulary.

2. Practically

For the institution of SMK "SORE" Tulungagung, the results of this research can be useful to improve the learning system and facilities that support needs, especially in the process of teaching English vocabulary.

- a. For teachers of SMK "SORE" Tulungagung, the results of this research can be useful to add innovation in the process of learning English vocabulary.
- b. For students, the results of this study can be a motivation to continue learning vocabulary in a more fun and memorable way.
- c. For researchers, the results of this study can enrich innovations in teaching English vocabulary to support speaking, reading, writing and listening skills.
- d. For other English teachers, the results of this study can be used as an example for English vocabulary learning programs.

e. For readers and future researchers, the results of this study are expected to add knowledge, and can be a reference for similar research.

F. Scope and Limitation of the Study

To avoid misunderstandings, researchers want to limit the scope of the problem. This research focused on: the use of English songs on vocabulary mastery for tenth grade students at SMK "SORE" Tulungagung.

G. Definition of Key Term

In this section, there are several explanations related to the title mentioned above. The title is "The Effectiveness of Using English on Vocabulary Mastery for Tenth Grade Students at SMK "SORE" Tulungagung".

To avoid misunderstanding from readers, it is important to explain key terms such as the following:

1. Effectiveness

Effectiveness is a condition that contains the understanding of the occurrence of a desired effect. Effectiveness can also be interpreted as a description that provides a measure of how far the target can be achieved.

2. Vocabulary

Vocabulary is one of the linguistic components that is the main basis in building good communication. Vocabulary contains all the words that exist in a language.

3. Song

A song is a piece of music with lyrics that are sung. Song lyrics convey the thoughts, emotions, and life experiences of the writer.

4. SMK (Vocational High School)

Vocational High School is an education at the secondary level that prioritizes the development of students' abilities to carry out certain types

of work. SMK aims to prepare students to enter the workforce in accordance with their skills and develop professional attitudes.