# CHAPTER I

# INTRODUCTION

## A.    Background of the Study

Vocabulary mastery is one of the fundamental aspects of learning a language, especially for elementary school students who are at the early stage of language development [1]. According to Hakiu dan Buhungo (2020), vocabulary mastery is closely related to other language skills, such as writing, listening, and speaking [2]. Vocabulary can be defined from two perspectives: linguistically, as the totality of words within a language that conveys meaning and usage; and from the viewpoint of language users, as the wealth of words possessed by an individual speaker or writer [3]. his richness in vocabulary is crucial, as it significantly influences the overall quality of language skills. Mastery of vocabulary is not merely a straightforward task; it encompasses recognition, selection, and application, and is a gradual process that requires sustained effort.

In today's globalized world, mastering English has become an essential skill for the younger generation. English serves not only as an academic subject but also as an international language that permeates various aspects of life, including education, science, and the workplace. In an era characterized by rapid

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[1] Rahmawaty Mamu and Nurlaila Husain, "Peningkatan Penguasaan Kosakata Bahasa Inggris Siswa Sekolah Dasar Melalui Penggunaan Kamus Bergambar," *Nanggroe : Jurnal Pengabdian Cendikia Nanggroe:* 3, no. 1 (2024): 77–80.

[2] Amelia Hakiu and Ruwiah A. Buhungo, "Analisis Hubungan Penguasaan Kosakata Bahasa Indonesia Dengan Kemampuan Menulis Karangan Narasi Pada Siswa Sekolah Dasar," *Educator (Directory of Elementary Education Journal)* 1, no. 1 (2020): 1–23.

[3] Yuliana Yuliana, "Pengaruh Minat Baca Dan Penguasaan Kosakata Terhadap Kemampuan Menulis Teks Narasi," *Diskursus: Jurnal Pendidikan Bahasa Indonesia* 3, no. 01 (2020): 27.

technological advancement, much of the scientific literature and online resources are presented in English [4]. Proficiency in English plays a crucial role in providing individuals with greater access to a wide range of knowledge and enhancing their competitiveness in the global arena. Developing English language skills from an early stage, particularly during junior high school, is essential because it allows students sufficient time to build and refine their language competencies. Junior high school represents a transitional phase in English education where students expand their skills beyond the basics learned in elementary school, encompassing reading, speaking, writing, and listening[5]. A solid foundation in English equips them to tackle academic challenges in higher education and offers advantages in their future careers. However, in reality, many junior high school students still face difficulties in enriching and mastering vocabulary, including at SMPN 3 Srengat Blitar. During researcher's PKL (*internship*) at SMPN 3 Srengat Blitar, the researcher engaged in conversations with students in English, and many students expressed that while they understood the general context of our discussions, they often struggled with specific vocabulary translations. This difficulty hindered students ability to respond effectively in English. For example, when asked to elaborate on their thoughts or feelings, students frequently hesitated, indicating that they could grasp the overarching ideas but lacked the vocabulary to articulate their responses clearly. This gap in vocabulary knowledge not only affects their conversational skills but

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[4] Amelia Putri Ardianti et al., "Pengembangan Kemampuan Berbahasa Inggris Secara Kontekstual Dengan Kondisi Dan Situasi Keseharian Peserta Didik," *Jurnal Majemuk* 2, no. 3 (2023): 400–411.

[5] Dwi Astuti Wahyu Nurhayati and Maylia Wilda Fitriana, "Effectiveness of Summarizing in Teaching Reading Comprehension for EFL Students," *IJOLTL: Indonesian Journal of Language Teaching and Linguistics* 3, no. 1 (2018): 33–50.

also contributes to a broader perception of English as a challenging and daunting subject.

This research focuses on the seventh-grade students at SMPN 3 Srengat Blitar. Preliminary studies conducted in this class revealed that 53.1% of students scored below the KKM, with only 15 out of 32 students achieving the minimum score of 70. Observations indicated that students face several challenges in English lessons, including low vocabulary mastery and a tendency to become easily bored, which hampers their ability to absorb lesson material effectively. The prevalent teaching method, which often relies on rote memorization of vocabulary, is perceived as monotonous and disengaging, further diminishing students' interest in English [6]. Additionally, students reported difficulties with pronunciation, as they struggle to articulate words correctly, often confused by the similarities in sound among English vocabulary. These challenges contribute to a perception of English as a difficult and tedious subject, exacerbating the overall learning experience.

Theoretically, employing engaging and relevant learning media is highly recommended to enhance student interest in language acquisition. Numerous studies have demonstrated that utilizing media such as songs can significantly boost students' motivation and comprehension in foreign language learning, particularly in vocabulary mastery[7,8]. Songs, as an instructional medium, foster a relaxed and

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[6] Novi Ismiasih et al., "Pendampingan Belajar Hitung Cepat Dan Bahasa Inggris Untuk Menciptakan Suasana Belajar Yang Menyenangkan," *J.A.I : Jurnal Abdimas Indonesia* 4, no. 2 (2024): 372–379.

[7] Rizka Andini Rachmawati and Husin Husin, "Penerapan Metode Bernyanyi Dalam Meningkatkan Penguasaan Kosakata Bahasa Arab Di Panti Asuhan Nurul Jannah," *Berajah Journal* 2, no. 2 (2022): 223–230.

[8] Gracia Elizabeth Simatupang et al., "Meningkatkan Kosakata Bahasa Inggris Melalui Lagu Bahasa Inggris Di Kelas 4 SD Swasta GKPS 2 Pematang Siantar," *Beru'-beru': Jurnal Pengabdian*

enjoyable learning environment that supports the transmission of diverse language materials. Songs attract students' attention and help them remember vocabulary more easily due to their rhythm and repetitive structure. Using songs as authentic materials motivates learners and exposes them to real language use, which supports vocabulary acquisition naturally, Nurhayati (2016).[9] Nurhayati (2018), also stated that, song-based learning fosters a relaxed learning environment and supports better vocabulary retention for secondary students.[10] The unique combination of melody and lyrics enables students to encounter new vocabulary repeatedly in a natural context, which significantly improves retention and recall. However, the success of instructional media largely depends on its alignment with teachers' needs and the contextual demands of the learning environment.[11] Given that English instruction in some schools is offered as an extracurricular or local content subject rather than a compulsory one, it requires teachers to exercise creativity in redesigning these instructional media. Through such creative efforts, teachers can transform potentially monotonous classroom settings into enjoyable and dynamic learning environments. In addition, the song also creates a more relaxed learning atmosphere, allowing students to more easily understand and master vocabulary.[12]

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*kepada Masyarakat* 2, no. 1 (2023): 16–25, https://ojs.unsulbar.ac.id/index.php/jipm/article/view/2745.

[9] Dwi Astuti Wahyu Nurhayati, "Redesigning Instructional Media in Teaching English of Elementary Schools' Students: Developing Minimum Curriculum," in *The 61 TEFLIN International Conference* (Solo: Universitas Sebelas Maret, 2014), 927–931.

[10] Dwi Astuti Wahyu Nurhayati, *Authentic Material through Songs to Enhance Students' Vocabulary* (Academia.edu, 2018).

[11] Zaitun Qamariah et al., "Penguatan Kosakata Bahasa Inggris Keislaman Pada Siswa MA HI Melalui Lirik Lagu Religi Berbahasa Inggris," *Jurnal Pengabdian Masyarakat (JUDIMAS)* 2, no. 1 (2024): 120–129.

[12] Lisda Via Grace Situmeang and Nelson Balisar Panjaitan, "Students' Perception of Using the Songs To Improve Pronunciation," *EDUSAINTEK: Jurnal Pendidikan, Sains dan Teknologi* 11, no. 3 (2024): 1252–1264.

Through English songs, students can also listen to the correct pronunciation from native speakers, which ultimately helps them develop better pronunciation skills, closer to that of native speakers [13].

The advantages of song media are that it can be played repeatedly according to the students' needs, it develops students' imagination, it is very effective for language learning, and its implementation is very easy. According to Nurhayati (2015), songs provide not only entertainment but also a powerful context for learning new vocabulary, especially when learners are actively involved in the singing process.[14] Moreover, learning media through songs is more enjoyable to listen to than monotonous English narration that is practically lengthy, allowing students to summarize the discussion and analysis of the song in a learning process[15]. Nevertheless, a practical gap occurs in the daily learning practices at SMPN 3 Srengat Blitar, where based on a brief interview with one of the English teachers at SMPN 3 Srengat Blitar, conventional methods such as memorization and the provision of vocabulary lists are still more dominantly used. This causes students to tend to feel bored and less motivated to learn new vocabulary. On the other hand, a more interactive and enjoyable approach, such as the use of English songs, has received less attention and has not been fully integrated into learning activities.

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[13] Lisda Via Grace Situmeang and Nelson Balisar Panjaitan, "Students' Perception of Using the Songs To Improve Pronunciation," *EDUSAINTEK: Jurnal Pendidikan, Sains dan Teknologi* 11, no. 3 (2024): 1252–1264.

[14] Dwi Astuti Wahyu Nurhayati, *Using Songs to Improve Students' Vocabulary Mastery and Pronunciation Ability* (Tulungagung: STAIN Press, 2015).

[15] Dwita Laksmita Rachmawati and Dian Fadhilawati, "Penggunaan Lagu Anak Dan Short Story Untuk Memperkuat Keterampilan Bahasa Inggris Anak Usia Dini," *IJECS: Indonesian Journal of Empowerment and Community Services* 4, no. 2 (2023): 71–83.

Previous research findings have also proven that enjoyable learning methods, such as using songs in English, can create a more positive learning atmosphere and reduce student boredom [16]. The use of songs as a teaching medium greatly helps create an enjoyable classroom atmosphere, makes it easier for students to sing English songs, and facilitates their learning and memorization of new vocabulary. When songs are used in the classroom, they can significantly increase student motivation and interest in learning vocabulary, Nurhayati (2014).[17] Studies have shown that songs not only enhance vocabulary mastery but also enrich the learning context, allowing students to connect new vocabulary with familiar situations[18]. Similar research by Purnamasari (2020) and Emirati & Marzuki (2024) further corroborates the positive impact of English songs on vocabulary acquisition among students[19]. This means that the more English songs students listen to, the better their vocabulary mastery in English improves.

Given these observations and the identified gaps in vocabulary mastery among students at SMPN 3 Srengat Blitar, this study aims to investigate "THE

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[16] Movi Riana Rahmawanti and Inggar Berlia Sari, "Benefiting EFL Students In Listening Comprehension Through English Songs," *EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics* 6, no. 1 (2022): 72–85.

[17] Dwi Astuti Wahyu Nurhayati, *The Use of Songs in Teaching English Vocabulary to Elementary School Students*, Conference Proceedings, IAIN Tulungagung (2014).

[18] Fika Megawati et al., *Integrasi Nilai Islam Melalui Lagu Pada Pembelajaran Bahasa Inggris Berbasis Communicative Language Teaching (CLT)*, ed. Tanzil Multazam, 1st ed. (Sidoarjo: UMSIDA Press, 2024).

[19] Purnamasari, "The Effect of Using English Song as Teaching Media to Improve Vocabulary Mastery on The Eleventh Grade Students of SMK Negeri 11 Samarinda," *Borneo Educational Journal* 02, no. 02 (2020), https://doi.org/110.24903/bej.v2i2.748; Emirati Emirati and Mutmainnah Marzuki, "Meningkatkan Penguasaan Kosa Kata Siswa Menggunakan Lagu Bahasa Inggris Di Youtube," *Journal of Education Sciences : Fondation & Application ( JESFA )* 3, no. 1 (2024): 99–106.

EFFECT OF USING ENGLISH SONGS ON VOCABULARY MASTERY AT THE 7TH GRADES OF SMPN 3 SRENGAT BLITAR".

## B.     Statement of Research Problem

Based on the background of the study mentioned earlier, the research question formulated for this study is "Is there a significant effect of using English songs as a learning medium on improving vocabulary mastery among the 7th grade students of SMPN 3 Srengat Blitar?"

## C.     Objectives of the Research

From the research question, the objective of the study can be stated as follows:

The research focused on investigating the effectiveness of using English songs as a learning medium to improve vocabulary mastery among junior high school students. The subject of this research was the seventh-grade students' of SMPN 3 Srengat Blitar.

## D.     Significance of the Study

This research is expected to have various benefits that can be felt by students, teachers, and also researchers in the future as follows:

1.     For Students

This research provides direct benefits for students, especially in improving their mastery of English vocabulary. The use of songs as a learning medium is expected to make students learn in a more enjoyable and interactive way, allowing them to memorize new vocabulary more

easily by involving auditory aspects and melodies that reinforce memory.

2. For Teacher

This research is expected to contribute to teachers in developing innovations, designing strategies, and creating learning method scenarios, such as using other modern learning media including videos or short films.

3. For Future Research

This research can serve as a foundation for further studies that wish to explore the use of audio-based learning media in various aspects of language learning. Additionally, this study opens up opportunities to develop similar approaches in other subjects or different age groups. The results of this research are also expected to provide empirical references on the effectiveness of using songs in language education, which can serve as a reference for further research on creative and innovative learning media.

**E.    Research Hypothesis**

In research, hypotheses are formulated as tentative or provisional statements concerning the variables under study[20]. The hypothesis proposed in this study are:

1. Null Hypothesis (H_0)

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[20] Dwi Astuti Wahyu Nurhayati, *Problem & Tips for Writing Scientific Works*, ed. Dwi Astuti Wahyu Nurhayati (Sukabumi: CV Haura Utama, 2021).

There is no significant effect of using English songs as learning media on improving vocabulary mastery at $7^{th}$ grade students of SMPN 3 Srengat Blitar.

2.   Alternative Hypothesis ($H_a$)

There is significant effect of using English songs as learning media on improving vocabulary mastery at $7^{th}$ grade students of SMPN 3 Srengat Blitar.

## F.   Scope and Limitation of the Study

The scope of this research is limited to understanding how the use of English songs as a learning medium can help improve vocabulary mastery among junior high school students. The subject of this research is the English subject, focusing on the effectiveness of using English songs on the vocabulary mastery of junior high school students.

## G.   Definition of Key Terms

The definition of key terms aims to avoid misunderstandings by readers regarding the terms used. Therefore, this research presents several definitions of key terms related to the following topic:

1.   Song

Accroding to Putri and Desyandari (2023) a song is a combination of music that consists of melody and lyrics, or a composition of words and music, which has harmony, rhythm, and beat, and features a structure that includes repetitions of verses and choruses, which can be

accompanied by musical instruments or performed without them[21]. In this research, the song used is an English-language song, which means that the lyrics of the song are written and sung in English.

2.  Vocabulary Mastery

According to Hiebert and Kamil (2005), vocabulary mastery is the ability to communicate the meaning of words, patterns with information, whereas passive vocabulary denotes the ability of identifying the form and the meaning of words[22].

## H.  Organization of the Study

To achieve a systematically organized discussion, the author needs to design a writing structure that can effectively present the research results and make them easy to understand. Therefore, the author explained the writing systematics as follows:

The first chapter contains the introduction section, which includes the background of the problem, formulation of the problem, research objectives, research benefits, explanation of terms, and the systematic discussion.

Chapter two presents a literature review that encompasses the main theories (grand theory) and theories derived from qualitative research references. In this chapter, theories sourced from literature or previous research are used as the foundation for explanations.

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[21] Eliza Nola Dwi Putri and Desyandari Desyandari, "Integrasi Lagu Dalam Rencana Pembelajaran Tematik Di Sekolah Dasar," *Jurnal Pelita Ilmu Pendidikan* 1, no. 2 (2023): 53–56.

[22] Yustina Gulo, Restu Damai Laia, and Lies Dian M. Ndraha, "Improving Students' Vocabulary Mastery on Narrative Text Through Mnemonic Method At the Seventh Grade of SMP 1 Huruna," *Research on English Language Education* 4, no. 1 (2022): 29–39.

Chapter three outlines the research methods used, including data sources, data collection procedures, data analysis techniques, verification of the validity of findings, and the stages of the research.

The fourth chapter contains a presentation of the research results, which includes a systematic presentation of data arranged clearly, both in the form of tables, graphs, and descriptions, to provide a comprehensive overview of the findings.

Chapter five focuses on the analysis and interpretation of the research results that have been conducted. In this chapter, the data obtained from the research was reviewed in depth to answer the research questions and achieve the established objectives. The research results were also compared with relevant theories and linked to previous findings to see if there were any similarities or differences.

The sixth chapter contains conclusions and recommendations. This section explains the conclusions drawn from the research findings. Then, the recommendations include the author's suggestions related to the research.