

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

Teaching vocabulary is a fairly difficult process for students and teachers, a process that requires many ways from both parties so that the teacher can convey it well and students can receive it well. In Indonesia, English as a foreign language has a prominent role in international communication, especially in the context of improving a competitive force among nations (Suprijadi, 2014).

More specifically, I use vocabulary to refer to the kinds of words that students must know to read increasingly demanding text with comprehension (Hiebert, 2005), as cited in Nurdiansyah, Asyid, & Parmawati (2019). One way that can help students learn a lot of English vocabulary is through songs. According to Dewi (2013), memorizing songs is believed to not only make students interested but also help them learn vocabulary more easily. Songs can be a good learning resource for English classes.

Those are because English songs are already well known by some. The class also can be fun and joyful learning. It doesn't need too much time or meetings to do it (Agustina, 2016). Teachers are required to be creative in class so that children become more interested in learning English. Therefore, their interest in English will be an important foundation for achieving more satisfying English skills. In this research, researchers applied to students the technique of

memorizing English songs to teach vocabulary as the right technique to improve students' vocabulary mastery.

The technique of memorizing English songs is also a technique where students must memorize English songs chosen by the teacher based on the syllabus used. The use of English songs in class can help effective learning by providing fun learning classes, reducing student anxiety, fostering students' interest in learning, and improving students' motivation to learn a foreign language. The popularity of pop songs ensures that they have great potential to motivate students to learn languages (Limbong, 2012).

So that students will be more interested in learning English through songs that are considered fun and not boring. Some of the vocabulary that must be mastered by students through memorizing songs consists of the words that are in the lyrics of the song. Memorizing English songs is one way that allows students to repeat and remember the vocabulary. In addition, although most students regard learning English by listening to English songs as entertainment, they also learn spontaneously and unconsciously, which is a much more fun and efficient way to increase language awareness than mechanically memorizing tedious course books of vocabulary and grammar (Shen, 2003).

Thus, memorizing English songs can be considered useful for learning vocabulary easily. In the field, we often encounter teachers who complain about experiencing difficulty organizing classes, for example, because students too

active to move play games in the classroom, making it difficult to Organize, easy to get Bored and lose motivation as well as concentration, and having disputes with their friends. On the other hand, it is often also observed that students feel less happy and have a deeper spirit when learning English because the way teachers explain things is too structural. Lack Of media used Usually, the Teacher only explains or gives an oral description of a state, shape, Or, place.

So students can Only imagine without looking directly at the form or situation, making it difficult to understand the intentions conveyed by the teacher . The low memory of students is not because of factors caused by them alone. But this problem is also due to the learning activities of students who are less active, lack interest in learning, and don't pay attention to the teacher. English characters in high school still minimal, and there is still a lack of techniques that make students not master the vocabulary.

In addition, for students who don't like to speak English or are difficult with it, Me want to apply easy language techniques to make them interested in learning English can speak English well and correctly. Based on observations made during the implementation of learning, researchers still find that the application of learning is still not optimal and there are still many shortcomings in the implementation of learning.

So that there are still many students who are not so enthusiastic in participating in English lessons On that basic, the researchers are interested in

conducting research under the title **”THE USE OF SONG TO IMPROVE STUDENTS VOCABULARY”**.

### **1.2.Research Problem**

Based on the background above, the research problems of this study is,

Does using song improve students’ vocabulary ?

### **1.3.Aim of study**

To find out the improvement of using songs in vocabulary

### **1.4. Significances of Study**

#### **1.4.1.Implication**

In general ,this research contributes to the world of education especially in the teaching of English ,as an effort to develop vocabulary in students through teaching using song (Lewis 1993).

#### **1.4.2.Application**

##### **1. for the students**

The result of this research is expected to improve the students interest in the learning process,especially in improving their vocabulary.

##### **2. for the teacher**

As an additional reference, it may be useful for the teacher to have a good learning strategy and use songs to improve students' vocabulary.

**3.for the next researcher.**

The result of this research can be used as previous research in his or her research.