

## CHAPTER I

### INTRODUCTION

#### 1.1. The Background of The Study

English has become one of the most commonly spoken languages. This is supported by Horobin (2016) that states English is currently spoken by around 450 million people worldwide. In Indonesia, English is currently taught as a foreign language in schools. Teaching English to young learners was considered as the essential thing. Parents compete to have their children learn English at a young age. According to Saputra (2017), Young age is viewed as an important time to acquire language skills, particularly in English. This is because pupils have the larger capacity to absorb information throughout their golden age.

Students must master four core language abilities (listening, speaking, reading, and writing) in order to communicate and understand one another. In addition to these four language proficiency areas, vocabulary serves as the basis for language. Vocabulary is the entire list of words required to convey concepts and convey the speaker's meaning (Alqahtani, 2015). Therefore, it is difficult to communicate ideas without a good range of vocabulary (Miraj et al., 2015). Having a large range of vocabulary helps students develop their four language skills.

Learning English can be challenging for many students, particularly when it comes to vocabulary mastery. Vocabulary mastery is the ability to use a large number of words in a language that convey information about their

meaning, form, and application in communication contexts (Lelawati, et al., 2018). When students have a strong vocabulary, they can understand what they read, write, hear, and say. The limited vocabularies make students keep quiet and passive during the class session. Students are afraid to make mistake because they cannot understand English well. This is supported by Aini (2017) that states students who have a limited vocabulary will find it challenging to acquire and comprehend the foreign language. Students that have a sufficient vocabulary are better able to communicate ideas clearly, understand language tasks, and participate in conversations in foreign languages.

Based on the preliminary observation to the students at SDN 107417 Sei Merah, researcher found that students face some difficulties in learning English. First of all, a lot of students struggle with vocabulary mastery, including understanding word meanings and memorizing vocabulary. The second issue is the difficulty pronouncing the words correctly for the students. During the class activity, most students are passive because they are afraid to make mistake to pronounce the words. Third, some students have difficulty in memorizing the alphabet even though they have been studying English since grade 4. In addition, the majority of students received test results below the criteria of minimal requirements for mastery.

Learning a language requires the use of words, as human communication relies heavily on words. Teaching vocabulary is necessary to help students familiar with words and improve their communication skills. Additionally, vocabulary instruction must be started as early as feasible, beginning in

elementary school. (Permana, 2020). It is crucial to present new vocabulary to children in a way that will attract their interest and improve in their word memorization. In teaching vocabulary to young learners, teacher must use interesting media that is appropriate with material and students' need (Astuti, et al., 2014). Teachers have access to a variety of media resources for teaching vocabulary. Using song is one of the many mediums used in teaching and learning vocabulary.

Songs are seen to be a very helpful method for teaching new vocabulary in English and helping EFL students expand their vocabulary (Isnaini and Aminatun, 2021). Word memorization can be facilitated for students through the engaging medium of song. A song might also inspire pupils to study the words' meanings in greater detail. The use of songs in teaching to young learners is an excellent technique to teach English to young learners since the youngsters can enjoy singing the songs without realizing that they are also learning the language. (Hatimah, et al., 2018). In addition, the lyrics of the songs are a good source of words to memorize while having fun.

Thus, the researcher wants to know about the teaching and learning process of the English subject at SDN 107417 Sei Merah by observing the English teachers use songs as a medium to teach vocabulary. The English teacher played two songs entitled "Fruits" and "Things at Schools". Furthermore, the researcher wants to gather information about the students' responses and know the process of teaching English vocabulary through songs for the fifth year students at SDN 107417 . Based on the explanation above, the researcher conducted this research

entitled Teaching English Vocabulary Through Songs for The Fifth Year Students at SDN 107417.

### **1.2. The Problem of The Study**

Based on the background of the study, the research deals with teaching English vocabulary through songs. The problem of this research are formulated as follows:

1. What are the students' responses to learning English vocabulary through songs?
2. How is the process of teaching English vocabulary through songs for the fifth year students at SDN 107417 Sei Merah?

### **1.3. The Objective of The Study**

Based on the problem indicated above, the fundamental objective of this research is aim:

1. To figure out the students' responses to learning English vocabulary through songs.
2. To know and understand the steps used by the teacher in teaching English vocabulary through songs for the fifth year students at SDN 107417 Sei Merah

### **1.4. The Scope of The Study**

This study will focus on young learners at a specific educational level elementary school especially in the fifth grade students of SDN 107417, investigating their experiences in learning English vocabulary especially by using songs. The analysis will figure out students' responses to learning English

vocabulary through songs. The scope will also include the teaching English vocabulary by using songs and discover the steps used by the teacher in teaching English vocabulary through songs for the fifth year students at SDN 107417 Sei Merah.

### **1.5. The Significance of the Study**

There are two significant outcomes that are expected in this study, namely theoretical significance and practical significance, each of which is described as follows:

#### **1) Theoretical Significance**

The findings of this study could provide some assistance for vocabulary teaching. To put it in other words, the results of this study are expected to be complement and contribute to the similar research on vocabulary teaching. Understanding the use of songs in teaching English vocabulary will empower teachers to refine their teaching methods and foster students' ability to memorize new words.

#### **2) Practical significance**

Aside from the theoretical usefulness, the outcome of the study might contribute for the following individuals in the field.

##### **a. For the students**

The goal of the study's outcome is to encourage students' interest in and motivation for learning English. Additionally, through songs, students can increase the number of words in their vocabulary and learn new ones.

**b. For the teacher**

The outcome of the study is expected to provide a new sight for teachers to figure out students' abilities in English, particularly in vocabulary development. Hopefully, the outcome of the study can be used as the alternative way for teachers to teaching English vocabulary.

**c. For the other researchers**

The outcome of the study is expected to be useful for other researchers who are interested in contributing and conducting similar research with various research objects.

