

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Since the early 1950s, English has been taught as the first foreign language in Indonesia. Prior to a few years ago, only junior high and senior high schools taught it. Then, based on (Pendidikan 2022) Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 008/H/KR/2022 tentang Capaian Belajar Pada Anak Usia Dini Jenjang Pendidikan Dasar Pada Kurikulum Merdeka. In English, it means Decree of the Head of Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 008/H/KR/2022 concerning Learning Outcomes in Young Learner Basic Education Levels in the Merdeka Curriculum. In 2022, first grade and fourth grade students will be able to take English classes in elementary schools. This demonstrates that the government supports young learners learning English and has a positive attitude toward it.

English has become an international language. The ability or knowledge of English that can be used for communication among students is expected. In order for the students to compete in this international era, English instruction is required. Many requirements, such as getting jobs and continuing education, call for proficiency in English.

One of the essential language learning skills that students must learn is listening. The ability to listen is a receptive skill that is delivered by audio or visual media. Siregar (2019). It implies that as part of the elementary school English learning process, students must learn the skill of listening from their teachers. Songs can be used as a learning media in English classes to help students practice their vocabulary mastery skills.

Vocabulary is crucial for communicating and making sentences. Vocabulary is all about words. in sentence be found noun, verb, adjective etc. They are a component of word, therefore to able make sentence someone have getting of the words and vocabulary (Hiebert, 2021). It means, vocabulary learning is the foundation for students in learning English. students must know words in English so they can make sentences in English. And then, they will be able to speak and exchange information in English. One of the main reasons for chose this topic is because vocabulary is an important role in learning English.

Songs are used as a teaching technique in young learner classrooms for many reasons. First, students love songs and enjoy learning and singing. Second, songs help students imitate and remember words.

The learning process in this class was not going so well. Students in class 1B find it difficult to mention vocabulary in English. Because they rarely hear people speak in English. Out of 10 "*parts of body*" English vocabulary, students can only mention 2 words with correct pronunciation. Out of 10

“color” English vocabulary, students can only mention 5 words with correct pronunciation. Out of 10 “family” English vocabulary, students can only mention 3 words with correct pronunciation. It can be caused by several factors, including some first graders in SDN Tambangan 01 still have difficulty reading and writing,

The teacher used written tasks more than practice, and there was a lack of creative ways to teach English to young learners. Some of these factors can dampen young learners' enthusiasm and impair their ability to learn English. As a result, an alternative media for teaching English to young learners is required. Songs are one type of media that can be used; the teacher will provide a song that contains vocabulary.

The example of the song is “*Head, Shoulder, Knees, and Toes*” students are familiar with the song “*kepala, pundak, lutut, kaki*” so in learning English, the lyrics of the song are changed to English with the aim that students can mention body parts in English. In another way, teacher can be used the tone of “lizard on the wall” song then change the lyric into the name of color in English to teach “color” with the aim to realizing fun learning for young learners. Based on the explanation above, the researcher desire to conduct research related the used of songs as media in teaching vocabulary at SDN Tambangan 01.

The researcher tries to explain about some of previous studies that related to the topic of the research, this part is used to support the theory of the research.

The first study is by Lestary (2019) In their paper entitled *The Use of Songs to Improve Students' Listening Comprehension Ability*. They searched the utilization of songs as the technique of teaching listening. According to their research, using songs in the classroom, particularly during listening lessons, helps students develop better listening skills and is one of the most effective ways they have found to address listening skill issues. English songs are engaging, so they can encourage participation from the students and help them perform well on listening tasks.

The second study is by Isnaini & Aminatun (2021). In their research entitled *Do You Like Listening To Music?: Students' Thought On Their Vocabulary Mastery Using English Songs*. They used English songs to conduct research on students' perceptions of their vocabulary mastery. During their research, they discovered that English songs have a strong influence on their English ability. Students also believe that English songs help them learn new vocabulary, unfamiliar vocabulary, and how to pronounce vocabulary correctly.

The third study is by Sekeon (2022). In their research entitled *Students' Perception Toward English Song as A Learning Media of Listening Comprehension*. This study was carried out to determine whether using songs

in the classroom can improve the teaching and learning process. The survey method was used in their study. According to the findings of this study, students agreed that the song aided them in their learning process. Students believe that listening to English songs has improved their listening skills because doing so makes them more familiar with the English language and makes it easier to memorize new vocabulary in the lyrics. They also enjoy listening to English songs because it helps to make the learning environment more relaxing.

The fourth study is by Kumar (2022). In his researched entitled *Use of Music and Songs as Pedagogical Tools in Teaching English as Foreign Language Contexts*. The research used descriptive study design. In his research, he shows how to use music in the classroom by describing several methods and providing resources, as well as why music can benefit foreign language learning by reviewing research on the impact of music-related methods on EFL learning and teaching. The study concluded that song and music are definitely useful language learning tools that aid second language teaching without putting too much academic pressure on the learners.

The fifth study is by Hadi (2019). In his research entitled *The Use of Song in Teaching English for Junior High School Student*. The research used action researches. His study examines at how songs are used to teach junior high school students English. The results demonstrated that using music to

teach students makes them more interactive and engaged, as evidenced by the rise in their level of participation during learning.

The sixth study is by Gereuw (2022). In their research entitled *The Use of Song to Increase Students' Vocabulary at Seventh Grade of Smp Negeri 1 Siau Timur Selatan*. Through the use of SMP Negeri 1 Siau Timur Selatan's songwriting techniques, the research seeks to expand students' vocabulary. the experimental pre-method for research. The outcome revealed that while the post-test score was 7,57, the pre-test score was 4,47. This indicates that the effective method for improving students' vocabulary is song.

The seventh study is by Olii (2021). The research entitled *The Use of Songs as Teaching Media to Improve Students' Pronunciation Fluency*. The study's objectives are to look into the effectiveness of using songs as teaching tools to increase university students' fluency. The research method was qualitative. The conclusion is that songs can help students with their pronunciation.

The eighth study is by Dung (2021). The research entitled *The effects of Audiovisual Media on Students' Listening Skills*. The study's objectives were to determine how sound learning and development could help English students improve their listening and comprehension skills after learning how to use visual media. It uses a quantitative approach. The findings demonstrate that English language learners significantly improved their comprehension

after watching videos and had a positive outlook on using videos to improve their listening abilities.

The ninth study is by (Rahmadhanti, 2022) entitled *Metaphor Analysis And Meaning Of The Song Different World.*" The study's objectives are to examine sentence metaphors and determine the significance of the song's lyrics, "Different World." This method of qualitative descriptive research was used. Alan Walker, a well-known singer and songwriter, is the creator of the song "Different World," which is one of his compositions. The fact that activists rarely write music with social, environmental, and nature criticism as a theme is supported by the song "Different World" by Alan Walker in the background. The earth has been old and is beginning to suffer damage as a result of pollution, waste, garbage, and global warming, according to the song. This song is well-liked by many people across different music platforms, especially young children.

The tenth study is by (Hampp, 2019) entitled *Use Of Songs In Teaching Simple Tobe And Past Tense Teaching.* The goal of this study was to determine whether teaching English through songs could help students understand and become more adept at using the simple and past tenses in affirmative, negative, and questioning sentences. And to demonstrate the 'To Be' benefits of research, songs are also effective in raising students' abilities in mastery. The result is that songs as authentic material can make classes interesting and fun, increase students' interest in learning, provide everyday

language exposure that is generally not displayed in textbooks, and integrate several language skills at once. One thing that teachers also need to pay attention to is the discussion of cultural aspects when instructors use songs in the classroom.

The eleventh study is by (Degrave, 2019) entitled *Music in the Foreign Language Classroom: How and Why?*. Despite having a positive attitude toward its use, teachers hardly ever incorporate music into their lessons when teaching foreign languages. According to studies, there are two main reasons for this discrepancy: a lack of theoretical support for the use of music in foreign language classrooms and a lack of knowledge of adapted material. The purpose of this article is to look at how and why music can be used in foreign language classes. The first section provides references to materials that contain music-based language learning exercises as well as descriptions of some musical methodologies that are frequently used for language learning over time. The second section examines research on the potential advantages of music-related methodologies for language learning and for particular linguistic abilities.

From the previous study has been found that songs can help students learn English especially vocabulary. Familiar songs can make students easy memorize the vocabulary in English. Then the researcher desire to research the how using songs as a media in teaching vocabulary for the first graders of elementary takes place, and also the students' perceptions. What distinguished

this research from previous is in the analysis focuses on young learners especially first grader at elementary school to find student perspective of the learning process. Also, the songs that will be use is different with previous study. Previous study used pop song with original lyric, in this study the researcher desire to use the Indonesia children' songs that translate in English or change the lyric into vocabulary that contain learning material.

1.2 Research Question

1. How does the learning process of vocabulary using songs take place?
2. What are student perceptions toward the use of songs as media to learn vocabulary?

1.3 Objective of The Study

1. To describe the learning process in teaching vocabulary at SDN Tambangan 01
2. To describe student perceptions toward use of songs as media to learn vocabulary

1.4 Scope of The Study

The scope of study is focus to teaching vocabulary to the first grader at SDN Tambangan 01. The location of the school is Jl. RM Hadi Soebeno Sosrowardoyo KM 12, Tambangan, Kec. Mijen, Kota Semarang Prov. Jawa Tengah. The population of this research is first grader students of SDN Tambangan 01. As the first grader of elementary school, the students should learn a lot of vocabulary so they can make a sentence in English. The researcher took only 28 students taken from all first grader in the 1B at SDN Tambangan 01. Exploring the learning process of vocabulary using songs and also see the student's perspectives about using songs as media in learning English. In this study, the song is one that is appropriate for the students. Some criteria apply to the songs that can be used, there are:

- a. The song must contain English vocabulary that relates to learning materials.
- b. The tone of the song should be known to the students. It will be simpler to remember them if the song is well-known.
- c. Songs that are easy listening are selected, so students will have no difficulty learning the songs.

1.5 Significant of the Study

This research was expected to provide significant contribution both theoretically and practically.

1) Theoretical significance

This research hopefully gives worthy contribution to the learning process, especially for the first graders in elementary school. So, with this information, for all subjects who are interested in the English teaching will be understanding and know about using songs as a media in teaching vocabulary works and also the student's perceptions.

2) *Practical significance*

a) For the teacher

Teachers may use this information as a basis for reflection on the implementation of learning activities, particularly when it comes to the effective use of learning media to assist the learning process.

b) For the SDN Tambangan 01

The findings of this study are anticipated to enhance students' command of the English language through the use of songs.

c) For the researcher

The findings of this study can help to acquire new knowledge and understand how crucial it is to use learning material to make the learning process entertaining.

d) For the university

In addition to all currently published scientific works, the findings of this study are expected to be used as literature and as a source for

future research, especially for studies that discuss the use of learning media to improve teaching and learning.

1.6 Organization of the Research

The research is organized into five chapters, which are listed below:

Chapter I, Background. This chapter discusses background behind the problem that describes the description of the implementation process song media as an intermediary for the teacher to convey the material to the participants students in learning English. Once the background is research focus, research objectives, research benefits, definitions of terms and systematic discussion.

Chapter II, Review Literature. This chapter discusses the study previous research related to the research to be carried out and the study theory used as a basis for conducting research.

Chapter III, Research Method. This chapter describes the research methods used by researchers, including the research methodology and types, research subjects, research locations, collecting data processes, data analysis, and research stages.

Chapter IV, Finding and Discussion. This chapter report the result that has been carried out. Presentation of data and analysis as well discussion of findings.

Chapter V, Conclusion. This chapter shows the entire discussion related to the formulation of the problem and research objectives, followed by constructive and helpful suggestions.