

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objective of the research, the operational definition of terms, the significance of the research, and the scope of the research.

1.1 Background of the Research

English is the language used by people when want to talk to someone from a different country, because English is one of the most important languages in the world. It includes several skills to be learned as an international language. According to Rayner (2001, p.25), as a primary language of various countries throughout the world, possessing a good grasp of the English language is also advantageous to one's advancement in a career. Juliza and Maslawati (2018), claims that learning English as a second or foreign language has become increasingly important among tertiary students in their pursuit of getting employed. English is an international language which is most widely used language in the world and it is not only used by anglophone speaker (an English-speaking person), but also use by the world community, especially those who tend to be modern. In this era of globalization, many students or teachers like English language and there are expected to be able to use English because in fact English is the language of communication all around the world. According to this statement, English learned through many methods to make

easy for English Foreign Language students. One method to help students learning English is listening to English songs.

Learning English through English songs can help students with their vocabulary; like what Wrenshall (2010), said “there is also plenty of evidence that song help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well. Some songs are able to convince and stimulate the brain work in study. Nurhayati (2009, p.278), states that song is an alternative media or a multipurpose media in language learning which all the features on the song support the learning process. All language skills (listening, reading, writing, and speaking) can be thought using songs. It means, the song itself also has several components that help students easily learn vocabulary. Listening to English song is also very fun especially when listening to our favorite genres, it can lead to fun in learning English, especially learning English vocabulary.

Schmitt (2002), argues that vocabulary plays a vital role in teaching and learning the second language as lexical knowledge is fundamental to communicative effectively. The language of the human beings depends on the vocabulary used or gained. Thus, without vocabulary, the learners will be demotivated to use the language (Richards & Renandya, 2002). In another discussion, Frank (2000), defined vocabulary as a knowledge involves knowing the meanings of words. From the explanation, as a Richard & Renandya’s said that language of the human beings depends on the vocabulary used or gained. Therefore, one of the important things in learning English by foreign students is increase vocabulary as much as they can through fun way, such as listening to their favorite songs in English. From that reason

this research aims to know the students perceive about how English songs and it can aid students in learning their vocabulary.

In previous studies, several researchers discussed about students perceptions of learning English vocabulary through English songs. There is a research with almost have same title from Azmin, et. al (2020), in his research used university students as research subjects while my research used junior high school students. Their research is a quantitative research, they apply a treatment. In his research indicate that English language teachers should use English songs as classroom activities to facilitate their students' language learning. In his findings the use of songs can increase vocabulary acquisition among English language learners at tertiary level, the use of songs is able to provide a fun way of picking up new words. In another research the researcher also found other similar research and has used as a reference in this research from Erviana (2020), in her research used high school students as the subject, while in the researcher's research used junior high school students. In the data collection, her research provides two questions in the questionnaire, while this research provides two questions in the indirect interview and eight questions in the close questionnaire. In her finding, using English songs to help students memorize vocabulary is effective. Because many respondents feel that English songs are not boring, it can make them more focused, as well as a lot of new vocabulary that they will encounter in English songs. English songs can also be played over and over again, it can make students' mood Improve as well and it makes students also interested in using English songs to help them memorize vocabulary. The researcher also found similar research from Ranggen (2016), in his research used

university students' and lecturers as a subject of his research. This research used junior high school students as a subject. His research method used quantitative for students to give questions in the questionnaire about students' perception on the support of English songs to students' English development and qualitative to interviewing the teacher about why they used English songs to teach them in the class. While this research used qualitative that in data collection the researcher used questionnaire and interview both for the students. His research result shows that songs were capable of helping the students in learning English as one of their learning sources, more than a half of the students used songs as their learning source in developing their English skills. In this study, the researcher analyzed students' perceptions of learning vocabulary through English songs on the students. It is important for the teacher to consider and know the perception of students while they are learning vocabulary through songs. Students must adjust their learning patterns to their interests and hobbies. Then the teacher can create a learning experience for students that is suitable and fun for students by looking at their perceptions of learning English vocabulary through English songs.

1.2 Problem of the Research

Based on the background of the study above, the problems of the study were mentioned below:

1. How do eighth grade Junior High School students of SMPN 12 Jember perception in learning vocabulary through English songs ?

2. How can English songs aid eighth grade Junior High School students of SMPN 12 Jember in learning vocabulary ?

1.3 Objective of the Research

According to the research questions above, the purpose of the study is as follows:

1. To describe how eighth grade Junior High School students of SMPN 12 Jember perception in learning vocabulary through English songs
2. To describe how English songs can aid eighth grade Junior High School students of SMPN 12 Jember in learning vocabulary.

1.4 Operational Definition of the Terms

1. Students Perception

Perception is the process of recognizing and interpreting the information received by the sensory system, so as to realize and know what is in the senses as a response from an individual or an event. This study needs the students' individual perception, because it is important to know their perception in learning vocabulary through English songs. It makes teachers easy to choose the best approach for their students.

2. English Songs

Song is teaching material that provide only sound without visualization. From the definition, songs can be used as one of teaching method in learning a language. In this study, English songs is songs that has lyrics in English and can be used as the teaching media in learning English vocabulary.

3. Learning Vocabulary

Learning vocabulary in this research has meaning the process of acquiring new understanding, knowledge, skills in English vocabulary, especially the 4 parts of speech: noun, adverb, verb, and adjective. In this study the students learn vocabulary from the songs that has English lyrics. This is important because learning vocabulary by listening to the English songs helps students to have better learning about English vocabulary.

1.5 Significances of the Research

There are two kind of significances that can be found from this research, that are theoretical and practical:

1. Theoretical significance

This research gives solution to find out the appropriate media in learning vocabulary using English songs. According to Nurhayati (2009, p.278) states that song is an alternative media or a multipurpose media in a language learning which all the features on the song support the learning process.

2. Practical significance

a. For Teachers

The result of this research can be used for teachers. So the teachers can use English songs to make students' easier in learning English vocabulary.

b. For Others Researchers

The findings of this study can be used as a guideline for future studies about students' perception in learning vocabulary through English songs. So the other researcher can get more information about this research.

1.6 Scope of the Research

The scope of the research is about the students perception on the use of English songs in learning vocabulary of eighth grade students of SMPN 12 Jember.

