

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

Listening is one of the important skills for language learning because it is used mainly in daily life. Hamouda (2013) said that listening skill was very important in acquiring understandable input. Learning will not occur if there is not any input. Gilakjani and Ahmadi (2011) stated that listening had an important role in the communication process. According to Galih and Darmayanti (2019) listening is a creative skill that we are able to understand the sounds which fall into our ears and take in the raw material of the words, the composition of words and voices. From this material, we can produce meaning. It can be concluded that the skill of listening is very essential to learn English, especially. In understanding sounds which produce meaning from the vocabularies obtained by listening. Then, the more we listen, the more vocabulary we get, so someone is able to communicate very well.

Listening to English songs is an effective way to make young learners enjoy learning English. The English song has a good rhythm, tone and lyrics, so it is often addressed to young learners. Millington (2011) states that students may become bored by repeatedly listening to a narration or dialogue as they try to understand the meaning of new words or phrases in the context. On the other hand, listening to songs repeatedly will make learning activities more interesting

because of the rhythm and melody. According to Zhang & Wu (2011 b) the song can help students to overcome vocabulary memorization problems because of their abilities in saving it in their minds. He calls this ability "the song-stuck-in-my-head-phenomenon" which stands for " the echoing in our minds of the last song we heard". that means using songs can facilitate the language learning process in the classroom and can turn boring learning into fun. Songs are not only an entertainment tool, but also can be used as teaching material, especially when it is used to teach vocabulary (Alipour, Gorjian and Zafari, 2012).

Vocabulary is one of the essential components to build language knowledge, and vocabulary teaching is an important part of English teaching. Mastering a lot of vocabularies will make it easier for someone to read, write, listen and speak English. According to Munir (2016),vocabulary is very important in learning English because by having many vocabularies, someone can be easier to learn English. It is different when someone has limited any vocabularies, they cannot learn English better. In fact, the survival level communication can occur quite intelligibly when the people simply string words together-without applying grammatical rules at all. In this sense, vocabulary is regarded as one of essential factors that gives big influence to the people's communication. In addition, mastering vocabulary will also make it easier for us to understand information and make better steps than those who have limited vocabulary knowledge.

From the statement above this study focuses on the students' perception on vocabulary mastery through song lyric gap fill. In relation to that, the following research question is utilized: "How is students' perception of using song lyric gap to improve their vocabulary mastery". The result of this study is

supposed to provide proof of student impressions and perception on the use of song lyric gaps to fill on vocabulary mastery. Kebiel (2012) investigated teachers and students' perceptions in vocabulary learning strategies. It was found from the study that the majority of the teachers and students don't have adequate knowledge about learning strategies and vocabulary learning strategies. Teachers are not aware of the importance of vocabulary and vocabulary learning strategies and those vocabulary strategies are not integrated in the English curriculum. Employing effective strategies both in teaching and learning the vocabulary will have a positive contribution to students' vocabulary growth which will affect their language skills (Asyiah 2017).

In previous studies, several researchers discussed students' perceptions of learning English vocabulary through English Song. There is a research with almost have same title from Patrisia (2020), in her research used students from English courses as research subjects because according to him the non-formal class had a focus on fewer student groups than the formal class which had many students. While my research used junior high school students because learning and teaching English occurs mostly in classrooms, rather than during daily communication.English, then my study focuses on the learning methods used by formal schools.

The previous researcher (Patrisia,2020) chose an English course known as English First in Kalimalang, East Jakarta. Its specialize for kids and teens. in that courses all divided based on their age and also their English skills. In the Song-Lyric Gap method, EF has an online website that can be accessed by anyone publicly and the website name is lyricgaps. in her finding, stated that media is

needed in the teaching-learning process. It does influence the classroom's atmosphere, situation, and environment. It also helps the students to be more engaged in the lesson. In addition, it is also important to choose the best media for the students. Music and songs are a good media for teenagers because as it says in a theoretical framework that song is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes.

In this study, the researcher used English songs and asked junior high school students to fill in the blank sheet of songs. To determine students' vocabulary mastery, the researcher gave a test before and after using this song method, then the researcher analyzed students' perceptions of learning vocabulary mastery through Song Lyric Gap Fill. It is important for the teacher to consider and know the perception of students in using this method, because students must adjust their learning patterns to their interests. From the students' perceptions, it can be seen whether the song lyric gap fill method can facilitate students' vocabulary mastery and which is the best English learning media. So from the perception of students, teachers can create a learning experience for students that is suitable and enjoyable.

1.2 Problems of the Research

Questions Based on the background of the study above, this research is purposed to answer the following questions:

1. How is the student's vocabulary mastery after using the Song Lyric Gap Fill method?

2. How are the Junior High School students of SMP Muhammadiyah 09 Watukebo perception about vocabulary learning through Song Lyric Gap Fill?

1.3 Purposes of the Research

Based on the research questions, the objectives of this research are:

1. To describe how students master vocabulary after using the Song Lyric Gap Fill method.
2. To describe how Junior high school students of SMP Muhammadiyah 09 Watukebo perceive in learning vocabulary through Song Lyric Gap Fill.

1.4 Significance of the Research

The outcome of this research are expected to give benefits for english teaching and learning, the benefits are:

1.4.1 Theoretical significance

This research will provide good information related to vocabulary mastery using gap fill song lyrics. In addition, this research can be used for other researchers who conduct the same research related to the use of song lyrics gap fillers to improve vocabulary skills.

1.4.2 Practical significance

This study can help the researcher on improving their ability to teach English, especially on using Song Lyric Gap Fill and to give information during the learning process while understanding the students condition, especially on vocabulary mastery. This research can also help teachers to find out what difficulties students experience during the learning process. Find new methods

to improve their students' abilities in vocabulary mastery.

1.5 The Operational Definitions

1.5.1 Students Perception

Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. This study requires students' perceptions of mastering vocabulary using the Song Lyric Gap Fill activity. In addition, it also makes it easy for teachers to choose the best vocabulary learning approach for students.

1.5.2 Vocabulary Mastery

Vocabulary mastery can be defined as a number of vocabulary or words in the memory of users or learners. In this study to determine students' vocabulary mastery, it is necessary to have the vocabulary test before and after using the song lyric gap fill method, so that it can be seen the effect of song lyric gap fill on students' vocabulary mastery. We opted for those vocabulary items which were less frequently encountered by the learners, and thus, appeared to be less familiar to them so that they could have been exposed to more new items to learn from the songs.

1.5.3 Song Lyric Gap Fill

Using songs helps create interest in a topic and focuses students' attention. It also provides students with a context for using the language. This study uses Song Lyric Gap Fill as an activity used for students' vocabulary learning. there is a listening stage where students listen to a song and complete a task is to fill in the gaps in the empty song lyrics. The selected songs are related to the lives of teenagers. Therefore we chose the genre of pop music entitled

"*Someone You Loved.*" by Lewis Capaldi and "*Favorite Girl*" by Justin Bieber

1.6 Scope and Limitation of the Research

The scope of the research is about the students perception on the use of Song Lyric Gap Fill as learning vocabulary mastery of students SMP Muhammadiyah 09 Watukebo.

