

# **CHAPTER I**

## **INTRODUCTION**

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

### **1.1 Background of the research**

In Thailand, English is taught as the foreign language, from elementary level until senior high school level. English is so important in Thailand, because basically Thailand is really famous with its tourism places, wonderful sites and unique culture. Indeed, in Basic Education Core Curriculum (2008: 259) stated that English becomes a tool for communication, education, seeking knowledge, livelihood, and creating understanding of cultures and visions of the world community. This aimed for preparing Thailand easily to face the globalization in which English is used as a means of oral and written communication.

As mentioned above, Basic Education Core Curriculum has certain extent that students should have mastered English. The certain extent according to curriculum has aimed enabling learners to acquire a favorable attitude towards foreign languages, the ability to use foreign languages for communication in various situations, seeking knowledge, engaging in livelihood and pursuing

further education at higher levels. According to the Curriculum, one of the main contents is Language for Communication which is concern on the usage of foreign languages for listening, speaking, reading and writing.

Based on the interview, it can be seen that the teacher in Sasnupatham Mulnithi Krabi did not use certain method in teaching vocabulary. They wrote the vocabulary on the whiteboard, and then they asked the student to read it after them. And when they thought that the student memorized it, they asked the student to copy it to their note book. The teachers' though that it was successful, but in fact most of the students forgot it. "I see, I read, I write and I forget" this expression is to show the teaching vocabulary for a student without using certain method.

The success of learning a foreign language is assumed in term of the ability to communicate by using English. Therefore, students should be able to have enough vocabulary. Vocabulary is increasingly as a crucial component to language learning. The teaching vocabulary for children as beginner in learning a language is very important. Teacher can motivate students to learn the vocabulary by using some interesting technique, such as vocabulary game, songs and activities related to the vocabulary building and vocabulary learning to prevent the young learners from forgetting the vocabularies.

Teaching means showing or helping someone to learn how to do something, giving instruction, guiding the knowledge, causing to know or to understand (Brown, 2001:7). In this case, the teaching has an aim to make the students understand from the lesson given since they do not know. Teaching vocabulary to children is considered difficult. Students seem very quickly to learn

new words but they will also quickly to forget them. Therefore, it is very important to give students a lot of interesting activities to help them in memorizing vocabulary.

Teaching young learners are different from teaching teenager and adults because the young learners have special need, interest and abilities. Young learners like fun activities that can make them feel enjoy. Teacher should know how to fulfill young learners' characteristics. According to Kay ( 2005:5) young learners have characteristics, such as: 1). Children bring to their language learning, their own personalities, like and dislike and interest, their own individual cognitive styles and capabilities and their own strength and weaknesses, 2). They are still gaining understanding from direct experience through object and visual aids 3). Young learners are unlikely to see the 'whole' in a component that several parts, 4). They need love, security, recognition and belonging accompanies as gradual shift from dependence on adult to peer group support and approval, 5). Children prefer to play and enjoy team games, 6). They begin to learn about cooperation and sharing, 7). They usually love physical activities, which they often participate in noisily and sometimes aggressively, 8). They need to play and to engage in fantasy and fun, 9). They are often enthusiastic and lively.

Children are fast learners because they have the ability to memorize easily but they get difficulties to be serious in learning. Therefore, teacher has to be inventive in selecting interesting activities and must provide a great variety of the effective way to concentrate in learning by giving something interest to follow their mental and physical development.

Students should have motivation to learn and memorize vocabulary items in order to read, spell and writing vocabulary. Interesting way will raise students' motivation; the way are by using education song.

The teacher should use varieties strategies in teaching vocabulary. One of the strategies that can be used by teacher is using media to support the teaching learning process. There are some teaching media available now; they are word wall, word maps, flashcards, games, songs. So the writer uses education song to improve students' vocabulary.

As long as we can remember, songs have been part of human life. Song is an integral part of our language experience, and it is used in coordination with a language class ( Scoepp 2001:52). Therefore, song is an interesting and enjoyable activity. Song can increase the language acquisition process unconsciously and song can help students to pronounce the words and read the words quickly. Children need suitable songs to sing, they are cheerful song, happy song, active song and funny songs. For example: 1). Head shoulders, knees and toes, 2). If you're happy, 3). Right hand, left hand, and 3). Forest dance.

Songs as the media in teaching vocabulary. Various kinds of children's songs are considering useful for elementary students. One of linguistic advances of song is that the learner will happily repeat the same structure, even the same words, over and over again without getting bored ( Reilly, Ward and Malley 1999:20). The main cognitive reason for using songs in the classroom is to help automatically the language development process.

Considering the background of the study above, the researcher was interested in conducting classroom action research entitled "Improving fourth

grade students' vocabulary by using education song at Sasnupatham Mulnithi Krabi Thailand in the 2015/2016 Academic Year”.

### **1.2 Problem of the Research**

Based on the background above, the problem can be formulated as:  
How can the use of education song improve students' vocabulary at Sasnupatham Mulnithi Krabi Thailand in academic year 2015/2016?

### **1.3 The Objective of the Research**

In line with the problem of the research, the objective of the research is to improve fourth Grade students' vocabulary by using Education Song at Sasnupatham Mulnithi Krabi Thailand in academic year 2015/2016.

### **1.4 Operational Definitions of the Terms**

There are some terms that need to be defined operationally in order to make a clear illustration about the research.

#### 1. Education Song

Education song is one of the interesting media which is including educate lyrics or other musical elements are used as a method of teaching and learning in elementary school student.

#### 2. Vocabulary

Vocabulary is a total number of words which (with rules for combining them) make up a language”. This definition tells us not only the number of words one knows but also the rules for combining the words to make up a language.

### **1.5 The Significance**

The result of the research was expected to be useful for the students, for the English teacher, and other researchers.

1. For the student

It is hoped that students can improve students' vocabulary by using education song.

2. For the Teacher

This research can be used as an additional reference to the teacher to develop their teaching activities especially in teaching vocabulary by using education songs, in order to make the students more interested and motivated in learning English.

3. For the other Researcher

This research might be use as a reference for the other researcher to be added reference for their research and they can use the research with the same variable.

### **1.6 The Scope of the research**

The scope of the research is concern in using Education Song to improve students' vocabulary. This research will be implemented to the fourth grade students' of Sasnupatham Mulnithi Krabi Foundation School Thailand in the academic year 2015/2016