

# **CHAPTER I**

## **INTRODUCTION**

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I N T R O D U C T I O N

1.1. Background of the Study

It is a fact that English is an important international language that is used in various kinds of fields by many countries. That is why it is necessary for everyone to learn English. French (1963:1) said that now English is taught in almost every part of the world : east, south, west and north and also in Indonesia. Based on the Garis-Garis Besar Pedoman Pengajaran 1994, (1994:1) the teaching of English has a function to give a chance for the elementary school students to get knowledge and improve it. This is for anticipating the condition of the society which is influenced by the development of knowledge, technology and art. That is why English has become necessity. The objective is at the end of the elementary school, the students will be able to read, to listen and to write in English in the simple form. For example they can spell a simple word like "book" or can listen carefully the difference between "see" and "she" or they know how to write several simple words like "dog, cat, mouse, etc". So they do not have to learn

English directly to the structure form but firstly they are introduced to the vocabulary.

To enable children to learn English , children also should have sufficient knowledge of vocabularies. Savile (1976:87) says that the most significant aspects of language development is vocabulary. Vocabulary is needed to build a meaningful sentence whether it is in the form of writing, speaking, listening or reading. When people learn a language but they do not learn vocabulary, their language development will fail because they ignore vocabulary as the important element of language development. Anne V Martin ( 1977:87 ) also supported that vocabulary is very important in communication. If people do not master a great number of vocabulary, they will find a problem in expressing themselves in the conversation with other people , a misunderstanding can happen. Based on the writer's experience when she gave a course to elementary school students, most students still had poor vocabulary. When they were asked to do the vocabulary exercises they got difficulties. It proved that the way of teaching vocabulary is not interesting. The teacher usually

asks the students to memorize a list of difficult words in teaching vocabulary. The students do not enjoy the teaching-learning activity, they get bored and their motivation decreases. It happens because through list of vocabulary they only memorize the words in their memory and usually the students do not practise to pronounce the words. As a result, they easily forget what they have learnt. Consequently, the target to learn English vocabulary cannot be achieved well.

Valencia ( 1972:30 ) claims that motivation is very important in language teaching and language learning. He states in his article that if the students' motivation in learning English decreases, the lesson is very often a failure because the students do not follow the teaching-learning activity well.

Thus, variety is needed as it is one of the most important factors in maintaining a high level of motivation and interest among the students. Teachers should give variations in their teaching techniques by using songs, puzzles, games or drama.

According to Jose (1969:12), he says that profeciency and learning are not only done through reading and listening but from action, from doing

and experience. When the students learn something, it will be better for them to learn by doing something related to the material given so that they will understand and memorize what they learn. The students will get bored if they only have to learn the lesson theoretically. Sometimes the teacher should encourage them to learn the lesson practically.

Songs as an educational technique can be used to achieve the communicative purpose because when the students sing a song, they will easily learn and memorize the material given through the song. It is good for learning vocabulary as stated by Jose (1969:12) that he can't think of a more pleasant way for a students to memorize vocabulary than by learning songs. Veronika L. (1989:35) also supports the idea of using songs as a medium to introduce a number of vocabulary to the students in the classroom . And it will be easy for the students to understand the vocabulary because the words in the songs serve certain contexts which are meaningful. For example if the first sentence of the song tells about "a pig", so the next sentence will explain about "how is that pig" (whether it is fat,

dirty or big) That is the relationship between the sentences in the song which is called a meaningful context. It helps the students to understand and memorize the vocabulary given.

For these reasons, the writer is interested in choosing this topic. She believes that songs can help students clarify the teacher's explanation, can relieve the boredom and can arouse the interest in learning English vocabulary.

## 1.2. Statement of the Problem

This study is written with the purpose to find the answer of the following statement :

" is there any effect of using songs supplemented by texts and pictures in teaching vocabulary on the students' vocabulary achievement?"

## 1.3. Objective of the Study

The objective of this study is to find out the effect of using songs supplemented by texts and pictures in teaching vocabulary to the students of beginning level of Eltim English Course, Surabaya.

#### 1.4.Hypothesis

Before the writer continued to do her research, she had two hypotheses: the Research Hypothesis (  $H_a$  ) which supports her prediction and the opposite that is the Null Hypothesis (  $H_o$  ).

The Research Hypothesis and the Null Hypothesis of this study are :

$H_a$  = "Teaching vocabulary through songs supplemented by texts and pictures has a better effect than without songs on the students' vocabulary achievement."

$H_o$  = "Teaching vocabulary through songs supplemented by texts and pictures has no effect on the students' vocabulary achievement."

#### 1.5. Scope and Limitation of the Study

The writer limits the study for the students of beginning level of Eltim English Course due to the following important points :

1. The study is focused on teaching vocabulary in the form of noun and verb with the themes of names of animal, parts of the body and things the students see in their daily life through simple songs. The songs must have simple lyrics and each

word must be clearly pronounced. The vocabulary must be rich and varied.

2. The subject of the study is children of Fun Class as the beginning level in learning English in Eltim English Course. They are between six to eight years of age.

#### 1.6. Definition of Key Terms

There are many terms which are used in this study. To avoid misunderstanding, it is necessary to explain briefly these following key terms:

a. Effect : The way in which something acts upon or influence an object.

( Mc Graw-Hill ,1975: 415)

b. Song : Short poem to music and intended to be sung. ( Oxford Dictionary, 1983: 357 )

c. Vocabulary : Total number of words which make up a language (A.S.Hornby, 1974: 978)

d. Children : Any person between birth and puberty. (Mc Graw-Hill, 1975: 233)

e. Beginning : The act or process of bringing or being brought into being ; a start, commencement.(Mc Graw-Hill

1975 : 119)

f. Course : A complete body of prescribed studies constituting a curriculum and leading toward an advanced degree. (Mc Graw-Hill, 1975:305)

### 1.7. Organization of the Thesis

This thesis consists of five chapters. Chapter one is the introduction consisting of the reasons why writer decided to write this thesis, aim of the writing of this thesis, limitation of the study and definitions of key terms. Chapter two is about review of the related literature discussing the teaching of English to children, the teaching of vocabulary, the importance of vocabulary in learning English and also about songs as a means of teaching vocabulary. In this chapter the writer also provides the related studies which support her thesis. Chapter three presents research methodology. Chapter four is about data analysis and findings. And the last chapter, chapter five, is about the conclusion and suggestions.