



**CHAPTER I**

**INTRODUCTION**

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Nowadays, English is very important. It is used in business, communication, computer, education, etc. It is caused by the developmental technology that people need to learn.

In Indonesia, all the Elementary Schools give English Lessons as a school's subject. Students are given the English Lessons from the first class until the sixth class. In the first class until the third class, English lesson is given as an extra curricular. But the English lesson as a subject begins in the fourth class. Students are given vocabulary first when they learn English because vocabulary is a base of language learning. By knowing the vocabulary, students can understand the language. Wilkinson (1986:117) states that people begin to learn the language from one word, phrase, clause and sentence. They learn one by one until they know what the language is about and how to use it.

In the English curriculum 1994 for the Elementary Schools (GBPP, 1994:1) it is stated:

Pada akhir sekolah dasar siswa memiliki keterampilan membaca, menyimak, berbicara, dan menulis bahasa dalam pola sederhana berdasarkan tingkat perkembangan dan minat mereka dengan tingkat penguasaan kosakata lebih kurang 500 kata.

In English it is stated as follows:

At the end of the Elementary School, the students have the abilities of reading, listening, speaking, and writing the English language in simple sentences based on their level and interests with a range of 500 word vocabulary.

It means that students are expected to master at least the ability as stated above in order that they can enter Junior high school without having some difficulties in studying English and that they can promote their English better.

To master the English better, vocabulary teaching should be well taken into consideration. It is important that students in Elementary School are taught vocabulary continuously. They are given a lot of words and should memorize them well. However, it is very difficult for them to memorize the words, because English is a new language for them; and it is also difficult for them to read because the English written words are pronounced differently from those of their first language. As the writer observes her private students and some others, she finds that this discourages them to learn the language. However, the monotonous techniques in teaching may also be the cause of the boredom. It is very terrible if the teacher is not able to help them in learning and mastering the vocabulary.

Seeing this problem, the writer wants to suggest techniques to improve the students' vocabulary mastery through songs and role plays as teaching aids. Araby (1974:2) states that "... aids have contributed a great deal to make learning more enjoyable and more efficient". In addition, Gaudart (1991:25) states that "... enjoyment in learning facilitates learning". Therefore, songs and role plays are

needed because through songs and role plays students can learn something easier and enjoyably as Dorry (1992:v) states that “one of my strongest beliefs about second language teaching is that the whole process of teaching and learning should be fun. This self-developing motivation can be enhanced by the use of songs, role plays, or games in the classroom”. Concerning this, Griffiee (1992:ix) has the same idea “..., songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more”.

Based on the above statements, the writer combines songs and role plays as one of the ways to lessen the students' boredom in learning English especially vocabulary. The teacher must give the students feelings of joy. When they feel happy, they will not find English difficult. And then, they will be motivated to learn and absorb whatever is taught.

## **1.2 Statement of the Problem**

Based on the background of the study above the problem of the study is formulated as follows: How can songs and role plays be used to improve the students' vocabulary mastery effectively?

### **1.3 Objective of the Study**

This study is intended to suggest how songs and role plays can be used in teaching vocabulary so that the teaching of vocabulary for the fourth-grade students of Elementary Schools can be effective and enjoyable.

### **1.4 Significance of the Study**

Closely related to the statement above, this study is attempted to give an alternative technique of teaching vocabulary in Elementary Schools. It is hoped that the use of songs and role plays for teaching English especially vocabulary gives an enjoyable atmosphere in teaching-learning activities.

### **1.5 Scope and Limitation**

Due to the lack of time, this study is limited on the teaching vocabulary through songs and role plays for the fourth-grade students of Elementary Schools. The writer only focuses this study in this grade because the students' language abilities begin to develop better and they can express their language more clearly by using simple words.

The songs and role plays that will be discussed in this study are those related to the topics in the English curriculum 1994 for the fourth-grade students of Elementary School. The role plays, here, are presented to follow the songs. The

students only act according to the words of the songs. These role plays are not the real role plays like those in drama.

### **1.6 Research Methodology**

This study is based on library research. In order to design this thesis, the writer collects information from various sources, such as books, magazines, papers, etc, which deal with the teaching of vocabulary and how to use the songs and the role plays. Since this study is concerned with teaching vocabulary through songs and role plays, the writer takes the material from the text books, magazines, or cassettes which are appropriate with the students' level. She then suggests how to apply the material for classroom activities.

### **1.7 Definition of the Key Terms**

To avoid misinterpretation that might happen in reading this thesis, the writer provides some definitions of key terms below.

#### **a. Songs**

Song is "a piece of music for singing" (Guralnik, 1989:708). And song according to Webster is "the words that are sung with or belong to a particular musical composition" (1989:2172).

## b. Role Plays

A Role Play is “a ‘role’, people play a part (either their own or somebody else’s) in a specific situation. ‘Play’ means that the role is taken or in a safe environment in which students are as inventive and playful as possible” (Ladausse,1989:5) and Paulston (1976:70) states that “Role Plays are exercises where the student is assigned a fictitious role from which he has to improvise some kind of behavior toward the other role characters in the exercise”. Therefore, it means that role plays are used to relax the students. Here, the writer uses the role plays as a way or an activity to get the best result of learning vocabulary. In a role play, students are given instruction and they should accordingly. It is a series of actions which is arranged to follow the songs.

## c. Teaching

“Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning” (Brown,1987:7).

## d. Vocabulary

Vocabulary is “the words of the passage or a list of words” (Hornby,1963:1120).

### **1.8 Organization of the Thesis**

This thesis consists of five chapters. Chapter I deals with introduction. Chapter II is concerned with the learning and teaching of vocabulary. Chapter III discusses songs and role plays for vocabulary teaching to the fourth-grade students of Elementary School. Chapter IV is the application of the suggested songs and role plays for teaching vocabulary to the fourth-grade students of Elementary School. And chapter V, the last chapter, is the conclusion and suggestions.