

CHAPTER I

INTRODUCTION

1.1 Background of The Study

English is one of languages with the biggest number in terms of the speakers. Everybody uses it as their regular means of communication and for making relationship with people from different parts of places all over the world. That is the reason why it is very important for higher students to master English, if they want to study at a higher level of education.

English is one of the subjects, which is considered as a difficult subject especially for the elementary school students as it is the first foreign language. It is different from their mother tongue. As beginners they still have difficulty in understanding English even though some of them may have got English lesson in kindergarten level. The elementary school students still have problems in mastering the vocabulary and English grammar, which are different from their mother tongue. They live in a non-English speaking community, which usually uses Indonesian language and other regional language as a medium of communication.

Since English is a foreign language, the Indonesian government takes English as a compulsory subject that is taught to secondary school students, but it is considered as local content subject elementary schools. Based on the 1994 curriculum, teaching English emphasize on the development of four skills: are reading, listening, speaking, and writing (Depdikbud 1994:1). Based it also consist of language elements such as grammar, vocabulary, pronunciation and spelling that support the development of the four skills.

Teaching English to the young learners, an English teacher at the elementary level needs to know the students' level. The first thing that has to be taught to the students at

the elementary school is vocabulary; mastering vocabulary is the most important thing before they are being able to read, to listen, to speak and to write. Vocabulary mastery plays a very important role in all of level of study including elementary school.

Among three language components (grammar, vocabulary, and pronunciation), vocabulary is the important one to consider because vocabulary mastery of vocabulary cannot be ignorant in the development of language for aspect of communication namely reading, listening, speaking and writing. Furthermore, Daughton says that

Vocabulary is the most important component of language power in using the language. Students who are rich in vocabulary will be successful both in expression skill: speaking and writing and receptive skill : reading and listening but those who are poor in vocabulary will get trouble on those skills (Daughton, 1971:61).

The statement above shows how important vocabulary is. The success of a student in learning a language depends on the number of vocabularies they can master and how well use them. Therefore, vocabulary acquisition plays a crucial role in learning foreign language (Daughton, 1971:61).

One thing that should be realized is that teaching to the elementary school students' is not as easy as turn back hand. What that should be considered is that children have their own characteristic, which are they delight in imagination and fantasy. It is more than simply matter of enjoyment, however, in the primary school, children are very busy making sense of world through fantasy and confirm how the world actually is by imagining how it may has a very constructive part to play.

In teaching English as a foreign language however, teachers often find situations when students are not motivated because they get bored in the process of learning a foreign language. If the student are bored or emotionally upset they will find it difficult

to concentrate and participate in the classroom activity. And if the students do not participate actively they are not learning as they could be (Margolin, 1976:271).

To overcome the problems, the teacher has an important role during the teaching learning process. They should give motivation and encouragement to the students in learning vocabulary, more motivating classroom environment by providing various techniques in order that the students enjoy learning vocabulary. Furthermore, as facilitators they should have the students as save the target language. “Dalam proses belajar mengajar guru berperan sebagai motivator, fasilitator, dan penanggung jawab akan keseluruhan perkembangan kepribadian anak” (Ahmadi and Supriyono, 2003:105). Therefore, the teacher should give suitable technique to motivate the students to learn vocabulary.

The English teacher in elementary school are also expected to be creative in creating an informal atmosphere of teaching English in order to encourage the students to be brave in communicating with their teacher and their friends using English. Teacher in this case takes an important role in succeeding the teaching learning process to stimulate the students' motivation in learning English.

To stimulate students motivation, teachers must pay attention to some variations that can be done in the classroom. It is necessary since variety attracts not only the students' attention but also arouses curiosity, prevent boredom and gives students new ways to learn as well. According to Ahmadi and Supriyono (2003:105), variation in classroom teaching can refer to the teaching materials, such as book, films, radio, newspaper, tapes and so on.

In Indonesia right now, the elementary school students are only taught English by looking to the text book will make the students bored and lost their motivation in learning English. What should be realized is those children or young learners are different from adult. They like playing and moving whereas adult seems reluctant to move and regard playing as childish. Child worlds are their daily games and activities (Clark, 1990:6-8).

In teaching English to the elementary school students, the teacher should have techniques, which are appropriate for the children characteristics; so that the lesson will be understood easily by the children. One of the good technique in teaching English to the young learners is by using songs.

Songs make the lesson more communicative, more lively. One way to motivate them is by means of songs. There are two advantages in using songs in teaching English. First, when songs are used in teaching learning process, the lesson is enjoyable and the student are more motivated to learn English. Second, songs are easy to memorize. There are rhythms in songs that make the word or sentences easy to remember or memorize. A sentence without rhythm is much less memorable than the same sentence with rhythm (Hancock, 2001). Songs can be used to give students a break from the teachers they hear everyday which enable them to have a closer and stronger relationship with the teacher. Therefore, using songs as material in the classroom activity can attract the students' interest and arouse the students' motivation in learning English.

Based on the fact above, in her thesis, the writer want to find out and prove it, that songs is the appropriate material in teaching English. By testing two groups of elementary school student, the writer wants to find out is there any difference between the elementary school students who are taught by song and who are not taught without song in absorbing and reminding new vocabulary.

1.2 Statement of the Problem

Bearing the background in mind, the writer formulates the problems as follows:

1. What area of vocabulary is required by the curriculum in fourth grade students of SDN Duyung Trawas Mojokerto?
2. How can songs be used as the media in teaching vocabulary in fourth grade students of SDN Duyung Trawas Mojokerto?
3. Why are songs used in teaching vocabulary in fourth grade students of SDN Duyung Trawas Mojokerto?

1.3 Purpose of the Study

In line with the statement of the problem, the purposes of this study are as follows:

- 1.To investigate the area of vocabulary in required by the curriculum in fourth grade students of SDN Duyung Trawas Mojokerto.
2. To describe how songs can be used as the media in teaching vocabulary and make them happy in fourth grade students of SDN Duyung Trawas Mojokerto.
- 3.To investigate the effectiveness of songs or the reasons why songs are used in teaching of vocabularies.

1.4 Significance of the Study

The writer hopes that this study would give contribution for those who teach English especially in the Elementary School. She wishes that this study enables the teacher make students interested in learning English vocabulary.

1.5 Scope of the Study

The writer focuses her study on the process in teaching vocabulary to the fourth grade students of SDN Duyung Trawas Mojokerto. The area of vocabulary is focused on the classroom activities. The topic of vocabulary is colors. Some songs that are used with simple and easy forms related with colors. The techniques will be described from the way of learning process.

1.6 Definition of Key Terms

In order to make clear about the definition of terms and to avoid misunderstanding and misinterpretation, the terms are defined as follows:

1. Teaching

In Brown's view, teaching is guiding and facilitating learning enabling the learner to learn, and setting condition for learning (1984:8).

Meantime, Ika praptingtias (2003:7) says that; teaching as a showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand. From Brown and Prapringtias' view, it can be concluded that

teaching is transferring knowledge and facilitating learning to learn, so the learners understand and feeling happy with the lesson.

2. Song

In New Harvard Dictionary of music, song is a form of musical expression in which the human voice has the principle role and is the carrier a text; as a generic term, any music that is sung, more specially, a short, simple vocal composition consisting melody and first text (1986:768).

And then Ika praptiningtias (2003:7) says: song is poem set to music, intended to be sung. So from two explanation above, song is from of musical expression which human voice with any melody.

3. Vocabulary

In Hornby's view, vocabulary is the number of words in language know by individual knows and those words are used as a vehicle of the language to express ones' thought (1974:959).

And about Haris' view, vocabulary is one of the most significant aspect of language, means if someone have a lot of vocabulary in their mind than they will not find any difficulty in learning the language, means it will make easier for them to communicate with someone else (1963:236)

Then Shepherd's view, vocabulary is a basic skill to communicate, people will not be able to easily without knowing it (1973). We will resume that; vocabulary is some word that most important for basic to speak or communicate, people always need it,

because never memorize the vocabulary in our mind, we can not say something or understand when other people make conversation with us.

4. Technique

In Gasser and Waldman's view, technique is method of performance to present material (1978:49).