

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher presents the beginning part of this thesis. It is concerned with research context, research focuses, research objectives, significances of study, definition of key terms, and previous study which is taken by some books and journals to support and compare with the research.

#### A. Research Context

Vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. It also an important aspect of language development. When we want to show our feeling, we need vocabulary to describe it. Because vocabulary used when communication, written or oral communication. Vocabulary is needed to express our idea and be able to understand people's say.<sup>1</sup>

Zimmerman stated in Alizadeh that Vocabulary is central to language and of critical importance to the typical language learner lack of vocabulary knowledge will result in lack of meaningful communication.<sup>2</sup> At least some of the time, they will be presented with language, rather than having to go out and find it for themselves. Students might be able acquire many vocabularies. Vocabulary that they got, then they implemented by presentation. At the class, when teacher learning occurred, students can used

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<sup>1</sup> Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International journal of teaching and education* 3, No. 3 (2015): 22.

<sup>2</sup> Iman Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practice," *International journal of research in English education* 1, No. 1 (2016)

a text or a discussion through unfamiliar vocabulary. At the very least, they need to learn both the meaning and the form of a new word.<sup>3</sup>

In Oxford dictionary, vocabulary is defined all the words in a language which these words have their meaning that used by people in spoken and written communication, especially it used when teach a foreign language.<sup>4</sup>

Vocabulary can be easily taught to students with various activities. In this era, teaching learning process more effectively by using several media. Media formats include, audio media (songs, radio), visual media (picture, text), audio-visual media (movie). Each of media has advantages and disadvantages. So that, the teacher adjusts the media that used based on students' need.<sup>5</sup> Media is a tools that is used to represent or do a certain thing. Teaching media means tools that used by teacher to deliver the materials to students in teaching learning process to reach learning goals. Students got the materials that given by teacher well because the media usually interest and creative.

Eighth grade of Madrasah Ummul Quro at-Tarbawiyah Putri is like the second grade of junior high school which is only one subject of English language that studied in the classroom namely English lesson, not divided into some components and skills in language. But, because in this school is a boarding school which is the teacher has additional time in teaching

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<sup>3</sup> Scott Thornbury, *How To Teach Vocabulary* (Pearson Longman, 2002), 75.

<sup>4</sup> Oxford Learner's, *Pocket Dictionary Fourth Edition*. (New York: Oxford University Press, 2008), 495.

<sup>5</sup> Sharon E. Smaldino, *Instructional Technology and Media for Learning, Eight Edition* (Pearson: New Jersey, Columbus), 57.

English to make the students improving the English skills, such as teaching vocabulary, teaching grammar, etc. So, in this research, the researcher will focus on how the teacher teaches vocabulary which applying English original songs to the teaching learning process in the classroom.

The class of vocabulary is one of the programs at eighth grade of Madrasah Ummul Quro at-Tarbawiyah Putri conducted in every week. It is on every Friday at 4.p.m-5.p.m. This class has schedule in other time without disturbing the teaching learning activities on the class in the morning because this is an additional time that given from the boarding school.

Teacher as a facilitator for their students in the school, they need stimulus by finding a way to make students reach the learning goal and find a media that is suitable to the target learner. When the students learn vocabulary, teacher uses the media that can help their vocabulary mastery. Such as English song. Song is a kind of media, that including audio media. Audio media is instructional media that have function to help students' learning through produced voice. Audio media is the media of which the contents are recorded and can be heard. By producing voice, students can identify the intonation and pronunciation of the words.<sup>6</sup>

Students at eighth grade of Madrasah Ummul Quro at-Tarbawiyah Putri Plakpak Pegantenan Pamekasan is familiar with audio media in teaching learning process. Because in their school, the English teacher applies English original song as media in learning vocabulary. English original song means that English vocabularies made an English song by the

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<sup>6</sup> Achmad Baidawi, "Using Visual Media in Teaching Speaking," *Okara Journal of Language and Literature* 1, (2016)

teacher. In his opinion, English original song is suitable as alternative to make students easier in learning vocabulary. Because by English song, they can enjoy and enthusiastic. Then, they can sing a song whenever and wherever they want although the class is over. Beside that, it can be memorized naturally. The more they sing a song, they will remember many vocabularies that they have through English song.

Teachers' original songs mean that the teacher make a song through famous songs. For example, the vocabulary of "In the Classroom" used the song of "Iwak Peyek". The rhyme is based on the song "Iwak Peyek", while the lyric is based on the list of vocabulary about "In the Classroom".

### **"In the Classroom"**

Ask Bertanya

Correct Membenarkan

Call the roll *itu arti* Mengabsen

Clean Membersihkan

Cancel Membatalkan

Come forward *itu* Maju kedepan

...

Debate *itu arti* Berdebat

Disobey *tu* Tidak mematuhi

Explain *artinya* Menjelaskan

Interrupt *itu arti* Menyela

...

Listen to, Listen to, Listen to Mendengarkan

Look for, Look for, Look for *itu* Mencari

Note Mencatat, Note Mencatat, Note Mencatat

Obey Mematuhi

Read Membaca, Read Membaca

Regulation Peraturan

...

Resist *itu arti* Menentang

Wipe off *itu arti* Menghapus

Teach Mengajar

Suggest Menasehati

In the classroom *itu* Di dalam kelas

As said by English teacher at eighth grade of Madrasah Ummul Quro at-Tarbawiyah Putri,

"Teaching vocabulary is implementing through original song in the classroom because it is an interesting media that can help the students to memorize many vocabularies and not quickly bored in the teaching learning process. It means they will be interested to learn vocabulary while enjoying the materials. So, they will be enthusiastic and spirit. Teacher not only explain the materials but also prepare a creative way for the students in the teaching learning process that suitable to their need".<sup>7</sup>

Based on previous research, song is helpful to improve students' vocabulary mastery. Song is useful to facilitate learning vocabulary, sentence structure, and sentence patterns, not to mention their reflectivity of mother tongue culture. When the teacher will apply songs to the teaching

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<sup>7</sup> Ach Aldy Rofiqi, English teacher at eighth grade of Madrasah Ummul Quro at-Tarbawiyah Putri Plakpak Pegantenan Pamekasan, *Wawancara Lewat Telepon* (22 April 2022)

learning process, he has to know what kinds of song and what contribution of to the learning material. Learning activities shown that there was improvement of students' vocabulary and responses. By singing English song, it would be easier for students to memorize the words. The students were motivated to learn vocabulary and also motivated to participate and active to the lesson. The previous research findings could be concluded that teaching vocabulary through song improved their students' vocabulary in several aspects, such as: The students' memorization improved in finding the meaning while identifying the words based on their cluster and students' pronunciation improved gradually since they have a lot of practice.<sup>8</sup>

Based on the description above, the researcher is interested in knowing how the teacher teaches vocabulary at eighth grade of Madrasah Ummul Quro at-Tarbawiyah Putri Plakpak Pegantenan Pamekasan which applies original song. Because using original song as a media in teaching vocabulary make students easy in receiving the subject matter. This certainly has a positive impact because teaching vocabulary usually uses memorization technique but in this research, the teacher uses English song in teaching vocabulary to the students. Therefore, the researcher is interested in the research with the title *“Using Teachers' Original Songs in Teaching English Vocabulary at Eighth Grade of Madrasah Ummul Quro at-Tarbawiyah Putri Plakpak Pegantenan Pamekasan”*

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<sup>8</sup> Ilinawati and Yokie Prasetya Darma, “Improving Students' Vocabulary through Songs,” *Journal of English Educational Study* 1, (November, 2018)

## **B. Research Focus**

Based on research context as describe above, the researcher argues that the research focus as follow:

1. How does the teacher use original song in teaching English vocabulary at eighth grade of Madrasah Ummul Quro at-Tarbawiyah Putri Plakpak Pegantenan Pamekasan?
2. What are the advantages and disadvantages of using teachers' original song in teaching English vocabulary at eighth grade of Madrasah Ummul Quro at-Tarbawiyah Putri Plakpak Pegantenan Pamekasan?

## **C. Research Objective**

Based on the research focus above, researcher have the following objective to be achieved:

1. To describe how the teacher uses original song in teaching English vocabulary at eighth grade of Madrasah Ummul Quro at-Tarbawiyah Putri Plakpak Pegantenan Pamekasan
2. To identify the advantages and disadvantages of using teachers' original song in teaching English vocabulary at eighth grade of Madrasah Ummul Quro at-Tarbawiyah Putri Plakpak Pegantenan Pamekasan

#### **D. Significance of Study**

Significance of study is describing the usefulness or urgency of the research, either scientific use (theoretical) as well as social use (practical).<sup>9</sup> So, the researcher establishes significances of study which consist of the aspects as follows:

1. Theoretically

The result of this study will help provide information about the alternative reference to enrich knowledge about Using English Song in Teaching Vocabulary.

2. Practically

- a. For Teachers

The aim of this study is to find out directly for the teacher to use English Song in Teaching Vocabulary

- b. For students and readers

Give information about Using English Song in Teaching Vocabulary.

#### **E. Definition of Key Terms**

To avoid misunderstanding for the readers in classifying about the key term, the researcher would like to explain the term used in this research.

They are as follows:

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<sup>9</sup> Pedoman Karya Tulis Ilmiah (Pamekasan: IAIN Madura, 2020), 19.



### 1. Teaching Vocabulary

Teaching vocabulary is the activity of teaching process in the classroom that the teacher as facilitator has to guiding, facilitating, and enabling the students to learn vocabulary so that they can communicate by these words that have their meaning.

### 2. English Original Song

English song is a set of words set to music to be sung which means many English vocabularies made a song to make students easier in teaching learning process. It means that this is an original song that make by the teacher through famous song based on the list of vocabulary.

## **F. Previous Study**

A previous study of research is important for the researcher and the readers. In this study, the researcher purposed some previous study that has been conducted by other researchers.

The first has been conducted by Muthmainnah the title "*Teaching Vocabulary through Songs of Language Education at Al Asyariah Mandar University*". Her research stated that the use of song in teaching English improves the students' vocabulary. The progress of the students' vocabulary is indicated by the mean score of post-test which is higher than the pre-test. It means that using songs in teaching English contributed to the students' vocabulary because it helps the students' understand the materials in

English and give the opportunity to know the meaning of vocabulary. The similarity of this research with the research that the researcher will do is about how the teacher use English song in teaching vocabulary. While the difference is that previous research collect the data by using pre-test and post-test and then analyzed quantitatively using paired sample t-test to see the significance different for each aspect. But this research will conduct to describe the data by using the descriptive method of qualitative research.<sup>10</sup>

The second has been conducted by Siti Fachraini under the title “*Using English Songs to Increase Early Students’ Vocabulary*”. The research stated that songs are motivating and enjoyable when learning a language. Using songs can be an alternative to teaching English to young learners, especially when they learn English vocabulary. By implementing the songs, students can easier to understanding the meaning of words and memorizing many vocabularies that already sang. The similarity of this research with the research that the researcher will do is about how the teacher use English song in teaching vocabulary. Beside that, the differences are previous study focus on young learners who are learning English the new basics of vocabulary, then the type of research used in the previous study is Classroom Action Research (CAR) while the type in this research is qualitative research with descriptive method.<sup>11</sup>

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<sup>10</sup> Muthmainnah, “Teaching Vocabulary through Songs of Language Education at Al Asyariah Mandar University,” *Jurnal Pendidikan PEPATUDZU Media Pendidikan dan Sosial Kemasyarakatan* 13, No. 1 (May, 2017)

<sup>11</sup> Siti Fachraini, “Using English Songs to Increase Early Students’ Vocabulary,” *Getsempena English Education Journal (GEEJ)* 4, No.2 (November, 2017)

The third has been conducted by Siti Syarifatul Mutmainnah the title “*The Effect of Model English Learning Based on Song Self-Created toward Student Learning Outcome at BBEC Bata-Bata Boarding school Palengaan Pamekasan*”. Her research showed that student of BBEC have better learning outcome after the implementation of model English Learning based on Song Self-created. It can be seen from the results of mean pre-test was 79,000 and mean post-test was 83,333. From pre-test to post-test, there was an increase of learning outcomes by 4,333. While t test results obtained t value of 2,692 which was higher than t table is 2,145 with a significance level of 5% (0,05). So from the results of the “t” test (t value: 2,692 > t table 2,145. It can be concluded that Song Self-Created effected to Student learning outcome at BBEC Mambaul Ulum Bata-Bata Palengaan Pamekasan with 269,2%. The similarity of this research with the research that the researcher will do is about how the teacher use original song in teaching English vocabulary. While the difference is that previous research collect the data by using pre-test and post-test and then analyzed quantitatively using paired sample t-test to see the significance different for each aspect. But this research will conduct to describe the data by using the descriptive method of qualitative research.<sup>12</sup>

These previous studies above help the researcher to develop the research dealing with using English song in teaching vocabulary. Here, the researcher focuses on using original song in teaching English vocabulary at

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<sup>12</sup> Siti Syarifatul Mutmainnah, “*The Effect of Model English Learning Based on Song Self-Created toward Student Learning Outcome at BBEC Bata-Bata Boarding school Palengaan Pamekasan*”, Thesis, IAIN Madura, 2021.

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