

CHAPTER I

INTRODUCTION

In this chapter the writer discusses about background of study, research questions, objective of research, significant of the study, hypothesis of study, reason for choosing the topic.

1.1 Background of Study

Vocabulary in the Indonesian curriculum seems to be changing in accordance with the existing curriculum, perceived from the changing objectives and methods of English instruction in Indonesia. The 096/1967 Ministerial Decree on English instruction stipulates that the objective of English instruction in secondary schools is to equip the students with a working knowledge of English through the development of the language skills of reading, listening, writing, and speaking in that order (Huda, 1999:127). In the 1960s, the curriculum adopted a version of the ALM. Under the ALM, it can be assumed that grammar teaching was so elevated that vocabulary teaching was suppressed. As Seal (1991:297) suggests, this dominant teaching methodology resulted in an immediate and devastating effect on vocabulary teaching and research; vocabulary learning should be kept to a minimum. A modified version of the ALM was adopted in the next curriculum, implying quite a similar practice of vocabulary teaching in the Indonesian education system. However, as can

be seen in the English textbooks used in the junior as well as the senior high schools, vocabulary teaching in the 1975 curriculum seemed to gain greater attention. Each unit of lesson always presented a list of vocabulary that students had to focus on. This indicates the uniform lists of words that secondary school students throughout Indonesia had to master. The sets of vocabulary items to teach had been decided beforehand. The 1984 curriculum was said to implement a communicative method in the English instruction in Indonesia. Officially, the English instruction was geared toward the objectives of enabling junior-high-school students to develop English language skills of reading, listening, speaking, and writing in thematic situations in accordance with their individual developmental levels and interests, using 1000 word-level and appropriate structures and senior-high-school students using 2500 word-level and appropriate structures (Depdikbud, 1986). The 1994 curriculum adopted the meaningfulness approach (pendekatan kebermaknaan), a version of the communicative approach in order that the objective of English instruction is not misinterpreted (Huda, 1999:142).

To avoid misinterpretation of the approach, according to Huda (1999:150), some principles of the implementation are stated explicitly, one of which is the mastery of communicative competence. From this

statement, it can be seen that language components (grammatical structures, vocabulary, and pronunciation) are considered necessary; linguistic form is used as the organizing principle. The 2004 and 2006 curricula, the so-called Competency-Based Curriculum (CBC) and the school-level curriculum or KTSP (kurikulum tingkat satuan pendidikan), emphasize the development of communicative competence covering linguistic competence, discourse competence, socio-cultural competence, and strategic competence. Linguistic competence, in particular, includes such components as grammar, vocabulary, and pronunciation. Under the four stages of teaching and learning process suggested by the curriculum, namely Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT), vocabulary teaching is supposed to be dealt with at the very first stage. In the BKOF stage, teachers are expected to focus on grammar, to elicit students vocabulary, and to have sharing activities of the topic. However, the word focus is left to teachers to decide. Such a practice implies the lack of uniformity of what words secondary-school students should master. The review suggests that regardless of its place in the curriculum, vocabulary seems to be considered necessary. This is even so as secondary school students are required to have sufficient vocabulary power to do English final

examination successfully. This implies that teachers need to work on developing students vocabulary systematically. Nevertheless, what vocabulary lists teachers have to help learners master is influenced by teachers understanding of the existing curriculum. At some time, the uniformity of word lists to teach makes it easier for teachers to work on the vocabulary development. At some other time, when the existing curriculum does not suggest explicitly what word lists to teach, teachers sensitivity of what vocabulary the students might need is highly required. Vocabulary is one of the important components taught to the students. It is the main aspects in acquiring and understanding the language. McCarthy(1990) explains that vocabulary is the biggest component of any language development. Then, teaching and learning of new vocabulary is challenging process for both students and teachers. So that the students can obtain knowledge well.

Thornbury (2002:23) explain that vocabulary learning must be integrated into long term memory, this means that it needs to be exposed to different kinds of activities which explored working memory. Stated that learning vocabulary is not only learning numbers of words, but also remembering and using them in the real life. Learning vocabulary is learning a second language, yet a learner never finishes vocabulary.

Vocabulary, as one of the knowledge areas in language, plays a

great role for learners in acquiring a language (Cameron, 2001). Harmon, Wood, & Keser, (2009) as well as Linse (2005) state that learners' vocabulary development is an important aspect of their language development. Although it has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary e.g. (in International Journal of Teaching and Education vol.III, No. 3, Alqahtani, 2015 : 22). Vocabulary become central part in English learning. Teaching becomes an important activity to improve students' vocabulary achievement, especially concrete noun.

Teaching becomes an important activity to improve students' vocabulary achievement, especially concrete noun. The researcher want to see about special skill form the students. 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).

Vocabulary is the basic thing that should be mastered by the learners. By mastering vocabularies the learners will be easy to understand the language. If the learners don't know the meaning of words, they will have difficulties in understanding what they see, read and learn. According to Nation (1990:2), vocabulary is that both learner and teacher as a very important role in certain language and the students

should master adequate number of vocabulary in order to perform the language well. Helping the students to develop their vocabulary learning strategy is a powerful approach to help the students acquire large vocabulary.

According to Napa (1991:6) vocabulary is very important in making up language. It is one of the basic elements and that is why no language exists without words. Vocabulary is a list of words with their own messages which are used in a language to represent meaning. It refers to every single word which is understood and used to convey ideas. Therefore, vocabulary mastery must be a priority in English language learning.

1.2 Research Questions

1. How is Vocabulary Mastery of *Tuna Grahita* Students' before using English Songs in teaching and learning English?
2. How is Vocabulary Mastery of *Tuna Grahita* Students' after using English Songs in teaching and learning English?
3. How effect is the use of English Songs in Improving *Tuna Grahita* Students' Vocabulary Mastery in teaching and learning English?

1.3 Objective of Research

The objective of the research is to find out the Vocabulary Mastery of *Tuna Grahita* students' before and after by using English

songs in teaching and learning English, and to examine the effectiveness the use of English songs' in Improving *Tuna Grahita* Students' Vocabulary Mastery in teaching and learning English.

1.4 Significant of the Study

The writer contributes some benefit and the result is great hopefully of learning process *Tuna Grahita* students' Vocabulary Mastery by using English songs in teaching and learning English.

1. For the Teacher

It can be an input or inspiration to the teacher that songs is appropriate to teach Junior High School to many vocabularies. Teacher can teach the students by connecting the material to happy and didn't bored, so it will be interesting and fun learning.

2. For the Students

It will help students to learn vocabulary easily and effectively. The learning process become fun, interesting and challenging. And this is can influence the students' motivation. Students also can improve vocabulary.

3. For the School

The researcher want to provide a new method for school. So that students can learn fun and how doesn't *Tuna Grahita* students' bored.

Because dealing with students who are *Tuna Grahita* need a fun method.

4. For the Writer

The researchers will understand more about interaction technique in order to improve vocabulary ability deeply. The result can be used to be reference in conducting other research to develop another technique to motivate students in vocabulary mastery.

1.5 Hypothesis of Study

To know before and after *Tuna Grahita* Students' Vocabulary mastery by Using English Songs in teaching and learning English , the researcher formulates two hypotheses that will be tested by using t-test. The research hypothesis is stated as follows :

1. Null Hypothesis (H_0)

There is no significant difference between the students who will be taught vocabulary mastery by using English songs in teaching and learning English and those students who will be taught vocabulary mastery by using English songs in teaching and learning English at eight grader of SMPLB Negeri Jepara.

2. Alternative Hypothesis (H_a)

There is significant different between the students who will be taught vocabulary mastery by using English songs in teaching and learning

English and those students who will be taught vocabulary mastery by using English songs teaching and learning English at eight graders of SMPLB Negeri Jepara.

1.6 Reason for Choosing the Topic

The researcher has some reasons of choosing the topic “IMPROVING *TUNA GRAHITA* STUDENTS’ VOCABULARY MASTERY BY USING ENGLISH SONGS IN TEACHING AND LEARNING ENGLISH (An Experimental Research at Eighth Graders of SMPLB Negeri Jepara)” are :

- a. English songs can be used improved students’ vocabulary mastery.
- b. Some schools are still using traditional ways in teaching and learning process, in turn makes it students feel bored. So the researcher use the innovative method.
- c. Researcher want to know about Tuna Grahita students’ in Jepara. Because, researcher are conviced that students with illiteracy had a lot of potentials.