

## CHAPTER I

### INTRODUCTION

In this chapter, there are some parts to discuss. They are background of the research, research question, objectives of the research, significances of the research, and hypothesis of research.

#### 1.1 Background Of the Study

Language is very important in the daily life. People in the world use language in every situation and condition to communicate with other. It is not only that, language can also help people to understand what people want to delivery. Language which is used by people may have different meaning. So, they will try to understand what other people say if they have different language. People have to be able to know the meaning of language or words which is spoken or written by people to understand their aims.

English is an International language in the world. Almost every country used that language as a second language (ESL). In learning English, there are four language skills that should be learnt, they are listening, reading, speaking, and writing. In mastering four skills, English learners should learn about vocabulary. Crystal (2003:141) stated that English is influenced for the people who learn it and make it as their second or foreign language.

Crystal (2003:141) also states that people who learn and apply English language will pride in their achievements. In Indonesia English is the foreign language which must be learnt by students. English is the most widely use language in the world. Besides that, English is also the first foreign language that has been taught in Indonesia in every level of school education- from primary school up to university. In Indonesia, English is also used as second language after local language and Bahasa Indonesia.

English as international language in the educational, it has an objective to give the students chances to mastering English by stating their ideas and cultures to the people in the wide world. From the concept above, the government formulates learning process of English into curriculum of Indonesian education. In order to update curriculum of 2004, school based curriculum to be launched on 2006 by the wisdom that every educational system should design materials to be taught to the students in every context. However, it is not all of educational system has a good preparation so the curriculum can't be applied simultaneously. The curriculum is using contextual teaching learning that can give chances of students to bulid their knowledge that appropriate to their daily life. To make a good progress of curriculum, the government re-change a curriculum, by implementing curriculum 2013 called *kurikulum 13(K13)*.

In the Curriculum 2013 for Senior High School in Indonesia education system, learning English is not only in the class but also at home and society. The teacher is not the only learning source. The students must

be active to search many learning sources to increase their knowledge. They can get it from many learning sources, such as books, magazines, movies or articles from the internet (Muhlisoh, 2016). Based on the curriculum 2013, the goal of teaching English at MA Roudlotul Muftadiin Balekambang is to provide students to be able to express ideas and feelings using language to communicate with others in daily life whether in spoken or written form.

According to Zulfah (2016:15), some problems occur in the process of teaching vocabulary that is teacher rarely using instructional media or technique in teaching process in the classroom, it makes students quickly bored, sleepy, rowdy in class and they feel confused about the lesson. Fitriyani (2016:2) also stated that many common problems that cause the students lack of vocabulary are the first, students assume the teacher's explanation for meaning or definition, pronunciation, spelling, and grammatical functions are boring. Second, students only think of vocabulary learning as knowing the primary meaning of new words and ignore all the other functions of the words. Third, the learners only find new vocabulary through new words in their textbooks or when given by teachers during teaching and learning process. Therefore the teacher must apply appropriate techniques to solve the problem.

Al-Furqon (2017:102) states that vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Vocabulary is one of the core components of language proficiency and determines how well

learners speak, listen, read, and write. Vocabulary is a language that is important thing to be mastered by the students in learning a foreign language because it is a foundation for other language components such as pronunciation, spelling, meaning and grammar. Therefore, since vocabulary as a foundation in language learning can improve students' vocabulary mastery, it has become priority in speaking. In addition, students' vocabulary mastery academically is needed in language learning, because it is essential to be successfully in reading, listening, speaking and writing. it can be concluded that vocabulary is the total number of words that were needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

Alqahtani (2015:21) said that vocabulary learning is an essential part in foreign language learning as the meaning, whether in books or in classrooms. It also central to language teaching and is of paramount importance to language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis word learning.

In the learning process, especially in teaching vocabulary, the teachers can use some teaching technique to make the students easy in getting explanation. The teachers can apply some games or media to make the teaching and learning process more effective. In addition, by applying the appropriate teaching and learning activities. So, the teaching

techniques are very important for the students' better improvement in their learning.

According to Wright (1984), games help and support many students to continue their work and awareness. It means by using game, the students will feel enjoyable, comfortable, and fun in study English. So, it makes students want to continue their study in the classroom when teaching and learning process takes place. While Wright et al (1984) said: "games can help the teachers to create 3 contexts in which the language is useful and meaningful. The learners, who wants to take part in the activities, must understand what others are saying or have written, and in order to do so, the students then must speak or write in expressing their own point of views or given information". One of the games that can be used in the learning process is word chain. Carroll (2007:4) state that word chain is a kind of game purposing to improve the students' ability in mastery vocabulary or words. Hamescott (2007) said that it is also an aid to spell, playing word games help create an interest in words and their spelling.

Based on the observation in MA Roudlotul Mubtadiin Balekambang at eleventh grade of Religion, the researcher found some problems in the learning process. The problem was when the teacher asked the students to speak in front of the class, the students felt difficult to speak because less of vocabulary. It happened because the students did not bring the dictionary, and the teacher did not give some vocabularies in learning process that relate with the material. Beside that the researcher

got the information from the teacher, the students more felt interest with the song and when the researcher did an observation, the researcher saw some students played a music and they sang a song. From that problem above, the researcher concluded that there was a problem vocabulary in the class. To accomplish the problems that appeared in the classroom, the teacher should get students' interest in learning vocabulary mastery. The teacher should use different technique or media of teaching vocabulary mastery.

So, the teacher has to create enjoyable in learning process through appropriate technique. In this research, the researcher tries to find a new way to improve the mastery of English vocabulary. One of the ways that can be applied in the learning process is Word Chain Game. Word Chain Game is one of the techniques for improving students' vocabulary mastery. Ayu (2012) mentions that by using game teachers will create an atmosphere that will increase the desire for students to learn the language. In other words, by using game the students will feel enjoy and fun when they study a foreign language and Word Chain Game is one of the games which is suitable to be applied in the classroom to improve students' English mastery.

According to Suri (2012:112), the students can express their ideas and feeling, improve their pronunciation and speaking ability and also get many new words by using songs. Song is short musical composition containing vocal parts that are performed with human voice and generally feature words (lyrics), by other musical instrument. Thamrin (2014: 10)

confirms that song is significant teaching tools in teaching English because most of the students love listening to the music, it makes them easier to memorize the words while singing. The use of song is intended to make learning atmosphere be more interesting and enjoyable.

Thamrin (2014:10) states songs provide a break from classroom routine, and that learning English through songs develop a classroom atmosphere in which the four language skills can be enhanced. Students are often willing to learn to sing a song in a foreign language even if they do not fully understand or partially understand the meaning of the words. This allows them a chance to relax from the pressure of the study. Students listen to all kinds of music outside the classroom. Music is very enthusiastic when teachers choose to exploit songs in the classroom. Songs has a great tendency to attract the attention of the students. Songs deal with the human problems and emotions from love, hate, joy, and sadness. They really appeal to the young learners.

In this research, the researcher used Word Chain through English song in students' vocabulary mastery. Word Chain is one of simple games that can improve the students' vocabulary. According to Yanti (2017:54), experimental teaching help the students to improve their mastery of English vocabulary because the students give the positive respond, they feel enjoyable in learning English vocabulary by applying Word Chain Game, and they feel easily to recall their memories about the vocabulary they have known before. The researcher choosed Word Chain because it is suitable with students condition. The students really enthusiasm with a

new game. Word Chain hopefully can be enthusiastic in getting more knowledge for improving students' vocabulary mastery. The researcher conducted in the boarding based school, which is a fairly new school established but has quite a lot of students and all the students that the researcher research is female, so teaching vocabulary mastery by using Word Chain through English song will more challenging, active and will build a creative environment.

Based on the description above, the researcher interested to conduct a research entitled **"The Effectiveness of Word Chain Through English Song to Improve The Students' Vocabulary Mastery at Eleventh Grade of MA Roudlotul Mubtadiin Balekambang in Academic Year 2020/2021"**.

### **1.2 Research Question**

Based on the background of the research, the present study aims in answering the following question "How is effectiveness of Word Chain through English song to improve students' vocabulary mastery in eleventh grade of MA Roudlotul Mubtadiin Balekambang in academic year of 2020/2021?"

### **1.3 Objective of The Study**

The objective of this research is to examine the effectiveness of Word Chain through English song to improve students' vocabulary mastery in eleventh grade of MA Roudlotul Mubtadiin Balekambang in academic year of 2020/2021.



#### 1.4 Significances of The Research

By conducting this research, the result are expected to have some significant contribution of teaching English and to give practical significances as follows :

##### 1. Theoretically

The result of this research can be used as the reference who will conduct the research especially in English teaching to build students' vocabulary mastery.

##### 2. Practically

###### a. Teachers

For the English teachers, this research is expected to provide useful information in teaching English using Word Chain Game through English songs. It is also expected to be beneficial for the teachers to improve the students' vocabulary mastery in learning English.

###### b. Students

For the students, this research is expected to help students to learn English easily by using Word Chain Game through English songs in learning English. It hopefully can motivate students to learn English in new ways. Moreover, it is also expected to improve the students' vocabulary mastery.

c. Readers

For the readers, it is expected to give knowledge and understanding about the importance effectiveness of Word Chain Game through English songs in learning English that provide better effect for students. It is also expected to give more useful information. Moreover, it can improve students' vocabulary mastery in learning English as well.

d. Pedagogically

This research can give an outcome of new technique to teach vocabulary mastery by using Word Chain Game through English song for the teachers and the students.

### 1.5 Hypothesis of Research

Related with the problem of the research, the researcher will formulate hypothesis. Hypothesis is a temporary answer to the formulation of research problem (Mubarok, 2015:29). In this study, there are two hypothesis used, they are null hypothesis (Ho) and working hypothesis (Ha) that are describe as follows:

a. Null Hypothesis (Ho)

There is no significance difference between students who are taught by using Word Chain Game through English song than who are not taught using Word Chain Game through English song.

b. Working Hypothesis (Ha)

There is a significance difference between students who are

taught by using Word Chain Game through English song than who are not taught using Word Chain Game through English song.

