

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is keenly needed for people to live, especially when they want to express their ideas. By mastering a language, they will be able to communicate their ideas clearly, without it they will get difficulties when they interact in their community.

Among several languages used to communicate with other countries, such as Russian, French, German, and Chinese, English is one most widely used in politics, business, trade, and the diplomatics circle.¹

Long time ago the humans has studied about languages, to living as a society or social life, language is a form of the tool to communication between one people to another people. Language can also have the meaning as form to realizing the wishes or intention the people that to know by others hearer

Language is a very important means of communication in daily human life. Human being uses language both in written and spoken forms to express their idea. In Indonesia, English has been taught at the second language. The teaching English at kindergarten, elementary, junior, and senior high school, aim at developing the four language skills : reading, listening, speaking, and writing. The language components (grammar, vocabulary, pronunciation, and spelling) are taught to support those skills. The Departement of Nasional Education suggest that learners should first have knowledge of these components before continuing to really use the language.

English is not our native language, therefore it is very difficult for Indonesian to learn it. Besides, Indonesia and English are not related language, therefore some many different elements found in English can cause

¹ Ramelan, 1984. *Introduction to Linguistics Analysis*. Semarang : IKIP Semarang Press. P.3.

difficulties for Indonesian students. In learning English, Indonesian learners have difficulties during the learning process. Because of the English skills and English components has a certain area of difficulties for the learners.

When studying a language, students ideally must master the skills of the language. These skills are listening, speaking, reading, and writing. One of the most important things of implicating the language is speaking because students can understand someone's idea and thought only by speaking. Teachers must also have good qualification in speaking so that they can guide the students to have enough skill in expressing grammatical and understandable.

Speaking as one of English ability can also be influenced by pronunciation. Students in Indonesia have difficulties in pronouncing English words. Ramelan said: if the foreign language were exactly the same its sound system and its grammatical system as the students own language. Which is, of course, impossible, there would be no learning problem at all.²

Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult³. Even though it may be for each learner, generally the area and the degree or difficulties they encounter are almost similar.

One of the similarities between Indonesia and English is 'synonym'. Both languages have words to express same idea. In Indonesia, *mengenakan* and *memakai* are synonymous and in English we have the same case in *put on* and *wear*. While the difference is about the construction of the verbs. In Indonesia to say "*memakai*" we only have one word verb "*mengenakan*" instead. However, English has two-word verbs called phrasal verb, for example *put on* have almost the similar meaning as wear.

Because phrasal verb is a verb that contains more than one word, it has a certain area of difficulties for Indonesian learners. Many students usually do not understand the meaning of the synonym of certain phrasal

² Ramelan, *English Phonetics*, (Semarang: UNNES Press) reprinted 2003 P. 5.

³ Lado R, 1977. *Language Testing*. London : Longman Group. P.2.

verbs used in conversation or any written materials such as textbooks, novels, newspaper, magazines, etc. We often listen the someone says, for example, I *submitted* my paper yesterday instead of; I *handed in* my paper yesterday. Sometimes the meaning of phrasal verb is very similar to the base verb, e.g. *call back*, *wake up*, *call up*, *show up*, *sit down*, etc.⁴ But more often, the meaning of phrasal verb is different from the base verb e.g. *get through* is not the same as *get*; *take up* is very different from *take after* and it is also quite different from *take off* .

The following sentences, for example, have the same meaning; the first uses a phrasal verb while the other does not.

- a. I *ran into* an old friend yesterday.
- b. I *met an* old friend yesterday.

From the above two sentences, Indonesian learners are usually more familiar with the second sentence than the first one since the first contains a phrasal verb which is considered to be difficult for them.

In a teaching learning process, the teacher plays an important role to select teaching media and the techniques to draw students' interest and motivation in learning English. The teacher are demanded to choose the appropriate ones to make the class fresh and interesting. With a hope that students will enjoy and interest learning English, especially learning vocabulary among others phrasal verbs.

Vocabulary is one of the language components, which has to be mastered by students in learning new language. It should be mastered as well as the language skill (reading, writing, listening, and speaking). In line with importance of vocabulary and teachers' creativity in selecting teaching media. The writer wants to propose media in teaching-learning process. The topic he shares is teaching phrasal verbs using English songs at MAN Kendal.

As foreign language, English is very difficult study especially for the students whose native language is different. They may encounter many

⁴ Redman, 1997. *English Vocabulary in Use*. Cambridge: Cambridge University Press. p.

elements of the language which are unfamiliar for them. As a result, they are possibly make a lot of mistakes in using language or misunderstand when they are studying it. For example, many students are not able to identify pronunciation on the lyric of the songs which don't exist in their own language. It will lead them to some difficulties in their learning progress.

Song as special types in English that touch personal feeling help the students to learning English more. They can assimilate rhythms of language. Moreover, songs are easy to remember and have many variations in topics and words.

In this study, the writer wants to do an action research with 11th graders of MA Negeri Kendal by implementing the use of songs to teaching phrasal verbs and improve listening skills.

B. Reason for Choosing the Topic

The title of this paper is "Teaching Phrasal Verbs Using Songs". Although vocabulary especially phrasal verbs is not taught discreetly in MAN, since exist in the handbooks and is taught in integrated way, the writer chooses he topic above based on the following consideration :

- (1) Phrasal verb is part of vocabulary; vocabulary is an important aspect of language and means in conducting communication so it is necessary to find suitable techniques and media to draw student's interest and to create cheerful atmesphere in learning phrasal verb.
- (2) In Indonesian, there is no two-word verb. But in the target language, English, Indonesian learners have to learn two or even more words verb. It caused difficulties to learn English.
- (3) It is very difficult for Indonesian learners to learn phrasal verbs are a verb that contain more than one word. The teacher needs appropriate media to make students understand phrasal verbs easily. Songs are invaluable aids in teaching phrasal verbs. When a song has been analyzed as thoroughly as this, students will find that they are in a much better position to appreciate it full. The whole process might take up to one hour. It is

common knowledge that students who relax and have fun while learning do learn more.

- (4) Many songs can be successfully employed to provide meaningful contexts for learning phrasal verb. Song provides a means of increasing the amount of repetition without losing the learner's interest. Furthermore, songs will make students relaxed and excited. By using the song to learn English vocabulary, especially phrasal verbs, can be interesting and enjoyable. As they learn the lyrics of the songs, they have been listening.

C. Question of the Study

According to the background of the study discussed above, the writer realizes that the points to be discussed are as follows:

1. How is the implementation of English songs in teaching phrasal verbs?
2. How do the improvement of students' understanding of phrasal verbs through the English songs?

D. Objective of the Study

Related to the background and statement of the problems above, the objectives of the study are briefly as follows:

1. To describe the implementation of songs as a media for teaching phrasal verbs.
2. To find out the improvement of students' understanding of phrasal verbs through the English songs.

E. Benefit of the Study

The writer hopes that this research will be beneficial for:

- (1) The English teachers

Not to frequently use monotonous media in teaching learning activity. The writer hopes that songs as an alternative media can be used in teaching phrasal verbs in the classroom so that students enjoy learning English, and students will be interested and enthusiastic.

(2) The students

The students have to develop their knowledge about the use of phrasal verbs, which is considered to be a problem. Song provides an ideal contact to learn phrasal and help the students in improving their listening skills.

(3) The readers

By reading this study, the readers will get information and knowledge that may be useful for English teaching.