

CHAPTER I

INTRODUCTION

A. Background of the Study

There are many languages in our country, such as our mother tongue (Javanese language), national language (Indonesian Language), and foreign languages (English, Mandarin, and Arabic). English is one of foreign languages that is important in Indonesia.

English is used to deliver their opinion about something with people in different country. English is also important to Indonesian students. English should be taught to Indonesian students from kindergarten until university because the earliest they learn English, they will be more perfect to communicate in English. However, many students think that learning English is very difficult because it is different from Indonesian language. For example the difference of sentences structure, pronunciation, intonation, stress, and vocabulary.

There are many components in learning and teaching English, for examples: reading, speaking, listening, and writing. Many students cannot master the four skills even though they have

learnt English for many years. One of the reasons is that they lack of vocabulary.¹

Hiebert defined that vocabulary is, “knowledge of words and word meaning”. Firstly, words come in two forms, oral and print.² Secondly, word knowledge also comes in two forms, receptive knowledge (being able to understand a word and is connected with listening and writing) and productive (being able to produce a word of our own accord when speaking and writing).³ Vocabulary is as one of the language elements that has a very important role in foreign language learning. It is the basic and very principle requirement for the students in learning English. We realized that language skills and other language elements will not develop without good achievement of vocabulary because the basic foundation of these language skills is vocabulary.

Without vocabulary, speakers cannot convey meaning and communicate each other in a particular language. In educational field, students usually learn vocabulary passively. They consider the teacher's explanation for meaning or definition, pronunciation,

¹ Scott Thornburry, *How to teach Voabulary*, (Malaysia: Longman, 2002), p. 13.

² Elfrida Hiebert, *A Focus on Vocabulary*, <http://www.Prel.org/product/re/Eso419>. Accessed on 05th of November, 2015

³ E-Book: Norberth Schmitt, *Vocabulary in Language Teaching*, (United Kingdom: Cambridge University Press, 2000), p. 4.

spelling and grammatical functions boring. Students have nothing to do in a vocabulary learning section but to listen to their teacher.⁴

In SMP NU 03 Islam Kaliwungu Kendal there is English as a subject at seventh, eight, and ninth grade. The researcher chooses seventh grade students because they are categorized as teenage students. Usually teenage students like something fun such as listening songs, singing, and playing games. From teaching learning activities at the seventh grade, there is problem that appears like vocabulary misunderstanding. The students get difficulty when they should translate instructions. Teenage students think that memorizing new words in foreign language are difficult and they are too lazy to do that. Therefore, sometimes they get vocabulary misunderstanding.

There are many ways to create students' learning process. One of them is by using a song as the teaching process. Songs appear as a different method from students' conventional class. It is useful resources to improve students' abilities in listening and vocabulary skills. It is possible for students to know and learn new words and increase vocabulary while enjoying the music through the song using its lyrics and repetition rhyme. Not only enjoying the music, but students will also learn vocabulary easier because

⁴ <http://asrhuljuventini.blogspot.co.id/2013/05/chapter-i-introduction-a.html>.

Accessed on 05th of November, 2015

song will attract them to get the meaning of difficult words in the dictionary indirectly.

Based on the explanation above, the researcher wants to conduct a correlative research with the title “The Influence of Frequencies of Listening to English songs toward students’ Vocabulary Power at the Seventh Grade of SMP NU 03 Islam Kaliwungu Kendal in the Academic Year of 2016/2017”

B. Research Question

Is there any influence of frequency of listening to English songs toward students’ vocabulary power at the seventh grade of SMP NU 03 Islam Kaliwungu Kendal?

C. Objective of the Research

To find out whether there is influence of frequency of listening to English songs toward students’ vocabulary power at the seventh grade of SMP NU 03 Islam Kaliwungu Kendal?

D. Significances of the Research

Significances of the research are:

1. Theoretically

Hopefully, the result of this research will give some contributions in teaching-learning process for the students and the teacher in the future and especially for the researcher to develop her knowledge.

2. Practically

a. For Students

By the end of the research students are expected to be better in selecting proper methods to increase their vocabularies.

b. For Teachers

By doing this research, the researcher hopes the output of the study will be useful to give contribution of developing English teaching. So, the students will get better achievement in increasing their vocabularies.

c. For School

The school can support the implementation of the effective method in students' learning process, especially vocabulary power.

d. For Readers

The research will give information and knowledge about the influence of frequency of listening English songs to the students' vocabulary power.

e. For Researcher

The researcher will get some experiences and knowledge about her study and it will be useful in the future.