

## **Chapter One**

### **Introduction**

In this chapter, the researcher presents the introduction of the study. The descriptions are about the background of the study, identification of the problem, delimitation of the problem, formulation of the problem, objectives of the research, and significance of the research.

#### **Background of the Study**

Vocabulary is one of language elements that is essential for students to master while studying a foreign language and certain language components such as syntax, spelling, interpretation, and grammar. The acquisition of vocabulary as one of the language elements will help students' abilities to interact both oral and written communication. Vocabulary plays an important role in the progress of language learning. Additionally, vocabulary support the development of four language skills: such as reading, speaking, listening, and writing. Cameron (2001) stated that language growth not only about learning words, but also more than that. In addition, language development is one of the basic abilities that students must have, according to their age stages and developmental characteristics.

Vocabulary is essential element to construct sentences. Richard and Renandya (2002) explained that vocabulary is one of the main components of language learning and defines how well learners talk, listen, interpret, and write. Lado (1979) argued that vocabulary is known to be an essential language feature as it helps the capacity of

learners to acquire language skills. Meanwhile, Stahl (2005) mentioned that vocabulary is the understanding of terms and terms definitions often includes vocabulary information as the awareness of a term not only means a description but also means how the term blends into the context.

Nowadays, there are several forms of media for learning students' vocabulary, one of which is English Songs. The use of English song will enhance the level of vocabulary in the learning phase. It happened because the song could stimulate the students to achieve the new words they had already heard. This is collaborated with Lestari and Hardiyanti (2020) learners who want to improve their vocabulary can employ English songs, particularly slow beat songs, according to their skills, preferences, speed, and requirements. In addition, English songs play a significant role in the growth of second language learning (Millington, 2011).

Recently, one of the most popular ideas in improving student's vocabulary is the use of English songs. The study done by Vishnevskaja and Zhou (2019) English songs provide learners with long-term vocabulary development because the words they learn through songs are contextual. Songs include both teachers and students learning a language, because learning a new language is the easiest way to do it. Millington (2011) stated that the lyrics of the song will make the students can memorize vocabulary easier. It helps students remember easily. Shofiyah (2015) revealed that the use of songs as one of the learning strategies may improve students' language skills.

Another previous research was done by Apsari, (2012) linked to the use of English song as a tool for learning vocabulary which in her thesis sought to find the usefulness of the use of songs in learning English to primary school students. She found that the use of songs not only helps students develop their language skills, but also promotes and strengthens students' interest in learning, loving, and participating in the learning process. It can be concluded that the previous study above explains the benefits obtained when learning vocabulary using songs and even other benefits when learning to use songs. When the benefits of learning to use songs are known, this study is aimed to find out student's experienced in learning vocabulary through English songs in classroom and to identify the challenges of English songs for student's learning vocabulary in classroom.

Previous studies mostly focused on English songs as one of strategy to improve students' language skills. Based on researcher interviews with a few junior high school Students in Cilegon, they found English songs beneficial for their English learning especially for vocabulary. However, they also said that they had to deal with challenges when using English songs to learn English. Because of that, the researcher wants to explore their experienced on the use of English songs for learning vocabulary.

### **Identification of the Problems**

Based on the researcher interview experience with a few students in junior high school, usually problems that conflict when learn with English songs. Some problems

have been identified, such as, many of them use different song we don't know whether genre of songs might influences language learning or not, they found challenges sometimes is important to explore the challenges they faced when using song, and when understanding the meaning of a song difficult for some ESL students, they are not familiar with the language used. Therefore, I want to find out student's experienced in learning vocabulary through English songs in classroom and the challenges they face when they use English songs to learn vocabulary in classroom.

### **Delimitation of the Problems**

The researcher only focusses to find out student's experienced in learning vocabulary through English songs in classroom and to identify the challenges experienced by students in learning vocabulary trough English songs in classroom. The researcher interview six participants in this research. Additionally, the target of the study is the students of ninth grade students at one of junior high school in Cilegon city, Indonesia.

### **Research Questions**

Based on the background above, the researcher formulates the questions of this research as follows:

1. What are the student's experiences in learning vocabulary through English songs in classroom?
2. What are the challenges experienced in learning vocabulary through English songs in classroom as perceived by the student's?

### **Objectives of the Research**

Based on the research questions above, the objectives of this research are:

1. To find out students experienced in learning vocabulary through English songs in classroom.
2. To identify the challenges experienced by students in learning vocabulary through English songs in classroom.

### **Significance of the Research**

This research is expected to have several advantages and positive contributions for several parties such as students and other researchers.

**Students.** This research could open students' minds about vocabulary learning through English songs and the challenges on it. The students can know the way how to improve vocabulary through English songs. Additionally, the students can know the solution how to cope the challenges after reading this research.

**Teachers.** The results of this study could make the teacher know the challenges faced by students in using English songs as a medium for learning vocabulary. Teachers are also expected to be able to apply various strategies to solve problems felt by students.

**Other Researchers.** This research could be useful for other researchers to support their research, especially on improving vocabulary mastery. In addition, other researchers can use this research as a theoretical review on the same topic. By

conducting this research, it can also encourage other researchers to conduct research in the same research field.