

Chapter One

Introduction

This chapter presents an introduction to research. There are several important points in this chapter. First, the background of the study explains the reason why researchers are interested in discussing The Use of English Nursery Rhymes to Improve Vocabulary Mastery. In addition, this chapter also presents research questions that serve as research guides. Furthermore, the purpose of the study describes the specific goals or objectives of the study. Also, the significance of the study presents the benefits of this study to a specific person. Finally, the organization of the research chapters shows an explanation of each chapter.

The Background of the Research

English is one of the languages that is often used to communicate in the international arena. Renandya et al. (2018) stated that language proficiency refers to a person's ability to use language for communicative purposes, this causes English to be considered the first international language and considered the first global lingua franca. In learning English, there are four skills that must be mastered properly, namely reading, listening, writing, and speaking. Hery and Arshad (2020) said that vocabulary comprehension is the key to learning a second language, it is therefore very important for someone learning another language as a second language to continue to improve their vocabulary. Students who learn English recognized difficulties in learning vocabulary Susanto et al. (2021). Vocabulary is very important, students must learn not only vocabulary but also understand how to use each vocabulary that students know. If students have vocabulary they can use in English, it will help them. As stated by Aulia (2019) vocabulary becomes a bridge to learn a language, therefore students must master vocabulary first before learning a language. it can be

concluded that the role of vocabulary is very important to master all four skills in English. Therefore, vocabulary is one of the necessary aspects of the English language.

Technology has become an important part of education along with the times. Bai (2018) said that technology is a skill in creating tools to processing methods to help complete various human jobs. Technology includes various tools, systems, and methods used to improve a person's efficiency, effectiveness, and productivity. Even technology has become a means or medium of learning that helps achieve educational goals. There are media that can be used to improve English vocabulary. One of the effective learning media that can be used by young learning teachers to increase student motivation in increasing vocabulary is nursery rhymes. Sari (2023) affirmed that nursery rhymes not only provide songs for entertainment purposes but also improve language practice and have a positive impact on memorization and vocabulary.

Elementary school students are facing difficulty to learn English as a foreign language, especially regarding vocabulary. Susanto et al. (2021) said that students have limited data sources on words in English learning. Students do not know the meaning of many words while learning English. As a result, students find it difficult to learn English and cannot follow the learning activities well. Therefore, there must be an effort to implement strategies to improve vocabulary mastery that are interesting and easy to learn. Therefore, the nursery rhymes media may be able to improve vocabulary mastery in English learning which will be applied by the researcher. Nursery rhymes can be a good medium to improve vocabulary (Saibauthong, 2021). Nursery rhymes not only serve as entertainment, but also help language learners improve some of their skills. Nursery rhymes can help engage students in the classroom because it enhances their excitement and basic skills. Implementing nursery rhymes in the classroom can create a fun environment that encourages students to learn new

vocabulary. So, this study aims to find out the use of English nursery rhymes to improve vocabulary mastery.

The teacher must present something refreshing to interest students in learning vocabulary so that the learning objectives can be achieved effectively. In the setting of the study, the teachers have not used nursery rhymes as a learning medium. They tended to use media like flash cards and videos. The researcher will try something new, which has never been used by teachers in one of the elementary schools. The researcher will use English nursery rhymes as a learning media. One private elementary school is a partner and collaborates with the major taken by the researcher. The reason the researcher chose this elementary school is because the researcher knows that students feel easily bored in learning English, and also the lack of student interest also hinders students' motivation in learning to improve vocabulary. The researcher has also done an internship in one of the elementary schools for two semesters, so the researcher is familiar with the conditions in one of the elementary schools. Therefore, the reasons researcher chose this elementary school as the right place of research.

Identification of the Problem

The status of English in Indonesia as a foreign language, the teaching and learning process of English is limited in terms of the amount of time and exposure to input (Lestari & Hardiyanti, 2020). Based on a preliminary interview with the English teacher, some problems were identified in the setting of the study. First, English subject is given very little time and makes students at one private elementary school feel difficult to adapt to a foreign language and also it is not the students' daily language. Second, students also have not been able to focus on the material being taught. Third, students feel easily bored in learning English. Fourth, students' lack of interest also hampers their motivation to learn to increase their vocabulary. Fifth, the teachers in one elementary school teach students according to the

Lembar Kerja Siswa (LKS)/ Student Worksheet, so they do not always focus on vocabulary mastery. The teacher uses flashcards, videos, and games. Students do not know the meaning of many words while learning English. Last, vocabulary mastery limitations occur in all classes. As a result, students find it difficult to learn English and cannot follow the learning activities well. Therefore, there must be an effort to implement strategies to improve vocabulary mastery that are interesting and easy to learn. Therefore, the nursery rhymes media may be able to improve vocabulary mastery in English learning which will be applied by the researcher. From this phenomenon, researchers will try to find solutions to overcome these problems. The researcher will use English nursery rhymes as a solution to improve vocabulary mastery in this lesson. The researcher will do more interaction with students to make learning more fun but still effective. Therefore, the researcher tries to find out the use of nursery rhymes to improve vocabulary mastery.

Delimitation of The Problem

After seeing the above problems, the researcher will use nursery rhymes as a learning medium to improve vocabulary mastery. In this study, the researcher will focus on the use of English nursery rhymes in improving English vocabulary mastery. In this study, the researcher focuses the study to fourth grade students in one private elementary school in Yogyakarta.

Research Question

Based on the above background, the researcher formulates three research questions:

1. How is the students' vocabulary mastery before the treatment?
2. How is the students' vocabulary mastery after the treatment?

3. Does the use of English nursery rhymes significantly improve vocabulary mastery in one private elementary school in Yogyakarta?

Research Objective

1. To find out students' vocabulary mastery before treatment
2. To find out students' vocabulary mastery after being given treatment
3. To identify whether the use of English nursery rhymes significantly improve vocabulary mastery in one private elementary school in Yogyakarta.

Significance of the Study

This research aims to provide positive benefits for several parties such as students, teachers, and future researchers.

For Institution

It is hoped that with this research, related institutions can provide better facilities to support creative media in the vocabulary learning process. The institution can also make a new policy that requires every teacher to improve their learning media so that it is beneficial for students in improving vocabulary.

For Teacher

The researcher hopes that this research can be a reference material for teachers in using creative media such as nursery rhymes in the teaching and learning process, especially in vocabulary mastery. Therefore, that students can easily absorb the knowledge given by the teacher.

For Future Researchers

The results of this study can be used by future researchers who are interested in exploring the field of nursery rhymes. In addition, future researchers can obtain a theoretical

basis for research. The results of this study are expected to be a reference from a different perspective for those who will conduct research in the field of nursery rhymes.

Organization of the research

The study is divided into five chapters. The first chapter provides an overview of the research context, research identification, problem boundaries, research questions, research objectives, and research significance.

The second chapter is a literature review. This section presents the meaning of vocabulary, media, and nursery rhymes. This section will also present research that is in line with the topic and focuses on nursery rhymes as a learning medium to increase students' vocabulary.

This method is discussed in chapter 3. This chapter outlines the researcher's plan to conduct the study. Data collection methods, tools, participants, settings, and procedures are discussed in this chapter. The researcher also describes the data analysis in this chapter.