

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

English has spread over the world. Many students want to master it as soon as possible (Asrifan, 2009). In Indonesia, the students learn English because they believe it will make them get information from other countries more easily. In other words, they anticipated that studying English would enable them to grasp and stay up with the advancement of science, technology, and the arts. Before that, students must first learn four fundamental language abilities. Speaking, writing, reading, and listening are all part of it. That four abilities are essential for mastering the English language (Listiyarningsih, 2017). In educating the students, if the teacher can develop instructional materials that are appropriate for the subject matter and the student's age level, the teaching and learning process will be successful (Akrim, 2018).

The use of learning media is essential to the teaching and learning process. The teacher can employ a variety of media to help and draw students' attention to improving their English language skills (Triayulin, 2012). That is why the teacher must develop new and innovative learning media to convey the subject's message to students. Appropriate learning material can promote teacher-student interaction, allowing students to participate in the lesson without becoming bored. On the other hand, students are pleased with the learning media because it can improve their quality and learning outcomes (Akrim, 2018).

As a part of learning media, English kids' song is one of the attractive media in the English classroom which brings positive energy and impacts the students' motivation that will make the students more enthusiastic, interested and enjoying learning English (Putri, 2018). It also gives students several tasks to assist them examine their English language understanding and encourages them to participate more actively in teaching and learning activities, especially for primary school students (Hadi, 2019). There are several advantages of songs as media to the students in language learning. They will learn about grammar through the lyrics and improve their English, especially vocabulary. Besides, they also can improve their pronunciation such as sound linking, intonation, stress, reduction, and improving their listening skills (Triayulin, 2012).

Relating to the statement above, preliminary observation has been conducted at SD Negeri 1 Sari Mekar, Buleleng, Bali, Indonesia. The observation aimed to see the students

at the observed school faced a problem in learning English. Based on the teacher's response to the researcher's observation, most of students at SD Negeri 1 Sari Mekar had a problem with their vocabulary achievement in English. It is proven by the fifth-grade students' English scores list given. The teacher stated that it is true that all students passed the Minimum Mastery Criterion of 60, but the majority of students did not participate as much in the teaching and learning process, particularly in English. Based on the teacher's point of view, we do not always have to judge the students' learning success from their final score only. For the teacher, the students learning process is no less essential in determining the students' learning success. The teacher also mentioned several reasons that made the problem above happen: First, there was no specific English teacher at SD Negeri 1 Sari Mekar. Second, the students had just started learned English in the fourth-grade, it made the students still had a lack knowledge in English. Third, the learned media used by teachers was had not optimal. The teacher usually used textbooks, worksheets, or dictionaries to learned English. A little bit used technology. Fourth, the teaching and learned process was dominated by the teacher or still used a teacher-centered approached. When students learned theory and practiced in a balanced manner, they would succeed in learned English. Besides, most students at SD Negeri 1 Sari Mekar had an easy time changing their moods while learned. It may also made students less interested which made the material delivers less optimally.

The prior learning materials are still insufficient, so the teacher needs to find a variety of engaging learning materials to grab the students' interest and get them involved in the class activities. To overcome all the obstacles above, implementing English kids' song as a learning media can be a solution in teaching English. Teacher should pay attention to several procedures to implement them. According to Ratminingsih (2017), the procedures are choosing the appropriate song, selecting the proper activity, and creating a memorable closing activity. First, choosing the appropriate song is an essential requirement because they must be suitable for the student's age. Second, after choosing the appropriate song, the teacher should selecting the proper activity which are related to the learning objectives and the topic. Teacher makes sure

that the song and learning material match, even though the learning focuses on vocabulary or grammar and pronunciation. Last, when the teacher implement song to provide a comfortable and fun learning atmosphere, the teacher can invite students to sing together in creating a memorable closing activity.

A song becomes a great English learning media, it has been applied by several researchers. Yulianto's study results in 2017 demonstrate that song media can improve students' interest in the learning process, according to his prior research. Next, Hasanah (2017) found that tenth-grade students who used English pop music media in their learning performed better in listening comprehension. Both researchers found that song was an effective learning media in the learning process.

Implementing English kids' song as a learning media at the primary school level tends to be unique cases as it is often implemented at the kindergarten level. It is different between kindergarten and primary school students. It appears that there is room for further discussion of the initial finding. The research was urgent to be conducted because the teacher has not applied English kids' song as a learning media. That is why the teacher should select appropriate learning media to provide a comfortable and fun learning atmosphere which are related to the topic and the learning objectives. In that way, the researcher will help the students to improve their vocabulary achievement. Therefore, this study analyzed the implementation of English kids' song media conducted to improve students' vocabulary achievement, examined the improvement of students' vocabulary achievement by using English kids' song media, and identified the students' responses to using English kids' song media to improve their vocabulary achievement at SD Negeri 1 Sari Mekar.

## **1.2 Problem Identification**

Preliminary observations and interviews were undertaken at SD Negeri 1 Sari Mekar to see the most often used learning media by teachers in their classroom activities. The teacher who is observed stated that she typically used textbooks or worksheets as teaching media. However, the teacher's use of

learning media might occasionally cause students' enthusiasm for learning to wane. Students' enthusiasm for English learning has waned as a result of spending too much time and energy solely on studying English language theory. The teacher also persisted in using teacher-centered learning, which decreased the students' interest in learning English. That is why most of students are terrified of making a mistake throughout the teaching and learning process. Because the previous learning media is still insufficient, to grab the students' attention and motivate them to participate in class activities, the teacher must find an interesting learning media. It is fascinating to introduce English kids' song media since they frequently emerge in primary school to help students improve their vocabulary achievement while also creating an enjoyable learning environment. Songs also aim to enhance students' English skills that relate to improving students' English components that contain grammar and pronunciation too. It can be a bright solution for the teacher at SD Negeri 1 Sari Mekar to overcome the problem faced by the students who still have a lack of vocabulary achievement. Even though various researchers have studied English kids' song media, little attention has been paid to the breadth of songs media at the primary school level. As a result, the implementation of English kids' song media is still relevant in their case.

### **1.3 Research Scope**

In creating a focus investigation and deep analysis regarding the selected issue, this study only covers a limited on the implementation of English kids' song media to improve the students' vocabulary achievement at SD Negeri 1 Sari Mekar.

### **1.4 Research Questions**

1. How is the implementation of English kids' song media conducted to improve students' vocabulary achievement at SD Negeri 1 Sari Mekar?
2. Can the implementation of English kids' song media improve the students' vocabulary achievement at SD Negeri 1 Sari Mekar?

3. What are the students' responses to using English kids' song media to improve their vocabulary achievement at SD Negeri 1 Sari Mekar?

### **1.5 Research Objectives**

Generally, this research is to analyze the implementation of English kids' song media in teaching and learning English at SD Negeri 1 Sari Mekar. The following are the specific research objectives of this study.

1. To analyze the implementation of English kids' song media conducted to improve students' vocabulary achievement at SD Negeri 1 Sari Mekar.
2. To examine the implementation of English kids' song media improves the students' vocabulary achievement at SD Negeri 1 Sari Mekar.
3. To identify the students' responses to using English kids' song media to improve their vocabulary achievement at SD Negeri 1 Sari Mekar.

### **1.6 Research Significances**

1. Theoretical significance

This study is anticipated to add to existing theories on the English kids' song media and how primary schools use it. The final discussion of this research is anticipated to be one of the references on the subject of English kids' song media deployment at the primary school level because it tends to receive little attention from other researchers.

2. Practical significance

- a. For the observed school

This study is anticipated to help the observed school raise its standards by serving as a guide or review.

- b. For teachers

This study is anticipated to be used by English teachers, particularly those in primary schools, to illustrate the circumstances and viewpoints in instructing their students using English kids' song media itself.

- c. For students

By utilizing English kids' song media, this study is anticipated to assist the students in increasing their vocabulary achievement.



d. For readers

The findings of this study are anticipated to inform readers on the use of English kids' song media to raise students' vocabulary achievement. It can also serve as a guide or example for them on how to use English kids' song media to raise students' vocabulary achievement.

e. For other researchers

The other researcher is anticipated to utilize this study as a reference in relation to the subject of English kids' song media at the primary school level. It can also be utilized to carry out more, more in-depth research on a related subject.

