CHAPTER I

INTRODUCTION

1.1 Research Background

Teaching vocabulary is a crucial thing in language learning considering vocabulary is a key to communication and also as central to learning language content, as well as English language learners (Nation and Webb, 2017). Teaching vocabulary implicates essential resolves about what vocabulary learners have to focus on, how they will focus on it, and how they can take control of their learning. The main task of the vocabulary teacher is to plan so that the decision is created and implemented in the most effective manner (Webb and Nation, 2013). An efficient language teacher can use elected vocabulary activities or can use integrated activities. It all depends on the ability and level of understanding and interest of students. There is no set strategy or method for increasing vocabulary in one or two days.

The students' vocabulary bank can be enriched gradually and what must always be shown is interest and enthusiasm in discovering, learning, and understanding new words (Mehta, 2020). Teachers need to foster vocabulary growth in English language learners through language and word enrichment attractive and engaging environment as well as instruction in vocabulary and word learning strategies. It is also important to develop a class community that fosters and advances word awareness so that English language learners are enthusiastic and motivated to learn new words and use them in an

effective and meaningful way (Chung, 2012). Nation (2020) stated that it is much more effective to focus on ways in which vocabulary can be learned.

Therefore, it is important to increase students' motivation in learning vocabulary. So, many strategies and methods were already implemented to make vocabulary teaching and learning more interesting, effective, and efficient. In order to make the learning process become more attractive for the learners, the media used in the process are usually something that the learners are familiar with and love, and one of the most effective is teaching vocabulary by using songs (Malekian, 2016).

Teaching vocabulary using songs is an innovative way of learning English considering the fact that songs are part of the students' real world and, as such, offer a direct and authentic link to classroom learning as well as a window into culture (Long and Mustafa, 2020). Songs can be used as an effective pedagogical tool for teaching and learning vocabulary in classrooms. Songs are considered a fun element by both students and teachers which helps vocabulary development in EFL classes (Cevikbas et al., 2018). Both students and teachers can use songs as a source of L2 input inside and outside the classroom to increase vocabulary learning. The repeated occurrence of one-word and multi-word items in a song can also make it a relatively effective type of L2 input for vocabulary learning (Pavia, et al., 2019)

Cedeño and Santos (2021) suggested that proper singing supports the development of linguistic skills for listening and speaking skills while also being a strong source of fun, motivation, and interest for young learners,

providing a fun and relaxed atmosphere for teaching and learning. The rhythm, repetition, and use of gestures that can accompany singing facilitate learning—helping memorize and retain new words, expressions, or linguistic material. Music and song are suggested to be used in language learning classrooms as a benefit to increase linguistics (Engh, 2013). By listening, singing, recording, copying, and analyzing songs, students will be actively involved in using English. According to Singh and Jeganmohan (2020), using songs make lessons fun and interesting and action songs are used to encourage passive students to actively participate in English lessons and turned out to be very successful and able to solve problems among students. The students were asked to perform an action while singing a song. This really helps passive students to be more active during learning.

Şener and Erkan (2018) stated that with the help of music and songs, a routine classroom can be turned into a place full of enthusiasm and fun. This leads to increased motivation, interest, and participation. According to Siregar (2018), teachers can use songs to teach English, because songs provide a break from textbooks and workbooks. It's new and exciting for them. Accordingly, the use of songs could encourage the students to be able to memorize the word which means it is effective for increasing students' vocabulary mastery (Paendong et al., 2021). Moreover, songs make the words in them easily stick in students' minds, which means they can be good media in order to help the students increase their vocabulary (Al-Smadi, 2020).

Limbong (2012) found out that songs make students become more proficient, and their interest and enthusiasm grow. The growth of this positive perception has a positive impact on their involvement in the learning process and helps the students to enrich their vocabulary. Borisai and Dennis (2016) suggested using songs in vocabulary learning because the learners had a positive opinion towards that method. Song turned out to be an effective tool to make students participate happily in class and increase motivation in learning vocabulary. The activity of singing English songs can make the learning atmosphere more enjoyable and increase student motivation to learn more (Luo, 2019).

According to Phisutthangkoon and Panich (2016), vocabulary can be obtained through popular songs. When teachers use students' favorite songs, it helps them store information in long-term storage. Music can help students overcome their difficulty in retaining vocabulary because it has a quality that sticks in people's heads, which can be called song-stuck-in-my head–phenomenon. Songs can encourage students to develop and maintain their vocabulary knowledge.

Furthermore, considering the social media impact on students' motivation to learn English because of the closeness of nowadays youth to social media (Galoyan and Madyarov 2016), using songs that are popular through social media would be a good alternative method in order to increase students' motivation in learning vocabulary. Nowadays, the TikTok app is one of the most popular social media platforms, and many English songs are popular among students through this app. Therefore, in this study researcher will

investigate the students' motivation in learning English vocabulary after being taught with popular TikTok songs.

1.2 Problem Identification

A song can increase the students' motivation in the English learning process because a song can make the learning process more enjoyable for the students. Song turned out to be an effective tool to make students participate happily in class and increase motivation in learning vocabulary. For example, Şener and Erkan (2018) conducted a study that was trying to explore how the motivation of students at the primary level is affected by songs and found that students are more motivated and eager to participate in the activities when the songs were used in their class. Moreover, nowadays social media is part of life. The closeness between social media and students makes social media also has an influence on students' motivation to learn English (Galoyan and Madyarov, 2016). Therefore, the use of popular TikTok songs will be a very useful in order to increase students' motivation in learning English vocabulary, considering that TikTok is one of the most popular social media nowadays.

However, researches on the use of popular TikTok songs to increase students' motivation in learning English vocabulary are still few and the results are unclear. Hence, there is very little information regarding the use of popular TikTok English songs that can be obtained by teachers. Therefore, this study aimed to overcome the gaps found from previous researches and this study seeks to provide information on how popular TikTok songs increase students' motivation in learning English vocabulary.

With the current popularity of TikTok as social media, which influences the popularity of many English songs among students, the researcher took advantage of this situation to investigate the use of popular TikTok songs to increase students' motivation in learning English vocabulary. In this method, students did not need a Smartphone in the learning process. It is the teacher who provides learning media, such as several popular TikTok English songs which have been downloaded as well as audio.

1.3 Research Limitations

Based on problem identification, this research is limited to the students' motivation in learning English vocabulary after being taught with popular TikTok songs. This research is also only limited to grade VII Junior High School students in SMP Maulana Pegayaman.

1.4 Research Question

The purpose of this research is to provide an answer to the question of motivation in learning English vocabulary: How popular TikTok songs can motivate students in learning English vocabulary?

1.5 Research Objective

Concerning the formulation of the problem, the objective of this study is as follows: The general objective of this study is to determine on how popular TikTok songs can motivate students in learning English vocabulary at SMP Maulana Pegayaman.

1.6 Research Significance

This research is expected to provide important information for several elements, and these elements for students of Junior High School, English

teachers, as well as for future researchers of the same type. Research findings should be useful not only theoretically, but also practically for:

1. Students

Using popular TikTok English songs, students will have fun and enjoy learning. Learning media will benefit students if they are happy and enjoy it. This will increase their motivation in learning English vocabulary.

2. Teacher

It is hoped that this study will benefit all English teachers by providing new information and knowledge about effective techniques for teaching English vocabulary through using popular TikTok songs.

3. Researcher

This research can also be used as a resource for future researchers who are interested in conducting additional research on teaching English vocabulary using popular TikTok songs.