CHAPTER I

INTRODUCTION

1.1 Research Background

The teaching and learning process should be engaging and fun to help students interest in English learning, particularly in learning vocabulary. Sometimes, students may struggle to comprehend the learning materials, encountering difficulties in grasping the meanings of words and vocabulary due to the inappropriate methods employed by the teacher. Therefore, the choice of methodology holds significant importance in facilitating the English learning process. Task-Based Language Teaching (TBLT) emerges as a suitable approach for vocabulary learning, characterized by its student-centered system. Consequently, the teacher, acting as a facilitator, plays a crucial role in stimulating students' interest in both the learning material and the learning process itself within the TBLT framework

Tasks are given to students in phases while using TBLT for vocabulary learning. Task-based learning is claimed to be able to facilitate it the learners to comprehend the content, particularly if the level of competence someone does not yet possess is hight. Teacher should create assignment and activities that are relevant to the lives of students and that reflect students'cognitive characteristic.Students can finish assignment with converse to their group.

Learning a vocabulary is very crusial when learning a foreign language. Without sufficient words in their vocabulary, students would find it difficult to communicate their comprehension. In Indonesia, English is seen as a foreign language. since English is not a common language in Indonesian (Mandasari & Wahyudin, 2019). Therefore,it is not as simple as it sounds to learn English. Becoming proficient in the English language takes a long time. By enhancing one's vocabulary, individuals can more effectively communicate in foreign languages. (Aminatun and Oktaiani, 2019) . In this situation, the students ought to modify their learning style when studying vocabulary mastery (Wahyudin, 2020), strategy as well as the media usage (Syahar, 2021) that could help students build their vocabulary mastery more quickly. The integration of media in the English language learning and teaching process has been shown to enhance student motivation and focus (Afriyuninda & Oktaviani, 2021).

There are various forms of learning media, such as flashcards, kahoots, quizzes, songs, and so on. Most people, especially young learners, like to listen to and sing songs, songs are one way to increase students' vocabulary so that they are easy to memorize. Several researchers

have applied the use of songs as a media for English language learning, demonstrating its effectiveness. Previous study demonstrates that song media can improve students' interest in the learning process (Ratminingsih, 2014). Consequently, teachers must be able to select appropriate songs to teach that relate to the material. If the song is interesting, learners are more likely to repeat it multiple times, which indirectly aids in memorizing the word or expression.. It makes the learners very happy to learn English.

Nowadays, a lot of individual frequently use technology in their daily lives, such as when they use the internet for sarching up infomation. Every single year, 2.9 billion songs are streamed in Malaysia. The Top Tracks of 2020 playlist has 50 songs, 35 of which are classified as English songs (Spotify, 2020). There are many different types of music to employ in the learning process, thus the data are not dispersed normally. Additionally, it makes it quite simple for most individuals, especially learners, to assist them as they work on various aspects of language learning. Furthermore, using technology tools to engage and focus students' attention and interest may be the solution.

Spotify is a fantastic music app that many students have on their smartphones. Due to its ease of use on desktops and smartphones, Spotify is a well-liked educational resource (Lestari & Zakiya, 2022).Spotify, one of the globally renowned applications, grants users access to an extensive collection of music and various creative works from artists around the globe. Founded in Sweden on April 1, 2006, by Daniel Ek and Martin Lorentzo. Spotify was officially released on the market on October 7, 2009. Offering a range of services like streaming video, podcasts, and digital music, the SPOTIFY app enables users to enjoy their preferred songs while engaging with digital music. Spotify is an application that many people use today as a medium for listening to music. It contains a lot of features (Celarier),(Cindiyasari, 2017).

According Ren Ling (2019:2) Learning can be more effectively guided by task – based learning teaching. She said that teachers ought to make full use of the internet to establish a learning platform for the students. They could also put appropriate content on the platform in advance so that students have a foundational understanding of the subject or topic and content of material to be studied before class (Du et al., 2019).

Vocabulary forms the fundamental basis of linguistic competence, encompassing essential skills such as speaking, writing, reading, and listening. Vocabulary is an crucial component to support the learners before they start to learn the first basics of skill in English.

According to Afzal (2019), without knowing the vocabulary, It is challenging to become competent in some language. The issue with the result of current study's findings is that there are instances in which teachers overlook or skim over terminology. Therefore, in order to fully participate in the learning process, mastery of vocabulary and the four competencies are essential.

According to Joklova (2009), language components, such as vocabulary, are collections of terms exclusive to a language or sets of words specific to a particular language that may be used by individual speakers of that language. To overcome challenges when learning English, learners have to develop a sufficient vocabulary.The lack of Vocabulary mastery puts students find in a difficult situation when they face a problems to understand teacher's explanation in the their class. This is proven by the result indicated that the mean score was 56.25 based on the pre – test results. There are Sixteen   students, or 50 %, received scores that were higher than 6o as the Minimum Mastery Criterion. The remaining sixteen students, or 50 % of the class, did not meet that standard. 95 is the maximum acievement score. 25 is the for the lowest achievement. This research revealed that fifthteen students' vocabulary mastery achiement was still below the Minimum Mastery Criterion of 60.

According to Susanti, (2019), a student's lack of vocabulary mastery can hinder their ability to communicate effectively while learning English, thus they must first master the vocabulary. Additionally, a students can comprehend thr foreign language's structure more easily when their vocabulary is larger. Therefore, based on their explanations, vocabulary is a crucial skill for us to learn when learning English because it can make it simpler for us to master a number of English language skills, including speaking, listening, writing, and reading. It implies that learning vocabulary is essential, especially for students in junior high school. According to Sari & Asahra, (2019) Playing a song has the potential to foster a positive ambiance at the outset of the day or within the classroom environment, thereby contributing to the cultivation of a favorable mindset throughout the day. An advantageous aspect of integrating songs into English classrooms is that students are provided with linguistic resources encompassing vocabulary, grammar, and pronunciation. Furthermore, by singing along to the songs in class, the students will pick up new words and improve their pronounciation (Aguirre, et al., 2016).

When looked the teacher teaching at SMP N 1 Singaraja, the writer found that low vocabulary memorization skills among the students. This is caused by the students' prior

knowledge of vocabulary is poor, every students has a distinct capacity for memorization of vocabulary, and the last is the students in pronouncing vocabulary is poor. It is caused by the different kinds of word classes in English vocabulary , such as Adejctive, noun, verb, adverb, etc. To enhance students' proficiency in learning a new language, it is essential for them to acquire vocabulary relevant to daily interactions. One effective method for stimulating students' interest in expanding their vocabulary is through the integration of songs, as they provide an engaging platform for introducing new words and expressions.

There are few previous studies similar to enhance students vocabulary mastery conducted by previous researchers. The first study was conducted by (Syam.et al., 2022) stated in the study utilizing music to teach English vocabulary aids students' memorization skills. Since this study was experimental, it was unable to fully explain how the songs that were played aided students in increasing their vocabulary knowledge. The songs chosen/selected for educational purposes also lacked a complete release year description. In actuality, there is a strong correlation between the time period of the songs used for instruction and the ages and learning preferences of students. The findings of the research indicate that songs and music have an impact on vocabulary learning.

The second research was conducted by Lutfi Oktaviani, (2019) stated demonstarating the perceptions of students while with the title learning vocabulary through English songs. The aim of this study was to examine students' attitudes towards the utilization of English songs for vocabulary instruction. The outcomes of the research indicate that the integration of English songs yielded positive outcomes in augmenting students' acquisition of vocabulary.

The third research was conducted by Yousefi & Farahmandian, (2014) demonstrating the connection between incidental vocabulary learning and song listening. In terms of performance and retention, students found that incidental vocabulary learning is more successful than intentional vocabulary learning. This is due to the requirement that students use known terminology as hints to determine the meaning of new words.

The fourth research was conducted by Khaeriyah, (2022) stated that using English songs to improve one's vocabulary is more successful than using other methods. The results of the study demonstrate a notable enhancement in the vocabulary of both the experimental and control groups, as evidenced by the pre- and post-test scores of the students..

The sixth research was conducted by Putri & Nugraha, (2022) They found in their research that Using the TBLT approach helps students learn new vocabulary. Nonetheless, the students claim that they have trouble pronouncing the language, and they are nervous when the teacher asks them to show their work in front of the class.

The sevent research was conducted by Du et al., (2019) They said that the implementtion of TBLT can improves students' oral English ability. In addition, They discovered that using Task-Based Language Teaching (TBLT) fosters students' capacity to utilize English in the real world by giving them the opportunity to accomplish a variety of authentic tasks linked to life, study, and employment.

Based on explained above, these studies provide valuable insights into the use of music, especially songs, for teaching Vocabulary. English song can be a useful tool for educators to improved students' vocabulary mastery, it is mean that English song is effective media that students use to increase their vocabulary mastery. In addition, the implementation of TBLT method is a method that can encountered many difficulties while english learning process. Because the impementation of English song and the implementation of TBLT method make students more active to learn english.

Moreover, the researcher conducted an interview with the English teacher as part of the preliminary study. Drawing from the interview, the English teacher stated that almost of the students have a lact of vocabulary because they only using text book as learning media and made students monotonous to learning english. This is why English song is chosen because English song is one of best media that make students will be interest to learning vocabulary knowledge. From the investigation from preliminary and literature studies, it is proved that English song is convenient media for learning vocabulary. The previous study only using English song as learning media without using certain apps. Therefore, the novelties from this research is only few has conducted research in English as Foreign Languge (EFL) field. There are also a few research applied investigting impact English song in Spotify for improving vocabulary mastery especially in junior high school levels in Bali and Buleleng regency area. The previous study only using English song as learning media without using certain apps like spotify. The researcher also supports the urgency of conducting this research to find out if English song in Spotify is still relevant in acquiring vocabulary. In term of that, the researcher want to investigate the implementation of English song in spotify as learning media to enhance students vocabulary mastery.

1.2 Problem Identification

A problem has been detected based on the background of the study mentioned above. In particular, a lot of teachers believe that teaching vocabulary to students in junior high schools is challenging since they have to ensure that the students are able to remember the material and comprehend its meaning. It is difficult for students to learn and comprehend the meaning of English vocabulary. In order to assist students retain and comprehend the English vocabulary that will be taught, teachers must take consider the most appropriate medium to use while teaching vocabulary to their students. As previously mentioned, a song is a great medium that teachers can utilize to help students learn language.

1.3 Problem Statements

The problem statements of this study is :

Is the implementation of Engish song using spotify able to improve students' vocabulary mastery of the seventh grade students at SMP N 1Singaraja?

1.4 The Scope of the Study

This study is limit at investigating the impact of English song as learning media on vocabulary mastery at seventh – grade students in SMP Negeri 1 Singaraja at located at Gajah Mada Street in Buleleng Subdistrict, Buleleng Regency, Bali.

1.5 Research Objective

The objective of this search is to investigate whether or not there is a significant of implementation English song as learning media to improve students' vocabulary mastery of the seventh grade students of SMP N 1 Singaraja.

1.6 Research Significance

1.6.1. Theoretical Significance

Theoretically, the results of this study should aid in the development of theories about teaching English and act as an outline for future research, particularly with the methods employed to teach English to SMP N 1Singaraja students.

1.6.2. Practical Significance

1.6.2.1. For the Observed School

In order to help the observed school further improve its quality, particularly in terms of strengthening its human resources and professionalism elements, this research is anticipated to be used as a review.

1.6.2.2. For the Teachers

      The writer hopes that this research can be helpful for teachers in teaching vocabulary; of course, as an educator, teachers must create a more active learning environment; using song media can measure students' understanding in a way that is not intimidating.

1.6.2.3. For the Researcher

      This study is anticipated to conduct additional research in a related area on the application of employing music to help EFL students increase their vocabulary competence.