

CHAPTER I

INTRODUCTION

1.1 Background of Study

Songs are good listening materials for language acquisition because they combine music and lyrics into one cohesive whole. Because musical rhythms and phrase patterns have comparable shapes and mathematical balance, music can assist pupils in learning language abilities. Lyrics also aid comprehension and listening because they must be properly listened to. Piaget recommended that in its use, the use of songs as a teaching tool should take into account students' readiness in accordance with their stage of psychological development. According to Ormrod (ing materials for language acquisition because they combine music and lyrics into one cohesive whole. Because musical rhythms and phrase patterns have comparable shapes and mathematical balance, music can assist pupils in learning language abilities. Lyrics also aid comprehension and listening because they must be properly listened to. Piaget recommended that in its use, the use of songs as a teaching tool should take into account students' readiness in accordance with their stage of psychological development (Ormrod 2008)

According to (Hammer 2010), everyone who studies English has a different set of objectives. Some students learn it because they follow a curriculum level such as primary, secondary, or other levels for certain choices. For students, another reason is the need for a specific purpose (English for Specific Purpose). In learning a language, a person will experience difficulties because language is not just knowing a lot of words, but rather how to use them according to the needs and goals of the learner. According to Krashen and Terrell (Richard and Rodgers, 1986), natural language acquisition Some students pick it up because they adhere to a curriculum level, such as primary, secondary, or other levels for certain options. Another factor that affects pupils is the requirement for a clear objective (English

for Specific Purposes). A person will have trouble learning a language because learning a language involves more than just knowing a lot of words; it also involves knowing how to use them in accordance with the objectives and goals of the learner. Krashen and Terrell's theory of natural language acquisition (Krashen and Terrell, 1986)

According to (Crystal, 2003), English is now the most widely spoken language in the world. The basic components of language are vocabulary and grammar. A language cannot be built without vocabulary, both in spoken and written communication. Students that have a broad vocabulary are better equipped to communicate and express themselves. The development of one's vocabulary is a key component of language learning (Hatch & Brown, 1995). English vocabulary teaching should be taught and applied in schools as soon as feasible due to the importance of vocabulary mastery in the development of language skills. argues that vocabulary is crucial to language development since it is necessary for vocabulary acquisition (Thornburg, 1984). Vocabulary, in addition to grammar and pronunciation, is a crucial part of language.

To make learning English easier for pupils, they should do activities they enjoy, such as viewing videos, listening to lectures or lectures, listening to podcasts, or listening to songs they like, perhaps by attending English seminars. Because they make class more enjoyable, songs can be a wonderful alternative to mastering vocabulary. Songs may be entertaining and educational when used to teach English vocabulary mastery. The song is widely welcomed by all age groups, including the elderly, the young, and children. Even if the language in the music is not a mother tongue (foreign language), it is possible that listening to music can develop knowledge, insight, and vocabulary. Even if the language in the music is not a mother tongue (foreign language), listening to music can develop knowledge, insight, and vocabulary, etc.

According to Ellis, one of the most essential factors impacting success in learning a second or foreign language is vocabulary (Song & Chen, 2018). Aside

from grammar and pronunciation, vocabulary is quite important. There are linguistic components to this. Vocabulary is the cornerstone of language learning. A universal language is impossible to achieve. Structures are constructed without the use of vocabulary in both oral and written communication. It has a lot of space. To produce text message-based pictures and situational models of created words, text perception combines multiple parts and mental cycles. In many nations, students' abilities are assessed on a scale of one to ten. One explanation for the ability to grasp material that isn't lucrative on a higher level is that understanding is evaluated as a one-dimensional process. According to international surveys (OECD, 2014; OECD, 2016), The majority of Estonian students at the end of basic school have acquired basic comprehension skills in their native language, but only a small percentage can critically evaluate and reflect on texts of various genres and difficulty levels. Students in other countries have also been observed to have poor comprehension skills. Text comprehension is a multi-component construct; therefore, issues with vocabulary, literal understanding, inference making, and evaluative processes can all be linked to comprehension issues. To better assist poor comprehenders, it is necessary to understand at which levels comprehension challenges emerge and to investigate the significance of comprehension components. (Kärbla et al., 2020).

In Indonesia, learning a new language is a must to recognise the significance of vocabulary mastery in growth. linguistic abilities English must be taught and used in the development of vocabulary. Students may soon be required to enrol in school. In Indonesian schools, students are taught vocabulary in the order that they memorise it from a dictionary, and they are asked for more previously recognised words by using the objects around them as a tool to facilitate their memory of the vocabulary they memorized. However, according to current development, this strategy is already out of date since students may become bored, causing them to become lazy in their dominant vocabulary.

Almost of students especially in English Department , particularly in Medan, like listening to music. People from Medan, who are well-known for their

Batak music, enjoy popular foreign music genres such as Pop, Dangdut, Rock, Jazz, or even songs from other countries. However, the problem is that people utilise music solely for enjoyment and to express happiness when they are bored, without realising that listening to music is a simple way to increase vocabulary. According to Belfiore, music, like other forms of art, can provide a variety of benefits, including personal well-being, self-education and development, catharsis, moral uplift, and civilisation.. (Song & Chen, 2018).

Students at the State Islamic University of North Sumatra like listening to music and songs in English, especially those who are studying English as a foreign language. The problem is that many English songs contain toxic words, so songs can also teach negative things. However, vocabulary is extremely crucial. Because language development is impossible without it, it plays a crucial role in language. The majority of students in English in the eighth semester, on the other hand, are still using the language of English with a mostly melange of language mother and language English, despite the fact that they need more details to express themselves with clarity. They will pass and plunge directly into society. It's also because, like the researcher's experience, the researcher almost looks like a student when speaking with the other people from other countries. The students can be nervous when the words of the vocabulary are delivered, so the students mix the spoken with their mother language, and this is one of the impediments as a scholar in English education.

There are five previous studies related to this study. These studies can support this research and can be considered for further research. The first, "Improving Students' Vocabulary Mastery Using Song Lyrics (A Classroom Action Research of the Seventh Grade Students of MTs Muhammadiyah 2 Karanganyar in the Academic Submitted as a Partial Requirement for the Degree of Sarjana in the State Islamic Institute of Surakarta)", was examined by Muh Fadrulrohman Al Ihsani. The 2nd, "Improving The Students' Vocabulary Mastery By Using English Song At Eight Grade Of Mts Islamic Zending Medan" was examined by Ummi Kalsum Batu Bara. The 3rd, "The Implementation Of English Song In Teaching

Vocabulary At The First Grade Of Sman 5 Bandar Lampung" was examined by Denti Susanti, Tuntun Sinaga. , The fourth, "The Use Of English Songs To Enhance Vocabulary Mastery In The Eighth Grade," was examined by Luluk Merinela. Andika Lepi and her friends, and the last is "Teaching English Vocabulary Using Songs To Develop Students' Vocabulary Mastery," which was examined by Marni Bawawa.

Many prior studies have shown that utilising English songs in the teaching and learning process can improve students' vocabulary abilities and expand their grasp of English. However, many of the previous discussions only little about the implementation of English songs in improving the vocabulary mastery of English education department students. It is hoped that after this research is carried out, students will increasingly be able to use English songs to master their vocabulary. The purpose of this study is to improve the ability of students of English education to remember and master more vocabulary through songs. Based on the facts above, the researcher is interested in giving the title of this research with **"The Implementation of English Songs In Teaching Vocabulary Mastery To English Department Students"**

1.2 The Identification of the Problem

Using the information provided above, identify the issues that researchers discovered in students majoring in English education:

1. When conversing, many students with limited vocabulary frequently confuse English with their native language.
2. While many students enjoy music, many also utilise it solely for enjoyment.

1.3 Limitation of the Problem

Based on the aforementioned rationale, the researcher focuses on the influence of the implementation of English songs in learning as a medium and a means to

help eighth-semester students at the State Islamic University of North Sumatera more easily remember and master vocabulary.

1.4 Formulation of the Problem

1. What the Implementation English songs can teach vocabulary mastery?
2. Why English songs can be a medium in teaching vocabulary mastery?

1.5 Objective of the Research

1. To find out the Implementation English songs can teach vocabulary mastery.
2. To elaborate the reason English songs can be a medium In Teaching vocabulary mastery.

1.6 Significances of the Research

This study has a number of advantages for students, English teachers, researchers, and other researchers. The findings of this study were investigated in order to provide theoretical and practical benefits.:

1.6.1 Theoretical Benefits

The researcher expects that this research will serve as a source of information and new knowledge for scientists working in the field of education. specifically for students interested in learning how to grasp vocabulary, particularly among English education students.

1.6.2 Practical Benefits

Researchers, readers, students, and lecturers will all profit from this study. The following are some of the theoretical and practical implications of the findings of this study.

1. For Students

The advantages can help them in educating and learning exercises and give them answers on how to work on their understudies' capacity to dominate vocabulary by doing exercises that we like.

2. For English Teacher

The consequences of this study are supposed to be a wellspring of reference for understudies, taking into account that they will have to do comparative examination later.

3. For Universities

The findings of this study can be utilised to direct future research into how listening to songs can improve student vocabulary, particularly among English-educated students. The findings of this study can be utilised to direct future research into how listening to songs can improve student vocabulary, particularly among English-educated students.

4. For Researchers

The researcher found a new breakthrough in vocabulary mastery strategy by implementing the song as the tool to master vocabulary.

5. For The other Researcher

With this research, the other researchers are more enthusiastic in the future to solve problems that exist in the field of English, especially vocabulary. With this research,