

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Instructional media serves as the medium for conveying messages and delivering content to learners in the teaching-learning context, aiming to achieve effective instruction (Omenge and Priscah, 2016). The role of instructional media extends beyond the classroom, encompassing various traditional methods used to teach English. These methods provide students with opportunities to engage their senses, fostering positive attitudes, heightened self-motivation, and improved comprehension.

Vocabulary acquisition and retention are widely acknowledged as pivotal elements in language learning, contributing significantly to the development of fluency. Despite the recognized importance of vocabulary, language learners often encounter obstacles hindering optimal acquisition and retention. This research delves into the analysis of potential challenges faced by elementary school students in a public school in Medan. The primary focus is on investigating the specific difficulties experienced by five students in their vocabulary learning process.

The significance of vocabulary in attaining fluency in any language cannot be overstated, making lexical competence a crucial facet of language learning. Additionally, vocabulary plays a vital role in language acquisition, and insufficient knowledge in this area can pose hurdles for learners. Through the development of effective vocabulary learning strategies, learners can substantially elevate their overall proficiency in English. The aim of this case study is to scrutinize the distinct challenges encountered by five school pupils during vocabulary learning. Participants were instructed to memorize a set of vocabulary within a specified time frame. While some pupils successfully completed the assigned task, others were unable to finish within the given timeframe. After the deadline, I assessed their vocabulary retention and conducted a questionnaire to gather feedback from each participant.

The researcher utilized interviews and questionnaires as data collection methods. The collected data was then analyzed in a descriptive manner. The findings revealed that students continue to encounter problems and difficulties in vocabulary learning. These difficulties varied among students. Pronunciation, spelling, and writing were common challenges faced by most

students. Another reason for the students' struggle in vocabulary learning was their difficulty in recognizing different grammatical forms of words, leading to misunderstandings. Additionally, students faced difficulties in selecting the appropriate meaning of words and often became confused with word usage in different contexts. Lastly, students experienced confusion when encountering unfamiliar words or expressions. These findings align with the first thesis presented by Nurjannah (2016).

The research carried out at Muhammadiyah University of Makassar investigated how students perceive the teaching methods implemented by their English instructors. The results indicated a positive influence of these methods on the students, resulting in heightened happiness and enthusiasm towards learning English. The students reported increased ease in comprehending materials, enhanced pronunciation, and the expansion of their vocabulary. Based on these research findings, it is advisable for English teachers to embrace a creative approach and integrate instructional media into their instructional strategies. This approach not only makes lessons more engaging but also fosters better understanding, provides motivation, captures students' attention, encourages participation, and ultimately establishes a more meaningful and enjoyable classroom atmosphere.

Acquiring vocabulary is indispensable for effectively utilizing a second language and plays a pivotal role in constructing coherent oral and written expressions. In the realms of both English as a second language (ESL) and English as a foreign language (EFL), the significance of vocabulary acquisition transcends all language skills, encompassing listening, speaking, reading, and writing. Furthermore, possessing a robust vocabulary is crucial for proficiently employing a second language, enabling individuals to effectively utilize learned structures and functions for meaningful communication. In the absence of a substantial vocabulary, comprehension and effective communication pose considerable challenges.

Lack of vocabulary can be a cause of poor reading skills and make learning English more difficult. However, the teacher is also very able to help students in learning vocabulary and is easily corrected. Students can quickly understand various words and get better grades with a good vocabulary. Vocabulary learning can be fun, easy and fast, making it easier for students to speak foreign languages outside of school and inside school. Lack of vocabulary allows students to feel lazy and less interested in learning English. Therefore, given the actuality of the teaching and learning process within schools, the researcher expressed interest in conducting a study to

## examine: **“IMPROVING THE STUDENTS’ VOCABULARY MASTERY BY USING ENGLISH SONG AT MARKUS MIDDLE SCHOOL MEDAN”**

### **1.2 Problem Statement**

Drawing upon the aforementioned context, the research issues can be articulated through the following inquiries:

1. The students struggle with memorizing vocabulary.
2. The students frequently find it challenging to comprehend English texts and construct English sentences due to their restricted vocabulary.
3. There is a lack of motivation among the students when it comes to building English vocabulary.

### **1.3 Objective of the Study**

Derived from the aforementioned problem statement, this research endeavors to achieve the following objectives:

1. Assessing the enhancement of students' vocabulary following the implementation of English songs at Markus Middle School Medan.
2. Detailing the procedure for enhancing vocabulary proficiency through the utilization of songs at Markus Middle School Medan.

### **1.4 Significance of the Research**

The anticipated outcomes of this investigation are poised to offer valuable contributions in the following ways:

1. This study aims to benefit students by fostering increased interest and motivation in enhancing their vocabulary proficiency.
2. English teachers can find value in this research as it offers an alternative technique for teaching vocabulary.
3. Other researchers with an interest in conducting studies involving diverse research objects can find utility in the findings of this research.

### **1.5 Scope of the Research**

The goal of this study is to describe the learning tools that English teachers use to teach English vocabulary to students Markus Middle School Medan, as well as how those tools are perceived by the students and we also make observations in increasing students' vocabulary.

<b>No.</b>	<b>INDICATORS</b>	<b>OBSERVATION POINTS</b>
1.	Repeating 4-5 sequences word	- Students can imitate vocabulary sounds spoken English.
2.	Re-imitating certain sounds	- Students can repeat words addressed to them (elephants, lions, etc.)
3.	Understanding the rules and doing an assortment of games	- Students can carry out orders in onedirection (example: forward, backward, backward, forward etc.).
4.	Writing your own nickname	- Want follow the game bold of theWriting.
5.	Connecting and saying simple written symbols which symbolizes it	- Can mention the function of the noun which shown and linking pictures with writing. - Can use adjectives (beautiful, good, pretty etc.) in speaking
6.	Telling stories using words replacement, I, you, he, them	- Can use personal pronouns (I, you, he, they) correctly while speaking.
7.	Telling experiences /simple events with coherent	- Children Can Tell in SimpleExperiences When Traveling