CHAPTER 1
INTRODUCTION

1.1 Background of the Problem

In this modern era, we know that English is a language that is very important for all people around the world. Based on Babbel Magazine, English is one of the top 10 most spoken languages in the world. It is also says that there are 1.5 billion people speak English and English is by far the most commonly studied foreign language in the world. Learning English is not something that people master instantly, it requires constant practice and patience because it could take years to be able to speak English fluently, it is a very common thing for people who live in Non-speaking English country to get an English lesson since they were kids.

There are four important skills that needed to be fulfilled when we learn English, and that is; speaking, reading, writing, and listening. Listening is one of the most important skills, and it is an important part of communication for everyone. According to Brown (2001:247) students who possess good listening comprehension skills are able to participate more effectively in communicative situations and in class. Based on British Council, this skill is very important and the teachers often fail to give listening the attention it needs and the learners also said that listening is the most challenging of all the skills in English, that is why it is important to choose the best method for the second language learners in the class. Brown (2006:1) says that by using music in the ESL (English as Second Language) classroom, students practice their listening skills and almost any song can be used in the ESL classroom and because of the globalization and the easiness access of the internet, the teenagers are able to know all these western songs. And not only from the internet, the society is also the factor of it. It is impossible for them for not knowing all these songs, especially the popular ones.

On the other hand, vocabulary also takes an important role in learning a new language, especially for second language learners. Vocabulary is one of the important factors in all language teaching, and student must continually be learning words as they learn structure. According to Savitri (2016) in referring to Harisman, (2014:9),

vocabulary is the body of words that make up the language. Without a good working knowledge of words and their meanings, both written and verbal communication, will be poorly understood. No one can communicate in any meaningful way without vocabulary. Lack of vocabulary will keep the learners unable to express their thoughts and feelings while having a number of vocabulary gives them the right words to use at the right time. It will enable them to communicate clearly and speak with great precision with others.

Using songs in the classroom can motivate the students to know more about the vocabulary because, in this modern era, everyone listens to a song; it is something that inevitable. The students can listen to their favorite songs, and at the same time developing their vocabulary mastery by digging more about the word from the songs. According to Griffee (1992:5), songs are good at introducing vocabulary because song gives a meaningful context for vocabulary. It can be seen that other than understanding the meaning, a song also gives another benefit, which is the students will also know how to use the word through the sentences on the lyrics that they heard. So, using songs in the classroom can be the best method to improve vocabulary mastery. This method is more common to be applied in non-formal classrooms than the formal one. A non-formal classroom like language courses tend to have a small group of people which makes the teacher have more time to do lots of activities, and they usually only focus on one subject and one skill each session. On the other hand, this method will be hard to apply in a formal classroom due to big numbered of students, limited time, and the teacher needs to follow the syllabus that is provided.

There are so many English courses that available in Indonesia even though, most of the schools in Indonesia have English as it subject, some of the students needed more practice than others, and because of the parents awareness of how important English is. So, they sign their children up to an English course. One of the English courses that the parents choose is English First. EF or English First have more than 80 schools in Indonesia. One of the EF schools is located in Kalimalang, East Jakarta. In EF Kalimalang, they specialize for kids and teens and in that school, there are four levels that available, they are all divided based on their age and also their English skill,

there are Small Stars (3-6year old), High Flyers (7-9year old), Trailblazer (10-14-year olds), Frontrunner (15-17year old). EF has a creative way to deliver their materials, the students are not allowed to speak Bahasa Indonesia in the classroom which force them to speak English whether they wanted or not and the other thing is EF has their online website that only can be accessed by EF staffs, It is called Athena. The teachers will have all of materials for every levels that they need for teaching, and it is all included all the English skills; speaking, reading, writing, and listening.

For Listening skills, the students have to hear what the audio says (the teacher will play the audio from the Athena) and then, they have to answer the questions on their physical book. And as for vocabulary, the students taught using the online flashcards which available at the website, the flashcard has images and name of the word, So, the students can visualize the images and see how the word is written. Although all the materials are available at the Athena, the teachers are allowed to use another method for teaching in order to improve the students' ability.

Based on my observation at English First Kalimalang, some of the teachers are using other methods and media other than Athena for teaching vocabulary. One of the methods is Song-Lyric Gap. It is a website that can be accessed by anyone publicly, and The website name is lyricsgaps. Most of the teachers are using this method for the teenage students, this method considered improving vocabulary mastery through listening. The reason why some of them use this method is that the teacher tries to make the classroom to be more entertaining. It is hard to draw the teens' attention because the media that available is sometimes felt dull; all the materials, especially the vocabulary, have the same presentation, which makes the students feel bored and sleepy in the classroom. Furthermore, the other reason is that most of the teenage students are a quick-learner so, they will finish the exercise that given very quickly. So, the teachers need to give them more exercise to increase their English ability.

After investigating the usage of the Song-Lyric Gap method by EF Kalimalang teachers, the researcher is doing a research to find out about teens' perceptions towards the Song-Lyric Gap. The sample will be taken from one of the Frontrunner classes, and

their ages are 11-15years old; they also speak both languages (Bahasa Indonesia and English) on the same level.

1.2 Identification of the Problem.

Based on the background previously stated, it can be identified the problems are: it has not been discovered the effectiveness of the Song- Lyric Gap method, the result of using the Song-Lyric Gap method and how the teenage students' perception towards the Song-Lyric Gap method.

1.3 Limitation of the problem.

To make this research more specific, focused, the limit of the research is only about how English First (EF) Kalimalang students' perceptions towards Song Lyrics Gap, their achievements after using the method, and the relation between the perceptions and the achievements.

1.4 Formulation of the problem

Based on the background of the problem, the researcher classifies the problem into questions as follows:

8. To what extent do the students achieve on vocabulary mastery after using the Song Lyrics Gap?

9. What are the English First Kalimalang students' perceptions towards the use of Song Lyric Gap?

10. Is there any relation between English First Kalimalang student's achievement on vocabulary mastery after using the Song Lyric Gap method and their perception towards it?

1.5 Objectives of the Research

Based on the formulation of the problem, so the objectives of the research are:

6. To investigate English First Kalimalang students' achievement on vocabulary mastery after using the Song Lyric Gap

2. To find out the English First Kalimalang students' perception towards the use of Song Lyric Gap

3. To find out about whether or not a relation between the students' achievement after using the Song Lyrics Gap and their perception towards it.

1.6 Methods of the Research

The researcher will use both quantitative and qualitative method, the quantitative approach is used to get the data from the participants, the researcher will do an experiment class by implementing the Song Lyric gaps method in a class of 10 people who come to the English First Kalimalang twice a week. The participants considered have a good base in English because of their level in English First and most of them have been in the English First course for a long time. Their level is Frontrunner 11, and it is considered as Upper-Intermediate in English First. And the researcher will use qualitative approach by doing an interview with the participants to get their perception towards the Song Lyric gap method.

The steps are:

The participants will be explained about the Song Lyric Gap method. And after that, the researcher will give the students' Pre-test in order to see their vocabulary ability. After the pre-test, the researcher will give two lyric sheets of a song, the title of the first song is "A Whole New World" (The Original Soundtrack of Disney Aladdin) and the second song is "Symphony" by Clean Bandit (feat. Zara Larsson). The researcher chooses the songs based on the popularity of the song and compatibility for the students' ages. The first song has ten missing words, and the second has eight missing words. The researcher will play the song while the students try to figure out what should they fill in each gap. After all the songs played, and lyrics gaps are answered. The participants will be given a final test to see the effect of the method on their vocabulary mastery. Inside the test, they have to choose which word is suitable for the sentence. After the test, the researcher will use qualitative method by interviewing each of the participants, and the result of the interview will lead to their

perception towards the Song-Lyric Gap. In the end, the researcher will analyze the data and relate the participants' achievement and their perceptions.

1.7 Systematic Organization of the Research

This writing of term paper uses paper organization. The writer organizes it into four sections that consist of four chapters, as follows:

Chapter 1: Introduction

In this chapter, the researcher explains about the background, identification of the problems, limitation of the problems, formulation of the problems, objective of the research, methods of the research, about the students' perception towards the use of Song Lyric Gap.

Chapter 2: Framework of the theories.

This chapter consists of the theories about vocabulary mastery, the usage of song for vocabulary mastery and relation between students' perception and achievement.

Chapter 3: Vocabulary Mastery and Perception of Teens Learners towards learning through Song Lyric Gap.

In this chapter, the researcher will examine and analyze the data in order to answer the research questions. The researcher will see the students' achievement after using the Song Lyric Gap and doing an interview of the students to find out their perceptions about the Song Lyric Gap, and after that, the researcher will analyze the relation between their achievement and their perception.

Chapter 4: Conclusion

This chapter consists of the conclusion on the analyses of the complete study.

The chapters above are followed by references, the scheme of the research, research poster, curriculum vitae, and other required attachment.