

CHAPTER I

INTRODUCTION

1.1 Research Background

The languages in the world were extremely diverse and different from one another, so language was needed as a bridge to communicate. English was chosen as one of the official languages used by the United Nations as a means of international communication. Therefore, English helped people communicate across countries. In the educational setting, English was taught from elementary to high school levels. It was considered one of the main subjects, and in high school, it became an additional subject aimed at improving students' communication skills in the global arena. In learning English, students had to master vocabulary. Their ability to understand literary works, participate in debates, and express themselves clearly was strongly influenced by vocabulary mastery. Moreover, vocabulary played a vital role in the development of students' skills in listening, speaking, reading, and writing. Improving general language ability required addressing weaknesses in vocabulary. Successful communication and overall language competence depended on effective vocabulary learning. Vocabulary allowed individuals to express thoughts, feelings, emotions, and desires.

However, many students struggled to master vocabulary and often failed to use it in the appropriate context. This prevented them from clearly communicating their thoughts and ideas, both orally and in writing. Based on an interview with the English teacher at MAN Tanjungpinang, the researcher found that most students at the school faced vocabulary learning difficulties due to several factors. First, teachers often used

conventional methods that prioritized theory over practice, even though the available teaching time was limited. As a result, students had minimal opportunities to practice. Second, a lack of interest in learning English contributed to students' difficulty in remembering and using new words properly.

Identifying students' difficulties in learning vocabulary was crucial. According to Salam and Nurnisa 2021 as cited in (Sujadi & Wulandari, 2021), students faced four common challenges in vocabulary learning: pronouncing unfamiliar English sounds, spelling, memorizing polysyllabic words, and understanding unknown vocabulary. This highlighted the essential role of vocabulary in developing students' proficiency in speaking, listening, reading, and writing. To address these issues, the researcher proposed the implementation of the "Sing a Song" learning method as a dynamic and interactive strategy to improve vocabulary mastery. This method focused on how incorporating music and singing into English learning could enhance vocabulary retention, increase student engagement, and improve language proficiency. Singing activities allowed students to express emotions and ideas while creating a joyful and motivating atmosphere. English songs, in particular, encouraged students to think and speak more actively.

Furthermore, the method also helped make teaching speaking skills easier and more enjoyable for teachers. When students were engaged and actively involved during the learning process, they did not feel bored (Hasibuan et al., 2023). Based on these considerations, the researcher was interested in conducting a study titled: "The Effect of the Sing a Song Method on Vocabulary Mastery of 11th Grade at MAN Tanjungpinang

Students." The aim of this teaching method was to create a dynamic and engaging classroom where students were actively involved in using everyday English. Due to the limitations of the current theory, the researcher strengthened it by exploring a more interactive and student-centered approach to vocabulary learning.

1.2 Research Limitation

The limitation of this study is to determine the impact of implementing the Sing a Song Method as a teaching method on the vocabulary mastery of grade 11 students of MAN Tanjungpinang in learning English.

1.3 Research Question

Based on the limitations of this research, the researcher formulated the following research question "Did the implementation of the Sing a Song method significantly affect the vocabulary mastery of 11th-grade students at MAN Tanjungpinang?"

1.4 Research Objective

Based on the research question above, the researcher examined the effect of implementing the Sing a Song Method on the vocabulary mastery of 11th-grade students at MAN Tanjungpinang.

1.5 Research Significance

1.5.1 Theoretical Significance

Theoretically, by enhancing the existing theory of teaching vocabulary mastery, this research can make a significant contribution to English Language Teaching (ELT).

1.5.2 Practical Significance

Practically, the findings of this study benefited students, educators, and scholars in the following ways :

1. The Students

The findings of this research provided teachers with innovative and creative teaching methods, such as "Sing a Song," which were used to teach vocabulary in a more engaging manner.

2. The Educators

The findings of this research provided educators with innovative and creative teaching methods, such as "Sing a Song," which were used to teach vocabulary in a more engaging manner.

3. The Scholars

The results of this research served as a foundation for future scholars on language teaching methods that incorporated songs and singing, particularly regarding the use of music in education.

1.6 Definition of Key Terms

1. Vocabulary

Vocabulary was an ability to comprehend and interact with a broad variety of texts and situations, which improved a person's capacity for both oral and written communication.

2. Sing a Song

The Sing a Song method was an instructional approach that utilized music and singing to support language learning, especially in developing students' vocabulary mastery.

3. English Language Learning

English language learning was a complex process that included acquiring a variety of linguistic and cultural skills.

