CHAPTER I

INTRODUCTION

This chapter describes the background of the research, the research questions, the purposes of research, significances of the research, rationale, the hypothesis, the research methodology, technique of collecting data, and the analysis of data.

A. Background of Research

This research is aimed to improve students' English vocabulary mastery through Westlife songs as media in the classroom. If the students have much vocabulary, it will be easily for them to listen, read, speak, and write English accurately. According to Lado (1979) in Dewi (2010) vocabulary is considered as an important language component because it can support the learner's ability in developing language skills.

There are four major problems faced by students in vocabulary mastery. *First,* lack of vocabulary. *Second,* difficulty in memorizing some new words. *Third,* lack of motivation in learning new vocabulary, and *last* lack of interest in studying English subject. As Harmer (2007) said, one of the problems of vocabulary teaching is how to select the words to teach.

One of the ways in creating an enjoyable learning atmosphere is using the song as a media. The song can be found anywhere, and people can listen to it from television, radio, CD, or gadget through it is an MP3 feature. It can also be used to teach a variety of language items, one of them is vocabulary (Saricoban & Metin,

2000). It supported by Schoepp (2001) said that using songs can help students in language development process. It means that song can help especially the beginner level for the students.

The previous research about *The Effectiveness of Songs to Increase Students' Vocabulary* was done by Rusydah (2015) which found that using song is effective to improve students' vocabulary. It can be seen from the students achievement in experimental group which is higher than the control group. In addition Suri (2012) who said that applying song can improve students' vocabulary, especially for English teacher in elementary school in teaching learning process. The difference of this research is the researcher used Westlife songs for treatments and the participant in this research was Junior High School.

Why Westlife songs is chosen as a media? *First,* it is because *When English Rings The Bell* book for 7th-grade students using Westlife songs as the material. *Second,* singing with the slow rhythm. *Third,* lyric from Westlife songs has simple and has a message that can motivate students, and *last* Westlife songs fulfill the requirement of the goal of using song to teaching English which is to create an atmosphere that is active, creative, and fun. Gusmao (2011) said he began to like English after his teacher played the Westlife song "I Have a Dream" because it can improve English skills.

Thus, based on the explanations above, this research comes with the title **THE USE OF WESTLIFE SONGS AS MEDIA TO IMPROVE STUDENTS' ENGLISH VOCABULARY MASTERY** (A Quasi-Experimental Study at the First Grade Students of SMPN 1 Setu Bekasi).

B. Research Questions

According to the background above, the research questions are as follows:

1. What is students' English vocabulary mastery before using Westlife songs as media at the first-grade students of SMPN 1 Setu Bekasi?

2. What is students' English vocabulary mastery after using Westlife songs as media at the first-grade students of SMPN 1 Setu Bekasi?

3. How is the significant difference between the students' English vocabulary mastery before and after using Westlife songs as media at the first-grade students of SMPN 1 Setu Bekasi?

C. The Purposes of Research

This study of research is intended to improve students' vocabulary mastery, as follows:

1. To find out students' English vocabulary mastery before using Westlife songs as media at the first-grade students of SMPN 1 Setu Bekasi.

2. To find out students' English vocabulary mastery after using Westlife songs as media at the first-grade students of SMPN 1 Setu Bekasi.

3. To find out the significant difference between the students' English vocabulary mastery before and after using Westlife songs as media at the first-grade students of SMPN 1 Setu Bekasi.

D. Significances of Research

Theoretically, the result of this research can be used as the reference for improving English vocabulary mastery. Practically, the result of this research can be used:

1. For English teacher to make new creativity in improving students' English vocabulary mastery.

2. For students to improve their English vocabulary mastery through an interesting way.

3. For readers to give general knowledge about how to improve students' English vocabulary mastery.

E. Rationale

Vocabulary is not just word. With the mastery of vocabulary everyone can easily be able to communicate. In addition vocabulary plays an important role in learning English because it is an element that links the four skills of language like listening, speaking, reading, and writing.

According to Lado (1979), vocabulary is the focus of language. It is in word that sound to allow people to communicate with one another, and it is a word that we arrange together to make sentences, conversations, and discourse of all kinds. Without vocabulary, we cannot communicative effectively.

Whittaker (2002) stated that song has three advantages in teaching learning process. *First, the* song can be used to relax and provide students' enjoyable in the classroom atmosphere. *Second, the* song related to students' interest. *Last*, the song is especially good at introducing vocabulary because it

provides a meaningful context for the vocabulary. It means the song can be used to improve students' vocabulary mastery. As Wahyuni (2010) said that using the song as one of teaching media can improve students vocabulary.

Westlife songs can be used as media to teach vocabulary because it is easy for the students to remember the vocabulary they learned. The song is also effective to make the students to remember the words and increase knowledge students about the new world.

From the points above, it can concluded that song as media can be used in teaching vocabulary because a song can improve students' English vocabulary and teach with song makes it more fun and enjoyable.

The sample of this research used two variables, the first is using Westlife songs as media as the "X" variable, and the second is students' English vocabulary mastery as the "Y" variable. The study can be seen in the figure below:
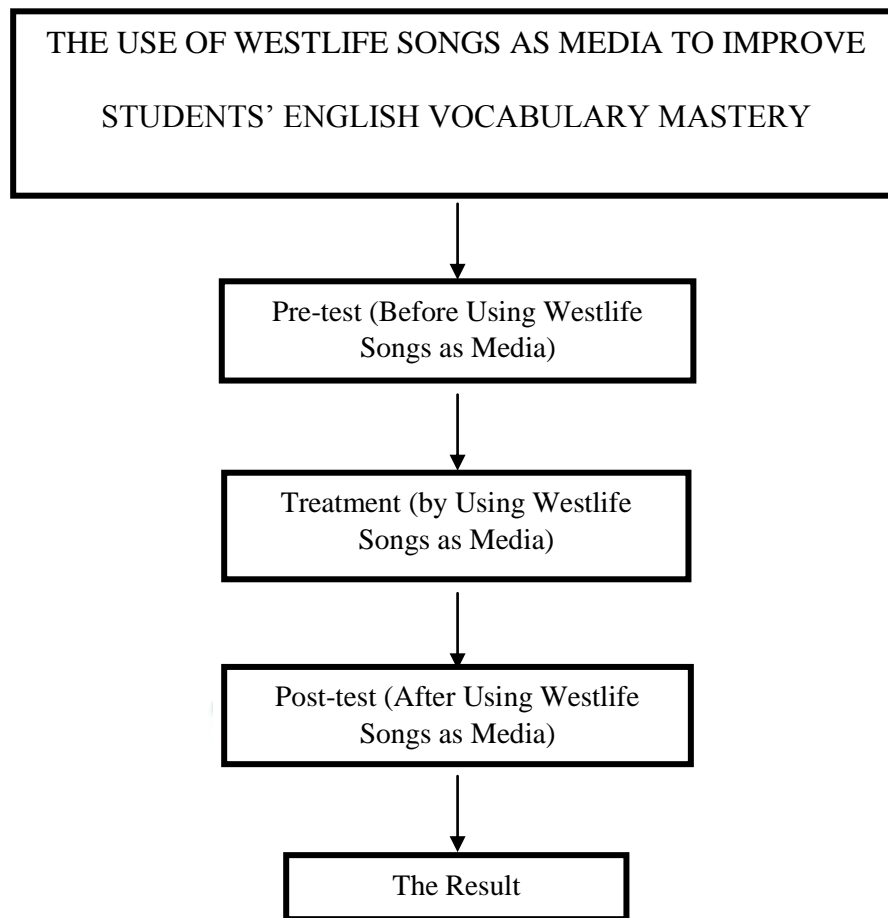
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Figure 1.1 Research Schema

First, students are administered a pre-test before obtaining the treatments. Second, students are given the treatments using Westlife songs as media in teaching English. Next students are administered a post-test after getting the treatments. Last, the result of this research is obtained by comparing the student's pre-test score and the students post-test score.

F. Hypothesis

According to Creswell (2012), hypotheses are predictions the researcher makes about the expected relationships among variables. The hypothesis must experiment and explain clearly. The hypothesis has two possibilities; it may be right or wrong. Therefore it should be proved by hypothesis testing.

Based on the explanation above, The study decides to analyze two variables; The Use of Westlife Songs as Media is variable X and To Improve Student's English Vocabulary Mastery is variable Y. The hypothesis in this research is:

H$_a$: There is a significant difference of students' English vocabulary mastery using Westlife Songs as media. This hypothesis is accepted if $t_{count} > t_{table}$ and rejected if $t_{count} < t_{table}$.

H$_o$: There is no significant difference of students' English vocabulary mastery using Westlife Songs as media. This hypothesis is accepted if $t_{count} < t_{table}$ and rejected if $t_{count} > t_{table}$.

G. Methodology of Research

1. Research Method

This research is quantitative research it aims to explain how one variable affects another. According to Creswell (2012), the quantitative method involves the collection and analysis of numerical data that is obtained from test, questionnaires, checklist, and surveys. The method used in this research is a quantitative method to know the significant difference of students' English vocabulary mastery before and after using Westlife songs as media, which is the

7

researcher doing an experiment and apply the media in the teaching vocabulary to find out the data.

2. Research Design

This research applied a quasi-experimental design. According to Creswell (2012), in quasi-experimental design the researcher cannot create the group or participant randomly. This research used quasi-experimental because the school stuffs allowed only one class which can the researcher studied and it cannot be selected randomly. Based on the research question above it deals with the research questions were examining the relationship between the independent variable to dependent variable.

3. Research Site

This study is conducted in SMPN 1 Setu Bekasi which is located in Desa Burangkeng Jl. Mt Haryono No. 71 Setu Kab. Bekasi. The researcher chooses this school because it is appropriate for researcher background research. And then, teacher and students are available to be a source of research data. Next, the school has not used the song as a media in teaching learning process, especially teaching vocabulary.

4. Research Procedure

According to Creswell (2012), the following steps to conduct the quantitative data collection there are five steps: The first step is selecting participant for a study. The participant of this research is the first grade of SMPN 1 Setu Bekasi. The second step is getting permission needed for a study. The researcher needs to obtain permission from the headmaster, English teacher, and

curriculum staff. The third step is deciding what type or types of data collect. This researcher used pre-test, treatments and posttest. In the teaching process, the researcher used Westlife songs as media as the treatment to figure out the significant difference of students' English vocabulary mastery in teaching vocabulary. The fourth step is that researcher used a test form of pre-test, treatments, and post-test. The final step is involving actually collecting the data.

5. Population and Sample

a. Population

A population is a group of individuals who have the same characteristic (Creswell, 2012). The population of this research is the first-grade students of SMPN 1 Setu Bekasi. There are 374 students in 7th-grade. The number of students from each class is different. There is an exception for class VII 1 and VII 2. These two classes, consists of 35 students because they are bilingual classes.

b. Sample

A sample is a small group of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012). The number of population is approximately 30-40 students. It is supported by Arikunto (2010) who suggested that if the population is less than 100 we can take all, but if the population is more than 100 the sample in between 10%-15% or 20%-25%. Thus, for this research there is only 1 class (20%) from nine classes that used as the sample which the number of students from each class is different. The sample class is VII 2 with the 35 students that used as the sample.

H. Techniques of Collecting Data

The technique to collect the data for the study is the test, and the test is divided into two parts: pre-test and post-test to know the progress of students' achievement before and after using Westlife songs.

a. Pre-Test

This test is the way to know how many vocabularies the students have before the treatments are given. According to Creswell (2012), a pre-test provides a measure of some attribute or characteristic that you assess for participants in an experiment *before* they receive treatments. In this research the question given in the pre-test as many as 30 questions consists of 20 multiple choice and 10 essay.

b. Treatments

Giving treatments is the second step. The researcher used Westlife songs as media learning process. In the learning process, the researcher gives the lyric and plays one song taught every meeting in the class. There are four songs in six meeting. Selected song from Westlife songs such as: *I Have A Dream, My Love, Flying Without Wings, and Try Again*. The students got several vocabularies from the Westlife songs and they should be forward to write the meaning of the vocabulary in blackboard.

The researcher has only 1 class as an experimental class. The experimental class is given treatments using Westlife songs as media in improving students' English vocabulary mastery. The researcher gave 4 treatments used Westlife songs as media to improve students' vocabulary.

c. Post – test

According to Creswell (2012), a post-test is a measure of some attributes or characteristics that are accessed by participants in an experiment after treatments. This post-test intends to reveal a different significance between students result before being given treatments and after being given treatments. It means that the researcher gives post-test to measure the students' English vocabulary mastery after treatments (showing a lyric and play Westlife songs). This post-test is used to know the different significance of students' English vocabulary mastery after using Westlife song as media. This test is given to identify students result after being given the treatments.

I. Data Analysis

After conducting the research, the score data from the experimental class of pre-test and post-test score as the students' learning result are gained. Data analysis is data information to provide the result of research. In analyzing the data, there are three steps in analyzing data: they are normality test, hypothesis test, and index N-gain calculating (Creswell, 2012). In addition, to find out the significant influences of the use of Westlife songs as media on the learning process, the percentage scale formula is used:

1. Normality Test

Testing the normality is conducted by the procedure as follows:

a. Calculating the range (R) of data

Formula:

$$R = \text{the highest score} - \text{the lowest score} + 1$$
$$R = H - L + 1$$

(Hatch & Lazaraton, 1991)

11

b. Calculating the class interval (K)

Formula:
$$K = 1 + (3, 3) \log n$$
(Hatch & Lazaraton, 1991)

c. Calculating the length of class interval (P)

Formula:
$$P = \frac{R}{K}$$
(Hatch & Lazaraton, 1991)

d. Making the table of distribution of frequency

1)
$$S = \sqrt{\frac{\sum f_i(X_i - \bar{X})^2}{(n-1)}}$$
(Hatch & Lazaraton, 1991)

Counting deviation standard

$$\bar{x} = \frac{\sum f_i . x_i}{\sum f_i}$$

2) Counting the degree of freedom with the formula:

$$dk = K - 3$$ with:

3) Calculating the value of χ^2 from the table

$$\chi^2{}_{tabel} = \chi^2{}_{(1-\alpha)(dk)}$$

e. Calculating normality test criteria

Normality test with determination:

- The data is normal if $\chi^2{}_{count} < \chi^2{}_{table}$

- The data is abnormal if $\chi^2{}_{count} > \chi^2{}_{table}$

2. Hypothesis Test

A hypothesis test is used to know the significant difference of students' English vocabulary mastery before and after using Westlife songs as media. The hypothesis test is done by testing the statistical data. Testing hypotheses by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{dsg\sqrt{\frac{1}{n1} - \frac{1}{n2}}}$$

X_1 = mean of pre-test of the experimental class

X_2 = mean of post-test of the experimental class

n = the total number of case

dsg = cumulative standard deviation on f the experimental class

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

V_1 = the pre-test standard deviation of the experimental class

V_2 = the post-test standard deviation of the experimental class

The next step is determining the table score:

- If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected.

- If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted.

3. Index N-Gain Calculating

After collecting the data from the pre-test and the post-test, the data can be analyzed to know the improvement in students' English vocabulary mastery after the implementation of using Westlife songs as media. To know the improvement in students' English vocabulary mastery, normal gain (d) is used with the formula:

$$d = \frac{Post - test\ score - Pre - test\ score}{Maximum\ score - Pre - test\ score}$$

Normal gain score acquired is then interpreted into the table below:

Table 1.1 Normal Gain Interpretation

Score	Interpretation
g > 0.7	High
0.3 ≤ g ≥0.7	Average
g < 0.3	Low

(Arikunto, 2010)

The conversion score of number and character scoring is stated below:

Table 1.2 Normal Gain Interpretation

Score	Character	Value
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2010)