

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter covers the theoretical review and the relevant study includes some points, there are: Theoretical review and the relevant study, consists of Previous study, vocabulary: (definition of vocabulary, type of vocabulary, kinds of vocabulary, technique of teaching vocabulary), improving vocabulary, media (song), teaching vocabulary by using song.

#### **A. Previous Study**

Related to the study, the writer reviews some related previous studies. These previous studies give insight about the issues discussed in the study. This chapter has dealt with the theoretical background of the study with the basic but necessary knowledge of English vocabulary using song for teaching vocabulary. In order to find out the current situation of teaching vocabulary as well as the application of song for teaching vocabulary of the seventh year students of MTs Darul Amin Palangka Raya.

First, a thesis by Kharisul Khafid, student's register number 0701120298, the titles "The Effectiveness of using English Children Songs in Improving students vocabulary at the fourth graders of MIS Musimat NU Palangka Raya". He was using English song to improve students' vocabulary score. The population of study is the fourth grade students of MIS Muslimat NU Palangka Raya which consisted of two classes. Class VI A was chosen rather than class VI B based on the simple study which is determined by using cluster sampling technique. He chooses two classes to

be result. One class as a control class and one class as experimental class. For the experimental class, He used listening English song for students and other class she did not use game. And the result was significant. There is significance difference in score of Vocabulary test achieved by the students after they have been taught using Listening English Song.<sup>18</sup>

Second, A thesis by Kustiana Dewi from English Education of IKIP PGRI Semarang 2009, The title is *Improving Students' Vocabulary scores Through Listening English Song of the Eighth Year Students of SMPN 25 Semarang 2009/2010*.<sup>41</sup> She was using listening English song to improve students' vocabulary scores. The population of her study was the eighth year students of SMPN 25 Semarang 2009/ 2010. She chooses two classes to be result. One class as a control class and one class as experimental class. For the experimental class, she used listening English song for students and other class she did not use song. And the result was significant. There is significance difference in score of Vocabulary test achieved by the students after they have been taught using Listening English Song. Song could give contribution in teaching vocabulary. The English song that used in this study can motivate the students to learn more about vocabulary.

Third, Natalia F. Orlova from the University of Jan Evangelist Purkyne (Helping Prospective EFL Teachers Learn How to Use Songs in Teaching

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<sup>18</sup> Khairusul Khafid, *The Effectiveness of using English Children Songs in Improving students vocabulary at the fourth grade students of MIS Musimat NU Palangka Raya*. Thesis STAIN PALANGKA RAYA. Unpublished. Palangka Raya. 2012.

Conversation Classes) the main purpose of using songs in an advanced class should be for the development of the students' speaking skills and the promotion of their cultural competence. The model of speech development through songs was worked out with the tasks mentioned above in mind. This model should be comprised of three stages - preparatory, forming and developing - each of them having its own logistics.

The difference in this study is that the writer focuses to measure teaching vocabulary by using English song at seventh graders of MTs Darul Amin Palangka Raya. The difference from the present study is that writer used English song as the media in teaching vocabulary to find the effect on students vocabulary. Besides the technique in applying song media in class was different with the previous study, because the writer uses quantitative researches. In the first day, the learners are given a pretest. The test is developed based on the syllabus. The material of the study is general noun based on syllabus of MTs Darul Amin Palangka Raya.

## **B. Vocabulary**

According to Kruse, vocabulary, like grammar is an essential component of all uses of language. She also adds: "The skill needed to be able to guess the meaning of words from context, and discusses exercise that can be used to help students recognize prefixes, suffixes, and roots; read diagram and charts which may provide

clues to the meaning of new vocabulary items; recognize definitions, infer meaning of words from context; and use grammatical clues to infer word meaning.”<sup>19</sup>

Although vocabulary is the one that is emphasized, it does not mean other kinds of language components-grammar and pronunciation-are less important. All of these aspects are learned together, because they are attached one to another. Vocabulary is extremely large and also varies. Nobody ever learns all the words in any language, but they can enlarge the number of words they have. Larger vocabulary the students have can help them in many ways; students’ reading ability and writing ability will improve as they learn new words, and the more words they know the better their chance will be to do well on the vocabulary questions, in the school. Therefore, it is highly essential for English teacher to help their students in mastering vocabulary along with grammar and pronunciation.

### **1. Definition of Vocabulary**

According to Richards and Rodgers, vocabulary is one of the most important aspects of foreign language learning.<sup>20</sup> According to Mackey, vocabulary is arranged into groups of short idiomatic sentences connected with the subject.<sup>21</sup>

Lewis defines, Vocabulary is a listing of the words used in some enterprise. It refers to the word that must be known to communicate effectively. While Diamond

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<sup>19</sup>Thesis English Online, *Teaching Vocabulary Through Games To Elementary Students* (online) 2011, URL: <http://skripsi-bahasa-inggris-teaching-vocabulary-through-games-to-elementary-students.html> (Accessed on May 2<sup>nd</sup>, 2013).

<sup>20</sup>Jack C. Richards and T. S. Rodgers, *Approaches and in Language Teaching*, Cambridge: University Press, 1986, P. 32.

<sup>21</sup>William F. Mackey, *language Teaching Analysis*, t.t.p: Logman Group ltd, 1965, P. 152.

and Gutlohn state that vocabulary are the knowledge of words and word meanings. Similarly, Simpson and Weiner say that vocabulary is a collective word with brief explanation of their meaning.<sup>22</sup>

Many definitions about vocabulary and this case so many functions about the vocabulary. The most function is to understand meaning a word and the other functions are we can understand what the person says, we can speaking be better and reading some books without open dictionary, and the last we can write anything rightly. So, vocabulary is basic in language if we want to learn.

## 2. Type of Vocabulary

Djiwandono stated that vocabulary can be divided into active vocabulary and passive vocabulary. Active vocabulary is vocabulary actually used, while passive vocabulary is vocabulary understood.<sup>23</sup>

The most important vocabulary for the learner deals with the most functional and versatile words of the language, many of which may not have direct equivalents in the learners native tongue.<sup>24</sup>

There are five essential steps in vocabulary learning, they are :<sup>25</sup>

- a. Having sources for encountering new words.
- b. Getting a clear image.

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<sup>22</sup>Thesis English, *Using Game In Improving Vocabulary Achievement At The Third Year Students Of Sd*, (online) <http://Skripsi-Bahasa-Inggris.htm> (Accessed 2013, May 2<sup>nd</sup>).

<sup>23</sup> M. Soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran*, (Bandung ITB : Bandung University, 1996), p. 43.

<sup>24</sup> Jack C. Richards and T.S. Rogers, *Approaches and Method in Language Teaching*, (Cambridge : University Press, 1986), p. 101.

<sup>25</sup> Abdul Qodir, *A Paper about Vocabulary Building/ How to Improve Vocabulary Scores of the Students of English*, Palangka Raya Department of STAIN 2002).

- c. Learning the meaning of words.
- d. Making a strong memory connection between the forms and meaning of the words.
- e. Using words in sentence.

A particular word can be a productive or active vocabulary if a learner knows how to use it actively and appropriately in a correct context. The transition of a passive or receptive or passive vocabulary into active vocabulary can happen because of listening or reading the words repeatedly.

Types of vocabulary in active and passive form have own function. They are usually named as part of speech. These are the basic introduction of vocabulary parts of speech are :

**a. Nouns**

Nouns are naming words such as persons, places, things, feelings, ideas, emotions, qualities, and activities. Types of nouns are :1) **Proper Nouns**; They are the names of people, places, times, organizations etc. which refer to unique individuals, start with capital letters and most are not found in the dictionary. Example : Santi, Bandung, Australia etc. 2) **Common Nouns**; All nouns which are not proper nouns are common nouns and a few example are cop, art, paper, work, frog, bicycle, atom, familiar example cop, paper, work, frog, family, and mind.3) **Countable Nouns**; the nouns that can be accounted and can be made plural: a tree... two trees; a man... men a pony... ponies. In this singular, they may have the determiner a or an: a sausage; an asterisk. 4) **Uncountable Nouns**; the nouns, which

cannot be accounted and cannot be made plural. We cannot say: two fans, three advice or five furniture. Besides, we never use a or an with them. 5) **Concrete Nouns**; they are mostly the names of objects (countable) and substances or materials (uncountable). Example: food, oxygen, iron, girl, cat, book, glass, pomegranate, earthworm, and window. 6) **Abstract Nouns**; they name ideas, feeling and qualities. Most, though not all, are uncountable. Example: health, happiness, honesty, freedom, etc.

#### **b. Adjectives**

Adjectives describe or modify nouns and pronouns. The types of adjectives are: 1) Adjective of Quality; small, fat, large, poor, short, etc. 2) Adjective of Quantity; much, some, little, enough, half, any, etc. 3) Adjective of Numeral; one, second, third, single, two, first, etc. 4) Demonstrative Adjective; this, that, these, etc. 5) Proper Adjective; English, Dutch, Javanese, Canadian, etc. 6) Interrogative Adjective; what, whose, which before noun. 7) Possessive Adjective; my, your, his, its, her, their, our. 8) Distributive Adjective; either, every, neither, each.

### **3. Kinds of Vocabulary**

There are many classifications made by the experts in language area about the types of vocabulary. Djalinus Syah and Azimar Enong divide vocabulary into two parts, namely: general vocabulary and special vocabulary. The general vocabulary is the words that are used in general; there is no limited of field and user. Whereas special vocabulary, is the words that are used in the certain field or job, profession or special science and technology.

Jo Ann Aeborsold and Mary Lee Field classified vocabulary into: active and passive vocabulary.<sup>26</sup>

- a. Active vocabulary refers to put items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped the familiar with the collocation and understand the connotation meaning of the words, this type is often used in speaking and writing skill.
- b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and also called as receptive vocabulary. Passive vocabulary or comprehensions consist of the words comprehended by people, when they read or listen.

In the first level of a course, the active vocabulary is more prominent. But when the students in higher level of study such as intermediate or advanced level passive vocabulary is more useful. From the explanation above, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is containing of two kinds function and content words.

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<sup>26</sup>Thesis English Online, *Teaching Vocabulary Through Games To Elementary Students* (online) 2011, P. 1 URL: <http://skripsi-bahasa-inggris-teaching-vocabulary-through-games-to-elementary-students.html> (Accessed 2013, May 2<sup>nd</sup>).



#### 4. Technique of Teaching Vocabulary

Teaching English vocabulary is integrated into the four skills of the language. It means that vocabulary holds significant role in scores of the four skills of the language. In the teaching of English or any foreign language, teaching vocabulary is one of the important aspects because the unlimited number of vocabulary in a language. Teaching vocabulary should be presented interactively in teaching of the four language skills. To support this, River points out “It is impossible to learn a language without words”. Therefore, vocabulary is the most important subject in teaching and learning process.

According to Allen in Irma, technique is implementation that which actually takes place in classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective.<sup>27</sup> Technique close related to the strategy to do something. Related to teaching vocabulary, an English teacher should find the appropriate strategies to teach vocabulary for young learners rather than viewing vocabulary items as a long and boring list of words to be defined and memorized.

Vocabulary items are seen in their central role in contextualized, meaningful language. Learners are guided in specific ways to internalize these important

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<sup>27</sup> Irma Suryani, *A study on the Techniques of teaching English Vocabulary to Children at Elementary School Al-Munawarah Plus Pamekasan*, Perpustakaan UMM: Unpublished Thesis, 2008. P. 10

components in language. Thus, in teaching vocabulary, a teacher should consider some techniques as follow: <sup>28</sup>

1. Selection of words should be based on usefulness of the students.
2. If there is no special purpose, introduce variety of areas, types and style.
3. The new words should be introduced in context.
4. The teaching vocabulary can be integrated to the teaching of reading.

From the statement above, it may be concluded that a good teaching of vocabulary should be presented in a group work in order to involve all students because vocabulary is one of the important aspects in language.

Furthermore, in teaching English vocabulary, the teacher should use some techniques. There are several techniques in teaching vocabulary which all of them are complimentary one another. Harmer defines that in teaching process, especially in teaching English vocabulary in the classroom, the English teacher uses the following points:<sup>29</sup>

a. Realia

This is a word people use to refer to the use of a real object in the classroom.

Thus the word pen, ruler, and ball can be easily explained by showing students a pen, a ball or ruler.

b. Picture

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<sup>28</sup> Fachurraji, Teaching English Language skill and Component, Malang : IKIP Malang, 1993, P.20.

<sup>29</sup>Thesis English, *Using Game In Improving Vocabulary Achievement At The Third Year Students Of Sd* , (online) <http://Skripsi-Bahasa-Inggris.htm> (Accessed May 2<sup>nd</sup> ,2013).

The picture can be in form of blackboard drawings, wall pictures, charts, flash card, and any other non technical visual representation. Picture can be used to explain the meaning of item: the teacher might draw pens, rulers, and balls on the blackboard or draw it on paper. The teacher might bring in a wall picture showing there are people in a room which could be used for introducing the meaning of sentence *There are three people in the room.*

c. Mime, action, and gesture

Actions, in particular, are probably better explained by mime and gesture, for example, for explaining the word like *from, to* etc.

d. Contrast

Sometimes, a visual element (e.g. regalia, picture, mime, etc) may not be sufficient to explain the meaning. The other ways that can be used is using contrast of the word. For example, the meaning of *full* is better understand in the context of *empty*, the meaning of *big* in the context of *small*, etc

e. Explanation

f. It will be important if giving some explanations by including information about when the item can be used.

### C. Improving Vocabulary

So many ways to improve the vocabulary. Improving word that means essentially is improve is up to become a make better.<sup>30</sup> So improving vocabulary is the way to make our vocabulary will be better.

One of the most important purposes in vocabulary improvement is likely to help students remember words or store words in memory.<sup>31</sup> Carter and Mc Carthy claim that many problems occur with words about remembering and comprehending, and there is a relationship between vocabulary and memory. They also state that the most effective distinction among vocabulary items may lie among different types of content words rather than between content and function when memory and comprehension are regarded. According to them, function words can be learned very quickly because they occur very frequently, and carry meaning very clearly. Another fact about vocabulary and memory is the form, which may be more important to remember than the meaning.

Ways to enhance the vocabulary itself is the proper method and strategy by the teacher while teaching. There are many ways to improve vocabulary through computer media, flashcard, games, songs and many others.

Through the medium of this song, the student should be able to improve their vocabulary without feeling difficult to memorize vocabulary that according to them is difficult because it is not the language they are familiar.

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<sup>30</sup>A. S Hornby, *Oxford Advanced Learner's Dictionary*, London: Oxford University Press, 1995, P. 598.

<sup>31</sup>Richards, J.C. *The Role of Vocabulary Teaching*. TESOL Quarterly (10) 1. 1976. P. 77-89.

This song using the media, teachers will implement the new method in improving students' vocabulary by providing English-language songs that fit their needs in the context of their age itself, for example, to memorize the names of the songs, know the name of the animal, adjective and short sentences.

Young learners are fast learners because they have the ability to memorize easily but they get difficulties to be serious in learning. Therefore, teacher has to be inventive in selecting interesting activities and must provide a great variety of the effective way to concentrate in learning by giving something interest to follow their mental and physical development.

Students should have motivation to learn and memorize vocabulary items in order to read, spell and writing vocabulary. Interesting way will raise students' motivation; the way are by using songs.

As long as students can remember, songs have been part of human life. According to Schoepp, song is an integral part of our language experience, and it is used in coordination with a language class. Therefore, song is an interesting and enjoyable activity. Song can increase the language acquisition process unconsciously and song can help students to pronounce the words and read the words quickly. Children need suitable songs to sing, they are cheerful song, happy song, active song

and funny songs. For example: 1). Head shoulders, knees and toes, 2). If you're happy, 3). Right hand, left hand, and 3). Forest dance.<sup>32</sup>

Songs as the technique in teaching vocabulary. Various kinds of children's songs are considering useful for elementary students. One of linguistic advances of song is that the learner will happily repeat the same structure, even the same words, over and over again without getting bored by Reilly, Ward and Malley. The main cognitive reason for using songs in the classroom is to help automatically the language development process.

#### **D. Media**

##### **1. Song**

Siti Tarwiyah stated that song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes<sup>33</sup>. A song is a composition for voice or voices, performed by singing or by musical instruments. A choral or vocal song may be accompanied by musical instruments, or it may be unaccompanied, as in the case of a cappella songs. The (words) of songs are typically of a poetic, rhyming nature, though they may be religious verses or free prose. A song may be for a solo singer, a duet, trio, or larger ensemble involving more voices. Songs with more than one voice to a part are considered choral works. Songs can be broadly divided into many different forms, depending

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<sup>32</sup>Evi Susanti I'in. Article "*IMPROVING STUDENTS' VOCABULARY BY USING SONGS AND GAME*" (A Classroom Action Research on the Second Grade Students of SD Kristen Kanaan Sungai Raya Dalam in Academic Year 2011/2012). Universitas Tanjungpura. Pontianak.

<sup>33</sup> Tarwiyah, Siti, Game, Song and Practical Ideas to Teach Language, Semarang: 2008 p.2

on the criteria used. One division is between "art songs", "pop songs", and "folk songs". Other common methods of classification are by purpose (sacred vs secular), by style (dance, ballad, Lied, etc.), or by time of origin (Renaissance, Contemporary, etc.)<sup>34</sup>. A song is certainly one of the most prominent elements in music. The main reason why songs cannot be marked in only one class is because the differences in their type of music, and purpose. However, songs may be roughly classified as per types of music, tone, culture, and similar other factors.

Songs can be divided in rough categories like art, folk, and pop songs. This paper concentrates on the genre of so called art songs which are often referred to as lieds in the German tradition or m'elodies in the French tradition. Art songs are a particularly interesting category of compositions with strong interaction of musical. Finest examples of this class include the songs composed by F. Schubert. Art songs are composed for performance, usually with piano accompaniment, although the accompaniment may be written for an orchestra or a string quartet as well.<sup>35</sup>

Art songs are always notated and the accompaniment, which is considered to be an important part of the composition, is carefully written to suit the overall structure of the song. Quite often art songs are throughcomposed which means that each section with fresh music. In contrast, folk songs and some art songs are strophic which means that all the poem's verses are sung to the same melody, sometimes

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<sup>34</sup> URL :<http://www.laits.utexas.edu/hebrew/music/music.html>. (Online) access 20 March 2014: 02.00 pm.

<sup>35</sup>Jukka M. Toivanen and Hannu Toivonen and Alessandro Valitutti, *Automatical Composition of Lyrical Songs*, HIIT and Department of Computer Science University of Helsinki, Finland.

possibly with little variations. In this paper, students concentrate on through-composed art songs with vocal melody, lyrics, and piano accompaniment.

#### **E. Teaching Vocabulary By Using Song**

Using song in ESL (English as Second Language) classroom especially in speaking one can be both enjoyable and education. Song usually provides a peaceful and happy mood for listener. Song is a good resource for English teaching.<sup>36</sup>

According to Bovee as cited by Sanaky that Media is tool of format used to convey information.<sup>37</sup> While NEA Education Association as cited by Asnawir and Usman state that media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional program.<sup>38</sup> Media in teaching learning process very importance to help students become effective and interesting in learning process.

Ubramanian claims that using songs provides an ideal context for students to learn new phrasal verbs. The enthusiasm generated by songs will enable the teacher to discuss those verbs, noun and adjective which have been brought up by the students, and not those randomly selected by the teacher or the textbook writer. Making students learn the songs will ensure that they will remember not only the

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<sup>36</sup>Endang Fauziati, *Teaching English as Foreign Language*, Surakarta: Muhammadiyah University Press, 2002, P. 135.

<sup>37</sup> Hujair AH. Sanaky, *Media Pembelajaran*, (Yogyakarta : Safiria Isnania Press.2009),p.3.

<sup>38</sup> H. Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press. 2002), p. 11.



meaning and also how to use the phrasal verb. A teacher can build up a collection of songs to use for different purposes, and prepare simple fill-in-the-blank exercises based on the songs. Not only do the students enjoy listening, but they also learn to listen for meaning<sup>39</sup>. Why should song be suitable for teaching vocabulary? The answer is simple. Song has always played a big part of humans' lives, beginning with child's birth and mothers singing lullabies to their children. It is used during all important occasions of human lives beginning with child's christening, through weddings, to funerals. Each country has its own anthem. Song has been important during many revolutions and was even the cause of some of them.

Song as such has always been important, especially to most young people. It has always brought them together. They love to share their music with one another. Students of the three groups that the songs were piloted with love to talk about their favourite artists. Talking about their favourite artists is a part of their everyday communication. Music is connected to many areas of their lives. It is part of people's way of living, of their world and it can be used as a means for a teacher to get into his or her students' world, to get closer to them. Here are some procedures which can be used in teaching English vocabulary by using song.<sup>40</sup>

**Step One:** Getting the students ready and engaging their interest (exploration)

Signal that vocabulary instruction will take place and explain why.

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<sup>39</sup> The Internet TESL Journal, Vol. VII, No. 7, Dec 2013 <http://iteslj.org/Techniques/Upendran-PhrasalVerbs.html>

<sup>40</sup> Adapted from LAUSD PD instructional materials as well as materials from Kate Kinse lla and Robert Marzano.

Specify what students will do. Example: Today you will learn to use a new word.

**Step Two:** Teaching the word explicit. (Elaboration)

Write the word on the board or overhead and point to it. Teach the meaning of the word by giving the students a student - friendly definition. Students give to construct the description about the media like a song, picture, and the other teacher used.

**Step three:** Providing formative assessment.(Confirmation)

Hold each student accountable for using the word. Provide feedback, as appropriate. For example, ask each student to use the word to complete a task in which they write a complete sentence using the word.