

CHAPTER II

REVIEW OF LITERATURE

In this chapter the writer discusses: previous study, vocabulary (definition of vocabulary, importance of vocabulary, vocabulary mastery, the kinds of vocabulary, teaching vocabulary by using song), assessment of vocabulary mastery (assessment vocabulary), phrase (the kinds of phrase, noun phrase and verb phrase), media (definition of media, the function of media, the use of media and the kinds of media), song (definition of song, advantages and disadvantages using English song, the elements of song, and song in vocabulary teaching), teaching vocabulary (the principle of teaching vocabulary, the advantages of teaching vocabulary, the procedures of applying English song in teaching vocabulary), teaching vocabulary at junior high school level.

A. Previous study

The first was a study conducted by Mulyawati. She was identifying the implementation of song to teach vocabulary. The result shows that the use of song in teaching vocabulary was very beneficial for the students to facilitate them in learning.¹

The second was a study conducted by Cahyaningtias. In this research, the researcher states that using children song can improve the student's mastery of English vocabulary. It can also help students easier to catch the material because by using it, there is good atmosphere in teaching learning process so make

¹ Mare Tri Mulyawati, *The Use of Song as Media in Teaching Vocabulary to SDN Winong 02 at Fifth Grade in The Academic Year of 2009/2010*, Unpublished Thesis.

students fun and can catch the material. In order to achieve the objective her study, she designed an action research using 3 cycles.²

The third was a study conducted by Setyaningsih. She was using song to improve students' vocabulary, the objectives of her study were to describe the significant different on vocabulary achievement between the students' who have been taught using song and students who have been taught without song. In order to achieve the objective her study, she designed an experimental research using pre test and post test. The population of her study was the Eighth grade students of SMPN 13 Semarang, she chooses two classes to be result. One class was as control class and the other class was as experimental class. And the result was significant; song could give contribution in teaching vocabulary. Song can help students to memorize words easily because all song almost certain words related with their environment and it makes students relaxed so that the learning English vocabulary is enjoyable.³

The fourth was a study conducted by Kuattiningsih. She was using song to teach english vocabulary, she said that song can help the students to memorize the vocabulary easily, song can make the students relax in learning english vocabulary, song can make the class more productive in encouraging the students to be active in learning vocabulary, and song can help teacher in controlling the students.

² Wita Cahyaningias, *The Effectiveness of Children Song As An Aid to Improve The Students Mastery of English Vocabulary* (The Case of Fourth Grades of SDN Semawung Daleman 2 Kecamatan Kutoarjo Kabupaten Purworejo in The Academic Year of 2007/2008), Unpublished Thesis.

³ Widyatuti Setyaningsih, *Song Text Usage as Media to Improve Vocabulary Proficiency*, Unpublished Thesis, Language and Arts Faculty State University of Semarang, 2008.

The fifth was study conducted by Pramita Dewi. She was using English song memorization to help students' vocabulary mastery. She said that English song memorization could be a good choice of technique to building lively classroom atmosphere to evoke the students' participation in teaching and learning activity.

Based on explanation the previous study above, the writer did the different study. In this study, the writer had different subject and object of the study. The subject was the students of SMP Islam Nurul Ihsan Palangka Raya. The writer took seventh grade students. The object was teaching vocabulary using english song.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is central to language and of critical important to typical language learner. Without sufficient vocabulary, one cannot communicate effectively of express his idea in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning.⁴

According to Roget in Leny thesis, Vocabulary is:

- a. An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verb.

⁴ Endang Fauziati, *Teaching of English as a Foreign Language*, Unpublished Thesis , Surakarta: pabelan, 2002, p.155.

- b. All the word of Language.
- c. Specialized expression indigenous to a particular fields, subject, trade or subculture.⁵

2. Importance of Vocabulary

Vocabulary is very important to be learned. If the students have enough vocabulary to speak, the students can communicate with the other students. But if the students lack of vocabulary, the students can not speak. According to David Wilkins in Scott Thorn bury book, without grammar very little can be conveyed, without vocabulary nothing can be conveyed’⁶. In Siti Indriati thesis, Wallace states that vocabulary is one of the important of languages, because if we speak a language we need several words to convey ideas.⁷ So, it can be known that, vocabulary is very important to be learned. Learning vocabulary is the process of helping learner to learn about what that have meaning for a particular language.

3. Vocabulary Mastery

Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning the four language skills (listening, speaking, reading, and writing), vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of vocabulary because will get nothing without vocabulary. Mastering vocabulary is the ability to get or to receive a lot of words, and the

⁵ Leny, *Teaching Vocabulary through Pictures to the Kindergarten Students*, Unpublished Thesis, Jakarta: Syarif Hidayatullah State Islamic University, 2006, p. 9.

⁶ Scott Thornbury, *How to Teach Vocabulary*, England: Fearson Education Limited, 2000, p.13.

⁷ Siti Indriati, *The Effectiveness of Using Picture Media on Speaking Skill the Tenth Grade Students of SMA Muhammadiyah Palangka Raya*, Unpublished Thesis, Palangka Raya: State Islamic college of Palangka Raya, 2012.p. 31.

ability in understanding and using vocabulary. By mastering vocabulary will know the meaning of vocabulary in the context.

There are several criterias that learner can master or know vocabulary in a target language. The learner is able to:⁸

1. Recognize it in its spoken or written form.
2. Recall it at will.
3. Relate it to an appropriate object or concept.
4. Use it in the appropriate grammatical form.
5. Pronounce it in a recognize way.
6. Spell it correctly in writing.
7. Use it with the words it correctly goes with – i.e. in the correct collocation.
8. Be aware of its connotations and associations.
9. Use it on appropriate level of formality and in appropriate situations.

4. Kinds of Vocabulary

Vocabulary means a list of word usually arranged in alphabetical order and defined. It means that vocabulary contains of many words which is needed to be known and mastered. Vocabulary is all the word that can be combained into one sentence and had certain meaning. It means that no one can communicate with

⁸ Dorit Sasson, Best ESL Vocabulary Teaching Practice-What If You Gave the Context First?, <http://ezinearticles.com//Best-ESL-Vocabulary-Teaching-Practices---What-If-You-Gave-the-Context-First?&id=3904371>. (Online on April 19,2015).

other if there is no word that they know. It can be said that vocabulary is the most important thing that we need to communicate specific purpose.

Vocabulary is the one of the most important aspect of the foreign language learning. Further, vocabulary is the meaning associated with spelling word, the focus in the meaning. So the learners have to know about vocabulary if they want to get success in their learning language. Vocabularies are varieties. Here, the level of vocabulary is for seventh grade students of SMP Islam Nurul Ihsan Palangka Raya.

Based on the subject profile of vocabulary used the teacher. In the subject profile of vocabulary contents some core materials that are tough by teacher to the students as follow related there are many kinds of vocabulary that should be comprehended by the teachers before giving it to the students. Summarizing many kinds of vocabulary elaborated. According to Thornbury, there are two kinds of vocabulary, such as;⁹

a. Function Words (Grammatical Words)

Function Words (Grammatical Words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

1) Prepositions

Prepositions are words or group of words that is used to show the way in which other words are connected. Example, for, of, in, etc.

⁹ Scoot Thornbury. *How to Teach Vocabulary*, .England: Pearson Education Limited, 2002. P.4.

2) Conjunctions

Conjunctions are words that connect sentences, phrases or clauses.

Example, and, so, but, etc.

3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.

4) Pronoun

Pronoun is a word that used in place of a noun or noun phrases. Example, her, she, they, etc.

b. Content Words (lexical words)

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

1) Nouns

Nouns are words or group of words that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Example, Eleanor, book, etc.

2) Verbs

Verbs are words or group of words which is used in describing an action, experience or state. Example, write, ride, etc.

Adjectives are words that give more information about noun or pronoun. Example, kind, better, etc.

3) Adverbs

Adverbs are words or group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence.

Example, carefully, at home, etc.¹⁰

4) Adjectives

An adjective is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Something though, the adjective appears, after noun, later in the sentences. For examples: smart, tall, windy, etc.¹¹

There is an important relationship between function word and content words, in that very often the syntactic criteria for assigning words to lexical categories rely on specific types of function words.¹²

Vocabulary has high utility in language. It is introduced early because it refers to one self and to others in numerous relations of everyday life. The kinds of vocabulary refer to nouns, adjectives, verbs, adverbs, and prepositions. This study will focus on noun phrase and verb phrase, based on curriculum and syllabus that used by SMP Muhammadiyah Palangka Raya.

5. Teaching Vocabulary by Using Song

Teaching vocabulary is a major part of the teacher's art. Students need to see words in context to see how they are used. Accordingly, the best way perhaps of including new words is for students to read texts or listen audio tracks and see or

¹⁰ Jeremy Harmer, *How to Teach English*, England: Pearson Education Limited, 2001, p.3.

¹¹ Anne Seaton Y.H., *Basic English Grammar for English Language Learner Book 1*, Saddleback Educational Publishing, 2007.p.127.

¹² Andrew Radford, *Linguistics an Introduction (The Second Edition)*, New York: Cambridge University Press. 2009. P. 133.

hear those words in action. When we introduce new vocabulary, there is always a chance, of course, that is not new to some of the students in the class. That way elicitation is so important. By the time students get to upper intermediate level beyond, we can be sure that some of them will know some of the words we are asking them to focus.

According to Hart and Risley there are various ways to teach vocabulary but there is no single best way of teaching vocabulary. It may be through creativity, questioning, context, clues, and definitions.¹³

First, creativity is an activity that gives a result as something new and useful for example, in teaching vocabulary by using song, games, and pictures. Those are to make the teaching vocabulary more interesting and fun for students. Second, guessing is to find out an answer about something that could be a word, a picture. Third, context clues is how to determine the meaning of an unknown word by means of word analysis or to look for clues to the meaning elsewhere in the sentences. And fourth, definition is the words which is defined or explained.¹⁴

Based on definition above, the technique creativity, questioning, context clues, and definition are important and that can be used for teaching vocabulary.

6. Assessment of Vocabulary Mastery

Test is a way of getting feedback on the teaching learning process.¹⁵ Without testing, there is no reliable means of knowing how effective a teaching sequence

¹³ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, New Jersey, Lawrence Erlbaum Associates, 2005: p. 16.

¹⁴ *Ibid.*

¹⁵ Scoot Thornbury, *How to Teach Vocabulary*, England: Pearson Education Limited, 2000, p.139.

has been. Unlike grammar, vocabulary knowledge is more readily itemized, and hence more easily measurable. Thornbury classifies the type of vocabulary test into four types.¹⁶

These are types of the test:

- a. Multiple-choice test are a popular way of testing in that they are easy to score. Its format can be used with isolated words, words in sentences context or words in whole text.
- b. Gap fill test, this test requires learners to recall the words from memory in order to complete a sentence or text.
- c. Selective (open) close type text, a variant of this test is one in which, rather than every word, specially chosen words are deleted.
- d. C test, in this test the second half of every second word is deleted. Read proposes three dimensions which form a framework for analysis of vocabulary tests the first is Discrete test or Embedded test.

Assessment is the gathering of information to answer specific questions. The term assessment refers to the ways of collecting information on learner's language ability or achievement. The purpose of a vocabulary test is to measure the comprehension and production of words used in listening and writing.

Based on Read, vocabulary assessment seems straightforward in the sense that word lists are readily available to provide a basis for selecting a set of words to

¹⁶ Ibid, p. 132-133.

be tested. In addition, there are a range of well known itemtypes that are convenient to use for vocabulary testing. These test items are easy to write and to score and make effecient use of testing time. Multiple choice items in particular have been commonly used in standardized.¹⁷ Match vocabulary asesment has some procedures with instructional objectives, such as:

1. Employ multiple measures
2. Make your assessments meaningful
3. Be transparent.¹⁸

In this study, the writer uses a multiple-choice as a tool to measure student mastery of the vocabulary.

a) Assessing Vocabulary

According to John Read, there are three assessing vocabulary:

- 1) Discrete tests-Embedded tests

The first dimension focuses on the construct which underline the assessment instrument. In language testing, the term construct refers to the mental atribute or ability that a test is designed to measure. In the case of a traditional vocabulary test, the construct can usually be labelled as ‘vocabulary knowledge’ of some kind. The practical significance of

¹⁷ John Road, *Assessing Vocabulary*, Cambridge United Kingdom: Cambridge University, 2000, p. 8.

¹⁸ Christine C, *Assessing Vocabulary in The Language Classroom*, Malaysia English Language Teaching Association: Malaysia, p. 122.

defining the construct is that it allows us to clarify the meaning of the test result. Normally we want to interpret the scores on a vocabulary test as a measure of some aspect of the learners' vocabulary knowledge, such as their progress in learning words from the last several units in the course book, their ability to supply derived forms of base words (like scientist and scientific, from science), or their skill at inferring the meaning of unknown words in reading passage. Thus, a discrete test take vocabulary knowledge as a distinct construct, separated from other components of language competence.

2) Selective tests-Comprehensive tests

The second dimensions concern the range of vocabulary to be included in the assessment. A conventional vocabulary test is based on set of target words selected by the writer, and the test takers are assessed according to how well they demonstrate their knowledge of the meaning or use of those words. This is what i call a selective vocabulary measure. The target words may either be selected test items, or alternatively the test writer first chooses a suitable text and then uses certain words from it as the basic for the vocabulary assessment.

3) Context independent-context dependent

The role of context, which is a old issue in vocabulary testing is the basis for the third dimension. Traditionally contextualisation has meant that a word is presented to test takers in a sentence rather than as an

- (b) Gap-fill test require learners to recall the word from memory in order to complete a sentence or text. Moreover the ability to complete the gaps depends on understanding the context, as in the example:

Tumbu Fly

In Africa south of the Sahara, another (1)..... the traveler may encounter is (2).....tumbu or mango fly, which (3).....its eggs on clothing laid (4).....on the ground to dry. (5).....larvae hatch and burrow their (6).....into the skin, causing boil-like (7)..... These can be avoided by (8)..... that clothes bedding, etc. (9)..... spread on the ground to dry.

- (c) C-test is test that the second half of every second word is deleted. For example:

Tumbu Fly

In Africa South of the Sahara, another pro.....the trav.....may encou.....is t.....tumbu o.....mango fl....., which la.....its eg..... on clot..... laid o..... on t..... ground t..... dry. T..... larvae hat..... and bur..... their w..... into t.... skin, cau..... boil-like swel.... These c.... be avoi..... by ensu..... that clot..... bedding, etc., are n..... spread o..... the gro..... to dr.....

C. Phrase

Phrase is a group of two or more words can be used as a grammatical unit within a sentence.²¹ Mas'ud states that phrase is a series of words that has meaning but have not a subject and predicate, and as a part of sentence. Phrases are the elements that fill the slots in sentence (or clause) structure, whether the element consists of one word or more than one word.²² A phrase is a related group of words that functions as a part of speech and does not contain both a subject and a verb.²³ Based on some definition above the writer conclude the phrase as a part of sentence that have not a subject and predicate and adds meaning to a word.

1. Kinds of Phrase

Waldhorn Zeiger via Mas'ud said that based on using, phrase classified into three kind.²⁴ They are:

a. Noun Phrase

Noun phrase is a phrase that used as a noun. A noun phrase consist of a pronoun or noun with any associated modifiers, including adjective, adjective phrase, adjective clauses, and other nouns in possessive case.²⁵

Example:

- 1) Ali went to the store for some books.
- 2) The desk in this room is small.

²¹ Kam Aik Chuan Kam, *Longman English Dictionary of Grammar and Usage*, Singapura: Edison Wesley Longman Singapore Ltd, 1992, p.180.

²² Howard Jackson, *Good Grammar for Students*, Sage Publication: London, 2005, p. 23.

²³ Jack Umstatter, *The Teacher's Activity-a-Day*, Jossey-Bass A Wiley Imprint 989 Market Street: San Francisco, 2010, p. 39.

²⁴ Fuad mas'ud, *Essential of English grammar*, Yogyakarta: BPF, 2005, p.171.

²⁵ Ibid

b. Adjective phrase

Adjective phrase is a phrase that used as an adjective, that give characteristic to noun or pronoun. Adjective phrase is which function as an adjective. As an adjective phrase is any phrase which modifies a noun or pronoun.²⁶

Example:

- 1) The girl with long hair is my friend

c. Adverbial phrase

Adverbial phrase is a phrase that used as an adverb that explain verb.²⁷

Adverb phrase is a phrase which function as an adjective.²⁸

Example:

- 1) Udin fishes in the big lake.

d. Verb phrase

Verb phrases do not contain a subject. Examples of verb phrases include *has been laughing*, *will remain*, and *does believe*.

Example:

- 1) Some of the new stamps were purchased by the collector.
- 2) The collector had purchased the new stamps.²⁹

Based on the curriculum 2006, the phrase types for the first grade of junior high school students is noun phrase. The objective of the English subject in Junior

²⁶ Kam Aik Chuan Kam, *Longman English Dictionary of Grammar and Usage*, Singapore: Edison Wesley Longman Singapore Ltd, 1992, p.183.

²⁷ Fuad mas'ud, *Essential of English grammar*, Yogyakarta: BPF,2005.

²⁸ Kam Aik Chuan Kam, *Longman English Dictionary of Grammar and Usage*, Singapore: Edison Wesley Longman Singapore Ltd, 1992, p.183.

²⁹ Jack Umstatter, *The Teacher's Activity-a-Day*, Jossey-Bass A Wiley Imprint 989 Market Street: San Francisco, 2010, p. 39.

High School is that the students can communicate through listen or spoken form to solve their daily problems. In doing this study, the writer chooses the songs about daily activities, classroom, shopping list.

2. Noun phrase

In the clause, Noun phrase act as a subject, as object, or as complement. It is called “noun” phrase because it function as a noun fuction, either as a subject, an object, or as a complement. Meanwhile noun is one of most important part of speech. It is arrangement with the verb helps to form the sentence core with essential to every complete sentence. It could be the name of person, place, thing or idea.³⁰ The rule indicates that an noun phrase can consist of an optional **Determiner**, any number of optional **A**, an obligatory **N** and then an optional **PP**.³¹ For example:

- a. **The house** was quite empty. NP = S
- b. We have bought **the house**. NP = O³²

The principles of NP such as:

- a. Refers to the entity or concept named by noun.
- b. All the material in the phrase gives information about the noun.
- c. The whole phrase can be replaced by a pronoun.³³

³⁰ Anne Seaton, *Basic English Grammar for English Language Learners*, Singapore: Saddleback Education, 2007, p.8.

³¹ Iwan Fauzi, *A Preliminary Understanding English Syntax*, STAIN Palangka Raya: 2012, p.26.

³² Geoffrey Leech, *English Grammar for Today*, MACMILLAN in conjunction with THE ENGLISH ASSOCIATION, p.60.

³³ Iwan Fauzi, *A Preliminary Understanding English Syntax*, STAIN Palangka Raya: 2012, p.26.

The head of a noun phrase is a noun, a pronoun, a nominal adjective, or a numeral. It may be introduced by one or more determiners, and it may be modified by one or more premodifiers and by one or more postmodifiers. Noun phrases commonly have one of the following functions: subject, direct object, indirect object, subject predicative, object predicative, complement of a preposition, premodifier of a noun, vocative. The most common premodifiers of nouns are adjectives, nouns, genitive noun phrases, participles, and numerals. The most common postmodifiers of nouns are prepositional phrases and relative clauses.³⁴ Noun phrases that have a noun as their head are often introduced by the definite article *the* or the indefinite article *a* or *an*. *The* and *a* are the most frequently used members of the class of determiners, which includes also *some*, *both*, and *this*.³⁵

The minimal form of a noun phrase is a noun or pronoun: *fish*, *chips*, *decision*, *they*, *someone*. A noun phrase may additionally contain before the noun:

a. a determiner (the, a, my, many, five):

the fish

many chips

this decision

b. an adjective:

funny fish

many home-made chips

this strange decision

³⁴ Oxford University Press Great Clarendon Street, Oxford University Press Inc: New York, 1996, p. 218.

³⁵ Ibid, p. 222.

c. a noun modifier:

river fish

many oven chips

this committee decision

The possible functions of noun phrases are listed below:

a. Subject

And *my earliest memory of the theatre* is going to the Hippodrome in
IpSWiCh

b. Direct object

[. . .] sign *your name* there

c. Indirect object

I always tell *people* I am not a musical person

d. Subject predicative

Uh faith has been a *gift* for me

e. Object predicative

I called this little talk a *survey of global bifurcations*

f. Complement of a preposition

Uhm but why isn't it in *French*

g. Premodifier of a noun or noun phrase¹

Simon's on this *revision* course

So a lot of my friends were in *one parent* families as well

h. Adverbial

Noun phrases function as adverbials in expressions of time, location, direction, manner, and intensification:

But you have to wait a *long time*

The flag goes up *far side*

Some of it's coming out *this way*

The loss in nineteen seventy hit him *a great deal*

i. Premodifier of adjective

The plane was *4 hours* late

It's *sixteen feet* long *six feet* high *six feet* wide.³⁶

3. Verb phrase

The simple predicate, or verb, may consist of two or more words. These words are called the verb phrase. A verb phrase is made up of a main verb and one or more helping verbs.

Common helping verbs include these words in the box.³⁷

Am	Are	Be	been	being	Can	could	Did	Do
Does	Doing	Had	has	have	Having	is	May	Might
Must	Shall	Should	was	were	Will	would		

The verb phrases are underlined in these sentences:

- a) Many doctors have been concerned about the new flu.

A main verb can stand by itself as the simple predicate of a sentence.³⁸ The verb phrase always act as a predicator in the clause. Meanwhile verb is is the word

³⁶ Ibid, p. 225

³⁷ Jack Umstatter, *The Teacher's Activity-a-Day*, Jossey-Bass A Wiley Imprint 989 Market Street: San Francisco, 2010, p. 40.

which expresses an action or help to make a statement.³⁹ The minimal form of a verb phrase is a main verb, in one of its inflectional forms: *decide, decides, decided, deciding, to decide*. A verb phrase may additionally contain, before the main verb, a number of ‘auxiliary’ verbs, which contribute meanings mainly associated with time, for example:

are deciding

was decided

had decided

did decide

*might decide.*⁴⁰

More than one auxiliary verb may occur in a verb phrase, and so may a negative word, especially *not*, which normally follows the first auxiliary:

is being decided

have been deciding

has not been decided

might not be decided.

But sometimes it could be as a linking verb. Helping verbs help the main verb express action or show time. For example:

- a. Many different people **lived** in the American colonies.
MAIN VERB (action)
- b. The colonists **were** hardworking.
MAIN VERB (linking)

³⁸ McDougal Littell, *Language of Literature: Grammar, Usage, and Mechanics Book Grade 7 Paperback*, McDougal Littell Inc, 2001, p.10.

³⁹ Ibid, p. 12.

⁴⁰ Howard Jackson, *Good Grammar for Students*, Sage Publication: London, 2005, p. 23.

D. Media

1. Definition of Media

Media is derived from the Latin word 'medium' that means 'between'. The term refers to anything that carries information between a source and receiver. In general, it is means of communication. Media is also considered as instructional system of teaching learning process. From the song we can learn many things, for example we can get some more new word, and also can learn how the words are pronounced. As songs are having magical effects, we can use songs in the learning process. Song is a good resource for English teaching. First, they are funny. Second, they promote mimics, gesture etc. Third, they are good to introduce suprasegmental phonetics(stress, rhythm and intonation).⁴¹

2. The Function of Media

In teaching learning process, media is a tool to help the teacher and the students to increase their learning activities. By using media, the teacher can create a conducive situation in learning process and very helpful to motivate the students in their learning activity and it also effective in teaching.

There are some reasons by Asnawir and Basyiruddin Usman why teaching media could increase students' learning process. The first reason is about the advantage of media in teaching process, such as:

- a. Teaching process will be more interesting. So, the students' motivation could be increase.

⁴¹ Ratnasari Henny, *Songs to Improve The Students Achievement in Pronouncing English Words*, Unpublished Thesis, Semarang: Language Semarang: Language and Art Faculty State University, 2007.

- b. The materials clearly in meaning. So, the students can understand and master the purpose of teaching better.
- c. The teaching method will be more varieties, not only verbal communication by the teacher. So, the students do not feel bore and the teacher do not spend his energy more.
- d. Students will do more learning activity, because not only listen the teacher's explanation but also other activity like observe, make something, demonstration,⁴² etc.

The second reason is about the level of student thinking. Level of human thinking is follow the development of human begin from the concrete to the abstract, from the simple thinking to te complex. By teaching media make the abstract thing to be concrete and make the complex thing to be simple.

3. The Use of Media

According to Kemp and Dayton. Stated the positive impact of media:

- a. The delivery of lesson more full pledge.
- b. Learning can more interesting.
- c. Learning becomes more interactive.
- d. Learning time can be shortening.
- e. The quality of learning outcomes can be improved.
- f. Learning can be given when and where desired or necessary.
- g. The students' positive attitude can be improve,
- h. The learner's role may change to be more positive.⁴³

⁴² Asnawir dan Basyiruddin Usman, *Media Pembelajaran*, Jakarta: Ciputat Press, 2002, p. 14.

4. Kinds of Media

There are three characteristics of media such as sound, visual, and act. Types of teaching media are visual media, graph media, and printed material. Then, media is the main means of communicating with large numbers of people, such as television, radio, and newspaper.

a. Visual Media

There are many ways OHP, magazines, book, encyclopedia, globe films, painting, picture, finger puppet, and photograph can be used in English teaching.

b. Audio Visual

Radio is a powerful education tool, teacher can use it effectively at all educational levels and nearly all phase of education.

c. Audio Visual Act Media

Television in an electronic motion picture with conjoined or attendant sounds, both picture and reach the eye and ear simultaneously from a remote broadcast point.

The teaching media as instrument medium between teacher as information messenger and students as receiver has to cumminicate, especially for visual object. Each of media has social imitate the students' characteristic would like to help the teacher achieving in the teaching learning.

⁴³ Arsyad Azhar, *Media Pembelajaran*, Jakarta: PT. Praja Grafindo Persada, 2000, p.22.

Today, the teaching media is implemented in the school just limited to specific material lesson and time. This was found in the school has not facility enough.⁴⁴

E. Song

1. Definition of Song

According to Luise Eitel Peake, English song is a piece of music for accompanied or unaccompanied voice/voices or, "the act or art of singing," but the term is generally not used for large vocal forms including opera and oratorio.⁴⁵

Jamalus states that songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices.⁴⁶

According to Hornby⁴⁷, a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons.⁴⁸

According to Dale T. Griffie in his book "Song in Action", the word song refers to pieces of music that have words. Songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more. In keeping with the objectives

⁴⁴ Ahmad Ali Al-Mushhab, *The Teaching of Singular-Plural Countable Nouns of The Fifth Year Students of Madrasah Ibtidaiyah Darul Ulum Of Palangka Raya*, Unpublished Thesis, Palangka Raya: STAIN Palangka Raya, 2010, p.35.

⁴⁵ Luise Eitel Peake. 1980. "Song". *The New Grove Dictionary of Music and Musicians*, sixth edition, 20 vols. edited by Stanley Sadie, Vol. 17: 510-523. London: Macmillan Publishers; New York: Grove's Dictionaries. [ISBN 1-56159-174-2](https://doi.org/10.1017/9780195188685.017).

⁴⁶ Jamalus, 1988. *Belajar Musik*. Jakarta: Depdikbud, Dirjen Dikti.

⁴⁷ Hornby, A. S. (1990). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.

⁴⁸ Futonge, Kisito (2005). Using English Videos and Music in EFL, ESL Classrooms. *ESL Magazine*: Read & Publish ESL articles.

of the collection, he has suggested a range of action research tasks that teachers can undertake in their classes, using songs as a trigger for learning.⁴⁹

Basically, almost all of students love to sing and usually enjoy it. By a song, a student not only more familiar about English but they also can practice it in their daily life. Besides, learning English by song can stimulate their desire in vocabularies. As stated by Griffiee, “Songs are especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary”.⁵⁰ For most learners, singing or reciting a rhyme is also much easier than talking. This makes songs and rhymes particularly useful for practicing the sound systems of the language, but it also helps the learning of vocabulary, structures, and conversational exchanges. Songs and rhymes can also be used as practice material. They can be used as listening material, making the learners familiar with additional uses of the material they have been learning.⁵¹

2. Advantage and Disadvantage Using English Song In Teaching

a. Advantages using english song are

- 1) It helps to remember the words. It supported by Nation. He stated that songs allow learners to repeat and memorize chunks of language. This contributes to vocabulary too, repetitiom is needed to help learners remember words.⁵² It means that if the songs repeat as many times as necessary, it will help the students to remember words correctly.
- 2) It helps to improve the spellings.

⁴⁹ Griffiee, T. Dale, *Song in Action*, Seigakuin University: Japan, 1996, p.2.

⁵⁰ Ibid, p.5

⁵¹ Julian Dakin, *Song and Rymes for Teaching of English: Teacher's Book*, Longman Group Ltd, 1968, P.4.

⁵² Nation. I.S.P, *Teaching and Learning Vocabulary*, Boston: Heinle & Heinle. 1990.

- 3) Create interactive learning and communicative.
- 4) The students were impressed and excited during the learning process.
- 5) It can increase group learning activities

According to Orlova these are some of the advantages for working in class with songs:⁵³

- a) Practicing the rhythm, stress and the intonation patterns of the English language.
 - b) Teaching vocabulary, especially in the vocabulary reinforcement stage.
 - c) Teaching grammar. In this respect, songs are especially favored by teachers while investigating the use of the tenses.
 - d) Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions.
 - e) Teaching listening. Music can be helpful for comprehension.
 - f) Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character,
- b. Disadvantage of using English song are

Learning use English song will require a long time and needs a lot of equipments.

⁵³ Orlova. N. *Developing Speech Habits With The Help Of Songs*, 1997, Retrieved 15 July 2015 from <http://www.exchanges.State.gov/forum/vols/vol35/No3/p41.htm>.

3. Elements of Song

When you hear a song, there are usually several instruments playing several notes at once. It can be broken down into three elements:

- a. Melody, the notes the singer is singing
- b. Chords, chords are “shorthand” for all notes all the instruments are playing.
- c. Lyrics, the words that the singer is singing

The first category is the main elements. It consists of rhythm, melody, harmony, and lyrics. Rhythm is the stretch movement of the sounds. It becomes the base element in music. It is like how to sound a word, there will be letters read long and short and there can be a pause too. It means that rhythm is how to stretch the music. Melody is the arrangement of stretch sound. And harmony is the unity of two or more tones that have different levels played together. The last is lyrics. It can be said as musical sentences.

The second category is the expression it is the way of the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements above are needed when someone creates a song.⁵⁴

4. Song in Vocabulary Teaching

In relation to language learning, the use of music and song offers to major advantages:

⁵⁴ Haytunnisa, *The Effectiveness of English Song in Increasing The Eleventh Grade Students at MA Darul Ulum*, Unpublished Thesis, STAIN: Palangka Raya, 2007, p.20.

- a. Music is highly memorable.
- b. It is highly motivating especially for children, adolescents, and young adult learners.

It implies that using song and music can help the students to remember the words easily. It can also stimulated the students to learn more than usual.

Murphey also states that anything you can do with a text you can do with a song. It means that everyone can learn or teach the English text using song.⁵⁵

According to Hancock song can be used to focus on the form of the language including grammar, vocabulary and pronunciation.⁵⁶ It is same statement with Griffie said that songs are especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary. It is clear that song can be used as an aid to teach vocabulary. Song include so many words that help the students master many meanings too.⁵⁷

Griffie also said that song can be used for pattern practice and memory retention. It implies that if the teachers give appropriate tasks, song will give pleasurable repetition with no boredom and provide active participation in the language.⁵⁸

⁵⁵ Murphey, T., *Music and Song*, New York: Oxford University Press, 1992, p.3.

⁵⁶ Hancock, M., *Singing Grammar*, New York: Cambridge, 1998, p.7.

⁵⁷ Griffie, T., *Songs In Action*, New York: Phoenix ELT, 1992,p.5.

⁵⁸ *Ibid.*, p. 6.

According to Suyanto when the teacher teaches English using song they should pay attention of several important rules.⁵⁹

- 1) Songs should be appropriate with the students' characteristic.
- 2) Songs should be interesting, dynamic and with cheerful
- 3) Song should be in simple word and easy to spell.

In addition, Hayatunnisa stated that there are three principal song selectio criteria:

- 1) Use songs that are popular with the student whenever possible. Unfortunately, student frequently select song for classroom use which are objectionable in some way making the song unusable.
- 2) Songs must have learned and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be select.
- 3) Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Song with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.⁶⁰

In means that teaching using song should pay attention with the condition of the young learners. The teacher can not choose the songs what they want because the song chosen by the teacher influence the students' learning. Songs may encourage creativity and use of imagination in a relaxed classroom atmosphere. The teacher should consider the theme and rhythm when they select the song. The

⁵⁹ Suyanto, K., *English for Young Learner*, Jakarta: Bumi Aksara, 2007, p. 114

⁶⁰ Hayatunnisa, *The Effectiveness of Using English Song in Increasing The Eleventh Grade Students at MA Darul Ulum*, Unpublished Thesis, STAIN Palangka Raya, 2010, p.21-22.

song should be appropriate with the topic of the English lesson and attract the students' attention.

F. Teaching Vocabulary

1. The Principles of Teaching Vocabulary

Alvin W. Howard conveyed that teaching is a process and activities trying to help and guide someone to get and develop his skill, attitude, ideals, appreciation, and knowledge. In the other reference, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.⁶¹

In Andi Saputra Tanjung thesis, Wallace states that teaching vocabulary should consider these following factors:⁶²

1. Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2. Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore,

⁶¹ Alfisyah, *The Vocabulary Teaching Strategies (A Case Study On The Fifth Grade Student of Min Model Pahandut of Palangka Raya)*, Unpublished Thesis, Palangka Raya: State Islamic College of Palangka Raya, 2010, p.38.

⁶² Andi Saputra Tanjung, *Reinforcing Students' Vocabulary through Scrabble Game*, Unpublished Thesis, Jakarta: Syarif Hidayatullah State Islamic University, 2011, p. 24.

the teacher should select new words, which can easy to understand by the learners.

3. Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4. Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5. Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6. Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

2. The Advantages of Teaching Vocabulary

Vocabulary is important in case it could helps the students to enjoy their classes. One who masters enough vocabulary will find fewer difficulties than those who have fewre vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the other hand, those who lack of vocabulary will face a lot of problems. Mastery

of vocabulary will be useful for the process of achieving language teaching objective. That is the mastery of language skills

If we want to communicate with others in certain language, we must master the language they belong to especially to know enough vocabulary of those language.

According Schmiite and Mc Carthy say that vocabulary has a importance role in language skill.⁶³ They said that vocabulary has an importance role in language skills. In listening ability, vocabulary gives easiness for the learners to comprehend what the other person speaks. In speaking and writing, vocabulary gives easiness for the learners to expand their ideas. In reading, vocabulary gives easiness for the learners to comprehend the text. Vocabulary must not be neglected by anyone who learns a language.

Based on the explanation above, it is very important to increase the ability of vocabulary mastery asmuch as possible. Vocabulary is also important that teaching vocabulary must be first priority in the English language teaching.

3. The Procedures of Applying English Songs in Teaching Vocabulary

According to Haycraft, the procedures of applying English songs are as follows:⁶⁴

- a. Play the song as many times as necessary and ask questions
- b. Show the students the script and get the class to sing it following the song

⁶³ Schmiite and Mc Carty in Retno Sumarni's Thesis, *Increasing Students Vocabulary Mastery Using Realia at Fifth Year of SDN 1 Belimbing of Ampel Gading Pematang*, Unpublished Thesis, Universitas Muhammadiyah Surakarta, 2008, Accessed on September 25 2015, p. 8.

⁶⁴ J. Haycraft, *An Introduction to English Language Teaching*, (Britain: Longman Group, 1983), p.39

- c. Divide up the class and have a group, each singing a line. Replay the song often as necessary find out who has good voice try to get solos.
- d. Bring out the students to conduct different combinations until the song is familiar, so it make students can catch the words in the song
- e. Play and sing whenever you want to revise. It is a good idea to play song at the beginning of class while everyone is setting down.

Using songs in ESL classroom, especially in vocabulary one can be both enjoyable and educational. Songs usually provide a peaceful and happy mood for the listener. Songs are a good resource for English Teaching.⁶⁵ In this study the song is a media in teaching vocabulary. The writer uses the media t, o increase students' vocabulary based on the case in the song media.

Almost everyone loves music. It is a part of our language and life from before birth onwards. As babies, we hear lullabies. As young children we play, sing and dance to a myriad of nursery rhymes. As adolescents, we are consumed by the beat of popular music artist worldwide. As adult, every form of advertising we hear, every special event we experience, is in part, music.

G. Teaching Vocabulary at Junir High School Level

Curriculum implementation strategies provide guidance on how the curriculum was implemented in schools. The curriculum in the sense of the education program is still in the early stages expectation or plans that must be realized in a real school so that they can influence and deliver students to the

⁶⁵ Endang Fauziati, *Teaching English as Foreign Language*, Unpublished Thesis, Surakarta: Muhammadiyah University Press, 2002, p.135.

purpose of education. Therefore curriculum implementation strategy component plays an important role in achieving these educational goals.⁶⁶

Teaching and learning process is an activity the teacher as a transmitter of a message or subject matter, and students as recipients of a lesson. In teaching and learning are both activities prosecuted resulting in a harmonious interaction and communication for the achievement of learning objectives. Learning objectives are none other than the form of shape a curriculum that has been established or planned in the form of teaching programs. In other words the teaching learning process is a real activity or operation of the curriculum that has been set. Teaching and learning process is also an activity to affect their students in a situation that allows the interaction between teachers and students pupils and students or students with the environment.

Competency based learning objectives are the achievement of competence itself. Therefore, approach methods and teaching techniques handed over to the managers or teachers in accordance with the capacity and resources that exist with competency requirements set can be achieved. How to measure it is to check whether all the indicators set has been shown to appear.

Although the approaches, methods and techniques are expected to be flexible teaching. Should be emphasized that the teacher in their implementation is expected to consider the process or stages that are designed to measure so that all activities that occur in the classroom leads to the one purpose of discourse acquisition of competence or ability to use language in communication. This involves a process that is not simple, so says the key to success lies to the maturity of all the processes of planning an integrated and comprehensive.

The example of English Song:

⁶⁶ H. Syafruddin Nurdin, M. Basyiruddin Usman, Guru Profesional dan Implementasi Kurikulum, Ciputat Press: Jakarta, 2002, p. 56.

I have a dream

I have a dream, a song to sing
To help me cope with anything
If you see the wonder of a fairy tale
You can take the future even if you fail

I believe in angels

Something good in everything I see

I believe in angels

When I know the time is right for me

I'll cross the stream – I have a dream

I have a dream, a fantasy

To help me through reality

And my destination makes it worth the while

Pushing through the darkness still another mile

I believe in angels

Something good in everything I see

I believe in angels

When I know the time is right for me

I'll cross the stream – I have a dream

I'll cross the stream – I have a dream

"Girl In Your Dreams"

I was walking down the street one day
Then I saw you I didn't know what to say

You're eyes were shining
You're smile was so kind
When I saw you I wanted you to be mine

Maybe I don't have the blonde hair you like
Or maybe I don't have eyes like the sky
And I'm not sure if I'm the girl in your dreams
But I can show you what love means

One day you came and talked to me
And you said we are meant to be
I was happy, everything was so nice
But then I found out that everything was a lie

Maybe I don't have the blonde hair you like
Or maybe I don't have eyes like the sky
And I'm not sure if I'm the girl in your dreams
But I can show you what love means