CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing some theories that are relevant to the topic of the study. These reviews are expected to serve important background information to support the study and the discussion of findings. Those are, vocabulary, teaching vocabulary, song, JOOX Music Application, and previous study.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is the total number of words in a language, all the words known to a person or used in a particular book, subject, etc: a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995: 1331). According to Muria Celc e-Murcia (2001), learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Averil (2006), say that generically, vocabulary is the knowledge of meanings of words also a central part of language.

Moreover, Elfrieda and Michael (2005) stated that vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

From the definitions above, it can be concluded that vocabulary is the knowledge of words and word meanings. It is about the words in language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing English for students. Vocabulary is important in learning language because vocabulary carries meaning which is use in communication.

2. Kinds of Vocabulary

Some experts have classified types of vocabulary. Shepherd (1980: 1) classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes.

In the other hand, according to Harmer (1991: 159), there are two kinds of vocabularies, active vocabulary and passive vocabulary. To make clear the writer explains both of them as follows:

a. Active Vocabulary

The active vocabulary means stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the students.

b. Passive Vocabulary

The passive vocabulary means the words that the students recognize and understand them. They occur in a context or students need someone to say something that helps the recall the word meaning. It found in listening or reading materials. They will find the meanings of word when the real the words in a text and will know the meaning of the unknown word on the text.

In addition, Haycraft quoted by Hatch & Brown (1995) ,divides two kinds of vocabulary, namely receptive and productive vocabulary,

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners when they see or meet in reading text but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic

vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes. In these respects, Richards and Rodgers (1987: 308) give a profound explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

b. Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

In addition, Aebersold and Lee (139) also identifies the categories of knowledge about vocabulary:

a. Form: Readers recognize the word in print and distinguish its various grammatical forms (noun, verb, adejctive, adverb).

b. Position: Readers know the grammar patterns and structures in which a word can occcur and the words that frequently appear before pr after it, the collocations.

c. Function: Readers know how common or rare the word is and what types of situations and texts it would most likely occur.

d. Meaning: Readers know the various meanings and nuances of a word ass well as its synonyms.

Based on references above, we can know the classification of vocabulary that it has its own utility when it is used. Furthermore, words are a part of people's way of living or tools to communicate in language which is used by a person for showing and telling their opinion and ideas based on their need. In other words, the richness of person's vocabulary is popularly thought too be a reflection of level education.

3. **Vocabulary Mastery**

According to William Collins (1979), mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Norbert Schmitt (2000), stated that vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word. They are, (1) the meaning of the word, (2) the written form of the word, (3) the spoken form of the word, (4) the grammatical behaviour of the word, (5) the collocations of the word, (6) the register of the word, (7) the associations of the word, (8) the frequency of the word.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic

knowledge that students should master first before mastering English. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills. Thus, they will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

4. The Importance of Vocabulary

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997: 5) states that vocabulary is central to language and critical importance to the typical

language learner. According to Burns and Broman (1975: 295) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.

In addition, Wilkins (1982: 111) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally.

5. Teaching English Vocabulary

In teaching vocabulary, the teachers should have some techniques in order to make students familiar with the vocabulary, so that they understand new word easily. The technique functions not only to help the students grasp the meaning of the words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students. According to Allen, there are three techniques of teaching vocabulary:

a. Alphabetical order: Even for a list of new words on the textbook page, alphabetizing way is appropriate in helping students to find a word.

b. Showing the meaning of the words through pictures, explanation in mother tongue, and definition in simple English.

c. Drawing attention to meaning before friling words.

There are also varied ways a new word can be presented to learners,as follow:

a. Ideas for presenting specific items

Select an item from vocabulary taught in foreign language textbook you know. Think how the meaning of this item would best be presented to learners who are encountering it for the first time and write down some ideas.

b. Studying further techniques

Put your practical suggestions aside for the moment, study list of different techniques of presenting the meaning of new vocabulary.

c. Application and comparison

Identify which one or more of the techniques were used in your own idea for presentation.

Harmer (2001: 155)also gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1) Demonstration

   The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2) Explanation

   The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3) Discovery

   The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

4) Check Question

   The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5) Presentation

   The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

Based on the references above,it shows that teaching vocabulary is how the teachers teach a list of a word with their meanings, especially in a book for learning a foreign language to the students. This is also an activity where the teacher gives the students' knowledge about vocabulary

and how to use it in daily life. Not only for daily life, but vocabulary is very important in improving the students skill in English.

B. Teaching Vocabulary by using Song from JOOX Music Application

   1. Definition of Song

In this study, the researcher used one of teaching media to teach vocabulary to make it pleasing and interesting to the students'. The media was song from JOOX Music Application. By using song from JOOX Music Application, students'will get different atmosphere and feel something new from what they usually got in their class.

Song is short of music with words that be sung. Song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment. The language of song usually easy to be understood. It gives motivation and makes the relation between the teacher and students' closer. The relation will make the students' have bravery to ask the teacher about everything including new vocabularies in song that they learn. Siti Tarwiyah states that song in foreign language classes maybe use to motivate students' and to create a more relaxing foreign language classes.

2. The Advantages of Song

Dale (1992:5) As a teaching media, song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication, those are:

1. Create a welcoming atmosphere. It is the function of song as a warmer, students are expected to be enthusiastic in the learning process.

2. Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.

3. Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.

4. Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make they active again.

5. Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are easy to understand the material.

6. Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.

7. Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyzed the tenses from the lyrics

of a song. Embed new vocabulary. Students can enrich their vocabulary after listen to a song.

8. Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song.

9. Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

3. JOOX Music Application

Application is program used to generate information and use the computer to operate. Based on Jogiyanto (2004), application is a system designed and arranged to produce integrated information by using computer facilities as its supporting.

JOOX is a legal streaming music service over the internet with a personal touch launched by Tencent Holdings Ltd from Shenzen, China which is the company behind the instant messaging WeChat. The app is available in the form of mobile apps and websites, users can listen to the darker of two million songs and playlists of local and international choice for free, and download them for offline listening, (Handi: 2015).

JOOX lets the user discover diverse and complete collections of music than other streaming music apps. The user can find all their favourite artists, tracks, and genres. In JOOX, there are many features that can uses and very useful for music lover because they will find more and more songs around the world. The important thing of JOOX is the lyrics

are included in this application. The general function for user, lyrics is useful for people who love karaoke and sometimes forgets the lyric of a song they are listening to. But, in this research the researcher hoped that by using the lyrics of this application the students' can get new vocabularies from a song which listen. Then, the way lyrics work is by highlighting every phrase one by one. It is very useful for students' when they are listening. They will not feeling hard to remember the lyrics of song. Moreover, if the songs are new automatically the lyrics also new, the students' are does not to worry about the lyrics. The lyrics are available on their screen and enjoy the song. In addition, when the students' are often to listen the song, the new words that get from the song will be easier to remember.

By the definition above, JOOX Music Application is a system designed to listening music online by using smartphone that complete with many kinds of genre song especially English and others. By using this application, besides the students' enjoy to listening music, they also can read the lyrics which included. So, it can help them to adding their vocabulary.

4. JOOX Music Application as Media for Teach Vocabulary

Teaching media is important in teaching learning process not only determined by teacher and students competence but also with in appropriate media. Song is very effective especially when one needs to

memorize something. Often, when music is used learning a certain concept or lesson is more easily to be understood by the students.

In Indonesia, most of English students' have difficulties in learning English, they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students' enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So, teacher as facilitator in learning process should keep looking for way to make learning vocabulary easier and more pleasant.

There are many kinds of teaching media to teach English, one of them is song. Song could be used to teach vocabulary because of its lyrics, teacher could choose song which has appropriate vocabulary that would be taught. And by using the song from JOOX, it more easier to interest motivation students for learn.

C. Previous Studies

The previous study written by the student of IAIN Surakarta, entitled "*Improving Student Vocabulary Mastery Using Song Lyric of the seventh grade of MTs Muhammadiyah 2 Karanganyar in the academic year 2016/2017*by Muh Fadrulrohman Al Ihsani (2017). He was using listening English song to improve students' vocabulary mastery. The population of his study was seventh grade of MTs Muhammadiyah 2 Karanganyar in the academic year 2016/2017. He choose one class to be result and used qualitative data to conduct the final project but still used classroom action research too for conducting the observation. The researcher conducted the pre-test and post test in his research. There were several improvements reached by the students, not only on their academic score, but also on their behavior to the lesson. The students score are improve after the researcher conduct this research by using English song to teach them. The difference between this research and my research will be in specification on the media is used. In my research, I used song from JOOX that included in smartphone which students have and they can listen the song by their own smartphone. While, in this previous research the researcher only used speaker active or sound that available in clasroom or school. Besides that, this research was conducted with Classroom Action Research which used 2 cycels and my research was conducted by Quantitative Approach. In addition, this research was conducted with seventh grade of MTs Muhammadiyah 2 Karanganyar 2016/2017 and the researcher will do the

research with eighth grade of MTs Darul Falah in the academic year of 2017/2018.

In addition, the research conducted byRia Kamilah Agustina (2016), English Education of Hasyim Asy'ari University Of Tebuireng Jombang 2016. The title is *Mastering English Vocabulary Skill By Using Song To The Second Semester Students' Of Accountancy Department In Hasyim Asy'ari University Of Tebuireng Jombang in the Academic Year 2015/2016*. She was using listening English song to improve students' vocabulary mastery. The population of her study was the second year of Accountancy Department in Hasyim Asy'ari University of Tebuireng in the academic year 2015/2016. She choose Classroom Action Research to conduct this research. In this research, the result showed that there was improvement from Cycle I to Cycle II in the students' participation in introduction, discussion and practice. In the students' achievement Cycle I,11 students got 51-74, 10 students get 75-84 and no students get score 85-100 while in Cycle , there was only 1 student got 51-74, 15 students got 75-84 and 5 students got 85-100. In conclusion, the hypothesis was accepted because there was significant improvement of students' mastery English vocabulary using song to the second semester students' of accountancy department in Hasyim Asy'ari University of Tebuireng. Moreover, the treatment of this research is almost same with my research because it used lyrics song to mastering vocabulary. But, in my research I will used the differences media and the kind of material which mastered is also different.

Furthermore, a research conducted by Kustiana Dewi, English Education of IKIP PGRI Semarang 2009. The title is *Improving Students' Vocabulary Mastery Through Listening English Song of the Eighth Year Students of SMPN 25 Semarang 2009/ 2010*. She was using listening English song to improve students' vocabulary mastery. 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 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. Song could give contribution in teaching vocabulary. Song that used in this study can motivate the students to learn more about vocabulary. The differences between this research and my research will be in specification of the vocabulary, she did the research to know the vocabulary mastery of students and to find out whether listening to English song can improve their vocabulary mastery.Whereas the researcher will do the research to know whether or not song from JOOX Application is effective to improve students' Vocabulary mastery. Besides that, this research was conducted with eighth grade of SMPN 25 Semarang 2009/ 2010 and the researcher will do the research with second grade of MTs. Darul Falah in the academic year of 2019/2020.