**CHAPTER II**

**REVIEW OF LITERATURE**

In the second chapter, the writer wants to present the definition of comparative, teaching English, English song media, reading text media, vocabulary types, mastery-mastery, and English song and reading text to vocabulary mastery

1. **Comparative**

Comparative is “an activity to compare between two variables to know the differences between two variables or more” (Hasan, 2004: 116). This is an attempt to search knowledge by examining things, similarities or differences between two or more method. By conducting comparative process the researcher understands which better between one method and other methods. So it will be the suitable media to teach students in order that the students understand the material easily.

1. **The Nature of Teaching English**
	* 1. **The Definition of Teaching**

Teaching is “The guidance of learning activities for the purpose of aiding the pupil to learn” Hamalik (2002: 8). In the first definition of learning, teaching is defined as an activity to convey knowledge to student in order the students’ knowledge increase, will be good person and beneficial in the future.

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.“ Brown (1987: 6)

Based on the statements above, the purpose of teaching in a lesson process is to help students getting knowledge. To get satisfying result, a particular method or technique should be applied in presenting the materials, in other word it can be said that teaching is the process to change from the conduction of not knowing yet becomes to understand something or from stupid students becomes diligent students, moreover the result of teaching process, the students can do something because the students accept knowledge from the teacher.

* + 1. **Teaching English**

According to Brown 2004: 186 the purpose of teaching in a lesson process is to help students getting knowledge. To get satisfying result, a particular method or technique should be applied in presenting the materials so the writer defines that teaching English is an effort to change knowledge’s students before the students do not know then they understand with English material.

Teaching English in the elementary school should be creative and imaginative, because the students of elementary school feel bored with the lesson at school. The teacher must know that if the teacher does not have plan especially what the teaching method, it will be difficult to manage them.

 If the teacher speaks about teaching English in elementary school (English young Learners) so the teacher must understand the young learners characteristic who are studying English. They are the elementary students who get English lesson as subject in their school. In generally they are initiator students. So it is important to remember to the teacher that teaching English process at elementary school is a process students’ proclivity in studying English. That is why the teacher should consider the suitable media to teach English effectively.

1. **The Nature of Song**
	* + 1. **Definition of Song**

 Song is “The series of word that intonated with rhythm” (Suyanto, 2007: 113). By singing song the teacher challenges to do activities a day. Actually song is created has two efforts, first song create special for pleasant and song is created to teach students in teaching and learning process. For example: to teach vocabulary, phrase and sentence structure. In this thesis the writer agrees that English song is effective media to teaching English especially to teaching vocabulary because students EYL like song and by singing songs, the vocabulary will be easily included in students’ brain.

The other definition “Song is one of potential technique to teach English language for children”. (Suyanto, 2007: 114). It makes students feel that certain words are important and necessary. From this statement the writer knows that without words, the object of the song cannot be achieved. It means that in the teaching of song, if the students do not master many vocabularies, they do not understand the object of the song. So if the students feel that mastery vocabulary is important, the students will be enthusiasm with their materials and they will encourage hear teacher’s explanation. Finally the students will do an assignment from teacher easily and the students can translate English well and can answer questions from the teacher.

Song adds a whole dimension to children classes and makes it easier for the children to remember words and patterns and naturals chucks of language. Song helps children remember things more easily and it draws children more deeply into a lesson. Most of children love song because song is one aspect of the English class that most children learn enjoyably, and they can review what the teacher teaches at school by singing these songs after class, singing them on the way home and sing them at home. They keep them in their head. So the teacher must be diligent to make song interesting for the students.

Songs are in the form “listen and repeat” are “Great fun and give the students the chance to get a feel of the language, such as the sounds, the stress rhythm and intonation” (Longman, 2007: 58). The teacher knows that to make students of elementary school do not feel bored in studying English the teacher uses song as media because song is great and fun so using the material the students will give concern and remember some words that are taught by the teacher. For the students, song can be interesting and useful materials. By using song the teacher can motivate to do something that can be done in real life.

The teacher gives song text to the students and gives example how to read it slowly with good and correct pronunciation then, the students hear and repeat after the teacher says. After the students can pronounce very well the teachers teaches how to sing it. At the first the teacher accompanies their students to sing together after they can sing fluently the teacher allows students to sing together by themselves. After showing the song for the students, most of the students seem interested and after going home they sing again.

* + - 1. **Song Types**

According Suyanto (2007: 113) there are some type of song as follows:

* + - * 1. Song for pleasant

Song for pleasant is popular and special songs to make happy situation and It is usually sung out of class for example when they have recreation, when on the way, or when the heart situation is bored.

1. Song for lesson

Song for lesson means a special song to learn vocabulary, phrase, or sentences. It is a song which made by the teacher to students to understand the material. This song is usually used by the teacher in teaching and learning process.

The songs are created to teaching and learning process in school usually songs have some criteria as like:

* + - * 1. Songs use words, phrases, and sentences with specific themes.
				2. The songs discuss language structures
				3. They are contextual song
				4. The song can be acted by using gesture
				5. They are popular songs
				6. The songs are sung happily and quick intonation.

According to Suyanto, they are some criteria in choosing songs for young learners.

1. The song must be interesting for the children
2. The song must be easy to pronounce
3. The vocabulary of song must be introduced for elementary level.

To sing the song the teacher changes Indonesia children songs into English songs that are used in teaching English. The songs not only enrich the vocabulary reinforce the spelling but also must be pronunciated correctly.

The series of the steps of teaches English songs are as follows:

1. The teacher writes the song on the blackboard
2. The teacher explains about the song that will sing before they sing that songs together
3. The teacher gives example to the students how to sing the songs three times and the students follow the teacher sing that song
4. The teacher gives how example to pronounce it well

Based on the steps above the teacher can teach song well to the students.

**3. English Song**

English song is “Song lyric with English vocabulary to introduce new vocabulary to the students” (Longman, 2003: 65). In his book, it is defined that song text contains many vocabularies to introduce new words to students presenting with lyric.

This song proposes to introduce the meaning of vocabulary to the students. The students become understand the meaning of English vocabulary well.

To choose an English song must be appropriate with the students. Students EYL are given English song that the vocabularies in the songs are suitable with the material. For example “come and play song” and “Ring -ring a roses” these song taken from song for toddler cassette.

Come and play

Come and play, come today, Come to my house

 I’ll show you the way

We will have fun in the sun

Come to my house quickly everyone

**Ring Ring a roses**

Ring Ring a roses, a pocketful of roses

Hush @ hush @ all fall down

The king has sent his daughter, to fetch to fall water.

Hush @ hush @ all fall down

The Robbin in the steeple, is singing in the people

Hush @ hush @ all fall down

*Taken from: English song for toodler cassete*

Songs are like above very easy to recall students’ vocabulary. The short song is easy to be learnt by heart the vocabularies. By these songs the students feel happy to sing that songs because it has a good lyric, they sing and repeat the songs at their homes.

1. **Teaching Technique Using Reading Text**
	* + 1. **Definition of text**

According Anderson(1998: ii) “Text is created by a speaker or writer text that consists of spoken or written words that have purpose of conveying a message” Based on the statement, text is spoken or written words created by reader to listeners to convey a message to other people or to conduct communication.

 Communication in the text occurs when the message created by a speaker is successfully interpreted by the listener or when a writes’ words are understood by the reader. The writer must choose language, words and right sentence in order the readers understand what the meaning of the text and know what the information the text says.

* + - 1. **Text types**

The text types represent the most common ways in which language is “Structured to achieve a particular purpose” Anderson (1998: ii). Writes and speaker use these structures in order to help the reader or listener understand the text. The main literary text types are: *narrative, poems, and dramas.*

The text types are used to tell us about human experiences, usually in an imaginative way. Their purpose is to make reader and listener think, laugh, cry or be entertained. Visual elements (picture, props, facial, expressions, etc.) can be employed by the narrator to help communicate meaning. Factual text types present information or ideas. The purpose of these texts is to inform, instruct, educate or persuade the listener or reader. The main factual text types are: *explanation, information report, discussion, exposition, recount, factual description, procedure, procedural recount.* Anderson (1998: 2).

From the explanation above the writer defines that factual text is very interesting and important text to show up a writer’s imagination to make the readers understand what the purpose the writer writes. Text type also uses to conduct communication between the writer and the reader. The writer gives an information or idea by text.

* + - * 1. **Narrative**

A narrative is “A text that tells a story and, in doing so, entertains the audience” (Anderson, 1998:3). This statement defines that text organized as story or story texts purpose to entertainment can be made the audience think about an issue, teach them a lesson, or excite their emotions. Narrative text can be presented as written or spoken texts. Written narratives often take the form of novels or short story about animal. The story is usually told by a narrator. If the narrator is one of the characters in the story, the story is said to be told in the first person. If a person is outside the story is the narrator, then the story is being told in the third person. Example of narrative text include: myths, fairytales, aboriginal dreaming stories, science fiction, historical fiction, and romance novel. The steps of narrative text are: an orientation, a complication, a sequence of events, a resolution, and a coda.

In other word it can be said that narrative text is a text to entertain the reader or the audience. In the story the writer is usually as the first person or the third person for example the narrative story: *Sangkuriang* story and *bawang merah* story. The reader who likes to read narrative story will increase their vocabulary and knowledge and get new interesting story. So, it can be said this narrative text very important for students.

* + - * 1. **Poems**

Poems is “Outpouring of soul with felling and vivid description” defines that with poem can show up the felling with the expression. Poems usually tell a story of reflect on something of importance to the poet. The purpose of the poems is to present the description or a pith of view with thought provoking images. Example of poetry text include: ballads, haiku, limericks, sonnets, and song lyrics. Structure of the poem can be written in many different ways and have a variety of features. Some features use regular patterns of rhyme, rhythm, and line length while other use free verse form. Poems can include alliteration, assonance, onomatopoeia, person fiction, similes, and metaphors. Grammatical feature of the poem include: nouns, adjective, similes and metaphors.

In other word it can be said that poem is a text to present imagination and show up with the gesture. Poem is a good and interesting text because if the reader reads the poem’ text in order that he/ she does not bored. Poem’ text is interesting because it uses free verse form. Poem text uses a good language so whoever read or listen poem they feel included in the poem world.

* + - * 1. **Dramatic**

Dramatic is “A dramatic text uses acting to communicate ideas and experiences” Dramatic can be spoken or written. The purpose of drama is to express the dramatist’s ideas so as to make the audience think about life. Example of dramatic text include: film scripts, improvisations, stage setting, soap opera, street theatre, re enactments. The structure of dramatic include: orientation, complication, sequence of events, resolution and coda. Dramatic texts can combine different text types and use variety of grammatical structures. Grammatical structure include: proper nouns, past tense, timeless present tense, technical terms associated with the theatre.

In other word it can be said that dramatic text is drama text or theatre text happens some communications between a person to another person with expression and acting. If the audience see the drama text or theatre text they will know about life. The story in the dramatic text can use fictive story and non fictive story.

* + - * 1. **Explanation**

An explanation tells “How or why something occurs. Explanation can be spoken or written”. With explanation text the writer tells each step of the process (the how) and to give reason (the why). Example of explanation text include: how something occurs, why something happened, why things are alike or different, and how to solve a problem. The structure of explanation text there are general statement, a series of paragraph, and concluding paragraph. Grammatical features of explanation there are technical language, words that show cause and effect, and use the timeless present tense.

In other words it can be said that explanation is spoken or written text to explain the reader about how something occur or why the something happened. This explanation text usually uses present tense simple.

* + - * 1. **Information**

An information report is “A piece of text that presents information about a subject” (Anderson, 1998:17). So it can be defined that the purpose of text type information report is to classify and or to describe using fact about parts, behaviour and qualities of the subject. Example of information text include: lectures, reference article, research assignment, and chapter in text books. Typical information report has opening statement introducing the subject. Each new paragraph describes one feature of the subject. An information report can also include a conclusion and signals the end of the report. Grammatical feature of an information report include technical language related to the subject, use the timeless present tense, use general noun, and technical linking verb.

In other word it can be said that information is a text to inform the reader about the something or a subject. The information text must new information to make the reader enthusiasms to read the information text. This grammatical text uses simple present tense, linking verb and general noun.

* + - * 1. **Response**

A response is “Text that gives a persons’ response (judgment, opinion, and reaction) to another text” (Anderson, 1998: 12). This text defines to describe the artistic work and provide a judgement about it. Example of response text include: book reviews, theatre reviews, movie reviews, television critic response, CD reviews, and art critics response. There are three steps in construction of the response, there are: introduction, description of the text, and judgement of the text. Grammatical features of the response uses present tense, adjectives to describe the text, and words that express the writes judgements and attitudes.

In other word it can be said that response text is the judgement, opinion and may be recommendation or reaction text are written by the writer after he/ she read other text.

* + - * 1. **Discussion**

Discussion text type is “Text gives for and against, the positive, and negative, or the good points and the bad points” (Anderson, 1998: 19). A discussion text can be spoken and written. The purpose of discussion text type is to present the audience different opinions on a topics and, at the end your opinion. Example of discussion text include: talkback radio, debates, currents affair interviews, and letters to the editors, essays, and newspaper articles. The structures of discussion there are an introductory paragraph, opinion or argument, and signalled by the conclusion. Discussion usually includes the following grammatical features: use of generic terms related to the topic, words that show a comparison or a contrast and words that link arguments.

In other word it can be said that discussion text is written or spoken text is like positive or negative arguments about something. If the reader wants to know detail how the structure discussion text he/she can read in newspaper article.

* + - * 1. **Exposition**

An exposition is “A piece of text that presents one side of issue” (Anderson, 1998: 22). The purpose of the exposition is to persuade the read to listeners by presenting one side of arguments. Example of exposition text include: advertisements, spoken arguments, editorial, and legal defences. An exposition text has three sections. They are: introducing author’s point of view, a series of argument, and conclusion. The grammatical features of exposition text are: words that express the author attitude (modality), emotive nouns and verbs, and adverbs to show a time sequence and link the arguments.

In other word it can be said that exposition text is text to persuade the listener or the reader and this text usually has three sections to introduces, to convince the audience and give conclusion that sums up the arguments and reinforces the author’s point of view. If the reader wants to know how exposition text he/ she can sees in advertisements, there are investigates a problem clearly.

* + - * 1. **Recount**

A recount is “A piece of text that retells past event, usually in the order in which they occurred” (Anderson, 1998: 24). The purpose of recount is to provide the audience with a description of which occurred and when it occurred. Example of recount text include: eyewitness accounts, newspaper reports, letters, conversations, television interviews, speeches. A recount text has three sections. The first paragraph is orientation gives ground information about *who, what, where* and *when*. Second paragraph retell the events and the last concluding paragraph, but concluding is not always necessary. The grammatical features are: proper noun, descriptive words, past tense to retells the events, and words that show the order of the events. If the writer or the students should use time signals and events clearly to make a recount

In other word it can be said that recount is a text with past tense simple to retell the events and use time signals and the events is clearly to provide the audience with a description when it occurred. The writer wants to tell a story about an experience in the last day so, the writer writes clearly what the writer is doing and where or when the experience occurred. It is very interesting text to the reader because in the text the reader feels as though joining into the writer’s experience.

* + - * 1. **Factual description**

A factual description is “Text to describe a particular person, place or thing” (Anderson, 1998: 26). Because ever read the book in English books and from explain from the teacher The purpose of factual description is to tell about the subject by describing its features without including personal opinions. Example of factual description text include: description of a particular building, description of a particular specific animal, describing of a particular place, and describing of a particular person. The structure of factual description they are general opening statement in the first paragraph, a series paragraph about the subject, and a concluding the paragraph. Grammatical features of factual description include verbs in the present tense, adjectives, topic sentence to begin paragraph and to organise the various aspect of the description.

In other word it can be said that factual description is the description text about a particular person place and things. For elementary school if the students want to understand a description text the students should know if the text investigates the description of something, and the students can try to make the description text so the students must know the shape the colour or the characteristic of the thing. Factual description text uses present tense simple and the text must gives the reader brief detail about when, where or what of the subject

* + - * 1. **Procedure**

A procedure is “A piece of text that tells the reader or listener how to do something” (Anderson, 1998: 28). The purpose of procedure is to provide instructions for making something, doing something or getting somewhere. Example procedure texts include: recipes, itineraries, instruction manuals, and directions. Procedure text has three sections; they are an introductory statement giving the aim or goal, the material is needed for completing the procedure, and a sequence of steps in the correct order. Grammatical of a procedure text include the following grammatical feature: they are sentence that begin with verb are stated a commands, time words, adverb, and precise terms and technical language. A good procedure text means that if the student read the reading text about how the steps or how the method to do something very clearly they have read and understand the procedure text.

In other word it can be said that procedure is the text to explain or tell the reader to know how the method to make something and it is followed by a list materials that will be needed to complete the procedure. For example, if the reader reads the text there are some steps and use word first, second, third, and so on the text can be said the procedure text and this text is very important for the reader because after reading the text, the reader has new knowledge how to make something.

* + - * 1. **Procedural recount**

A procedural recount is “The details, in sequential, order the steps that have been taken to achieve a goal” (Anderson, 1998: 30). The procedural has been completed. The procedural recount is written after the procedure has been completed. The purpose is to retell the steps that have lead to do something happening. Example of procedural recount text include: writing up a science experiment, show something was made, show something was fixed, show how one moved from A to B. The procedural recount scaffolds are as follow: an introductory statement telling what was achieved, material used to complete the procedure, and a sequence of steps in the order in which carried out. Grammatical features of procedural recount use verb in the past tense, time words and adverb to tell how the actions are carries out.

 In other word it can be said that procedural recount is the text retells the steps an experience happening. This text uses past text simple in write procedural recount and the writer must try to use a recount with procedural because this text is different from recount text the procedural recount may include explanation as to why each steps is necessary to conduct. So the students must know the procedure and the steps before.

* + - 1. **Reading Text**
				1. **Definition of Reading**

Reading is one of an effective method for vocabulary enrichment; it can be done by reading by newspaper, magazine, novel, short story or another reading. Anyone who wishes to increase his recognition vocabulary must do a good deal of reading. Students should conduct many activities like find new words in reading activities, it may enrich vocabulary mastery, specifically in the next term.

Reading is “Taught all day long, as children use different kinds of printed materials” (William, 1977: 29). During grade four, five, and six children will be taught to think as read. Training in thoughtful reading does begin in the primary grades. It is better to teach the child find information in libraries, in books, in chapter, on pages, and in paragraph, and the students will learn how to use the appropriate sources information.

It is also important to read a selected English text, it can be defined an activity to get information and hobby. A child’ present interests determine the kind of reading text he likes now. With time, growth, and guidance, his interests will widen, and his taste will improve.

In the learning English “Students need to learn what word means and how they are used” (Hamor, 1001:23). From that definition the teacher gives a text book to the students then ask the students to read based on their skill. At the firstly the teacher gives some help to find vocabulary then ask them to translate vocabulary and then the teacher gives free time to the student if they find the difficult word. It is very important too because, by finding themselves it is easier for to learn by heart the vocabulary, So the students vocabulary will increase.

The reading text that is suitable for young learner especially for the fourth grade students in elementary school are narrative text and description text and the funny story.

Enjoy the funny story!

Professor charter visited some friends on the other side of town. After a good dinner and game of cards, he said. “I am going to walk home now”.

But his hostess looked out of the window and said. “The weather is very bad. It’s cold, wet and windy. Please stay here tonight”. She when and made him a bad.

After a few minutes, she came back to the living room, but the professor was not there. She and her husband waited for half an hour, and then they went to bed. But then the professor knocked at the back door of the house. He was very wet. His host came to the door. “You are here!” he said happily. “Yes”, the professor answered. He smiled and said,” I went home and got my pajamas”.



*Taken from introductory stories for reproduction 1 :La Hill*

Enjoy the Funny story!

One day, the boys of Nasrudin’s village said to him. “You have a nice, fat sheep. Will you invite us to a party to eat with you?’’

Nasrudin didn’t want the boys to eat his sheep, so he said, “it is not fat enough yet.”

But have you not heart?’’ they said. “The word is going to end tomorrow, so the sheep will never get fat.”

Nasrudin was getting tired of this, so he said. “All right, boys we will have a picnic tomorrow, and eat the sheep.”

 So the next morning, they all when to the river, the boys took off their clothes and jumped into the water, and Nasrudin killed the sheep.

When the boys came out, their clothes were not there. “Where are our clothes, Nasrudin?” They asked.

Oh he answered, “I made the fire to cook the sheep with your clothes. You will not need them again. The world is going to end today, don’t you remember?’’

*Taken from Elementary stories for Reproduction step by step to speak English*

Afterwards, the students are asked to find the meaning of the reading text above. They can see the dictionary to look for the find the meaning of reading text. The students show their answers to the teacher by writing on the notebook. Her teacher will show the correct meaning and read it using correct pronunciation. Then the students repeat the teacher’s pronunciation and the meaning. By using this method the English vocabulary mastery will increase.

**E. Vocabulary Types**

**1. The Nature of Vocabulary**

Vocabulary is “The list of words and often phrases which are often used in a book, magazine or conversation” (Hornby and Gotenby, 1986: 1120). It is known that the nature of vocabulary just a list of word, list of meaning words. If students feel that vocabulary is important. Without the having enough vocabulary, the student do not understand the meaning of the text.

The vocabulary means from a list of meaning words and important to make sentence and paragraph now, vocabulary has an important role to master the language skills. The more quality and the quantity of mastery vocabulary, the more “a stronger master of vocabulary is language skills” (Tarigan, 1985: 2). By using the vocabularies the students become understand the meaning of reading text and the student must to understand with English language. It also describes that if the students understand what the meaning and message in reading text automatically the student’s English vocabulary increasingly.

1. **Definition of vocabulary**

Vocabulary is an important element in learning the target language. Learners have to know a lot of words if learners want to learn the target language well. By learning vocabulary learner can write, read, listen and speak in the target language easily. The basic teaching English is to use four language skills. In using language skills they need lots of vocabulary, because vocabulary has important’ role in language learning. Without having vocabulary it is impossible to make sentences to conduct communication.

1. **Vocabulary types**

There are two opinions;

According to (Harmer, 1911: 159) kinds of vocabulary are:

Active vocabulary

Active vocabulary is used in oral and written expression by the students. The words that this student understands well enough they use the words effectively in both speaking and writing. It is called active vocabulary.

* 1. Passive vocabulary

The words that he students recognize and understand in a context that helps them recall the word meaning is called passive vocabulary. The students usually apply passive vocabulary in listening and reading materials. They will find the meaning of the word when they read the words in a text to know the meaning of the unknown words on the text a specialized field such as biology or physics may well three types of vocabulary. They are:

* + 1. A core vocabulary it shares with all science and technologies.
		2. A specific vocabulary for it own branch of science.
		3. Even more specific vocabulary known primarily the three in a specific sub area.

From the explanation above it can be said that there are two kind of vocabulary, they are active vocabulary and passive vocabulary. Both of them often found in the life for example using oral and written expression it can be said active vocabulary and then if the reader of listener find the difficult vocabulary in the science text the he/ she finds in the dictionary it can be said the passive vocabulary.

According to Richard T. Vacca and Jo Anne, in their book content area reading page 316 there are three types of vocabulary.

* + - * 1. The first type, general vocabulary, consists of everyday words with widely acknowledged meaning in common usage.
				2. The second, specials vocabulary is made up of words everyday vocabulary that takes on specialized meaning in particular content area.
				3. The third type technical vocabulary consists of words that are used only in particular area.

From the definition above, it can be said that vocabulary is divided into three types. They are the first type, the second type and the third type. The first type is general vocabulary that often by the people in communication to the other, the second type is special vocabulary used by the people in particular area, and the third type is technical vocabulary special used only in the particular area in the other place the speaker or the writer does not use this vocabulary.

According to Gattegno (Richard and Rodges, 1986: 101) vocabulary as a central dimension of language learning and the choice vocabulary are crucial. He is distinguishes between several classes of vocabulary items. They are:

* 1. The Semi luxury vocabulary is vocabulary consists of expressions common in the daily life of the target language cultural. This refers to food, clothing, travel, family and so on.
	2. “Luxury vocabulary is used in communicating more specialized ideas such as political and philosophical opinion” (Richard and Rodges, 1986: 101).

From the definition above it can be said that kind of vocabulary divided into two types they are semi luxury vocabulary and luxury vocabulary. Both of kind is very important, the words to common expression can be said semi luxury and the political or philosophical words can be classified into luxury vocabulary. In the reading text the reader often finds kind vocabulary like this.

**F. Part of Speech**

1. Noun

Noun is a word that names a person, animal, place or thing and abstract idea. There are many kinds of nouns to be taught at elementary school. They are very simple occurring in the students surroundings, in and out the classroom, such as the following example:

* + - * 1. Countable Noun

A countable noun is a noun with both a singular and plural form, and it names anything that learners can count For examples: a dress, a trouser, a Tai, a jacket, a skirt, a book, a table, a cat, a dog, a father, a mother, a family etc.

* + - * 1. Uncountable Noun

An uncountable noun is a noun which does not have a plural form, and refers to something that learners could not (or would) not usually count. Which one the uncountable noun is? Liquid things and gas as the world include in this category. In the first place the things that they have measurement as like litters, bottle, meters, kilo etc. For examples: water, sugar, milk, air, sand, coffee, tea, wine, rice, chalk, furniture, and cheese.etc.

1. Adjective

An adjective is a word whose main syntactic role is to modify a noun of pronoun, giving more information about the noun or pronoun’s referent. There are many kinds of adjective to be taught in the elementary school. They are:

* + - * 1. Descriptive Adjective

Descriptive adjective is an adjective that ascribes to its noun the value of an attribute of noun (Arsyad, 1983: 23). For examples: diligent, clever, new, lazy, good, long, fresh, strong, etc.

* + - * 1. Quantitative Adjective

Quantitative adjective is a word that shows the quantity of the countable or uncountable things or mass, such as: little, some, any, all, much, enough, etc.

* + - * 1. Numeral Adjective

Numeral adjective is a symbol or mark used to represent a number. They are divided into two parts:

* Cardinal number : one, two, three, four, etc.
* Ordinal number : first, second, third, fourth, etc.
	+ - * 1. Distributive Adjective

Distributive adjective is the adjective that shows one of the things quantities, such as: every, each, etc.

If the teacher introduces vocabulary to the students using suitable method to the students so the students are easy to know the meaning of vocabulary and then the student can difference the types of vocabulary. It will be easier to conduct the communication, if they reading text so the students do not feel difficult to using English text.

**G. English Song and Reading Text to Vocabulary Mastery**

The vocabulary mastery should be developed and planned in the teaching program. Some techniques of presenting new word can be applied effectively using pictures, game, scrambled letters, songs, card, reading text etc. “The teacher should choose the most suitable method to make for teaching learning process run well” (Richard and Rodger, 1986: 15). Method is an overall plan for the orderly presentation a language material, no part which contradicts, and of which is based upon the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. We know that reading is one of basic skills in English since the reading has been the main objective on teaching English. In our country however a lot of people have trouble with reading. Why? Because, “Reading is the skill focuses are on understanding the text. The Readings vary in length from 700 to 1,500 words” Zukowski, (2002). We must practice if we want to be a good at it. By reading often such as reading a good book, the students not only get much information but also meet some new words. The students who has the desire to learn through reading he will discover the technique of increasing his vocabulary reading has long been seen as a main for source of vocabulary.

If the students want to understand what the mean English song they also can listen to English song and then write what they hear in the cassette after that look for the meaning in dictionary. So, the vocabulary will add by them. Like that, If wand to understand what the meaning of reading text they must write difficult word on the paper and then look for in the dictionary. So, the student’s vocabulary will be increase and if onetime they found that same vocabulary, it memories.

In this research the writer uses English song and reading English text to develop new words for the young children. It means that using English song and reading English text, the teacher hopes; the students can get new advantages in term of remembering of new vocabulary. The teacher believes that most of the students are able to remember such vocabulary presented through the English song. Most children love song. Song and chants are one aspect of English class that most children learn with genuine feeling and take home with them. They keep them in their heads, sing them after class, and hum them on the way home. And sing them at home. The uses of reading text also can help students to develop their new vocabularies too. Because in the reading text there are new difficult vocabularies that most of the students don’t know meaning are, so, the student are motivated to open dictionary in order to know what the meaning of word so the student’s vocabularies automatically will increase.