

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is aimed at giving a brief discussion on what is related to the focus of this study. In this chapter the researcher tries to give a clear explanation of the theoretical framework which covers the definition of vocabulary (a), the types of vocabulary (b), teaching and learning of vocabulary (c), the technique of teaching vocabulary (d), the media (e), the song (f), previous study (g).

A. The Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has a role, which parallels with phonology and grammar to help the learner master four language skills.

Vocabulary is one component of language besides grammar. Nunan (1999:101) states that vocabulary is more than lists of language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into grammatical words, such as prepositions, articles, adverbs, and so on.

Vocabulary can be defined, roughly, as the words we teach in the foreign language (Ur, 1991:60). Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their

potential and may be discouraged from making use of language learning opportunities around them.

The students who want to learn a target language, have to learn one of the components of language. Richard (2001:4) states that vocabulary is one of the most components of language and one of the first things applied linguists turned their attention to. It means that the vocabulary is key of language, because without vocabulary can not convey. So, the vocabulary is very important part of the language.

Vocabulary is important part to build of the words. Without vocabulary, there is no language to be said or nothing. Therefore, according to Milton (2009:3) states vocabulary is not an optional or unimportant part of a foreign language. Still less is it an aspect of knowledge that can be disposed of without much effect on the language being learned. Words are the building blocks of language and without them there is no language.

B. Types of Vocabulary

Vocabulary has many classifications in its types. These classifications can make us easy when we will learn English especially about vocabulary. According to Nation (2001:11) there are four types of vocabulary. They are high-frequency words, academic words, technical words, and low-frequency words. High-frequency words is a small of high-frequency words which are very important because these words cover a very large proportion of the

running words in spoken and written text and occur in all kinds of uses of the language.

Academic words is from academic textbook and contains many words that are common in different kinds of academic text : policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

Technical words contain some words that are very closely related to the topic and subject of the text. These words include indigenous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but no so common elsewhere. As soon as we see them we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

While low-frequency words included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5 % of the words in an academic text. There are thousands of them in the language by far the biggest group of words. They consists of the technical words for other subjects areas, proper nouns, word that almost got the high- frequency list and words that we rarely meet in our use in the language.

Meanwhile, according to Murcia and Olshtain (2000:82), the types of vocabulary are (a) a core vocabulary it shares with all sciences and technologies (b) a specific vocabulary for its own branch of science (c) even more specific vocabulary known primarily to those in a specific sub area.

C. Teaching and Learning Vocabulary

Vocabulary teaching and learning are often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbooks and language programs. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary. The status of vocabulary now seems to be changing (Richard, 2002: 255).

“In some years ago, students were learning words for familiar objects such as words in the mother tongue. Quite probably, each word came to the child’s attention as part of an experience that had special importance for him. Perhaps the words for window and door were learned when he heard an adult said (in the home language). “Grandma’s gone, but we’ll go to the window and wave goodbye, and “Daddy’s here! Let’s go to door and let him in. “Of course we don’t know what really occurred on the day when the child learned those words in his own language, but one thing is sure. We do know what he was told, for example,” here are some words to learn you will need someday. The first word is window. Window means.....” Yet that is how vocabulary is often presented in language class”.

To think about vocabulary in this way, there are five facts that must be considered:

1. Foreign words for familiar objects and persons are important to teach, but we cannot expect most members of the class to learn them easily.
 2. Teaching such words will require special skills because students often feel their native-language words for familiar objects and persons are all they really need.
 3. Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not for communication outside the language calls.
 4. When a student feels no real need to learn something, a feeling of need must be created by the teacher.
 5. To create in students' minds a sense of personal need for a foreign language word. It is not enough to say, "Here is a word to learn." Here is what the word means." The word will be useful to you someday."
- (Allen, 1983:9)

Teachers should teach foreign words for familiar objects and persons, but not all the students learn new vocabulary easily. In classes where one language is not mastered by all the students, the teacher needs particular skill like creating motivation and good environment to conduct enjoyable activities that later on they will need to use these words to communicate and get the words that they need.

D. The Techniques of Teaching Vocabulary

Teaching techniques is important in teaching learning process not only determined by teacher and students' competence but also by using appropriate technique. Many students consider learning vocabulary is a boring activity, so teacher should keep looking for way to make learning vocabulary easier and more pleasant.

Many people said that teaching English to young learners is full of fun (Suyanto, 2010:87). It is really fun and enjoyable if the teacher masters many kinds of methods in teaching and learning process by using books that are in the class. Although, the teacher also need special skills to choose and apply methods in teaching in order the students are interested in teaching and learning process.

Therefore, beside the teachers have English ability that are sufficient, the teacher need to master the various of methods in teaching and learning English in order teaching and learning process is not bored for the students (Suyanto, 2010:88). In presenting materials for the students need ways or techniques that are various and interesting because if the teacher used interesting method will make the students enjoyable.

Teaching technique are very helpful for teacher. It is the teachers' task to use appropriate technique of vocabulary teaching. According to Suyanto (2010:88) there are some techniques that can be used in teaching vocabulary for EYL :

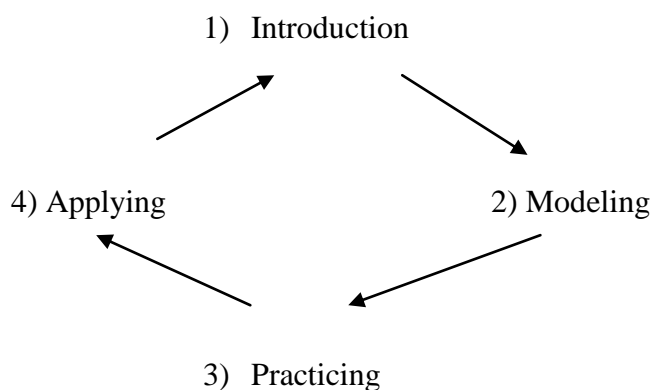
1. Listen and repeat, teacher says something and the students only listen. Then the teacher says again and asks them to repeat what the teacher says.
2. Listen and do, the teacher says something and the students listen carefully. Then the students do what the teacher says. The students respond it by doing what their teacher says.
3. Question and answer, the teacher starts to ask something and give the sample of the answer. Then the students imitate. After that the teacher asks something and the students answer the question. Before answering the question, the students must listen and understand about the questions.
4. Substitution, the teacher loose one part of the sentences and asks the students to substitute with other similar word.
5. Draw and color, the teacher gives the picture appropriate what the students like or what the students have. The picture should be appropriate with contexts or facts that are in the real life. This technique is suitable can be added with drawing and coloring activity after the students know words, nouns, and colors such as rabbit, carrot, and green.
6. Listen and identify, in this activity the teacher gives two similar sounds by using interesting way. For example by using “minimal pair” for vowel and some consonants.

7. See differences, this technique practice the students to do observation and find the similarity and differences two objects of pictures. This activity practice carefulness and it is enjoyable activity for the students in elementary school.
8. In pair, this activity is done by the students in pair or two students to practice students in interaction and communication. This activity will make the students to interact, study and appreciate someone's opinion.
9. Group discussion, the teacher gives the problem to the group and then the group discuss about it. It helps the students to be more active.
10. Cooperative learning, every student learns together. They must work together to give reports or tasks that are given by the teacher.
11. Questioning and inquiry, questioning is done by the teacher to support, guide and asses student's ability in thinking. Questioning is also done to get information when the students do the activity that basis inquiry. Inquiry activity is begun by observation activity, ask and then analyze and finally make conclusion. These activities can be done individually or in group.
12. Modeling and demonstration are the strategy to give example to the students about how they do, learn and make something.
13. Concept mapping, this activity is used to lead the students hook some concepts or things that are known with other concept. The teacher can use it to connect new with known thing.

14. Brainstorming is technique that can be used to make students active. If the teachers ask all of the students in the class to mention examples as much as possible in short time called by brainstorming. In this case, the students usually are braver to propose opinions because of the teacher will not say wrong.

15. Outdoor activity, this technique enriches the students' vocabulary because they will find something new not taught by their teacher in the class.

According to Suyanto (2010:48) teaching vocabulary can be done through 4 steps :



- 1) Introducing → the teacher introduces the new vocabulary clearly and good pronunciation, using the picture or real objects.
- 2) Modeling → the teacher acts as model to give the example.
- 3) Practicing → the teacher practice the students to repeat.
- 4) Applying → the students applying in the appropriate situation

E. The Media

1. The Definition of Media

Media as teaching are needed to help the students. According to Asnawir (2002:11) states that media is to distribute message and it can stimulate mind, feeling and filling of students in order to support occurred the teaching process. The using of media creatively can make students better to study and it can improve student's performance in the teaching process.

Meanwhile Romizaki (in Kasihani K.E Suyanto, 2010:100) media is any extension of man which allows him to affect other people who are not in face to face with him. Thus, communication media include letters, television, film, radio, printed matter and telephone.

2. Kinds of Media

Media is used by teacher to transfer the material to the students. It must be interest and interactive for the students. Suyanto (2010:102) states there are three classifications of media, as follows:

a. Visual media

Visual media is a media can be watched or can be touched, for examples: picture, real object, map, miniature, and realia.

b. Audio media

Audio media is also called by listen media, usually it is used to listen and to understand the passages. The characteristic for this

media is that show one way communication. For examples: radio, cassette recorder, and tape recorder.

c. Audio visual media

Audio visual media is media can be watched and can be listened.

The examples: TV and film.

3. Advantages of Media

Media is tool to support learning and teaching process. According to Suyanto (2010:101) there are some advantages of media, such us;

- a. It helps to simplify learning process.
- b. It builds student's motivation in learning and teaching process.
- c. It helps the students to make clearly about the lesson.
- d. It makes the learning and teaching process more interesting and interactive.

Sudjana and Rivai (2005: 2) state that those are some advantages of using media in the process of learning. They are follows:

- a. To improve understanding sympathy among students in the class.
- b. The result changes of student behavior significantly.
- c. To show the relationship between the material and the interest by showing student learning motivation.
- d. To give freshness and variation to students learning experience.

F. Song

1. Definition of Song

Song is an interesting media that offers the high imagination. The lyric of songs usually are easy to be understood. It gives motivation and makes the relation between the teacher and students closer. And the relation will make the students have bravery to ask the teacher about everything including new vocabularies in song that they learn.

The other definition “Song is one series of intoned word with rhythm and particular tone” (Suyanto, 2010 : 113), it makes students feel that certain words are important and necessary. From, this statement the researcher knows that without words, the object of the song cannot be achieved. It means that in teaching of song, the students must master many vocabularies. It is important for the students to master many vocabularies to do assignment from teacher easily and the students can translate English well and can answer questions from the teacher.

2. Types of Song

In our daily life, we are surrounded by songs. A song is like a magic that can hypnotize us, therefore, when we hear the songs we could be brought into the songs. According Suyanto (2010:113) there are some types of songs as follows:

a. 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 they are on the way or when the heart situation is bored.

b. Songs 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 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, songs usually have some criteria as like :

- a. Songs use words, phrases, and sentences with specific themes.
- b. The songs discuss language structures.
- c. They are contextual song.
- d. The song can be acted by using gesture.
- e. They are popular songs.
- f. The songs are sung happily and quick intonation.

3. Selection of the Song

When the teacher will apply songs in her / his teaching learning process, she /he should know what kind of song she would bring into

the class. This is the problem if the teacher wants to use songs to her class. Harmer (2002: 243) suggests two ways to solve the problem about the way in selecting the songs to be brought into the class: the first is to have students bring their own favorite songs to class. If they do this however, the teacher may want to have time (a day or two) to listen to the song and try to understand the lyrics, the second way is to use older songs, to ask students whether they still have merit, whether they like them, despite their antiquity. Teachers then can choose songs, which they like and appropriate to the topic and subject matter.

4. Procedure in Applying the Song

To apply songs in the classroom, the teacher should also plan application sequence of the songs. In applying songs, the researcher offers two procedures suggested by Ur and Wright and Haycraft.

1. The procedure suggested by Ur and Wright (1993 : 77-78) as follows:
 - a. Preparation: select a tape recording of a song so that you can sing it. Prepare an overhead transparency (or a poster/ hand out) of the words of the song.
 - b. Procedure: first, play the song on a tape or sing it to yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.

2. The procedure suggested by Haycraft (1983 : 93), he suggested some variations using songs recorded on tape as follows:

- a. Play the tape as many times as necessary and ask questions.
- b. Get the class to use line by following the tape.
- c. Divide up the class and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solos. Bring out a student to conduct different combination until the song is familiar.
- d. Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down.

According theory above the researcher doing the procedure as follows :

- a. The teacher selects a song which is appropriate with the material.
- b. The teacher prepares some lyric songs.
- c. The teacher plays the song twice and the students listen the song carefully.
- d. The teacher asks the students to analyze form of verb.
- e. The teacher gives the lyric song and corrects the students' answer.
- f. The students sing together while the song is playing.

G. Previous Study

The previous study that used by the researcher are:

A thesis by Masning Zahro', student number 063411050, English Department of Tarbiyah Faculty Walisongo State Institute for Islamic Studies Semarang 2010. The title is *The Use of Song Lyric to Improve Students' Vocabulary of Verb*. She was using song lyrics as teaching medium to help her in teaching learning process. She chooses two classes to be result. One class as a control class and one class as experimental class. For the experimental group, she used song lyrics and other class she did not song lyrics. And the result was significant. There is significance difference in score of vocabulary of verb test achieved by the students after they have been taught using song lyrics. She founded the statistical analysis that t-test score was higher than the t-table ($1.855 > 1.68$). It was meant that H_a was accepted while H_o was rejected. Song lyrics were effective media in improving students' vocabulary of verb. Song that used in this study can motivate the students to learn more about vocabulary. The differences between this research and the researcher in research design. She used was an experimental design whereas the researcher used was pre-experimental design. The average score of experimental group (the students who were taught by using song lyrics) was 49.20 for the pre test and 51.00 for the post test, the average score of control group (the students who were not taught by using song lyrics) was 56,80 for the pre test and 63.60 for the post test, whereas the average from this research was 65.42 for pretest and

77.42 for post test. The result of research from researcher is t-test score was higher than the t-table ($7.440 > 2.019$). It means that song is effective toward students' vocabulary mastery. Besides that, this research was conducted with eighth grade students of Mts Uswatun Hasanah Mangkang in academic year 2009/2010 and the researcher do the research with eighth grade of MTsN Tunggangri in academic year 2015/2016.

A thesis by Henny Ratnasari, student number 2201903005, Languages and Arts Faculty Semarang State University 2007. The title is *Songs to Improve the Students' Achievement in Pronouncing English Words*. The objective of her study is to describe how songs influence the students' achievement in pronouncing English words. Her subjects of her study were 30 students of year seventh of MTs ANNUR in the academic year 2006/2007. There is a significance difference of the students' achievement. This improvement is caused by the students' interest of the songs used in her research. The differences between this research and the researcher in specification of students' achievement, she did the research to know songs can improve the students' achievement in pronouncing English words or not whereas the researcher do the research to know whether or not song to improve students vocabulary mastery. Besides that, this research was conducted with seventh of MTs ANNUR in academic year 2006/2007 and the researcher did the research with eighth grade of MTsN Tunggangri in academic year 2015/2016.