

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the review related literature. It is discussed definition of vocabulary, important of vocabulary, how to helps learners with vocabulary, teaching vocabulary, ideas for vocabulary activities, meaning of song and its general function.

A. The Definition of Vocabulary

According to the English Oxford dictionary, vocabulary is all the words that a person knows or uses¹. So, everything that the people says or know is vocabulary. Vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his/her ides in both oral and written form. When they do not know how to enrich their vocabulary, for example they often gradually lose interest in learning².

According to Thomas, "vocabulary is the focus of language. It is in word that sound and meaning interlock to allow us to communicate with one another, and it is word that we arrange together to make sentences, conversations, and discourse of all kinds."³ Besides, Evelyn Hatch and Chery Brown give their ideas about the definition of vocabulary. According to them,vocabulary refers to a list or set of words that everyone uses for a particular language or list or set of words that everyone uses for a particular

¹Oxford Advanced Learners Dictionary, 1995

²Endang Fauziati. *Teaching of English as a foreign language (TEFL)*. (Surabaya: Muhammadiyah University press 2005), 155

³Thomas Pyles and John Algeo.*English an Introduction to Language*. (New York:Harcourt Brace Jovanovich,INC. 1968),p.96.

language or a list or set of words that individual speakers of language might use.⁴

Based on the definition above, it can be stated that vocabulary is a list of words or stock of words used by person in language containing meaning, and the usage that she can find in the dictionary or specialized glossary.

B. The Importance of Vocabulary

Vocabulary is very important thing because it can listing of the words used in some enterprise, a language user's knowledge of words and system of techniques or symbols serving as a means of expression, also a set words they are familiar with in a language.

Vocabulary is the basic in learning English. Actually reading increase our vocabulary knowledges. Text introduces us to know new words, and in many cases, we can deduce their meanings from the written context. Presumably, we remember some of these new meaning associations, especially if we continue to read and meet the new items in context again. It seems reasonable to assume that this beneficial by-product of reading is also available to learners reading in second language. It informed that the most complex thing of English is vocabulary. So, vocabulary is a vital aspect in language, because it appears in every skill of language listening, reading, speaking, and writing skill. Many people realize that they have difficulties in expressing their idea.

⁴Evelyn Hatch and Cheryl Brown. *Vocabulary, Semantics, and Language Education*. (Cambridge: Cambridge University Press, 1995), p.1

Mastering vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learning English or a certain language should know the words. The mastery of vocabulary can support them in speaking when they definite English. If they do not know the meaning of words, they will not be able to speak, write and translate anything English. The students can be said gaining progress in English the mastery of vocabulary. More advanced students are motivated to add to their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions.⁵

From the explanation above, the researcher takes the conculasion that vocabulary has important role of the learning English. Without vocabulary, we can not know everything about English. If we went to read about English absolutely needs vocabulary even we want to write about English also needs better vocabulary. So vocabulary holds the most important role in learning English.

C. How to Help Learners with Vocabulary

There are some ways to help learners with vocabulary, they are:⁶

1. Introducing and Explaining Vocabulary

Vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. You can also use pictures, mime, and realia (real object) to

⁵Roger Gower, Diane Philips, Steve Walters. *Teaching Practice* (Thailand: Macmillan Education, 1995), 142

⁶Jill Hadfield, Charles Hadfield. *Introduction to Teaching English* (New York: Oxford University Press, 2008), 47

introduce and explain the meaning of simple concrete nouns like apple or verbs like swim. With more abstract words you can explain meaning with:

- a) A definition : poverty means you have very little money.
- b) An example : furniture beds, tables, and chairs are all furniture
- c) A synonym : spiteful means cruel, unkind
- d) An antonym : spiteful is the opposite of kind
- e) Related words : tinkle and clatter are both noises
- f) Translation : sometimes this is the quickest way to explain, but be careful-the translation might not be the exact meaning of the word.

2. Helping Learners Record New Words

Learners need to develop study skill such as:

1. Recording new words

It will help learners if they can record their new word in vocabulary notebook or on small cards. Learners can record the meaning as a translation, or with a definition in English.

2. Organizing new words in lexical sets or word field

It will help learners if their words are recorded in groups of words related by topic.

3. Helping Learners remember new words

Simply recording words is not enough. Learners need to spend time memorizing new vocabulary. They do this by themselves out of class, but you can also give them help with memorization, through repetition and personalization.

4. Helping learners use new words

Once learners have had time to absorb the new vocabulary they can begin to use it communicatively. Words cannot be used in isolation: they have to be used in combination with other language.

5. Recycling vocabulary

Remembering words is a long process even if learners can remember and use new words by the end of lesson, they may have forgotten them a week later. You will need to revise and recycle the new vocabulary to make sure they retain it.

D. Teaching Vocabulary

It is important that students should be encouraged to take responsibility for their own acquisition and learning of vocabulary and it is usually easier for them to be independent in their learning grammar or pronunciation.

Ways the teacher can foster this independence both in and out of the classroom include:⁷

1. Encouraging strategies for dealing with unfamiliar vocabulary in text

An important aspect of the skill of listening and reading is to be able with unfamiliar vocabulary. This becomes increasingly important as students become more proficient in the language and 'acquire' a lot of new vocabulary from authentic text.

There are a number of ways in which teacher can help students to develop the necessary strategies. Students need practice in deciding which

⁷Roger Gower, Diane Philips, Steve Walters. *Teaching Practice* (Thailand: Macmillan Education, 1995), 150-152

words are crucial to the overall understanding of the text and which they can ignore. For example, you can provide a reading text which contains a number of words which will almost certainly be unknown to most of the students and ask them to choose three or four words which they most want to know the meaning of. They can do this individually and then compare their lists in pairs or groups. The process of selection and deciding on a priority will force the students to examine which words they need to understand.

2. Developing reference skills

If they meet words or expressions which they cannot deduce from the word itself or from the context, or if they want to check that their guesses were correct, students need to be able to use dictionaries quickly and effectively. Activities which improve the students reference skills can be very helpful in improving their ability to deal with new vocabulary.

3. Encouraging the use of vocabulary records

You can demonstrate and discuss ways in which students can keep their own vocabulary records. For example:

- a) Putting the words in groups according to topic-one page per topic;
- b) Putting the new words in sentence
- c) Writing a dictionary definition or a translation next to the new word;
- d) Using colour, symbols and pictures to distinguish categories of words
- e) Putting the words and expressions on one topic in a 'spider gram' to which new words can be added:

4. Demonstrating and discussing ways of memorizing vocabulary

You can encourage the students to find ways of 'learning' vocabulary. For example:

- a) Recording words and expressions on tape and listening to them on a personal stereo or in the car.
- b) Keeping a small box containing cards with the English word on one side of a piece of card and the translation on the other (the learners can test him or herself and when the words is memorized the card is taken out of the box):
- c) Sticking up words around a mirror or on the wall above the desk in the student's own room

5. Giving choice

Different students often choose to note and remember different vocabulary items, depending on their interests and needs, and when you revise vocabulary you will probably find quite a variation in what individual students have remembered.

6. Helping learners to design their own revision plan for reviewing and learning vocabulary

This is particularly useful if they are using a course book which contains list of words to learn. You can help the students by notifying them in advance of any test you plan to give.

E. Ideas for Vocabulary Activities

There are two kinds of ideas for vocabulary activities in order both to help learners in class that are brainstorming round idea and identifying words we know.

1. Brainstorming round an idea

This activity is mainly for revising words the class already knows, but new ones may be introduced by the teacher or the students. Although there are no sentences or paragraphs, the circle of associated is in itself a meaningful context for the learning of new vocabulary. The focus is on the meaning of isolated items.

This kind of associated exercise is useful when introducing a poem or other literature: a key concept can be placed in the center, and the brainstorm used as a 'warm-up' to the theme, as well as a framework for the introduction of the new vocabulary.

2. Identifying words we know

As an introduction to the vocabulary of a new reading passage, the students are given the new text, and asked to underline, or mark with fluorescent pens, all the words they know. They then get together in pairs or trees to compare: a student who knows something not known to their friends teacher it to them, so that they can mark it in on their texts. Then they try guess the meaning of the remaining unmarked items.

F. Song and Its General Function

Songs play an important role in human life. It is inseparable to any elements of people from children to adults. They like listening and singing songs whenever and wherever they want to. As Gugliemio in *Reasons for Using Songs in the ESL/EFL Classroom* by Kevin Schoepp stated, "adults sing at religious services, bars, in the shower, and listening to the car radio."⁸

Meanwhile, Kevin said that "Songs have become an integral part of our language experience, and if used in coordination with language lesson they can be great value."⁹ It is then concluded that songs can be useful as medium of learning language if they are used appropriately. It is because songs create an enjoyable and non-threatening situation in classroom. They can also break the class routine which might be boring for students. As Lo and Li stated in the internet TESL journal, they stated that songs could provide a break from classroom routine and that learning English through songs could also develop a non-threatening classroom atmosphere in which the four language skills can be enhanced. Thus, by providing fun situation in the classroom, students can retrieve the materials easily.¹⁰

1. Meaning of song

There are some definitions of song that can be found through some references.

⁸Kevin Schoepp, *Reasons for Using Songs in the ESL/EFL Classroom*, 2001, Retrieved from <http://iteslj.org/Articles/Schoepp-Songs.html> on Mei24, 2017 at 09.25 p.m.

⁹Ibid

¹⁰MohamadJafreZainalAbidin, et. Al, *Theory and Practie in Language Studies*, Vol. I,2011, p. 1490.

According to Yukiko Song is rhythmic and melodic content, and represent forms of communication in a linguistics sense¹¹

In addition, John stated that Songs may be employed to enhance the listening skill, improve pronunciation, acquire vocabulary, provide example of grammatical structures, practice reading and writing, and sensitize the students to cultural facets.¹²

Beside that, Winter stated that Songs often set words to musical melodies and make use of language features, such as rhyme, repetition and alliteration, to communicate a thought, feeling or story.¹³

Furthermore some experts defined as stated in Winter as Cruz-Cruz and Lake defined that Songs can help stimulate memory and learning. Allan also discovered that song vocals served as an effective stimulus for attention and memory. Using songs with lyrics (versus only instrumentals) resulted in greater brand recall.¹⁴

Resuming all the definition above song is a piece of music that consist of words and people can sing it anyway, anytime and it can be part of expression of feeling which can help stimulate memory and learning.

2. Kinds of song

For the purposes of the average secondary classroom it is probably sufficient two established two principal categories of song, they are:

¹¹Yukiko, S. Jolly, *The Modern Language Journal*, Vol. 59, 1975, p. 11.

¹²John, M. Purcell, *Hispania*, Vol. 75, 1992, p. 192

¹³Nicole D. Winter. *Sing, Sing a Song: How using songs affect productive vocabulary*, 2010.p.15

¹⁴ibid

a. Folk Songs

Folk songs are defined as traditional songs that have emerged from the culture and continue to be sung generation after generation, often to mark special occasions such as birthdays or holidays. They are what Griffin defined as stated in Purcell as, “musical expression of deep culture”.¹⁵

b. Popular Songs

Popular songs are songs that have been written to disseminate popularly, either through a musical score, live performance, or recorded.¹⁶

For classroom purposes, both folk and popular songs can be used as a medium for teaching learning process. The folk songs expressed musical that represent a way of life and traditions. While popular songs demonstrate melodies with the large segments of culture. Both of songs have been part of culture for long enough time.

3. Techniques of teaching vocabulary through song

Music or Song is modern trend society. Most of students want to learn English in different style. They like to learn with fun activity such as singing and listening to music. Songs are already very familiar to students. By using English songs as a medium in learning English they can increase their knowledge especially in vocabulary. These songs provide the

¹⁵John, M. Purcell, *Hispenia*, Vol. 75, 1992, p. 194

¹⁶ibid

material of English that they want to understand. They can sing that songs and also understand what the songs tell about.

There are two reasons of suggesting music or songs as media in language instruction. The first is, it is an idiom familiar to a broad span of young learnerin both academic and non academic setting.

The second reason that music or songs represent quite a different in life than do the other mass media is that the learning of song pushes to the top of priority list. One can utilize songs as presentation contexts, as reinforcement material as vehicles through which to teach all of the language skills and as a medium through pervade and modern life.¹⁷

Several techniques for presenting songs in the class:¹⁸

a. Choosing the songs

Before introducing the song in class, it is hoped to fulfill thecriteria to choose the songs such as:

- 1) Songs should be popular with the students whenever possible
- 2) Songs should be clear and understandable
- 3) Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided.

¹⁷FraidaDubin, English Forum Vol. XII, 1974,p.1-2

¹⁸Larry M. Lynch, *Using Popular Songs to Improve Language Listening*

b. Presenting songs in the class

Whittaker and Gatti have developed techniques that have worked well for them in teaching the songs in the class.¹⁹ According to Whittaker there are four basic steps in presenting the songs in the class:

- 1) The teacher plays the songs while the students look at the words silently.
- 2) The students repeat the words without singing them.
- 3) The teachers points of vocabulary, idioms, grammar items, and gives pronunciation clues.
- 4) The teacher plays the song again, letting the students join in when they feel confident enough about singing alone.²⁰

Furthermore Gatti Taylor devoted to learning songs over four days with several minutes each meeting:

- 1) The first day the students listen to the song without lyrics to grasp as much as they can. Students may list vocabulary they know, or advise them to make own summarize about the lyrics.
- 2) On the second day, the teacher distributes the lyrics and a worksheet for students' reaction to vocabulary, grammar, and the meaning of the lyrics. The students hear the song again or maybe asked them to fill in the blank exercise.

¹⁹John, M. Purcell, *Hispania*, Vol. 75, 1992, p. 195

²⁰Ibid

3) The third day, the teacher sings with the students.

4) The fourth day, the students nearly memorize.²¹

Based on the steps in presenting the songs, the writer believes that teaching vocabulary can be implemented by using songs, because songs provide entertainment as well as insight into language skills. By choosing appropriate songs for the lesson and presenting the songs effectively can help students to enrich their vocabulary. In this case, the writer plans to combine both of the techniques above because it is more effective. Therefore, the writer believes that songs can be implemented in some activities based on the Indonesian students' need.

4. Advantage and the effectiveness of teaching vocabulary through song

Music is a source of motivation, interest, and enjoyment, it is easier to imitate and remember language than words which are just spoken. Songs contain words and expressions of high frequency and offer repetition. Nothing can be as effective as music in learner language class. It has been said that learners have a natural taste for music and because of that English teachers around the world use such enjoyable and supportive means for children to improve language learning and acquisition.²²

Music is an essential part of language learning. Young learners really enjoy learning and singing songs, and older learners find working with current or well-known pop songs highly motivating.²³

²¹Ibid, p. 196.

²²Shaheen Ara, *Use of songs, Rhymes and games in teaching learning*, The Dhaka University Journal of Linguistics: Vol.2.p.168

²³Sarah Phillips, *Young Learners*, (Oxford University Press: 1993),p.94

Song and music in general to affect our emotion; people can move to tears, smiling, and other strong emotions after hearing the song whenever and wherever they do.

From the reasons above it can be seen that song has many advantages in teaching learning process, those are:

- a) Songs or music can be used to relax and provide students' enjoyable in the classroom atmosphere
- b) Songs have much related to students' interest
- c) Songs and music as supplements: can be used to supplement a textbook or can serve as the text itself
- d) Songs are especially good at introducing vocabulary because it provides a meaningful context for the vocabulary

In the use of song in classroom activities, the writer use laptop and speaker as the aid of learning process. When the students feeling relax in teaching learning process, it makes them easy to memorize the new words. It is hoped song can be an effective medium and students can receive the material well.