

CHAPTER II

THEORETICAL REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is the basic of language. It is not less important than grammar and phonology. It appears in every language skill, whether it is listening, speaking, reading or writing. Wilkin (1972:111) states that "the fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

Vocabulary is an important part of English. If you make a grammar mistake, it may be wrong but people will understand it anyway, but if they do not know the exact word that they need, they cannot built a communication. Good communication means having a big vocabulary.

Napa, (1991:6) said that vocabulary is one of the component of the language and that no language exists without words. Words are signs or symbol for ideas. The more words we learn, the more ideas we will have. So we can communicate the ideas more effectively.

Rivers (1983: 125) in Nunan (1991: 117) has also argued that the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary we will be unable to understand the structures and functions we may have learnt for comprehensible communication.

The vocabulary can be developed naturally by following the growth of experience and progress in education. The teacher can stimulate the learner's progress by giving the suitable materials and continuing guidance.

2. Problem of English Vocabulary

The core failure of mastering a foreign language is mainly determined by the limited stock of words, which will build up the meaning of spoken or written form. According to Francis (1958:78) there are some problems in learning vocabulary items such as; pronunciation, spelling, memorizing and using words in sentences and in oral communication.

a. Pronunciation Problem

Many students want to be able to speak English well with understandable pronunciation, so that they can communicate without a hindrance because a good pronunciation made the receiver easily to understand.

The following are aspects, which cause problems in pronunciation similar sound in the two languages, which have different variants, sequences of sound in one word, classification of sound

b. Speaking Problem

Learning spelling is important because it can improve the learner's mastery of the language skills especially writing reading in learning English vocabulary; Indonesian learners have some spelling problems. For example, the letter (l) is not always pronounced /l/. So an English teacher should help student pronoun and spell English words correctly.

c. Problem of Memorizing

It is a fact the students forget the vocabulary they have learned. It is an experience when the writer taught English at elementary school where the students have problems to memorize several new words given. They have difficulty to recall the word when the teacher asks them.

B. Song

1. Definition of Song

According to <http://www.answers.com/topic/song>. "Song is relatively short musical composition." Song contains vocal parts that are performed with the human voice and generally feature words (lyrics).

Song is a natural way for children to experience rich language in a pleasurable way. Chong and Gan (1997:56) states "through song memory skill can be the sounds being perceived and promote learning though an interactive process. Song is best way for students to remember and

memorizing about the words around them. Beside that, using song as stimulate can effect one's emotions and make information easier to remember and memorizing new vocabulary. Song also creates an environment that is conducive to learning. It can reduce stress, increase interest, and set the stage for listening and learning.

Therefore, Devies (2000: 170) says "teaching using song casein to memorizing and add new vocabulary can be the most effective." Education need to learn from this multi-million dollar industry and use song to our advantages to help children to teach. Good first teaching is based on using what students already know, and the influence of song on learning is clear. Therefore it seems that teachers should be motivated to incorporate song, rhymes, chants, rhythm in the classroom.

2. The Advantages of Song

Song is invaluable aids in developing students' vocabulary, and there are many advantages to using them in the classroom. They are easy available (you only have to go out and buy them): they present new vocabulary and expressions in context; through them students become familiar with the pronunciation of native speakers; they provide topics for discussion and finally, most students enjoy listening to and analyzing songs, since they provide a break from the textbook and workbook routine.

Kaven L. Serret (Bilingual teacher, Waterbury public school) said "I use the songs as springboards for teaching all the basic skills, the song

provide grammar in content, and facilitate integrated learning" (www.grenough.com)

Nelson as an ESOL (English for Speakers of Other languages) instructor, San Francisco City College said that song can:

- a. Develop listening and reading skill in a fun, interactive way
- b. Teach natural pronunciation efficiently
- c. Easily embedded new vocabulary and grammatical structures in the conscious and unconscious memory
- d. Create enthusiasm for learning
- e. Evoke memories, image and feelings
- f. Stimulate spirited discussion and creative writing
- g. Introduce slang and poetic description in easy-to-remember context

The latest in branch research verifies what lovers and educators have known for centuries, that song entering the brain in different way than other media, and that we often retain them longer.

With music (especially English songs) gets' into our subconscious quickly and is a powerful medium for acquiring new knowledge and for reinforcing already learned structures.

Many student are still in the process of acquiring their English or second language, they will be to use the language as good as possible. Students are learning language by imitating and memorizing the utterances of words.

Song is always in our everyday life, so we cannot get rid of song in any situation. For example, when we are sad or happy or impress. We can always express these feelings through listening songs or by singing. In other words song can help us express our feelings.

By using song we can learn about our environment, our part of body, etc, and understand how we are supposed to behave. In this case we can say that songs can be used as a medium for teaching and education.

3. The Function of Song

Soemardono (1984:11) state, "the use of songs in teaching is as the hills, because he found that this method had been used to teach during the Dutch colonialization". So this method is old, but there are only a few English teaching to listening to English songs that can be classified into 3 categories, namely for reinforcement, relaxation and exposure for remedy as follows:

- a. Firstly, the idea of reinforcement is promoting to master English this case of listening, for reinforcement, song can be introduce to strengthen grammatical, and build up vocabulary, when the teacher introduce a new song, for example, it is necessary to give a student a list of new words and explain what the meanings are therefore; the teacher has to organize everything carefully.
- b. Secondly, the purpose is for relaxation especially after a period of intensive learning. It will release the students from the tense atmosphere during the teaming before and restore their interest in

teaming the language. Besides it also serves as an exposure for the students. By singing it themselves the students can learn and practice English our side the class too and are encourage doing so.

- c. The last, using song for remedy. The superiority of using song for remedy is that unlike to forge after class, the song will fresh in their mind after the lesson has finished. This is certainly an effective way of giving remedy. Soedarsono states that songs have power, which he calls "The romantic Power", which will make people glad and admit their mistakes without having feeling hurt and readily accept correction.

When the teacher introduces a song for this purpose, the teacher has to emphasize the correct pattern and provide adequate information in such way that the students gladly realize their mistakes on other occasions, when the teacher meets the same mistakes again the teacher can remind the students of the lines of the song containing the correct pattern. The student will soon understand the function of the song and continues using it for getting feedback. The song itself will serve them good feedback they will usually realize their mistakes when the words do not match with that song.

4. Criteria of Song

In process selection there are problems in selecting the song. Viney (2001: 3) explain the songs should be carefully selected for the students and there are some criteria to choose songs:

- a. Songs lyrics should be clear and loud
- b. The vocabulary load for the song should be appropriate to the proficiency level

The researcher concludes that the teacher should be able to select a song that has information needed to be taught. The students will learn it and be able to recall it view months later when it will mean something to them in their teaching and learning process. Songs must be appropriate with students' level and the teaching material, so teacher can get the best result.

This strategy is used to achieve the target; the students will get better understanding with what the teacher delivers. Here are the strategies:

- a. The lyric must fit the students' level; the songs should be challenging too beginning-level students need simple, straightforward lyric
- b. The singer's diction must be clear, so that students can easily understand the lyric
- c. The songs must come from a variety of musical styles to afford opportunities to reach the widest possible audience.
- d. Songs must be suitable to students level

5. Song as Teaching Media

Many students are still in the process of acquiring their English or second language they are willing to use language as good as possible.

Children learning language by imitating in memorizing the utterance of words. To creates a friendly situation in teaching learning process. Song is the way out, song can develop students' inner motivation and it can make students creative, become more self confident and make students and teacher closer (Welty: 1976, 136).

Teaching by using media is not something new, there are many media which are made as method in teaching vocabulary but method of learning English using songs is the way out of teaching English which trough the process of songs introduction in which consist of structure, comprehension, vocabulary. The focus of the process of learning is the learner centered. Teaching using media is very suitable for teaching English and songs can give ability for students to find the real situation or the real life (Santoso in Sukardi, 1995:11).

C. Vocabulary Song

Vocabulary song is song contained vocabularies sung to enhance or add students' vocabulary mastery. Vocabulary song is very suitable for the elementary level to improve their vocabulary. Here is the example of vocabulary song:

"SMALL KETTLE"

I AM A BEAUTIFUL SMALL KETTLE
 THIS IS MY HANDLE AND THIS IS MY FUNNEL
 IF THE WATER BOIL, THEN I SHOUT (AAUUWW...)
 THEN TAKE IT AND POUR IN A CUP (CURRR ...)

Topic of Learning: Vocabulary (Parts of Kettle)

Level: Elementary school

Media used: -

"GOOD MORNING MY FRIENDS"

GOOD MORNING MY FRIENDS...
 HOW ARE YOU? AND NICE TO MET YOU?
 GOOD MORNING MY FRIENDS...
 NOW LOOK AT ME, LISTEN CAREFULLY
 LETTER H IS IN OUR HAT
 LETTER T IS IN OUR TIE
 LETTER S IS IN OUR SHOES
 LETTER U IS OUR UNIFORM

Topic of Learning: Vocabulary (clothes)

Level: Elementary school

Media used: Hat, tie, shoes, uniform,

"HELLO HELLO HOW ARE YOU?"

HELLO...HELLO... HOW DO YOU DO?

(HOW DO YOU DO?)

HELLO...HELLO...HOW ARE YOU?

(I'M FINE)

HELLO...HELLO IT'S NICE TO SEE YOU

COME HERE AND PLAY WITH ME

Topic of Learning: Greeting

Level: Elementary school

Media used: -

"NAME OF THE DAYS"

Hello, hi my friends

What day is it today?

Do you know the name of days?

Come on what are they?

(Hey!!)

Minggu Sunday

Senin Monday

Selasa Tuesday

Hari rabu Wednesday

Kamis Thursday

jum'at Friday

Sabtu Saturday

They are the name of the days

Topic of Learning: Name of the Days

Level: Elementary school

(Body Movement)

D. Preparation of Teaching English using Songs

1. Selecting the Song

The teacher must select carefully the song to be presented. The choice of songs depends on how it will fulfill the purpose of teaching new material. The lyrics should be easily discernible, each word must be clearly pronounced, the vocabulary must be rich and varied, and the song must carry some sort of message, or at the very least, tell an interesting story. The ideal song for teaching is one written primarily for the lyric to be listened to, as opposed to songs featuring a lot of drum work, loud guitars, intended primarily to be danced to.

As a rule, solo artists are easier to understand than most bands, because bands often feature a chorus of voices on top of the lead singer's voice. Sometimes the chorus chooses the words of the lead singer; other times the lyric song by each may be completely different, which results in two parallel songs that complement each other. The effect is often rich and interesting, but it may create some confusion in the student's mind when he or she tries to separate one set of lyrics from the other. This is not to say, however, that all solo artists are good candidates for the listening comprehension exercise (Coromina in <http://exchange.state.gov>:2005)

Thus, teaching vocabulary using song can give ability for student to find the real situation or real life (Santoso, in Sukadi, 1995:11). Actually in preparing materials the teacher needs to consider two things, namely the pronunciation of the singer and the length of the song.

Firstly, the pronunciation of the singer should be clear; in this case the teacher should be able to recognize voices, which are sometimes difficult to catch such as deep voices. Another important thing is the teacher also has to consider the backing singers or the loudness of the music played. If the music background is louder than the song sung, it will usually blur the singer's articulation.

Secondly, the length of the song should be in accordance with the objectives of teaching vocabulary-using song that is the students willable to write down the words of the songs. It should be in listening in accordance with the students' proficiency and allocated time. However, if the lyric of the song is a close form, the students only need to concentrate on served on several words.

2. Problem Selection the Song

In the process of selection, there are many problems in selecting the songs. The first problem is if the teacher sets the objective of the teaching listening first, the teachers will have to work hard to select the songs.

The second problem is that teacher has to choosing the song, which the student has not known yet. It is not fair if the teacher introduces a song that the students have known already. If this happens, the lesson will not be interesting anymore. It does not present anything new. To avoid this teacher can choose some old sings because they have easy melody to follow, much simpler in nature and often have rhythms.

The third problem is that now not all every teacher likes singing or listening to music. If it happened, the teacher will surely find a good the songs, it means that the teacher should get the good or easy songs to Elementary School students.

The fourth problem, which is more critical, is the existence of the specially designed song. For example, a song and entitled "Surabaya" which is translated from Indonesia in English by Soedarmono in his paper Teaching English through Songs (1986:9). It becomes a problems because the song soundless interesting and look artificial. However, by presenting such as long, Papa and Lantoro 1979:1680) state, "songs specially constructed for the teaching particular vocabulary have failed to raise the students 'interest. Thus in selecting the materials or the songs, the teacher has to be very careful on vocabulary as stated.

3. Introducing Song in the Class

Introducing song in the class can retain increase the student motivation and participation in learning. An article in forum that singing forward as a method of varying the routine in learning (Winter, 1996:9). In this statement by pointing out the importance of influencing as needed change of pace into the class, schedule teacher has to realize that the native activities in learning can make the students bored. And as result, their motivation and their participation in learning will decrease. But by using song or by singing their motivation and their participation can be raised.

Two writer Napa and G. Lantoro (1979: 124) write about the function of song in class. They state that “Singing as a means of rising the interest and the motivation can be solved introducing song in the class”. According to them singing is certainly one of the activities which generate enthusiasm. In this case, it can be understand that using song as a varying method on the usual or the routine of learning may be profitable as it enjoyable.

Song also provided the teacher with a wide range meaningful activities for teaching of English. By using song the teacher can present a new structure, comprehension, and vocabulary in his class. (Wilson, 1970: 82) state that “The possible usage of songs for presenting a new structure discussion, comprehension, vocabulary and so on”.

Another importance thing that we should not forget is that song can build up good relationship among the students or between the students and the teacher to be closed to one another. This filling will usually remained and affect the learning and teaching instruction positively. Teacher can never guise after introducing songs in his classes the students will find their classes livelier. Under this circumstance the students will find the learning process will tend to be successful.

Song can raise the effectiveness of the teaching vocabulary to English. Song the interest, participation and motivation of the students in learning the language, stimulate approach to culture of the language, serve

as an exceptional medium for reinforcement and recall, promote good learning and teaching interaction.

E. Teaching Vocabulary Using Song

Generally, teaching English vocabulary using song can be done in this way:

1. Explain briefly the content of the song.
2. Teacher writes lyric song in the blackboard.
3. Teacher sings a song.
4. Teacher and students sing a song together once or twice.
5. Students sing a song again without teacher.
6. Ask students to guess the meaning of words.
7. Teacher explains more to remind students' ability in memorizing vocabulary and the last students do the exercise.

Sometimes the students find this kind of procedure difficult. Trying to catch every word of the song played, doing a lot of concentration, make the fatigue. To avoid such thing, the researcher can ask the students to concentrate only on several words rather than every word of the song. The researcher has prepared the worksheet before the class begins. On the worksheet the researcher has written this lyrics but several word have been omitted for students to complete. Thus, using song is one of technique to encourage the students to learn activity and enjoyable.

F. Basic assumption

We do believe that vocabulary is the key of learning language. It can be seen that it is impossible for students to learn English without learning vocabulary because vocabulary is the essential element in learning English.

Listening to English song can improve student's vocabulary if they listen to western song, they may get some words in a week. We can imagine how many words they will get from that songs. When they listen the song every day in one or two months or even more than that.

So the writer assumed that listening to English song could improve the student's vocabulary.