

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the language components that have to be mastered by the learners in learning foreign language. Vocabulary is a list of words including their meanings and it is used to express our ideas and feeling by communicating it in a language. As Hatch & Brown (2001: 1) define that vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. Wu (2009: 5) defines that vocabulary is a list of words, usually in alphabetical order and with explanations of their meanings. Based on the explanation before, it can be concluded that vocabulary is a set of words that is used to communicate in a language.

2. The Importance of Vocabulary

Language skills mostly depend on the mastery of vocabulary. The more vocabulary has been mastered, the easier to master English foreign language. If the students lack of vocabulary, they will face some difficulties in learning English even to communicate in English.

Zimmerman (1997: 5) as cited in Wu (2009:10) states that vocabulary is central to language and of critical importance to the typical

language learners. In order to master English well, students have to master English vocabulary. As Rivers (1983: 125) in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, it will be unable for learners to use the structures and functions they may have learned for comprehensible communication.

3. Aspects of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should convey to the students. Based on Lado (1972: 1) as cited in Mardianawati (2012: 11), the vocabulary aspects consists meaning, spelling, pronunciation, word classes, and word use.

a. Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly,

due to the fact that they belong to different varieties as happens with many British or American English terms (Lopez, 1998: 38).

c. Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is not related to the spelling so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate.

d. Word classes

Word classes are categories of word. There are grammatical patterns should be practiced fluently to the students such as noun (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverb (Kareem, 2000:4). The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain places and have special function, so word class membership is an important lexical feature.

e. Word use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

In this case, aspects of vocabulary that will be taught to the students are spelling and meaning. The reason for choosing those aspects is it is appropriate with the material will be taught in the class using song.

4. Types of Vocabulary

Hatch & Brown (2001: 370) mention that vocabulary can be divided into two types. They are receptive vocabulary and productive vocabulary or passive and active vocabulary. Hatch & Brown (2001: 370) defines that receptive vocabulary is words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly. While, productive vocabulary is words which the student understands, can pronounce correctly and use constructively in speaking and writing (Hatch & Brown, 2001: 370).

Grains R & Redman S (1998: 64) define receptive vocabulary as language items which can only be recognized and comprehended in the context of reading and listening material, and productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing

Vocabulary is a set of words that is used to communicate in a language. Hatch and Brown (2001: 218) classify the vocabularies (words) into two based on their functional categories, they are: major classes and closed classes. They are explained as follows with examples.

a. Major Classes

- 1) Noun: it refers to a person, place or thing, i.e. Maria, teacher, book, etc.
- 2) Adjective: it refers to the words that give more information about a noun or pronoun, i.e. kind, bad, smart, beautiful, ugly, etc.
- 3) Verb: it refers to the words that denote action, i.e. walk, read, eat, run, smile, etc.
- 4) Adverb: it refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, i.e. carefully, diligently, honestly, etc.

b. Closed Classed

- 1) Pronoun: it refers to nouns that have already been mentioned, i.e. she, they, her, etc.
- 2) Preposition: it refers to the words that help locate items and actions in time and space, i.e. at, on, beside, under, between, etc.
- 3) Conjunction: it refers to the words that connect sentences, phrases or clause, i.e. and so, but, etc.
- 4) Determiner: it refers to the words that used before a noun to show which particular example of the noun you are referring to, i.e. the, a, an, my, your, that, this, those, etc.

This research focuses on major classes: nouns, verbs, and adjectives which are considered to be taught for students because they are appropriate with the material on the syllabus.

5. Teaching Vocabulary

A key part of being a language teacher knows how to help students learn vocabulary both well and reasonably quickly. The key in all vocabulary teaching is to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave their classroom. The effectiveness of the strategies for individual teachers and learners depends on many factors, and language educators must approach decisions about method and materials system, (Hatch and Brown 2001: 422).

A teacher must be able to provide a good system in teaching vocabulary. A good teacher should have a set of guiding principles that can be applied in a variety of teaching and learning situation. There are some principles of teaching vocabulary as follows:

1. Focus on how many words and which words to teach

A teacher should focus on how many words and which words to teach. The teacher has to make a decision how many words that can be learned by the students in one day. By doing the decision, the teacher can teach which word that can be used by the students in different way.

2. Give Attention to the Words Frequency

Learners will find the frequency of words (easy, medium and difficult words) that will be met and used in communication. It should also be fluently accessible for receptive and productive use.

3. Encourage Learners to Reflect on and Take Responsibility for Learning

Learners should be responsible for their own learning. Taking this responsibility requires knowledge of what to learn and the range of options for learning vocabulary, skill in choosing the best options, and the ability to monitor and evaluate progress with those options.

6. Steps in Vocabulary Learning

Brown and Payne in Hatch and Brown (1994:373) did an analysis that resulted in a very clear explanation where the strategies divided into five essential steps :

a. Encountering new words

The first essential step for vocabulary learning is encountering new words, that is, having a source for words. The students strategies here included “learning new words by reading books,” “listening to TV and radio,” and “reading newspapers and magazines” (Payne, 1988:33).

b. Getting the word form

The second step essential to vocabulary learning appears to be the getting of a clear image-visual or auditory or both-of the form of the vocabulary item. This step was shown in comments such as “associating new words with words that sound similar in native language, “writing the sound of words using sound symbols from native language.”

c. Getting the word meaning

The third essential step in the learner’ reported strategies is the one which is most often associated with idea of vocabulary learning: getting the word meaning. This step includes such strategies as asking native English speakers what words mean.

d. Consolidating word form and meaning in memory

The fourth necessary step revealed by Brown and Payne’s analysis requires the consolidation of form and meaning in memory. Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, etc., strengthen the form-meaning connection.

e. Using the word

The final step in learning words is using the words. Some would argue that this step is not necessary if all that is desired is a receptive knowledge of the word. Such an argument can apply to many of the other processes as

well, since a great amount can be comprehended in context even if a reader or listener knows nothing about many of the words being used. However, if the goal is to help learners move as far along the continuum of word knowledge as they can, word use is essential.

7. Vocabulary Evaluation

a. Testing Vocabulary

Lado (1961: 181) writes that vocabulary tests are prepared for the same languages and for others. Vocabulary has also been prepared as measures of general ability or intelligence, and as measures of achievement in special subject fields.

Thornbury (2002,130) points out that “vocabulary covered in the previous lesson should be tested at the beginning of the next one. If not, the chances of retaining the new vocabulary are greatly reduced.”

Testing vocabulary depends on aspects of selected words that teacher want to test. The aspects involves form, meaning and use.

- 1) The first aspect is form. To know the *form* of a word means to know the *pronunciation* and *spelling* of a word.
- 2) The next aspect is *meaning* which can be divided into several categories. The most used are synonyms (*pretty – beautiful*) and antonyms (*young – old*)

3) Another important thing is teaching word use (*collocations*), so that learners know in what context they can use the word, for instance, verbs “do” and “make” can be used with different situations, we can say *do the shopping* but not *make the shopping*.

Table 2
The Aspects of Testing Vocabulary

Form	Spoken	What does the word sound like? How is the word pronounced?
	Written	What does the word look like? How is the word written and spelled?
Meaning	Form and meaning	What word form can be used to express the meaning?
Use	Collocations	What words or types of words must we use with this one?
	Register and Frequency	Where, when, and how often can we use this word?

(adapted from Nation, 2001: 27)

Testing provides a form of feedback, for students and teachers. Moreover, testing has a useful effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivates students to review vocabulary in preparation for a test.

In this case, the writer chooses spelling and meaning of the words being tested because they are appropriate with the aspects that the syllabus requires.

2. Types of Vocabulary Evaluation

According to Hughes (1989: 147), there are two kinds of evaluation in item writing: recognition and production. In this research, the writer uses recognition as the test.

a. Recognition

This is one testing problem for which multiple choice can be recommended without too many reservations. Items may involve a number of different operations:

1) Synonyms

The writer of this item has probably chosen answer in the similar meaning.

2) Definitions

It is said that test-takers who are uncertain of which option is correct will tend to choose the one which is noticeably different from the others.

3) Gap filling (multiple choice)

Context, rather than a definition or a synonym, can be used to test knowledge of a lexical item.

b. Production

This testing of vocabulary productively it is so difficult that is practically never attempted in proficiency tests. Information on receptive ability is regarded sufficient.

1) Pictures

The main difficulty in testing productive lexical ability is the need to limit candidate to the candidate to the (usually one) lexical item that the learners have in mind, while using only simple vocabulary themselves. One way round this is to use pictures.

2) Definitions

Not all items can be identified uniquely from a definition nor can all words be defined entirely in words more common or simpler than themselves.

3) Gap filling

This can take the form of one or more sentences with a single word missing.

8. Problems in Teaching Vocabulary

Teaching vocabulary is not an easy matter for a teacher. Both teacher and students will face some problems. Allen (1983: 8-9) states the problems in teaching vocabulary as follows:

1. Foreign words for familiar objects and person are important to teach, but we cannot expect most members of the class to learn them easily. It means that some of words are new for the students to be understood.
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*. It means that when the students want to know new words for learning, they feel that the words are only one of the requirements in learning the class.
3. Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication outside the language class. It means that the students think that learning vocabulary is not important enough because they feel that they want to study vocabulary if they are communicating outside with the foreign people only.
4. When student feels no real need to learn something, a feeling of need must be created by the teacher. It means that the teacher has to have creativity to persuade the students in learning the vocabulary.

5. To create in students' minds a sense of personal need for a foreign 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."

B. Song in Teaching Vocabulary

1. Definition of a Song

Before talking about the effectiveness of songs as a media in learning language, here the writer quotes some definitions of a song from Ratnasari (2007:10) as follows:

- a. Jamalus (1988: 5) states that songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices.
- b. Song - a short musical composition with words; "a successful musical must have at least three good songs" (<http://www.allwords.com/wordsong+thrush.html>).
- c. Song - a set of words, short poem, etc. to be sung, usually with accompanying music. (<http://www.allwords.com/query.php>).
- d. Hornby, AS (1995) defines song as a short poem or a number of verses set into music and intended to be sung.
- e. The Encyclopedia of Americana (1998) defines song as a short musical work set to a poetic text, with equal importance given to the music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment.

f. From the definitions of song above the writer concludes that song is a kind of arts work that are intended to be sung either with or without instrumental accompaniments

2. Elements of Songs

When a song is played, the students will not only listen to its lyrics, but also its melody. The students enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music elements. The elements of music are divided into two categories Ratnasari (2007:10); those are main elements and expression elements.

a. The main elements.

1) Rhythm

Rhythm is the stretch of movement of the sounds. It becomes the base element in music. It is like how to sound a word, there will be letters read long and 12 short and there can be a pause too. It means that rhythm is how to step the music.

2) Melody

Melody is the arrangement of stretch sound.

3) Harmony

Harmony is the unity of two or more tones that have different level played together.

4) Lyric

Lyric is musical sentences.

3. The expression elements

It is the way of the musicians express their mind and feeling that consists of tempo, dynamic, and voice color. All the elements above are needed when someone creates a song.

4. Selection of the Songs

When the teacher will apply songs in the teaching learning process, the teacher should know what kind of song she would bring into the class. This is the problem if the teacher wants to use songs in the class. Harmer (2000: 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 the students do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics. The second way is to use older songs, to ask students whether the students still have merit, whether the students like them, despite their antiquity. Teachers then can choose songs, which they like and appropriate to the topic and subject matter. In this case, the researcher uses the second way. Here the researcher takes three songs related to the topic. Based on the curriculum 2013, the material for the fourth grade of elementary school students are colors, numbers and parts

of body. In doing this research, the researcher chooses the songs related with the material, there are “what colours is it?”, “Count”, and “Head, shoulder, kness, and toes”.

5. Procedure in Applying the Songs

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.

- a. Preparation: select a tape recording of a song. 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.
- c. The procedure suggested by Haycraft (1983 : 93), he suggested some variations using songs recorded on tape as follows:
 - 1) Play the tape as many times as necessary and ask questions.
 - 2) Get the class to use line by following the tape.
 - 3) 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.
 - 4) Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down. In doing

the research the researcher will use both the procedure suggested by Ur and Wright and Haycraft.

C. The Previous Relevant Research

The first previous research which examines the teaching vocabulary by using song was conducted by Ratnasari entitled “*Songs to Improve the Students’ Achievement in Pronouncing English*”. The result of the study showed that the teaching vocabulary by using song was effective and could improve students’ vocabulary. Most of the students were interested in learning English by using songs. It seems that the students felt more relax instead of threatened with the theory. The students’ motivation in learning English increased and the students expect that this kind of program will be given regularly and continuously.

The next previous research was conducted by Keskin entitled *Using Song as Audio Materials in teaching Turkish as a Foreign Language*. The result of the research showed that song provides an enjoyable experience not only for students but also for the teacher. Using songs along with such activities will have many advantages such as saving the lesson from being boring and monotonous and improving student motivation.

The first research the media of song was done to improve students pronunciation and it was effective. While on the second research, the using of song for teaching foreign language also effective. Here the researcher try to

use song in memorizing vocabulary among the fourth students of elementary school.

B. Basic Assumption

Song is a media of teaching students to teach vocabulary effectively. It provides the kinds of vocabulary such as verbs, nouns and adjectives. Through song, the students are exposed to “authentic” examples of the second language. By listening to English song, students can hear the native pronunciation of words. It good for the students ability in hearing foreign language. In using song as the media, students feel very excited and motivated. Because the develop students can spell and know the meaning of the words. This media helps the students remember the meaning and comprehend the meaning better. Moreover, song media is easy to be applied in teaching activity because it needs simple preparation. Therefore, it is assumed that teaching vocabulary using song is effective.

C. Hypothesis

Based on the explanation above, it is hypothesized that teaching vocabulary using song is effective.