

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The previous research that the researcher uses are:

1. The title thesis is “The Use of Songs to Improve Students’ Pronunciation” is written by Ulfatul Qurnia (Student of Walisongo State for Islamic Studies:2009). The similarity of this thesis and my research is both of them, use song to teach the material of English. But, the difference between this thesis and my research is about the aim of the research. This thesis use song to improve student’s pronunciation, but my research use song to teach vocabulary of adjective. And the result of the thesis is the treatment using English children songs, the student’s average score increased significantly, the student’s average score from pre cycle was 57.35, the first cycle was 66.38, and the average score of the students in the second cycle was 80.27. It showed that the use of English children songs could improve student’s English vocabulary in noun.
2. The title thesis is “Identifying the effectiveness of using song to teach parts of speech” is written by Resmi Handayani (Student of Walisongo State for Islamic Studies: 2010). The similarity of this thesis and my research is both of them, use song to teach the material of English. But, the difference between this thesis and my research is about the material. This thesis use song to teach part of speech, but my research use song to teach vocabulary of adjective. The result of the thesis is the use of song is effective to teach parts of speech. It showed by improving the average of pre test, both of Control class and experimental class are 60.75 and 63.78. And the average student’s score of post test, both of them are 72.56 and 78.04.

3. The thesis of “Improving student’s vocabulary using external motivators in teaching vocabulary” is written by Adi Setiyono Tekmiyanto (Student of Walisongo State for Islamic Studies; 2011). The similarity of this thesis and my research is both of them; the material of thesis is teaching vocabulary. But, the difference between this thesis and my research is about the use media in teaching. This thesis use external motivators in teaching vocabulary, but my research use song to teach vocabulary of adjective. The result of the thesis is improving student’s vocabulary by using external motivators in teaching vocabulary was more acceptable and could stimulate students in mastering vocabulary.

From the explanation above, the researcher concludes that the Research is different with the previous Research is written by Ulfatul Qurnia, Resmi Handayani and Adi Setiyono Tekmiyanto. The difference of the research with Ulfatul Qurnia’s research is about the aim of the research. And the difference of the research with Resmi Handayani’s research is about the material. And the difference of the research with Adi Setiyono Tekmiyanto’s research is about the use of media in teaching vocabulary. But, both of the previous researchs are written by Ulfatun Qurnia and Resmi Handayanisame using song to teach the material of English. And the similarity of my thesis and Adi Setiyono Tekmiyanto’s thesis are same teach vocabulary.

B. Theoretical Framework

1. General Concepts of Teaching Vocabulary

a. The Definition of Vocabulary

To know what vocabulary study is, this study would like to present several definitions as follows:

- 1) According to Caroline T. Lines, “Vocabulary is the collection of words that an individual knows.”¹
- 2) According to Jack J. Richard, John Platt, and Heidi Weber say, “Vocabulary is a set of lexemes, including single words, compound words, and idioms.”²
- 3) According to browse in internet, “Vocabulary is a list or collection of the words or phrases of a language, technical field, etc., usually arranged in alphabetical order and defined.”³

From the definitions above, the researcher concludes that vocabulary means the total number of words or phrases of language, including single words, compound words, and idioms that individual knows. When we only know the form and meaning and do not know the implementation of vocabulary in sentences, our vocabulary will be useless.

David Wilkins explains that “Without grammar very little can be conveyed, and without vocabulary nothing can be conveyed,” It means that the students who want to improve their mastering in English, they should master vocabulary. So, it means that vocabulary is one of important aspect in learning English. We should have an adequate vocabulary to improve the four language skills. Only with sufficient vocabulary we can express our idea effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

¹Caroline, T.Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill.2006), p.121

²Jack Richard, John Platt, and Heidi Weber, *Longman Dictionary of Applied Linguistic*, (United Kingdom: Cambridge University Press.1995), p. 370

³ <http://dictionary.reference.com/browse/vocabulary>. 22 April, 2012

b. Teaching Vocabulary.

One of the goals in teaching English is to introduce vocabulary. Teaching English has aim giving introduction the language which means that the teaching process has benefit in the existing context of situation. According to Wallace, there are six principles on which teaching vocabulary is to be based, they are:⁴

1) Aims.

The aim have to be clear for the teacher, he or she should consider how many list of words, and the teacher expects the learners to achieve and what kind of words they are.

2) Quantity

The teacher may have to decide the number of vocabulary items to be learnt. How many new words in the lesson can be achieved by learners? If there are too many words, the learners may be confused, discouraged, and frustrated.

3) Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objective of an individual lesson, it is also possible for the teacher to take responsibility of choosing the vocabulary to be taught for students. In other words, the students are put in a situation when they have to communicate and get the words they need.

4) Frequent Exposure and Repetitions

It is seldom, however that we remember a new word simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that students have learned the target word.

⁴ Michael J. Wallace. *Teaching Vocabulary*, (London: Biddles Ltd, 1982), p.27

5) Meaningful Presentation

The learners must have a clear and specific understanding of what it denotes or refers to, i.e. it is meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6) Situation Presentation

The choice of words can be various according to the situation in which we are speaking and according to how well we know the person whom we are talking (from informal to formal).

Based on explanation above, it can be concluded that there are principles in teaching and learning vocabulary, such as aim, quantity, need, frequent exposure and repetition, meaning, and situation presentation. Besides that, teacher's principles are an important aspect of their belief systems, and maybe it is a result of teaching experience, training, or their own experience as learners.

Good principles of teaching and learning are useless without good teacher's principle in teaching process. So, there is compatibility between principle of teaching learning and teaching principle. Then, the aim of teaching learning can be gained.

2. General Concepts of Adjective

a. The Definition of Adjective

Adjective is often called 'describing words' because they provide information about the qualities of something described in a noun, a noun phrase, or a noun clause.⁵

From the definition above, the researcher concludes that adjectives are words that describe a quality of noun. Adjectives remain

⁵ Martin Parrots, *Grammar for English Language Teachers*, (New York: Cambridge University Press, 2009) p.51

invariant in form, no matter what position they occupy in sentence.

b. The Form of Adjective

The form of adjectives in English is not as complicated as they are in some other languages. Although this seems easy enough, the learners do have to learn certain things about English adjective. Some adjective is only taken before noun; others only after verbs.

The syntax of adjective is another matter. As we saw in our phrase structure rules, there are two basic positions for adjective in sentence:⁶

1) Attributive Position

Attributive Adjective is part of the noun phrase headed by the noun they modify. For example:

- The *funny* clowns.

2) Predicative Position

Predicative Adjective is linked via a copula or other linking mechanism to the noun or pronoun they modify. For example:

- The clowns are *funny*.

c. The Kinds of Adjective

There are many kinds of adjective:

1) Possessive Adjective

A Possessive Adjective modifies a noun by telling whom it belong to, it answer the question “whose”. A Possessive Adjective is similar or identical to a possessive pronoun ("my," "your," "his," "her," "its," "our," "their"), however, it is used as an adjective and modifies a noun or a noun phrase.

For example: - It is *my* room.

- They are *our* friends.

⁶ Marianne and Dianne Larsen. *The Grammar Book*. (America: Heinle and Heinle Publisher, 1999), p. 381-382

2) Demonstrative Adjective

The demonstrative adjectives are "this," "these," "that," "those," and "what" are identical to the demonstrative pronoun, but are used as adjectives to modify nouns or noun phrases

For example: - *These* mangoes are very sweet.

- Whose is *this* bag?

3) Interrogative Adjective

The interrogative adjective are used with nouns to ask questions. For example:

- *What* movie do you want to see?

- *Whose* son is he?

An interrogative adjective may look like an interrogative pronoun, but it is used differently in the sentence; it is an adjective, used to modify a noun or pronoun.

4) Indefinite Adjective

An indefinite adjective gives indefinite, or general information. Often, it answer the question "How much?". Some common indefinite adjectives are *all, any, each, every, few, many, and some*.

For example:

- *Many* children like dinosaurs.

- Did you want *some* bananas?⁷

From the explanation above, the researcher concludes that adjective has many kinds, they are; Possessive Adjective, Demonstrative Adjective, Interrogative Adjective, and Indefinite

⁷ <http://www.perfectyourenglish.com/grammar/adjectives-kinds.htm> accessed on 23 april 2012

Adjective.

3. General Concepts of Song.

a. Definition of Songs

A song is a relatively short musical composition for the human voice (possibly accompanied by other musical instruments), which features words (lyrics). The words of songs are typically of a poetic, rhyming nature, although they may be religious verses or free prose. Songs can be broadly divided into many different forms, depending on the criteria used. One division is between "art songs", "popular songs", and "folk songs". Other common methods of classification are by purpose (sacred vs. secular), by style (dance, ballad, Lieder, etc.) or by time of origin (Renaissance, Contemporary, etc). The performer of a song is called a "singer" or "vocalist", the act is called singing.⁸

Based on the definition above, the writer will conclude that song is a set of or group of words which are contracted in/or not in poetic phrases, sentences, or composition with the musical accompaniment. Song is one of teaching media that can be used to teach any material, it may be used to create more relaxing in learning foreign language. It also can be used to teach vocabulary, because in the lyrics of songs there are several kinds of vocabularies.

Using songs in teaching learning language is not a new technique. Many materials have been designed to use songs to teach vocabulary, syntax, and objective of discussion.⁹

b. The Advantages and disadvantages of Using Songs.

As a teaching media, song prevents student's boredom in language classroom. The use of song in teaching learning process, has

⁸ <http://www.wordiq.com/definition/Song> accessed on 27 December 2010

⁹ Eunice Santoso, *Learning English with Fun Through Popular Songs*, (Jakarta: Papas Snanti,2009),p.ix

good implication, those are: first, create a welcoming atmosphere (It is the function of song as a warmer; students are expected to be enthusiastic in learning process). Second, facilitate a positive learning mood and motivate students in learning (music helps students to focus on the material discussed and raise their concentration in the learning activities).

Third, connect students to content topics (students are expected to understand the topic that they studied through songs lyrics). Fourth, reduce learning stress levels (As a filler, when students are boring, teacher can stimulate them by playing music to make them active again). Fifth, stimulate imagination and creativity (music is good stimulus to imagine, it can explore students' creativity). Sixth, reinforce grammatical structures (students are easy to understand the structure sentences of song). Seventh, embed new vocabulary (students can improve their vocabulary through song). Eighth, make learning English fun for students (it make teaching learning atmosphere have fun for students, so they feel enjoy in the class).

According the advantages of using music above, the researcher concluded that the use of song in teaching learning process is good effect to activate understanding and make students easy to memorize the material.

In other hand, the use of song in teaching learning process has disadvantages. Those are;¹⁰

- 1) Song disturbs concentration when applying to people who hate a song.
- 2) Song can hurt eardrums if it is so loud.

According the disadvantages above, we know that the use of

¹⁰ <http://www.eslbase.com/articles/songs.asp> accessed on 15 November 2010

song in teaching and learning process has good effect than bad effect. Song gives good effects to activate understanding and make the students easy to memorize the material.

c. The Keys of Using Songs for Teaching.

According to Larry M. Lynch stated that the keys of using song in teaching English to the children as a foreign language, there are 10 keys of using song for teaching, are; first, teacher uses most popular song in teaching process. Second, teacher should also select easy song for students in order to the students are easy to understand lyrics of the music. Third, teacher can give motivation to the students (teacher take along children's song are cassette or CD with the lyrics). Fourth, teacher will need to be careful of downloads most popular song from sites (like it frequently full of viruses).

Fifth, teacher uses film and short directly or just a recording with a display pictures for visual support. Sixth, teacher should used the standard of children's song (teacher don't use children song which is difficult to understand). Seventh, teacher should use interactive games and Total Physical Response (TPR) along with the song. Eighth, teacher keeps a fairly past faced class going as children get bored and restless easily with their short attention. Ninth, teacher uses pictures as an aid in teaching key words in the song lyrics (like posters or drawing anything that provides positive visual support and reinforcement for lexical and grammatical elements is connected with their pronunciation. Tenth, teacher should make classroom activity is interesting, so it makes the students have fun in learning.

The researcher concluded that many keys of using music or song in teaching learning activity. And it can help the teacher in teaching English to make interest for students and it also make the students have fun in learning process.

d. The Concepts of Using Song Lyrics as Teaching Media

There are many kinds of media that can be used in teaching and learning process. For example, realia, picture, short card, song, etc. Song is one of teaching media that can be used to teach vocabulary. In teaching and learning process, song use to teach vocabulary about adjective. It will help the students can understand more about the material. And it also can make the students enjoy when studying vocabulary of adjective in the class.

e. The Technique of Using Songs for Teaching English.

Ethan Pendleton stated that there are two techniques using song for teaching English because song can help students learn English, they are; First, Lyrics. Employ lyrics as mnemonic reminders in song that you write yourself. For example, it can be very difficult to conjugate verbs, particularly irregular ones. Write lyrics that will fix the tenses in the student's mind: catch/caught, go/went, buy/bought, and etc. Second, Performance. Performance encourages the students to perform song in English, like correct their pronunciation and difficult words in the context of sentences. Set lyrics to easy song that all of your students understand about the material.

C. Hypothesis.

Based on the title “ Teaching Vocabulary of Adjective through Song,” the researcher gives hypothesis that ‘Using Song is effective in teaching and improving students’ understanding of vocabulary of adjective.