CHAPTER II
REVIEW OF RELATED LITERATURE

A. THEORETICAL REVIEWE

1. The General Concept of Song

a. Definition of Song

In this study the writer assumes that music can offer new opportunities for acquiring the objective in certain skills and competence with the enjoyment and pleasure activities.

> Jeremy Harmers said that:
> "Music is a powerful stimulus for students engagement precisely because it speaks directly to our emotion while still allowing us to use our brain to analyze it and its effects if we so wish. It can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning".[1]

Music itself has some forms, and one of them is called song. Song is a short musical work set to a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment.[2] In the other hand, song is a musical composition because songs contain vocal parts that are perfomed with the human voice and generally feature words (lyrics), commonly accompanied by other musical instruments (exceptions would be a cappella and scat songs).

According to Hornby, 'a song is poem set to music and intended to be sung and music for the voice'.[3] From the definition, the writer concluded that a song is short composition for singing and enjoying. The song for chilldren contains simple vocabulary, sometime about around objects , so it makes them familiar with English words.

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[1]Harmer, Jeremy. 2002. *The Practice of English Language Teaching*. Malaysia: person education limited , p.242

[2]The Encyclopedia Americana, Vol. 25, (USA: Glolier Incorporated, 1986), p. 220.

[3] Hornby, A.S. 1990. *Oxford Advanced Learner's Dictionary of Current English.* Oxford: University Press, p 1219.

Songs are not timeless expression of the human experience. They capture the history of events, ideas and people that have shaped our pluralistic society. Song lyrics is an excellent teaching tool will engage, excite, and motivate young people. The creative process of analyzyng and interpreting song lyrics helps the students to develop essential reseacrh, wriiting, ctitical thinking, and media literacy skill.

When a song is played, the listeners will not listen to lyrics, but also its melody and rhytm. The teacher wants to select a song as media in their teaching needs to know the basic elements of song because it requires a good musical sound to produce a pleasant sounding. There are some aspects of song:

Firts, melody is sweet music, tunefulness, arrangement of notes in musically expressive succession.[4] A melody in music is a series of linier events or succession not a stimultaneously as in chorrd.[5] However, this succession must contain change of some kind at chords and preceived as a single entity to be called melody. However, this succession must contain change of some kind and be preceived as a singel entitty called melody. Melody may be said as a result where are interacthing pettern of chainging events occuring in time.

Second, rhythm is regular succession of weak and strong stresses, accents, sounds or movements (in speech, music, dancing, etc).[6] Rhythm (Greek = tempo) is the duration of sounds oe other events over time". A rhythm section generally consist of percussion instruments, and possibly choral instrument (e.g guitar) and keyboard, such as pian. Some have suggested that rhythm (and its essential relationship to the temporal aspect of sound) may be in fact the connection of the musical. Above all opinions, we could perhaps most

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[4] Hornby, A.S. Op Cit, p. 529
[5] Wikipedia, "Melody", http://en. Wikipedia/ wiki/ melody. Accessed 30 January 2010
[6] Hornby, A.S. Op Cit, p. 729

concisely and ecumennically define music as the "rhythmization of sounds". [7]

Rhythm as explained above is an important element in melody, whether it is the prose rhythm or primitive music, plain song, and composition of some modern composers, or the metrical rhythm of other music. The uniqueness and sounds of good rhythm in arithmetic song may be set up students' interest and motivation in learning.

Third, a lyric from the Greek language, a song with a lyre and lyrics the composition in verse which is sung to a melody to consitute a song. Lyrics is simply words of song. A song text or a lyric roles do not only works as a complement of the song but also as an important part of the musical element which determine the theme, character, and mission of the song. [8]

As mentioned above, lyric plays an important role in determine the theme, character, and mission of the song. In line with that condition, the lyrics of arithmetic songs are considered appropriate to elementary school students since the lyrics mostly talk about base of arithmetic operation which are suitable with the students in teaching vocabulary.

b. **Advantages of Using Songs in Teaching Vocabulary Classroom**

Songs is great tools to use in the classroom. Everyone likes listening to music and the right song can not only be fun for the students and teacher but also be used in affective way to teach especially in teaching vocabulary. Songs are extraordinary learning tools. It can stimulate creativity and promote a positive attitude school because generally children love songs. But to use song to stimulate children learning something is not easy. There are some problems that appear dealing with the difficulties to find out the right song to teach,

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[7]Wikipedia, "Rhythm" http://en.wikipedia.org/wiki/Rhythm#cite_note-1 (accessed 30 January 2010)

[8] Byzantine Lyre, http://en.wikipedia.org./wiki/lyric (accessed 30 January 2010)

since the information delivery by each song is different. While some are fun and useful to sing, others are not well-suited for teaching young learners. Songs also can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.[9] The teacher can explain about the vocabulary with the song lyric because it's more understandable and easy to teach in vocabulary skill.

There are many advantages of using songs in the classroom, according to Eken, song does not only develop the four skill areas, e.g.; reading, writing, listening and speaking, but it also can be used: to presents a topic, a language points, to practice a long points, lexis, to focus on common learners errors in amore direct way, to encourage extensive and intensive learning, to stimulate discussion of attitudes and feelings, to encourage creativity and use of imagination, to provide a relaxed classroom atmosphere, and to being variety and fun to learning.[10]

Songs also can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.[11] The teacher can explain about the arithmetic terms with the song lyric because it's more understandable and easy to teach in vocabulary skill.

From explanation above, it is said that children songs become the right choice to be used in teaching learning process because it is well-designed for the children. Children songs will give opportunity to learn material which is suitable for the nature of children without make them an early adulthood students and song offers the high imagination and encourage the students' creativities in every skill. It is assumed to

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[9]Arif Saricoban and Esen Metin, "Songs, Verse and Games for Teaching Grammar", http://iteslj.org/, p. 1. Retrieved on October 15, 2009

[10]Kevin Schoepp, "Reasons for Using Songs in the ESL/EFL Classroom", *The Intenet TESL Journal, Vol. VII, No. 2, February 2001*, http://iteslj.org/, p. 1. Retrieved on January 30 2010

[11]Arif Saricoban and Esen Metin, op, cit.

be a positive tool in supporting the children's growth and building good characteristics. Although children song has become limited at this time, teacher can pick out English children songs that always exist over time.

c. **Songs as Media to Teach vocabulary**

Media is the main means of communicating with large number of people especially television, radio and songs.[12] According to Gerlach and Ely media or medium is any person, material, or event that established condition, which enable learners or students to acquire knowledge, skills and attitudes.[13] Media has an immportant role in teaching language to children. The teacher in teaching-learning process uses media to make the children interested and the lesson enjoyable. The instructional media plays a key role in systemstic instruction. By using media, the writer wishes that teaching and learning English, especially vocabulary, become interesting and make the children familiar with English.

Song is one of the general media that is very useful to use in teaching, according to Chris Brewer, they suggest to use song as a media in teaching learning, and the following implications for teaching: create a welcoming atmosphere, facilitate a positive learning mood and motivate students to learning, connect students to content topics, reduce learning stress levels, stimulate imagination and creativity, reinforce grammatical structure, embed vocabulary, to teach pronunciation efficiently, and make learning English fun for learners.[14]

Songs, rhymes, chants and musical games are fantastic material for the language teacher to use with the young learners. Chris Brewer's

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[12] Hornby, A.S. Op Cit, p. 727
[13] Azhar Arsyad, *Media Pembelajaran*, (Jakarta : PT Raja Grafindo Persada, 2006), p.3.
[14]   Chris   Brewer,   Music   in   The   Learning   Cycle, http://www.songfortecahing.com/teachingtips/musicinthelearnigcycle. Accessed on January 30 2010

jurnal suggest that music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus in which large amounts of content information can be processed and learned.[15]

Songs are one method for achieving a weak affective filter and promoting language learning. Lo and Li in Schoepp's journal suggest that songs provide a break from classroom routine, and that learning English through songs develops a non-threatening atmosphere in which the four language skills can be enhance.[16] By listening to the music, it can make relax children's mind, and increase the children's competent to thinking abstractly and to arrange the logical reasons.[17] Music and songs are very influence the children's mind, to be more relax to get an idea when they write something.

d. **Procedure in Applying an English Song**

A song is a medium for teaching languages, in which a VCD player is used.When we want to teach our students by using songs, some procedure and preparation have to be followed. The teacher should give a certain song to students and give a short clear explanation, telling the title and what the song is about. The teacher may ask the students to guess the meaning of new words with the teacher's help by using guiding or using visual aid and gesture.

Sarah philips offers guidelines for doing action song in class that can be summarized. Fisrt steps, play or sing the song once or twice with the children just listen, so that they begin to absorb the tune and rhythm, students can play or sing the song again and get them to clap the rhythm and /or hum the tune to the music.And then, to get them to join in the action with the teacher, the teacher ask them if they can tell

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[15]Longfellow Wadsworth, Henry. *Using Music in the ESL Classroom.* http://www.englishclub.com/teaching-tips/music-classroom.htm, p 1. Retrieved on January 30 2010

[16]Kevin Schoepp, Op, Cit.

[17]Don Campbell, *Efek Mozart Bagi Anak-anak,* (Jakarta: PT. Gramedia Pustaka Utama, 2002), p. 227.

what the song means from the action. Explain anything they do not understand.[18]

Saricoban and Metin said that the best songs would be those that are either familiar to the children.[19] They make students more interested and easy to understand in learning English. There are some procedures to apply the songs in classroom. First, a teacher asks the students to fill in the blank. Songs are often used in this way in the ESL classroom. You can carefully choose which words to blank out depending on what lexical area you want your students to work it. Second, teacher can teach listening comprehension. Get your students think about the subject and do any pre-teaching of vocabulary as necessary. As with standard listening comprehension, there are a variety of exercises that you can do with songs: true or false, matching exercises, open comprehension questions, etc. Third, teacher explains the phonetics. Teacher can use a song with a clear rhyme pattern to do some phonetics work on particular phonemes. Fourth, teacher can strips of the paper. The lyrics you will find on the site can be cut up into strips which then need to be reconstructed as the song unfolds. Each student is given a strip to memorize beforehand and the students then work among themselves to `physically` rebuild the song. Fifth, teacher can teach vocabulary. teacher can ask the students to write down all words and phrases that they hear and share them with the class. Then let they listen again with the lyrics and go over vocab. It is interesting to provide lyrics with several small mistakes and have students see if they can hear where they are.[20]

Murphey has said that anything we can do with a text we can also do with songs, or texts about songs, here are some additional things we might do with music and song in teaching: Translate songs,

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[18] Philips, Sarah. 1993. *Young Learners*. New York : Oxford University Press, p 95.
[19] Arif Saricoban and Esen Metin, "Songs, Verse and Games for Teaching Grammar", http://iteslj.org/, p. 1. Retrieved on June 11, 2009
[20] Ibid., p. 4.

Write dialogues using the words of a song, use video clips in many ways, do role-plays(as people in the song, or the artist), use music for background to other activities, energize or relax classes mentally, learn about your students and from your students, letting them choose and explain their music, and have fun.[21]

2. **General of Knowledge Arithmetic**

   a. **Definition of Arithmetic**

   Aarithmetic is branch of mathematics that involves combining numbers by addition, subtraction, multiplication and division. [22]

   According to Kingfisher Arithmetic is a branch of mathematic that help the peoples to use numbers to solve problem which may be practical one, such as how to large the area of a field is or more complex. Arithmetic lets us use numbers in four ways. And can add them together, or divide one by another. These separate actions are know as addition, subtraction, multiplication and division.[23] So the arithmetic operation are mathematical model (symbolic representations/national system/sign system) of certain situation, that called is names of arithmetic vocabulary.

   The writer concluded that elementary arithmetic is the most basic kind of mathematics: it concern the operations of addition, subtraction, multiplication and division. Most people learn elementary arithmetic in elementary school.

   There are some basic arithmetic terms in English Vocabulary:

   1) Division is used to divide or partition a whole into parts. Division is the opposite of multiplication.[24]   Example : 8 : 2 = 4 vocabulary arithmetic is eight division two equals four.

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[21]Tim Murphey. 2002. Music and Song. New York: Oxford University Press, p. 10.
[22]Chuck at SSSoftware, op, cit,p.1
[23] Kingfisher. 1991. *Science Encyclopedia*. London: The British Library
[24] Chuck at SSSoftware, lo, cit,p.1

2) Multiplication is indicated by the times sign (X), The operation of multiplication is the same as repeating addition.[25] Example : 4 x 3 = 12 vocabulary arithmetic is four times three equals twelve.

3) Subtraction is indicated by the minus sign (-). Subtraction is the opposite of addition. [26]Example: 10 – 5 = 5 vocabulary arithmetic is ten minus five equals five

4) Addition is used to find the result of putting together items in a group, or parts in a whole. Addition is indicated by the plus sign (+). Addition is the opposite of subtraction.[27] Example : 10 + 10 = 20 vocabulary arithmetic is ten plus ten equals twenty

b. **Teaching Elementary School Students Using a Song to Teach English Arithmetic Terms .**

There are many types of technique that can be applied in teaching in order to help the teacher construct a strategy for teaching efficient and effective technique when an objective given. The teacher prefers to use background music and others use music lyrics as the basis of a lesson. These are some techniques for using songs effectively:

1) When teaching students a song, it is good idea to introduce an instrumental version first, play the song softly before introducing the lyric. If students become familiar with sound of the music first, they will be likely to understand the words.

2) Make a vocabulary list ahead of time. Go over the words once before the teacher introduce the songs.

3) Choose interactive songs whenever possible. Adding action enhances language acquisition and memory.

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[25] Ibid
[26] Ibid
[27]Ibid

4) Have soft or upbeat music playing before class to encourage a positive atmosphere. Turning the music off is a great way to signal to large class that it is time to begin.[28]

From several opinions above, the researcher concluded that songs can create the good atmosphere for students feel interest and relaxing in learning activities arithmetic terms student's vocabulary. They provide variety and fun and encourage within oneself and within a group. Song also appears to precede and aid the development of language in young children more motivation in learning process and to increase student's knowledge. The teacher can use a songs as media to teach vocabulary, grammar, pronunciation, etc. It is known that almost all students like songs, it can used as one of the ways to get encourage the students participate in the teaching learning process.

c. Characteristics of Elementary School Students

The characteristic of elementary school students in teaching English is not the same as teaching adult because they have different characteristics. Some peoples say that children learn language faster adult, perhaps this is influence by the plasticity of a young brain. According to Pinkers "acquisition…is guaranteed for children up to the of six, then it is steadily compromised from then until shortly after puberty."[29]

Elementary school students usually consist of students about six up to twelve years old who are relatively mature children with an adult side and a childish side. Their characteristics and motivation are different with students at the higher levels, like junior high school and university. So, teaching elementary school students is not same as teaching adult because elementary school students might

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[28]Longfellow Wadsworth, Henry. Op Cit, p.5
[29]Harmer, Jeremy. Op Cit, p.37

have low motivation in learning. They need an extra help to acquire the class fascinating instead of being bored. Thus, in this case teacher of elementary school should have several tricks to make their students motivated to learn English.

According to Brumfit (1997:v) gives a list of the characteristics which leaners share: Young learners are only just begining their schooling, so that teacher have a major opportunity to mould their expectations of life in school, as a group they are potentially more differented than secondary or adult learners, for they are closer to their varied home cultures, and nwe to the conformity increasingly imposed accross cultural grouping by school, they tend to be keen and enthusiastic learners, their learning can be closely with their development of ideas and concept, because it is so close to their initial experiences of formal schooling and they need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.[30]

In addition, Slattery and Willis state that: Children are learning to read and write in their own language, Children are developing as thinkers, Children can plan and organize how best to carry out an activity, Children can work with other and learn from other, Children understanding the difference between the real and imagery, and Children can reliable and take responsibility for class activities and routines.[31]

The teacher needs to remembered that children may still find that English words as a foreign language is difficult to pronounce correctly. The children in learning a foreign language at the earliest stages might bring the different development and learning abilities in their first language into their abilities in English. For some students,

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[30] Brumfit. " Characteristic Young Learner "
Http://Peni.Staff.Uns.Ac.Id/2008/10/10/Young-Learner-Characteristics/ January 30 2010
[31] Mary, Slattery and Willis, Jane. 2001. English for Primary Teacher. New York : Longman.

learning English vocabulary is a little bit difficult since they have to memorize words.

d. Some Problem of Elementary School Students in Learning English

Learning a foreign language is more difficult than learning a native language. Most of problems are different in nature and accordingly need a different way of tackling by the students. According to Ramelan, some of the problems in learning English are concerned with the identification of the foreign language, the production of sounds by his organs of speech and different nature of the production called supra-segmental feature like stress, length, pitch and intonation.[32] Finocchiaro say that every language has its own arbitrary symbol or word, used to express the meaning of an object or an idea.[33] It means that symbol is meaning embodiment of certain idea that is produced by a speaker to express an idea. In this case, one can also say that a set of words or a sentence constitutes a means of transferring ideas addressed to the listeners. Thus it can be inferred that a means of transferring ideas is a set of words or the amount of vocabulary one possesses.

The children usually have difficulties in producing the foreign sounds. They must learn to utter the different words that they have heard. When the young learners learn a foreign language at the first stage, their tongue are less familiar with the new language, in this case English. Thornbury has the opinion. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[34] According to Nunan, points out that the acquisition of an

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[32] Ramelan, *Op.Cit*,p. 8

[33] Marry Finocchiaro*, English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company.Inc,1974),p.4

[34] Scott Thornbury, *How to Teac Vocabulary*,(England: Pearson Education Limited, 2004),p.13

adequate vocabulary is essential for successful second language use.[35] Because without an extensive vocabulary, we will be unable to use the structure and functions we may have learned for comprehensive communication.

The explanation implies that learning a language can not be separated from learning it is vocabulary because whenever we want to communicate with other people using a language, we should have mastered a stock of words related to the topic spoken. Vocabulary is one of the language components, which supports the speaker in communication. It plays a very important role in developing the four language skill. It appears in all language skills whether listening, speaking, reading, or writing.

3. **The Teaching of Vocabulary**

   a. **Definition of Vocabulary**

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

   Hornby says, "Vocabulary is a total number of words which (with roles for combining them) make up a language"[36]. This definition tells us not only the number of words one knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meaning of words and their uses in context.

   And J. Charles Alderson and Lyle F. Bachman say, "Vocabulary is a set of lexemes including single words, compound words and idioms".[37]

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[35] David Nunan, *Language Teaching Methodology Text Book for Teacher*,(London: prentice hall,1995),p.117

[36] A S. Hornby, o*p cit*, p. 959.

[37] J. Charles Alderson and Lyle F. Bachman, *Assessing Vocabulary*, (New York: Cambridge University Press, 2000), p. 45.

When we only know the form and meaning and do not know the implementation of vocabulary in sentences, our vocabulary will be useless. From the explanation above, the writer concludes that vocabulary means the total number of words including single words, compound words and idioms that individual knows and the rules for combining the words to make up a language**.**

b. **The Kinds of Vocabulary**

There are some opinions about kinds of vocabulary. One of them is proposed by Scott Thornbury, there are two kinds of vocabulary, namely receptive vocabulary and expressive vocabulary[38]:

Reecvptie vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms, another way is checking them up in the dictionary.

Expressive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

Another opinion by Marianne Celce and Murcia Elite Olshtain, "there are two kinds of vocabulary: namely function words and content words".

The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs). And the content words are those vocabulary

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[38] Scott Thornbury. Op Cit, p. 15.

items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes: Words that refers to a person, a place or a thing that we might call them nouns, words that express an action, an event or a state are called verbs, and words are used to describe the qualities of thing or action are called adjectives and adverbs. [39]

c. Some Techniques in Teaching Vocabulary.

Techniques are way of doing something, especially one that needs special skills.[40] Brown has defined technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.[41]

There is a relationship among teaching approach, method, and technique. An approach is a set of assumptions dealing with the nature of language, learning, and teaching. Method is describing an overall plan for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

From explanation above, the writer concludes that a method is smaller than an approach and it is bigger than a technique. Ruth Gairns and Stuart Redman say, "There are many techniques of vocabulary teaching. There are: mime and gesture, visual aids, verbal explanation, and contextual guesswork":

Mime and Gesture. In this technique, a teacher can use real object and command. In real object, the teacher can use something

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[39] Marianne Celce – Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), P. 76.
[40] Hornby A.S, *op cit,* p. 443.
[41] H. Dougles Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, 2nd Ed, (San Fransisco: Longman, 2001), p.16.

available in the classroom such as door, blackboard, chalk, clock and so on. In using command, a teacher can give command such as open the window, open your book, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand on your head, etc.

Visual Aids. In this technique, a teacher can use pictures, photographs, flashcards, and blackboard. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard but there are undersized results. Picture for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students' handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students' mind before he is given the English word because he can understand it from the picture which drawn.

Verbal Explanation. In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. A teacher can explain the synonym, antonym and definition of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

Contextual Guesswork. In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation. [42]

Brown and Payne, describe five 'essential stept' in learning vocabulary based on research into learner's strategy. They are: Having sources for encountering new words, getting in clear image, whether visual or auditory or both, for the forms of the new words, learning the

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[42] Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 2003), p. 73.

meaning of the words, making a strong memory connection between the form and meaning of the words and using the words.[43]

d. The Principles of Teaching and Learning Vocabulary

In teaching, a principle is beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making.[44] Teacher's principles are an important aspect of their belief systems, and may be a result of teaching experience, training, or their own experiences as learners.

There are principles of teaching and learning vocabulary, they are aim, quantity, need, frequent exposure and repetition, meaning presentation and Situation presentation:

1) Aim

The teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do? And which word?

2) Quantity

The teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.

3) Need

The teacher may have to choose the vocabulary that will be taught on the students. The students are put in a situation where they have to communicate and get the words they need it.

4) Frequent exposure and repetition

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[43] Evelyn Marcussen, Hatch. *Vocabulary, Semantics, and Language Education* (New York: Cambridge University Press, 1995),3rd Ed, p.373

[44] Jack C. Richard, *et. al.*, *Longman Dictionary of Language Teaching and Applied Linguistics* (Malaysia: Pearson Education, 2002), 3rd Ed, p. 418.

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

5) Meaning presentation

Wallace states that the teacher must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning-although 'meaning' involves many other things as well. This requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6) Situation presentation

Michail J. Wallace says that the choice of words can vary according to the situation in which we are speaking and how well we know the person, to whom we are speaking. So, students should learn words in the situation, in which they are appropriate.[45]

B. PREVIOUSE RESEARCH

There are two kinds of thesis that give support to the writer in research :

1. One research was done by Arsianti (05420028), thesis of faculty of language and art education department of English education in IKIP PGRI Semarang 2008 with the title "The Ability To Write Number Sum In Arithmetic In Learning English By Using The Sign Of Plus (+), Minus (-), Division (:), And Time (X) For Fourth Year Students Of Sd Negeri Kalibantu Wetan Kendal. According to Arsianti, her research used techniques in collecting data, they are: Library research, the library research is one of method in collecting data by using some theory of the linguist and expert or oven other facts from some books. And field research, this technique is direct survey in which the researcher make a

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[45] Michael J. Wallace, *Teaching Vocabulary* (London: Heineman Education Books. Ltd, 1982) p. 27-30.

direct contact with the respondents. In this field research, she applied two way in order to collect data.

In collecting the data, the writer uses essay test as the instrument of the study. In her research finding the result of the test based on the level of students' achievement shows that 14% get outstanding achievement, 24% students get average achievements, 14% students are below average achievement and 24% students get insufficient achievement. So the final result the students very poor to increase their skill in English learning.[46]

2. The second research was done by Testiana Deni.W, thesis of English department language and art faculty in UNNES 2009 with the title "the effectiveness of children song as an aid to improve the students mastery of English vocabulary. In collecting the data, the writer used an objective test especially multiple-choice technique.

The research findings reveal that the result of the treatment is contrary to the null hypothesis, her reason in the pre-test the average score of the control group and experimental group are 54,46. the result of experimental group is higher than control group, namely 60,58 and 70,91 we can conclude that the experimental group achieved a better result than the control group. [47]

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[46] Arsianti, 01420314. Unpublished Thesis Under Title *The Ability to Write Sum In Arithmetic In Learning English by Using The Sign of Plus (+), Minus (-), Division (:), and Time (x) for Fourth Year Students of SD Negeri Kalibantu Wetan Kendal*, (Semerang: IKIP PGRI, 2008)

[47] Deni. W. Testiana, 2201401529. Unpublished Thesis Under Title *The Effectiveness Of Children Songs As An Aid* To *Improve The Students Mastery Of English Vocabulary*, The Case Of The Fourth Grade Of SD Negeri Nyatnyono 3 Ungaran In The Academic Year Of 2005-2002, (Semarang: UNNES, 2009)

C. HYPOTHESIS

The hypothesis is the assumption that possibly true or possibly also wrong. The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved.[48] Because the hypothesis was the provisional answer, it was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

In this research, the hypothesis is that there is effective in vocabulary score of students taught using songs and those taught using non-songs.

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[48] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13th Ed., p. 116.