

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

##### 1. Vocabulary in Teaching Learning

###### a. The Definition of Vocabulary

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

According to Caroline T. Lines vocabulary is the collection of words that an individual knows.<sup>1</sup>

Jack Richards, John Platt, and Heidi Weber say, "Vocabulary is a set of lexemes, including single words, compounds words and idioms."<sup>2</sup>

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 researcher 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.

Vocabulary is one of the language components which have to be mastered by students in learning new language. David Wilkins explains that Without Grammar very little can be conveyed. Without vocabulary nothing can be conveyed.<sup>3</sup> It means that Students who want to improve their English, they should master vocabulary. Vocabulary is one of the important aspects 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

---

<sup>1</sup> Caroline t lines, *Practical English Language Teaching: Young Learners*,(New York: MC Graw Hill,2006).p.121

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

<sup>3</sup> Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p. 13.

vocabulary the students will have the difficulties in learning and understanding the foreign language. When the students do not know the ways to increase their vocabulary they will lose their interest in learning foreign language, because they can not understand the foreign language words. So, vocabulary is very important in learning foreign language.

#### **b. The Kinds of Vocabulary**

There are some opinions about kinds of vocabulary. One of them is proposed by Haycraft, there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.<sup>4</sup>

- 1) Receptive vocabulary is that the students recognize and understand when they occur in context but which can not produce correctly. It 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 looking in the dictionary.
- 2) Productive 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: they are function words and content words”.<sup>5</sup>

- 1) 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

---

<sup>4</sup> Evelyn Hatch, *Vocabulary, Semantics, and Language Education*, (United Kingdom: Cambridge University Press, 1995),p. 370

<sup>5</sup> Marianne Celce – Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), P. 76.

lose old ones: pronoun, auxiliary verbs, prepositions, determiners and adverbs).

- 2) The content words are those vocabulary 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: (a) Words that refers to a person, a place or a thing that we might call them Noun, (b) Words that express an action, an event or a state are called verbs, (c) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

### c. **The Ways to Improve Vocabulary**

A large vocabulary can help you communicate clearly and effectively and the positive repercussions are endless—write understandable textbook and letters, communicate your thoughts in any speech, getting well understanding of any listened songs, write better research papers, give memorable speeches that make long-lasting impressions and more. The list goes on and on. There are some ways to improve vocabulary, they are:<sup>6</sup>

- 1) Attend Lectures or Continuing Education Classes

There are many free lectures at local colleges, universities and libraries. Be sure to take your dictionary. It's never too late to learn something new.

- 2) Keep a Notebook of New Words

We hear and read new words all of the time but rarely do we take the time to look them up. When you hear an unfamiliar word, jot it down and take the time to look it up later.

---

<sup>6</sup> <http://dictionary-software-review.toptenreviews.com/some-simple-ways-to-improve-your-vocabulary.html>. accessed on 20/12/2010/10.15

### 3) Study Foreign Languages

Studying foreign languages is a great way to improve your vocabulary in your native language. You'll find similar words and become more familiar with conjugations. A common word in a foreign language may be uncommon in your native language. For example, edificio is a common word in Spanish for building. The word edifice is the less common English translation.

### 4) Use Dictionary Software and a Thesaurus

Dictionary software is a handy tool to define words you come across on the Internet and in emails. You can also easily search for words in the thesaurus to use in your emails and reports.

### 5) Sign up for a Word of The Day Email or Use a Word of the Day Calendar

Various websites offer a word of the day so you can increase your vocabulary. Check out dictionary.com and w-m.com, two websites that offer a word of the day. Another way to learn a new word each day is use a tear-off calendar that features vocabulary.

### 6) Read, Read and Read

There is no better way to improve your vocabulary than to read books. Read a variety of genres from different periods, and when you read an unfamiliar word, look it up in a dictionary or dictionary software.

### 7) Play Word Games

Scrabble, crossword puzzles and other word games are not only fun, but also educational. You can keep your mind sharp, alert and full of good words by doing the crossword puzzle in your favorite newspaper or magazine.

### 8) Watch Educational Shows on TV

You can learn a lot of new words and terms by watching educational TV like OPRAH or the Discovery Channel instead of your favorite sitcom or listening English song in TV. This is especially

helpful to learn words that pertain to a certain topic like amphibians, space or nuclear energy.

9) Join a Writing Group or Book Club

A writing or book club can motivate you to write, read and learn new words. And, you can share your new vocabulary with the group and visa versa.

**d. The Aspects of Lexis that Need to be Taken in Teaching Vocabulary**

Several aspects of lexis that need to be taken into account when teaching vocabulary. They are<sup>7</sup>:

1) Polysemy

Distinguishing between the various meaning of a single word form, which has several meaning and closely related meaning (e.g. head: of a person, of pin, of an organization).

2) Homonymy

Distinguishing between the various meaning of a single word form, which has several meaning which is not closely related (e.g. file: used for keeping papers in or a tool for cutting or smoothing hard substances).

3) Homophony

Understanding words that have the same pronunciation but different spelling and meaning (e.g. flour, flower).

4) Synonymy

Distinguishing between the different shades of meaning that synonymous words have (e.g. extends, increase, expand).

Distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speaker's attitude of the situation. Socio- cultural association of lexical items is another important factor.

---

<sup>7</sup>Charles W. Kreidler, *Introducing English Semantics*.(London;The Taylor and Francis Group,1998 ) p. 52.

## 5) Style, Register, Dialect

Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

## 6) Translation

Awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).

## 7) Chunks of Language

Multi-word verbs, idioms, strong and weak collocations, lexical phrases.

## 8) Grammar Vocabulary

Learning the rules that enable student to build up different form of the word or even different words forms that word (e.g. sleep, slept, sleeping, able, unable, disability).

## 9) Pronunciation

Ability to recognize and reproduce items in speech.

There are many aspects of lexis which are mastered in order that students are able to improve their vocabulary. Because mastering vocabulary is on of basic language. For example, in order that our speaking can be understood by another person, our pronunciation must be good. So there is no misunderstanding in communication.

### e. 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. There are principles of teaching and learning vocabulary, they are:<sup>8</sup>

---

<sup>8</sup> Michael J. Wallace, *Teaching Vocabulary*, (London: Heineman Education Books. Ltd, 1982), p. 27-30

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

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 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

Michael J. Wallace says that the choice of words can 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.

Based on explanation above, it can be concluded that there are principles in teaching and learning vocabulary such aim, quantity, need, frequent exposure and repetition, meaning and situation

presentation. Beside that, teacher's principles are an important aspect of their belief systems, and may be it is a result of teaching experience, training, or their own experiences as learners. Good principles of teaching and learning are useless without good teacher's principle in teaching process. So, there is compatibility between principles of teaching learning and teacher's principles. Then, the aim of teaching learning can be gained.

#### **f. Methods in Teaching Vocabulary**

In the teaching learning process the teacher has to be able to make the interesting materials for the students, and he has to know all kinds of method in order to be able to use one of them when situation demands it. The creativity of the teacher will get a good result. In order to get a good result, the teacher uses a teaching learning method. According to Diane Larsen and Freeman, there are some methods in teaching vocabulary<sup>9</sup>.

##### 1) Direct Method

In this method, a foreign language can be taught without translation or use the learners' native tongue if meaning is conveyed directly through demonstration and action. The teacher just encourages directly and spontaneously uses the foreign language in the classroom. Teaching begins with systematic to teach new vocabulary by using pictures, mime, and demonstration.

##### 2) Silent Way

Learning task and activities in the silent way have function of encouraging and shaping the students oral response without direct oral instruction from the teacher. The teacher works with the gestures and sometime instructions in the students' native language to help the students produce the target language sounds as accurately as possible. When the teacher speaks, it means that he or she just gives clues to the students, and the students do what the teacher says. This constitutes to

---

<sup>9</sup> Diane Larsen and Freeman, *loc.cit*,p.23-107

the basis for classroom activity. The language is emphasized on pronunciation, structure of the language, and vocabulary.

### 3) Community Language Learning

The teacher considers their students as “whole person”. Whole person learning means teachers consider not only their students feeling and intellect, but also have some understanding of the relationship among students’ physical reactions, their instinctive protective reactions, and their desire to learn. The teacher initial role is a counselor. It does not mean that the teacher is a therapist, or that the teacher does not teach. Rather, it means that the teacher recognizes how threatening a new learning situation can be for adult learners, so he skillfully understands and supports his students in their struggle to master the target language.

Community language learning method is students –neither centered, nor teacher-centered, but rather teacher-student centered with both being decision makers in the class.

### 4) Total Physical Respond

In this method, a language teaching method builds around speech and action; it attempts to teach language through physical activity. The teaching is started by using a short sentence and it can be shown in class, for example, in words stand up, sit-down, walk, and stop. Then the teacher asks the students to make short sentence well, or the teacher gives commands quite quickly, and students initially learn one part of the language rapidly by moving their bodies. The translation is used if the material that is given by the teacher is form abstraction. Grammatical structure and vocabulary are emphasized in this method.

### 5) Audio Lingual Method

In this method, the teacher uses audio aid to teach his students. This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-

lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar. Here, teacher can use song or others audio to teach students.

Teacher can use and combine some methods that are suitable for students, situation, and material lesson.

## 2. The Students' Vocabulary Power

Vocabulary is a list of words with their meanings especially on that accompanies a text book in a foreign language. So, it is important to teach vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

The more vocabulary the learners have, the easier for them to develop their four skills. In listening, by having many vocabularies they can hear and understand all the words in oral communication easily. In speaking skills, they can cover all the words that they use in oral communication. In reading skills, they can understand all the words in written materials. And in writing skills, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are language productions that belong to productive skills while listening and reading involve receiving the message that belong to receptive skills.<sup>10</sup>

Both listening and speaking is referred to as oral vocabulary, whilst reading and writing denotes literate vocabulary. Apart from word meanings, oral vocabulary particularly relies upon correct pronunciation. Confusion and

---

<sup>10</sup> Arnold, *Introduction to Applied Linguistics*, (New York New York: Oxford University Press, 2002), p. 40-41

misunderstanding can result when words are pronounced incorrectly. Hearing a word said wrongly, or listening to a word that is not spoken the way it is spelt, is often one of the largest issues for the non-English speaker.<sup>11</sup>

One of the ways to improve vocabulary is to hear it. Research shows that vocabulary building can occur via listening, even when the listener is exposed to a minimal amount of new words. It is also noted that by just listening, even without repetition (i.e. a noted way of building vocabulary), vocabulary development can occur. It is also necessary for learners (both English as a second language learners and native speakers) to hear English before actually reading the words.

A study by Vidal (2003) revealed that students who listened to just three lectures demonstrated reasonable increases in vocabulary (Cohen, 2008). It is suggested that listening could substitute for reading in regards to increasing vocabulary, and that when used with interactive teaching, exposure to audio increases vocabulary development (Cohen, 2008). According to Cohen (2008), just listening to stories or the reading of text may be more effective for vocabulary development than once thought.<sup>12</sup>

Besides that, the definition of power is the specific ability or faculty. So, the word of power is used to measure the strength of students' vocabulary.

From the definition above, the writer concludes that vocabulary power is the ability of students to understand the English vocabulary.

### **3. General Concept of Noun**

#### **a. The Definition of Noun**

There are some definitions of Noun. Noun can be defined as follows:

- 1) "Noun is a word used to name or identify any of a class of things, people, places, or ideas, or a particular one of these.

---

<sup>11</sup><http://www.write-better-english.com/how-to-improve-my-vocabulary.aspx>.accessed 2/12/2010/4.18

<sup>12</sup> <http://www.write-better-english.com/Importance-of-Hearing-Words.aspx> accessed on 2/12/2010/4.15

- 2) According to Oxford Dictionary in Kardimins' book noun (grammar) word that is the name of thing, quality, person, etc. and can be the subject, or object of a verb.
- 3) Noun is used to refer to people and things as well as to abstract ideas and phenomena.<sup>13</sup>

From the definition above, we can draw a conclusion that noun is a word which is used to name or identify a person, place, thing, idea and condition.

#### **b. Types of Nouns**

In this study, I would like to explain the types of noun;<sup>14</sup>

##### 1) Proper Nouns

Proper nouns are nouns that refer to specific entities. Writers of English capitalize proper nouns like *Nebraska*, *Steve*, *Harvard*, or *White House* to show their distinction from common nouns.

##### 2) Common Nouns

Common nouns refer to general, unspecific categories of entities. Whereas *Nebraska* is a proper noun because it signifies a specific state, the word *state* itself is a common noun because it can refer to any of the 50 states in the United States. *Harvard* refers to a particular institution of higher learning, while the common noun *university* can refer to any such institution.

##### 3) Countable Nouns

To *linguists*, these count nouns can occur in both single and plural forms, can be modified by numerals, and can co-occur with quantificational determiners like *many*, *most*, *more*, *several*, *etc.*

For *example*, the noun *bike* is countable noun. Consider the following sentence:

*There is a **bike** in that garage.*

---

<sup>13</sup> Akhmad.Kardimin, *Essential English Grammar*, (Yogyakarta: Pustaka Pelajar, 2005), p.246

<sup>14</sup> Akhmad Kardimin, *Fundamental English Grammar*, (Yogyakarta: Pustaka Pelajar, 2005), p,267

In this example, the word **bike** is singular as it refers to one bike that is presently residing in a particular garage.

However, *bike* can also occur in the plural form.

*There are **six broken bikes** in that garage.*

In this example, the noun *bikes* refer to more than one bike as it is being modified by the *numeral six*.

In addition, *countable* nouns can co-occur with quantificational determiners.

*In that garage, **several bikes** are broken.*

This sentence is grammatical, as the noun *bike* can take the modification of the quantificational determiner *several*.

#### 4) Uncountable Nouns or Mass Nouns

Conversely, *some* nouns are not countable and are called uncountable nouns or mass nouns. For example, the word *clutter* is a mass noun.

*That garage is full of **clutter**.*

This sentence makes **grammatical** sense. However, the following example does not.

*That garage is full of **clutters**.*

Mass nouns can not take plural forms, and therefore a sentence containing the word **clutters** is ungrammatical.

Substances, liquids, and powders are entities that are often signified by mass nouns such as *wood*, *sand*, *water*, and *flour*. Other examples would be *milk*, *air*, *furniture*, *freedom*, *rice*, and *intelligence*.

#### 5) Collective Nouns

In general, collective nouns are nouns that refer to a group of something in a specific manner. Often, collective nouns are used to refer to groups of animals. Consider the following sentences.

*Look at the **gaggle** of geese. There used to be **herds** of wild buffalo on the prairie. A **bevy** of swans is swimming in the pond. A **colony** of ants lives in the anthill.*

In the *above* examples, gaggle, herds, bevy, and colony are collective nouns.

#### 6) Concrete Nouns

Concrete nouns are nouns that can be touched, smelled, seen, felt, or tasted. *Steak, table, dog, Maria, salt,* and *wool* are all examples of concrete nouns.

*Can I pet your **dog**? Please pass the **salt**. Your sweater is made of fine **wool**.*

Concrete nouns can be perceived by at least one of our senses.

#### 7) Abstract Nouns

More ethereal, theoretical concepts use abstract nouns to refer to them. Concepts like *freedom, love, power,* and *redemption* are all examples of abstract nouns.

*They **hate** us for our **freedom**. All you need is **love**. We must fight the **power**.*

## 4. English Children Songs in Teaching Vocabulary

### a. English children songs as media

#### 1) The Definition of Children Song

Song is a piece of music for accompanied or unaccompanied voice or voices or, "the act or art of singing," but the term is generally not used for large vocal forms including opera and oratorio<sup>15</sup>.

We have seen the definition of song above, so let us talk about children. Principally, children are the plural of child. And the definition child itself is an individual who has not reached puberty.<sup>16</sup>

Children song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message

---

<sup>15</sup><http://en.wikipedia.org/wiki/Song>. accessed on 27/03/2010/5.27

<sup>16</sup> [Http://En.Wikipedia.Org/Wiki/Child](http://En.Wikipedia.Org/Wiki/Child). Accessed on 25/8/2010/10.45

from it easily. But in fact, it can be enjoyed by everyone. It can be enjoyed by teenagers, adults, and even old people.

Children's song may be a nursery rhyme set to music, a song that young children invent and share among themselves, or a modern creation intended for entertainment, use in the home, or education.<sup>17</sup>

## 2) The Basic Elements of Song

When the teachers choose the song to teach students so teacher should know the basic elements of song, they are;

### a) Melody

Melody is sweet music, tunefulness, arrangement of notes in a musically expressive succession. A melody in music is a series of linear events or a succession, not a simultaneously as in chord. However, this succession must contain change some kinds and be perceived as a single entity called melody. Melody may be said to result where there are interacting pattern of changing events occurring in time. The essential elements of any melody are duration, pitch, and quality (timbre, texture, and loudness). Melody often consists of one or more musical phrases, motifs, and is usually repeated throughout a song or piece in various forms.<sup>18</sup>

### b) Rhythm.

Rhythm from Greek- *rhythmos*," any regular recurring motion, symmetry" is a" movement marked by the regulated succession of strong and weak elements, or of opposite or different conditions".

In other words, rhythm is simply the timing of the musical sounds and silences. While rhythm most commonly applies to sounds, such as music and spoken language, it may also refer to visual presentation, as "timed movement through space."<sup>19</sup>

---

<sup>17</sup>[http://en.wikipedia.org/wiki/Children%27s\\_song](http://en.wikipedia.org/wiki/Children%27s_song) accessed on 13/08/2010/14.15

<sup>18</sup> [Http://En.Wikipedia.Org/Wiki/Melody](http://En.Wikipedia.Org/Wiki/Melody) accessed on 10/11/2010/9.48

<sup>19</sup> <Http://En.Wikipedia.Org/Wiki/Rhythm> accessed on 10/11/2010/9.50

c) Lyrics

Lyrics are simply words of song, the lyric of song text roles not only as a complement of the song but also as important part of musical elements which determine the theme, character and mission of the song.<sup>20</sup>

**3) Teaching Vocabulary Using English Children Song as Media**

Children Song is one of teaching media, it may be used to create a more relaxing foreign language classes. It also can be used to teach vocabulary.

Arsyad says that teaching media are means that are used to convey teaching messages.<sup>21</sup> Another definition of teaching media is conveyed by National Education Association, which says that media are forms of communication either printed or audio visual and the tools.<sup>22</sup>

From the two definitions above conclude that teaching media are the means that are used by the teacher to convey the teaching material to the students. It can be printed or audio visual and the tools.

In Indonesia, most of English students have difficulties in learning English, they are less motivation in studying English because they believe that English is difficult. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand.<sup>23</sup> So, teacher as facilitator in learning process should think creatively how to make English can be

---

<sup>20</sup> <http://En.Wikipedia.Org/Wiki/Lyrics> accessed on 10/11/2010/10.00

<sup>21</sup> Azhar Arsyad, *Media Pembelajaran*, ( Jakarta; PT Raja Grafindo Persada, 2006),p.4

<sup>22</sup> Azhar Arsyad, M.A, *ibid*,p.5

<sup>23</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, Fourth Edition,(NY: Pearson Education, 2005),p.7

learnt well and make students interested in learning. One of the strategies that can be used by teacher is using media to support teaching and learning process.

According to Kasihani media can be classified into three groups, those groups are:<sup>24</sup>

- a. Visual aids; it is media that can be seen such as pictures, flashcard or card short, newspaper, realia, map, etc.
- b. Audio aids; it is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 player, CD, etc.
- c. Audio Visual aids; it is teaching media that can be seen and can be heard such as video clips, films, TV news, VCD, TV, etc.

According to the explanation above, the researcher concluded that the use of song can be classified as audio aid because it can be heard. In other hand, media are needed in teaching

As an addition, Esthi Endah states the functions of media are; make students easy to learn, make teachers easy to teach, give concrete description to students (they are not just imagine), make learning process exiting to reduce students' boredom, stimulate students attention and motivate them to learn.<sup>25</sup> By using many kinds of media, students can do various activities.

From several explanations above, the researcher concluded that media are important in teaching learning process. It makes students easily to catch the material because they are interested in learning and the teaching learning process will be more various so that the students enjoy it. Students also will be more active in giving response to the teacher's explanation.

---

<sup>24</sup> Kasihani, *English for Young Learners*, (Jakarta:PT Bumi Aksara,2007),p.103

<sup>25</sup>Esthi. Endah Ayuningtyas, *Cerdas Emosional dengan Musik*, (Yogyakarta: Arti Bumi Intaran, 2008), p.119.

#### 4) The Procedures of Applying English Songs in Teaching Vocabulary

According to Haycraft, the procedures of applying English songs are as follows:<sup>26</sup>

- a. Play the song as many times as necessary and ask questions
- b. Show the students the script and get the class to sing it following the song
- c. Divide up the class and have a group, each singing a line. Replay the song often as necessary find out who has good voice try to get solos.
- d. Bring out the students to conduct different combinations until the song is familiar, so it make students can catch the words in the song
- e. Play and sing whenever you want to revise. It is a good idea to play song at the beginning of class while everyone is setting down.

#### 5) The Advantages and Disadvantages of Song

As a teaching media, song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication, those are:<sup>27</sup>

- a) Create a desire environment, students are expected to be enthusiastic in the learning process.
- b) Facilitate a positive learning mood and motivate students to learning, song helps students to focus on the material discussed and raise their concentration in the learning activities.
- c) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.

---

<sup>26</sup> J. Haycraft, *an Introduction to English Language Teaching*,(Britain: Longman Group, 1983),p.39

<sup>27</sup>Adi W Gunawan, *Genius Learning Strategy*,(Jakarta: PT Ikrar Mandiri Abadi,2004),p.254-259

- d) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing song to make they more active.
- e) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live .So, students are easy to understand the material.
- f) Stimulate imagination and creativity. Song is good stimulus to imagine and it can explore students' creativity.
- g) Embed new vocabulary. Students can enrich their vocabulary after listen to a song.
- h) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

In other hand, the use of song in teaching learning process has disadvantages. Those are;<sup>28</sup>

- a) Song disturbs concentrations when applying to people who hate a genre of song.
- b) Song can hurt eardrums if it is set up so loud.

According the advantages and the disadvantages above, the researcher concluded that the use of song in teaching learning process has good effect than bad effect. It gives good effects to activate understanding and make students easy to memorize the material.

## **b. Teaching and Learning English at Elementary School**

### 1) The Characteristic of Elementary School Students

Every body is different, either their characteristic of personality. Therefore, it is necessary for us to treat them in different treatments in order to make them feel convenient. In the same case, teaching English for elementary school level is also different with teaching English for students at the higher levels. The elementary

---

<sup>28</sup> <http://www.eslbase.com/articles/songs.asp> accessed on 15/11/2010/10.34

school students are still called as children because their ages are between 7 to 12 old. According to Mary Slattery and Jane Willis, children at that group have some general characteristics as follows:

- a) They are learning to read and write in their own language.
- b) They are developing as thinkers.
- c) Understand the difference between the real and the imaginary.
- d) They can plan and organize how best to carry out an activity
- e) They can work with others and learn from others.
- f) They can be reliable and take responsibility for class activities and routines.<sup>29</sup>

While according to Harmer, young children especially those up the age of nine or ten have some light of characteristics as follows:

- a) They respond to meaning even if they do not understand individual words.
- b) They often learn indirectly rather than directly, that is they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- c) Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- d) They generally display an enthusiasm for learning and curiosity about the world around them.
- e) They have a need for individual attention and approval from the teacher.
- f) They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.

---

<sup>29</sup> Mary Slattery and Jane Willis, *English for Primary Teachers* (New York: Oxford University Press, 2001), p. 5.

- g) They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.<sup>30</sup>

From the characteristic above, we can conclude that children are unique. They lost interest more quickly in doing something, and they more like to have other children around them and sitting with others encourages cooperation. Hence, for teachers at this level should provide a fun, cheerful, enjoyable classroom and provide an appropriate technique in order to be able to attain a successful and activity.

## 2) Learning English for Elementary School Student

As stipulated our government, that English is the first foreign language which is must be taught at all school levels. Additionally, elementary school becomes the first level that must involve English into its curriculum. Because at elementary school English is firstly introduced, it meant that the students at this level have not received English before. Their English knowledge is still lack, or even no knowledge. Their gradual growth of knowledge in learning English is still in the basic level.

Generally based on learners' language knowledge, English learners are described in three levels, i.e. beginner, intermediate, and advanced. Beginners are those who do not know any English, intermediates are those who have basic competence in speaking and writing, and an ability to comprehend fairly straight forward listening and reading, while advance are those whose level of English is competent, allowing them to read difficult fact and fiction and communicate fluently with native speakers.<sup>31</sup>

Seeing that learning English is the first experience for elementary school students, I have an opinion that elementary school students are

---

<sup>30</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2002), p.38

<sup>31</sup> Jeremy Harmer, *How to Teach English*, (New York: Longman, 2007), p.17.

still categorized as beginners. This categorization is not based on physically they are still children, but the fact that English is a new subject for most Indonesian elementary school student.

## **B. Previous Research**

1. The previous research is from Widyatuti Setyaningsih, students number 220 140 3613, Language and Arts Faculty State University of Semarang, 2008. The title is “*Song Text Usage as Media to Improve Vocabulary Proficiency*”, The Case of Year 8<sup>th</sup> Students SMPN 13 Semarang in Academic year of 2007/2008.<sup>32</sup> She was using song to improve students' vocabulary, the objectives of her study were to describe the significant different on vocabulary achievement between the students' who have been taught using song and students who have been taught without song. In order to achieve the objective her study, she designed an experimental research using pre test and post test. The population of her study was the Eighth grade students of SMPN 13 Semarang, she chooses two classes to be result. One class was as control class and the other class was as experimental class. And the result was significant; song could give contribution in teaching vocabulary. Song can help students to memorize words easily because all song almost certain words related with their environment and it makes students relaxed so that the learning English vocabulary is enjoyable.
2. The previous research is from Wita Cahyaningtyas, students number 220 140 3591, Language and Arts Faculty State University of Semarang, 2008. The title is “*The Effectiveness Of Children Song As An Aid To Improve The Student’s Mastery Of English Vocabulary*” (The Case Of Fourth Grades of SDN Semawung Daleman 2 Kecamatan Kutoarjo Kabupaten

---

<sup>32</sup>Widyatuti Setyaningsih(2201403613), *Song Text Usage As Media to Improve Vocabulary Proficiency*”, The Case of Year Eighth Students SMPN 13 Semarang in Academic year of 2007/2008

Purworejo In The Academic Year of 2007/2008).<sup>33</sup> In this research, the researcher states that using children song can improve the student's mastery of English vocabulary. It can also help students easier to catch the material because by using it, there is good atmosphere in teaching learning process so make students fun and can catch the material. In order to achieve the objective her study, she designed an action research using 3 cycles.

3. The previous research is from Mare Tri Mulyawati, Department of English Education the Faculty of Language and Arts Education IKIP PGRI Semarang, 2010. The title is, "*The Use of Song as Media in Teaching Vocabulary to SDN Winong 02 Students at Fifth Grade in The Academic Year of 2009/2010*".<sup>34</sup> She was identifying the implementation of song to teach vocabulary. The result shows that the use of song in teaching vocabulary was very beneficial for the students to facilitate them in learning.

From those examples above, the researcher found the similarities and differences between my research and the example above:

a. The Similarities

- 1) Both my research and those research are using song in teaching vocabulary
- 2) Both of them is to know how extent the effectiveness using song for improving English vocabulary
- 3) Both my research and those research are using a classroom action research in our thesis

b. The Differences

The Participant In my research includes 38 students but in that research there are 35 students.

---

<sup>33</sup>Wita Cahyaningtyas, "*The Effectiveness Of Children Song As An Aid To Improve The Student's Mastery Of English Vocabulary*"(The Case Of Fourth Grades of SDN Semawung Daleman 2 Kecamatan Kutoarjo Kabupaten Purworejo In The Academic Year of 2007/2008).

<sup>34</sup>Mare Tri Mulyawati, Unpublished thesis under title *The Use of Song as Media in Teaching Vocabulary to SDN Winong 02 Students*, (Semarang:IKIP PGRI,2009)