

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research.

There are two previous researches related to this research:

1. A research with the title of *Identifying the Effectiveness of Indonesian Pop Songs To Arouse Student's Imagination in Writing of Descriptive Text (An Experimental Research with the Eight Grade Students of MTs Salafiyah Kajen Margoyoso Pati in the Academic Year of 2009/2010)* was done by Madania Ahmad (Student number: 053411197). Student of English Education Department Program of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies. The background of the study was Indonesian pop songs were chosen here because The English teacher haven't used Indonesian pop songs yet in learning.

The result of the research shows that the experimental class (the students who are taught using Indonesian pop song) has the mean mark 81.3. Meanwhile, the control class (the students who are taught using non-song) has the mean mark 67.5. It can be said that teaching descriptive writing using Indonesian pop song as a medium is more effective than conventional teaching.¹

This research would be true experimental research. It carried out the procedures, such as randomly assigning the subject either the control group or experimental group and administering a pre treatment and post treatment.

The differences between this research and the researcher's research was based on the media, testing, participant and the text type. She did the research to measure the effectiveness of Identifying the

¹ Madania Ahmad (Student number: 053411197) *Identifying the Effectiveness of Indonesian Pop Songs To Arouse Student's Imagination in Writing of Descriptive Text (An Experimental Research with the Eight Grade Students of MTs Salafiyah Kajen Margoyoso Pati in the Academic Year of 2009/2010)* , Student of English Education Department Program Of Tarbiyah Faculty, Walisongo State Institute For Islamic Studies, 2010

Effectiveness of using Indonesian Pop Songs To Arouse Student's Imagination in Writing of Descriptive Text at the Eight Grade Students of MTs Salafiyah Kajen Margoyoso Pati in the Academic Year of 2009/2010 and the researcher did the research to identify the differences of student's achievement vocabulary between those taught using song and those taught without using song at the seventh grade of SMPN 16 Semarang in the academic year 2011/2012.

2. A research with the title of *Improving Students' Pronunciation of English Diphthongs Through Songs* (A Classroom Action Research with Eight Graders Students of MTs N 01 Semarang in the Academic Year of 2008/2009) was done by Ali Miftahul Amin (Student Number: 043411126).

The background of the study was the English pronunciation was still ignored not only for teachers but also students.

The average of the tests scores increased from 80.2564 in the first cycle, it was becoming 83.3333 in the second cycle, and then it was becoming 87.4358 in the third cycle. The *median* increased from 85 in the first cycle, 85 in the second cycle, and 90 in the third cycle. The influence of the use of songs in improving students' pronunciation of English diphthongs is effective and helpful in improving students' ability of pronunciation skill, especially in teaching English diphthongs.²

The differences between this research and the researcher's research was based on the specification of the text type and the research method, this research used classroom action research and the researcher did experimental research. And the objective of the study in this research was to find out the improvement of students' pronunciation of English diphthongs through songs at the Eight Grade Students of MTs N 01 Semarang in the Academic Year of 2008/2009 and the researcher did the

² Ali Miftahul Amin Student Number: 043411126 *Improving students' pronunciation of english diphthongs through songs* (A Classroom Action Research with Eight Graders Students of MTs N 01 Semarang in the Academic Year of 2008/2009), English Education Department Program of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies, 2009.

research to identify the differences of student's achievement of vocabulary between those taught using song lyric and those taught without using song at the seventh grade of SMPN 16 Semarang in the academic year 2011/2012.

Because of that success research, the researcher did an experiment research.

B. Theoretical Framework

1. General Concept of Vocabulary

a. The Definition of Vocabulary

Before stepping forward to further more explanation, first step is about the definition of vocabulary itself.

Actually teaching English depends on the diction of vocabulary and the grammatical. Those are very necessary to produce second language acquisition. Grammar is like multiplies, while vocabulary is like adds.³ Between grammar and vocabulary affect each other.

As a teacher, it is important to know about verbs, adjectives, adverbs, and prepositions as part of vocabulary curriculum. It is known as part of speech.⁴ The use of vocabulary is very important in learning English.⁵

A good vocabulary is a vital part of effective communication by reading.⁶ The objectives of vocabulary in learning vocabulary is guessing the meaning by using context clues and analyzing each words related to the genres like report, explanation, and description.⁷

River, as quoted by David Nunan says:

“The acquisition of an adequate vocabulary is an essential for successful second language use, because without an extensive

³ Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: Pearson Education limited 2002), p.14

⁴ Hartoyo, *Academic Writing*, (Semarang: UPT UNNES Press, 2006), p. 32

⁵ John langan, *Vocabulary Development*, (New York: McGraw-Hill, 2007), p.482

⁶ John langan, *Vocabulary Development*, p. 521

⁷ John Murphy and Patricia Byrd, *Understanding the Course We Teach*, (USA: Library of Congress Cataloging I Publication Data, 2001), p. 264

vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communications.”⁸

Vocabulary development is an important element in the acquisition of a second language. When the learners want to master English as second foreign language, they have to master the phonology, vocabulary (words), and grammar. The important aspect of language development is creating exciting classroom for students, especially school-age learners. It depends on the technique’s teacher to build students’ understanding.

According to the experts, McKeown and Beck, as quoted by Avenue of the Americas, says:

“It is important to use both formal and informal vocabulary instruction that engages students’ cognitive skills and gives opportunities for the learners to actually use the words. In other words, the goal is for students to develop an understanding of how words work within the *context of* reading and writing, and to become excited about words as they learn to manipulate them in playful ways.”⁹

In English language, word is divided into some kinds/classes based on the function in the sentence. This kinds or word classes are called part of speech. Part of speech is classification of words according to how they are used in a sentence and the types of ideas they convey.¹⁰

Parts of speech include vocabulary are the basic types of words that English has. Traditional grammar classifies words based on eight parts of speech; nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and interjections. Each part of speech explains not what the words are, but how the words are used.

⁸ David Nunan, *Language Teaching Methodology: a text book for teachers*, (Great Britain: Library Congress Cataloging 1 Publication Data, 1991) , p.117

⁹ Avenue of The Americas, *Practical english Language Teaching: Young Learners*, (McGraw Hill, 2006), p.122

¹⁰GeraldErichsen, “Part of Speech”, in <http://spanish.about.com/as/grammar/partsofspeech.gl.htm>, Accessed. 26 Desember, 2011.

Based on the explanation above, the researcher can conclude that vocabularies are words that can be classified according to their form and the pattern in a sentence.

b. The kinds of vocabulary

1) Nouns

Noun is the words that we use to show people, things, places, animals, characteristics, ideas, etc. there are many types of nouns. They are as follows: Proper Noun, common noun, Concrete Noun, Abstract Noun, Collective Noun, Uncountable noun, countable noun, material noun.¹¹

2) Pronouns

The traditional definition of pronoun is as a word that takes the place of a noun.¹² There are many kinds of pronoun. They are as follows: Personal Pronoun, Demonstrative Pronoun, Indefinite Pronoun, Interrogative pronoun, Reflexive Pronoun Reciprocal Pronoun, Possessive pronoun, Distributive pronoun.

3) Verbs

Verb is the most complex of part of speech. It is a word which describes an action (doing something) or a state (being something). The types of verbs are as follows: Predicating or linking verb, Transitive or intransitive verb, Regular and irregular verb.¹³

4) Adjective

Adjective is a word that describes about a noun. It tells something about a noun. An adjective modifies a noun or a pronoun by describing, identifying or quantifying words.¹⁴

5) Adverbs

¹¹ Fuad Mas'ud, *Essential of English Grammar*, (Yogyakarta: BPFE, 1991), p. 61

¹² HM.Nur Akhlis, *A Simple English Usage*, (Pare Kediri: Effective English Conversation Course, 2007), p.27

¹³ Imam D. Djahuari, *Mastery on English Grammar*, (Surabaya: Penerbit Indah Surabaya, 1985), p. 36

¹⁴ HM. Nur Akhlis, *A Simple English Usage*, p. 32-33

Adverb is a word which usually describes a verb. It tells how something is done. It may also tell when or where something happened.¹⁵

6) Conjunctions

Conjunction connects two words, phrases or sentences together.¹⁶

7) Prepositions

Preposition usually comes before a noun, pronoun, or noun phrase. It joins the noun to some other parts of the sentence.¹⁷

8) Interjections

An interjection is an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks.¹⁸

Based on the explanations above, there are many types of vocabularies that must be mastered by students, because it is the first step in studying English language and also has big influences to students to master English language. It is important to recognize and identify the different types of words in English. So that students can understand grammar explanations and use the right word form in the right place.

From the explanation above, the researcher can conclude that grammar and vocabulary are the main components of a language that must be learnt and understood by using good methods in order to entertain students in school-age.

c. The Principles of teaching vocabulary

The target of teaching vocabulary can be realized by delivering stories, songs, and other activities.

¹⁵ HM. Nur Akhlis, *A Simple English Usage*, p. 34

¹⁶ HM. Nur Akhlis, *A Simple English Usage*, p. 36

¹⁷ HM. Nur Akhlis, *A Simple English Usage*, p. 35

¹⁸ HM. Nur Akhlis, *A Simple English Usage*, p. 36

Direct and indirect vocabulary instruction should be included as part of a vocabulary development, as quoted by Avenue of the Americas says that learning vocabulary emphasizes both direct and indirect instruction. Direct instruction refers to guessing the words and their meaning in reading activities. Indirect instruction refers to help children in appropriate strategies so they can figure out the meaning of words on their own.¹⁹

The researcher also emphasizes the importance of figuring out the meaning of context in learning vocabulary. It is almost same as paraphrasing, without leaving the main idea of the text.

2. The Method in learning vocabulary

In the century spanning the mid-1880s to the mid-1980s, the language teaching profession was involved in a search. That search was for what was popularly called “methods,” or ideally, or ideally, a single method, generalizable across widely varying audiences, that would successfully teach students a foreign language language in the classroom.

Edward Anthony, as quoted by Douglas Brown gave us a definition that has admirably withstood the test of time. Method was described as an overall plan for systematic presentation of language based upon a selected approach.²⁰

There are some methods in learning vocabulary, those are :

1. Community Language Learning

Community Language Learning is a classic example of an affectively based method.²¹

2. Suggestopedia

Suggestopedia was a method that was derived from Bulgarian Georgi Lozanov’s (1979) contention that the human brain could process great

¹⁹ Avenue of The Americas, *Practical English Language Teaching: Young Learners*, (McGraw Hill, 2006), p.122-123

²⁰ H.Douglas Brown, *Teaching in Principles* (White Plains : A Pearson Education Company, 2001), p. 14

²¹ H.Douglas Brown, *Teaching in Principles*, p. 27

quantities of material if given the right condition for learning, among which are a state of relaxation and giving over of control to the teacher. Music was central to this method.²²

3. The Silent Way

Caleb Gattegno, was said to be interested in a “humanistic” approach as quoted by Chamot and Mc Keon 1984:2) to education, the silent way was characterized by a problem solving approach to learning.²³

4. Total Physical Response

TPR combined a number of other insights in its rationale. Asher (1977) noted that children, in learning their first language, appear to do a lot of listening before they speak and that their listening is accompanied by physical response (reaching, grabbing, moving, looking).

5. The natural approach

The natural approach was aimed at the goals of basic personal communication skills, that is everyday language situation—conversations, shopping, listening to the radio, and the like.²⁴

6. Genre based Language Teaching

a. Definition of Genre

The word “genre” comes from the French (originally latin) means “kinds or class”.²⁵

The term “genre” is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose.

Genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations.²⁶ So,

²² H.Douglas Brown, *Teaching in Principles*, p. 28

²³ H.Douglas Brown, *Teaching in Principles*, p. 29

²⁴ H.Douglas Brown, *Teaching in Principles*, p. 31

²⁵ Alexander Mongot Jaya and Rohmadi AF, *English Revolution* (Magelang: EL-RACHMA Offset, 2009), p.1

genre based language teaching approach is” the teaching and learning cycle” or also referred as “the curriculum cycle”. The cycle consists of four main stages.²⁷ They are:

1) Building Knowledge of the field (BKOF)

This stage is preparation stage. This stage includes the teacher check students’ attendance and stimulates students’ understanding.

2) Modeling of Text (MOT)

This stage is the teacher gives example of the text. It includes teacher’s act in delivering the materials.

3) Joint Construction of The Text (JCOT)

This stage is the act of the teacher to build students self confidence either speaking or writing. Sometimes it is done by make a group or joining each other.

4) Independent Construction of The Text (ICOT)

This stage is the end of the process of teaching and learning process. The teacher also has to try to encourage students’ creativity. It involves individually.

Alexander mentioned that there are thirteen types of genres (text types).²⁸They are:

1) Spoof

Spoof is a kind of genre that has social function to retell an event a humorous twist.

2) Recount

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.

3) Report

²⁶ Key Hyland, *Genre and Second Language Writing*. (The United State of America : The University of Michigan Press, 2004), p.4

²⁷ The Text of Focused Genre (source:<http://lana-cometorich.blogspot.com>)

²⁸ Alexander Mongot Jaya and Rohmadi AF, *English Revolution*, p.1

Report is a kind of genre that has social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

4) Analytical Exposition

Analytical exposition is a kind of genre that has social function to persuade the reader or listener that something is the case.

5) Anecdote

Anecdote is a kind of genre that has social function to share with others or listeners account of an unusual or amusing incident.

6) Narrative

Narrative is a kind of genre that has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

7) Description

Description is a kind of genre that has social function to describe a particular person, place or thing.

8) Hortatory Exposition

Hortatory exposition is a kind of genre that has social function to persuade the reader or listener that something should not be the case.

9) Explanation

Explanation is a kind of genre that has social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

10) Reviews

A review is a kind of genre that has social function to critique an art work or event for a public audience.

11) Discussion

Discussion is a kind of genre that has social function to present (at least) two points of view about an issue.

12) Procedure

Procedure is a kind of genre that has social function to describe how something is accomplished through a sequence of actions or steps.

13) News Item

News item is a kind of genre that has social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

Besides those genres, the types of text (genres) developed in the 2004 English curriculum includes transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relations) short functional text (announcement, advertisement, invitation, etc). Short functional text is a text contains instruction or direction that should be followed. It is usually used in daily life.²⁹

Besides, there are many text types of genre and one of them is short functional text. There are many kinds of short functional text, such as advertisement, announcement, invitation, etc.

These are some kinds of short functional text:

- 1) Announcement is the act of announcing or giving notice; that which announces; proclamation; publication.³⁰

Another definition of announcement is an important or official statement that informs people about something. There are

²⁹ Budi, "Types of Genre", <http://readingrockets.org/article/9943>, Accessed, Desember 28, 2011.

³⁰ Announcement, http://dian_Zansori.wordpress.com/2010/05/02/24/(Accessed, Desember 28, 2011)

many kinds of announcements, like: a school announcement, a wedding announcement, etc.³¹

The example of announcement:

Sarinah Mall

Street-children Festivals

Sarinah Mall proudly presents this rare occasion of “FESTIVALS OF THE CHILDREN OF THE STREET “. Can and bottle music, street dancing, goyang dangdut, everything. Sunday all day. Get genuine discounts of handicrafts and souvenirs. Good time to be sharing the happiness of the street children, help the needy, and enjoy yourself. Bring your family and friends. Donations are most welcome.

Some pieces of Announcement song that can be used in learning:

Give me freedom, give me fire
 Give me reason, take me higher
 See the champions take the field now
 You define us, make us feel proud
 In the streets our heads are lifting
 As we lose our inhibition
 Celebration, it surrounds us
 Every nation, all around us
 Saying forever young
 Singing songs underneath the sun
 Let's rejoice in the beautiful game
 And together at the end of the day, we all say
 When I get older I will be stronger
 They call me freedom just like a waving flag³²

This song is very popular. Almost all persons can sing it, so the researcher is interested in that song in teaching and learning process; because it contains that a country expects an announcement about freedom. The researcher believes that Junior

³¹ Nur Zaida, *Practise Your English Competence*, (Jakarta : Penerbit Erlangga, 2006)p.19-22

³²Fatiyah Askarina, “ Waving Flag “. in <http://liriklagu-top.blogspot.com/2009/12/lirik-lagu-knaan-wavin-flag-world-cup.html>, accessed in December 28, 2011.

high school students love that song and analyze the meaning content of that song.

- 2) Advertisement is the non-personal communication of information usually paid for and usually persuasive in nature about products, services or ideas by identified sponsors through the various media. It is used to encourage or persuade an audience (viewers, readers or listeners) to continue or take some new action.³³

Another definition of advertisement is a picture and/or set of words used to persuade people to buy a product or use a service, or that gives information about a job that is available.³⁴

Joyful and healthy with

Vitacee⁵⁰⁰

Sweetiest Vitamin C

As professionals you need to appear joyful and healthy. For this, you need an adequate amount of vitamin C.

Vitacee⁵⁰⁰ replaces vitamin C contents in blood due to smoking of sucking cigarette smoke.

Helps in absorbing iron for the prevention of anemia.

Available in three fresh flavours : Lemon,

Strawberry, and grapes

Some pieces of let's study advertisement song in learning vocabulary:

Let's study advertisement

It tells an interesting sentence

Let's study advertisement

It tells an interesting sentence

Let's study advertisement

It can attract ourselves

³³ Advertisement, <http://inibapakbudi.blogspot.com/2012/02/short-functional-text.html>, accessed in December 28, 2011)

³⁴ Nur Zaida, *Practise Your English Competence*, (Jakarta :Penerbit Erlangga, 2006), p. 19-

That song is created by the researcher by inspiration from *naik-naik ke puncak gunung* song in Indonesian version. Here, the researcher believes that song can motivate us to sing and analyze vocabulary. Because the lyric of song is very familiar and easy to remembered.

Those are the text types which are given to the students in Junior High School. The purpose of using song in this research is the researcher wants to make an interesting method in learning English especially teaching vocabulary through song lyrics.

Freeze and Joyce as quoted of the researcher in the internet indicate that “Approaching language learning” is an accompanying methodology which can enable students to success deal with spoken and written text in social text. They also suggest that genre approach is the most effective methodology for implementing a text-based curriculum to carry out activities at all stages.³⁵

The researcher concludes that the teacher just needs to use various techniques. Automatically, the techniques are still needed and relevant to this approach. In this study, the researcher put in that explanation, because it includes the rules of curriculum students in Junior High School.

7. General Concept of Media

a. Definition of media

The word “media” is derived from Latin *Medias* that means “between” or mediator. In Arabic *media* is (وسائل) intermediary or mediator is a message from sender to receiver message.³⁶

Medium (plural *media*) is way of communicating information to people.³⁷ Gerlach and Ely, as quoted by Azhar Arsyad says: “Media

³⁵ Azhar Arsyad, *Media Pengajaran*, (Jakarta: PT Raja Grafindo Persada, 2000), p.3.

³⁶ Azhar Arsyad, *Media Pengajaran*, p.3.

³⁷ Azhar Arsyad, *Media Pengajaran*, p.268

can be understood of man, materialistic, or an event that makes students is able to obtain the knowledge, skill, or behavioral".³⁸

Asnawir and Usman say that media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional program.³⁹

From those definitions, it can be concluded that media is something to join message and to stimulate mind, feeling and students' interest to study. Media enable students to acquire knowledge, skills, science, and attitude easily. Therefore, it is one way to support teaching and learning is using media. It can help teacher's presentation in the classroom.

In learning language, teacher needs media. There are many kinds of media, such as audio, visual, audio visual and diverse media. Song is one of audio media, because we can not watch the picture. We just listen to the sounds. Basically, children really enjoy to listening and singing the song. Most students will spend many times to enjoy music program in television. It proves that music is enjoyed by people for all ages. The researcher believes that song can be effective media for students in learning language.

Students can imitate and memorize the words of the English songs in their mind. Indirectly, they can enrich many vocabularies. Songs can offer opportunities both for teacher-students and students-students interaction in learning vocabulary through songs.

Songs as media in teaching and learning process are good for teacher as well as for students. Songs help teacher to build students' interest and engage students' motivation. Basically, children really interested in song, especially about pop song, west song, even dangdut

³⁸ Azhar Arsyad, *Media Pengajaran*, p 3

³⁹ Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), p. 11.

song, because of that reason song lyric can be used as media to make students more interest in learning English and enrich vocabularies.

If students are motivated by using song media, they will study hard. The purpose of using songs is that students are expected to be more active during the teaching and learning process. Music and sound effect are very useful to create a relaxed environment in the class.⁴⁰

Based on the statement above, media can be used to transmit a message from the sender to receiver, so they can stimulate students' thought, feeling, and attention for the teaching and learning process. Based on the statements above, the researcher uses song, so students can memorize vocabulary through song easily.

b. Classifications of Media

Gagne and Briggs, as quoted by Azhar Arsyad say:

“Learning media includes instrument physically is used for convey the content of learning, consist of the book, tape-recorder, cassette, video camera, video recorder, film, slide, photo, picture, graphic, television, and computer”.⁴¹

Based on the statement above, media can be used to transmit a message from the sender to receiver so they can stimulate students thought, feeling, and attention for the teaching and learning process.

Media is considered as instructional device since it is used to convey messages and help students become affective and enhance their interested in learning process. Therefore, it can motivate students in teaching and learning process.

Oemar Hamalik, as quoted by M. Basyiruddin-Asnawir classify into 4 learning media, they are:

- 1) Visual instrument, for example: blackboard, picture, graphic, map, and globe, etc.

⁴⁰ Wadsworth, *To future Behavior Analysis*, (California: Library of Congress in Publication Data, 1994), p. 319

⁴¹ Azhar Arsyad, *Media Pengajaran*, p. 4

Visual media is teaching media that is related to sense of view. It is an image that conveys messages to the students through photo, picture, chart, graph, which illustrate the real object or situation. Visual media are usually prepared on papers.

- 2) Audio instrument like: radio, recorder, tape recorder, etc.

Audio media is a device that relates to our hearing. The message is expressed by using audible symbols. For example: radio, tape recorder, or electronic transcription. Audio recording is related with the students' skill especially in listening.

- 3) Audio visual instrument like : model, electric map, etc

It is a media that can be seen and listened, like a film, video, or television. This media is very important in teaching learning process. By seeing video, students can analyze gestures, paralinguistic, and expressions that help students to see beyond what they are listening and seeing.

- 4) Drama, role play, etc.⁴²

Combination of visual and audio media can be effective when it is used for enjoy teaching and learning situation. For example, two or more students simulate the drama action, role play, games or theatrical group.

From the definition above, the researcher concludes that media are classified into visual, audio, and audio visual media. Visual media are teaching media which is related to sense of view; they are chart, picture, and others. Audio media are teaching media which are related to sense of sound, for example radio and tape recorder. Audio visual media are teaching media which are related to sense of view and sound such as television, games, film, etc.

Media is very important in teaching learning process to help students interested in learning process.

c. Types of Media

⁴² M. Basyiruddin-Asnawir, *Media Pembelajaran*, p. 29

Kemp, which is cited by Arsyad, states that media can be classified into eight groups.⁴³ Those groups are:

1) Printed Media

Printed media consist of materials which is prepared on papers.

2) Display Media

Most of display media are used by instructor to transmit the message or information in front of small class or audience. These categories include chalkboard, flip chart, cloth broad, and bulletin board.

3) Overhead transparencis or projector (OHP)

Overhead transparencis or projector is a visual form of word, sign, picture, or chart which is prepared to be projected in a screen or wall by a projector.

4) Audio Tape Recording

Audio material may be prepared for group or individual. Audio tape recording is closely related with students' skill especially in listening.

5) Slide Series and Film Strips

Slide is a form of projected media, which is easy to be prepared. The slide size is 35 mm with 2x2 inch of frame. The frame is made from cardboard or plastic.

6) Multi Image Presentation

Combination of visual materials can be effective when used for specific purposes. Two or more pictures are projected simultaneously on one or more screens for group viewing.

7) Video and Motion Picture

Video and film are both "media of motion" in a frame, where the frame is projected by a projector lens mechanically.

8) Computer Based Instruction

⁴³ Azhar Arsyad, *Media Pengajaran*, p. 37.

Computer based instruction refers to any application of computer technology to the instructional process. Computer based instruction will be used to present information from teacher to students, stimulate a process, manipulate data to solve the problems.

In this study, the researcher uses the audio media named song as the interaction media. By using song, it is expected can help students to learn and pay attention to the material given. Media will offer enjoyable situation by increasing students' interest of the lesson. Based on the statement above, media is needed to help students in acquiring lessons that are being taught. Media also gives some resourceful teaching aids that help both teacher and students in teaching and learning process.

d. Functions of Media

Media have important roles in teaching and learning process. Media gives motivation for students to be more interested in learning. Learners are able to understand the message better as the materials are presented in a certain way. Media provide various kinds of teaching method and technique. Sometimes teachers do not concern it. They still use monotonous methods. After while, using media can stimulate the students' mind, feeling, and attention; so it creates good learning process.⁴⁴ Hopefully, students' achievement will increase significantly.

Media give motivation for students to be interested in learning. Learners are able to understand the materials. Media provide various kinds of teaching methods and technique, so learners are not bored with the monotonous teaching learning process.

⁴⁴ Nana Sudjana and Ahmad Rivai, *Media Pengajaran*, (Bandung: Penerbit Sinar Baru Algesindo, 2005), p. 129

Based on the explanation, the researcher concludes that media shows its functions, those are for connect effectively in learning process between students-students and teacher-students. Here, media can convey the message of materials.

1) The strength of audio instrument:

There are some strength of audio media, such as:

- a) The material can be conveyed well
- b) It is very economic
- c) It is cheaper than audio visual instrument
- d) It can make students stand alone without rely on the teacher.⁴⁵

2) Approaches in learning process through media like song :

Teacher must know some approaches in learning process. Without approaches, we can not reach the goal of learning process. Some approaches of choosing songs are easy listening, casual listening, empowering listening, and build listening to relax.⁴⁶

Here, the researcher uses song as a teaching media. The researcher hopes that song can motivate and make students more interested in learning vocabulary.

8. The Concepts of Song

a. The definition of song and Usage

In this study the researcher assumes that music can offer new opportunities for acquiring the objective in certain skill and competencies with the enjoyable activities. Music is sounds arranged in a way that is pleasant, written or printed signs representing the sounds to be played or sung in a piece of music.⁴⁷

In this study the researcher assumes that music can offer new opportunities for acquiring the objective in certain skill and competencies with the enjoyment and pleasure activities. The other

⁴⁵ Nana Sudjana and Ahmad Rivai, *Media Pengajaran*, p. 130

⁴⁶ Sally Burgess and Katie Head Pearson, *How to Teach For Exam*, (Educated Limited 2005), p.95-96

⁴⁷ Sally Burgess and Katie Head Pearson, *How to Teach For Exam*, p. 282

definition, music is sound arranged in a way that is pleasant or exciting to listen.⁴⁸

Music itself has some forms, and one of them is called song. Song is music for singing.⁴⁹ Song as one of authentic materials is taught for variety of purposes e.g. listening, speaking, vocabulary, grammar, etc. Songs are excellent teaching tool that will engage, excite and motivate young people nowadays. Song lyric can help students to remind students' understanding in vocabulary.

Instrumental music can make students in the right mood or as a stimulus to be creative person by imagining film scenes to describe something, etc.⁵⁰

AT. Mahmud (1995), as quoted by Yeni Rachmawati & Euis Kurniati says: "Music is a creative activity. A child who has creativity has many characteristics like a curiosity, always try to do something new, and they always imagine it, because music is a human creativity that can develop our knowledge in music skill".⁵¹

The creative process of analyzing and interpreting song lyric helps students to develop essential research like writing comprehension, critical thinking and media literacy skill. Songs are very useful to make students interested in learning. Students can do many activities like filling in the blanks of song lyrics, listening to songs and conveying the message of song.

b. Types of Song

The researcher uses songs as media to teach vocabulary through song lyrics.

⁴⁸ Oxford University, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2003), 3rd Ed, p.282

⁴⁹ Oxford University, *Oxford Learner's Pocket Dictionary*, p.412

⁵⁰ Jackie Harland and Sarah Kelly, *How to Teach English*, (Malaysia: Pearson Educated Limited, 2007), p. 143

⁵¹ Yeni Rachmawati & Euis Kurniati, *Strategi Pengembangan Kreativitas pada Usia Taman Kanak-Kanak*, (Jakarta: Kencana Media Group, 2010), p. 63

Song is one of authentic materials is taught for variety of purposes e.g. listening, speaking, vocabulary, grammar, etc. Songs are excellent teaching media that will engage, excite and motivate young people.

Based on the references above, the researcher concludes that song is a group of beautiful words which there is a message to be conveyed to the people and presented with beautiful music. It deals with some themes, such as story, religion, advice, study, religion, environment, universe, love, happy and sad feeling.

c. The Aspects of Song

Music has many different elements, but it can be limited into some categories. For example, music consists of: melody, rhythm, lyric etc. Teacher who wants to select a song as media in their teaching needs to know the basic element of song because it requires a good of musical sound. Teacher who wants to select a song as media in their teaching needs to know the basic elements of song because it requires a good of musical sound to produce a pleasant sounding. There are some aspects of song:

2) Melody

Melody is tune or song.⁵² Melody often consists of one or more musical phrases, motifs are usually repeated through a song in various forms. Melody is tune or song.⁵³ It contains arrangement note of expressive music.

3) Rhythm

Rhythm is regular pattern of beats or movements; regular pattern of changes or events. Rhythm involves pattern of duration

⁵² Oxford University, *Oxford Learner's Pocket Dictionary*, p. 268

⁵³ Oxford University, *Oxford Learner's Pocket Dictionary*, p. 268

that are phenomenally present in the music with duration measured by interval.

4) Lyric

Lyric may refer to: *lyric* from Greek language, a song with a lyre and *lyrics* the composition in verse which is sung to a melody to constitute a song. Lyric itself is words of song; expressing strong emotion in an imaginative way. The lyric's role is not only as a complement of the song but also as important part of the musical elements which determine the theme, character and mission of the song.⁵⁴

Lyric is word of song; expressing strong emotion in an imaginative way.⁵⁵ As mentioned above, lyric plays an important role in determining the theme, character and message of the song. Lyric is simply words of a song.

As mentioned above, lyric plays an important role to determine the theme, character and mission of the song.

d. Songs in Language Classroom

The use of music and song in the classroom can stimulate positive effect in teaching language which controls negative effects like frustration, stress, bad tempered or bored. The teacher should select the suitable song with students' need and the aim of the teaching. As a sequence, using songs in language classroom provides many advantages. It entertains the learners to make learning vocabulary easier. Songs are chosen as a great technique to teach English for children because tune and rhythm are important part in children life and also as tools to teach language to the children.

In language teaching, teacher has to careful in selecting song. It should contain about education song, because nowadays there are many inappropriate songs like about divorced, love song etc. that song

⁵⁴ Wikipedia, <http://en.Wikipedia.org/wiki/lyric> (Accessed, January 18, 2010).

⁵⁵ Oxford University, *Oxford Learner's Pocket Dictionary*, p. 257

is not suitable for students. Teacher has to use appropriate song that can entertain the students and deliver a good message in order to make students happy in language learning. As a sequence, the use of songs in language classroom provides many advantages. It can entertain the learners and eliminate students' negative attitude towards learning.

From explanation above, songs become the right choice to be used in teaching learning process because it is well-designed for the students. Naturally, song offers high memorable and encourage students' creativities in every skill, so that it is good media in the classroom. Automatically, the researcher uses the song with the theme about education. Hopefully, it can be useful for students.

e. The Consideration of Choosing Songs in Language Classroom

Choosing the right English song for Junior High School students is not easy. Ideally, an English song is chosen should reflect the benefit for students. Here, some considerations in choosing the English song:

- 1) The media must appropriate and support the aim of learning.
- 2) The media must appropriate with the materials.
- 3) The media must be adapted with students' condition. For example: it can be seen from education background, culture, economical and children's environment.
- 4) The availability of media or facility in the school.
- 5) The effectiveness of media. It can be effective or not.
- 6) The cost of media must balance with the result.⁵⁶

When the teacher wants to use songs in teaching learning process, they must adapt it with the materials. Hopefully, they build students' understanding. The teacher also should select the suitable songs for his students carefully. The main point is teaching. The class must be adapted the age, interest and level of the students.

⁵⁶ M. Basyiruddin-Asnawir, *Media Pembelajaran*, (Jakarta : Penerbit Ciputat Press, 2002), p. 15

f. The Advantages of using Song in Language Learning

Using song as media in language learning is one of alternative ways to teach vocabulary. Students can listen to the song and mention some difficult vocabulary. After that they can classify vocabulary based on the song. A Bulgarian Georgi Lozanov, as quoted by Dave Meier says develop a method to accelerate language training by using relaxation of music.⁵⁷

Here, the researcher believes that there are many positive effects of music in learning process. There are many advantages of music in language learning to build students enthusiast without any teachers' threats or force. Music can improve concentration, memory, bring a sense of community to a group, motivates learning, make relaxes people who are stressed, make learning fun, and help people to understand the materials. Here, the teacher can consider some choices if they get the difficulties to choose the effective song. Creative teacher can compose the song by himself. Because songs is highly memorable, the students can memorize vocabulary easily. In fact, the students enjoy to sing English song, so in teaching vocabulary, the researcher uses song as a teaching medium. The researcher hopes that song can motivate and make students more interest to learn vocabulary. The material can be conveyed well.

g. Disadvantages of using song

Although song has many advantages, it also has disadvantages such as using song in teaching learning process needs more time, the teacher needs more preparation, and sometimes the students only focus on the story, so they may lose the teachers' instruction.

So, to avoid the disadvantages, before showing song will be better if the teacher give the clue for students in order to focus on the commandments.

⁵⁷ Dave Meier, *The Accelerated Learning Handbook*, (New York : Mc. Graw Hill, 2000), p. 176

h. Song as Medium in Learning Language

In learning language, teacher needs media. There are many kinds of media, such as audio, visual and audio visual. Song is one of audio media, because we can listen to the sounds of song itself. After that, they can imitate and memorize the words of the song lyric in their mind. Songs can offer opportunities both for teacher-students and students-students interaction in learning vocabulary.

Song as medium in teaching and learning process is good for teacher and also for students. Songs help teacher to build students' interest and engage students' motivation. Basically, children really interested in song, especially about pop song, west song, even dangdut song, because of that reason, music especially song can be used as media to make students more interest in learning English and enrich vocabularies.

If students are motivated by using song, they will study hard. The purpose of using songs is the students are expected to be more active during the teaching and learning process. Music and sound effect are very useful to create a relaxed environment in the class.⁵⁸

Based on the statements above, the researcher uses songs to improve students' understanding on vocabulary, so students can memorize vocabulary through song easily.

Song is one of media in teaching language. It is very useful because can make students more interest in studying. Sometimes, the students feel bored of the situation in English class, so the teacher can create an entertainment by giving song in delivering materials. In teaching language, teacher is not only play the song but also ask the students to analyze what the messages of songs are. So, singing and listening to the song, they can tell the content of the song to the other students.

⁵⁸ Wadsworth, *To future Behavior Analysis*, (California: Library of Congress in Publication Data, 1994), p. 319

We can do many activities by using song in learning like listening comprehension, composing songs, translating song lyrics, writing dialogues using the words of songs, doing role-plays, dictating a song, practicing pronunciation, learning about intonation and stress or teaching vocabulary.

C. Hypothesis.

The hypothesis is the assumption that possibly true or possibly also wrong. It is provisional truth determined by researcher that should be tested and proved.⁵⁹ 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 because the hypothesis was the provisional answer.

In this research, the hypothesis is that there is a significant difference in vocabulary achievement score between student taught by using song and without taught using song.

⁵⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13th Ed., p. 116