CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Framework
1. Song Lyrics in Teaching and Language Process
a. Definition of Song Lyrics

According to the Grolier, "Song is a short musical work set a poetic text with   equal importance given to music and to the words".[1]

"Song is a short metrical composition intended for singing, esp. One in rhymed stanzas; a lyric; a ballad."[2]

Then, here there are some definitions of lyrics:

1) Lyrics are the compositions in verse which is sung to a melody to constitute a song. Lyric is expressing deep personal emotion or observations.[3]

2) According to Merriam Webster, song is a melody for a lyric poem or ballad.[4]

3) Lyrics are a set of words that make up a song. Lyrics can be studied from an academic perspective. For example, some lyrics can be considered as a form of social commentary. Lyrics can also be analyzed with respect to the sense of unity (or lack of unity) with music.[5]

Song is one of teaching media that can be used to teach any material, it may be used to create a more relaxing in learning foreign language. It also can be used to teach vocabulary because in the lyrics of song there are several kinds of vocabularies.

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[1] Encyclopedia American.*Op.Cit*
[2] David Yerkes, *Op.Cit*, p.1357
[3] *www.thefreedictionary.com/lyric* accessed on 11/08/2010
[4] *http://www.merriam-webster.com/dictionary/song* accessed on 11/08/2010
[5] *http://en.wikipedia.org/wiki/Song_lyricss* accessed on 11/08/2010.

In Indonesia, most of students have difficulties in learning English. They are less motivation in studying English because they believe that English is difficult material. 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. [6] So, teacher as facilitator in learning process should think creatively how to make English can be 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.

b. **General Concept of Song Lyrics as Teaching Media**

There are many kinds of media that can be used in teaching and learning process. For example: realia, picture, short card, song, etc. Song lyric is one of teaching media that can be used to teach vocabulary or any material. In study, song lyrics used to teach vocabulary about animals. It will help the students to understand and memorize the material easier and it also makes the students enjoy and practical in learning vocabulary.

c. **The Advantages and Disadvantages of Using Song as Teaching Media**

Some people may not like art, dancing, reading, or movies, but almost everyone likes one kind of music or another. Most people like many different kinds of music. Studies have shown that music:

a. Improves concentration

b. Improves memory

c. Brings a sense of community to a group

d. Motivates learning

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[6] H. Douglas Brown, *op.cit*, p. 7

e. Relaxes people who are overwhelmed or stressed

f. Makes learning fun

g. Helps people absorb material

According to Chris Brewer, "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." [7]

Dave Meier reinforced those statements above. According to Dave Meier argue that music has many advantages in teaching and learning process:

a. To warm, creating sensory and creating learning condition.

b. Make relax thinking and opening to learn.

c. Creating feeling and positive association of the learner.

d. Increasing the brain.

e. Motivates learner sensory.

f. Helps fast and increasing in learning process.[8]

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

a. It can make you more aggressive and unsociable depending on what the band stands for.

b. It can make you depressed.

c. Many people have different opinions on modern bands and this can lead to severe arguments and can start riots.[9]

According the advantages and the disadvantages above, the researcher concluded that the use of song in teaching learning process has good effects than bad effect. It gives good effects to create relaxing

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[7] *http://www.englishclub.com/teaching-tips/music-classroom.htm* accessed on 28th October 2010

[8] Dave Meier, *The Accelerated Learning Handbook* (New York: McGraw-Hill Companies), p.176

[9] *http://wiki.answers.com/Q/What_are_the_advantages_and_disadvantages_of_music* accessed on 28th October 2010

condition in learning process and makes the students understanding and helps students to memorize the material more easy.

2. **General Concept of Teaching Media:**

   a. **Definition of Teaching Media**

   In teaching learning process, teaching media is very helpful for teacher and students. By using teaching media, it will make the teacher more easy in explaining the material and it also helps the students to understand the material practical and enjoyable.

   There are some definitions of media as follow:

   1) According to Gerlach and Elly, argue that "Media are any person, material, or event that establishes conditions which have enable the learner to acquire knowledge, skills and attitudes".[10]

   2) According to Brown; J.W, Richard B.L,Fred F.H , "Media are the tools or the physical things used by a teacher to facilitate the instruction".[11]

   3) According to Oemar Hamalik, "Media as communication tool's aimed to effective teaching and learning process."[12]

   b. **Kinds of Teaching Media**

   There are many kinds of media that can be used to teach English, one of them is song. Song could be used to teach vocabulary because in the lyrics of song there are several kinds of words and vocabularies. Teacher could choose definite song which appropriate with topic that would be taught. According to Usman and Basyiruddin Aznawir, Media is an agent or companion, Association for Education and Communication Technology (AECT) define that media is a tool which is used to distribute information. Moreover, National Education Association (NEA) define that media is a something which can be manipulated, seen, heard, and read by instrument used in teaching learning process that where influenced the effectiveness of

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[10] Gerlach, V. S. and Elly, D.P.*Op.Cit*, page.254
[11] Brown, Lewis, and Hacleroad.*Op.Cit*.P.2-3.
[12] Usman, and Basyirudin Asnawir, *Media Pembelajaran*, Jakarta: Intermasa, 2002, p.18

instructional program.[13] In other hand, media is a tool to convey information. Media in teaching learning process are often used by teachers to improve students' understanding on the material and to make teaching and learning process more enjoyable. Arsyad explains that teaching media are tools which used to convey teaching message. From those definitions, the researcher concludes that teaching media are the tools which are used by teacher to convey material and to stimulate the brain and feeling. In order to, it can makes the students interest in learning. Besides that, the use of media in teaching and learning process is to solve the problem of communication between teacher and students, to motivate students in order to become active and to make them focus on the material.

In addition, teaching media can be various forms. According to Oemar Hamalik, media can be classified in four kinds, they are: [14]

1) Visual aids; it is media that can be seen such as pictures, flashcard or card short, newspaper, realia, map, blackboard, etc.

2) Audio aids; it is teaching media that can be heard such as radio, song, tape, cassette, MP3 player, etc.

3) Audio Visual aids; it is teaching media that can be seen and can be heard such as video clips, films, electric's map, TV, etc.

4) Dramatize; make into a play such as drama, puppet, opera, etc.

According to the explanation above, the researcher classified song lyrics as audio visual aid because it can be seen and can be heard. In other hand, media are needed in teaching learning process, Arsyad and Rifa'i state that the use of media has several benefits, they are:[15]

1) The teaching process will be more interesting, so that the students are motivated to learn. By using media, teacher can attract students' attention to the material. In this case, by using media in

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[13]Asnawir and Basyaruddin Usman, *Media Pembelajaran,* (Jakarta: Ciputat Pers, 2002) p.11.
[14] *Ibid*, p.29
[15]Azhar Arsyad, *Media Pembelajaran,* (Jakarta: PT Raja Grafindo Persada, 2006), p.6.

teaching and learning process, students will be motivated in learning.

2) The material will be clear so that the students can understand the material easily. Media makes students easier in catching the material given by teacher.

3) The teaching and learning process will be variations. It makes students enjoying the teaching learning process. The students will be bored if the teachers only use explanation when he is presenting the material during teaching and learning process. The students will not feel bored if the teachers use media in teaching learning process.

From the explanation above, the writer 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.

The use of song in teaching and learning process, creating relax condition. When using song in teaching and learning process, teacher should make sure that the use of song gives advantages to students.

In this study, the researcher compiled several songs taken from internet which is included vocabulary about animals. Those songs are; The Animal Sounds Song and The Zoo Song Book-Classroom Book Project.

3. **Improving Students' Vocabulary Using Song Lyrics**

One of the purposes of teaching vocabulary is to improve the students' ability in vocabulary.

There are some definitions of improve as follow:

a. According to David Yerkes, "Improvement is to bring into a more desirable or excellent condition". [16]

b. "Improve is to increase the value of (real property) by betterments, as the construction of buildings" [17]

c. According to Hornby, "Improve is to become or make something better than before".[18]

From the definition above, the writer concludes that improve is process to make or bring something into better condition than before. This study, the researcher use song lyrics as a teaching media which has aimed to improve the students' ability in vocabulary especially about animals, because vocabulary is one of important part of English language and English is new material at Elementary School level. So, it will makes the students feel confused in learning English and they makes many mistakes in learning vocabulary. Therefore, the teacher should help the students to improve their ability on vocabulary. In order to, they can mastery the English material.

4. **Teaching vocabulary**

   a. General concept of teaching vocabulary

   One of the goals in teaching English at elementary school is to introduce vocabulary and simple English pattern. The teaching English has aim giving introduction the language which means that the teaching processes have benefit in the existing context of situation. Teacher has to do this because teaching English for the children is different from adults, especially in teaching vocabulary. Therefore, in teaching vocabulary for the children, teachers have to select suitable words to be taught in the first time. According to Wallace, there are six principles on which teaching vocabulary is to be based, they are:

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[16] David Yerkes, *Op.Cit*, p. 717

[17] *Ibid* .

[18] A.S. Hornby ,*Guide to Pattern and Usage in English*. 1974. (London: ELBS and Oxford University Press), p.1315

1) Aims

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

2) Quantity

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

3) Need

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

4) Frequent Exposure and Repetitions

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

5) Meaningful Presentation

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

6) Situation Presentation

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

So, a student should learn words in the situation in which they are appropriate.[19]

According to Ruth Gairn, there are some principles in learning and teaching vocabulary as follow:

1) Use of Illustrative Situations(Oral or Written)

This is most helpful when the items become more abstract. To ensure that students understand, teacher often make use of more than one situation or co context to check that learners have grasped the concept. For instance, ' Do you want tea or coffee?' in order to elicit ' Tea please, 'or' Coffee please' or ' I don't mind'.

2) Use of the Synonymy and Definition

Definition alone is often inadequate as a means of conveying meaning, and clearly contextualized examples are generally required to clarify the limits of the items. For example, 'to break out' in 'a fire broke out' has the sense of 'to start', but his would be a misleading definition for a learner and might encourage him to think that 'the lesson broke out' was acceptable English.

3) Contrasts and Opposites

This a technique which students themselves use, often asking 'What's the opposite of...?'. However, it is vital to illustrate the context in which this is true. For example, sugar is sweet and lemons are sour, but opposite of sweet wine isn't wine, and the opposite of sweet tea isn't sour tea.

4) Scales

Once students have learnt two contrasting or related gradable items, this can be a useful way of revising and feeding in new items. For example, a blackboard thermometer can be a framework for feeding in 'warm' and 'cool' and later 'freezing' and 'boiling'.

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[19] J.M. Wallace, *Teaching Vocabulary*, (London: Biddles Ltd, 1982), p. 27.

5) Translation

Translation can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a tortuous and largely unsuccessful explanation in English. For examples:

e.g. to turn sth. on   e.g. to look after sb.

to turn sth. off   to get over sb./sth

to try sth.on   to look into sth.

(sth. = something   sb. = somebody)

6) Contextual Guesswork

This involves making use of the context in which the word appears to derive an idea of meaning, or in some cases to guess from the word itself. Speakers of European and non-European languages alike can also make use of their previous knowledge of English to guess the meaning of new words. Consider the new lexis encountered by an intermediate student in the following examples:

a) I *overslept* this morning.

b) My work *varies* from week to week.[20]

In addition, according to Jack C. Richard and Willy, in teaching vocabulary teacher need to consider the following:

1) Learners need to do more than just see the form. They need to hear the pronunciation and practice saying the word aloud as well. The syllable structure and stress pattern of the word are important because they are two ways in which words are stored in memory.

2) Start by learning semantically unrelated words. Also avoid learning words with similar forms and closely related meanings at the same time. For example, because *affect* and *effect* have similar forms, simultaneously studying them is likely to cause confusion. Also, bilingual vocabulary books often simply list words in alphabetical

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[20] Ruth Gairns, and Stuart Redman, *Working With Words*, UK: Cambridge University Press, 2003,p.72-75

order, increasing the chances of confusing words that start with the same syllable. Likewise, words with similar, opposite, or closely associated (e.g., types of fruit, family members) meanings may interfere with one another if they are studied at the same time.

3) It is more effective to study words regularly over several short sessions than to study them for one or two longer session. As most forgetting occurs immediately after initial exposure to the word, repetition and review should take place almost immediately after studying a word for the first time.

4) Study five to seven words at a time, dividing larger numbers of words into smaller groups. As learners review these five to seven cards, they will more quickly get repeated exposure to the words than when larger groups (twenty to thirty) are studied.

5) Use activities such as the keyword technique to promote deeper mental processing and better retention. Associating a visual image with a word helps learners remember the word.

6) A wide variety of L2 information can be added to the cards for further elaboration. Newly met words can be consciously associated with other L2 words that the learner already knows. And this word can be added to the card. Sentence examples, parts of speech, definitions, and keyword images can also be added.[21]

There are some steps in teaching vocabulary are as follows:

1) Choose a list of words to focus on that's an integral part of the students' existing curriculum. Include words that students find in their everyday lives. Provide vocabulary words that appropriate with their age.

2) Motivate students by creating rewards, games, puzzles and other fun activities. Mix a variety of activities centered on vocabulary to reach a broader range of students.

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[21] Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching,* Cambridge University Press,.p.260-261.

3) Model proper use of vocabulary words. Use language creatively and with gusto. Have fun with your own vocabulary and students will want to have fun with theirs.

4) Create a word wall where students write new and interesting vocabulary words. Refers to the wall often during class so students become familiar with it and its purpose.

5) Quiz and test the students on their vocabulary words. Disguise the purpose, learning vocabulary of the quiz. Explain that quizzes and tests only help the teacher know how well the students have been taught.

6) Revisit old vocabulary words often. Bring them up casually in class and on quizzes. Tell students that learning does not end after the test. It is important for them to recall vocabulary words.[22]

   The vocabulary that the teacher introduces must be suitable with the book. But he can choose to bring the other vocabulary that is relevant to the students. By doing this, hopefully they will get a lot of vocabularies in their mind. Students, especially the student of Elementary School are interested in media, such as song. Because, most of children like to sing the song. By using song lyrics they can find that studying with this media is enjoyable and satisfying.

b. Definition of Vocabulary

1) According to Richard C.Jack , "Vocabulary is one of most obvious components of language and one of the first things applied linguists turned their attention to".[23]

2) According to Caroline T.Linse, "Vocabulary is the collection of words that an individual knows."[24]

3) According to David Yerkes, "Vocabulary is a word, phrase, abbreviation, symbol, affix, name, etc. , listed which its definit or

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[22] *http://www.ehow.com/how_2069516_teach-vocabulary.html.* Accessed on 28th October 2010

[23] Richard, C. Jack, *Op.Cit*, p.4

[24] Caroline, T.Linse, *Practical English Language Teaching: Young Learners* (New York:McGraw hill),121.

explanation in alphabetical order or listed for identification after the word from which it is related."[25]

From the definition above, the writer concludes that vocabulary is list of words with their meanings that one of components of language and it is one of the first things that applied the linguistics.

5. **Some Methods in Teaching Vocabulary**

The teacher in teaching learning English has to 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 teacher will get a good result. In order to get a good result, the teacher uses a method of teaching learning. Diane Larsen and Freeman proposed some methods in teaching language, they are:

a) The Grammar-Translation Method

The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of the classical language, Latin and Greek. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature.[26]

b) The Direct Method

The Direct Method, its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. The Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.[27]

c) The Audio- Lingual Method

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[25] David Yerkes, *Op, Ci*t. P.1599
[26] Diane Larsen and Freeman, *Techniques and Principles in Language Teaching,* (English: Oxford University Press, 1986),p.11
[27] Ibid,p.23

The Audio- Lingual Method has a strong theoretical base in linguistics and phonology. It was thought that the way to acquire the sentence patterns of the target language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement.[28]

d) The Silent Way

One of the basic principles of The Silent Way is that 'Teaching should be subordinated to learning'. This principle is in keeping with the active search for rules ascribed to the learner in the Cognitive Approach.[29]

e) Desuggestopedia

Desuggestopedia to reflect the importance placed on desuggesting limitations on learning. Desuggestopedia is the application of the study of suggestion to pedagogy, has been developed to helps students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and, thus, to help them overcome the barriers to learning.[30]

f) Community Language Learning

The nature of student-teacher interaction in the Community Language Learning Method changes within the lesson and over time. The Community Language Learning Method is neither students-centered, nor teacher- centered, but rather teacher-student-centered, with both being decision-makers in the class.[31]

g) Total Physical Response

Total physical Response is also called by Comprehension Approach. It is called this because of the importance it gives to listening comprehension. In this method, students listen to tape-recorded words, phrases, and sentences while they look at

[28] Ibid,p.35
[29] *Ibid*,p.53
[30] *Ibid,*p.73
[31] *Ibid*,p.100

accompanying pictures. The meaning of utterances is clear from the context the picture provides.[32]

h) Communicative Language Learning

Communicative Language Learning aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the independence of language and communication.[33]

In elementary school not all of methods are used by the teacher, the teacher is free to use from certain method. The teacher can combine some methods that suitable for students, situation, and the material lesson. In this study, the researcher uses some of them and combine them in teaching English, she consider that it can facilitate them in teaching and the students will understand about the teacher's explanation more easy.

6. **Definition of Animals**

a. "Animal is a living organism characterized by voluntary movement."[34]

b. "Animal is any living thing typically having certain characteristics distinguishing voluntarily, the presence of a nervous system and a greater ability to respond, to stimulate the need for complex organic material for nourishment obtained by eating plants or other animal, delimitation of cells usually by a membrane rather than a cellulose wall."[35]

From that definition, the writer concludes that animal is life creature other than a human being that can feel and move which has certain characteristics.

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[32] *Ibid*,p.108

[33] *Ibid*,p.121

[34]*http://www.google.co.id/search?hl=id&client=firefox-a&rls=org.mozilla:id:official& channel=s&defl=en&q=define:animal&sa=X&ei=EybjTMHoOMmXcYmopKkM&ved=0CBYQk AE* accessed on 11th August 2010

[35] David Yerkes, *Op, Ci*t. P.59

7. Animals Classification

There are many classifications of animals, such as animals classification based on their habitat, animals classification based on their food, animals classification based on their characteristics, etc.

a. Animals classification based on their food:

According to Abitur, there are three kinds of animals classification based on their food, they are:

1) Herbivore (animal that feeds on grass and other plants)

Examples: Sheep, Cow, Camel, Parrot, Dove, Rabbit, Monkey.

2) Carnivore (animal which includes predominantly flesh-eating mammals)

Examples: Tiger, Lion, Cat, Snake, Crocodile.

3) Omnivore (animal eating both animal and vegetable substances)

Examples: Mouse, Ant, Bear, Squirrel.[36]

b. Animals classification based on their multiplied:

1) Viviparous (animal that has ability to produce living young by viviparous process)

Examples: Horse, Cat, Buffalo, Cow, Whale, Dolphin.

2) Oviparous (animals that has ability to produce living young by laying egg)

Examples: Chicken, Bird, frog, Gold Fish.[37]

c. Animals classification based on their characteristics:

There are two types of animals characteristics, those are:

1) Tame animals

Examples: Rabbit, Turtle, Dove, Duck, Sheep, Chicken.

2) Wild Animals

Examples: Crocodile, Wolf, Tiger, Snake, Lion, Whale.

This study concerned in understanding the name of animals. Because, the students at fourth grade of Elementary

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[36] Abitur , A. , *SAINS Untuk Sekolah Dasar Kelas 4*, (Jakarta: Tropica, 2004), p.17-19.
[37] *Ibid*, p.31-32.

School is demand to understand and memorize the name of animals. Children are familiar with animals, but sometime they do not know what the name of animals that they see. Usually children had pet animals' in their house. Therefore they have to know about the animals characteristics to keep their pet animals. According to Kenneth T. Henson, "Elementary School children often have pet animals, or wish they had them. Studying animals helps them to become more knowledgeable about the need of their pets. Keeping wild animals as pets should be discouraged, since we often do not fully understand their requirements".[38]

B. Previous Research

1. The previous researches of this thesis are from Triana Pujiastuti. Student's number (2201402509), Languages and Arts Faculty of Semarang State University, entitled "*The Use Of A Cartoon Film As A Media In Teaching Vocabulary To Elementary School Students*" (A case of Fourth Graders of SDN Angkatan Kidul 01 Pati in the Academic Year of 2006/2007).[39] She was used a cartoon film as media in teaching vocabulary to elementary school students. She also identifying the difficulties faced by students in vocabulary using three instruments to collect the data those are; tests (tests used to identify the student's ability in vocabulary), field notes (it was used to observes the situation of the class during each cycle of this that study) and a questionnaire (it was intended to find out some additional information from the students after being taught by using a cartoon film). She was conducting an Action Research with fourth graders of elementary school. Action Research is used to help the teacher to solve the problem in the classroom and to know the students' improvement of individuals' own

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[38] Kenneth, T.Henson, *Elementary Science Methods*, (Newyork: McGraw Hill Book Company, 1984), p.196

[39] Triana Pujiastuti's , Student's number (2201402509), Unpublished thesis under title "*The Use Of A Cartoon Film As A Media In Teaching Vocabulary To Elementary School Students*" (A case of Fourth Graders of SDN Angkatan Kidul 01 Pati in the Academic Year of 2006/2007), 2007

practices in vocabulary, writing test is used to know the improvement of students' ability in vocabulary. The result of these study shows that the average achievement of the students' pre-test was 51.52%, and 84.38% in the pos-test. Then the mean of each items are 2.36 and 2.46.

2. Fita Anggraeni, student's number (05420099), The Faculty of Languages and Arts Education of Institute Teacher Training and Education PGRI Semarang, entitled "*Using Wall Chart to Teach Vocabulary to the Fifth Year Students of SD Salomo Semarang in the Academic Year 2009/2010*".[40] This study is an experiment research. This thesis was conducted at the fifth graders of SD Salomo with 33 participants and SD Negeri Jomblang 8 with 40 participants. Try out of this research was done in the SD Salomo Semarang. The researcher used test and document as instrument to collect the data. The objective of conducting try out of that research was measured the validity, reliability, discrimination power and level of difficulty. The computing of data was found that there are 25 valid item then the valid items test are used as the final test of vocabulary mastery test of experiment and control class. The result of experiment showed that the rare score of students which had taught in the experiment class in the first semester are 7,87. Moreover the students' score of the control class are 6,12.

3. Henny Ratnasari, student's number (2201903005), Languages and Arts Faculty of Semarang State University, entitled *"Songs to Improve the Students' Achievement in Pronouncing English Words"* (An Action Research of the year Seventh Students of MTs Annur Jepara in the Academic year 2006/2007).[41]

   She was done an action research of the seventh grade students of Junior High School, to improve the students' achievement in pronouncing

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[40] Fita Anggraeni, student's number (05420099), Unpublished thesis under title "*Using Wall Chart to Teach Vocabulary to the Fifth Year Students of SD Salomo Semarang in the Academic Year 2009/2010, (*Semarang:IKIP), 2010

[41] Henny Ratnasari's, student's number (2201903005), Unpublished thesis under title*"Songs to Improve the Students' Achievement in Pronouncing English Words"* (An Action Research of the year Seventh Students of Mts Annur Jepara in the Academic year 2006/2007), 2007

English words by using the song. The subjects of her research was consist 30 students as participants. The result of her research was found that the use of songs in teaching English was effective in improving the students' pronunciation and very beneficial for the students in order to facilitate them in learning English. Based on the results of pre-test and post-test, was showed that the range of poor pronunciation made by the students is around 5 words up to 22 words. The students made poor pronunciation on the words *orchid, delay, knight, know, thing, there, with, favorite* and *butterflies* at the most. After taking the treatment of each cycle, there are three students made good pronunciation of all the words. Besides, other students also made improvement on several words. The range of the students' poor pronunciation is around 0 until 14. It was showed that songs are effective to improve the students' achievement in pronouncing English words, although not of all of the students can pronounce the words well.

However, this research was differented of both previous researches, the first research was used the cartoon film in teaching vocabulary to the Elementary School students. And she was used test, field note and questionnaire to collect the data. Then the second research, the researcher was used the experimental research on her study she was used the quantitative study. She was used wall chart to teach vocabulary to the fifth year students of Elementary School. And the third previous research was used an oral test method or sound of production. But from the differences of this study with both of the previous researches, there is a similarity of them. These studies concerned on teaching vocabulary to Elementary School and from the last previous has a similarity with this research, both of thus researches was analyzed the implementation of song in teaching English. The researcher hopes that this study will give contribution especially in English teaching learning process and increasing students interest's and motivations in learning English.