CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

In order to support this research, the writer studied some previous researches. They were:

1. The research entitled "Correlation between Frequency of Listening to English Songs and Their Pronunciation Performance of the Second Year Students of SMP N 36 Semarang in the Academic Year of 2009/2010" by Dewi Septianti (3105078), graduated from Education Faculty, Walisongo State Institute of Islamic Studies Semarang 2009. This study uses a quantitative approach with correlation method and analyzed by mean of correlation product moment. It was conducted at the eighth grade of SMP N 36 Semarang. The writer collected the data with some techniques; questionnaire and pronunciation test. In this research, showed that the correlation coefficient is 0.904 with high category in interval 0.90-1.00, so there is a significant correlation between Frequency of Listening to English Songs and their Pronunciation Performance.

The similarity between her research and the writer are on research approach (quantitative research) and we use questionnaire and test to collect the data.

The differences are on setting, participants, and the object of the study. This thesis uses correlation product moment and the writer uses regression to analyses the data.

2. The research entitled "The Correlation Between Students' Interestin Listening to English Songs and their Speaking Ability of the eighth grade Students of SMP N 16 Semarang in the Academic Year of 2010/2011" by Iif Roikhatul Jannah (073411002), graduated from Education Faculty, Walisongo State Institute of Islamic Studies Semarang 2012.This study uses a quantitative approach with correlation method and analyzed by mean of correlation product moment. It was conducted at the eighth grade of SMP N 16 Semarang. The writer collected the data with some techniques; questionnaire and speaking test. In this research, it is found that there is a positive correlation between students' interest in listening to English songs and speaking ability. Because $r_h = 0.538 > r_t = 0.355$ for the level 5% is significant, so Ha "There is correlations between students' interest in listening to English songs and speaking ability" is accepted.

The similarity between her research and the writer are on research approach (quantitative research) and we use questionnaire and test to collect the data.

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B. Literature Review

1. Listening

   a. Definition of listening

   "Listening is the natural precursor to speaking, the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening."[1] So, listening is the first communication skill we engage in the moment we are born. Listening is also called passive skill. It has wrong idea because of listening to asking active from listener. In order to change the message from argument the speaker to listener must be active. It contributes knowledge from linguistic and nonlinguistic source. For example, linguistic is only by using his knowledge of language. He can decides the continuous of sound into meaningful units at all, and it was compared with shared knowledge between listener and speaker that he can interpret their meaning. The nature of listening comprehension is students should be encouraged to do in an active the process of listening for meaning. It used not only linguistic guidance but also his nonlinguistic knowledge.[2] So,

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   [1] I.S.P Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Roudledge, 2009), p. 37.

   [2] William Littlewood, *Communicative Language Teaching An Introduction,* (New York : Camridge University Press, 1991), p. 66-67.

he not only knowledge from the language but also from the expression and intonation that used by the speaker.

On the holy Qur'an, there are some verses which explain us about listening, as follow :

ٱلَّذِينَ يَسْتَمِعُونَ ٱلْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُۥٓ ۚ أُوْلَٰئِكَ ٱلَّذِينَ هَدَىٰهُمُ ٱللَّهُ ۖ وَأُوْلَٰئِكَ هُمْ أُوْلُواْ ٱلْأَلْبَٰبِ ﴿١٨﴾

"Who listened to the words and follow the best of them. They are the ones who have been given God's instructions, and they are the ones who have sense." (Q.S. Az-zumar/39:18)[3]

b. Listening intensity

Intensity is the quality of being very strong, concentrated or difficult or the degree to which something is difficult or strong.[4]

According to Robbins and Hunsaker active listening has four key points. One of them is intensity.[5]Active listeners concentrate intensity on what the speaker is saying and tunes out the thousands of miscellaneous thoughts that create

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[3] Departemen Agama RI, *Alqur'an dan Terjemahannya,* (Bandung: Aljumanatul 'Ali-Art, 2004), p. 460.

[4]Dylan Marlais Thomas, *Intensity Quotes,* from http://www.yourdictionary.com/intensity accessed on 11th December 2012.

[5]Robbins, S. P. and Hunsaker, *Active Listening,* from http://s3175355.wikidot. com/active-listening accessed on 18th September 2012.

distractions. Active listening takes generosity, empathy and trust as the listener is offering the other the gifts of understanding, acceptance and of being taken seriously. Effective listening also requires the listener's patience and holding back judgments and evaluations in order to fully hear the other out. Also he has a good feeling of the speaker and understands what he really wants. As such the relationship between the interacting parties is strengthened.

Listening intensity is the act of listening which is routinely, frequently, and automatically performed. Being routine and frequent means that the act of listening is done in a fixed and regular way. Students should practice their listening more and more, so their listening intensity and experience will be improved.

Example of intensive listening performance include these :

1) Student listen for cues in certain choral or individual drills

2) The teacher repeats a word or sentence several time to "imprint" it in the student's mind,

3) The teacher asks students to listen to a sentence or a longer stretch of discourse and to notice a specified element, such as intonation, stress, a contraction, a grammatical structure, etc.[6]

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[6]H. Douglas brown, *Teaching by Principles*, (New York : San Fransisco State University, 2001), p. 256.

The teacher can makes easy to apply intensive listening performance by the steps above. So, the students really understand the sentences or a longer stretch by the teacher repetition or listen to the conversation with certain intonation, stress, etc.

c. Types of listening

In this case, the writer will explain two types of listening, they are one-way listening and two-way listening :

1) One-way listening

One-way listening is important in academic settings such as lecture, lecturers and school lesson. It can be emphasized as listening in order to study. In the other hand, pedagogic has characteristics consist of cognitive content, focusing in formal language or like writing and need to do something what has been heard. For example we take a note in the content. In other conditions, or situations, we take place watch cinema or listening to the radio. In this case, the language is listened to be the spoken variety.[7] So, the purpose of listening is different in other situations. In addition, one-way listening is an interaction where students are taking in information, such as a lecture.

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[7]Ivannia Soto and Hinman, ELL Shadowing : Strengthening Pedagogy and Practice with Pre-Service and Inservice Teachers, http: aabri.com/monoskrip/10468.pdf, accesed on 22th September 2012.

2) Two-way listening

Two-way listening is more accurate in listening and speaking. In brief, it includes dialogue and discussion. All kinds of two-way listening are different, because of come into play and sometimes make it easier and other make it more difficult than one-way listening. Two-way listening is very low on cognitive content and opportunity request classification or repetitions. Meanwhile, the classification above need to produce response while listening to one's interlocutor, in the processing of what is being heard and the misinterpreting interlocutor's intent. In this case, it was influenced by intensity time pressure.[8] In two-way listening, the listener must be careful on what the speakers say to get the information from interlocutor, so there isn't misconception purpose because it was influenced by repetition.

d. Listening processes

1) Bottom-up Processes

These are the processes the listener uses to assemble the message piece-by piece from the speech stream, going from the parts to the whole. Bottom up processing involves perceiving and parsing the speech

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[8]Nobert Schmitt, *An Introduction to applied Linguistic,* (London : Oxford University Press, 2002), p. 196.

stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2) Top-down Processes

Top-down processes involve the listener in going from the whole—their prior knowledge and their content and rhetorical schemata—to the parts. In other words, the listener uses what they know of the context of communication o predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.[9] The listener can get the point of the message from their prime knowledge to the part knowledge and sometimes they use context of communication to get the message.

The teaching or .learning process of listening can be divided into three stages: pre-listening, listening task, and post listening.[10]

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[9] Nation, *Teaching ESL/EFL Listening and Speaking*, p. 40.

[10] Jack, C Richards and Willy A Renadya, *Methodology in Language Teaching*, (Cambridge: University Press, 2002), p.242-245.

1) Pre-listening

Pre-listening is the warming up activity before the learners have the listening tasks. Pre-listening is how the teacher can help learners activate the balanced between the bottom up and top-down processing, this is called interactive processing. Pre-listening activities is almost same as brainstorming in reading or writing.

2) Listening tasks

There are three types of listening activities for the beginners' level. They are listening for specific information, listening for a gist or global listening, and inferencing.

3) Post- listening

The range of listening activities is at least as wide as listening tasks themselves. At times, post-listening may be as simple as checking the answer to comprehension questions, either by the teacher telling learners what the correct answers are, my eliciting answers from learners themselves, or by having learners compare their answers in pairs or small groups.

Based on those statements, it is considered that listening process can train the

listeners to understand the meaning, grammar, pronunciation, etc., so they will have good understanding in language. The listeners will have been exercised in receiving the meaning of the utterance that speakers says, giving responses, and creating meaning through involvement, imagination, empathy. Language learning depends on listening since it provides the aural that serves as the basis for language acquisition and enables learners to interact in spoken communication.

e. Problems in teaching and learning listening

There are some problems in teaching and learning process of listening, they are:[11]

1. Trouble with sound

Since most listeners rely mostly on context for comprehension, they are often themselves unaware of inaccurate sound perception.

2. Have to understand every word

This is very common problem, often unconsciously fostered by teachers and listening comprehension materials which encourage the learner to believe that everything that is said is important information. The effort to understand

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[11] Penny Ur, Penny, *A Course in Language Teaching*, (New York: Cambridge University Press, 1993), p. 111-112.

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everything often results in effective comprehension, as well as feelings of fatigue and failure. The teacher need to give learners practice in selective ignoring of heard information, something they do naturally in their mother tongue and set them occasional tasks that ask them to scan a relatively long text for one or two limited items of information.

3. Can not understand fast, natural native speech

Learners will often ask the teacher to slow down and speak clearly. but that is can not helping students to learn to cope with everyday informal speech. They should be exposed to as much spontaneous informal task as they can successfully understand as soon as possible. One of the advantages of teacher produced talk is that teacher can provide students with this sort of discourse at the right level for them, getting faster and more fluent as their listening skill develop.

4. Need to hear things more than once

In real life, the students often going to have to cope with one-off listening and we can certainly make a useful contribution to their learning if teacher can improve students' ability to do it. The

teacher can use the texts that include redundant passages and within which the essential information is presented more than once, and not too intensively and give the learner opportunity to request clarification or repetition during the listening.

5. Find it difficult to keep up

    The learners sometimes feel overload with incoming information. The solution is not to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow themselves to ignore the rest.

6. Get tired

    This is one reason for not making listening comprehension passage too long overall, and for breaking them up to short chunks through pause, listener response or change of speaker.

f. Steps to Effective Listening Skill

    According to Lisa B. Marshal there are three steps to effective Listening skill, they are:

1) Tune in

    In order to be a successful listener you must be physically and mentally prepared to tune in. it means that we aligning our body with the other

person, maintaining eye contact and giving our undivided attention.

2) Decide what it means

Next, we'll need to translate and interpret what we heard and observed. We've got to decide what it all means. We all create meaning based on our own experiences, so it's important to confirm that our understanding of what was communicated is really what the speaker was trying to communicate.

3) Paraphrase to confirm understanding

The final step to effective listening is to confirm our understanding. To do that you'll need to paraphrase or reword what we heard including the content and the emotion. [12]

Improving listening skills is not difficult. By three steps above, we'll develop a greater insight into what people are really saying.

g. Listening Strategies

There are some strategies to master listening skill. Goh in Newton said that the first step in strategy training involves finding out the particular problems that learners face in listening comprehension. Here is a list of the

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[12]Lisa B. Marshall, *How to Improve Listening Skills*, http://publicspeaker.quickanddirtytips.com/Effective-Listening-Skills-Active-Listening-Public-Speaking.aspx, accessed on 11 December 2012.

problems identified by the learners in her study, who were college level EFL learners in Hong Kong. Learners may have problems with recognizing word forms and keeping up with what is coming in. They may also not have enough time to turn perceived form into an appropriate message. While they struggle over one part they may miss what follows. Goh suggests that problems can occur at the levels of perception and utilization. Learners can benefit from training in listening strategies. Two types of useful strategies are:[13]

1) Communication strategies—strategies to assist comprehension, for example making predictions before listening, listening selectively, knowing how to interrupt politely, etc.

2) Learning strategies—strategies for noticing language forms in the input in their independent listening, for example negotiating (seeking clarification), listening for patterns, and focused listening.

2. Song

a. Definition of song

Song is a short musical work set to a poetic text with equal importance given to music and to the words, it may be

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[13]Nation , *ESL/EFL Listening and speaking*, p.51-52.

written for one or several voices and is generally performed with instrument accompaniment.[14]

So, song is short musical creation which hear more beautiful with music instrument accompaniment.

According to Loubna Zouhri, he stated that a song is a very strong means of triggering emotions that contributes to socialization (a song is collective), appeals to the ear (one listens to himself while singing), engenders pleasure (reproduction of a sound, enjoyment of the rhythm), helps to develop an aesthetic taste (expressing feelings and sentiments).[15]

From the definition above the writer conclude that song is short musical composition with words. It can be said that song is collection of beautiful words within rhymes, usually contains the feeling of the composer whether it is love, sad, happiness or even feeling about the environment or social problems. It is delivered with or without playing music instruments.

English song is a poetic word that is arranged by the writer in order to be sung in English language. Song is useful,

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[14]Encyclopedia, *Webster's World University Dictionary*, (Washington, D.C.: Publishers Company, INC., 1965), p.1097.

[15]LoubnaZouhri, *Song for Language Learning,* http://www.udel.edu/eli/2007P4T/loubna_songs1.pdf, assesed on 03 Nopember 2012

amusing and challenging. It means that song is can improve the student's vocabulary power.

b. Characteristic and component of song

A good song contains four important characteristics, they are:[16]

1) A good song needs a universal message and a story worth telling. It means that song ideas are produced around us everyday, but you need to catch that one special message.

2) A good song needs memorable hook. The hook line usually appears in the chorus, or if there is no chorus, it is in the first or last line of each verse.

3) A good song is easily understood. A song needs simplicity to be popular because people do not often focus, close their eyes and listen to the words of song.

4) A good song uses imagery. If you listen to a song, listen for the images.

These are some aspects of song:

1) Melody

Melody is sweet music, tune fullness, arrangement of notes in a musically expressive succession[17]

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[16] Jan Peterson, Characteristic of a good song, from http://www.assiciatedcontent.com accessed on 18th September 2012

2) Rhythm

Rhythm is regular succession of weak a strong stresses, accents sounds/movement (in speech, music, dancing, etc.)[18]

3) Lyric

lyric is a kind of poetry, generally short, characterized by a musical use of language. Lyric poetry often involves the expression of interpersonal emotion. The elegy, the ode, and the sonnet are forms of the lyric poem.[19]

As mentioned above, lyric has important role in determining the theme, character, and mission of the song.

3. Vocabulary

a. Definition of vocabulary

Learning a language, learners will be introduced to the component of languages such as grammar, pronunciation, and vocabulary. A vocabulary as one of the language components is needed to master a language.

[17] A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English.*, p.529

[18] A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* , p.729

[19]Dictionary.com, *Use Lyric in Sentence,* http://dictionary.reference.com/browse/lyric accessed on 18th September 2012

According to the Cambridge dictionary, vocabulary is all the words known and used by a particular person and all the words which exist in a particular language or subject.[20]Richards also defines that vocabulary as one of the most obvious component of language and one of the first applied linguistics turned their attention too.[21]

Based on the definition above, it can be concluded that vocabulary is a list of words with their meaning especially one that accompanies a textbook in a foreign language. So, it is important to improve vocabulary power.

b. Vocabulary power

Power is the ability or capacity to do something or act in a particular way.[22] So vocabulary power is ability to memorize word entirely owned by a language, while words represent a smallest unit in language containing concept or certain idea. Beside that, it also comprehension to use the knowledge, not only just memorize it, but also can show the knowledge use the own word without change the meaning.

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[20]Cambridge Dictionary, *"Vocabulary"*, http://dictionary. cambridge.org ,accessed on 5th September 2012

[21] Jack C, Richard, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2000), P. 4.

[22] The FreeDIctionary, *Definition of Power,* http://file:///D:/Definition of power - faculty, power and politics (British &World English).htm. accessed on 26th December 2012.

Without mastering vocabulary, it is impossible to master English well. The students who have many vocabularies, they can improve their English easily. When we learn about something or language we must understand it. Sometimes a student has certain motivation to master certain vocabulary, usually in relation to his need. For example when a student to go abroad, he needs to know the expression for asking some information, booking a hotel, buying things in a shop, and so on.

c. Types of vocabulary

Relating the definition of vocabulary it is important for us to know the types of vocabulary. According to Thornbury, There are two kinds of vocabulary. They are :[23]

1) Receptive vocabulary

Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Passive vocabulary is the words which the students can recognize and understand while they are reading or listening. There are two ways to increase the receptive vocabulary ability, the first way is making some notes of the words and

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[23] Scott Thornbury, *How to Teach Vocabulary*, (London: Longman,2002), p. 15.

finding out the synonyms and antonyms. Second way is looking in the dictionary.

2) Expressive vocabulary

Expressive vocabulary refers to the words which the student can understand and pronounce the word correctly and use them in speaking and writing. It is called active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

In another, Marianne Celce and Murcia Alite Olshtain stated that there are two kinds of vocabulary, they are:

1) Content words

Content words are those vocabulary items that belong to open word classes (i.e., word classes that readily accept new words and discard old ones that there are no longer useful). The content words can be divided into three general classes.

a) Words that refers to a person, a place or thing that we might call them nouns.

b) Words that express an action, an event or state are called verbs.

c) Words are used to describe the qualities of things or actions are called adjective and adverbs.

2) Function words

Function words are those vocabulary items that belong to closed word classes (i.e., word classes that do not readily admit new items or lose old ones: pronoun, auxiliary verb, prepositions and determiners).[24] All of the types of vocabulary above is important to understand how to get vocabularies when we listen and read specifically in teaching learning process.

d. 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:[25]

1) Attend Lectures or Continuing Education Classes

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[24] Marianne Celce-Murcia Elite Oishtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), p. 76.

[25] Lisa B. Marshall, *Improving Vocabulary,* http://dictionary-software-review.toptenreviews.com/some-simple-ways-to-improve-your-vocabulary.html.aceesed on 20 December 2013.

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 Word

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.

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.

d. Teaching and learning vocabulary

Because of important of vocabulary, it needs a serious attention in learning vocabulary from both learner and teacher. It becomes a great challenging act for the teacher to teach vocabulary, what kinds of method they use, and what kind of vocabulary that they give or how many vocabularies that they should teach.

There are several principles for teaching vocabulary as follows:

1) Emphasize both direct and indirect teaching

Direct and indirect instruction should be included as part of a vocabulary development program. Direct instruction refers to the teaching the word and their meaning. Indirect instruction refers to helping children learn appropriate strategies, so they can figure out the meaning of the word on their own

2) Teach vocabulary words before a new activity

When vocabulary words are taught before a new activity, students benefit in two ways. First, they are better able to comprehend the activity. Second, teaching

vocabulary in advance makes it more likely that students will actually acquire the target vocabulary words. This principle holds true for stories (oral and written), song, and many others language-rich activity.

3) Teach how to use context clues appropriately

The students can benefit from the learning how to use context clues and guessing the meaning from the context. This is a strategy that learner can use when they encounter unfamiliar words. Students also need to be taught that context clues do not always help the readers to understand the meaning of unfamiliar words.

4) Present multiple exposures to new vocabulary items.

Young learner makes educational gains when they are exposed to vocabulary items repeatedly in rich context. As part of your teaching repertoire, remember that a new word should reappear many times and in different situations for the next several weeks of instruction.

5) Give opportunities for *deep processing* of vocabulary items.

Deep processing means working with information at a high cognitive and personal level. It is refer to using words in contexts which are especially meaningful to the learner. Deep processing is very important component of

vocabulary acquisition and development. It is also closely related to reading and reading comprehension and to overall language development.

6) Teach students to use dictionaries

Young learners can benefit from using dictionaries, they can use a picture dictionary where words are grouped into different categories. Learner with English language literacy skills can also use dictionaries where the word are placed in alphabetical order.

7) Have students keep vocabulary notebooks

Vocabulary notebooks provide students with opportunity to develop a variety of vocabulary acquisition strategies and also help students have more control over their learning.[26]

According to Richard and Willy, in teaching vocabulary teachers need to consider the following:

1) Teachers should give learners time to practice the material. Learner need to practice what the teacher gives to them. They need to do more than just see the form.

2) Avoid learning words that have similar forms and closely related meaning at the same time. For example, because affect and effect have similar forms.

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[26]Caroline T linse, *Practical English Language Teaching : Young Learner,* (New York: Cambridge University Press, 2005), p. 123-127.

3) To get effective word study, teachers should study regularly. Studying words over several short sessions is better than to study them for one or two longer session.

4) Teachers should divide larger numbers of words into smaller groups to study five to seven words at a time. Because it will be easier to get repeated exposure to the words than when larger groups.

5) Teachers should be more creative to make teaching learning more interesting, such as the key word technique to promote deeper mental processing and better retention.

6) Teachers can add cards to get further elaboration. Using unknown vocabulary to make associated with other second language that students have already known. And these words can be added to the card, such as parts of speech, definitions, and keywords.[27]

From the principle above, in teaching learning process the teacher should be able to identify who the students are, what their needs are, and how the teacher should teach simple and interesting way. Different age of students indicate that they also have different need and interesting.

According to Penny ur, there are two ideas for vocabulary activities as follows:

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[27]Richards, *Methodology in Language Teaching*, p.260-26.

1) Brainstorming round and idea

This activity is mainly for revising words the class already knows, but new ones may be introduced, by the teacher or by students.

2) Identifying words we know

This activity tends to be morale-boosting, in that it stresses what the students know rather than what they do not; it encourages student cooperation and peer-teaching; it also entails repeated exposure to the text and vocabulary items, through individual, group and teacher-led sages.[28]

According to Kasihani, there are four stages in learning vocabulary. They are:

1) Introducing
2) Modeling
3) Practicing
4) Applying

Hatch and Brown in Lynne Cameron describe five essential steps in vocabulary learning based on research into learner's strategies. They are as follows:[29]

1) Having sources for encountering new words.

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[28] Penny Ur, Penny, *A Course in Language Teaching*, (New York: Cambridge University Press, 1993), p. 68-69.

[29]Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), p. 8.

2) Getting a clear image, whether visual or auditory or both, for the forms of new words.

3) Learning the meaning of new words.

4) Making a strong memory connection between the forms and meanings of the words.

5) Using words.

So the learning of words is a process that continues. Looking at the five steps, we can see that each step is in fact something that needs to happen over and over again, so that each time something new is learn or remember.

Assessing vocabulary knowledge is needed for learner. According to Schmitt, vocabulary test can have a range of purposes:

1) To measure vocabulary size

2) To measure what has just been learned

3) To measure what has been learned in a course

4) To diagnose areas of strength and weakness[30]

C. The Influence of Students' Listening Intensity to English Song toward Their Vocabulary Power

Listening is one of important things in language skill. It is important in language classroom because it can provide

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[30] Norbert Schmitt, *An Introduction to Applied Linguistics*,(New York: Oxford University Press, 2002), p. 46.

contribution for learners. If learners cannot understand the process of listening at the right level, the simple learning cannot begin well. Nowadays, listening comprehension has improved. For example, new technology has supported the skill such as cassette, VCD, video and etc. In the language learning, basically the teacher still focuses on the old learning model, the students just listen the cassette and answer the teacher's questions correctly. It can make listening uninteresting material and get the minimum attention from the students. This phenomenon happened in some country in the world. It is a great duty for the language teacher. Another way to improve listening skill is using English song. It is able to improve their listening skills because they can improve their vocabulary power based on lyric of the song.

Today, most of the songs contain of good lyrics depend on the expression of interpersonal emotion which can benefit anyone who wants to improve their listening skills and get new vocabularies. Listening to English song also make enjoy and easy students in teaching learning process. Teaching listening using English song is important because the learning process will be more interesting. In this research, the result of the data show that the students who listen intensive to English song, they got better on vocabulary test.

D. Hypothesis

Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof. According to Suharsimi Arikunto, Hypothesis is a temporary answer of the problems, until it can be proved by data that has been collected .[31] So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data

Based on the statement above, the writer needs to formulate hypothesis as basic of this study. The hypothesis of this research is there is significant influence of students' listening intensity to English song toward their vocabulary power.

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[31]SuharsimiArikunto, *ProsedurPenelitian Suatu Pendekatan Praktik,* p. 71.