

Chapter Two

Literature Review

This chapter discusses some theories related to the recent research. The theories are about definition of vocabulary, types and kinds of vocabulary, the importance of vocabulary, vocabulary learning, definition of learning media, types of learning media, media for vocabulary learning, definition of song lyric, types of song lyric, and the importance of song lyric to teach vocabulary.

Vocabulary

Studying language cannot be separated from vocabulary because vocabulary is essential component of language. Besides grammar, vocabulary is the basic element in learning English. Without vocabulary, it may be difficult for students in speaking other language. Therefore, vocabulary will be useful in learning language.

Definition of vocabulary. According to Nation (2001), vocabulary is the words of a language that includes phrases or chunks and single item of several words which convey several meaning. Nation further explained that vocabulary is much more than just a single word. Vocabulary also includes phrases of two or more words and lexical chunks, such as *good night* and *nice to meet you*. Moreover, Burhayani (2013) also stated that vocabulary is a list of words employed by language, group, individually or in work, in relation to a subject. Moreover, having sufficient vocabulary helps the students communicate better. From definitions above, it can be concluded that vocabulary is a list of words that have meanings and can be used in communication. Moreover, vocabulary is not

just a single word but it also includes phrases and chunks. Vocabulary becomes the basic part in learning language. By having sufficient vocabulary, the students will have successful communication.

Types of vocabulary. There are many types of vocabulary in learning English. They are active and passive vocabulary, productive and receptive vocabulary and low-high frequency vocabulary.

Active and passive vocabulary. According to Alqathani (2015), active vocabulary is the set of all words which are not only understood but also used in spoken or written expression for example, *practice, conduct, project*. Besides, passive vocabulary is the word which is understood by people but not well enough for active use such as *resistance, protest* and *lobby* (alqathani, 2015). From definitions of active and passive vocabulary, it can be concluded that active vocabulary is used in spoken and written expression and passive vocabulary is used in written only.

Productive and receptive vocabulary. Receptive vocabulary is the word that the students can recognize and recall in reading and listening, for instance, there is someone talking English and the listener can understand what he talks about (Zhou, 2010). It means that the listener receive the language. Then, productive vocabulary is the word that the students use in speaking and writing. In other words, the words that the students listen and read are receptive vocabulary and the words that the students speak and write are productive vocabulary (Zhou, 2010).

Moreover, vocabulary is one of the main aspects that students should learn because vocabulary is important in language learning. Passive vocabulary is bigger than active vocabulary (Alqathani, 2015). The more often the students receive words in listening or reading, the more often the students use it. Passive vocabulary then becomes active vocabulary because it will be used in speaking.

High and low frequency vocabulary. The other types of vocabulary according to Nation (2001) are high frequency words and low-frequency words. High frequency words are words that are most frequently in written material, such as *and, the, as, and it*. These are words that have little meaning. Low frequency words are the words that are not commonly used in written or spoken, such as *thine, dale, and gall*. Therefore, in learning process teacher usually teaches the high frequency word than low frequency word. The high frequency word will be useful for students because the high frequency words are the common words that are always used in reading, listening, speaking and writing.

From the types of vocabulary above, there are some types of vocabulary. They are passive, active, receptive productive, high frequency and low frequency. Active vocabulary is used in spoken and written and passive vocabulary is only used in written. The vocabulary that the students listen and read is called by receptive vocabulary and the vocabulary that the students speak is productive vocabulary. The vocabulary which is common to use is high frequency and the low frequency is the vocabulary which less use.

Vocabulary Knowledge

Vocabulary knowledge refers to the aspects on how to know linguistic knowledge. It includes pronunciation, spelling, and morphology, to know the word syntactic and semantic relationship with other words in a language (Nation, 2011). Vocabulary knowledge involves knowledge of antonym, synonym, hyponym and collocation meaning. Nation also stated that vocabulary knowledge have ninth aspect 'word parts'. The first is knowledge of the spoken form of a word. Knowledge of the spoken form means that the students know how to pronounce the word correctly. The second is knowledge of the written form of a word. It means that the students recognise the spelling of the word. The third is knowledge of the part of a word which has meaning. When the students see or hear a word, the students know the meaning. The fourth is knowledge of link of a particular form and a meaning. The students can understand when they see the form and know the meaning. The fifth is knowledge of concepts of a word which may possess the item referred to. In this aspect the student recognise the word possess the other word. The sixth is knowledge of vocabulary that is associated with a word. When there are two words associated or it can be said as a phrase, the students can know the meaning of the phrase. The seventh is knowledge of a word of grammatical function. The students can write or use the language with the correct grammar. The eight is knowledge of a words' collocation, and the last is knowledge of a words register and frequency. Additionally, the students know all aspect of the knowledge which is called by vocabulary knowledge.

Knowing a word. According to Thornbury (2002) in learning vocabulary the students should know a word. Knowing a word includes knowing the form and

the meaning. Knowing words is important because many words have different meaning. The words can be expressed differently in another language (Macounova, 2007). Vocabulary also has forms. The forms are changed by addition of grammatical or lexical affixes to the root. Students should know singular and plural form. The students should know tenses to know the form of the words.

Knowing its form. The form of the words involves pronunciation (spoken form), spelling (written form), and any word that makes particular item such as affix and suffix (Nation, 2001). In knowing the form, the students should know the different parts of the word. For example, *uncommunicative* where the word *un-* means negative, and *communicative* where it is the root word and the word *-ive* is a suffix denoting of someone or something.

Knowing its meaning. Knowing its meaning includes the way form and meaning work together (Nation, 2001). The concept is on what items refer to and the association comes to mind when students think of a specific word or expression. So, the meaning is when students see the word and the form of the word, and the students think in mind of a specific word.

Knowing its use. Knowing the word use knows the function of the grammar, collocation, and constrains on use (Nation, 2001). When the students will use the words, the students distinguish how to put it into grammar form. Thus, their will know how to use it.

According to Nation (1978), knowing a word includes knowing the word meaning, knowing the word form, and knowing the word use. First, to know the

meaning of the words, the students look up in a dictionary and find the meaning of the various definitions of the words. Second, to know the word form, the teacher tells the words or phrases, and the students write them. Third, to know the word use, the teacher explains to the students the word use in grammar.

Learning Media

The discussion in this section, presented the definition of learning media and types of learning media. The types of learning media are visual aids, audio aids, and audio visual aids.

Definition of learning media. Learning media is an instrument used by teachers to deliver their subject in learning process. The use of media in learning process usually will make students more active based on the researcher's experience. According to Musfiqon (2012) learning media is a tool which serves to explain the difficult material described verbally. Moreover, Arsyad (2011) stated that learning media includes tools which are physically used to deliver the content of the material, among other books, tape recorders, cassettes, video camera, video recorder, film slides, photographs, pictures, graphics, televisions, and computers. Bertram, Ranby, Adendorff, Reed and Roberts (2002) suggested that learning media is the tool which can help teacher in teaching. Printed media such as newspaper and magazines can be used to support teaching in improving reading and writing skill. Besides printed media, there is electronic media such as television and radio. It can be used to improve listening and speaking skill.

To sum up, learning media is the tool used in learning process to deliver the lesson that the teacher feels difficult to explain verbally. Therefore, media is

helpful for teacher in the learning process. The teacher can use it to make the lesson easier and more interesting.

Types of learning media. According to Smaldino (2008), there are some types of media namely visual aids, audio aids and audio visual aids. Those media are usually used in teaching process.

Visual aids. Visual aids are media that help teacher to make the lesson easier to understand and can be seen in teaching process (Baser, 2013). There are many kinds of visual aids, such as picture, slides, realia, flashcard, video and newspaper. It helps the teacher when they try to make students more understand to the lesson. It also helps teachers to gain students' attention.

Audio aids. Zahro (2010) defined that the media which can be heard are audio aids. Audio aids are tape, MP3 player, music or song. These tools are also used by the teachers to teach vocabulary. The teachers usually ask students to listen and sing together. It will help students to enjoy the learning. The students will receive the lesson with fun way. Using audio aids is the key to increase the students' listening skill.

Audio visual aids. Audio visual aids are used when the students can see the visual and hear the audio, for examples, video and movie (Gazon, 2012). When the students watch movie or video clips, the students can see the visual and hear the audio. It is called audio visual aids. Audio visual aids might be more useful for students. The students not only develop their knowledge from what they seen but also from what they hear.

Media for Vocabulary Learning

There are many alternative media which can be used for vocabulary learning. The alternative media are visual, audio and audio visual. In visual media, there are picture, flashcard, textbook, computer screen, and poster. Those media can support the learning especially vocabulary learning. In audio visual media, the students can use person's voice, music or song. According to Kim and Gilman (2008) there are variety of media that can be used in improving vocabulary, such as graphic, audio, and video. In vocabulary learning, teacher often uses strategy such as a word list or paired association in which new words are presented with their translation. However, there are many media which can help teacher in teaching vocabulary which the teacher rarely uses in teaching vocabulary such as novel, video or movie and song lyric.

Song in Vocabulary Learning

Song becomes one of media used in learning which gives benefits for students. According to Burhayani (2013), song is one of alternative ways to improve English especially in vocabulary knowledge. Arevalo (2010) also stated that the students can obtain culture, vocabulary, grammar and a host in language skills in just view rhymes through song. Therefore, song makes students hear vocabulary and memorize them, because the words will repeatedly occur and it will make the students memorize the words in their mind.

According to Burhayani (2013), song gives benefits in the view of linguistics, psychology, cognitive, social and culture. Song is not only for fun but also for education in teaching English especially in improving students' vocabulary. Song also provides lyric which can help students to develop their

vocabulary. Song can also provide a relaxing lesson (Arevalo 2010). It can be concluded that song can be used in learning process with the relaxing way. Thus the students will enjoy their learning activity.

Teaching Vocabulary Using Song

There are some techniques in teaching vocabulary using song. According to Rahma (2010), there are six techniques to teach using songs. The first is that the teacher will play the song without reparation and hand-out and the students listen to the song. The second is that the teacher tells the students to listen to the song and the teacher will give them the lyrics. The third is that after the teachers ask them to listen to the song, the teacher gives the lyrics. The fourth is that the students read the lyrics while listening to the song. The fifth is that the teachers tell them to read lyrics again and listening to the song again. The last is that the teacher tells them to listen to the song and circle any word or phrase that they do not understand and discuss the circle words.

Benefits of Using Song in learning vocabulary

In using song, there are some benefits besides having new vocabulary. When the students listen to the song, the students can increase their listening skill (Ifadah, 2011). After listening to the song, the students can learn pronunciation from the song. Students can easily remember the music lesson (Ara, 2009). By remembering the music, the student might memorize the vocabulary. Therefore, vocabulary in song is used to increase pronunciation and listening skill.

Another benefit is giving students to enrich their vocabulary. Burhayani (2013) stated that song gives opportunity to enrich vocabulary by vocalizing the

language. Besides, according to Al-Azri, Al-Rashdi and Kazazi (2015), song helps students to learn lexical pattern. The lexical pattern can be stored in their mind and can be recalled in their oral communication. Song can make students enjoy the learning. Using song can increase students' interest (Apoi, 2005). The interest helps students obtain their motivation in learning English.

Review of Related Studies

This research was supported by previous studies. Zahro (2010) conducted a research on "The use of song lyric to improve students' vocabulary of verb".

This study was accomplished at students of grade VIII of Mts Uswatun Hasanah Semarang which consisted of 25 students as respondent. The result of this research showed that the implementation of song toward student's English learning especially in vocabulary knowledge is effective. The scores in pre-test and post-test showed the improvement of the students. Another earlier study was conducted by Phisutthangkoon (2016) aimed at studying the effectiveness of song activities on vocabulary learning and retention and exploring students' opinion towards song. This research was an experimental research that was conducted to see whether using English song as technique improves the students' ability in vocabulary learning. The study was accomplished at students from faculty of Liberal Arts, Rajamangala University of Technology Srivijaya, Thailand.

Considering the result of vocabulary learning and retention by using English song, using song was an effective technique to improve students' vocabulary learning.

The previous studies were different with the recent study. The pervious study only focused on 'verb' while the recent study focused on 'noun', 'adjective'

and ‘verb’. Then, the recent study observed the improvement of ‘noun’, ‘adjective’ and ‘verb’. The previous study had one group to see the results of the study while the recent study used two groups design (experimental and control) to see the results of the effectiveness of using English song to improve students’ vocabulary knowledge.

Conceptual Framework

As discussed in the background of the study, English is important to learn. To solve the problem, the students should improve their vocabulary knowledge. There are some alternative media to improve vocabulary, but in this study the researcher used song as a media to improve students’ vocabulary knowledge.

In this study the researcher did the experiment design which is pre-test post-test group design. The researcher taught in eight grade of SMP Muhammadiyah 2 Yogyakarta. The researcher taught in two groups (experiment and control). The researcher distributed pre-test to know students vocabulary knowledge before treatment (using English song). After that the researcher gave treatment for experiment and control group. In experiment, the researcher used English song and in control group the researcher used list (the list of vocabulary). Then, the researcher distributed the post-test to know the improvement.

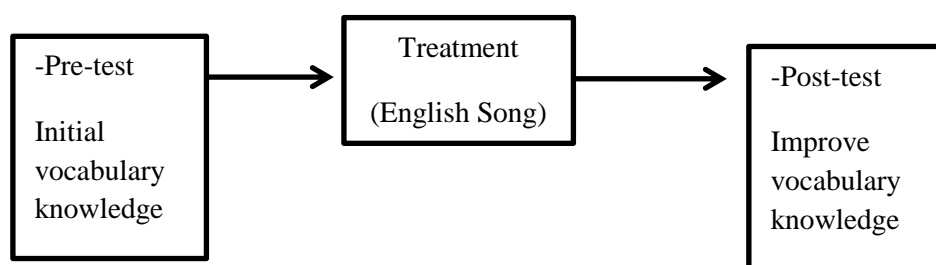


Figure 1. Conceptual Framework

Hypothesis

Hypothesis is a prediction that will be tested in this research. In this research the researcher uses one kind of hypothesis, namely the hypothesis one (H1).

Alternative hypothesis (H1): English song effectively improves the vocabulary knowledge