CHAPTER II
REVIEW OF LITERATURE

2.1 Vocabulary

Studying language cannot be separated from studying vocabulary because it is an important aspect of language. Vocabulary is one component of language beside grammar. Students who want to learn a target language, have to learn those components. Vocabulary is a vital aspect in language, because it appears in every skill of language including listening, speaking, reading and writing skills (Juhendi 2011:4). Many people realize that their vocabulary is limited so that they have difficulties in expressing their idea.

Jhon Read (2000:18) states, there are two kinds of vocabulary: they are function words and content words. a) The function words are as belonging more to the grammar of the language than to its vocabulary (i.e. articles, prepositions, pronouns, conjunction, auxiliaries, etc). b) The content words are those vocabulary items that belong to open word classes (i.e nouns, verbs, adjectives and adverbs).

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

Teaching techniques is important in teaching learning process not only determined by teacher and students’ competence but also with in appropriate technique. However, studying language causes some problems, because many students consider learning vocabulary is a boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasant.

There are several techniques concerning the teaching of vocabulary.

1. Visual Techniques

Concerning with the visual techniques, Gairns and Redman(1980) as cited by Maria, et al (1999:12) state that there are three form visual techniques; relia, pictures, and mime or gestures. Relia means using a variety of real-object brought by the students in the classroom. It can be also applied to remember written material. Students can act out what they read, or associate physical sensation with specific words found in reading passages.

Referring to ideas mentioned above, Klippel (1994:115) states that mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication.

In this technique, the writer uses the *Learn English with Music Songs* application (song), paper and whiteboard. The writer uses paper as song lyric and to underline the words that the students need. A whiteboard is used to write the words and their meaning.

2. Verbal Techniques

This technique pertains to the use of illustrative situation, synonimms, opposites, scale, definition and categories. More specifically, Maria, et al (1990:3) divide verbal techniques into four parts, among those are:
a. Definition and illustration sentences

This technique the English teachers are expected to introduce a word in English through the use of other word in the same language.

b. Synonyms and antonyms

Synonyms and antonyms are especially important in building new vocabulary because learners are able to know vocabulary. Synonyms are words that have the same meaning as the unknown in a given sentence. There may be signals that identify the presence of synonym for the readers. They could be *or, commas, dashes, and colons*. Meanwhile, antonyms are words that have the opposite meaning of the unknown word in a given sentence. Signals which identify the presence of the antonyms for readers are *instead, although, but, yet, and however*.

c. Explanation

This technique explains the meaning and the use of a foreign word in the foreign language itself. Taking into account the points of technique presented earlier, it seems that there are several similarities of program for teaching vocabulary development skills to be recognized by Brown (1994:367). He offers some techniques for teaching vocabulary skills, among other are:

1) Determine the goal of teaching, such as:
   a. To improve the reading vocabulary skills of ESL students
   b. To teach ESL students word building skills
   c. To teach ESL students to guess word meanings from context clues

2) Get student to make word building; that is derived from suffixes, prefixes, and roots

3) Definition clues, which comprises the parentheses and footnotes, and synonyms and antonyms.
4) Inference clues. These clues have three types, such as example, summary, and experience.

Based on the quotation above, it can be said that the teacher, before applying those techniques, should know the level of students' competency and the goal of teaching in advance, particularly on teaching vocabulary. A teacher should select and provide words will be taught based on the students’ level, the aim and the time allocated. Also, the writer should be able to lead the students to learn a new word or some words clearly.

3. The Use of Dictionary

In addition to the previous two techniques, the use of dictionary is another technique in finding out the meaning of unfamiliar words and expression. Allen (1993:83) states, using dictionaries is passport to independence and use them is one the students-centered learning activities. Meanwhile, Gerald and Laura (1989:120) state that dictionaries are more easily used to determine word meaning. Moreover, Readence (1995:35) adds that the dictionary definition is shared with a discussion when the words are presented both in isolated form and in the context. In conclusion, the use of dictionary is an effective way for the students in finding out the meaning of words.

Teaching techniques are very helpful for teacher. It is the teachers’ task to use appropriate technique of vocabulary teaching, it does not mean that if the teacher uses a certain technique.

From explanation above, its mean that techniques in teaching learning is very importance and the teacher should use appropriate technique to teach vocabulary, in order to motivate and help the students in learning process. Based on the explanation above, the writer wants to use visual techniques in teaching and learning process.
2.1.2 The Benefit of Vocabulary

Wilkins, as cited in Thornbury (2002: 13), states without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Without knowing vocabulary, there can be said nothing. It is true, what Wilkins says. Although we have the best skill grammar, the skill will be nothing if we don’t know vocabulary well.

Stahl and Nagy (2005: 5) adds that words we have, the more complex ways we can think about the world. A person who knows more words can speak, and even think, more precisely about the world. A person who knows the terms scarlet and crimson and azure and indigo can think about colors in a different way than a person who is limited to red and blue. A person who can label someone as pusillanimous or a recreant can better describe a person's cowardly behavior.

Nagy dan Stahl explain the importance of vocabulary with comparing the differences between a people who knows vocabulary well to a people dont understand well about vocabulary. If we don’t know or understand about vocabulary, it must make us not knowing many things about linguistics McCharty dan O’Dell (1999: 4) state, you already know hundreds of English words, but to speak and write in normal situations you need at least 1-2,000 words.

Vocabulary is an important part of communication. If we know well about vocabulary, it will make easy to apply it in our life.

2.2 Action Research

McNiff (1992:22) states, Action Research has four stages: planning, acting, observing and reflecting. The writer uses action research that will be applied in this research.

A. Planning

Planning is writer’s preparation before doing the action. In this step the writer prepares everything for the completion of action in the class like designing lesson
plan, designing the songs, teaching materials, teaching media, observation checklist, and table of scoring. The preparation can be seen as follows: (a) Steps of teaching within procedure of action, and activities in implementing actions towards problem solving as have been planned, (b) Prepare media as needed in the classroom (smartphone and the lyrics of songs), (c) Prepare the way of observation such as observation checklist and scoring table.

B. Acting

Acting is the action of research. The actions are hold in three meetings of activity in one section (one time meeting) such as: pre activity, whilst activity and post activity. In the pre activity, the teacher will greet the students, introduce the application, sing a song, and asking some questions that relate to the material. In whilst activity, the writer explains the material shortly, direct the students about what they have to do, and how should they do the task. In this part, the writer applies group work to prove students’ vocabulary achievement. The writer explains any difficulties that might arise in the class. The writer needs one month within two cycles in which each cycle consists of three meetings. The time period of each cycle depends on the material needs.

C. Observation

The observation is done based on students’ vocabulary achievement which observed by using scoring table. In observing a collaborator is needed. It is to observe what happens in presenting songs.

D. Reflecting

Reflecting is taken after students’ performances in every cycle is evaluated to find weaknesses or problems. Then, the writer decides which action is needed to
overcome the weaknesses or problems. The writer recalls all information which
provided the base for the revise plan for the next cycle and discusses with the
collaborator to get feedback. Based on the result of scoring table on first meeting, the
writer makes a discussion concerning with the activity in the class.

In this research, the writer uses five songs, entitled "Heal the World" by
Michael Jackson, "Happy" by Pharrell Williams, “Roar” by Katy Perry, “Daylight”
by Maroon 5, and “Diamonds” by Rihanna. The writer chooses these songs because
the songs are very easy to listen, not too fast and slow. It is hoped that students will
enjoy all songs.

2.3 Smartphone and Application

A technology advances, cell phones have become more and more
sophisticated. They not only can make phone calls from anywhere, but they can send
text, pictures and videos, and connect to the Internet. The newest advancements in
cell phones are smartphone, which are capable of many different functions, including
sending and receiving e-mail, playing music and downloadable applications. With
increase capacities in phones, users need to be aware of necessary information and
safety measures.

2.3.1 Definition of Smartphone

Smartphone is a cellphone or handheld computer that created greatest tech
revolution since the Internet. A smartphone can do everything a personal computer
can do, and because of its mobility, much more. A smartphone combines a cellphone
with e-mail and Web, music and movie player, camera and camcorder, GPS
navigation, voice dictation for messaging and a voice search for asking questions
about anything. A smartphone is generally within reach no matter where you are.
2.3.2 Definition of Application

Applications, also known apps, are software installed on an electronic device. Most apps are downloaded through the internet into smartphones (Iphone, Android, etc), compuer, or Ipads. Apps in reference to cell phones are specified downloads that assist with a specific task, such as checking current weather conditions. These applications can be downloaded for free or for a cost. They vary in purpose from doing online banking to playing games online.

2.4 Learn English with Music Songs Application

Learn English with songs is one of the most enjoyable and easiest ways to learn the language. Learn English with Music Songs is an educational application that beside can listen to the music, it also shows the lyrics. Not only showing the lyrics, this application also has a dictionary that can make it easy for the student to search for unknown words. From this application, the students can enjoy their favourite music and learn English at the same time. Take songs from musical libraries, follow the lyrics and find the translation. This application will help students learn English much more quickly by using songs. This application can find the lyrics of the songs the students are listening to, so they can read along when the music is playing. Try listening to the songs English with simultaneous translation. The application will allow the students to improve the pronunciation, get a good impression and even sing songs in English without errors. Everyone who has tried to listen to the songs in a foreign language knows how hard it is to understand the text. In order to make the students easier, the application has added a dictionary.

This application has some benefits, they are:

a. learn English words
b. understand the pronunciation
c. listen to music in English
d. improve the students’ listening
e. memorize terms, words and sentences and
f. improve students’ vocabulary
g. easy search and find lyrics
h. easy songs translation
i. learn any other language, not only English.

The application is created to learn English by music. One of the best ways to become familiar with a language is by hearing. The melody helps to memorize words and their pronunciation easily. *Learn English with Music Songs* can play songs, automatically download the lyrics and translate the words that selected.

### 2.4.1 Definition of song

Song is a short piece of music with words that are sung. Song is a short musical work set a poetic text with equal importance given to music and to the words. By using songs, people can express themselves.

Goodger (2012) states that music and language share same common elements. First physically, both of them made up of sound waves which our ears capture and our brains process into a meaningful, recognizable code. Language except the sign language, and songs are firstly captured by ears and then they proceeded by the brains. Second, both of them communicate emotions and meanings. In everyday life, they often function as canal as for human to express idea, opinion, feeling, emotion and dream. Third, they both have an intrinsic phonology namely rhythm and accentuation, key and intonation.

Brewster et al (2002:163) state that songs help to develop concentration, memory and coordination. Siti Tarwiyah (2008:2) states that song in foreign language classes maybe use to motivate students and to create a more relaxing
foreign language classes. From the songs, the students can learn new vocabularies and expressions as well as pronunciation. Songs are useful for practicing pronunciation. Singing together is a shared social experience and help develop class and group identity (Brewster, 2002:163).

2.4.2 Learn English with Music Songs Application as media to teach vocabulary

In this research, the writer uses a teaching media to teach vocabulary to make the students interested. The media is Learn English with Music Songs application, the application shows the lyrics and dictionary. Through this application, the students will feel something new and different things from what they usually did in their class.

Teaching media is important in teaching learning process and song is very effective especially when one needs to memorize something. Through song, the teaching vocabulary will be easily to be understood by the students. Many students have difficulties in learning English because in their mind that English is difficult subject. They have less motivation and not interested about the subject. Brown (2005:7) 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. So the writer must look for the way to make learning English easier and fun through Learn English with Music Songs.
The writer chooses, the teaching media to teach vocabulary is through Learn English with Music Songs application. Song could be used to teach vocabulary because of its lyrics, the writer can choose song which has appropriate vocabulary.
that will be taught. Media is tool of format used to convey information (Hujair, 2009:3). 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 (Asnawir and Usman, 2002:11). Media in teaching learning process are very importance to help students become effective and interesting in learning process. There are many teaching media can be divided into various forms, they can be classified in three kinds, they are:

a. Visual aids

It is media that can be seen such as picture, realia, Google earth, flashcard, newspaper, etc.

b. Audio aids

It is teaching media that can be heard such as radio, music or song, tape, MP3 player, etc.

c. Audio visual aid

It is teaching media that can be seen and can be heard such as video clips, film, TV news etc.

From the explanation above, the writer uses songs. It can be classified as audio visual aids because it can be seen and can be heard. In Arsyad’s Sudjana and Rifai (2006:6) said that song has some benefits. They are:

A. Motivate

The teaching process will be more interesting so that the students are motivated to learn the material given by the teacher. By using media, the teacher can attract the students’ attention to the material given by him/ her. From explanations above, it is expected that by using media in teaching learning process, students will
be motivated in the learning the material given by the teacher by heart. If they learn by heart automatically they will get maximum result.

**B. Makes students understand easily**

The material will be clear if the students can understand the material easily. Media make students easy in catching the material given by the teacher. Here, media acts as the means used by the teacher to make the teaching material easily. If the students can catch the material easily so, automatically they can understand too.

**C. Makes students enjoy**

The teaching and learning process will be variatif. It makes students enjoying the teaching learning process. Students will bored if the teacher only uses the explanation when present the material during teaching and learning process. Students will not feel bored if the teacher uses media in teaching learning process. From references definition above, the researcher concluded that teaching media are needed in teaching learning process because students are motivated to study. Students easily to catch the material from the material clearly. The teaching learning process will be more varieties so that the students enjoy it. Students also will be more active in giving responses to the material given by the teacher.

**2.4.3 Improving Vocabulary through Song**

Brewster, et al (2002:163) mention that songs help to develop concentration, memory and coordination. Repetition is a feature which is common in songs. Repetition allows students to guess what comes and next and consolidate language items. Song is not only a great way to incorporate in students’ life but also helps develop motor skills. According to Jolly (1975) in Milington (2011:134), using songs can also give students chances to get a better understanding of the culture of the target language. Brewsters et al state that songs are useful for younger learners and
allow them to compare these English songs with their own. Songs reflect cultures, so students can learn aspects of culture from songs. From songs the students can learn and improve new vocabularies and expressions as well as pronunciation.