

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Vocabulary

##### a. The Definition of Vocabulary

According to Linse quoted from Tintari Jr, vocabulary is a set of words that a person knows. Some experts offer vocabulary,<sup>5</sup> Hatch and Brown quoted from Tintari Jr, define vocabulary as a list or collection of words of a given language that speakers of a particular language can use.<sup>6</sup> In addition, in Webster's dictionary quoted from Tintari Jr, vocabulary is defined as a list or collection of words, usually arranged alphabetically and explained, or a dictionary of the words or categories used in language, people, etc.<sup>7</sup> Although according to Roget quoted from Tintari Jr the vocabulary is:

- 1) List of commonly defined or translated words.
- 2) All the words in the language.
- 3) A special term originating from a particular field, subject, business, or subculture.<sup>8</sup>

According to Laufer, quoted from Tintari Jr, learning vocabulary is important in learning and using a language. In fact, it is the essence of language. without vocabulary, speakers of any language cannot express meaning or communicate with each other.<sup>9</sup> Vocabulary is an important part of language learning, as Edward stated, quoted from Tintari Jr, vocabulary is one of the most important factors

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<sup>5</sup> Practical English Language Teaching, by Linse, T. C, NewYork: McGraw Hill, 2005.

<sup>6</sup> Vocabulary, Semantics, and Language Education, by Hatch, E., & Brown, C, Cambridge University Press, 1995.

<sup>7</sup> Webster's Third New International Dictionary, by Webster Merriem, USA: MerriemWebster inc., 1986.

<sup>8</sup> The American Heritage Dictionary, by Roget, Boston: The New Thesaurus, 1980.

<sup>9</sup> The Lexical Plight in Second Language Reading, Laufer, B., Cambridge: Cambridge University Press, 1997.

in all language learning. Students must constantly learn words while learning structure and sound systems.<sup>10</sup>

Sometimes it is difficult to identify words that students associate with vocabulary, such as meaning, spoken/written forms, collocations, implications, grammatical behavior, etc. According to Linse, on the basis of the importance of the vocabulary, the teacher should consider a certain type of vocabulary that can be taught in order to.<sup>11</sup>

#### **b. Vocabulary Development**

In early childhood, no effort is required to develop vocabulary. Toddlers hear and imitate words and eventually associate them with objects and actions. This is listening to vocabulary. A child's thinking depends on their ability to express themselves without gestures or mere sounds, so spoken vocabulary follows. Once the reading and writing vocabulary is mastered, language anomalies and irregularities are discovered through questioning and teaching.

In first grade, advantaged (educated) students know about twice as many words as disadvantaged students. This gap generally does not close. By age 5 or 6, the range of vocabulary expands to the point where an English-speaking child knows about 2,500 to 5,000 words. The average student learns about 3,000 words per year, or about 8 words per day. Vocabulary growth plateaus after graduation. You can then increase your vocabulary by doing activities such as reading books, playing word games, and participating in vocabulary programs. Vocabulary has the following meanings:

1. Rich vocabulary supports expression and interaction.
2. Vocabulary size has a direct relationship with reading comprehension.
3. Language vocabulary is a synonym for thinking vocabulary.

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<sup>10</sup> Classroom Technique Foreign Language and English as a Second Language, by Edward, David Allen, and Rebecca M, Vallette, NewYork: Harcout Brave Javanovich, 1997.

<sup>11</sup> Practical English Language Teaching, by Linse, T. C, NewYork: McGraw Hill, 2005.

4. You can judge people based on their vocabulary

**c. The Importance of Vocabulary**

According Huyen and Nga quoted from Aprilia Nurul, Vocabulary plays an important role in learning English. It is an element that combines four skills: speaking, listening, reading and writing.<sup>12</sup> To acquire all these skills, students must have a good vocabulary. Enough words that students acquire will help them acquire English language skills easily. With good vocabulary management, students will be able to communicate their thoughts easily in writing and orally, and have an understanding of what people are saying.

Moreover, Dellar H and Hocking D in Thronbury S also argued that if someone spends most of their time studying grammar, their English will not improve significantly. However, there is a noticeable improvement as more words and phrases are learned. You can express a little with grammar, but without words, you can't express anything. This statement shows how important vocabulary is in language learning. In fact, the role of vocabulary is as important as grammar. Lack of vocabulary can cause problems for students in learning English. Without adequate vocabulary, they have difficulty in communicating their ideas. Therefore, the role of vocabulary in English learning is crucial, as it helps students acquire English language skills.<sup>13</sup>

**d. How to Teach Vocabulary**

Explicit word teaching should be done meaningfully and systematically so that students develop a habit of learning.<sup>14</sup> A strong vocabulary is crucial for second language learners, as it enables them to communicate effectively both orally and in writing. To increase their interest in the language, learners should have the opportunity to expand their vocabulary. It is the responsibility of language teachers to provide engaging

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<sup>12</sup> Learning Vocabulary through games: The Effectiveness of learning Vocabulary Through Games, by Huyen, N.T.T., & Nga, K.T.T, Asian EFL Journal, 2003.

<sup>13</sup> How to Teach Vocabulary, by Thronbury, Malaysia: Longman, 2002.

<sup>14</sup> Teaching Vocabulary, by Paul Nation, (Ascan EFL Journal) p.1

lessons that facilitate effective vocabulary learning. English remains an important subject and novice teachers are challenged to teach it effectively, especially vocabulary.

The main difficulty in teaching vocabulary is the limited number of words that can be taught at one time, which is only a fraction of what is needed to understand a word. Incidental learning can occur through listening or reading, but it is easier to manage large amounts of independent listening and reading than to organize effective language learning units that process only a small amount of information per word. Students are more likely to understand complex information if they have a strong vocabulary.<sup>15</sup>

**e. Types of Vocabulary**

Aebersold and Field state that there are two types of vocabulary: the active or the productive vocabulary and the passivity or the responsive vocabulary. Active or the productive vocabulary refers to those parts of the language that learners can using correctly in speak or write.<sup>16</sup> Nation, productive vocabulary refers to words that students can pronoun, write, and type. It convers using words in grammatical patterns.

Passivity or responsive vocabulary referring to language items that can identified and understood through reading or listening. This receptive vocabulary, according to National P, referring to the words that students can identify when they are heard and expected to be able to distinguishing a similar-sounding word.<sup>17</sup>

In this case, The conclusion is that there are various types of vocabulary, which is related with the fact that people have various comprehension of words according to optical, auditory, spoken and written words. Not all words suit the needs of students, so it is essential to consider

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<sup>15</sup> Teaching Vocabulary Explictly, by Susan Hanson and Jennifer F.M Padua, (US: Pacific Resources for Education and Leaming) p. 13

<sup>16</sup> Vocabulary issues in teaching reading, by Aebersold, J.A & Field, Cambridge: Cambridge University Press, 1997.

<sup>17</sup> Teaching and Learning Vocabulary, by National, P., NewYork: Newbury House, 1990.

vocabulary and these vocabulary criteria when teaching students. Classification of the types of vocabulary according to the use of each vocabulary. Types English vocabulary according to Thornbury quoted from M Nasirun and Wembrayarli namely as following:

1) Word Classes

These terms belong to the morphology and syntax sections, such as verbs, nouns, pronoun, adjectives, adverbs, prepositions, determiners and conjunctions.

2) Word Families

Word families are similar to word classes and fall under the domain of morphology and syntax. The difference lies in the use of suffixes within words. For example, the words play, plays, and played are inflected forms, while playing, play back, and delightful are derivation.

3) Word Formation

In the English language, there are several ways to build words, including Compound, blend, and trim. For example, compound includes words like second hand and typewriter, blend includes words like infotainment derived from information + entertainment, and trim includes words like email derived from electronic mail and flu derived from influenza.

4) Multi-word units

This category is often found in verbs and phrasal verbs. For example, seek, care for, erase, and put on: phrasal verbs and common expressions; retract your statement, jake me around: idioms.

5) Collocations

This section can be represented as a mixture of two or more terms. For example, this seven-day period, once again, once more and so on.

6) Homonyms<sup>18</sup>

Homonyms are words that have the same form but different meanings. Like the word “well” which means *baik* and *sehat* in Indonesian. Besides, Cheek,

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<sup>18</sup> How to Teach Vocabulary, by Thronbury, Malaysia: Longman, 2002.

Rona and Jimmy said that “there are three kinds of vocabulary that may be encountered by the reader in their reading, they are general vocabulary, specialized vocabulary and technical vocabulary”.

According to Judy K. Montgomery quoted from Nur Fitri, the first two are spoken vocabulary and the last two are written vocabulary. Children begin acquiring listening and speaking vocabulary years before they acquire reading and writing vocabulary. Spoken language is the basis of written language. Each type serves a different objective, and luckily, vocabulary growth in one type encourages growth in the other.

**Listening Vocabulary:** Words are what we hear and understand. From inside the womb, a fetus can detect sounds as early as 16 weeks of age. Moreover, babies listen when they are awake. It is in this way that we learn new words throughout our lives. Most of us know and understand close to 50,000 words by the time we reach adulthood. Stahl & Tompkins state that if a child is totally deaf, he or she will have no exposure to auditory vocabulary. However, if they are cued at home or at school, they are exposed to "visual" auditory vocabulary. The number of words modeled is much smaller than the number of words a hearing child can hear.

**Speaking Vocabulary:** Words we speak. Most adults use between 5,000 and 10,000 words in all of their conversational and directive speech. Perhaps because of its ease of use, this number is much smaller than our auditory vocabulary. The vocabulary of reading: When we read a text, the words we understand. There are many words that we do not use in our spoken vocabulary that we can read and understand. If, we do not read, we do not "build" vocabulary.

**Writing Vocabulary:** Words are the means by which we can express ourselves in writing. Often, it is easier for us to express ourselves orally, through mimicry and inflection, than it is to find the right words to convey the same thoughts. Our written vocabulary is greatly influenced by these words. Think about it for a moment: When reading, a hearing-impaired child will say all phonemes associated with a word for pronunciation. Then

they guess which word they recognize. It depends on their lexicon [intellectual lexicon]. Children will not guess words that are unknown to them. Deaf students do not have an auditory memory for the pronunciation of words. Their memory is more in the form of writing. Therefore, deaf students use less variety of written words when learning.<sup>19</sup>

**f. High Frequency Vocabulary**

This group includes words commonly used in all four skills and in a variety of usage situations. The high-frequency vocabulary consists of clusters of up to 2,000 words, covering approximately 87% of the words in formal written text and more than 95% of words in informal spoken text.<sup>20</sup>

**g. Low Frequency Vocabulary**

On the other hand, only a small percentage of words in the following text belong to this group, so rare words are rarely used in normal English activities. This group contains more than 100,000 word families.<sup>21</sup>

**h. Various of Vocabulary**

Vocabulary consists of three parts, namely:

1) **Nouns**

According to Marsudi and Darsano, quted from Ulfia Fazariani, a noun is a word used to name a person, animal, place, or idea. In some cases, nouns can also become verbs. Nouns can play a variety of roles in a sentence, including subject, direct object, indirect object, complement, and adverb. Here are some types of nouns:

- a) **Countable nouns:** This type of noun has singular and plural forms and can be used with the articles "a" or "an" as well as counted. Examples include car, glass, and bicycle.

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<sup>19</sup> The Bridge of Vocabulary: Evidence Based Activities for Academic Success, by Judy K. Montgomery NCS Pearson Inc, 2007.

<sup>20</sup> Teaching Vocabulary Mastery By Using Systematic Game, by Zulfikri Betyar Rasuan, Faculty of tarbiyah IAIN Syaikh Abdurrahman Siddik Bangka Belitung, 2017.

<sup>21</sup> Teaching Vocabulary Mastery By Using Systematic Game, by Zulfikri Betyar Rasuan, Faculty of tarbiyah IAIN Syaikh Abdurrahman Siddik Bangka Belitung, 2017.

- b) **Uncountable nouns:** This type of noun cannot be counted. Examples are hair and water.
- c) **Compound nouns:** This type of noun consists of two or more words combined into one. An example is credit card.
- d) **Concrete nouns:** This type of noun refers to objects that have a physical form:
  - (1) **Proper nouns (capitalized)** like Angel and Australia.
  - (2) **Common nouns** like shoes, car, and table.
  - (3) **Material nouns** like coal, rubber, and petroleum.
  - (4) **Collective nouns** like soldiers, crew, team, and members.
- a) **Abstract nouns:** These nouns have no physical form and refer to concepts or ideas, such as knowledge, agreements, and relationships.

## 2) **Verbs**

According to Marsudi and Darsono quoted from Ulfiah fajriani, verbs are words that can be used as the basis of a sentence and refer to an action. The following are some types of verbs:

- a) **Main verbs:** This type of verb is the initial verb and must be present in the sentence. It usually comes after an auxiliary verb or at the end of the sentence. Examples: make, eat, read, and so on.
- b) **Auxiliary verbs:** This type of verb is not needed in the sentence and comes before the main verb. There are three types of auxiliary verbs:
  - (1) **General auxiliaries:** These are the original auxiliary verbs that have no dictionary meaning. Examples: am, are, is, were, and been.
  - (2) **Modal auxiliaries:** These are auxiliaries that have dictionary meanings. Examples: will, shall, can, and others.
  - (3) **Emphasis auxiliary:** This is an auxiliary verb that has the meaning of affirmation. It has the same meaning as the word really. Examples: do, does.



- a) Linking verbs: This type of verb connects the subject with its complement. There are two types of linking verbs:
    - (1) To be: This is a linking verb that has the forms am, is, are, were, were, be, and been.
    - (2) Ordinary linking verbs: These are verbs that mean to be (e.g., become, turn, get, grow), to remain (e.g., remain, stay, keep), to look (e.g., look, seem, appear), and so on.
  - a) Action verbs: These are verbs that indicate that the subject is doing something or that something is happening.
  - b) Stative verbs: These are verbs that do not express an action, but a state that does not change or tends not to change.
  - c) Regular verbs: Verbs whose past tense and past participles are not too monotonous. For example, arrive, stay, and help.
  - d) Irregular verbs: Verbs for which most of the past tense (second verb) and past participles (third verb) are obtained by adding the suffix -ed or -d to the base form. For example, came, met, and ran.
  - e) Transitive verbs: Verbs that need an object to act.
  - f) Intransitive verbs: verbs that do not require an object. For example, come, go, sleep, etc.
- 3) **Adjectives**

According to Marsudi & Darsono quoted from Ulfiah Fajriani, an adjective is a term used to clarify a noun by defining, characterizing, or measuring it.

- a) Adjective descriptive: adjectives that elucidate the characteristics of the noun under discussion. For example: excellent, awful, intelligent, elated.
- b) Adjective demonstrative: adjective that demonstrates an object. For example: this, that, these, those.
- c) Adjective possessive: adjectives used to indicate possession of something. For example: mine, yours, theirs.
- d) Adjective distributive: adjectives that express the qualities possessed by the object being

distributed. For example: each, every, either, neither.

- e) Adjective quantitative: adjective that defines the number of objects present. For example: some, each, none, many.
- f) Adjective interrogative: adjective for use in inquire about an object. For example: what, which, whose.

#### 4) **Adverb**

According to Marsudi & Darsono, quoted from Ulfiah Fajriani, adjectives are a type of word commonly used to explain verbs, adjectives, or other adverbs.

- a) 1.Manner adverbs conditions how or how the activity is performed. Example: fast, smooth, convenient.
- b) Frequency adverbs describe the number of times an activity is performed. Examples: always, mostly, rarely, etc.
- c) Degree adverbs describe how much, how much, or to what extent something is happening. Example: much, too, very, etc.
- d) 4.Time adverbs are words that tell you when something will happen. For example: now, today, tomorrow.
- e) Place adverbs are used to describe a place. Example: here, there, somewhere.
- f) Interrogative adverbs are used in questions. Example: when, what, where.
- g) Relative adverbs are used to describe the previously mentioned nouns. Example: when and why.
- h) Sentence adverbs usually placed before explanations or clauses. Example: Certainly, unfortunately.<sup>22</sup>

#### i. **Vocabulary Selection Criteria**

Vocabulary selection criteria are an important part of learning a foreign or second language, but vocabulary

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<sup>22</sup> Panduan Praktis English Grammar, by Marsudi dan Darsono H., Yogyakarta, Indonesia Tera, 2010.

cannot be taught or learned in isolation from the other components of language: grammar, phonetics, and phonology. Vocabulary criterion Haycraft quoted by Tintari Jr:

- 1) The most common words are words that students use to communicate in their daily lives.
- 2) Words needed according to the characteristics of the student.<sup>23</sup>

**j. The Advantages and Disadvantages of Learning Vocabulary:**

Vocabulary learning is a process of learning and developing vocabulary. Here the advantages and disadvantages learn vocabulary. According to experts:

**Advantages**

- 1) According to Waring and Takaki, the development of vocabulary helps students to understand and use language effectively in the communicative situation, it can also help to improve their ability to read and write.<sup>24</sup>
- 2) According to Zimmerman and Hutchins, studying vocabulary can help students understand and use language contextually, making it easier for them to understand and produce more complex text.<sup>25</sup>
- 3) According to Kuo and Anderson, learning vocabulary can increase students' motivation to learn language because they feel more confident in communicating with others.<sup>26</sup>

**Disadvantages**

- 1) According to Nation and Newton, too much focus on vocabulary development can reduce the time available

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<sup>23</sup> An Introduction to English Language Teaching, by Haycraft, John, Great Britain: Longman Group. Ltd., 1983.

<sup>24</sup> At what rate do learners learn and retain new vocabulary from reading a graded reader, by Rob waring and Misako takaki, 2003.

<sup>25</sup> 7 keys to comprehension, by Zimmermann, S., and Hutchins, C., 2003.

<sup>26</sup> Beyond Cross-language Transfer: Reconceptualizing the Impact of Early Bilingualism on Phonological Awareness, by Kuo, L. J., & Anderson, R. Beyond, Scientific Studies of Reading, 2010, <http://dx.doi.org/10.1080/10888431003623470>

for the development of other language skills such as grammar, fluency, and text understanding.<sup>27</sup>

- 2) According to Schmitt and Carter, too many focus on certain vocabulary can reduce the ability of students to use vocabulary in a wider context.<sup>28</sup>
- 3) According to Nation, studying too much vocabulary in a short time can make students feel depressed and not motivated.<sup>29</sup>

## 2. Vocabulary Mastery Difficulty Factor

Factors of difficulty in mastering vocabulary that come from students themselves (Internal Factors):

### a. Age

According to Nuswantari, the term age is the length of time since a person has existed and can be measured using units of time. The average individual can be viewed through the degree of anatomical and physiological development. From this question, reinforced by Heetomo, age is the time of life or existence (from birth to passed away).<sup>30</sup>

### b. Learning Motivation

In learning activities, for learning activities to go well, students must be motivated to learn. According to Sardiman, it is the holistic driving force of the student that creates the learning activity, provides the continuation of the learning activity, and directs the learning activity in such a way that the desired goals of the learner are achieved. According to Uno, learning motivation is the student's internal and external encouragement to learn to change behavior, and there are usually indicators or factors that support it.<sup>31</sup>

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<sup>27</sup> Teaching ESL/EFL Listening and Speaking, by Nation, I.S.P & Newton, Jonathan, New York: Routledge, 2009.

<sup>28</sup> Formulaic sequences in action: An introduction. In Schmitt, N. (Ed.), by Schmitt, N., & Carter, R., Formulaic sequences pp. 1-22, 2004.

<sup>29</sup> Learning Vocabulary in Another Language, by Nation, I. S. P., Cambridge: Cambridge University Press, 2013.

<sup>30</sup> Kamus Lengkap Bahasa Indonesia, by Hoetomo, M, A., Surabaya: Mitra Pelajar, 2005.

<sup>31</sup> Teori Motivasi dan Pengukurannya (Analisis di bidang pendidikan), by Hamzah B. Uno, Jakarta: Bumi Aksara, 2017.

Factors of difficulty in mastering vocabulary that come from outside the students (External Factors):

**c. Family Environment**

In everyday life a person will interact with the environment. The environment will provide experiences that can influence changes in one's behaviour and achievement. Before children get to know the school environment, the family environment is the first thing they encounter, the family environment is the most influential educational environment compared to the others.

According to Hasbullah, the family environment is the first educated place, because that is where children receive the most teaching and direction for the first time.<sup>32</sup>

**d. School Environment**

The educational institution is designed to facilitate learning, change perspectives, and equip students with valuable life skills both in and out of the classroom. This is achieved by adhering to established educational systems and rules that enable the achievement of desired learning goals. Hasbullah defines the school environment as a structured, standardized, and hierarchical institution ranging (from kindergarten to university level).<sup>33</sup>

**3. Song**

**a. The Definition of English Song**

According to Merriam Webster, a melody is a sonnet or ballad. Songs are one of the learning tools that can be used to teach any subject and can create an easier way to learn a foreign language. It can also be used to teach vocabulary because there are different types of vocabulary in the lyrics of language songs.<sup>34</sup>

According to the Oxford Dictionary quoted from Umami Kalsum, singing is a minor part of music. Furthermore, Griffie explained that singing is a part of music along with words, and there are elements that

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<sup>32</sup> Dasar-Dasar Ilmu Pendidikan, by Hasbullah, Jakarta: PT. Rajagrafindo Persada, 2009.

<sup>33</sup> Dasar-Dasar Ilmu Pendidikan, by Hasbullah, Jakarta: PT. Rajagrafindo Persada, 2009.

<sup>34</sup> Webster's Third New International Dictionary, by Webster Merriem, USA: MerriamWebster inc., 1986.

differentiate singing from poetry or speech, although they share many similarities with singing.<sup>35</sup>

In Indonesia, most students have a hard time learning English. They are less motivated to learn English because they feel it is a difficult subject. In this case, the English teacher must respond to the student's position. Teachers must motivate students to learn English. Teachers also need to consider several factors in teaching and learning. Brown said teaching is helping someone to do something, giving instructions, leading someone to learn something, giving information, making them feel or understand.<sup>36</sup> As a supervisor of learning, one should think creatively about how. Learn English well and stimulate students' interest in learning. One of the strategies available to the teacher is the use of media to support teaching and learning.<sup>37</sup>

#### **b. The Nature of English Songs**

In general, students like rock, pop, love, dangdut and remix songs. According to Parker quoted from Disa Sally R. & Welya Roza, using songs is an effective way to teach English grammar and pronunciation as it covers both grammatical features and language proficiency areas.<sup>38</sup> However, the songs should be popular songs that are appropriate to the language and content, and the words are not difficult to pronounce.

Some experts and practitioners have suggested the contribution of songs to English language teaching. Jedyank stated that popular music is music that contains images or associations that can be used.<sup>39</sup> In addition, Lo and Li stated that songs are very useful for motivating

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<sup>35</sup> Songs in Action, by Dale T. Griffie, New York: Prentice Hall, 1992.

<sup>36</sup> H. Douglas Brown, op.cit, p. 7

<sup>37</sup> Improving the Students' Vocabulary Mastery by Using English Song at Eight Grades of MTs Islamic Zending Medan, by Umami Kalsum Batu Bara, August 2019.

<sup>38</sup> Pronunciation & Grammar: Using Video & Audio Activities, by Parker, Maria, English Teaching Forum, January 2000.

<sup>39</sup> Using Music in The Classroom, by Jedyank, M, English Teaching Forum, October 2000.

students to learn English and increasing student engagement.<sup>40</sup>

Finally, Demonee and Haris examined pop music in English language learners' lives you discovered that out-of-class music is often a primary source of English language learning.<sup>41</sup> Exposure to real English is an importance factor in facilitating language learning. When students are exposed to their favorite songs, they are more likely to learn because they can watch outside of the classroom. In this way, the repetitive style of singing helps to reinforce the spontaneity in the spoken word.

### c. **Characteristics and Components of a Song**

First and foremost, a song need a general message and a tale worth telling. That means there are song idea swirling around us every single day, but you must have a special message. Second, you have to remember a great song. Typically, the line is in the chorus, or if there is no chorus, it is in the first or last line of each verse. Third, the song is beautiful and easy to understand. It is means that when music is used as a teaching tool, it should tell a "who, where and why". Fourth, the song knows how to use pictures. When you listen to a song, you are listening to a picture.

According to Douglas Brown, listening itself is not visible, not audible, the process of internalizing the meaning of the audio signal transmitted to the ear and brain, from this statement we conclude that we hear sound, which is being sued. and stored in the brain. the components of these songs; structure song (chorus, verse, bridge), lyrics (song theme, song title, own words), rhyme (rhyme series, rhyme type, rhyme own words) song writing vs. writing (song music tradition, music after lyrics), music before lyrics, arrangement, chord progression) melody vs chord progression (chord music theory, song writing).<sup>42</sup>

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<sup>40</sup> Songs Enhance Learner Involvement, by Lo, Regin S. M & Li, Henry C. F., English Teaching Forum July 1998.

<sup>41</sup> [Http://iteslj/ Demonee& Harris – Reasons For Using Songs. Html.](http://iteslj.com/Demonee&Harris-ReasonsForUsingSongs.html)

<sup>42</sup> Mengajar Vocabulary Dengan Menggunakan Lagu Berbahasa Inggris di Akademi Teknik Perkapalan (atp) Veteran Semarang, by Rachmat Ari Wibowo, January 2017.

**d. Songs as Pedagogical Tools**

The benefit of using songs in the class is their flexibility. Songs can be used for many purposes and there are many reasons why songs can be a valuable teaching tool. Songs can help young language learners increase their listening and pronunciation skills, which can help them improve their speaking skills. Songs can also be a useful tool for learning vocabulary, sentence structure, and patterns. Perhaps the greatest benefit of using songs in the class is that they can be fun. Fun is an important part of language learning often overlooked by teachers, and songs can add excitement, potentially improving instruction and student motivational.<sup>43</sup>

**e. Procedure Teaching English Songs**

In this case, the teacher applies lyrics to vocabulary teaching as follows:

- 1) Present this as a simple and joyful way to study new words.
- 2) Have participants practice in groups of two.
- 3) Distribute paper with words.
- 4) Have participants listen to a song.
- 5) Ask participants to move the words they hear into a circle and pay close attention to choose the words that match the song.
- 6) Repeat up to 3 times until students have circled the word.
- 7) Individual monitoring of students. When the teacher has checked the student, the teacher gives a copy of the words from the passage.
- 8) The teacher asks the students which parts are difficult to discuss together.

**f. The Advantage and Disadvantage of Song**

According to Chris Brewer quoted from Ummi Kalsum, advantage and disadvantage of songs as a teaching tool, songs prevent students from getting bored in

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<sup>43</sup> Using Songs Effectively to Teach English to Young Learners, by Neil T. Millington, Language Education in Asia 2011.



language classes. The use of songs in the teaching and learning process has a good impact<sup>44</sup>:

- 1) Create a Family Atmosphere. The function of singing as a warm-up, students are required to have an excited attitude towards learning.
- 2) Promotes a good learning atmosphere and motivates students to learn, music helps students to concentrate on the material being covered and inhibits concentration on learning.
- 3) Align students with subject matter. Students are supposed to understand the topics they are learning from the words of the song.
- 4) Reduces the stress level of learning. Also, when students are bored, teachers can make them reactive by playing music.
- 5) Deepen memorization and strengthen memory through emotional associations, because the songs are familiar in students' lives, therefore students can easily understand the material.
- 6) To inspire Music stimulates fantasy and can explore students' creativity.
- 7) Reinforces grammatical structure. Students can easily understand the grammatical structure of the song by analyzing the sentences of the songs.
- 8) Add new vocabulary. Students can enrich their vocabulary after listening to the song.
- 9) Teach speech effectively. By listening to English songs, we can imitate the pronunciation of native speakers.
- 10) Students enjoy learning English. You create a fun atmosphere and keep students motivated to learn.

**g. Examples of Easy Songs to Use When Learning English**

**1) If you're happy and you know it, clap your hands**

If you're happy and you know it

Clap your hands 2x

If you're happy and you know it

Then your face will surely show it

If you're happy and you know it

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<sup>44</sup> ChrisBrewer, *Music in The Learning Cycle*,  
[http://www.songforteaching.com/teacingtips/music in the learning cycle](http://www.songforteaching.com/teacingtips/music%20in%20the%20learning%20cycle).

Clap your hands. Clap 3x  
 If you're happy and you know it  
 Stomp your feet (stomp 2x) 2x  
 If you're happy and you know it  
 Then your face will surely show it  
 If you're happy and you know it  
 Stomp your feet (stomp 2x)  
 If you're happy and you know it  
 Shout "Hooray!" (hoo-ray!) 2x  
 If you're happy and you know it  
 Then your face will surely show it  
 If you're happy and you know it  
 Say "Hooray!" (hoo-ray!)  
 If you're happy and you know it, do  
 All three (clap-clap, stomp-stomp, hoo-ray!) 2x  
 If you're happy and you know it,  
 Then your face will surely show it  
 If you're happy and you know it, do  
 All three. (clap-clap, stomp-stomp, hoo-ray!)  
**Purpose:** Physical movement, channeling students' excess energy, train memory, coordination and concentration, develop vocabulary, grammar, bring a joyful atmosphere.

- 2) **Twinkle twinkle little stars**  
 How I wonder what you are  
 Up above the world so high  
 Like a diamond in the sky  
 Twinkle twinkle little stars  
 How I wonder what you are!  
 When the blazing sun is gone  
 When there's nothing he shines upon  
 Then you show your little light,  
 Twinkle, twinkle through the night  
 Twinkle, twinkle, little star  
 How I wonder what you are!  
 In the dark blue sky so deep  
 Through my curtains often peep  
 For you never close your eyes  
 Til the morning sun does rise  
 Twinkle, twinkle, little star  
 How I wonder what you are

Twinkle, twinkle, little star  
How I wonder what you are

**Purpose:** To warm up the atmosphere, to be used in stories, to develop students' imagination.

3) **Head and shoulders knees and toes**

Head and Shoulders Knees and Toes

Knees and toes 2x

Eyes and ears

And mouth and nose

Head and shoulders Knees and toes

Knees and toes

Feet and belly Arms and chin

Arms and chins 2x

And eyes and ears

And mouths and shins

Feet and bellies Arms and chins

Arms and chins

Hands and fingers Legs and lips

Legs and lips 2x

And eyes and ears

And mouth and hips

Hands and fingers Legs and lips

Legs and lips.

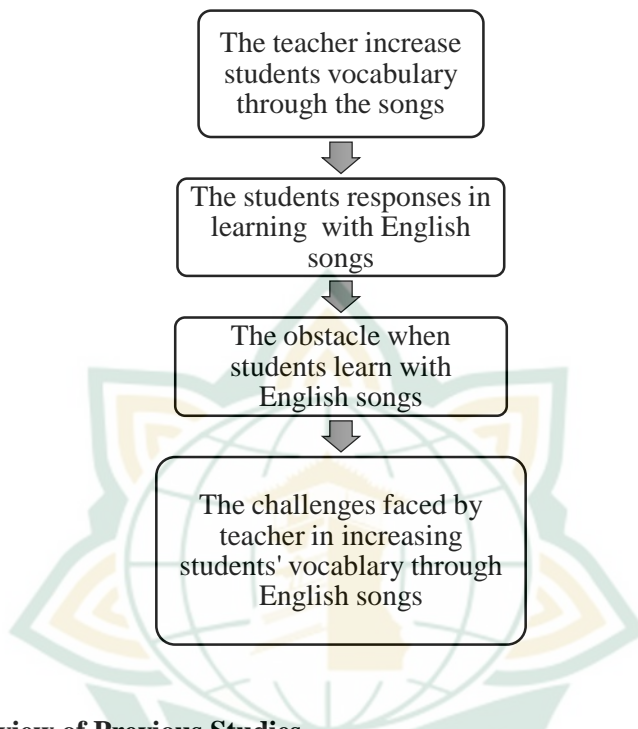
**Purpose:** Learning the names of body parts, physical movements, channelize students' excess energy, exercise memory, coordination, and concentration, developing vocabulary, grammar and providing a fun a carefree atmosphere.<sup>45</sup>

## B. Theoretical Framework

Teaching vocabulary learning must have a good strategy to teach the appropriate way so that the teaching will run well. It is undeniable that how much vocabulary is increased through a song in learning English. In this research, the researcher comes closer to the teacher and student and give some questions to gain information, especially in the use of an English song to increase vocabulary, student will feel curious and be interested in learning applied by the teacher.

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<sup>45</sup> Sophya, Ida Vera. "Pembelajaran Bahasa Inggris Melalui Lagu Pada Anak Usia Dini." *Jurnal Thufula* 1.1: 1-21, (2013).



### C. Review of Previous Studies

1. Like Nur Fitri (2018) tries to do research that is related to this research. This research is about increasing vocabulary mastery of the first-year students of SMP Negeri 3 Pamboang through concept mapping strategy. This study categorized pre-experimental design with pre-test and post-test design. The researcher used the quatitative research to collect and analyze data, T-test result in which the value of t-test wa 27,22. It was greater than t-table was 1,729 at the level significance 0,05 and degree of freedom (df) was 19, the mean score of pre-tests 1,88, standard deviation 0,36 and the mean score of post-tests 3,27 and the standard deviation 0,38. Based on the result it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. This research focus on increase vocabulary with mapping strategy and the researcher focus on increase vocabulary with English songs.
2. Like Dedin Eka Nurpratama (2019) This research is about learning vocabulary through songs, the research found that learning vocabulary through songs was beneficial for ten

students who had been interviewed by the researcher same with the researcher. There are 4 most supported profit and 3 most used strategies found in this study. This study also found that students who learned vocabulary through songs did not really like learning vocabulary through reading books or other papers. Then they chose to learn vocabulary through songs, which was useful if the songs matched students' interests, whether it was about their favorite types of songs. This research focuses on finding the advantages of learning vocabulary through songs and the strategies used by students to learn vocabulary through songs. The differences with the researcher in the discusion. This reasearch discussion about advantages and disadvantages and in the researcher discussion about responses, obstacle, and challenges.

3. Like Ika Devi (2009) This research is about the use of songs to increase English vocabulary to the first-grade students of SDN Tugu Jebres no.120 Surakarta, similarities with the researcher study use english song to increase students. This study focused on the first grade as the main observation. This research focused on increasing vocabulary using songs. But what makes it different is that the object of this research is elementary school students, and the object of this researcher is a vocational high school student.