

## CHAPTER II

### THEORETICAL REVIEW

#### A. Song

##### 1. Definition Of Song

Songs are one of the most captivating and culturally rich resources that can be easily used in language classrooms. As Griffie say that “the word song refers to pieces of music that have words, especially popular songs such as those one hears on the radio.”<sup>1</sup> In the same field, Griffie also states that:

Songs have elements in common with speech and poetry, they are a unique form. Both songs and speech are vocally produced, are linguistically meaningful and have melody. Both songs and poetry use words to convey meaning, both are usually written down before publication, both can be put to music and both can be listened to.<sup>2</sup>

Finally, it shows that a song is a piece of musical composition of words, verse, or poem which is sung or uttered with modulation of the voice which expresses the thought and feeling. Song is powerful. Many people can be moved to tears or other strong emotions by music, and song can acquire strong emotional

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<sup>1</sup>Dale T. Griffie, *Songs in Action*, (New York: Prentice Hall International, 1992

<sup>2</sup> Dale T. Griffie, *Songs in Action P.3*

associations with people, events, and places. Song has personal quality that makes the listener react as if the songs were being sung for the listener personally.

Hence, the writer assumes that listening to English songs can be one of alternative media in concerning junior school students' enhancement to their learning English ability.

## 2. Function Of Song

The functions of song according to Lo and Li, "songs are invaluable tools to develop students' abilities in listening, speaking, reading and writing, and can be used to teach variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjective, and adverbs."<sup>3</sup> Furthermore, Weda claim that the teaching of English to young learners by using songs has many benefits. One of those benefits is the students will feel comfort and relax because of its good atmosphere which will enhance their proficiency.<sup>4</sup>

In the same field, Lo and Li also explain that the activities through songs offer a great deal of advantages in promoting of English, they therefore state that the advantage of songs is stimulating students' interest and enhancing their involvement.

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1998 <sup>3</sup> R. Lo & H.C. Li, *Songs Enhance Learner Involvement*, English Teaching Forum,

2009 <sup>4</sup> Sukardi Weda, *Songs Enhance Young Learners' involvement in Learning English*,

From the explanation above, there are many functions of songs in the view of linguistic, psychology, cognitive, social and culture. It is used not only for fun but also for education as in teaching English especially in improving students' vocabulary. It also can be considered that songs with easy text would help the students develop English proficiency, especially vocabulary.

### **3. Advantage And Effectiveness Of Song In Teaching And Learning Process**

There are many advantages in using songs in the language classroom as follows:

- a. Songs and music can be used to relax students and provide an enjoyable classroom atmosphere
- b. Songs contain examples of colloquial speech. The natural language of songs as opposed to the artificial language in many textbooks, so it takes language input
- c. Every song is a culture capsule containing within itself a significant piece of social information, of it has much cultural input
- d. Songs can be used as texts in the same way that a poem, short story or novel or any other piece of authentic material can be used

- e. Songs and music as supplements; can be used to supplement a textbook or can serve as the text itself
- f. Songs have much related to students' interest
- g. Other advantages related to teaching which has several correlation with teaching in many aspects as follows:
  - 1) Song can be used as a launching pad for conversation
  - 2) Songs are especially good at introducing vocabulary because it provides a meaningful context for the vocabulary
  - 3) It provides a natural context for the most common structures such as verb, tenses, and prepositions
  - 4) Songs can be provided for some languages with a suitable way to teach and practice the several skills.
  - 5) It can be used for pattern practice and memory retention.<sup>5</sup>

Based on the statements above, it shows that song or music is a manifestation of culture and has been used in classes in many ways and for different reasons, through music which creates a relaxed learning environment for students. In general, songs and music affect our emotions; many people can be moved to tears or other strong emotions by music, song can acquire strong emotional associations with people, events and places.

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<sup>5</sup> Dale T. Griffe, *Songs in Action*, (New York: Prentice Hall International, 1992)

#### 4. Teaching Vocabulary Through Song

Using songs in the classroom is a special thing. Songs provide the material in English that students want to understand. They want to be able to sing the song and understand them. It is become teacher's responsibility to provide an appropriate song. In choosing the appropriate song, Griffie lists four categories:

- a. The class, it is including the total number of the students and their age, the time of the day, the language level of the students, and their musical interest
- b. The teacher, it is including the teacher's age and musical interest, the classroom support to convey the songs, and teacher's purpose
- c. Classroom opportunities, it is including the teacher's level of independence in determining the material of curriculum, free class time, and lesson supplement
- d. The music, the kind of music interest, the song that requires support to the lesson, and lesson plan.

After deciding the criterion of appropriate songs, we can find the great song. Then, we can use one of many ways to introduce the songs and to improve vocabulary in the classroom as follows:

##### Vocabulary songs

- a. Play the song with no reparation and no hand-outs

- b. Tell the students to listen to the songs that you will give them the words in a minute.
- c. Give the students the lyrics face down.
- d. When every student has a copy, tell them to turn the lyrics over and play the song again.
- e. Tell them to listen to the song and circle any word or phrase they do not understand.
- f. Discuss the circled word<sup>6</sup>

There are so many ways in serving vocabulary in classroom by using songs. We need to be well-prepared in teaching vocabulary by using songs. We need to concern about the class, the students, the teacher in order to choose an appropriate songs. After that, decide the suitable ways in conveying the song to the students.

## **B. Vocabulary**

### **1. Definition Of Vocabulary**

The word of vocabulary has many meanings. Many definitions can be found about vocabulary from some experts, but the writer only chooses several of them which are important to be discussed. Vocabulary is one of the language aspects that is

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<sup>6</sup>Dale T. Griffe, *Songs in Action*, (New York:Prentice Hall International,1992)

supposed to be learnt when people are learning a language. It is considered to be the main focus of learning a foreign language since there is a belief that learning a foreign language is similar to learn its vocabulary. Vocabulary is also very important in English teaching and learning. Ghazal said that words are perceived as the building blocks upon which knowledge of the second language can be built.<sup>7</sup>

It means that if the learners do not know the meaning of words, they will have difficulty in understanding what they see, read, and learn. They cannot practice or build the language if they are lack of vocabulary. Hatch and Brown said, vocabulary refers to a list or set of words for a particular language or a list or a set of words that individual speakers of a language might use.<sup>8</sup>

According to Richard and Renandya, they assert that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential.<sup>9</sup>

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<sup>7</sup> Lotfi Ghazal, Learning Vocabulary in EFL Context through Vocabulary Learning Strategies, (*Novitas Royal*. Vol. 1, no. 2., 2007),

<sup>8</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (New York: Cambridge University Press, 1998),

<sup>9</sup> Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002),

Penny Ur also asserts that vocabulary can be defined, roughly, as the word we teach in the foreign language.<sup>10</sup>

The term of vocabulary also stated on Walch's book, Vocabulary is collection words that you hear and read throughout your life. Your own vocabulary will never stop growing. The larger your vocabulary is, the more you will understand what you hear and read. Your writing and speaking will improve too.<sup>11</sup>

This statement is supported with the reality that songs are fun and familiar to students' ears, because songs are easy to find in the television, cassette, radio, and mp3 player; the students can always improve their vocabulary. From the statements above, it shows that vocabulary is the basic of language. It is words that can be used by individual speaker and is a very important tool to master a language. The vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences.

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<sup>10</sup> Penny Ur, *A Course in Language Teaching*, (USA: Cambridge University Press, 1996)

<sup>11</sup> Walch Publishing, *Content-Area Vocabulary Strategies for Social Studies*, (Portland: J. Weston Walch Publisher, 2003)



## 2. Types Of Vocabulary

In language area, there are numerous kinds of vocabulary based on several experts. First, dealing with the characteristic of the words, vocabulary is divided into two kinds.

- a. Active vocabulary: it refers to language items which the learners can use appropriately in speaking and writing. Active vocabulary also called as productive vocabulary.
- b. Passive vocabulary: it refers to language items that can be recognize and understood in the context of reading and listening. It is the vocabulary that readers have a general sense of a word's meaning but are not sure of its many meanings or nuances of meaning. It is also called as receptive vocabulary.<sup>12</sup>

Second, dealing with frequency and range vocabulary often occur in the language, it can be divided into four levels as follow:

1. High frequency words

High frequency words are the 2000-3000 most frequent word families. The first priority is in vocabulary learning because these words in account for 80% or more of the running words in any written or spoken text.

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<sup>12</sup> Jo Ann Aebersold and Mary Lee, *From Reader to Reading Teacher* (New York: Cambridge University Press, 1997),

## 2. Low frequency words

All the rest of the word families which of these words are known or are worth learning depend on learner's personal interest, educational background or current studies, area of employment; social, cultural natural environment and so on. The words just occur rarely.

## 3. Academic words

Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

## 4. Technical words

Low frequency word families which are used in particular discipline, profession, sport, culture or other special field. They are normally known only by people with an interest or expertise in relevant area.<sup>13</sup>

In addition, Nation also identifies the categories of knowledge about vocabulary:

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<sup>13</sup> I. S. P. Nation, *Teaching Vocabulary: Strategies and Techniques*, ((Boston: Heinle and Heinle Publishers, 2008

- c. Form: Readers recognize the word in print and distinguish its various grammatical forms (noun, verb, adjective, adverb).
- d. Position: Readers know the grammar patterns and structures in which a word can occur and the words that frequently appear before or after it, the collocations.
- e. Function: Readers know how common or rare the word is and what types of situations and texts it would most likely occur.
- f. Meaning: Readers know the various meanings and nuances of a word as well as its synonyms.

Based on the references above, we can know the classification of vocabulary that it has its own utility when it is used. Furthermore, words are a part of people's way of living or tools to communicate in language which is used by a person for showing and telling their opinion and ideas based on their need. In other words, the richness of person's vocabulary is popularly thought to be a reflection of level education.

### **3. Technique In Teaching Vocabulary**

In teaching vocabulary, the teachers should have some techniques in order to make students familiar with the vocabulary, so that they understand new word easily. The technique functions not only to help the students grasp the meaning of the words quite easily,

but also to vary the teaching activity in order to avoid the boredom on the part of students.

According to Allen, there are three techniques of teaching vocabulary:

- a. Alphabetical order: Even for a list of new words on the textbook page, alphabetizing way is appropriate in helping students to find a word.
- b. Showing the meaning of the words through pictures, explanation in mother tongue, and definition in simple English.
- c. Drawing attention to meaning before drilling words.

When teach a word, we teach three things as follows:

1. Teach the shape or form of the word.
2. Teach the meaning of the word.
3. Teach both the form and the meaning of the word together.

There are also varied ways a new word can be presented to learners, as follow:

- a. Ideas for presenting specific items

Select an item from vocabulary taught in foreign language textbook you know. Think how the meaning of this item would best be presented to learners who are encountering it for the first time and write down some ideas.

b. Studying further techniques

Put your practical suggestions aside for the moment, study list of different techniques of presenting the meaning of new vocabulary.

c. Application and comparison

Identify which one or more of the techniques were used in your own idea for presentation.

In presenting vocabulary, based on the statement above, the teacher is also supposed to transfer the meanings of the words. Then the students are taught to use the words properly in full sentences. There are several references which are offered as follows:

- a. The vocabulary items should be centered about one topic.
- b. Whenever a familiar word is met in a new context or situation, it should be taught a practice.
- c. Vocabulary items are taught in the same way we teach everything else; we give our students an understanding of the meaning in many ways: we dramatize, we paraphrase, we give the equivalent if necessary, and we use only appropriate technique.

- d. We practice vocabulary as we practice structure. In substitution drills, transformation drills, questions, and answers, etc.
- e. Reintroduce the same vocabulary items many times with all the structures, in all the situations in which they can logically be used.

Based on the references above, it shows that vocabulary teaching is how the teachers teach a list of a word with their meanings, especially in a book for learning a foreign language to the students. Vocabulary teaching includes some of the most complex problem in the field of education. It is influenced by ideas on the nature of language in general, by ideas on the particular language being taught, and by ideas on how the language learned.

#### **4. Decisions About Content In Teaching Vocabulary**

In teaching vocabulary, the teacher should know how vocabulary reaches the classroom. In other words, the teacher should prepare the content beforehand about what the teacher select from. Here, Gairns and Redman identify four main sources:

- a. The course book. This will include the written and spoken texts, activities for the presentation and practice of grammatical

structures, testing exercises, and so on. Even the instructions for classroom activities can form a source of new vocabulary.

- b. Supplementary materials (not designed specifically for vocabulary development) provided by the educational institution or selected by the teacher himself. This may include texts, drills, narratives, role plays, exercises, video, songs, etc.
- c. The students. A wide range of unanticipated and unpredictable items will inevitably surface from student enquiries, queries, and errors.
- d. Specific vocabulary activities designed by the teacher for his particular group of students.

After knowing what we select from in order to get the content in teaching vocabulary. We also should know the criteria for selection, because the items of content should be useful. Gairns and Redman explain the various criteria for selecting the content are based on several things below:

- a. Frequency: the contents of frequency should not be accepted uncritically or used dogmatically to dictate. Their value must be judged against the source of the data and criteria governing inclusion of the data, as this may greatly affect their relevance to students.

- b. Cultural Factors: based on the utterances of native speakers the students will obviously reflect the cultural interest of speakers.
- c. Need and Level: the students who are required to read technical reports in English in their native country will have different lexical needs to those learners.
- d. Expediency: the classroom will often dictate the need for certain vocabulary, without which the students may fail to understand their teacher, fellow students or the activity they are supposedly engaged in.

## **5. Problems In Teaching Vocabulary**

Correlating with our culture and its rules, English as a foreign language has many differences. Furthermore, English as one of the subjects in our school has many difficulties and problems either in teaching or learning process. That's why we have to learn deeply and properly.

In teaching vocabulary, there are several problems found. The factors have various kinds. It can be related to the words or used to call intra-lexical factors, or they can involve how well the learners of first language matches the second language or it is called as cross



linguistic factors.<sup>14</sup> Another fact is also found when students attempt to translate a passage by looking up too many words. When they meet a word that they don't know, they take the dictionary and look up the meaning. The problem arises when they select the right words to know the meaning of sentence but use the improper words grammatically.

Many problems that we met related to teaching vocabulary also refer to the students and teacher. Coady and Huckin consider some of the typical meta-cognitive attitudes that both teachers and students can hold toward teaching and learning of vocabulary in a second or foreign language as follows:

- a. Vocabulary is typically neglected in foreign or second language instruction.
- b. In general, students feel that word are very important and are eager to learn them.
- c. In contrast, teacher tend to feel that words are easy to learn and grammar is a challenge.
- d. Many teachers and students feel that teaching vocabulary is a low level intellectual activity unworthy of their full attention.

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<sup>14</sup> Nobert Schmitt, *Vocabulary and Language Teaching*, (Cambridge University Press, 2000

- e. Consequently, many teachers seem to conclude that words are going to be learned naturally from reading and do not need to be taught.<sup>15</sup>

### **C. Games And Songs In The Efl Classroom**

Games and songs are believed effective and motivating techniques to teach and learn English in the young learners' classroom. Argued that songs, rhymes, storytelling, role-plays and game-like activities with high language content are potent characteristics of multiple Primary modern foreign language programs which allow children to be able to memorize and reproduce chunks of language in games, texts in songs and stories and they should be encouraged to do so. Besides, claimed that games and songs have played a central part in a number of approaches to teach English to young learners in various countries. As the main objective of my project refers to games and songs I will first refer to the games and then to the songs.

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<sup>15</sup> James Coady and Thomas Huckin, *Second Language Vocabulary Acquisition*, (New York: Cambridge University Press, 1997).

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

#### **A. Research Method**

This chapter covers the following sections: type of research, setting of the research, subject of the research, time of the research, instruments of the research, data collecting technique, data analysis technique, procedure of the research, and validity and reliability of the research data.

#### **B. The Research Design**

This research was an action research study. According to Winter and (2019: 8) action research is a study of a social situation carried out by those involved in that situation in order to improve both their practice and the qualitative of their understanding, captures the essence of the philosophy under lying the action research approach.

Action research is research about something that happened in the society or target community, and the result will be received by that society. The main characteristic in action research is participation and collaboration between the researcher and the member of that target community. In this case, the target community was teachers and students in TK El-Azzam. This research was done collaboratively in the

implementation. The researcher cooperated with one of the English teacher of TK El-Azzam.

The aim of the research was to see if the use of songs within the classroom help the young learner's acquisition of vocabulary, how it will affect their motivation, and to what extent will the use of songs raise their cultural awareness of the target language.

The data collection procedure consisted of a Pre-test and Post-test, interview question, a questionnaire and through classroom observation and field notes. Different instruments were used in order to identify the student's vocabulary acquisition, motivation and cultural awareness.

### **C. The Setting Of The Research Respondent**

The setting of the research was at kindergarten TK El-Azzam. It is located in Tangerang. Based on the researcher's observation on April 7<sup>th</sup> 2019. Related to English learning and teaching activities, TK El-Azzam has two English teachers. The English subject is taught 1 time a week. Each meeting lasts for about 60 minutes. The participant of the study were twenty kindergarten children aged five years old. The participant only one class are 20 (twenty). 100 % (20)

**TABLE**Table 1 Participant Class Distribution

<b>Name of Class</b>	<b>Frequency</b>	<b>Percent</b>
Class A	20	100%
Total	20	100%

#### **D. The Research Instrument**

##### a. Observation

The researcher and the collaborator used observations because they wanted to know the fifth year students' activities in speaking skills in the speaking class. On the observation the researcher used observation sheet and interview guide line as the instrument for collecting data. The researcher observed the students' activity during the class and the teachers' way of teaching during the class. The researcher then interviewed the students and the teacher to get more information about the English teaching and learning process in the class. The researcher used recorder for recording the interview teaching and learning process during the class and cell phone for taking the class situations' picture or photo.

b. Test

Test was used to know the students' ability about speaking. The tests used in this research consist of pre-test and post-test. The pre-test was given to the students aiming to know their ability in the speaking skills before conducting the first cycle. The post test was be given to the students at the end of the second cycle. The test was in the form of description. The students were asked to describe the puppet that the researcher brought. The researcher used puppet as a pre-test instrument and score table for writing the students' speaking score. Those instruments were intended to get the data related to students' speaking skills.

c. Interview

Interview was used to get data about students' response after the teaching learning process. The researcher asked some questions, which were prepared to the respondents. The researcher interviewed the English teacher to get information related to the research. The researcher used the general interview guide to make the interview process run smoothly. Furthermore, the detail instruments of the research were presented on the following table.

Validity is "the individual's scores from an instrument make sense are meaningful, and enable you, as the writer, to draw good

conclusions from the sample you are studying.” Validation in language testing is needed to ensure the defensibility and fairness of interpretations based on test performance. According to Jones, “reliability in testing denotes dependability, in the sense that a reliable test can be depended on to produce very similar results in repeated uses.” In this research, the writer measures the validity and reliability of the research instrument by using ANATES V.4. For the ANATES result, it can be seen on the appendices.

The secondary data is gotten from students’ interview. Interview allows a wider channel of communication and deeper exploration of issues. It is conducted to strengthen the data which are gotten from the test, to know the students’ perception about English songs, and to make sure whether the techniques is successful to improve students’ vocabulary mastery which is applied in experimental class. The interview is done to the 20 students. In this case, the writer uses technique to get data from student.

Table 2 : Song Of Contents Pre-Test and Post-Test

SONG	TARGET VOCABULARY
<b>First Song:</b> Singa Lion, Singa Lion, Burung Bird, Burung Bird, Kura-kura Turtle, Kura-kura Turtle, Kucing Cat, Kucing Cat	Lion, Bird, Turtle, Cat
<b>Second Song:</b> Walking walking, Jump jump, Running running, Don't lets stop, Don't lets stop.	Walk, Jump, Run

### **E. The Technique Of Data Collecting**

The technique for collecting data aims to support the success of the research. It helped the researcher to get data and the information about the process of improving the students' speaking skills by using English songs and puppets. Related to the research, the researcher used some techniques for collecting the data, namely :

1. Observation
2. Test
3. Interview



## **F. The Technique Of Data Analysis**

The qualitative data were analyzed from field notes and interviews during the research. Meanwhile, the students' speaking tests were scored by using speaking rubric. The data were analyzed in five stages proposed by Burns (1999). The first stage was assembling the data. In this stage the data were collected to be read order to state important points to show up the broad pattern and to classify them. The second stage was coding the data in which the data can be specified. The next stage was comparing the data that had been specified to see the repetition of the data pattern and the connection among the different data sources. The next stage was building interpretation. This stage developed explanation why particular pattern soft interaction and attitude had come up in this project. The last stage was reporting in which the data were presented to others.