

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer discusses about previous studies, theoretical review, research framework and note from researcher. Previous studies tells about some theories that are related to the title and the problem mention above. Note from researcher is the action which is expected that it will solve the research problem.

1.1 Previous Studies

There are some studies already done by researches investigating the use English songs to improve Vocabulary Mastery in teaching and learning English. Firstly, research was done by Rianawati (2014:1) entitled “Improving Vocabulary Mastery of the Eighth Students through Song”. The use of English songs is able to improve students’ Vocabulary Mastery. She had conducted the experiment dealing with Vocabulary Mastery. Vocabulary is one of the language components that must be mastered first by the students if they want to learn or master English. Therefore, it is important to note that vocabulary mastery should be taught to the students so that they can have and recognize more words. Having or knowing more stock of words makes the students get easier to know and to select what words they are going to use appropriately both in learning and using English.

Secondly, Article that was written Rizky (2017:60) entitled “An Experimental Study : Improving Students’ Vocabulary Mastery by Using English Songs”. He had finished the experiment, using songs to improve students’ vocabulary mastery find receptive and productive Vocabulary Mastery in class at the eighth - year students of SMPN 1 Kampar Timur, Kampar regency, Riau Province. The data was taken twice, pre-test before carrying out using songs to improve students’ vocabulary mastery in listening class and post-test after carrying out using songs to improve students’ vocabulary mastery in listening class. There were two variables which were evaluated to see the significant influences on using songs to improve students’ vocabulary mastery in listening class at SMPN 1 Kampar Timur, Kampar regency, Riau Province.

Third, Article that was written Satuna Indah (2015:137) entitled “Improving Vocabulary Mastery Using Word Mapping Strategy” she concluded that improving students’ vocabulary mastery using word mapping could increase the student’s ability in mastering vocabulary. It means that improving students’ vocabulary mastery using word mapping in State Vocational School 1 Pamekasan Accounting department 1 is success in classical category.

Fourth, Article that was written Mofareh (2015:24) entitled “The Importance of Vocabulary in Language Learning and how to be taught”

he concluded teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom

Fifth, Article that was written Istianto (2013:2) entitled “Improving Students’ Vocabulary Mastery Trough Word Wall” he had

conducted using one group pretest-posttest design in which analyzed by using t-test. The subject of there research were students of IVB of SDIT Wahdatul Ummah. The result of the test showed that there is an increase of 21.07 calculated from pretest and posttest. The mean of pretest is 54.00 while posttest is 81.07. The result of t-test showed that t-ratio -12.500 and t-table 2.060. By comparing t-ratio and t-table, it was found that t-ratio is higher than t-table. It can be concluded that Word Wall may give positive effect in improving students' vocabulary mastery so that Word Wall can be recommended as an alternative on in teaching vocabulary.

Sixth, Article that was written by Elda Martha (2012:115) entitled "Improving Students' Vocabulary Mastery by Using Songs at The Grade Sixth of State Elementary School of 45 Bungo Pasang Padang" she had concluded Using English Songs in Teaching Vocabulary Songs have been parts of the human experience. By using songs, the atmosphere of classroom becomes more relaxed and comfortable. According to Nambiar (1980:80), "songs introduce an atmosphere of fun, and informality in the classroom that is a far more conducive environment for language learning than a strictly regimented atmosphere. When the atmosphere of class is fresh, it wills a guarantee that the students feel fresh in learning vocabulary". According to Oestojic (1987:50), "while listening to songs,

students can experiment with foreign word, expression and in atmosphere of trust and relaxation; the students are ready to enjoy a new and precious experience. While listening to the songs, students are influenced to respond what the song tells about”. It means that songs can encourage one to have motivation to learn vocabulary. In other words, we can say that songs provide an opportunity from classroom routine for vocabulary activities. And by using songs, teacher can apply their own ways to improve students’ creativity. In teaching English through songs, Lo and Li in Schoepp (2001: 1) mentioned that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced.

1.2 Theoretical Review

1.2.1 Vocabulary

1) Definition of Vocabulary

Vocabulary is the collection of words that an individual knows (Lines, 2005:121). There are some experts who give definitions of vocabulary. Hatch and Brown (1995:1) define that vocabulary as words for a particular language or a set of word that individual speakers of language might use. Laufer (1997:54) state that vocabulary learning is at the heart of language learning and language use. In fact , it is what

makes the essence of a language , without vocabularies , speakers cannot convey the meaning and communicate with each other in a particular language.

Vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) Neuman&Dwyer, 2009 : 385. Hornby 1995 defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". While Ur (1998)states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word. A useful convention is to cover all such cases by talking about vocabulary "items"rather than "words."In addition, Burns (1972)defines vocabulary as" the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998)‘vocabulary is central to language and of critical importance to the typical language learning. Furthermore, Diamond and Gutlohn (2006) in From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to

communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary. Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman&Dwyer, 2009, p. 385). Hornby (1995) defines vocabulary as "the total number of (International Journal of Teaching and Education Alqahtani, Vol. III, No. 3 :24-25)

2) Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer(1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

➤ Receptive Vocabulary

Receptive vocabulary is words that learners

recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

➤ **Productive Vocabulary**

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

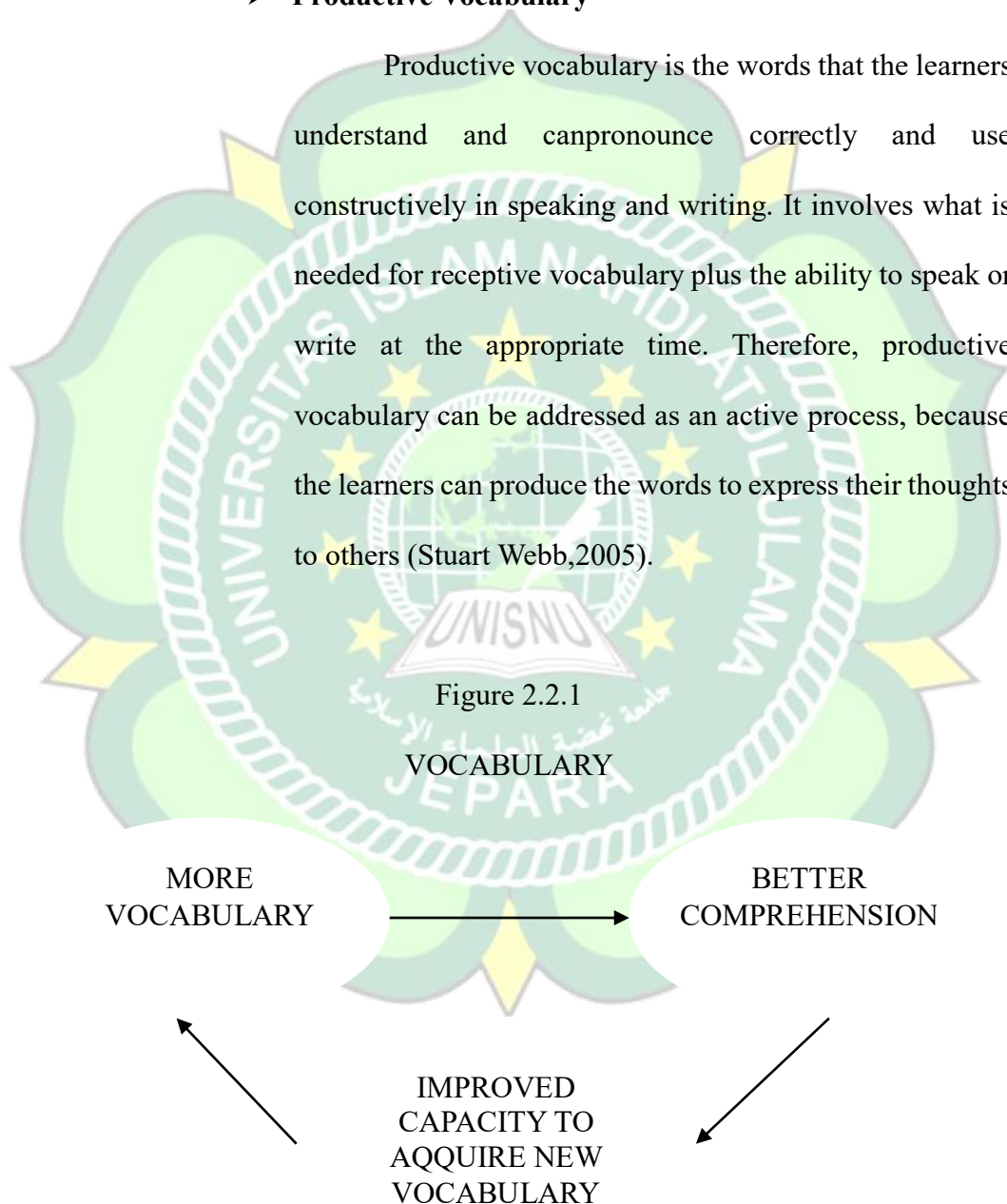
Figure 2.2.1

VOCABULARY

**MORE
VOCABULARY**

**BETTER
COMPREHENSION**

**IMPROVED
CAPACITY TO
ACQUIRE NEW
VOCABULARY**



1.2.2 *Tuna Grahita*

1) Definition of *Tuna Grahita*

Tuna Grahita in English known as mentally handicaped, or mentally retardid. A child *Tuna Grahita* in part of a wonderful child. Extraodionary children are children who have shortcomings, limitations of normal children. In such a way : physical, intellectual, social, emotional or combined from those things, so they need special education servies to develop their potential optimally. Grahita(2010).

Etimologically *Tuna Grahita* comes the word “*Tuna*” which mean less, and “*Grahita*” means thought. So, *Tuna Grahita* means a child has no ability to think. In the of education the term *Tuna Grahita* defined as children have very low intelligence thus requiring special services in education. According to Amin (1995:11) child *Tuna Grahita* is below of groups and slow more than a normaly child.

According to Amin (1995:15) child *Tuna Grahita* is children who have below average intellect, experience behavioral, adjustments and occulted during its develop. *Tuna Grahita* is often synonymous with terms, as follows :

- a) feeble minded,
- b) mentally retarded,
- c) idiot,
- d) imbecile,
- e) moron,
- f) oligophrenia,
- g) educable,
- h) trainable ,
- i) totally dependent.

1.2.3 English Song

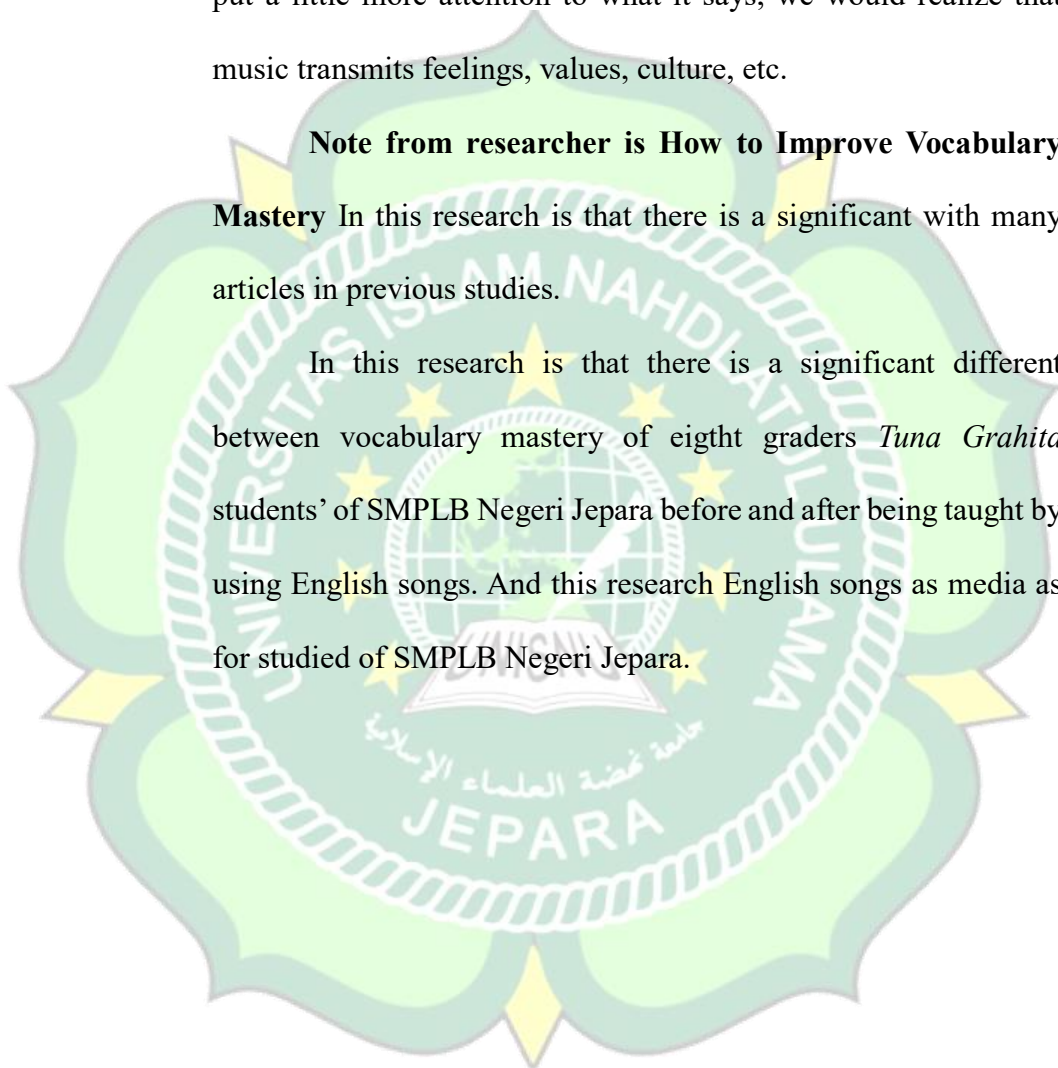
English song is a natural way to learn a language. We offer a very easy way to learn English with songs. Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we our brain to convert these into messages that mean something to us.

In this study, the researcher uses one of the teaching media to teach vocabulary mastery to make it pleasing and interesting to the students. The media is English songs by using songs in teaching and learning English. Students feel something new and

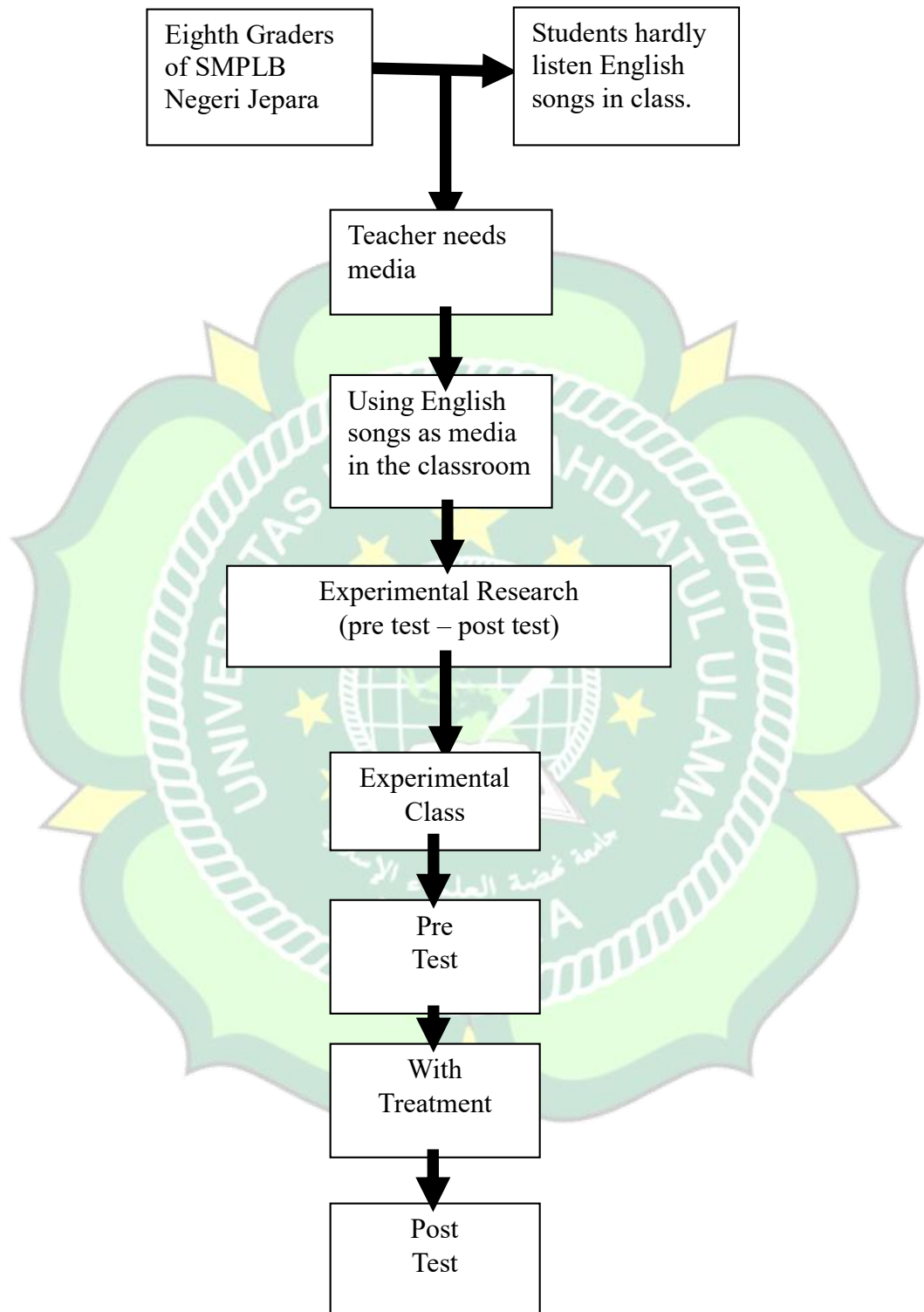
different from what they usually got in their class. Songs surround us. Everywhere you go, you are listening to songs : the sports center, the supermarket, the school, at home, etc. it seems that music is something which is always in the background, but if we put a little more attention to what it says, we would realize that music transmits feelings, values, culture, etc.

Note from researcher is How to Improve Vocabulary Mastery In this research is that there is a significant with many articles in previous studies.

In this research is that there is a significant different between vocabulary mastery of eighth graders *Tuna Grahita* students' of SMPLB Negeri Jepara before and after being taught by using English songs. And this research English songs as media as for studied of SMPLB Negeri Jepara.



1.3 Research Framework



In this research writer conducted the research to find out whether using English songs in teaching and learning English can be an effective way to interaction students' in vocabulary mastery by using English songs in teaching and learning or without songs in teaching and learning English. English songs as media in teaching learning because it is interesting for students. It consists of songs to learn so fun. Therefore, the writer assumes that the use English songs in teaching and learning English can stimulus their interest in vocabulary mastery especially in class. It can help to build up vocabulary mastery by using English songs in teaching and learning English.

