

CHAPTER II FRAME OF THEORIES

A. Concept of Vocabulary

Language is a means of communication that is made up of sentence that convey meaning. At school, learning language means learning its vocabulary. It means that vocabulary takes an important part in language in which the vocabulary will make a language meaningful. Moreover, Setiyadi (2006) stated that structure and vocabulary seem to be the heart of foreign language learning. Vocabulary is a very essential part in learning language, because to be able to master a language we automatically have to master its vocabulary. Kriedler (1983) stated that in modern of language teaching, vocabulary learning no longer consists of memorizing list of words in isolation, instead, words are usually in a meaningful context and practice in appropriate patterns.

According to Aitchison (2001), vocabulary is a set of words known to a person or other entity, or that are part of a specific language. It would be impossible to learn a language without words or vocabularies support it (Rivers, 1981). It showed that people can do nothing in communication if they do not know the word or vocabulary. Longman (1987) explained that vocabulary is a list of words, usually in alphabetical order and with explanation of their meanings, less complete than dictionary. It means that we should understand the meaning.

Wilkins (1981) said that without grammar little thing could be convey, without vocabulary nothing can be convey. So someone cannot convey anything without vocabulary. Without vocabulary, we can say nothing because vocabulary is the basic element of a language in hence we can say that the quality of the language performance of students will depend on their quality and quantity of vocabulary. The objectives of the curriculum are enabling the Elementary graduates use English in simple way an create student's interest toward English.

To support the process of learning and to make it easier, the teacher should use simple vocabularies that can be easily understood by the students (Department of Education, 1994). The students will learn many kinds of vocabulary such as verb, noun, adjective and adverb. Verb is a word or group of words that expresses an action, an event, or a state, for example, eat, happen and exist. Noun is a word that refers to a person, a place, or a thing, such as doctor, city, and plant. Adjective is a word that describes a person or thing, for example beautiful, clever.

Adverb is a word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or to another adverb, such as speaks loudly, very quickly. Concerning the three songs, the students, as the beginners will firstly be introduced to a lot of nouns. In general, the vocabularies needed by the fifth grade of Elementary School children are in the form of noun.

B. Concept of Teaching Learning Vocabulary

The purpose of learning vocabulary is to make the students understand the meaning of the words. Finnochiaro (1973) suggested that teaching and learning vocabulary is an activity where the teacher and the students reintroduce some vocabulary items with all the structure and in the entire situation in which they can logically be used.

Learning vocabulary means process of gaining knowledge of vocabulary. In the first step, the learner will get invocation about vocabulary. Such as: how to spell, to pronounce, to use it in appropriate sentences as well as the meaning. The second is how the learners obtained and pronounced the words.

Pronunciation refers to the way a word or a language is usually spoken, at the manner in which someone utters word. If someone said to have “correct pronunciation,” then it refers to both within a particular dialect Finnochiaro (1973). The pronunciation is good if it is understandable and pleasant. A word can be spoken in different ways bay various individuals or groups, depending on many factors, such as:

1. The area in which they grew up.
2. The area in which they now live.
3. If they have a speech or voice disorder.
4. Their ethnic group.
5. Their social class.
6. Their education.

Nation (1990) explained that when someone want to teach a word, he/she has to teach three things (1) the shape or form of the word, (2) the meaning of the word, (3) the form and the meaning of the word together. In teaching the meaning, the teacher gives the synonym in Indonesia language. Students have difficulty to understand the meaning of the words. So, it is done to make them easier to memorize the meaning of the words.

The vocabularies that should be reached by the students of Elementary School are 600 words. For the fourth grade they have to reach 100 words, fifth grade they have to reach 200 words and sixth grade they have to reach 300 words. (Department of Education, 1994).

C. Teaching English in Elementary School

Teaching standard is related to the teacher's ability, the methodology used in teaching the materials, students' ability, and technique applied. Wilkins (1981) also added that people learning depend on the effectiveness of the teacher technique.

The students of Elementary School are children. Especially in fourth grade, they are nine-ten years old and they are called beginner. Scott (1990) stated those five-seven years old are all at level one; the beginner stage and the eight-ten years old may also be beginner stage. Children will learn foreign language at fourth grade of Elementary School.

The topics for the fourth grade are greeting, numbers, introduction, and letters in alphabet things around the school, colours and personal data. In the fifth grade the students will learn about time, the days, the month, daily activities, parts of body, games, describing, family, brothers and sisters, and instruction at public place. While the students in the sixth grade will learn about fruits, vegetables, drinks, my hobby, the school library, public places, where is the building, point of the compass, and seasons in Indonesia.

The teacher of Elementary School, especially in the fifth grade will begin each class by introducing 15 words and they will add 10 words by the end of the class.

Scotts (1990) described the characteristic of the eight-ten years old:

1. They can tell the different between fact and fiction.
2. They ask the question all the time.
3. They rely on the spoken words as well as the physical word to convey and understand the meaning.
4. They are able to make some decisions about their own learning.
5. They have definitive views about what they like and do not like to do.
6. They are able to work with other and learn from others.

By the age of ten, the children are able to:

- Understand the abstract.
- Understand the symbols (Beginning word).

Teacher in elementary school said that the learners felt strange with the language and difficult to utter the words. It made the learners did not want to learn this language. As teachers, they should improve students' motivation to learn the language. We have to consider the material that will be given to the students. We can use many things as the materials to teach the students, such as game, song, picture etc. In this case, researcher would apply song as the technique to teach vocabulary to them, because it can make the teacher easy in describing or delivering the material, and make the students easier in understanding the material given by the teacher.

Based on the statement above, the researcher thought that teacher should give an interesting song to stimulate them. It is supported by the basic educational local curriculum objective that is to raise the students' interest and delight in studying English. The material can be adjusted to the need and situation of the school. In this research, the researcher would emphasize on teaching vocabulary of parts of body, family and games.

D. Teaching Media

In the development of education and technology, a teacher absolutely recommended to be able to use all teaching aids or media provided by institution. In other words a teacher must potentially have enough knowledge about teaching aids (Arsyad, 1996: 4). He also said that teaching media are equipment physically used to deliver a lesson such as book, tape recorder, cassette, video camera, video

recorder, film, slide, picture, graphic, television, computer, etc. Moreover, media are components of learning sources that motivated students to learn.

Broadly, there are two kinds of media: visual media and audio visual media. Visual media is something used in which concern with the learner's sight sense; on the other hand audio visual media is the material which may be accompanied by language (Corder, 1996: 34). The aim of using visual aid or media in teaching English is to help teacher improving teaching learning process, including motivating students. Furthermore, the aids which concerning with the sense sight of the learner are visual aids. This explanation is also supported by Rinanto (1982: 29). He said that one way to make result of teaching English more successful is by using visual aids or media.

According to Hornby (1995: 959) visual means concerned with used in seeing, while media is something that helps. In other words visual media is something used in which concern with the learner's sight sense and can be seen by them. Generally this media is available in the classroom or it can be made by teacher herself. So, when a teacher needs the means or tools in the process of teaching which can be seen through eyes, they are called visual aids or media.

Based on the explanation above, the researcher concluded that visual aids are very important to help teacher to explain the material contextually. The more concrete a learning process is the easier for students to comprehend the material. If students

learn by using direct experience they will get knowledge, including in learning vocabulary.

E. Concept of Teaching Vocabularies Through Song as A Teaching Media

Sutarjo (1988) said that there are five ways of teaching vocabulary, one of them is, "teaching vocabulary through creativity. Teachers should allow students to decide what they want to learn. Teacher can make such media which enables students to be creative in producing the vocabulary such song and game."

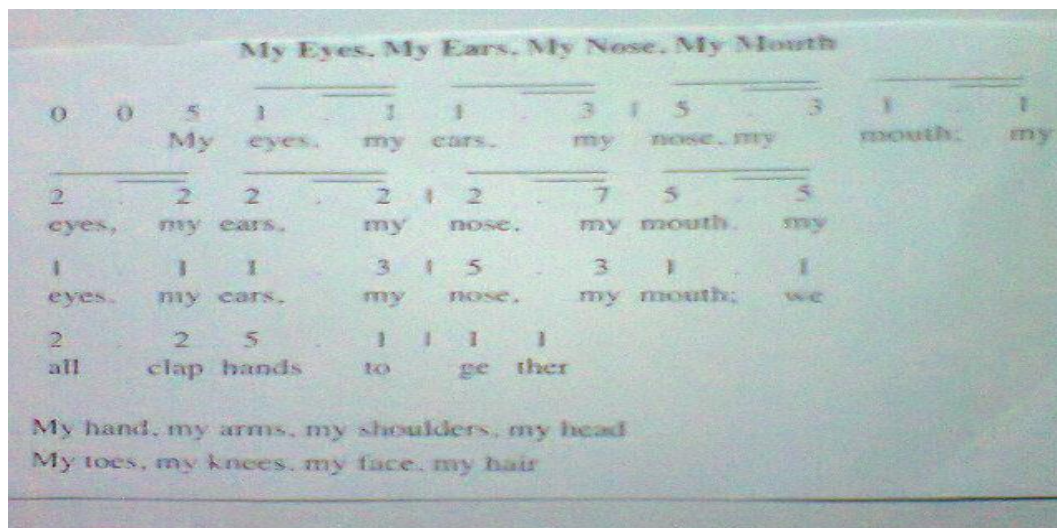
Based on the assumption above, the researcher tried to teach vocabulary through song, because song can make students interested in learning English. According to Field (1998), song can perform different function in language teaching. Song marked by richness of content, poetical metaphor and symbols that emotionally reflects the word we live in. Song can be used to motivate the listeners' positive emotion. It also can inspire the students to express their attitude to the words that they have ever heard. Applying song in teaching learning process produces an active process for the students because they are intended to sing.

Song can play a really important part in the language classroom. It can change the atmosphere in the room within seconds. Furthermore, songs can be used as a nice lead into the topic and a way to pre-teach some of vocabulary. Songs are an art to express people's feeling through words and tones. Song consists of several music sentences. A simple song usually consists of four sentences. By singing a song, children have a chance to express their feelings.

Song can add feeling and rhythm to language practice that might otherwise be flat help children remember things more easily and draw children more deeply into a lesson. Songs are often regarded as an extra in the classroom and are used for a change of focus and not where the core learning takes place. Song can be used to develop students' listening skill, pronunciation and vocabulary.

In fact, variety is one of the most important factors in maintaining the high level of motivation and interest among the students. There are many 'real life' activities that can be brought into the classroom to add variety, not only to the learning process but also to the students' experience in English. And one of these activities is song.

Song and music can help develop listening comprehension, facilitate the acquisition of pronunciation, vocabulary, structure, and about culture. Songs are valuable aids in developing students' listening skill. There are many advantages of using them in the classroom: they present new vocabularies an experience in context, through them, students become familiar with the pronunciation of native speaker, they provide a break from textbook and workbook routine. Students will feel enjoy learning, for example:



The first presentation of the song is the researcher introduced the topic of the song to be learned. Then the researcher played or sang the song while the students listened. The second step was the researcher explained the material in order to make the words better understood, teacher asked them to touch their body part. Then the researcher sang the song and the students may join to sing. At last, researcher asked some questions to the students to know whether the students really understood the meaning of the words and able to write them in correct spellings. Besides being enjoyable for both teacher and students, well-chosen song can provide excellent in intonations as well as sentence pattern and vocabulary review. Song can be used as a useful technique in learning vocabulary pronunciation, structure and sentence pattern.

From all of the statement above, the researcher assumed that song is very useful technique on teaching learning process. Furthermore, song also has potential pedagogical value, because song can provide excellent means for teaching vocabulary pronunciation, structure and other English aspects. It is also hoped that song can motivate students in the teaching learning process. Songs can motivate a

positive emotional approach to language learning, introduce students to the music and culture of particular interest to them in target language community and serve as an incentive for speaking English in the class. Songs, which belong to genre including both lyrics and music, can be added to list. They help students and teachers to develop their artistic tastes on the basis of critical evaluation of the song they listen to and discuss, and the same time help them learn how to use song English Language Teaching.

F. Criteria of Selecting Song

The researcher realized that not all kinds of songs are appropriate to be used in teaching learning process. According to Field (1998), there are two main principles in choosing songs in teaching learning process. The first principle is 'What to look for'. It means that selecting the song to be presented, the teacher has to be careful and consider some requirements; the song must carry some sort of message or at least tell an interesting story and each word must be clearly pronounced.

The second is 'hat to avoid.' There are certain types of songs that should be avoided by the teacher, they are; songs those are too fast-paced, songs in which the music burned the singers 'voices, songs in where there is no substance in the lyrics, and songs that verge on the obscene or that include lyrics that are discriminatory (for instance, song that mock religious beliefs).

In choosing the material of learning vocabulary through song for children, it will be better to choose materials as follows:

1. Song about home and school.
2. Songs about people, especially song in which children can substitute their own name or friends' name.
3. Songs that are involving actions, such as clapping or jumping.
4. Songs the children themselves make up about their daily activity.
5. Popular song that they hear on television or radio or movie.
6. Songs those children can dramatize.
7. Catchy music commercial.

Concerning the vocabularies of the songs and the curriculum of 2004, the researcher introduced around 10 new words from the first song, and 15 from the second song. So the numbers of new vocabularies that will be introduced by the teacher are around 25 vocabularies. In the first song the researcher would introduce the words head, shoulder, knees, toes, eyes, ears, mouth, arm, hair, and nose. Then father, mother, brother, sister, family, grandmother, grandfather, uncle, aunt, nephew, cousin, and niece in the second song.

G. Procedures of Teaching Vocabulary Through Songs

To create a successful teaching vocabulary through song, there are some steps that were used in teaching vocabulary to the students from procedure developed by Osorio (2003), which has been modified with the teaching steps from, get ready 2.

The procedures of teaching vocabulary through song were as follows:

A. Pre Activities:

1. Students greeted the teacher and answer the teacher's calling.
2. Students answered the teacher's questions related to the song to the students. It was the way to stimulate students' background of knowledge about the song.

B. While Activities:

1. Students got the song text.
2. Students listened to the lyrics twice from the teacher's reading. The students tried to pronounce the words. And then the students read the lyrics of the song in chorus for three times.
3. Students listened to the teacher's singing as a model in singing the song.
4. Students sang the song together.
5. Students identified the new English vocabulary and the meaning of those new words in Indonesian, to make them familiar with the words.

C. Post Activities:

1. Students observed the pictures, and then come in front to write the vocabulary in English on the whiteboard to know whether they have understood the new vocabulary.
2. Students shared their feelings and opinions toward the song of the topic of the song during the teaching learning activities.