

II. FRAME OF THEORIES

This chapter describes the review of the previous research, concepts of listening, concepts of listening a song, concepts of song as media, concepts of vocabulary, listening to song toward vocabulary achievement and the hypothesis.

2.1 Review of Previous Research

Concerning the topic under the discussion, there are several studies that have been carried out, the first is Wati (2012) investigated the use of English songs to improve students' vocabulary mastery in second grade of vocational school. In her research, students have difficulties in learning process to memorizing the vocabulary with the traditional language-teaching like oral drills, flash cards, written, definition and lists. Therefore, she investigates whether English songs can improve students' vocabulary mastery. She employed quasi experimental method with two groups; an experimental group and control group. The result showed that there was a significant increase on students' vocabulary after being taught through English songs. Then a good part of vocabulary acquisition has to be incidental. Incidental learning is facilitated through exposure to language input, by using song as one of the ways.

The second is Rosyida (2012) investigated the correlation between students' frequency listening to English songs and their listening achievement. She investigate that many students regarded listening ability as the basic and the major of language mastery because good communication is not only indicated with good speaking ability of the speaker but also with good listening ability of the listener. She applied one group and two variables. The result showed that there was positive correlation between the frequency of listening to English song and their listening achievement

Based on the previous research, there is one issue that has not been investigated concerning the correlation between students' frequency of listening English song and vocabulary achievement. The researcher wants to know whether the frequency of listening to English song has correlation in students' vocabulary achievement.

2.2 Concept of Listening

Listening is the first skill which should be mastered because it has an important role of the learner to study the language and it has a largest percentage than other skill. In teaching and learning process in the class, student requires to listen to receive and understand incoming information of knowledge from their teacher. Listening is not the same as hearing. Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses their body. As mentioned in Mee (1990),

listening is a complex process in which many things happen simultaneously inside the mind. According to Borisoff & Purdy in *Listening in Ec in Everyday Life*, 1997 there are some components in listening; is learned, a dynamic process, an active process. Listening involves verbal and nonverbal communication and allows us to be *receptive* to the needs, concerns, and information of others, as well as the environment around us. Buck cited in Angliawati (2011) state that there are three characteristics of listening activity; firstly, the automatic processing is important in listening activity. To make it success, knowledge of language that can make language processing fast and efficient is needed when there is no time to think about the meaning. Secondly, the sum total of the listener's knowldege, past experience, current thoughts, feeling, intentions, personality and intelligence are allowed by the normal process of listening comprehension to interact freely with the acoustic input and with each other, and to create the interpretation of the text. Thirdly, as listening is a cognitive process and in reality the context is not external to the listener and the context of interpretation is cognitive environmet of the listener. From the statement above, it can be infered that listening is an active process to identify, interpretation what they listen, so they can understand what others are saying.

There are many types of listening. These five types of listening are classified according to the purpose of listening, proposed by Wolvin and Coakely cited in Goh, (2002);

1. *Discriminative listening* is where the objective is to distinguish sound and visual stimulation. This objective doesn't take into account the meaning;

instead the focus is largely on sounds. In a basic level class this can be as simple as distinguishing the gender of the speaker or the number of the speakers etc. As mentioned before the focus is not on comprehending; but on accustoming the ears to the sounds. If one thinks she/he can see that this is where L1 listening begins - the child responds to sound stimulus and soon can recognise its parents' voices amidst all other voices. Depending on the level of the students, the listening can be discriminating sounds to identifying individual words.

2. *Comprehensive listening* where the focus is on 'understanding the message'. The writers consider this as the basis for the next three types of listening. However, the problem can come in the form of 'understanding'. Depending on many factors (both individual and social) students can end up understanding the same message in different, different ways. Lot of work in teaching listening in the classroom has to happen here in facilitating the students to develop their comprehension skills.
3. *Therapeutic listening* - is one kind of listening where the listener's role is to be a sympathetic listener without much verbal response. In this kind of listening the listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relations.
4. *Critical listening* is the fourth kind of listening where listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion.
5. The final one is *Appreciative listening* where the focus is on enjoying what one listens. Here the students raised the point that when they listen to

English music, even if they don't understand, they still enjoy thereby challenging the notion of comprehensive listening as the basis for other three types of listening. Then the teacher reflected on the practice of listening to songs in the language lab. Generally the students listen to the songs once and try to make out the lyrics before listening a second time with the lyrics. Then they recalled that they appreciated the song better during the second time and were able to see the relation between how one would enjoy something that s/he is able to make sense of.

There are six basic stages of the listening process: hearing, attending, understanding, remembering, evaluating, and responding. These stages occur in sequence, but they generally performed with little awareness an often rapid succession.

- a. **Hearing** - it refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).
- b. **Attention** - brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening; *strong stimuli* like bright lights, sudden noise...are attention getters; attention to more commonplace or less striking stimuli requires special effort; *postural adjustments* are aided by physical changes in sensory receptor organs; *receptor adjustments* might include tensing of the ear's tympanic muscle for better response to weak sounds.

- c. **Understanding** - to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur; for successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.
- d. **Remembering** - it is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank; but just as our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.
- e. **Evaluating** - it is a stage in which active listeners participate; it is at these point that the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.
- f. **Responding** - this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the

only overt means by which the sender may determine the degree of success in transmitting the message.

(Stages of the listening process explained, articlesfactory.com)

The explanation above has a purpose to be a good listener because it has benefits. By having good listening skills one can avoid having misunderstanding, resolve conflicts, get people to open up, and build trust. Listening skills may help attain better information and research or even assist in reaching a compromise or conclusion.

2.3 Concepts of Listening to a Song

Listening to the song is an essential part in our lives because it is one of the activity which the people like to entertain themselves in spare time. Every person has the favourite song and he/she has the favourite type of song to spend his/her time. Every song has a different genre, the following are the detail explanation of genre of song:

1. **Rhythm and blues**, often abbreviated to **R&B** and **RnB**, is a genre of popular African-American music that originated in the 1940s. The term was originally used by record companies to describe recordings marketed predominantly to urban African Americans, at a time when "urbane, rocking, jazz based music with a heavy, insistent beat" was becoming more popular.
2. **Jazz** is a style of music, native to America, characterized by a strong but flexible rhythmic understructure with solo and ensemble improvisations on

basic tunes and chord patterns and, more recently, a highly sophisticated harmonic idiom. (thefreedictionary.com)

3. **Pop songs** are those which have contemporary lyrics and an upbeat rhythm, basically for the youth culture. The composition of pop songs concentrates more on music technology and recording instead of live performances. Rhythm and effects are two important elements in pop songs.
4. **Rock songs** are most popular among teenagers and youngsters. They consist of clear pieces of lead guitar, bass guitar, drums, and keyboards as some of the main instruments. When the instruments are played in sync, they sound energetic along with the vocals.
5. In **hip-hop or rap songs**, the singers recites lyrics in an off-beat manner but with the continuity of the rhythm. These songs primarily include solid rhythmic beats and synth, with a focus on the way lyrics are sung. Hip-hop songs have become popular not only in the USA, but all over the world. The most popular stars in hip-hop music are Eminem, Nelly, Akon, Flo Rida, Jay-Z, 50 Cent, and Kanye West.
6. **Slow rock/Soft rock** is a style of music which uses the techniques of rock music (often combined with elements from folk rock) to compose a softer, more toned-down sound. Soft rock songs generally tend to focus on themes like love, everyday life and relationships. The genre tends to make heavy use of acoustic guitars, pianos, synthesizers and sometimes saxophones. The electric guitars in soft rock are normally faint and high-pitched. (wikipedia.com)

7. **Pop rock** is a music genre which mixes a catchy pop style and light lyrics in its (typically) guitar-based rock songs. There are varying definitions of the term, ranging from a slower and mellower form of rock music to a subgenre of pop music. The detractors of pop rock often deride it as a slick, commercial product, less authentic than rock music. (wikipedia.com)

The explanation above described about some kind of music genre in general. People can choose the various of the genre in a song based on their soul, feeling, situation or their favourite. In usually, the people listening to song is done after hard working hours because song is the best 'medicine' for our tired brains, as it somewhat helps to eliminate stress and pressure. Maybe that is why song can be played everywhere and everyone, after working and studying, really needs music to refill their power. Hence, we all seem to owe many things to song.

When the people listen a song, it has some positive effect for themselves. The effect can influence physical, emotional, cognitive and social well-being and improve quality of life. There are some the benefits when listening to song.

1. **Pain Killer:** Music has the ability to reduce pain through release of endorphins which act as natural pain killers. It can also divert attention away from the pain and encouraging relaxation. According to a study published in the Journal of Advanced Nursing, listening to music daily can reduce chronic pain by up to 21 percent. The study also found that listening to music made people feel more in control of their pain, reduced depression, and made people feel less disabled by their condition.

2. **Reduces Stress:** Stress has been associated with many illnesses, including several mental illnesses that seem to occur only in people with exceedingly high stress levels. In a study conducted, subjects were made listen to a half-hour of soothing music twice daily for two weeks. It showed significantly greater reductions in stress and anxiety levels in the subjects.
3. **Cardiovascular benefits:** Listening to soothing music also helps reduce your heart rate and blood pressure. As a result of a lower blood pressure, it also reduces the risk of stroke and other health problems over time. In a new Italian study, researchers found that people with mild hypertension (high blood pressure) who listened to classical, Celtic or Indian (raga) music for just 30 minutes a day for one month had significant reductions in their blood pressure. Good music helps to calm down the cells and tissues that make up the lungs thereby bringing down the patient's breathing and heart rate to normal.
4. **Stimulate brains cells:** Research has shown that music with a strong beat can stimulate brainwaves to resonate in sync with the beat, with faster beats bringing sharper concentration and more alert thinking. On the other hand, listening to soothing classical music improves ability to focus for longer time and promotes a calm, meditative state. It brings about a sense of well-being and creativity, a change which lasts long after the music has ceased to play.
5. **Boosts exercise performance:** Listening to music while you exercise may have a considerable impact on your exercise performance and commitment. Music diverts your attention in repetitive exercises thus the

feeling of fatigue, exhaustion and boredom are evaded. Music can also act as a stimulant which can increase your performance. Respiration and cardiac rate is increased from music which can help you intensify your workout. According to a study conducted in 2005, listening to music while exercising boosted participants' weight loss and helped exercisers stay consistent.

6. **Promote a sound sleep:** Listening to music as we drift off to sleep ensures that we get the rest that we need from our sleep. Sleep puts your body in a healthy condition as it takes away the effects of stress, depression and anxiety from a person.
7. **Increase optimism:** Depression leads to weakness, headache, confusion, and loss of concentration. Music can also be used to bring a more positive state of mind, helping to keep depression at bay. Good music also makes one to remember happy moments or good days. It also increases self-esteem and self-confidence.
8. **Helps in Cancer:** Research suggests that music may offer a number of benefits for people coping with cancer. It reduces anxiety in patients receiving radiation therapy, as well as eases nausea and vomiting resulting from high-dose chemotherapy.
9. **Helps socialize:** Music is a great way to get together with people who share a similar passion. It helps you to meet new people, socialize and give you a sense of belonging.

10. Helps in spiritual health: There is a unique connection between music and spirituality. Chanting or some kind of music helps people worship in a meaningful way, and makes them feel closer to God.

(lifemojo.com)

Unconsciously, listening a song is not usual activity. It has some advantages for listener. All the time, maybe they just know some the advantages of listening a song and they felt that listening a song brought a relaxation after they do the activity. Based on the explanation above, the statement describe many kind of benefits of listening a song that can bring a good influence for listener.

2.4 Concept of Song as Media

Media is a important tool to support teaching and learning process. It has some function and purposes for educational setting. Media or instructional media can be defined as a tool that can help the teacher teaching (Sundjana and Rivai, 2009). It makes the students more active and stimulate their mind. Media refers the people to get information from a source to receiver and it is considered as instructional system of teaching and learning process. Reiser and Dick (1996: 68) state that media might be all the traditional means to deliver the lesson (teachers, chalkboards, textbooks and other printed materials) or the new instructional media (computer, CD-Room, interactive video and multimedia system). Media used to help the teacher to reach the aim of teaching learning process. The teacher always

try to find the media from traditional media ones up to modern ones that can facilitated the teaching and learning process.

Nowdays, we are sorrouned by songs because it has a big part in our daily life and it is impossible to escape from the song. Therefore, song is one of media, the teacher can use it to support their teaching and learning activity because it has to be very creative in ways to keep learner's interests and the best ways to make learning English fun. Harmer (2000: 242) who state that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. Song is a natural way because it is not only for entertaining when we are bored, but also it is a new way in language learning.

When the teacher chooses the song as a media in teching and learning process, they should know what kind of song which suitable for their students. According to Harmer (2000: 243), there are two ways to guide the teacher in selecting the song to bring in teaching and learning activity: the first way is to have students bring their own favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics, the second way is to use older songs, to ask students whether they still have merit, whether they like them, despite their antiquity. There are some criteria of English song for students, memorable, useful language, easy to sing, can use the language in different way, can be varied, have both positive feelings and positive social and moral values, stimulates emotions, repetitive so the teacher can select a song which the students like and appropriate for them.

Based on the explanation above, it can be said that song is one of media which can use the teacher as a media to teach their students in learning process. Futonge (2005) states that song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons. Orlova (2003) states that it is possible to suggest that among the methodological purposes with songs used in class, it is possible to rank the following: Practicing the rhythm, stress and the intonation patterns of the English language. Teaching vocabulary and grammar. Developing listening comprehension, writing skills, and speaking. For this last purpose, songs and mainly their lyrics are employed as a stimulus for class discussion.

According to Brown (2006), procedure of any listening activity can be done by activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research. There are many ways of using song in teaching and learning activity, it can be developed based on the creativity of the teacher. According to Arevalo in *The Use of Song as a Tool to Work on Listening and Culture in EFL Classes* (2010, p 15), there are many steps to focus on a listening practice:

a. Activating prior-knowledge

Prior knowledge is organized in schemata: abstract, generalized mental representations of our experience that are available to help us understand new experiences. The idea of prior knowledge is one part of the cognitive

model of language processing. That model says that when people listen or read, they process the information they hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences. Bottom-up processing means using the information people have about sounds, word meanings, and discourse markers like *first*, *then* and *after that* to assemble their understanding of what they read or hear one step at a time.

b. While-listening

Having a purpose for listening helps us listen more effectively. In the listening activities, teachers should explain students which the purpose of the activity is. Students could listen for the main idea, for details, and for making inferences. Therefore, students develop a sense of why they listen and which skill to use to listen better. Teachers can build skills by asking students to focus on their reason for listening each time they listen. This is a form of strategy training.

c. Post-listening

Teachers can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

Using a song has a positive contributions to language learning, “Song will help learners with word stress and intonation, and the rhythm with which words are

spoken or sung also helps memorization. Again, this will enable learners to remember chunks of language which they can use in conversations or in writing. Mol (2009) states that “As language teachers, we can use songs to practice listening, speaking, reading and writing”. There are some benefit of song for students in lerning process:

1. Enhance language skills

Language skills are increased when vocabulary, grammar and syntax are learned through song. In the same way that children all over the world implement simple songs to learn the alphabet, days of the week and numbers or colors, songs can be used to help ESL students memorize phrases and words set to a melody.

2. Language in Context

The language used in simple songs is in context, enabling quicker comprehension. This makes the words and phrases more meaningful to the students, and gives them a frame of reference that is easy to retain. They absorb knowledge subconsciously during fun activities and can draw on that knowledge later.

3. Repetition without the drudgery

While memory by rote is a time-honored form of teaching language, adding songs to the mix allows a break from mere repetition and gets children involved on an interactive level. The songs used can be catchy and recyclable – many songs can be adapted easily to personalize them to a particular lesson, child or group.

4. Fluency and natural English

Songs rely on the concept that hearing a language is one of the best ways to learn

it. They present the rhythms of language in a way that encourages fluency; when performed by a native speaker, the natural stresses and rhythms are clearly audible, helping students achieve not only the correct pronunciation but a natural flow of speech.

5. Multiple Intelligences

Auditory learners will find songs to be the perfect learning tool. Actions can be easily integrated into singing time for kinesthetic and tactile learners, and visual learners can also benefit from watching the group using actions or by the implementation of flashcards.

6. Enjoyment is always motivating

Motivation is a wonderful reason to starting using English songs for children in your ESL classroom. Most children love music and singing, and this portion of classroom time can be used as a reward for a harder section of class being completed, or as a break when the class becomes bored or frustrated.

7. ESL songs are non-threatening and confidence building

Songs also can build the self esteem of the group as well as each individual student. They provide a non-threatening way for students to join in at their own comfort level without being singled out. Each can learn at their own pace, becoming more and more comfortable with the song with each repetition.

Children allowed to learn at their own speed build confidence along the way.

In addition, according to Lynch cited in Vanessa (2011), there are nine reasons why song is useful in English Language Teaching:

1. Song contains authentic and natural language
2. Song can introduce variety of new vocabularies
3. Song is easily obtainable
4. Song can suit the needs and interests of the students
5. Song can introduce grammar and cultural aspects
6. Time length of the song can be easily controlled
7. Students can experience a wide range of accents
8. Song lyrics can be used in relating to situations of the world around us
9. Song is fun and flexible

In summary, using a song as media in teaching and learning activity has some good effects for students. The use of song as media is very important in teaching and learning to help the students learn English language. Based on the type of listening that explained in concept of listening before, when the students listening a song, they can listen the sound or the pronunciation, they can comprehend the meaning or message of the song and they can respon by given their opinion. According to Mol (2009), more difficult songs often contain interesting vocabulary and idioms. Thus, through a song students can learn about the culture, history, and they can learn a new vocabulary.

2.5 Concept of Vocabulary

Vocabulary is one of the problem faced by English language learners because of the limited vocabulary, the students cannot communication to the other clearly and they has limited understanding in skill of speaking, listening, reading and

writing. Mastering vocabulary is the ability to get or receive a lot of words. It is a crucial aspects because the students will know the meaning of vocabulary to avoid making mistakes in understanding of the context. Hatch and Brown (1995) states that vocabulary is a set of words with their meaning as a fundamental and useful tool for communication and acquiring knowledge in language.

According to Nation (1994; 3) the basis of frequency of vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary.

- High frequency vocabulary consists of words that are very often in normal language, use in all four skills and accross the full range of situation of use. It is consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.
- The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 10.000 word families.

According to Thornburry (2002), there are two types of vocabulary knowledge; receptive (knowing) and productive (using) knowledge. Knowing a word is when the learner can understand the meaning of written or spoken word; make a correct connection between the form and the meaning of the word, including discriminating the meaning of closely related words; where using a word is when

the learner can use the correct form of a word for the meaning intended with the appropriate context.

Vocabulary is needed to help the students to make the sentence. The sentence divided according to the functions of each word, the function is classified as a different part of speech. They are as follows:

1. Noun

It is a crucial part of speech because it is the arrangement with the verb as the sentence core which is essential to complete the sentence. It could be the name of person, thing or place.

Example :

- It is a newspaper
- This hotel is very famous

2. Verb

It is the word which expresses an action or help to make statement.

Generally, verb divided into transitive and intransitive:

a. Transitive verb

This verb is a verb which needs an object, for example; concern, need, discuss, give, see and etc.

b. Intransitive verb

This verb is a verb which does not need an object, for example; laugh, smile, sleep, cry, sit and etc.

3. Adjective

An adjective is often defined as a word which describes or gives more information about a noun or pronoun.

- My student is very diligent
- My mother is extraordinary

4. Adverb

adverb is a modifying part of speech. It describes verbs, other adverbs, adjectives, and phrases. They are used to describe how, where, when, how often and why something happens. Here are a few examples:

- Verb- *The cat climbed quickly up the tree.* (quickly describes how the cat climbed)
- Adverb- *Mike worked very carefully on his paper.* (very shows how carefully he worked)
- Adjective- *She is nearly ready to go.* (nearly tells to what extent she is ready)

a. Adverbs of manner describe how something happens. Where there are two or more verbs in a sentence, adverb placement affects the meaning. Some commonly used adverbs of manner include; carefully, correctly, eagerly, easily, fast, loudly, patiently, quickly, quietly and well.

Example in the sentence:

- *She decided to write her paper.* (no adverbs)

- *She quickly decided to write her paper.* (her decision was quick)
- *She decided to write her paper quickly.* (her writing was quick)

b. Adverbs of place describe where something happens. Most adverbs of place are also used as prepositions. Some commonly used examples include the following; abroad, anywhere, downstairs, here, home, in, nowhere, out, outside, somewhere, there, underground, upstairs.

Example in the sentence:

- *I wanted to go upstairs.*
- *She has lived in the city since June.*

c. Adverbs of frequency describe how often something happens. The following adverbs are commonly used in this way; always, every, never, often, rarely, seldom, sometimes and usually.

Example in the sentence :

- *Shinta often gets a gift from her brother.*
- *The fish usually swims near the top of its tank.*

d. Adverbs of time describe when something happens. These examples are commonly used; after, already, during, finally, just, last, later, next, now, recently, soon, then,, tomorrow, when, while and yesterday.

Example in the sentence

- *He came home before dark.*
- *It will be too dark to play outside soon.*
- *Jessica finished her supper first.*
- *Andy left school early.*

In summary, when the students learn vocabulary, they can know a word from the meaning and they can use the word in appropriate context. Thus, the teacher should help the students to achieve the vocabulary with strategy or technique to make a good result in vocabulary learning.

When the teacher teaching of vocabulary for the students, they should provide the material to help students in two broad areas: first, they need to be presented and practiced in natural contexts; the vocabulary that is frequent, current and appropriate to students' needs. Second, material should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom (McCarten, 2007: 18).

Based on Cross, 1991; Nation 1990 as cited in Öztürk, 2008: 22), There are three group strategies in teaching vocabulary;

1. Presentation Strategies

Presentation strategies introduce the target vocabulary for first time. These will involve either presentation of the meaning or the form. Among the meaning strategies are; visual strategies like the use of picture, body actions, real object or video, verbal presentation strategies like definition, translation, or exemplification and audio strategies like imitation of sound or having learners listen to a tape-recording. It focuses on the pronunciation or spelling of the word and includes strategies like the teachers' modelling of the target word, chorus repetition, or the what-is-it technique.

2. Practice Strategies

It involves classroom review of the previously introduced vocabulary as well as homework (e.g. classroom tests, games, semantic maps, written repetition).

3. Strategy Training Strategies

This strategy group includes strategies for strategy training. The purpose of strategy training is to teach learner strategies for independent vocabulary learning like guessing from context, word-building, dictionary use and keeping vocabularies notes.

In this discussion, it can be inferred that vocabulary plays an important role in expressing the ideas and thoughts. Learning vocabulary is expected to increase their vocabulary, they can understand the meaning and can use appropriate vocabulary related to the context. In teaching process, the strategies is one of aspect which should have the teacher to help them in teaching activity. It can make easy for teacher to deliver the knowledge of vocabulary, thus the students can achieve it. Lewis(1992) holds the idea that vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, writing and translating all can not go without vocabulary.

2.6 Listening to Song and Vocabulary Achievement

Song becomes a part and has relation in human life, the people listen to song when they feel bored or to spend their time. Unconsciously, song has a good effect for students in language learning. Thus, the song is one of a media to learn

a language because many aspects of song which can be used to help students in language acquisition. Using a song can introduce a new English word to the students to improve their vocabulary.

According to Smahillah in (2011), Songs and lyrics are provided as a tool to predict the sentence so that the students can glean the meaning of particular sentence with their own interpretation. By using this technique the teacher just becomes the facilitator of the students because the teacher lets the students read and comprehend the lyrics as the text consisting of new words. Murphey (1992) cited in Millington (2011: 134) says that songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture

Moreover, Milillington (2011: 135) points out that songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning.

Šišková (2008, p. 14) states that the words used in the lyrics remain in the active store as long as students listen to the particular song and since the aim of this work is to use students' favourite songs, the period of time when pupils listen to the song for is long.

From explanation previously, it can be inferred that increasing and understanding the vocabulary are not easy process, but it can be easy if the students have time to practice with a good technique or strategies. Lynch (2006) states that there are some factors contributing to listening comprehension of song and one of the factor

is “the use of new vocabulary, idioms and expressions. Students need to address the new material offered in each song. This includes grammar, vocabulary and usage”. Hence, the vocabulary is an important role in language acquisition. One way of developing students’ vocabulary is by listening a song. The frequency of listening English song activity can help the students to develop their vocabulary. By this research, the writer investigate the frequency of listening to English song and vocabulary achievement.

2.7 Hypothesis

Based on theoretical assumption above, the writer states the hypothesis “there is a significant correlation between the students’ frequency of listening to English song and their vocabulary achievement at second year of Junior High School.”