

## **II. LITERATURE REVIEW**

This chapter will discuss several concepts such as learning vocabulary, vocabulary and language skill, teaching English in Elementary School, teaching vocabulary, teaching vocabulary at Elementary School, song in the teaching of vocabulary in Elementary School, song as a teaching technique, criteria of selecting song, and teaching vocabulary through song, the advantages and disadvantages of teaching vocabulary through song as a technique, theoretical assumption and hypothesis.

### **2.1. Learning Vocabulary**

Language is a means of communication that it 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, Setiadi (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 in vocabulary. Kriedler (1983) stated that in modern of language teaching, vocabulary learning no longer consists of

memorizing list of words in isolation, lasted, 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 is 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. Summers (1988) explains 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) says that without grammar little thing can be conveys, without vocabulary nothing can be conveys. 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 a create students' interest toward English.

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 second grade of Elementary School children are in the form of noun.

Therefore, by mastering it, they will be able to communicate their ideas clearly, understand passages, and make simple composition. If the students learn adjective, verb, and adverb without learning noun, they will get difficulties because even a simple sentence which is grammatically correct has a set of nouns.

In such learning vocabulary is one of the first steps in learning a second language, but a learner never finishes vocabulary acquisition.

There are some opinions about kinds of vocabulary. One of them is proposed by Haycraft (1971), there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

- 1) Receptive vocabulary is that the students recognize and understand when they occur in context but which cannot produce correctly. It refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is to make some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.
- 2) Productive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

Another opinion by Celce and Olshtain (2000), “there are two kinds of vocabulary: they are function words and content words”.

- 1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronoun, auxiliary verbs, prepositions, determiners and adverbs).
- 2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

- (a) Words that refers to a person, a place or a thing that we might call them  
Noun,
- (b) Words that express an action, an event or a state are called verbs,
- (c) Words are used to describe the qualities of thing or action are called  
adjectives and adverbs.

## **2.2. Vocabulary and Language Skill**

The purpose of learning vocabulary is to make the students understand the meaning of the words with all the structure and in the entire situation in which they can logically be used (Finocchiaro and Bonomo, 1973).

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. (Finocchiaro and Bonomo,1973).

The pronunciation is good if it is understandable and pleasant. A word can be spoken in different ways by 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

Vocabulary is the set of words within a language that are familiar to that person. Vocabulary is one of language component which have to be mastered by students in learning new language, students should have an adequate vocabulary to improve the four language skill. In listening, by having many vocabularies they can hear and understand all the words in oral communication easily.

In speaking skills, they can cover all the words that they use in oral communication. In reading skills, they can understand all the words in written materials. And in writing skills, they can express their ideas, opinions, and feeling cohesively.

The writing and speaking are language productions that belong to productive skills while listening and reading involve receiving the message that belong to

receptive skills. When the students limited of vocabulary, they will have some difficulties in learning and understanding the foreign language.

The definition of power is the specific ability or faculty. So, the word of power is used to measure the strength of students' vocabulary. Vocabulary power is the ability of students to understand the English vocabulary.

Nation (1990) explained that when someone wants to teach a word, he/she has to teach three things, such as:

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 gave 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.

As previously mentioned, in order to keep the students' interest and motivation in English, the presence of proper technique is absolutely required. The use of proper technique can help both the students and the teacher.

Among many techniques available, this can be applied in teaching language (vocabulary), teacher can choose one or more of them to be used in teaching

learning process. Of course the teacher should select the most appropriate one by considering to the condition of the students.

### **2.3. Teaching English in Elementary School**

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

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

The topics for second grade are greeting, numbers, introduction, and letters in alphabet things around the school, colors and personal data. In the second 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 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 second grade will begin each class by introducing 15 words and they will add 10 words by the end of the class.

Scotts (1990) describes the characteristic of the eight-nine 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 nine, the children are able to:

1. Understand the abstract.
2. 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, and

picture. 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 materials 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 subject 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, and games.

#### **2.4. Teaching Vocabulary**

Teaching vocabulary is conveying the students the set of words that are understood by the person or convey the words that will be used by the person to construct new sentences.

In teaching vocabulary, the technique that is suggested by Allan and Vallete (1977) must be considered. This also means that in teaching vocabulary the teacher must choose a proper way, strategy, or technique in teaching.

In teaching vocabulary, the teacher must select the words which can be learned in a limited time, which words should be chosen for teaching and which ones should

be left out (Bismoko, 1976). It means that the teacher should be careful in determining the words to teach. The words should be based on student's levels, ages, and their needs since students in different levels and ages have different capacity in learning vocabulary.

As previously mentioned, in order to keep the students' interest and motivation in English, the presence of proper technique is absolutely required. The use of proper technique can help both the students and the teacher. Among many techniques available, which can be applied in teaching language (vocabulary), teacher can choose one or more of them to be used in teaching learning process. Of course the teacher should select the most appropriate one by considering to the condition of the students.

In teaching the vocabulary, vocabulary items are taught in the same way as we teach everything else. Teacher gives the students an understanding of the meaning in many ways. We dramatize, we illustrate using our students and ourselves, we show pictures or objects, we use appropriate technique (Finnochiaro and Banomo, 1973)

In conclusion, it could be concluded that teaching vocabulary is an activity where the teachers introduce some the set of words that are understood by the person or convey the words that will be used by the person to construct new sentences with all the structure and in the entire situation in which they can logically be used. This also means that in teaching vocabulary the teacher must choose a proper

way, strategy, or technique in teaching. English children songs in teaching vocabulary could be used as one of the most suitable technique in teaching vocabulary for children in order to increase students' vocabulary ability.

## **2.5. Teaching Vocabulary at Elementary School**

The purpose of teaching vocabulary is to help students bring meaning and take the meaning from word signs, signals and symbols. To reach this goal, the students must be taught in many things about word and their ways as well as the words themselves.

The teacher has responsible to teach students to recognize and identity words, to pronounce word, to analyze and categories words, to read and finally to put words together in phrase, sentence and paragraphs in written language.

To teach vocabulary a teacher must be able to make the students exited about and enjoy learning. As stated by Henson and Janke (1984) The primary goal is not “fun”, but it is well accepted that given several activities which help children acquire an established objective, using those the student enjoy most is more fruitful. It is permissible for learning to be enjoyable.

Language comprehension grows from oral understanding to written understanding. This means when teaching literacy, teachers should use vocabulary

in regular discussion with students that is above their reading level. Don't "dumb it down" for students, because they will understand more when speaking and listening than when they are reading and writing.

### **2.5.1. The Characteristic of Elementary School Students.**

Everybody is different, either their characteristic of personality. Therefore, it is necessary for us to treat them in different treatments in order to make them feel convenient. In the same case, teaching English for elementary school level is also different with teaching English for students at the higher levels.

The Elementary School students are still called as children because their ages are between 7 to 12 old. According to Slattery and Willis (2001), children at that group have some general characteristics as follows:

- a) They are learning to read and write in their own language.
- b) They are developing as thinkers.
- c) Understand the difference between the real and the imaginary.
- d) They can plan and organize how best to carry out an activity
- e) They can work with others and learn from others.
- f) They can be reliable and take responsibility for class activities and routines.

While according to Harmer (2002), young children especially those up the age of nine or ten have some light of characteristics as follows:

- a) They respond to meaning even if they do not understand individual words.

- b) They often learn indirectly rather than directly, that is they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- c) Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- d) They generally display an enthusiasm for learning and curiosity about the world around them.
- e) They have a need for individual attention and approval from the teacher.
- f) They are keen to talk about themselves, and respond well to learning that used themselves and their own lives as main topics in the classroom.
- g) They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

From the characteristic above, we can conclude that children are unique. They lost interest more quickly in doing something, and they more like to have other children around them and sitting with others encourages cooperation. Hence, for teachers at this level should provide a fun, cheerful, enjoyable classroom and provide an appropriate technique in order to be able to attain a successful and activity.

As stipulated our government, that English is the first foreign language which is must be taught at all school levels. Additionally, Elementary School becomes the first level that must involve English into its curriculum. Because at elementary school English is firstly introduced, it meant that the students at this level have not

received English before. Their English knowledge is still lack, or even no knowledge. Their gradual growth of knowledge in learning English is still in the basic level.

Generally based on learners' language knowledge, English learners are described in three levels:

1. Beginner,
2. Intermediate, and
3. Advanced.

Beginners are those who do not know any English, Intermediates are those who have basic competence in speaking and writing, and an ability to comprehend fairly straight forward listening and reading, while advance are those whose level of English is competent, allowing them to read difficult fact and fiction and communicate fluently with native speakers.

Seeing that learning English is the first experience for Elementary School students', I have an opinion that Elementary School students' are still categorized as beginners. This categorization is not based on physically they are still children, but the fact that English is a new subject for most Indonesian Elementary School student.

### **2.5.2. Techniques for Teaching Vocabulary to Elementary School Students.**

Teaching kids new words and definitions is very important, but what is more

crucial to ongoing vocabulary development is modeling when and how to be inquisitive about words. Here are a few moments that use to model how to naturally investigate words and directly teach them as well.

### **1. Read Aloud**

It is so important for kids to hear how words and punctuation intertwine to create a coherent story. Teacher can help their students improve their reading by investigate a word a day that appears in their reading text.

### **2. Reading/Writing**

Individual reading/writing conferences are the epitome of differentiation. This is where a teacher can really access student needs and meet them at their wordsmith level. Along with discussing words, for those of you who need something concrete and documented, "the list" is always a good idea. I have my students create individualized spelling lists and vocabulary lists in their writing journal, which are updated during conferencing or just on-the-go. I also create class lists of good words, such as "Buff Verbs" and "Instead of Said" words (speaker tags). It's always nice to have a reference.

### **3. Poetry**

Almost everything a student needs to know about reading and writing can be taught through poetry. The poem is very versatile: its length is less intimidating than a short story or novel; poets usually use strong words (they have to because of the length); the definitions of the words can



usually be deciphered through context clues; and, although poems are awesome fun to use, make sure you use age-appropriate poetry. We all know poets can be "out there." Sometimes after reading a difficult poem we all kind of just stare and "Dig the Heaviness." That's really all we can do. I try to "unpack" at least two to three poems a week, digging out some good words to discuss.

## **2.6. Song in the Teaching of Vocabulary in Elementary School**

Teaching English to children of Elementary school is not an easy job. The student sometimes face some problems in acquiring the language as their foreign language. Consequently, the teacher should be creative and be good model in teaching English for their students. The objective of this research is to found out the empirical evidence of the effectiveness of using song in improving students' vocabulary.

### **2.6.1. English children songs as technique**

#### **1) The Definition of Children Song**

Song is a piece of music for accompanied or unaccompanied voice or voices or, "the act or art of singing," but the term is generally not used for large vocal forms including opera.

Children are the plural of child. And the definition child itself is an individual who has not reached puberty.

Children song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message from it easily. But in fact, it can be enjoyed by everyone. It can be enjoyed by teenagers, adults, and even old people.

Children's song may be a nursery rhyme set to music, a song that young children invent and share among themselves, or a modern creation intended for entertainment, use in the home, or education.

## 2) The Basic Elements of Song

When the teachers choose the song to teach students so teacher should know the basic elements of song, they are:

### a) Melody

Melody is sweet music, tunefulness, arrangement of notes in a musically expressive succession. A melody in music is a series of linear events or a succession, not a simultaneously as in chord. However, this succession must contain change some kinds and be perceived as a single entity called melody. Melody may be said to result where there are interacting pattern of changing events occurring in time. The essential elements of any melody are duration, pitch, and quality (timbre, texture, and loudness). Melody often consists of one or more

musical phrases, motifs, and is usually repeated throughout a song or piece in various forms.

#### b) Rhythm.

Rhythm from Greek- *rhythmus*,” any regular recurring motion, symmetry” is a “movement marked by the regulated succession of strong and weak elements, or of opposite or different conditions”.

In other words, rhythm is simply the timing of the musical sounds and silences. While rhythm most commonly applies to sounds, such as music and spoken language, it may also refer to visual presentation, as “timed movement through space.

#### c) Lyrics

Lyrics are simply words of song, the lyric of song text roles not only as a complement of the song but also as important part of musical elements which determine the theme, character and mission of the song.

### 3). Teaching Vocabulary Using English Children Song as a Technique

A technique is a detailed list of rules or a guideline for any (teaching) activity.

It is based on the description of steps and can often be linked to a method or strategy.

Children Song is one of teaching technique and also media, it may be used to create a more relaxing foreign language classes. It also can be used to teach vocabulary.

Arsyad (2006) says that teaching media are means that are used to convey teaching messages. Another definition of teaching media is conveyed by National Education Association, which says that media are forms of communication either printed or audio visual and the tools.

From the two definitions above conclude that teaching media are the means that are used by the teacher to convey the teaching material to the students. It can be printed or audio visual and the tools. In Indonesia, most of English students have difficulties in learning English, they are less motivation in studying English because they believe that English is difficult. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process.

Brown (2004) states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So, teacher as facilitator in learning process should think creatively how to make English can be learnt well and make students interested in learning. One of the strategies that can be used by teacher is using media to support teaching and learning process.

According to Kasihani (2007), media can be classified into three groups, those groups are:

- a. Visual aids; it is media that can be seen such as pictures, flashcard or card short, newspaper, and map.
- b. Audio aids; it is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 player, and CD.
- c. Audio Visual aids; it is teaching media that can be seen and can be heard such as video clips, films, TV news, VCD, and TV.

According to the explanation above, the researcher concluded that the use of song can be classified as audio aid because it can be heard. In other hand, media are needed in teaching. As an addition, Endah (2008) states the functions of media are: make students easy to learn, make teachers easy to teach, give concrete description to students (they are not just imagine), make learning process exiting to reduce students' boredom, stimulate students attention and motivate them to learn. By using many kinds of media, students can do various activities.

From several explanations above, the researcher concluded that media are important in teaching learning process. It makes students easily to catch the material because they are interested in learning and the teaching learning process will be more various so that the students enjoy it. Students also will be more active in giving response to the teacher's explanation.

#### 4) The Procedure of Applying English Songs in Teaching Vocabulary.

According to Haycraft (1978), the procedure of applying English songs as follows:

- a. Play the song as many times as necessary and ask questions
- b. Show the students the script and get the class to sing it following the song
- c. Divide up the class and have a group, each singing a line.
- d. Bring out the students to conduct different combinations until the song is familiar, so it made students can caught the words in the song.
- e. Play and sing whenever you want to revise. It is a good idea to play song at the beginning of class while everyone is setting down.

#### **2.6.2. The Effectiveness of teaching vocabulary through songs to the second years students.**

In Indonesia, English becomes the foreign language that has an important role to the development of country and reforming in its teaching learning process. It has been introduced from elementary school to university that gives an opportunity to carry out the English instructor. The goal of teaching English in elementary school is to motivate the student to be more confident in studying English at higher educational level. In Indonesia, even some kindergartens in big cities have introduced it as one of the subjects. On the other hand, many formal education institution and courses also offer the same programs as the formal education do.

Teaching English to children of elementary schools is not an easy job. The students sometimes face some problems in acquiring the language as their foreign language. Consequently, the teacher should be creative and be good model in teaching English for their students presenting vocabulary since they learn English for the first time. The students are introduced with simple things around them, which are familiar to them. Meanwhile, curriculum of elementary education also contains a number of vocabularies to learn besides expression and simple sentences about things around the children, family, school, geography and their communication to the environment.

Vocabulary is central of language teaching and learning. It means that by mastering vocabulary, of course with grammar, the learners will produce so many sentences easily either in spoken or written one. They can also communicate with other people fluently and express their opinion or ideas conveniently.

SD Negeri 2 Krawangsari is one of elementary schools in South Lampung, teaching English started from the first up to sixth grade. As far as in teaching English, especially the teaching vocabulary, the teacher has been using monotones way. The teacher is accustomed in using the guided book and introducing the new words directly translation from it. Theoretically it makes the students not interested and bored in teaching learning process.

Song is one alternative ways to increase English especially on vocabulary. This is like what Wrenshall (2002) says;

“There is also plenty of evidence that song help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well.”<sup>1</sup> Songs also give students the opportunity to enrich vocabulary by vocalizing the language.

Dealing with the characteristics of young learner students, as Nambiyar (1985) states that “songs have great tendency to attract attention of students. It also introduces an atmosphere of gaiety, fun and informality in the class room. In Song is one alternative ways to increase English especially on vocabulary. Accordance with improving vocabulary, it can be great help. In this case the use of song will help the students built their vocabulary effectively. Besides, songs are easy to find in the television, cassette, radio, and mp3 player. Song also more fun and familiar to students’ ears.

Based on the background above, the writer is challenged and interested in doing this research, exactly to prove and see the effectiveness of song in teaching vocabulary, at SDN 2 Krawangsari Natar South Lampung. The objective of the study is to find out the effectiveness of teaching vocabulary through songs at SDN 2 Krawangsari of second grade in Natar Lampung Selatan.

## **2.7. Song as a technique**

Sutarjo (1988) says 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 enable 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.

Most of students have difficulties in learning English, because they believe that English subject is difficult. In that case, an English teacher needs to be responsive to the students' condition. The teacher should make students enthusiastic in learning English.

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. For example:

One and one, I love my mother  
Two and two, I love my father too  
Three and three, I love brother sister  
One, two, and three, I love everybody

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:

**HEAD... AND SHOULDER, KNEES, AND TOES... KNEES AND TOES...**

**HEAD... AND SHOULDER, KNEES, AND TOES... KNEES AND TOES...**

**AND EYE... AND EAR... AND NOSE AND MOUTH...**

**HEAD... AND SHOULDER, KNEES, AND TOES... KNEES AND TOES...**

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 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 another English aspect. It is also hoped that song can motivate students in the teaching learner process. Song 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.

## **2.8. Criteria of Selecting Song**

The researcher realized that not all kinds of songs are appropriate to be used in the 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 clearly pronounce.

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' voice, 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 follows:

1. Song about family.

Example:

One and one, I love my mother

Two and two, I love my father too

Three and three, I love brother sister

One, two, and three, I love everybody

2. Songs about animal

Example:

Baa... baa... black sheep have you any wool

Yes sir, yes sir, three bag full

One for the master and one for the dame

And one for the little girl who lives down the line

3. Song that are involving action, such as clapping or jumping.

Example:

If you happy and you know it claps your hand 2x

If you happy and you know it and you feel surely show it

If you happy and you know it claps your hand!

4. Song the children themselves make up about their daily activity.

Example:

One two three I have some fruit

Banana, orange, jackfruit, I get the from my mother

Because I always help her.

(adopted by kring kring ada sepeda melody, Indonesia song)

5. Popular song that they hear on television or radio or movie.

Example:

Twinkle twinkle little star how I wonder what you are

Up above the world so high, like a diamond in the sky

Twinkle twinkle little star how I wonder what you are

6. Songs those children can dramatize

Example:

My garden is full, of flowers of all kind

Some of them are blue and some of them are white

I water them all, at the end of the day

All standing in row so pretty and so gay

(adopted by lihat kebunku melody)

7. Catchy music commercial

Head, and shoulder, knees, and toes, knees and toes 2X

And eyes, and ears, and nose and mouth, head and shoulders knees and toes, knees and toes.

Concerning the vocabularies of the song and the curriculum of 2006 (KTSP), 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.

This research would discuss about improving students' English vocabulary achievement by using English children songs about part of body as a technique. It is done because most of students' lack of vocabulary and it can influence to master all the language skill.

## **2.9. Teaching Vocabulary through Songs**

To create a successful teaching vocabulary through song, there are some steps that are used in teaching vocabulary to the students from procedure developed by Osorio (2004), For schools in Indonesia, vocabulary is one of the language component that undirected teaching learning.

It includes in four of skill of language; listening, speaking, reading and writing. In a formal school the chance of practicing English is not much. In the formal

school the students usually study the theory but seldom practice. So to get more, the teacher has to be creative for looking for the new techniques to improve student's vocabulary so they get more interesting in receiving the material.

In daily communication, listening is the first language skill that should be owned by students at any level because there are many topics being heard when people interact one to another. To listen necessary, so that communication can be understood and meaningful. Listening to English songs constantly can be an alternative way to start a new habit to get new vocabulary. This method not only fun but also authentic, it is one of the best ways to introduce new vocabulary.

Unconsciously, we have often heard songs throughout our lives. Songs become a part of human experiences for as long as we can remember. We can listen to the songs wherever we are, and whenever we think or whatever we do. Songs are easy to find, we listen superficially on television, tape, computer or while walking at the market. We use songs as background to activities such as studying, jogging, driving a car, typing, washing, even more imaging and those becomes familiar to the ears.

Those above some other alternative ways in teaching vocabulary. The last technique that is mentioned in the list is the way that the writer will try applicant in his research using songs as a technique.



.Procedures of teaching vocabulary through song above have been modified with the teaching steps from, get ready 2 (Elementary English book).

Procedures of teaching vocabulary through song were as follows:

**A. Pre Activities:**

1. Students greet the teacher and answer the teacher's calling prepare
2. Students answer 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 get the song text from whiteboard.
2. Students listen to the lyrics twice from the teacher's reading. The students try to pronounce the words. And then the students try to pronounce the words. And then the students read the lyrics of song in chorus for three times.
3. Students listen to the teacher's singing as a model in singing the song.
4. Students sing the song together.
5. Students identify 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 observe the teacher as a model, then come in front to write the

vocabulary in English on the whiteboard to know whether they have understood the new vocabulary.

2. Students share their feelings and opinions toward the song of the topic of the song during the teaching learning activities.
3. Students do several commands from teacher and answer some questions from the teacher.
4. Students get vocabulary test from the teacher to know their individual score ( ±10 or 15 minutes ).

In the post activity, the teacher made correction of the game card performance, Teacher explained any difficulties that might arise in the class. Next, in order to achieve the aim of this research, the researcher sets two cycles of action research. Every cycle consists of two meeting in a week. One meeting is 35 minutes. Means there two cycles of four meetings need two weeks, and an extra week to anticipate ineffective learning process.

## **2.10. The Advantages and Disadvantages of Teaching Vocabulary Through Song as a Technique**

Song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication (Gunawan, 2004)

Here are lists of the main advantages for using song as a technique:

- a) Create a desire environment, students are expected to be enthusiastic in the learning process.

- b) Facilitate a positive learning mood and motivate students to learning, song helps students to focus on the material discussed and raise their concentration in the learning activities.
- c) Connect students to content topics. Students are expected to content topics. Students are expected to understand the topic that they studied through song lyrics.
- d) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing song to make they more active.
- e) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live .So, students are easy to understand the material.
- f) Stimulate imagination and creativity. Song is good stimulus to imagine and it can explore students' creativity.
- g) Embed new vocabulary. Students can enrich their vocabulary after listen to a song.
- h) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

On other hand, the use of song in teaching learning process has disadvantages.

(Lynch, 2005) Those are:

- a) Song disturbs concentrations when applying to people who hate a genre of song.
- b) Song can hurt eardrums if it is set up so loud.

According to the advantages and the disadvantages above, the researcher concluded that the use of song in the teaching learning process has a good effect rather than a bad effect. It gave good effects to activate understanding and make students easy to memorize the material.

### **2.11. Theoretical Assumption**

From the reviews above, it can be assumed that the students' interest in learning using song as a technique positively correlates with students' achievement in vocabulary. It seems that students' interest has an impact toward students' vocabulary achievement. Students who have high interest in English popular song would be easier in comprehending the verse that they listen to than the students who have low interest. Feeling interest in English popular songs means enjoying the activity, when somebody is interested in a particular phenomenon or activity they are likely to attend to it and give time to it.

However, interest is not the only factor that gave contribution in vocabulary achievement. Factors such as wide vocabulary, good learning strategies, good oral language skill, background knowledge and any other factors also can influence learning achievement. Nevertheless, the researcher still believes that interest in English song as a technique correlates with vocabulary achievement.

At last, the present research which is based upon consideration that different subjects, areas, genders, and times would make different results of the study.

### **2.12. Hypothesis**

Based on the problems in action research, entitled The Use Of English Song As a Technique To Teach Vocabulary To The Second Grade Of SD Negeri 2 Krawangsari Natar Lampung Selatan, conducted by researchers, can be formulated the following hypothesis:

1. Through song as a technique, the students' vocabulary comprehension ability can be improved.
2. The method through song as a technique is interesting and fun to implement in Elementary School to increase students' participation.
3. Using song as a teaching technique can help teacher improve teacher's performance because English teacher should be able to develop their strategy to teach the student in order to make them interest in learning the subject. Teacher can use several song in any subjects, they can choose the appropriate song with the material.