

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains various literature reviews on this issue. The literature review is divided into three primary sections: theory, a review of related studies, and conceptual framework.

2.1. Theory or Concept

2.1.1 English Song

Almost everyone loves songs. Songs are integral to our language and existence, encompassing our lives from conception to the present. Frequently, we are accustomed to the melodic tunes sung by our parents to soothe us into slumber inside the confines of our nursery throughout infancy. During childhood, we engage in activities such as playing, singing, and dancing to rhythmic verses. We frequently like listening to music produced by globally renowned performers during our teenage years. Adults frequently encounter songs through many media platforms such as television, movies, theatres, and even the evening news. Songs strengthen and enhance every feeling and emotion in our work and play. Songs serve as a vehicle through which we express our emotions. Similarly, we employ songs as educational material to acquire knowledge and skills. In English courses, song media is frequently employed to enhance our vocabulary. Using songs is a highly efficient method for teaching English. Students have a preference for engaging in singing and playing. Repeatedly listening to songs can enhance kids' ability to memorize words. Students have the freedom to select their preferred tune. Locating songs is also a

straightforward task. Individuals can access and enjoy music at any moment and location. Music enhances children's energy levels due to its inherent diversity. The students will also remain alert during the learning process, thereby preventing the classroom instruction from becoming excessively repetitive. Listening to music is a more effective method for memorizing language in comparison to other approaches. The students like to listen to their favorite songs. They will remember it when they always hear a song. When they like the song, they will often listen repeatedly until they memorize the lyrics of the song.

Song is defined as a short piece of music with words that are sung (Cambridge Advanced Learner's Dictionary 3rd). Song or music has been part of human life since long ago. Though, song has also been used in education, include in the language teaching, especially in English vocabulary teaching. According to Millington (2011) if one wants to use song in teaching vocabulary to young learners, he must develop the song as learning task. Songs can be used as effective materials for teaching vocabulary such as using the words of a song, dictating a song, using a song for gap-fill, cloze or for correction, integrating songs into project work, practicing pronunciation, stress, and intonation. By singing songs, students are taught lessons with a fun atmosphere which can create very positive effects in language learning. In short, music is an important thing for education(Murphey, 1992).

Using songs can be a good alternative to teaching English to young learners as most children love songs. In many cultures, songs are used to introduce or practice the native language to children. By using songs, students will find it easier to

understand the meaning of words and memorize vocabulary. This is because the songs have a special rhythm that stimulates the brain to catch the lyrics. Listening to songs repeatedly is very helpful for students to memorize new vocabulary. Singing many English songs can increase vocabulary. Songs can also motivate students to be more enthusiastic about learning. Songs also prevent boredom in the classroom. Singing is a fun and stress-free activity that brings a different atmosphere in the classroom so that students feel more interested in learning English. Singing songs helps students receive lessons more easily. Singing many English songs can increase students' vocabulary. As a result, the students' English grades improved well. The students get good grades. This means that songs improve students' English vocabulary.

In addition, songs are beneficial for various reasons in English classes; Griffiee (2016) identified the following reasons:

1. Music and songs have a calming effect on anxiety levels. When introduced during the early stages of language acquisition, songs and music foster a pleasant and stress-free atmosphere.
2. Songs are an effective tool for instructing vocabulary.
3. Songs are highly effective as auditory material for listening.
4. Songs can serve as supplementary materials for vocabulary enrichment, either at the conclusion of a class, during special events, or as an extra element for vocabulary acquisition.
5. Songs and music can enhance the teaching of grammar by facilitating the introduction, reinforcement, and review of grammatical concepts.
6. Songs and music bring various cultures into the classroom.

2.1.2. Vocabulary

a. Definition of Vocabulary

Vocabulary is a crucial component of learning a foreign language since it allows you to speak, read, listen, and write fluently. It is required for efficient communication, reading, listening, and writing. Vocabulary refers to the total collection of words that comprise a language. Similarly, according to Cambridge Online Dictionary, vocabulary is defined as all the words that exist in a particular language and subject. In addition, Nathan in (Ma'rifat, 2017) interprets vocabulary as a list or number of words that people know and use it regularly in daily life.

A robust vocabulary is essential in effective communication, since it transcends the importance of grammar and other linguistic elements. By possessing an extensive repertoire of words, the process of communication can be sustained. This is in line with Folse (2004) who asserts that lack of grammar can limit conversation but lack of vocabulary can stop conversation. Furthermore, vocabulary is important for assessing learners' ability in speaking, listening, reading, and writing (Richard and Renandya, 2010).

b. The Importance of Vocabulary

Vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication. The importance of vocabulary is evident on a daily basis, both inside and outside of educational institutions. In the classroom, the students that excel have the most comprehensive vocabulary. Acquiring vocabulary is crucial for effectively using a foreign language and plays a significant role in constructing coherent oral and written compositions. The acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays a vital role in all language skills such listening, speaking, reading, and writing (Nation, 2001). Alqahtani (2015) argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication.

Vocabulary plays an important part in communication since it allows for effective expression. Even if someone has a strong grasp of grammar and other language elements, communication can falter without a wide range of vocabulary. Developing a strong command of vocabulary enhances one's confidence when delving into a foreign language. Fluency in vocabulary is a crucial factor for anyone aspiring to acquire proficiency in a specific language, such as English. Acquiring a language is frequently linked to the skill of formulating coherent sentences in order to communicate effectively. Many individuals often prioritise achieving fluency and social interaction in the language they are studying, while overlooking the significance of expanding and enhancing their vocabulary. Ultimately, possessing an extensive lexicon is the primary instrument for formulating phrases and communicating with ease.

2.1.3. Teaching Vocabulary Using English Songs

In language skills such as listening, speaking, reading and writing, one should learn vocabulary first. Lewis (Rahayu & Roza, 2014) asserts that the instruction of vocabulary above primary levels primarily occurred by chance, with new words being introduced as they emerged in reading or occasionally hearing materials. When we begin learning a second language, vocabulary instruction becomes an important component of foreign language teaching and learning. To use the language, we must first master its vocabulary. Vocabulary teaching can be defined as a process or method for teaching students word units that the teacher presents.

Mora S (Rahayu & Roza, 2014) suggests that we should use good techniques in teaching English, especially in teaching vocabulary. Implementing effective vocabulary instruction approaches can enhance students' motivation to engage in challenging learning tasks, while simultaneously preventing feelings of boredom. In order to enhance students' vocabulary, educators should incorporate songs into their vocabulary instruction. Songs can serve as a medium for teaching vocabulary in the classroom. Using songs as a pedagogical tool for vocabulary instruction is an effective strategy for inspiring and engaging students or language learners as they learn English as a second language. This strategy is incredibly pleasant and intriguing, since it allows pupils to learn new vocabulary, particularly through the medium of English songs.

The process of instructing English vocabulary through English songs is categorized into four stages, namely opening activities, main activities, and closing activities.

1. Opening Activity

During the opening activity, the researcher encourages students to commence by singing a song that aligns with the subject matter to be presented. The purpose of this is to provide students with the necessary skills for learning and to stimulate their enthusiasm to acquire English language proficiency. During the upcoming exercise, the researcher presents the new target vocabulary by utilizing a song and transcribes the words on the board. During the course of the activity, the teacher poses inquiries to verify the pupils' comprehension of the vocabulary.

2. Main activity

During this main activity, the predominant activities observed were engaging in vocal performances with the students. However, before singing together, the teacher gives an example first. Once the students have achieved mastery of the song, the teacher instructs them to sing while including alterations in their movements, speed, and loudness. In this case the teacher applies the TPR (Total Physical Response) teaching method. TPR is one of the approaches and methods of teaching English developed by Dr. James J Asher. This method tries to focus on encouraging students to listen to and imitate the target language commands spoken by their teachers.

TPR (Total Physical Response) is a language teaching approach centered on the integration of physical movements to facilitate language acquisition. In this approach, the teacher provides instructions to the students to enhance their singing and movement abilities. Each student is directed to position themselves at the periphery of each row of benches and engage in synchronized singing and movement with the teacher. This involves swaying from left to right while simultaneously clapping their hands in accordance with the song's rhythm. The subsequent task is the follow-up activity. Currently, the activities consist of engaging in song listening exercises and completing vocabulary workbooks. According to Kuśnierek(2016) the follow-up stage should seek to build on the successful completion of the main core-activity stage. He further says that follow-up activities can be used to develop writing production or learned vocabulary.

In addition, at this stage the researcher also focused on how to improve the pronunciation of vocabulary in students through songs. The learning steps carried out by researchers are:

First, the researcher will first sing the song that will be used in learning. Then together with the students sing the song together repeatedly. Second, each student will be asked to come forward to the front of the class and read each vocabulary that has been written on the board to find out their pronunciation, while the researcher records using cell phone media.

3. Closing Activities

The teacher ends the lesson in this activity by singing a farewell song with the students. The teacher then asks the students to repeat the lesson at home.

2.1.4. Young Learners

The practice of instructing young learners in the English language has been widely embraced, predating the formulation of the hypothesis that younger individuals possess a greater aptitude for acquiring English proficiency. Characteristic of young learners are different from old learners. They are five to fourteen years of age (Pinter, 2006). Whereas, Stern and Weinrib (1977) defined young learners as the children between age of five to ten years old and are in primary or elementary school. Furthermore, Yuliana (2003) explained that the definition of young learners is mainly based on the years spent in primary or elementary stages of formal education before transition to secondary school. Certain youngsters exhibit rapid development, while others may require additional time. An effective instructor

of young students must possess an awareness of their individual variances, as comprehending these distinctions enables teachers to make informed decisions regarding the instructional activities employed in their teaching methodologies. As a teacher, we all know what we have to do in preparation before teaching in the classroom, such as making lesson plans, preparing teaching aids and others. Consequently, it is essential for a teacher to adequately prepare in order to ensure a seamless learning experience in the classroom..

2.1.5 CAR (Classroom Action Research)

CAR(Classroom Action Research) is a strategic approach that involves actively identifying and analyzing problems in order to find effective solutions. Classroom Action Research (CAR) refers to a study method carried out by teachers or educators within the classroom setting. It involves implementing specific actions aimed at enhancing the teaching and learning process with the goal of improving learning outcomes. A teacher should possess the ability to carry out basic research in order to enhance the standard of the teaching profession, particularly in terms of classroom instruction quality. This can be achieved through the implementation of teacher action research throughout the learning process.

The purpose of action research in schools and classrooms is broadly divided into five categories according to Cohen (Khasinah, 2013), namely: First, as a means of fixing problems that have been diagnosed in a particular situation, or improving the situation. Secondly, as a method of providing professional development, it involves providing instructors with new skills and techniques, enhancing their ability to

analyze information, and fostering self-awareness. Furthermore, it serves as a method of introducing novel and creative methods of instruction and education into established systems that typically impede progress and transformation. Additionally, it serves as a method to enhance the typically inadequate connection between active educators and scholarly researchers. Furthermore, it offers a superior alternative to more subjective methodologies for addressing classroom challenges.

The utilization of action research by the researcher has a beneficial effect on the learning activity. The learners are afforded the opportunity to enhance their proficiency, particularly in English vocabulary. Through the utilization of this approach, the researcher may ascertain the efficacy of enhancing English vocabulary acquisition in the classroom by means of English songs.

2.2. Review of Related Studies

There are several studies related to this research as follows:

The first research was by (Kurnia, 2017). This study examined how to improve young learners' vocabulary mastery in class B of TPA Tungga Dewi. The methodology used in this study is class action research. . The utilization of songs as a teaching strategy was included into various teaching and learning activities. The class action research cycle comprises the stages of planning, doing action, observing, and reflecting. The data collection in this study involved the utilization of field notes and observation lists as instruments. According to the findings of this study, the use of songs can enhance students' proficiency in vocabulary and boost their self-confidence.

The second research is by (Ma'rifat, 2017). This study examines the processes and phases involved in utilizing songs as a means of instructing English vocabulary. Furthermore, this study also seeks to ascertain students' reactions to the utilization of songs in the acquisition of English vocabulary. This study employs three methodologies to gather data: direct observation, structured interviews, and analysis of written records. The findings indicated that the teacher executed four distinct phases: introduction, main content, subsequent actions, and conclusion. Furthermore, the students responded positively to the use of songs as a method of teaching English vocabulary. The students experienced joy and derived pleasure from the educational instruction and acquisition of knowledge. Moreover, the utilization of songs enhances their comprehension of English terminology.

The third research was by (Gushendra, 2017). The objective of this study was to ascertain the substantial impact of utilizing English songs in enhancing students' proficiency in vocabulary. This research is quantitative research with experimental design. This research was conducted at SMPN 1 Kampar Timur, Kampar Regency, Riau Province. In this study, there were two groups of samples: experimental and control. This study used two variables. The variables were English songs (X) and student vocabulary knowledge (Y). The entire population was 54 students, of whom 40 were ultimately chosen as the sample for this study. Based on the results of data analysis, it can be concluded that there is a significant effect of the use of songs on students' ability in vocabulary acquisition at SMPN 1 East Kampar, Kampar Regency, Riau Province. The researcher would like to suggest that the use of songs

can improve students' vocabulary acquisition and provide motivation to students in learning English. Furthermore, the results of this study will offer diverse instructional approaches to address students challenges in enhancing their English vocabulary.

The next research was conducted by (Kuśnierek, 2016). The purpose of this study was to examine the potential impact of employing songs as a teaching tool for English vocabulary on students' ability to memorize vocabulary effectively. The result of this study is that songs allow for an exciting change in the classroom, thus energizing learning activities. Because listening to songs can be a good technique for learning a foreign language, so to know the content of the song, they read and translate the lyrics themselves. Furthermore, with songs we can also learn new words unconsciously. Many words in songs are repeated over and over again and this keeps them in mind. Songs and lyrics infiltrate people's minds and can stay in our memories for a long time. Therefore, learning through songs can be a good method to memorize vocabulary because lyrics are sung repeatedly and catchy songs can help to remember them.

Previous research conducted by (Malekian & In English, 2016). The objective of this study was to explore the correlation between English songs and vocabulary acquisition, as well as to assess the efficacy of using English songs in EFL lessons to enhance the retention and acquisition of new words. The result of this study is that English songs play a miraculous role in teaching new vocabulary, and they should be used as supplementary materials in teaching. Active vocabulary learning is an activity that gets little attention in most language classes, and this is where songs can be very

helpful. Many words related to a particular theme or emotion appear in a song. In conclusion, songs provide a fun way to introduce or review vocabulary, teach pronunciation, present sentence structures and patterns in a novel way, "it is an innovative and efficient method of using songs to improve students' listening and speaking skills" (Lynch, L.M. 1993, P.23).

Previous study by (Phisutthangkoon, 2016). The objectives of this study were (a) to study the effectiveness of song activities in vocabulary learning and retention and (b) to explore students' opinions on song activities. The sample of this study was 40 first-year students. The teaching and research materials used in this study were a song activity, a pretest, two posttests, and a questionnaire regarding students' opinions of the song activity. The study findings indicate that students exhibit a favorable disposition towards utilizing song activities as a means to enhance their acquisition and retention of language. Engaging in musical activities as a means of learning English can effectively stimulate students to cultivate and preserve their vocabulary proficiency.