

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Song

A song is a brief piece of music with lyrics. Composers often blend melody and vocals, while some have created instrumental pieces that simulate singing voices. Richard (2002), as cited by Gasma (2017), defines a song as a brief musical composition with lyrics for the human voice. It may contain rhymes and utilize a language style that differs from that used in scientific or official texts. Song lyrics are in specific tones, rhythms, speeds, and styles. Song is an effective language tool that combines culture, vocabulary, listening, grammar, and other language abilities in a few rhymes.

Using songs in the basic learner classroom offers versatility. Songs can serve multiple objectives and are an effective teaching tool. Millington (2011) notes that songs provide a possibility to improve vocabulary. Songs are effective language formation tools as they incorporate culture, vocabulary, listening, grammar, and other language components into a few rhymes. According to Isnaini and Aminatun (2021), songs are a valuable resource for introducing new English words and broadening the vocabulary of students learning English as a foreign language.

2.1.2 Song as Media in Teaching Vocabulary

Song has also been used in education as a media, including in language teaching, especially in English vocabulary teaching. Teaching vocabulary through songs enables students to acquire vocabulary through an alternative approach. According to Millington (2011), one wants to use a song to teach vocabulary, one must develop the song as a learning task. Songs offer a chance to enhance vocabulary skills, as they contain numerous words that learners can easily remember and practice. Furthermore, Songs serve as a valuable educational media for teachers to facilitate the enhancement of students' English vocabulary more effectively. The following is the framework of the song-based teaching that proposed by Millington (2011) as cited by Ma'rifat (2017):

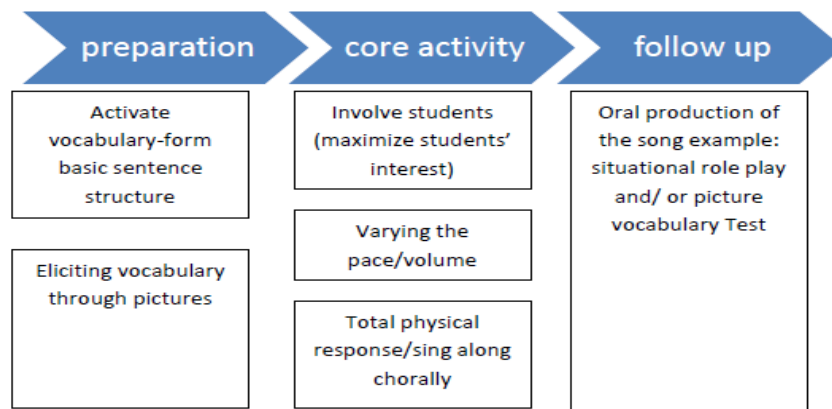


Figure 2. 1 A framework for the song-based teaching

Using song as media in the teaching-learning process has many advantages, especially in learning English vocabulary. Norton (2005) as cited by Gasma (2017) states that teaching vocabulary through songs allows the students to learn vocabulary in alternate way, one is that is less threatening yet still provides the repetition needed to learn new vocabulary. It also provides students a chance work with their musical intelligence. Since the goal of the lesson is to give students a foundation and a means to learn and apply new vocabulary words.

Some researchers have studied the effectiveness of using songs to teach vocabulary. Songs can be a highly effective teaching tool, particularly when introducing new material. Kuśnierek (2016) stated, “Using songs in the classroom, think that songs are advantageous tools, and a teacher should take advantage of it during linguistic practice.” In this case, the song becomes a medium for introducing a new language and strengthening vocabulary. They can motivate students and help create a more relaxed atmosphere during the learning process.

2.1.3 The Procedure of Using Song in Teaching Vocabulary

Using songs as a medium for teaching vocabulary can be an effective strategy to enhance students' learning experiences. Harmaini (2014), Susanti (2019), Islami (2019) and Putri and Rustipa (2023) categorizes the procedure of using songs in vocabulary teaching into 3 activities, namely Pre-teaching activities, while-teaching activities, and post-teaching activities.

1) Pre-Teaching Activities

1. Selection of Songs: Choose songs that are appropriate for the

students' age and language level. The songs should contain relevant vocabulary that aligns with the lesson objectives.

2. **Introduce Vocabulary:** Before playing the song, introduce key vocabulary words that will appear in the lyrics. This can be done through visual aids, flashcards, or simple explanations.

2) While-Teaching Activities

1. **Listening to the Song:** Play the song for the students. Encourage them to listen carefully to the lyrics and focus on the vocabulary being introduced.
2. **Lyric Analysis:** After listening, provide students with the lyrics. Engage them in a discussion about the meaning of specific words and phrases within the context of the song.
3. **Interactive Activities:** Fill-in-the-Blanks, create exercises where students fill in missing words from the lyrics as they listen again. Group Work, have students work in pairs or small groups to discuss the vocabulary and create sentences using new words. Total Physical Response (TPR), incorporate actions or gestures that correspond with certain words or phrases from the song, enhancing memory retention through kinesthetic learning.

3) Post-Teaching Activities

1. **Vocabulary Review.** Conduct a review session where students recall and use the new vocabulary in different contexts, such as through games or quizzes.
2. **Creative Expression:** Encourage students to create their own verses or a short performance based on the song's theme, integrating the new vocabulary.
3. **Feedback and Reflection:** Ask students to reflect on what they learned and how they felt about using songs in their vocabulary learning process. This can be done through discussions or written reflections.

In summary, teachers must pay attention to several procedures to implement

songs as media in teaching. Choosing an appropriate song is the main requirement because the song must be appropriate for the age of the students. Second, after choosing a suitable song, the teacher must choose an activity that matches the topic and learning objectives. The teacher ensures that the song and the learning material are applicable.

2.1.4 Definition of Vocabulary

Vocabulary is an important language component because it can help learners acquire language abilities. Students must master vocabulary when learning a new language. Hatch and Brown (1995) defined vocabulary as "a list or set of words for a particular language or a list or set of words that individual speakers of language might use." This means that teaching vocabulary should be a major focus of English instruction because poor vocabulary will make it difficult for students to understand and use the language.

Developing vocabulary is a crucial element of language acquisition. It is regarded as the primary goal of learning a foreign language because it is assumed that it is equivalent to acquiring its vocabulary. Vocabulary is essential for effective communication. Even the best grammar and language skills might fall short without a diverse vocabulary. McCarten (2007), states that vocabulary is the most important aspect of any language course. A person with a rich vocabulary in a foreign language can learn it more easily. Vocabulary is a vital component of languages, as speakers need various words to express their ideas effectively.

From the points above, it is clear that vocabulary is the foundation of language. It consists of words that can be employed by an individual speaker and is an essential instrument for language mastery. A person's vocabulary can be defined as either the set of all words that that person understands or the set of all words that that person is likely to employ when creating new sentences.

2.1.5 Aspect of Vocabulary

Vocabulary, a critical component of language proficiency, significantly influences an individual's ability to articulate ideas, comprehend texts, and communicate effectively. This includes the range of words one knows and the depth of understanding of their meanings, connotations, and contextual

applications. A well-developed vocabulary facilitates more precise and nuanced expression, enhances reading comprehension by enabling deeper interpretation of texts, and supports academic and professional achievement. Thus, vocabulary is an important part of language acquisition and the achievement of communicative competence.

Cameron (2001) emphasizes the aspect of vocabulary that relates to how words are learned and used in context. Cameron (2001) asserts that understanding words in context, including their usage, connotations, and relationship to other words, is essential for effective language learning. This approach helps students develop a deeper and more functional understanding of vocabulary, facilitating better comprehension and communication skills. According to Cameron (2001), there are four aspects of vocabulary, which are as follows:

- 1) Form: This refers to the structure of words, including their pronunciation, spelling, and grammatical aspects. Understanding form helps learners recognize and produce words correctly.
 1. Spelling: understanding the letters and words that make up a single word, known as spelling, is crucial. Spelling involves correctly forming a word by arranging the letters, even if it's not in sequence.
 2. Pronunciation: pronunciation refers to how a person pronounces words when using a language. It's a significant factor in vocabulary comprehension, especially when listening and paying attention to vocabulary in a foreign language. In pronunciation, each word has a specific stress pattern and distinct sounds at the beginning and end. Students must learn to pronounce sounds correctly and in the right place to study pronunciation effectively.
 3. Grammar: the structure of language that helps students compose and organize sentences correctly and perfectly. It's essential for conveying meaning accurately and effectively in written and spoken communication.
- 2) Meaning: This aspect involves the sense or definition of a word. It encompasses both words' denotation (literal meaning) and connotation

(associated meanings).

- 3) Use: This pertains to how words are used in different contexts, including their grammatical functions and the appropriateness of their usage in various situations. It involves knowing when and how to use specific words.
- 4) Meaning Relations: This involves understanding how words relate to each other, such as synonyms (words with similar meanings), antonyms (words with opposite meanings), and hyponyms (more specific words within a category).

2.1.6 The Procedure of Teaching Vocabulary

Teachers should use some techniques to familiarize students with vocabulary so that they understand new words easily. The technique functions not only to help the students grasp the meaning of the words quite easily but also to vary the teaching activity to avoid boredom. Harmer and Thornbury (2012) explained that there are two procedures to teach vocabulary as follows:

- 1) Presentation of Vocabulary Items. This involves introducing new vocabulary items to students through direct methods. This can include showing objects, using pictures, or providing definitions and examples. The aim is to present the meaning and use of new words in a context that students can understand. For example, a teacher shows a picture of an object, repeats the word, and asks the students to repeat it a few times. The teacher writes the word on the whiteboard, and the students are asked to spell it. It is employed in producing the proper form of the written and spoken word. Harmer and Thornbury (2012) show that showing meaning first provides a need for the form, opening up the proper mental 'files' to make the presentation more remembered.
- 2) The source of the vocabulary comes first, followed by the vocabulary. A teacher can pick up or point to an object and then state its name. For example, suppose a teacher holds a book and says, "This is a book." Students are instructed to pronounce or repeat the term multiple times until they can say it correctly. Students can also immediately point to something concrete.

In summary, there are two procedures in teaching vocabulary: First, the teacher mentions the vocabulary first, then follows it with a reference to the word. For example, the teacher can give examples by presenting pictures, movements, signs, etc., explaining the meaning of the vocabulary mentioned previously. Second, the teacher can use sources or objects that illustrate the meaning of the vocabulary and then mention the vocabulary. Both procedures are designed to enhance vocabulary acquisition by providing clear instruction and meaningful context.

2.1.7 Assessment of Vocabulary

Assessing vocabulary is a key consideration for language teachers. From the outset, it is important to identify the specific words that students are expected to recognize. Coombe (2011) outlines several types of vocabulary tests, including: Discrete vocabulary test: These tests evaluate understanding directly and use multiple-choice questions and matching formats to assess vocabulary knowledge.

1) Multiple-choice question

This test format consists of a question stem and several answer options, including one correct answer and several distractors. Students are required to select the best answer from these choices. According to Coombe et al., (2007), as cited by Coombe (2011) note that multiple-choice questions are frequently used in language assessments to evaluate students' understanding and recall.

2) Matching Formats

In matching questions, students are presented with two columns of information. They must match items from one column (the premises) to items in the other (the options). The matching format proved effective in evaluating vocabulary comprehension, allowing students to demonstrate their understanding of a wide variety of words efficiently. This method is particularly beneficial for assessing overall vocabulary proficiency.

In this research, the researcher used a matching format to facilitate students' responses to the vocabulary test by simplifying the process.

2.2 Study of Relevant Research

Several studies have analyzed the use of songs to teach vocabulary. The study conducted by Hadi (2019) has revealed that learning media, in this case, songs, not only helps teachers in teaching English; the success of songs in English teaching solves students' problems such as lack of concentration, boredom, and motivation, and the students enjoy the learning process greatly.

The next prominent study was conducted by Hulawa et al., (2022), this study explored the use of songs in teaching vocabulary to young learners. This study revealed that Songs are one of the most effective ways of learning vocabulary. Therefore, the selection of songs should consider that they should be educationally related, have simple lyrics, and not belong to a rock class. For preschoolers, the use of songs provides many crucial benefits.

Another relevant investigation by Rizkiani (2022) proved that songs could improve students' vocabulary. Songs are beneficial in the classroom in terms of vocabulary teaching. Before using English songs for vocabulary learning, the students' vocabulary test scores were low. As a result, songs are beneficial in teaching vocabulary to students. However, the studies above have several limitations, such as the context of participants and the method used are quantitative. Therefore, the researcher conducted this study to investigate and focus on the benefits and drawbacks of using songs as media in one of the lower secondary schools in Tasikmalaya.