CHAPTER II
THEORETICAL REVIEW

A. Theoretical Framework

1. Vocabulary

a. The Nature of Vocabulary

Vocabulary is an important component of language learning that students must master. This vocabulary consists of nouns, verbs, and adjectives. Tables, chairs, and pens are examples of English objects. Studying, working, and eating are examples of the work vocabulary. Sad, happy, and beautiful are adjectives. This vocabulary functions as an effective communication tool between listeners and speakers.

According to Okkan (2020), understanding is very important in the context of English as a foreign language. According to Ulfa (2019), understanding is very important for students to communicate effectively through writing, reading, listening, and speaking. According to Alqahtani (2015), vocabulary refers to the series of words a speaker needs to convey thoughts and feelings. According to Alizadeh (2016), one of the elements that students need is regularity in their mother tongue and understanding,

which is used as a basis for students who want to learn English.

According to Easterbrook (2013), understanding refers to words that summarize knowledge and information that are important to students. According to Alizadeh (2016), comprehension can be defined as understanding words and their meanings. According to Clouston (2013), understanding refers to the words in a language, including individual words and phrases that convey certain meanings.

Based on the definitions above, it can be concluded that vocabulary is important in learning English. Having a broad vocabulary can make it easier for someone to convey opinions, idea and able to communicate well with other people.

b. Types of Vocabulary

Vocabulary or words can appear in two ways (Susanto, 2017). There are oral (direct) and written (indirect) forms. Oral forms refer to words that are utilized in listening and speaking. These words can be utilized for both reading and writing. According to (Alizadeh, 2016), There are 4 types of vocabulary, including:

1) Coordination, namely several words gathered at the same level of detail,

2) Superordination, namely a word that covers another word that is subordinate to the one above,

3) Synonyms, namely several words which have the same, similar, and close meaning when placed together,

4) Collocation, refers to a group of words that commonly appear together to enhance each other's meaning.

c. Form Word Classes

Words can be categorized according to many criteria, such as phonological characteristics (e.g., monosyllabic vs. polysyllabic words), sociological aspects (e.g., general vs. technical vocabulary), and linguistic origins (e.g., loanwords vs. native words), among others. These are called word classes (Haspelmath, 2001). It's different with (Ulfa, 2019), which states that there are classes of traditional words that are commonly used, including:

1) Nouns, namely various words that are usually used to refer to people, objects, animals, places and abstract concepts

2) Verbs, namely various words that has the function

of indicating the action carried out by the subject, explaining the event or situation

3) Adjectives, namely various words that function to explain nouns or as pronouns

4) Adverbs, namely words of statement or information that function to explain about words. verbs, adjectives, and others,

5) Pronouns, namely words that replace nouns

6) Prepositions, namely a word which along with its object explains a verb, noun, or adjective

7) Conjunctions, namely words that function to connect two words, phrases, clauses or sentences

8) Numbers, namely words whose predicates are number words

9) Articles, namely words used to modify nouns, such as people, places, objects or ideas

10) Interjection, namely a short utterance used to show emotional feelings.

d. The Importance of Vocabulary

Vocabulary can be said to be the key to a person's success in speaking English (Nakhalah, 2016). An abundant vocabulary list will make someone able to speak English better. Vocabulary is utilized not just for determining word meanings but also for discovering synonyms, phrases, and other

related information. Vocabulary is fundamental for strengthening listening, reading, speaking, and writing skills in the study of English as a second language (Sari & Sutopo, 2018).

When learning a foreign language, pupils must possess and thoroughly understand vocabulary as a crucial skill. Vocabulary is essential for both learning and using language (Ronaghi et al., 2015). In other words, vocabulary is the essence of language.

Based on the insights provided by various experts, it can be inferred that vocabulary plays a crucial role in acquiring proficiency in the English language. To enhance the vocabulary and serve as evidence of proficiency in the four subject competencies.

e. Vocabulary for Junior High School

According to Harmer (2007:229), the primary responsibility of a language teacher is to teach vocabulary. Students need to see how these words are used in the communication process. According to Nation (2001:384–394), the principles of vocabulary teaching consist of content choice, format and presentation, and evaluation. The choice of content is related to the vocabulary that the learner must learn and how the new words are presented. Format,

presentation, and arrangement are related to teaching and learning techniques in the RPP.

There is no specialized vocabulary for junior high school English language learners. However, vocabulary is important for junior high school students to understand English learning. Effective and proper strategies are essential for students to grasp and become proficient in the four English language abilities of speaking, writing, listening, and reading, particularly when it comes to learning vocabulary. However, most students are unable to memorize vocabulary and have no idea what that means. Because of this, it will be challenging for the pupils to understand the English language, which is why vocabulary is crucial to the English language learning process.

In junior high school, you do not develop a complete and effective vocabulary by chance (Steinour, 2014:11). In order for the teaching and learning process in junior high schools to be successful, teachers must create a fun teaching and learning process. Ensure that the vocabulary required at this point is appropriate for the student's learning style. Students need to become proficient in the terminology that they will encounter in their daily

lives as well as in their academic pursuits. Especially in understanding nouns, verbs, and adjectives that are around and often encountered.

f. Vocabulary Memorizing Strategy

According to Schmitt (1997, quoted in Hadi & Guo 2020), vocabulary learning strategies are divided into two categories, namely:

1) Discovery strategies, which consist of definition strategies and social strategies..

2) Consolidation strategies consisting of social strategies, memory strategies, cognitive strategies, and metacognitive strategies

According to Oxford (1990, quoted in Nation 1990), strategy emphasizes the importance of strategy in memorizing vocabulary. Memorizing and understanding are two of the strategies for mastering English. This research will focus on memorization strategies for vocabulary learning.

g. Assessment of Memorizing English Vocabulary

In this study, researchers focused on students memorizing English language understanding using the introduction method (multiple choice). which consists of several components. According to Nation (2000), there are three components of understanding that can be recognized, namely form, meaning, and

use. In this component, there are five indicators that researchers will use, namely:

1) Spelling: Spelling refers to the way words are written using letters. It involves the correct sequence and combination of letters to represent a particular word.

2) Affixes: a.Prefix is a group of letters added to the beginning of a word that changes its meaning or function. b.Root is the core part of a word that carries the basic meaning. c.Suffix is a group of letters added to the end of a word that changes the meaning, function, or type of the word.

3) Synonyms and Antonym: a.Synonyms are words that have similar or identical meanings. b.Antonyms are words that have the opposite meaning.

4) Verb Grammatically: A verb is a word that expresses an action, event, or state of being. Verbs play an important role in a sentence, because they show what is happening or what exists.

5) Meaning: Meaning refers to the concept or idea presented by a word. Understanding the meaning of words is essential for effective communication and understanding.

2. Memory Strategy
   a. Definition of Memory Strategy

   Memory strategies are defined as mental activities or behaviors that achieve cognitive goals and require a lot of effort, perhaps consciously and controlled (Flavell et al. 1993).

   b. Types of memory strategy

   According to Matlin (1994), there are four types of important memory strategies, namely:

   1) Rehearsal

   Rehearsal (repetition) is a strategy used by repeating the information presented many times.

   2) Organization

   Organization is a strategy that uses grouping and categorizing things to improve memory. For example, a child will easily remember the names of his friends.

   3) Imagery

   Imagery (comparison) is comparing something with its type of characteristics.

   4) Retrieval

   Retrieval (reappearance) is the process of removing or removing information from storage (Chaplin, 2002).

3. Memorizing Vocabulary

   a. Definition of Memorize

        According to Richards and Schmidt (2010), memorizing is the process of storing information in memory. Memory is a conscious process that involves direct learning, practice, and associative learning. According to Santrock (2011), memorizing is storing information over time. According to Suryabrata (2010), memorizing is the ability to receive, store, and produce memories from the past. According to Syah (2013), memorizing is a cognitive aspect that involves coding, preserving, and recalling. According to Duong (2003), memorizing is a way to achieve good memory and helps them learn English.

        In the learning process, memorization skills are very important for students to remember things that affect their academic needs. For example, when they learn English, Memorizing itself refers to an object or event stored in a person's memory. So, it can be said that memory is a collection of events that occurred in the past that are still consciously stored and can appear in the human brain at any time.

        Based on the definition above, the author concludes that memorizing has a strong relationship with remembering several things that happened in the

past. Memorizing English vocabulary is a process or practice that stores words in memory and can be recalled when needed. Memorizing is not just about remembering words; it is also about understanding the meaning of the words. Memorizing is very useful for smoothing the communication process or the teaching and learning process using a particular language.

b. Stages of Memorize

According to Huffman (1997), there are three stages of memorizing: sensory memory, short-term memory, and long-term memory.

1) Sensory Memory

Sensory memory stores all information or stimuli that enter the body through one or more of the five senses: sight through the eyes, hearing through the ears, smell through the nose, taste through the tongue, and touch through the skin.

2) Short-term memory (STM)

According to Matlin (1994), STM is a conscious information processing center that uses mental or strategic management processes. This control process is necessary because short-term memory can only store information for a short time, namely 30 seconds, with an

information storage capacity of 5–9 bits. STM can store more than nine known pieces of information (Sdorow and Rickaugh, 2002). In addition, the translation of information in short-term memory can be achieved through the process of concentration (Huffman, 1997).

3) Long Term Memory

According to Matlin (1994), long-term memory is a storage system with a large capacity that is not limited by storage time and is updated with new information. Long-term memory is characterized by the ability to remember the past and apply it in the present (Bhinnety, 2009).

4. Classical Musics

a. Definition of Classical Music

Classical music is music from the past that always shows discipline in its performances, music that is serious to the standards of classical works, even though it was created in the present (Widhyatama, 2012). The classical music period mainly focuses on three important voyages, namely Josef Haydn (1732–1809), Wolfgang Amadeus Mozart (1756–1791), and Luwing van Beethoven (1770–1827). This gives rise to the pressure that classical music was the name of

music in Europe in the 1600s and 1900s.

Classical music is a beautiful individual creation of feeling and intention, which is then channeled into sound, melody, rhythm, and harmony. The benefits of classical music increase happiness and reduce mental stress (Mahitadinar and Nisa, 2017). Classical music such as Haydn and Mozart has clarity, visibility, and transparency that can improve concentration, memory, and spatial perception. (Ansoriyah, 2017). Classical music can affect students' concentration abilities. Many say that classical music is music that has its own rhythm and words that can provide inner peace (Wulansasi et al., 2021).

Various studies of listening to classical music show that Mozart's classical music is able to produce an effective response. Mozart's work was greatly influenced by the intelligent brain structure of its creator. His intelligence is perfectly expressed in his musical works. (Evandari, 2017). So far, classical music is believed to improve concentration. It is hoped that classical music can improve students' ability to memorize English vocabulary.

b. Mozart Classical Music

Mozart classical music is classical music created by composer Wolfgang Amadeus Mozart

(German) named Johannes Chrysostomus Wolfgangus Gottlieb Mozart. Wolfgang Amadeus Mozart is considered one of the most important and famous composers of European classical music in history. (Alhogbi, 2017).

Mozart was also a versatile orchestrator and composed music in almost every genre that existed at the time, including symphonies, operas, solo concertos, piano sonatas, and vocal music. Mozart also perfected and popularized the piano concerto at that time still relatively new. Mozart also created several religious, dance, serenade, and various forms of entertaining light music (Alhogbi, 2017).

c. Characteristics of Mozart's Music

The distinctive characteristics of the music created can be found in the specificity, clarity, balance, and transparency of Mozart's music. Although sometimes they only use simple tones. When listening to Mozart's works, listeners can feel the musical genius in every note chosen.. The composition succeeded in restoring the regularity of sounds experienced by babies in the womb (Alhogbi, 2017).

B. Previous Studies

Research by Sitta Maisyaroh (2019), entitled "The Analysis of Students' Ability in Memorizing English Vocabulary at the State Junior High School 4 Kampar," The subjects in this research were in class VIII of SMP Negeri 4 Kampar, totaling 55 students. The research design used in this research is quantitative-descriptive. Research used 20 multiple-choice questions based on the signs that students had studied in order to gather data. These questions consist of knowing the spelling of words, affixes (prefixes, root words, and suffixes), synonyms and antonyms of words, using verbs grammatically, and the meaning of these words. This multiple-choice test is used to measure students' ability to memorize English vocabulary. Based on the research results, the average of students' word spelling questions is 76, the average of affix questions (prefixes, roots, and suffixes) is 71, the average of synonym and antonym questions is 68, the average of verb questions grammatically is 49, and the average of word meaning questions is 63. Among the five components of pupils' vocabulary that they need to learn in order to memorize English vocabulary, it can be concluded that there are two dominant aspects in this research, namely the highest ability to memorize English vocabulary in spelling words and the lowest ability to memorize English vocabulary in verbs grammatically.

Research by Isma Rodhiyaty (2020), entitled "Memory Strategies used in Improving English Vocabulary Repertoire: A Case Study of Third Semester Students at Department of English Education Universitas Muhammadiyah Surakarta". This study aims at describing memory strategy used to improve English vocabulary

repertoire, a case study of third semester students at Department of English Education UMS. The purpose of this study: (1) to identify the memory strategy used by students in speaking class of third semester Department of English Education UMS, (2) describe the students preferences in using memory strategy in the classroom of speaking class. The participants are the best six students of speaking class the third semester students in DEE UMS. The type of this research is descriptive qualitative. In this study there are three method to collect the data such as observation, interviews, and questionnaires. The data was analyzed in data reduction, data display, and drawing conclusions. The results showed (1) there are four memory strategies applied by the students in learning vocabulary, namely: creating mental linkages, applying images and sounds, reviewing well, and employing action. (2) The students preferences in using memory strategy in the classroom of speaking class, namely: using keyword, associating, placing new word into a context, structural viewing, using physical responses, using imagery, and semantic mapping.

Research by Kartika Aulia Rahmi (2023), entitled "The Combined Effectiveness of Classical Music and Color on Short-Term Memory". This study aimed to investigate the combined effects of classical music and color on short-term memory performance. A sample of 20 university students as participants was randomly assigned to experimental and control groups. Levene's Test was employed to assess the equality of variances between the groups, yielding a non-significant p-value ($0.072 > 0.05$), suggesting equal variances.

Subsequently, a t-test assuming equal variances showed a non-significant result (p = 0.127 > 0.05). This implies no significant difference in short-term memory performance between the experimental and control groups. The findings contrast with prior research demonstrating the potential of classical music and color to enhance memory. While music's influence on cognition is established, this study suggests that their combined effects might not significantly enhance short-term memory. However, further research is recommended to explore various factors influencing this interaction and its potential applications in education and cognitive therapy. The research findings can serve as a foundation for students to comprehend that not all methods or stimuli will significantly enhance memory performance. Hence, students can become more discerning in selecting learning strategies that align with their preferences and cognitive traits.

Research by Risa Yuspitasari (2020), entitled "The Effect of using Music Classic (Mozart) towards Student AnxietyBefore the Exams". This research aimed to discover the level of anxiety in students before the exam and the effect of musicclassic (Mozart) to reduce such anxiety. The study was conducted at SMP Negeri 1 Ciruas with students with a high level of anxiety, which has been revealed from the results of the anxiety scale questionnaireusing a purposive sampling technique with a

total of 68 respondents. This research was used with an experimental method consisting of an experimental group and a control group. From the treatment, the results showed pre-test 12.55 in the high category andpost-test 7.852 in the medium category. This shows changes in the results before and after the treatment is given. It can be concluded that the effect of the use of music (Mozart) can reduce student anxiety before the test.

Table 2.1
Previous Studies

NO	Researcher	Title	Similiarity	Difference
1.	Sitta Maisyaroh (2019)	The Analysis of Students' Ability in Memorizing English Vocabularies at the State Junior High School 4 Kampar	There are several similarities to this research. First, to determine students' ability to memorize English vocabulary. Second, there are similarities between tests that use multiple choice.	There are several differences in this research. There are several differences in this research. First, research used classical music. Second, research used a quasi-experimental design. Third, research took different places and samples.
2.	Isma	Memory	There are	There are

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|	Rodhiyaty (2020)	Strategies used in Improving English Vocabulary Repertoire: A Case Study of Third Semester Students at Department of English Education Universitas Muhammadiyah Surakarta	several similarities to this research. First, research use memory strategiy Second, research want to improve English vocabulary	several differences in this research.First, research use spelling methods, affixes, synonyms and antonyms, grammatical verbs, and meaning methods. Second, research used junior high school subjects. Third, researchers used multiple-choice questions.
3.	Kartika Aulia Rahmi (2023)	The Combined Effectiveness of Classical Music and Color on Short-Term Memory	There are several similarities to this research. First, research use two classes Second, research use classical music.	There are several differences in this research. There are several differences in this research. First, research use memory strategy, Second, research took different

				places and samples.
4.	Risa Yuspitasar i (2020)	The Effect of using Music Classic (Mozart) towards Student AnxietyBefore the Exams	There are several similarities to this research. First, research use classical music (Mozart) Second, research use two classes. Third, researchers used a purposive sampling.	There are several differences in this research. First, researchers used memory strategy. Second, there are differences in the samples used. Fourth, researchers only used multiple choice not use questionnaires .

C.   The Conceptual Framework

Remembering or memorizing each other can improve four language skills, namely listening, speaking, reading, and writing. Limited vocabulary is an obstacle that hinders students from learning English. If they don't know how to maximize it, they will be confused and have difficulty communicating with other people.

In this study, research used Memory Strategy Classical Music by Mozzart (Clarined Concerto in a Major K 622, Which Lasted 8 Meniutes and 35 Second) on

students' capability in memorize vocabulary. By implementing this strategy, it is hoped that it will make it easier and motivate students to memorize English vocabulary for class VIII students at SMPN 2 Pasemah Air Keruh.
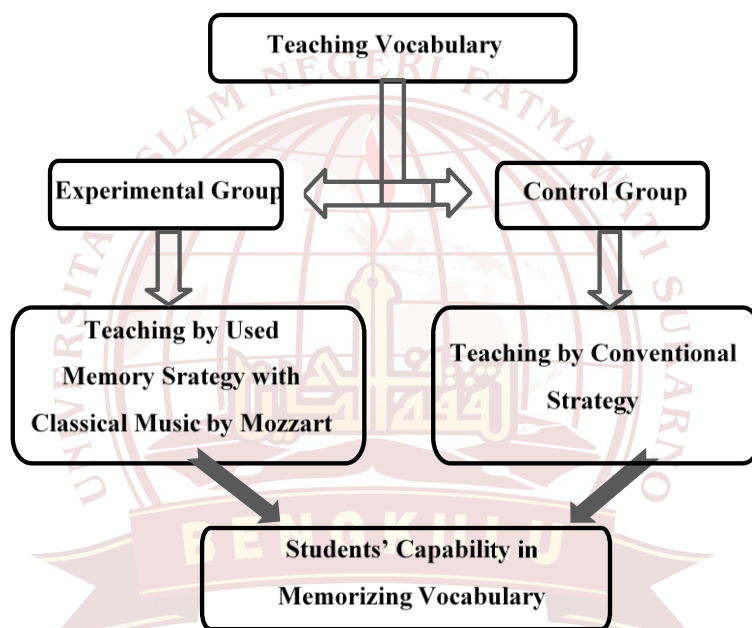
Cresswell (2013)

Diagram 2.2 Conceptual Framework

D. **Hypothesis**

Hypothesis is a significant influence on the object in research (Sugiyono, 2013: 65-66). Referring to the background of the problem explained above and the assumptions assumed. Therefore, the researcher proposed a hypothesis that there was a statistically significant increase

in students' capability in memorizing vocabulary after students were taught through the memory strategy with used classical music. Based on the framework and problem formulation described above, the researcher took a temporary hypothesis in solving the problem, namely:

(HO) : There is no significant influence of memory strategy used with classical music on students' capability in memorizing vocabulary

(HA) : There is a significant influence of memory strategy used with classical music on students' capability in memorizing vocabulary.