

CHAPTER II

LITERATURE RIVIEW

A. Theoretical Framework

1. English Vocabulary Ability In Junior High School

a. Definition of Vocabulary

Vocabulary a person's or a community's collection of written or spoken vocabulary items with cultural connotations that help them interact and blend in with society is known as their vocabulary. Gubareva and Krundysheva (2020). Students who participate in vocabulary learning activities can become more active learners and improve their memorization of words. Teaching English vocabulary to students makes them actively engaged in learning and memorizing new lexical resources, which can be strengthened when they produce to display personal and relevant senses. Understanding a word's form and meaning is essential when teaching vocabulary in English. Hutz, (2018). Thus, while teaching target language vocabulary, there are a few important reasons for grasping an utterance at the most fundamental level.

Vocabulary study is vital for introduction to students as early as possible, so that students will not find much difficulty in learning English. The study of the English

vocabulary today still stresses the concepts found in the book and only the teacher wrote on the board, making learning less effective. Therefore, the use of media was indispensable in the study of the English vocabulary. The song media is one of the appropriate media used in vocabulary studies of junior high school students, since both the lyrics and the melody correspond to the characteristics and needs of the child. The study was intended to investigate how the media of songs affected the increasing of the student's English vocabulary, and to see if the use of a child's media song could improve the student's English vocabulary.

Tarigan (2011:3) states that vocabulary/vocabulary may be defined as unchangeable or less likely to be picked up from another language. Vocabulary certainly played an important role in everyday human life. As is said by Ismawati, (2011:207) vocabulary is a vital language element, since the point of one's mind can be clearly understood only by another if it is expressed in a vocabulary. The development of vocabulary mastery affects the ability and skill to convey ideas and language correctly.

b. Kind of Vocabulary**a. Active vocabulary**

Active vocabulary is the words by which listeners and writer usually use as they are completely understood. They are the words that are recalled and used at will when a situations of speech and writing requires them. Practically, the active words are those we can automatically use when writing and speaking without stopping and forcing ourselves to remember.

b. Passive vocabulary

Conversely, terms that are not fully grasped and are therefore rarely employed in writing or speaking are referred to as passive vocabulary. In light of this, it follows that the active vocabulary requires the passive vocabulary in order to exist. Naturally, this is an optional step that must be completed before engaging with active vocabulary because different people have varying comprehension levels and words have varying degrees of meaning.

c. English Vocabulary for Junior High School

English in junior high school is quite different, to teach English to junior high school students need a student-oriented, interactive and

activity-centered approach. Junior high school children are more responsive to learning that involves them actively. At this level students also need to be involved in collaboration between students in order to make learning interesting and challenging, student involvement in activities such as presentations, creative project discussions can interest them in English, especially in vocabulary, because vocabulary is an important element in English so students must master it. English in junior high school is quite different, to teach English to junior high school students need a student-oriented, interactive and activity-centered approach. Junior high school children are more responsive to learning that involves them actively.

At this level students also need to be involved in collaboration between students in order to make learning interesting and challenging, student involvement in activities such as presentations, creative project discussions can interest them in English, especially in vocabulary, because vocabulary is an important element in English so students must master it. Students at this level are still classified as young learners where students need stimulation from the teacher and a pleasant teaching

and learning atmosphere so that students can be comfortable in learning, at this level is the 'critical period' of the student's critical period, therefore language education must be taught as early as possible because biologically it is the right time to maximize English learning in children.

d. English Vocabulary For Teaching

Since language is composed of words, teaching vocabulary is a crucial part of learning a language. Without words, language is nearly hard to learn; in fact, words are necessary for interpersonal communication. According to recent study, there may be issues with vocabulary instruction since many teachers lack knowledge about the best ways to teach vocabulary and occasionally are confused of how to begin emphasizing word learning. Vocabulary acquisition is a key component of language instruction, according to both teachers and students. One of the topics that is discussed the most when teaching English to speakers of other languages is vocabulary instruction.

Issues with the teacher must surface during the process of teaching and learning. How to instruct their students to achieve satisfactory results is a difficulty for them. It is important for teachers to

remember that teaching vocabulary is something fresh and distinct from what students are used to speaking at home. They should also consider the fact that teaching English to learners differs from teaching it to adults. The instructor needs to get ready and determine the best method to use with the pupils. Modern and varied preparation methods are essential for good teachers.

To help pupils learn and become engaged, teachers must be imaginative and knowledgeable about the subject matter. Instructors need to be aware of the traits that their students possess. To accomplish the objectives of teaching languages, they must also create effective methods and pertinent resources.

There are generally a number of methods for teaching vocabulary. Nonetheless, there are a few considerations that the majority of English teachers need to make if they wish to introduce their pupils to new vocabulary or lexical items. This implies that teachers of English want their pupils to retain new vocabulary, which must first be learnt, used, and reviewed in order for them to do so.

Teachers' tactics vary depending on a number of variables, including the subject matter, the amount of time available, and the advantages for students.

This gives educators a variety of justifications for employing particular language presentation strategies. Teachers typically use more than one strategy while delivering a single planned vocabulary word, as opposed to utilizing only one technique. According to Lelawati et al. (2018), there are three primary stages of vocabulary instruction. Every stage has a distinct set of strategies. In this manner:

1. Presentation Techniques

This method is a crucial step in introducing new words to the kids. It's critical for English teachers to be aware of the best vocabulary teaching strategies for their pupils.

2. Practical Techniques

There are numerous exercises that can be utilized during the practice phase to assist in transferring words into long-term memory.

3. The main tool for education and learning is media.

It's used to draw in students and provide content in an understandable manner. To improve their instruction, young student teachers should incorporate visuals into their lesson plans.

2. Song as a Learning Media Ability In Learning English

a. Definition of Song

According to Doren in Andianto (2010), the song is a brief piece of music set to a poem, with equal weight placed on the lyrics and the melody. It is often performed with instrumental accompaniment and can be written for one or more singers. According to Andianto (2010), a song is often a brief composition for one voice that is based on a poem or lyric. Lyrics and text can take many different forms; they can be short songs or lengthy songs, consisting of whole phrases or single words, even syllables, and they are typically combined with music. Faliyanti (2017), and Rachmawati et al. (2020). Songs are a great teaching aid, particularly when a teacher is introducing a new subject. Using music to stimulate and relax students during teaching and learning is a good idea. In addition, songs can also calm one's mind and become a tool for the development of human intelligence.

Students can acquire new words through songs. The reason for this is that music helps remember new vocabulary. Pop music is one genre that can be utilized; the term "pop" is derived from the word "popular" The act of singing and listening to music will unintentionally increase student vocabularies. Songs frequently use contemporary

language, idioms, and expressions since they are mostly written for local speakers (Susanti et al., 2019).

Singing is an art form of expressing human thoughts and feelings through its voice. Singing to a child is an activity that adds both to the vocabulary and to insights into things that are unfamiliar to him. Children will learn new words, which can enrich their vocabulary and become more adept at it. By singing a child can interact with the environment in which he or she is both verbally and non-verbally. A song, according to Thao and Herman (2021), is a unique, autonomous work of music intended to be performed by the human voice in a distinct, unambiguous tone and pattern. Some people believe that songs serve as a means of communication with others, allowing people to convey their ideas, sentiments, emotions, and thoughts through sound and song.

Singing is a musical activity with a highly personal expression because it uses instruments of the human body and is direct, as well as singing is a natural expression of expression. Singing is a way for children to learn to articulate thoughts and feelings. Emphasize that the teacher's primary

responsibility is to help students develop their independence in addition to teaching them new vocabulary. There are a few methods, such teaching children effective vocabulary-learning techniques, fostering their independence in learning new words, and utilizing whatever additional creativity they may possess to grasp the phrase.

Songs as the media of teaching materials, it is expected to be able to attract and improve children's ability to supplement and master the vocabulary in English. Songs can enhance the spirit of learning by means of melodies and rhythms that make children happy and comfortable in learning, thus creating a safe, cheerful, and fun atmosphere for the child. From some experts and theories above can be concluded that music in songs engages intelligence and improves a child's memory, it is listening to the music of children's brain cells working more actively. It can then train the motoric and ear-sensitive ability to listen to and pronounce the sentences they catch, so that the sentence or word will be more familiar to them. It can also improve the day's mood and the learning mood for children.

b. Advantages of songs as learning media

There are many advantages to using songs as a learning resource. First, songs are linguistic resources. In this case, songs are a media for introducing new languages, as well as a media for strengthening grammar and vocabulary. Songs also present the language that students already know in a new and fun form. On the other hand, songs allow for natural and fun repetition of language. Songs can be used to develop all language skills integratively, including improving students' pronunciation skills.

Second, songs are an affective/psychological resource. In addition to being fun, the song is also able to motivate students to cultivate a positive attitude towards the English. Songs are not scary or threatening for students. Even songs can help increase students' confidence. As proof that they have mastered something in English, students can proudly sing English songs in front of their parents.

Third, songs are cognitive resources. Songs help improve memory, concentration and coordination. Students become more sensitive to rhymes as a tool to interpret meaning.

The four songs can be cultural resources and social resources. Also revealed that songs provide

extraordinary benefits for pronunciation learning. Some important features of pronunciation such as stress and rhythm as well as intonation can be trained naturally through songs.

c. Disadvantages of Song as a Learning Media

Teachers have liberty to make language classes as effective as possible. According to Rahmat (2019), Language teacher should consider using conducive environment combined with appropriate strategies to enhance learning. Nevertheless, understanding English song will be more difficult if learners have poor command of English. They will encounter some difficulties and problems while listening. Issues such as pronunciation and meaning of songs, listening skills, accent of the singers and the use of blending sounds has caused problems among people who listen to songs that are not in their native language. The first problem non-native speakers of English encounter when they listen to English songs is pronunciation. Wrong pronunciation may lead to miscommunications among the singer and listener.

Besides, understanding the meaning of songs might be difficult to some EFL learners if they are not familiar with the language used. It is because

some of the songs are varied with complex vocabularies, sentence structure and the most important thing is the pace of the songs is too fast.

Another problem is listening skills. Listening skills are closely related to pronunciation. Communication may be impossible if the listening skills of a person is bad (Apin 2013). This is because when people listen to English songs, people use listening skills to comprehend the lyrics correctly so that the correct pronunciation is formed and uttered. However, sometimes it is difficult to catch every single word in the songs if the level of listening skills is low. There are some unfamiliar words that the students will hear and if their listening skill is low, they might have a problem in guessing the meaning of the sentence.

This will lead to errors in pronunciation especially when students listen to songs that are too fast in terms of rhythm and songs that are not clear and the lyrics that are not easily understandable. This is because native speakers' aspects of speech such as intonation, stress and rhythm, vowels, consonants and voiced and voiceless are different from Malaysians. For example, in Malay language, the letter 'a' is pronounced as /ʌ/ but in RP, 'a' may be

pronounced as /ʌ/, / ɑ:/, /e/, / ə/, / ei/ or even /æ/. Because of these differences, students are likely to be confused and make pronunciation errors when learning to pronounce English sounds and words especially when they listen to English songs because songs contain a lot of aspects of pronunciation

d. Song as a Learning Media for Teaching Vocabulary

Media comes from the Latin word *medius*, which means "middle", "intermediary", or "introduction", according to Munadi (2013). Although the definition of media is very diverse, it is limited to media in the learning process. However, learning media can be defined as everything that can be used to channel messages from the sender to the receiver so that it can stimulate students' thoughts, feelings, attention, and interest so that the learning process occurs. Media is broadly a person, material, or event that creates an environment that allows students to acquire knowledge, abilities, or perspectives.

Learning media are all the sources of communication needed for learning, such as hardware, such as computers, projectors, and software. In other words, learning media is part of a

learning resource or physical vehicle that contains instructional materials that are used to convey messages from the sender to the recipient of the message. According to Munadi (2013), the four major media groups involved in the learning process are as follows: audio media; visual media; audio visual media; and multimedia media. The four types of media will be described as follows:

1. **Visual media** involves the sense of sight, so the learning experience of students is highly dependent on their ability to see.
2. **Audio media** is a message that is poured into sound symbols, both verbal and non-verbal.
3. **Audio-visual media** convey messages with the sense of hearing. Film, video, and television are some examples of audio-visual media.
4. **Multimedia** is a media that can involve many senses and body parts during the learning process.

Songs are an excellent tool to help students learn English, especially because they are considered capable of motivating them during the learning process. In addition, songs are an important part of the English learning process because they make students more sensitive to

different types of meaningful sounds. Learning a language means learning different types of sounds that are meaningful. Songs can also make the class more interesting. Children will be happy and enthusiastic to perform the song that the teacher teaches them if they like it. And at that moment, they indirectly learned something.

3. Model Discovery Learning Strategy

Discovery learning can be understood as a type of learning process that occurs when students are not provided with reliable information. However, they were less prepared to be able to organize their knowledge and information in a self-sufficient manner (Maulida & Aminah, 2020). The goal of the trainees was to become knowledgeable individuals (Nur, 2020). As a result, they are not only consumers. However, it's also expected that they could participate actively, even as producers of knowledge (Suryoso, 2020).

According to Ni wayan (2017). There are four advantages of model discovery learning, including:

1. Because they engage in silent interaction during the learning process, students are more aware of the course material. They use the teaching approach to understand grammar and syntax.
2. Involve students actively in every learning process so they may make more informed decisions. In the discovery

learning model, students are able to independently assess their own progress and challenges.

3. Students can benefit from learning English since they can engage in quiet conversation to understand the subject matter being studied.
4. Students are very enthusiastic about participating in every step of the learning process, which leads to a more optimal understanding of the learning material and, consequently, academic results that meet expectations.

In applying the discovery learning model in the classroom, the stages or procedures that must be carried out in teaching and learning activities are as follows:

1. Stimulation (stimulation of stimulus) first at this stage students are faced with something that causes confusion, then proceed not to generalize, so that the desire to investigate on their own arises.
2. Problem statement (statement / Problem Identification)
After stimulation, the next step is for the teacher to give students the opportunity to identify as many problem agendas as possible that are relevant to the subject matter, then one of them is selected and formulated in the form of a hypothesis (temporary answer to the problem question).
3. Data Collection When exploration takes place, the teacher also gives students the opportunity to collect as much relevant information as possible to prove whether or not

the hypothesis is true This stage serves to answer questions or prove whether or not the hypothesis is true.

4. All information from readings, interviews, observations and so on, is all processed, randomized, classified, tabulated, even if necessary calculated in a certain way and interpreted at a certain level of confidence. Data Processing is also called coding / categorization which functions as a formation of concepts and generalizations.
5. Verification At this stage students conduct a careful examination to prove whether or not the hypothesis set earlier is true with alternative findings and is linked to the results of data processing.
6. Generalization (drawing conclusions) the generalization stage is interesting. Conclusion is the process of drawing a conclusion that can be used as a general principle and applies to all the same events or causes, taking into account the results of verification.

B. Previous Research

This sections of the analysis discusses a number of prior studies performed by other researcher with a similar emphasis to this one.

The first previous research, publish in a journal by **Hadi, M. S. (2019)**. With title “The Use Song in Teaching English for Junior High School Student.” It is possible to analyze every cycle, starting with the pre-cycle and going

through the first and second, and conclude that using songs to enhance learning has improved students' skills from the pre-cycle to cycle II. There is an 8% increase from cycle 60 to cycle 68 of the pre and first cycle from the pre cycle to cycle I. 12% of the first and second cycles' quantity is increased from cycle I to cycle II. From the first cycle of the research process to the last cycle, students' skills have increased by 20% overall. The use of songs to improve students' English proficiency is evidence that the research was successful in raising student proficiency

The second relevant studies was conducted by **Denti (2019)**. With title “The Implementation of Using English Song In Teaching Vocabulary” Following their use of songs in instruction, the pupils' comprehension of vocabulary significantly improved. The use of songs to motivate students to boost their vocabulary knowledge was demonstrated by an increase in student participation and a mean score in the posttest that was higher than in the pretest. The pupils' mean score climbed to 73.58 from 57.81, with a specific gain of 15.77. Because they were enjoying the learning process activities, the pupils were better able to understand terminology when learning through song.

The third relevant study by **Kurnia (2017)**, According to the research's findings, young learners' average pre-test score was 44,44 and their post-test score was 77,78,

indicating an increase of 33,34. To put it another way, cycle I and cycle II results demonstrated a notable increase. Cycle II's young learners' post-test had an average score of 77,78 which was higher than 75 . As a result, this media may be recommended for use in learning.

Based on some previous studies above, it shows a positive influence of using songs as a learning medium to increase student vocabulary. In the several study, it is in a different category in terms of education level or research object, research location and different characteristics also than so that in this study the researcher will raise the junior high school, namely SMPN 06 Kaur. SMPN 06 Kaur is a located in Tanjung Kemuning village, Kaur district, Bengkulu province. Therefore, this research is expected to contribute to the region by testing using songs as a learning media to increase vocabulary.

C. Conceptual Framework

The use of vocabulary is crucial when studying language. Learners must become proficient in vocabulary since it is essential for enhancing language abilities (speaking, listening, reading, and writing). As more students become proficient in vocabulary, learning English will become easier for them. In addition to being aware of the traits of their students and the language they are learning, teachers also need to be proficient in the use of instructional media, have an

understanding of the needs of younger students, and understand the process of learning. English teachers can benefit from the usage of teaching and learning media. It draws students interested in learning English, and it also facilitates deeper comprehension of the material. As a result, the song was used by the researcher as one of the media in a learning system that can make easy to memorize and enjoy during the lesson apply.

The theoretical framework underlying in this research is given in the following figure:

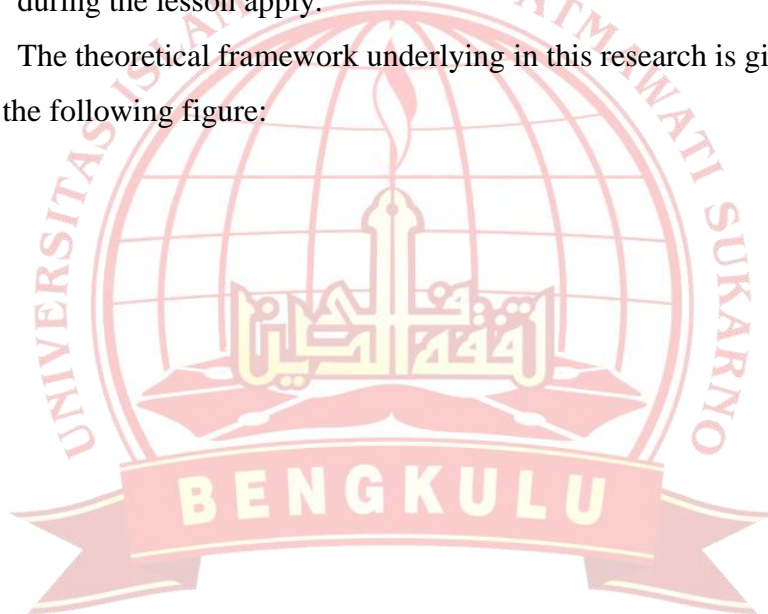
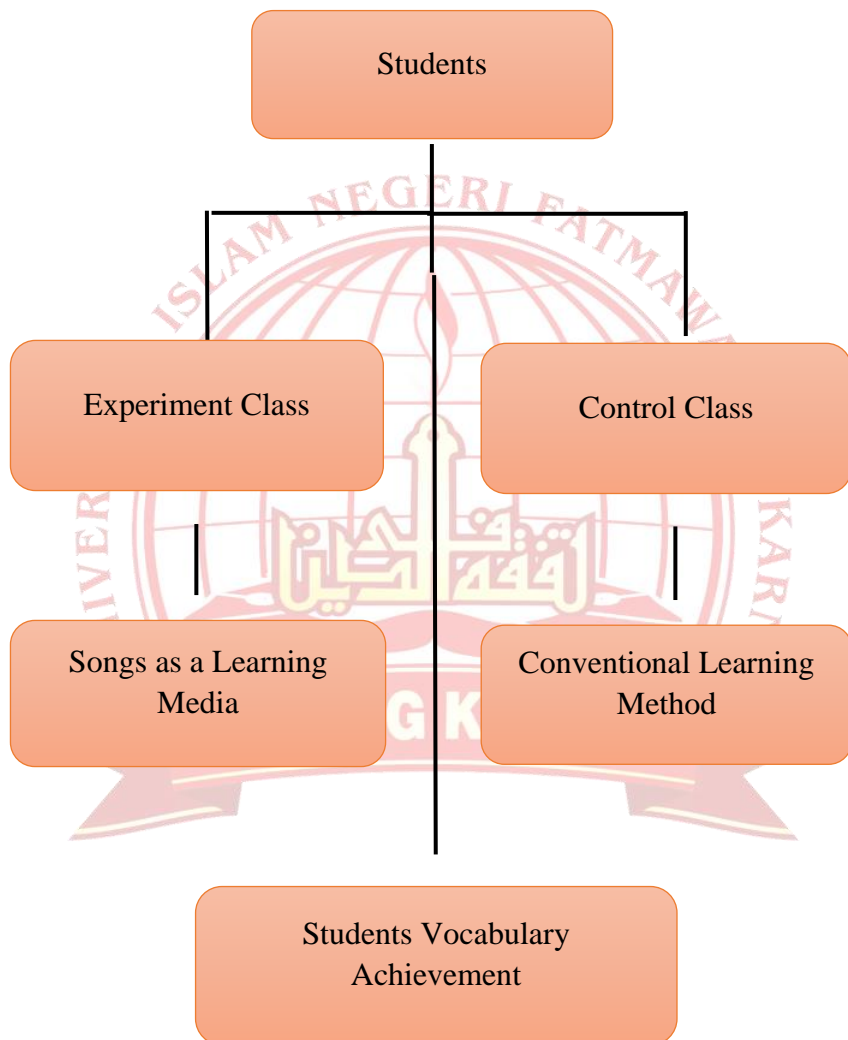


Figure 2.1
Conceptual Framework



In our educational environment, teachers must be able to adapt to technological advancements and provide ease for students in their learning. In experimental use model discovery learning is a framework conceptual learning with principles materials and open materials that must be achieved by students is not conveyed as whole but rather the students who are required to be able identify what that is want to know, seek information and material independently, as well organize what has been a final form is known Dari & Ahmad (2020). While the control class used the conventional method.

D. Hypothesis

This speaks to the fundamental convictions that researchers hold in order to carry out their work. The hypothesis, which may be expressed as follows, is based on the researcher dilemma above and is a temporary truth that the researcher has identified and should be confirmed and proven.

Alternative Hypothesis (H_a):

There is a significant effect between students who taught with song as a learning media

Null Hypothesis (H₀):

There is no significant effect between the students who taught using song as a learning media.

