

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some theories and literatures related to the Teaching Vocabulary Using Song to the Students of Preschool Program which consist of: (1) Vocabulary in Teaching Learning, (2) English Teaching Techniques to Young Learner, (3) Song as a Teaching Media, (4) Purposes of Using Song in the Classroom, (5) Principles in Choosing Children Song (6) Teaching Vocabulary Using Song, (7)The Characteristic of Preschool Student.

2.1 Vocabulary in Teaching Learning

2.1.1 The Definition of vocabulary

To know what vocabulary is, this study would like to present several definitions as follows:

Vygotsky in Thornbury (2002:01) says, “A word is a microcosm of human consciousness”. According to Linse (2005:121) vocabulary is the collection of words that an individual knows. Hornby (1995:331) says, “Vocabulary is the total number of words in a language.”

From the explanation above, the researcher defines that vocabulary is group of words or phrases in language that helps learners to read, write, and speak a language.

2.1.2 The Importance of Vocabulary.

Wilkins in Thornbury (2002:13) says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that students

who want to improve their English, they should master vocabulary. He also said that vocabulary acquisition is the largest and most important task facing the language learner.

Nagy in Hiebert and Kamil (2005:27) said that one of the main goals of vocabulary instruction is to help student improve their comprehension. He further stated that effective of vocabulary instruction is a long time proposition. Attention of vocabulary growth has to start early, in preschool, and continue throughout the school years.

Stahl and Nagy in Hiebert and Kamil (2005:4) stated that with vocabulary can referring to the student's knowledge of word meanings. It is also said that

Words are the tools we use to access our background knowledge, express ideas, and learn new concepts.... a large vocabulary is one of the most important parts of verbal proficiency. In fact, the statistical relationship between vocabulary size and intelligence is so strong.

From the explanation above, it is concluded that vocabulary is very important. The attention of vocabulary growth has to start early because vocabulary knowledge is cumulative.

2.1.3 Principles for Selecting Vocabulary

There are some principles for selecting vocabulary. Hycraft (1983:44-45) suggests the following principles to select vocabulary: (a) the commonest words. It is important to choose words that are commonly used; (b) student's need. If a student wants to know a special word, it is important teaching it to him because motivation will ensure that he remembers it; (c) student's language. Knowledge from students' language will tell the teacher which words are similar in their language and English; (d) word building. It is important to choosing a word

because a general rule can be formed; (e) topic areas. It is easier to teach vocabulary which belongs to one area of sequence.

2.2 English Teaching Technique to Young Learner

Teacher of English as second language class especially young learner has to know the techniques in teaching English. Here are some techniques and classroom activities as stated by Linse and Nunan (2005:29-33), they are: (a) Total Physical Response (TPR) activities. Total Physical Response (TPR) is a learner physically responses to oral command which are given. The students follow along with the commands and only speak when they are ready; (b) TPR songs and finger plays. TPR can be used with songs and finger plays. Finger plays are little chants that children say while moving their fingers and or hands; (c) TPR storytelling. TPR can also be used in conjunction with storytelling. It works especially well with stories where sentences patterns are repeated; (d) Yes/No card. When using yes/no card, children are asked questions and the responds by showing a yes/no cards; (e) minimal pairs. Minimal pairs are two words that differ in only one sound.

Philips in El-Nahal (2011:13) suggested the following points to bear mind for teaching young learners. They are: (a) the activities should be simple enough for children to understand what is expected of them; (b) the task should be appropriate with their abilities; (c) the activities should be largely orally based. With very young children listening activities will take a large proportion of time; (d) written activities should be used rarely with younger children.

As stated above, an English teacher has to able to create the joyful learning and teaching situation in young learner class. The kinds of activities that work

well are songs and games with action, for example through song with TPR techniques, tasks that involve colouring to improve students' vocabulary.

2.3 Song as a Teaching media

Brown (2000:7) stated 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 have many strategies and think creatively to make English can be learnt well and make the students interested in learning. One of the strategies can be used by teacher is using media in teaching learning process.

Friedes (1993:26) says, "Music is a natural motivator of movement, and whether swinging, swaying, tapping, or clapping, children practice motor and coordination skills". He further said that when listening to songs and sounds, children build concepts and language; while singing or dancing with others, they develop social and group awareness.

According to Kasihani (2008:103) media can be classified into three group, those groups are:

2.3.1 Visual aids; it is media that can be seen such as pictures, flashcard or card short, newspaper, realia, map, etc.

2.3.2 Audio Aids; it is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 player, CD, etc.

2.3.3 Audio Visual Aids; it is teaching media that can be seen and can be heard such as video clips, films, TV news, VCD, TV, etc.

Based on the statement above, song is the one of audio aids.

Audio has many advantages as stated by Friedes (1993:26) they are: (a) audio can liven up play groups; (b) audio be the inspiration for parent-child activities; (c) audio can create harmony on long trips; (d) audio stimulate children to learn, sing, play, imagine, laugh, and grow emotionally and intellectually.

2.4 Purposes of Using Song in the Classroom

One of the advantages of using song in the classroom is their flexibility. According to Purcell (2013:1-3) there are many purposes of using song in the classroom:

(a) Listening. While student sometime get bored with listening to dialog or narration repeatedly, song can be formula to solve these problems. Doing the same thing with a song often seem less monotonous because of the rhythm and melody; (b) improving pronunciation. It is interesting that sometimes student can sing the critical phonemes that they have difficulty saying correctly; (c) acquiring vocabulary. It is often as students learn songs, there will be a number of new vocabulary words; (d) working with grammatical structures. The complicated structure that may seem different from perspective when it as part of songs; (e) cultural sensitizing. One of the major assets of using song is their rich cultural.

As mentioned above, the researcher concluded that song can be used as media of teaching vocabulary in the classroom. Sometime one song can fulfil a number of their purposes simultaneously.

2.5 Principles of Selecting Children Song

There are some principles in choosing educational songs. Hubbard (1991:93-94) suggest the following reasons in selecting children song: (a) Structure and lexis and weather they are known, or indeed of any use to students; (b) Songs are suitable for the language level of students, (elementary, intermediation, advanced); (c) The age level of students, song should be suitable for the age of

students; (d) Teacher chooses songs that should have words which fit the tune naturally; (e) Songs should be more appealing to the students.

Tassoni (2002:424-428) also suggest some principles such as: (a) Songs and rhymes for young children should be fun and easy to learn; (b) Songs should have relevance to the children environment; (c) Songs should be linked to the theme, it's necessary to avoid songs or rhymes which are theme related but uninteresting; (d) Songs should be bright with clear image to attract children.

From explanation above, it can be concluded that teacher keeps in his mind these considerations when choosing a song. The teacher must choose the song that is suitable for the student's level, interest, and social context.

2.6 Teaching Vocabulary Using Song

According to Richard (2012:2) Songs can help the teacher by consolidating the teaching learning. They may be used to help establish (1) sounds; (2) rhythm and stress; (3) formulae; (4) syntactical items; (5) vocabulary.

Harmer (2001:242-245) named music is a powerful stimulus for language learning. He classified the song as one of the tools for teaching listening. He further stated that the song can change the learners' mood and it can positively influence their motivation for vocabulary learning.

“Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language”. (Mol, 2009:01)

Singing a song with a child is not only enjoyable, but also beneficial. Ott (2011:19) stated that singing together can stimulate growth in many areas of a child's development and in several areas simultaneously. He further explained

that by singing a song, it can help student stimulate language and communication skills, encourage interaction, assist in learning academic concepts, encourage expression, increase esteem, help the children relax, and help establish routines.

From the explanation above it is conclude that the song has the greatest value when it becomes an integral part of the learning processes, when it is used regularly and frequently, not only for fun but also to facilitate learning the language.

Whitaker in Purcell (2013:5) explained the steps of teaching vocabulary with song are as follows: (a) the teacher plays the song while the students look at the words silently; (b) the students repeat the words without singing them; (c) the teacher point out the new vocabularies in the song; (d) the teacher plays the song again, letting the student join in when they feel confident enough about singing along.

Haycraft (1983:95) says,

The procedures of applying English songs are: (a) play the songs as many times as necessary and ask questions; (b) get the class to sing line by line; (c) show students the script and get the class to sing it through, following the tape. Clear up queries on vocabulary; (d) divide up the class and have a group, each singing a line or verse; (e) bring out a student to conduct. Try different combinations until the song is familiar; (f) play and sing the song whenever the teacher wants. It is a good idea to play song at the beginning of class while everyone is setting down.

2.7 The Characteristic of Preschool Students

Young learners' teacher need to understand how the characteristic of children and how they learn. The following are the characteristic of childrens as stated by Scott, and Ytreberg in Susanti (2013:13-14) they are: (a) they have very short attention and concentration span; (b) young children sometimes have

difficulty in knowing what is fact and what is fiction; (c) young children are often happy playing and working alone but in the company of others; (d) young children cannot decide for themselves what to learn; (e) young children love to play and learn best when they are enjoying themselves.

McKay (2006:5) says, “Children bring to their language learning their own personalities, likes and dislikes and interests, their own individual cognitive styles and capabilities and their own strengths and weaknesses”.

In Harmer’s view the characteristic of young learner are; (a) they respond to meaning even though they do not understand the word; (b) they often learn indirectly rather than directly; (c) their understanding come not just from explanation, but also from what they see, hear and crucially have a chance to touch and interact with; (d) they generally display an enthusiasm for learning about world around them; (e) they need an individual attention and approval from the teacher; (f) they have a limited attention span. (Harmer, 2001:38)

From the explanation above the researcher concluded that the children cannot be independent and they have short attention span. It is make the teacher should have many strategies and should think creatively to create the enjoyable and fun teaching learning in the classroom. Teacher also must have big attention to the children.