

CHAPTER II

REVIEW OF RELATED LITERATURE

In this case the writer reviews the related theories and literature from the previous studies that underline her study. The writer divided the chapter into five subheadings. The first, The Aim of Teaching English in Indonesia. The second, Teaching English at Elementary School. The third, Characteristic of Young Learner. The fourth, Vocabulary, Areas of vocabulary and Why vocabulary Should Be Taught. The fifth, Songs for Teaching Vocabulary, The Criteria of Choosing Songs, The technique of Teaching English by using Songs and Songs as A Means of Increasing the Students' Motivation in Learning English. Some literatures related to the study are reviewed as a means to help clarify the present study.

2.1 The Aim of Teaching English in Indonesia

No one denies that English is a foreign language that place an important thing to be taught for the purpose of absorption and development of technology, science, culture and art, the development of international relation. It is needed to communicate with other people all over the world.

As the first foreign language in Indonesia, English become one of the important lesson that must be taught as a compulsory subject at the secondary school until university level. That is why, English become one of the essential lesson at school.

As stated at curriculum GBPP, the objective of teaching English is at the end of the study, the students are expected to be able to master the four language skills.

Based on the 1994 curriculum, there are four language skills, namely reading, listening, speaking and writing (GBPP, 1994:1) which included their components, such as grammar, pronunciation and also vocabulary. These elements are very much needed for teaching those language skills and vocabulary is the most essential for the students in learning English. If some one has a lit of vocabulary in their mind, they will never find any difficulties in learning the language and will be successful in developing the language skills.

That is why teaching English especially teaching vocabulary to the students in Indonesia very important because if the students mastery the vocabulary, they will not find any difficulties in learning and will get a great successful in developing the language skills.

2.2 Teaching English at Elementary School

No one denies that English is a foreign language that places an important high to be taught for the purpose of technology, science, culture and art, the development of an international relation, it is also needed to communicate with other people all over the world. The word “teaching can be divined as an attempt to transfer knowledge from the teacher to the learner. Moreover, according to Brown (1984:8) “ Teaching is guiding and facilitating learning enabling the learner to learn and setting the condition for learning”. While the aim of teaching English in elementary school is to give knowledge

about English and practice it. In order to anticipate the environment condition, which has been influenced by the development of the technology, science, culture and art. It is as what has been stated in GBPP for Elementary School (1994:1). It states that

Mata pelajaran Bahasa Inggris sebagai muatan lokal berfungsi memberi peluang pada sekolah dasar untuk memperoleh pengetahuan bahasa Inggris dan sekaligus menggunakannya sehingga dapat dimanfaatkan apabila diperlukan.

At the end of school year, the students expected to have the skill of reading, listening, and writing. The English language taught at the elementary level is simple patterns based on their development level and interest within the vocabulary achievement level of about 500 words. It means that the main objective of teaching English at elementary school level is to enable the students to read, listen, speak and write simple English to the end of the learning process.

Considering teaching English at elementary school as foreign language and as basic for further language learning. The institution should provide the students with the selective materials, facilities, and professional teacher. By doing so, good output and the best result can be achieved.

2.3 Characteristic of Young Learners

To create a good objective on the foreign language learning of young learners, it is better for teachers to understand the characteristic of their learners. Murdibjono (1995:174) in her seminar has explained about some important characteristics of young learners. That is : “Young learners have abilities to interpret the utterances of sentences without knowing each of word on it, they often understand the meaning of the

utterances from intonation, hand moving, or face expression. Young learners have competence to use the limited language component creatively, this competence can be applied in language learning process with use games, the learners will be forced to be creative to compete or even to in the game. Young learners are able to learn something that actually is not to learn, for instance, they often gain words from the film story or someone's story. Young learners are easy to create humorous and enjoyable things at the time they are doing activities. Young learners are always ready for something demanding their imagination and fantasy. Young learners are actually slower in learning than the older learners. Young learners are egocentric, their world are still about them selves; their happiness, their habits, or their families. Young learners tend to get bored, doe to this, variety of activities and techniques are needed in building a concept. Young learners are easy to imitate, so that they can learn to say some words that they never heard before easily”.

There are 3 psychological characteristic of child at the age 9-12, explain by Martasary (2004:22) that quoted from Manoviati, they are social characteristic, emotional characteristic and mental characteristic. Social Characteristic is, Child at the age of 9 to 12 is still pure. They want everything good and perfect without making any mistakes. They always want that their friends have, for example: one of their friends nave a good English book, moreover, if he can express some English words, of course the children will be jealous and they will also have interest in learning the language. Since English talk in elementary school, many pupils go to English course, they will ask their parents to have the same opportunities like their friends. It is a good idea to give

English as a subject in the elementary school. Emotional Characteristic is, Child at this stage does not feel shy. They are spontaneously, for example: children pronounce the word, they do not pay attention at the wrong pronunciation but they still improve it by imitating to pronounce the English words gradually which makes the words stay long in their mind. Mental Characteristic is, children do not have arguments to refuse their parents support. Although children want to be independent, they still need adults' guidance. So their pure and spontaneity to joint English course will go smoothly if their parents support and guidance to them, it is because spontaneity is good for learning new language.

2.4 Vocabulary

Hornby (1974:978) defines vocabulary as the total number of words, which make up the language. In can be said that language is arranged by so many words or phrases. He adds that vocabulary is a collection of words in language text book, usually alphabetically arranged and explained or defined.

Furthermore, vocabulary is a fundamental of language. So, there is no language without vocabulary. Shepherd (1973:39) claims that vocabulary is one of the most significant aspect of language development. Dupois (1982:158) defines vocabulary as words or phrases, which labeled part of material to be learned, and which are necessary for the students to use in talking and writing. Vocabulary is important in communication. We can not communicate with other in certain language if we do not know much the vocabulary of the language. It is supported by Shepherd (1973:39) that

vocabulary is basic to communication as one will not be able to communicate easily without knowing the words she/he wants to use. Martin (1973:37) points out that vocabulary are really important in developing the skills to interact in the target language. One is expected to master vocabulary in order to use properly in oral or written communication.

Dealing with learning English as foreign language, vocabulary is one of the components of language, which has an important role in mastering for language skills. The more vocabularies the learners have, the easier for them to develop their for language skills. This opinion supported by Kustaryo (1988:24), he states that the development of vocabulary effect the skills improvement. It does not only effect to the students reading skill but also effect to their speaking, and listening as well as writing skills. Moreover, usually those who have larger vocabulary will automatically master wider knowledge, as their background as information will able to make up more accurate expression that those who have least vocabularies.

Without ignoring other language components, it is clear that vocabulary is the most important factors in teaching learning English as foreign language even in all language. Thus, teacher should have the excellent way to make the students interested in learning objectives can be achieved successfully.

Attracting student to English class sometimes pays much time, because not all the student like English. They think English is a difficult subject. Unfortunately, even though they don't like the subject they must follow it and the result is, they get poor works.

In this case, teachers are demanded to be creative and motivate their students. Making sure that English is not difficult as what they think. Teachers can give alternative materials for example songs, games, pictures, and so on, it depends on what the theme or topic.

That statement is supported by Ostojic. He stated that "Songs can be regarded as a means to raise the interest and motivation of the student in the classroom". (1987:51). It is because all people, including students like to listen to songs. Songs are universal. They can bring fun to the person who listens to. That is why, using songs will give a big contribution and motivation to the student for learning English in a fun way.

2.4.1 Areas of Vocabulary

In general there are two areas of vocabulary. They are function words and content words or lexical words. Function words are some lexical unit of words that are used to express grammatical function (Lado, 1964:115-117). They consist of interrogator, preposition, auxiliaries, determiners, coordinators, etc. such as do, of, the, or with and, they must be learned in logical order and sequence. Content words or lexical words are words whose meanings are stated in dictionary and often states in definition synonyms, antonyms, and contextual explanation. They consist of noun, verb, adjective and adverb. For example house, work, beautiful, there, here, etc. and on the process of getting language, vocabulary can be divided into two, they are receptive vocabulary and expressive vocabulary. Receptive vocabulary is vocabulary that one acquires in learning language. In learning process of acquiring vocabulary, first one has to hear the language

before the is able to speak it. All words that one get from reading are called reading vocabulary. And expressive vocabulary is vocabularies that one has had that are use to express idea, feeling, or opinion both in oral and written forms. So, there many areas of vocabularies that the students must be learn in learning English as a foreign language.

2.4.2 Why Vocabulary Should be Taught

In learning English as a foreign language, vocabulary is an important factor when someone learns a language, it means he/she deals with the vocabulary. He/she will find vocabulary when he/she is studying reading, pronunciation, structure, and making dialogue. As Richard and Rodgers (1987:7) says that there are always vocabulary item to be learned in all book learning English in the classroom beside reading, structure, dialogue and pronunciation. There are always footnotes in reading and words exercises. From the statement above it is clear that if the student do not have sufficient vocabularies, they will not have difficulty in getting the information from the English text.

Finocchiro (1969:8) says that vocabulary mastery is needed to development the four aspect of communication namely: listening, speaking, reading, and writing. It means that in teaching English, vocabulary is the bridge for their skills to achieve a certain goal such as in speaking, reading and writing. A student who lacks vocabulary will find difficulties in the language learning process and have little chance to be successful in developing their other language.

It is wise to teach vocabulary first before the other skills to elementary school students. Because if they earned to comprehend the vocabulary, as the basic knowledge, it will help them to master the other skills and will be useful for them in the future.

2.5 The Use of Song and Technique in Teaching Vocabulary

Even though vocabulary is the most important language but not all English teachers concern in the technique of teaching it. Meanwhile, it is teachers responsibility to choose an interesting technique in order to make the students feel happy and motivated. Therefore, songs can be applied in vocabulary teaching.

Songs are especially good in introducing vocabulary because songs provide a meaningful context for the vocabulary (Griffe, 1992:5). Songs are good tool to teach vocabulary because by using songs teacher introduces the new vocabulary to the students easily. However, the songs might also the idiom in them that might be difficult to explain.

One of the definitions of songs from New Harvard Dictionary of Music is:

A form of musical expression in which the human voice has the principle role and is the carrier a text; as a generic term, any music that is sung, more specially, a short, simple voice composition consisting melody and first text (1986:765).

According to Griffe (1992:3), songs has more simple definition: “ Pieces of music that the words, songs are musical words that use words in which is called lyrics”. Thus, it is expected that songs can be used as attractive in teaching English in order to the students will not get bored. Before giving material to the students. Teachers should

prepare the material that will be taught to the student. Preparation is very important before teaching activity began, in order to make the teaching learning successfully. There are three steps according to Finocchiaro of making preparation “The teacher should determine the material that is suitable. The teacher should determine the technique in teaching learning process. The teacher should consider the time limit that he/she in teaching learning process.

The statement above shows that besides determining material they also determine the technique in teaching learning process. For teaching using songs some techniques have been done. According to Gasser and Waldman (1978:49-53), the technique is following:

- a. Introducing the songs by telling briefly the song and telling the students about the title.
- b. Pass out the copy of the lyrics to the students or write the lyrics on the board.
- c. Sing or play the song all the through.
- d. Read the lyrics out loud and ask the class question about the vocabulary, the meaning, etc. in order to check the students’ comprehension.
- e. Sing or play the song first let the class to listen each verse before attempting to sing it.
- f. Sing the whole song through a few times with the class.

2.5.1 The Criteria of Songs for Teaching Vocabulary

not all of songs especially English songs can be used in learning and teaching English. There are some criteria that should be considered in order to select good songs as follows:

The first, the songs must be based on the students' level. According to Dobson (1983:93) mentions that kinds of songs chosen depends on entirely on the age all level and interested. So, in this case the teacher should choose the interesting songs to the students.

The second, the songs must be easy and simple to learn. States that the topic of songs should be suitable to the students abilities and interest, should be manageable or to demanding of times and resources, should center around some major understanding of theme (Challahan and Clark, 1982:80).

The rhythm must appeal to the learner. The learners enjoy the songs if the rhythm is familiar to them it makes the students easy to learn the rhythm. Then the length of the songs must be considered. The length of the songs must be based on the age and interesting to the students. After that, the songs must have meaning songs. Meaning of the songs is very important. Therefore in teaching English songs must have the meaning in order to get the objective of the language teaching. The last, the songs must be also enjoyable for the learners. Enjoyment is one of the successful of teaching learning English. Therefore, the songs that are used in teaching English should be enjoyable in order to attract their attention in accepting the material.

2.5.2 Song as a Means of Increasing the Students' Motivation in Learning English

attracting students to study English sometimes pays much time because not all the students like English lesson. They think that English is a difficult subject.

Unfortunately, even though they do not like the subject they must follow it and the result is they get poor marks.

In this case, teacher are demanded to be creative and motivate their students. Making sure that English as not difficult as what they think. Teachers can give the lesson in alternative way, for example songs, games, etc. It depends on the theme or topic the lesson.

Ostojic stated that “songs can be regarded as a means to rise the interest and motivation of the students in the classroom (1987:51)”. It is because all people including students like to listen to songs. Songs are universal. They can bring fun to one person who listens to. That is why using songs can give a big contribution and motivation to the students for learning English in a fun way.