

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Vocabulary and its use in teaching and learning Process

According to Linse,Nunan, Vocabulary is the collection of word that an individual knows (2005:121). Vocabulary is list of words with their meanings especially at the back of a book used for teaching a foreign language (Oxford learner's pocket dictionary:461).

Vocabulary development is an important aspect ,of language development and the research that has been conducted in recent years is very exiting. A variety of studies have proven that appropriate vocabulary instruction benefits language students, especially school-age learners (Linse,Nunan,2005:122). According to Mckeown and Beck in linse,Nunan (2005:122) it is important to use both formal and informal vocabulary instruction that engages students cognitive skills and gives opportunities for the learners to actually use the words.

Vocabulary is an important component of language that gives great influence on learning four basic skills like listening, reading, writing and speaking since having enough vocabulary makes language become easier to be learnt. It is inline with Linse,Nunan (2005:122) who state that vocabulary should be integrated into teaching the four skill –listening, speaking, reading and writing.

2.1.1 Vocabulary in Teaching and Learning Process

When vocabulary words are thought before a new actifity, students benefit in two ways. First, they are better able to comprehend the actifity, Second,

teaching vocabulary words in advance makes it more likely that students will actually acquire the target vocabulary words. National Institute of Child Health and Human Development, 2000(Linse,2005:123).

According to Thornbury (2002:27), there are some factors that make some words more difficult than others. Those are (1) Pronunciation; (2) Spelling; (3) Length and complexity; (4) grammar (5) meaning; and (6) range, connotation and idiomatic.

Dealing with pronunciation, the words which are difficult to pronounce are more difficult to learn. It is difficult for students to learn some words that contain sounds are unfamiliar. While related to spelling, sound spelling mismatches are likely to be the cause errors. Long words are more difficult to be learn than short ones. Also problematic is the grammar associated with the word, especially if this differ from that its first language equivalent. The words with multiple meanings can also be troublesome for students. In addition, words that can be used in a wide range of contexts are easier to be perceived than their synonyms with a narrower range. Uncertainty, the connotation of some words may cause problems too. Additionally, idiomatic words or expression which generally are more difficult than words whose meaning are transparent.

Since vocabulary is often difficult to learn by students, the teacher has to be able to guide and create an interesting way to teach vocabulary. The teacher should enrich her knowledge about the technique of teaching vocabulary, she should be able to make students learning process easy.

Thornbury (2002:30) states that there are some implications for teaching of vocabulary, Those implications are

(1) Students need tasks and strategies to help them organize their mental lexicon by building networks of associations. More tasks and strategies are better,(2) Teachers need to accept that the learning of new words involves a period of 'initial fuzziness',(3) Students need to not depend on direct translation from their mother tongue,(4) Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, (5) Teaching should direct attention to the sound of new words,(6) Students should build a threshold vocabulary as quickly as possible,(7) Students need to be active in learning of words,(8) Memory of new words can be reinforced if they are used to express personally relevant meanings, (9) Not all the vocabulary that the students need can be taught, they need plentiful exposure to talk and text as well as training for self directed learning.

2.1.2 Teaching Vocabulary

Nunan (2003:133-143) states that vocabulary teaching and learning must fit the broader framework of a language course. One way to make sure that there is a balanced range of learning opportunities is to see a language course as consisting of four strands. They are learning from meaning-focused input-learning through listening and reading; deliberate language focused learning-learning from being taught sounds, vocabulary, grammar and discourse; learning from meaning-focused output-learning by having to produce language in speaking and writing;developing fluency-becoming quick and confident at listening, speaking, reading and writing.

There are some principles for teaching vocabulary according to Nunan(2002:135-140), those are (1) Focus on the most useful vocabulary gives learners the best return for their effort. (2) Focus on the vocabulary in the most appropriate way: this principle looks at what words to teach and learn and looks at how they should be taught and learned. Here will look at the four most important vocabulary-learning strategies of using word parts, guessing from context, using word cards, and using dictionaries. (3) Give attention to the high

frequency words across the four strands of a course: high frequency vocabulary needs to occur in all strands of a course. It should be given deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing. High frequency vocabulary should be fluently accessible for receptive and productive use. (4) Encourage learners to reflect on and take responsibility for learning: there is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires knowledge of what to learn and the range of options for learning vocabulary, skill in choosing the best option, and the ability to monitor and evaluate progress with those options.

2.2 Young Learners.

2.2.1 The Characteristics of Young Learners

According to Harmer (2007:82), Young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents and adults in the following ways:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- They find abstract concepts such as grammar rules difficult to grasp.

- They generally display an enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teacher,
- They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited attention span; unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so.

In relation, Cameron (2008:1) mention the characteristics of young learner.

That are:

Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children donot find it as easy to use language to talk about language; in other words, they do not have the same access as older learners to mete language that teachers can use to explain about grammar or discourse.

2.2.2 The Development Stages of Young Learners

The four- or five-year old learning a second language is a "perfect model for the idea of the critical period." According to Dr. Curtis in gordon(2012:2). The power to learn language is so great in the young child. This statement in line with Tucker that earlier is better.

Piaget grouped the children's cognitive development into four stages.

Firstly, the sensorimotor stage (ages 0-2) involves two important development processes which include the child's development of five

senses and motor development. Children learn by interacting physically with the environment to recognize things or objects.

Secondly, the preoperational stage is ranged from ages 2 to 7. At this stage, children are not able to think abstractly so that they need concrete situations to process the ideas.

Thirdly, in the concrete operation stage (ages 7-12), children have enough experiences to begin to think logically and do some abstract problem solving, such as manipulating figures or symbols and classifying, though they still learn best by doing.

The last stage is formal operation stage (12 years onward). At this stage, children are able to use abstract thinking like adults. For examples, they begin to think about “what if...questions”, work with hypotheses, and think about possibilities then check them against the reality

2.2.3 Teaching English To Young Learners

The term of “yong learners” here refer to kindergarten students (aged 4 to 6). According to Cooper(2007:5) In teaching children, the teacher should consider the following points:

- The emphasis should be on listening and speaking the language, see below for comments on reading and writing.
- Relate what you teach to what they already know in their own language; don't use the new language as the basis for teaching new concepts.

- Use as much English as possible, talk to them all the time, so that the children hear as much as possible. This gives them more opportunity to begin to understand the language and absorb its rhythm.
- Your first aim should be that the children understand the language they are being taught.
- Allow the children to respond in their first language, then repeat back to them in English what they said.
- Once they understand, then you should aim for them to produce the language.
- Start with simple vocabulary: just words, not sentences.
- Go slowly, with much repetition, to give the children as much opportunity as possible to really learn; there's no rush.
- Gradually introduce sentences, when the children are ready, always making sure the children understand the language.
- The lessons must be fun! The most important thing is that the children enjoy the lessons; the children will not learn if they do not enjoy the lessons and the children's motivation to learn is in order to participate in the lessons.
- Have a routine, so the children know what to expect and feel comfortable in the lessons.
- Start each lesson with a visual signal, to show the children that it's now the time when another language is spoken.
- Use body language, facial expressions and visual aids to make yourself understood; do not resort to translation!
- Use lots and lots of visual aids; the more visual the better, so the children have a chance to understand even before they know the words.
- Use games, to involve the children and make it fun.

- Use songs, because through these, the children learn vocabulary, grammar and the rhythm of the language without trying.
- Use stories, because the children love them and it gives them a real experience of the language.
- Use short activities, to keep the children attentive.
- Use active activities, to change the rhythm of the lesson, to keep them attentive, to stop them fidgeting.
- End the lesson with a quiet activity, to calm the children down for their next lesson.
- Speak in English as much as possible (all the time, if practical!). This allows the children to get used to the rhythm of the language and to pick up some words without really trying.
- Use the children's first language only when necessary, for example, to explain a game or for discipline purposes.

2.3 Songs

2.3.1 The Nature of Songs

According Griffie (1992:3), song is a piece of music that has words, especially popular song such those are heard on the radio. Although meaningful and have melody. Both use words to convey meaning, both can put to music and can be listened to.

Music is considered as a language of emotion. Music has the same function as the language itself: to communicate meaning. The words of music are concrete and convey the meaning in context.

In relation, according to Cakir (1999:2) a song is very strong means of triggering emotions that are contributes to socialization (a song is collective), appeals to the ear (one listens to himself while singing),

engenders pleasure (reproduction of a sound, enjoyment of the rhythm), helps to develop an aesthetic taste (expressing feelings and sentiments). Songs contain words and expressions of high frequency and offer repetition. Singing helps to acquire a sense of rhythm. It facilitates memorizing when it is associated with a linguistic item.

2.3.2 The Criteria of the Songs

Not all English songs can be used in teaching and learning English. There are several things to take into consideration when selecting songs. Griffiee (1992:7) list four categories for selecting the songs, they are:

- The class

The teacher should consider the age, the number and interest of the students.

- The teacher

The teacher should enjoy and like the songs that that will be presented to the student She should also consider what the songs that students like.

- Classroom oportunities

The best situation in using songs and music in a classroom is when the songs you are direct complement to your lesson. The song contains a structure, vocabulary or a discussion theme that can be used directly for the children.

- The music

Another thing that we should consider in selcting songs is the music. We have to Consider whether the music disturb the other class or not, wether the music support our material or not. In using songs to teach English to young learners, it would be better if you have tape recorder or CD to play them. By using a tape recorder, the teacher who canno well will be easy to teach her student. Moreover, the situation of the class will be live.

Furthermore, Griffiee (1992:8) adds that good songs are:

- Songs which your students like

- Songs which you like

- Songs which fit your lesson

- Songs which you have a copy it.

2.3.3 Techniques on Usings Songs to Teach Vocabulary

Techniques on using songs to teach vocabulary in the classroom are:

- Warming up activities.

Warming up activities are very important to be done in teaching in order to get an idea about what they will learn.

A preview or warm-up phase, sometimes called *setting the stage*, should activate learners formal, content, and cultural schemata, preparing them for lesson input and learning (Hedgcock and Ferris:142).

It will make the language learning effective. In warming up activities teacher always starts to open the lesson by greeting the students, introduces the song that they will learn and then sings the song in front of the class.

- Presentation songs.

There are several steps that can be taken by teachers in using songs in the Classroom as summarized by Long and Richard in Inayah(2010:16). The steps are:

- The students listen to the song first, so that they will have an experience of music, which make them with a new song.
- Ask the student to repeat the teacher's words in order to give correct pronunciation.

- Explain the meaning of the song. It will make the students learn the vocabulary easily.
- Have the students listened to the song repeatedly. The aim is to provide an opportunity to catch the meaning.
- Ask the students to sing along. Teacher can use variation such as with clapping hands, moving around and etc.
- Follow up activities.

To make sure that learning has taken place, teacher is suggested to engage in some types of follow up activities to evaluate learning. According to Ricard and Rogers in Inayah (2010:16), the presentation and follow up activities together should constitute an integrated and total learning experience. The steps are:

- Gives the questions to the students according to the song
- Check the students understanding.

2.4 Review of Previous Study

The writer found several previous studies which are related to this study. The title of this thesis is *The Use of Songs to Teach Vocabulary to Kindergarten Student* by Fadilatul Inayah (2010). The other one is *The Implementation of teacher Made song Lyrics for teaching Vocabulary to*

the seventh graders in Smp N 1 jetis Ponorogo(2011). They found that the use of songs to teach vocabulary is an effective way. It also gives some advantages, such as the students can remember the vocabulary easily. Through songs, the English teaching and learning process can run well.