

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some related literatures for this study. it will discuss Vocabulary, Teaching and learning vocabulary, Hip Hop Song, using music, lyric and song in teaching and learning vocabulary and the advantages of teaching using song.

2.1 Vocabulary

Vocabulary is the collection of words that an individual knows (Linse, Caroline .T. & Nunan, David, 2005: 121). This is also in line with Cameroon (2001:73) who state that, " Infants go through a period of rapid vocabulary growth as they start to name, as well as interact with the word around them".

From the theories above, vocabulary develop together with their mother language and their environment. When children grow up they also learn some words and it will increase in everyday and develop with other vocabulary or related vocabulary. For example, when children learn about numbers they will also learn some vocabularies that related with numbers or numerical such as higher, lower, much or a little.

One thing that all of the partners involved in the learning process (students, teachers, materials writers, and researchers) can agree upon is that learning vocabulary is an essential part of mastering a second language. The importance of vocabulary is highlighted by the oft-repeated observation that learners carry around dictionaries and not grammar books (Schmitt, 2010: 04).

From the explanation above, it is clear that vocabulary is one of the essential parts to understand language particularly English. In the same line, Schmitt says that vocabulary is really important as in:

One strand of this evidence is the typically high correlations between vocabulary (usually measures of vocabulary size) and various measures of language proficiency. For example, a close relationship has been shown between vocabulary size and reading (Schmitt, 2010: 04).

Furthermore, Laufer and Goldstein in Schmitt (2010: 04) states that:

“Found that knowing the form-meaning link of words accounted for 42.6% of the total variance in participants’ class grades according to a regression analysis. Given that the language class grade reflected performance on reading, listening, speaking and writing, grammatical accuracy, sociolinguistic appropriateness, and language fluency, the above figure indicates that vocabulary knowledge contributes a very great deal to overall language success.” (Schmitt, 2010: 04).

Here, the researcher can conclude that understanding vocabulary more is really important and has strong relation. The contribution is not only in four skills (reading, speaking, writing and listening) but also the other aspect of language. So, it can be concluded that vocabulary has to be understood at the early time. In this research, the researcher will explain one of the ways to master vocabulary through music, song and lyric.

2.2 Teaching and Learning Vocabulary

Teaching and learning English is, at its richest, an energizing, purposeful and imaginatively vital experience for all involved, developing youngsters’ competence, Confidence and creativity as well as building positive attitudes to learning (Cremin, 2009: 1). Based on the theory, one of the way for teachers to teach their students (for young learners) can use some aspects. Those aspects are: richest, an energizing, purposeful and imaginatively which have to be able in developing the competence, the confidence and creativity of young learners as well as building the positive attitudes in learning. So, to reach the success way in

teaching, the teacher have to fulfill some aspects above. Also, they have to teach correctly in applying the all aspect and make the student enthusiasm and determination to do something. The teachers always intend to teach purposely and imaginatively. So it can attract motivation and curiosity of the students to know more about English.

Not only those aspect that have to be an attention but also the effect of those aspect have to enhance the competences of youngsters, such as their confidence to show something which they have or to do something when the teacher ask to. Then, develop student's creativity means teaching something different, attractive, and fun which make youngster interest and still in line of the teacher purpose to teach. When they begin to interest in the new something, they will curious, like "what's law of effect emphasized the importance of stimuli that occur after a desired behavior" (Thorndike in Brown, 2007:89).

From that statement, the teacher has to use their creativity to create a good image for students. So, they will be stimulated become more curious and happy. And the teacher has to make sure that the students develop with have a good effect for their attitude in learning.

In addition, the teacher has to pay attention on the physiology side of their students or the period of the children's development who they teach. According Crinjs (Pidarta) the period of the development children around 9-13 (called Robinson Crusoe stage) have: critical thinking, competitive, desire, and ability. They want to know all of things deeply, always ask question, and investigation.

They lived in grouping and separated between girls and boys. They imitate roles play like what were they ever seen in environment.... (2007: 197).

Through the characteristic (stage or period of development commonly human) of young learner, the teacher can teach them wisely so it will make students more active and enrich their knowledge unconsciously. So when this happens, they will not feel bored and feels under pressure when they learn foreign language.

2.3 Hip-Hop Song

2. 3. 1 Music

According to Gordon Epperson at Encyclopedia Britannica (2014), music is an art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony.

So the researcher can conclude that music is the background of the tone in the class when they learn vocabulary. This music is only the instruments which comes from recorder. This music can accompany students when they start their lesson until the end of the lesson.

2. 3. 2 Lyric

The terms *Lyric* comes from Ancient Greece, like most of our technical terms in verse and poetry; it's signifies "a piece for single voice, to be accompanied by the lyre or a small harp (Little, 1966: 173).

According to Little (1966), there are some difference between music ideas and single voice that distinguish the lyric from the other forms. Those difference are: a) lyric is a poem which suitable for singing, or at least with sound of a musical kind, highly patterned. b) a lyric is a *subjective work*, being the words of a feeling, (incidentally, the voice is not necessarily that of the poet, speaking directly: it may be that of a character or mood assumed). c) The lyric is the record of the development of the single thought and emotions or a closely-connected sequence of thoughts and emotions. It is not discursive form of poetry, and the majority of lyrics are relatively short. d) The lyric often (but not always!) follows a typical plan or structure, which has much in common with a typical structure of essay, in recording adjustment of a thinking mind to a particular experience. e) The lyric is hence very often dramatic, being a record of thinking such as we find in the dialogue or soliloquies of a play. Many lyrics give a dramatic sense of “a person speaking in the situation”, even when they are not addressed explicitly to some other person, as is often the case.

Based on the explanations above, it is clear that there is a relationship between music poem (including lyric) and songs. From the first distinguish of lyric said that lyric is a poem that suitable for singing and music, it is clear that lyric is one of part that has important role that make Music and lyric becomes Songs. Moreover, lyric can be a device as enjoying drilling young learners in their vocabulary learning. Through lyric of Rap (Hip Hop) sometimes it has a same repetition of words or rhymes in the end of lyric. And drilling is one of the techniques to teach young learner to enrich their vocabulary. Besides, when they

make their own lyrics and words they will in enjoyable moments like in this research.

2. 3. 3 Songs

According to Merriam Webster, one of the definitions of Song is a short musical composition of words and music. Here song is the compound of music and lyric (words) which refers to Hip Hop Music (Rap) and the lyric contains of alliteration and repetition. Those elements are used in this research as a device to teach vocabulary.

2. 4 Using Music, Lyric and Song in teaching and Learning Vocabulary.

According to Kerchner & Abril (2009: 21),

“Music has been present in the education and care of very young children for longer than we know. Anecdotes and recommendations regarding the uses of music with babies and small children are abundant in the research literature and in the writings of Greek philosophers and other scholarly works across diverse cultural and societal contexts throughout the history of mankind (e.g., DeLoache & Gottlieb, 2000; Koskoff, 1989). These reports have made their way across the sea of time and continue to have an impact on musical caretaking behaviors and attitudes towards babies and young children”.

Based on the explanation above, music has been presented in education for a long time. It also starts since a baby, thus it looks easier to teach children in learning something which close to their everyday habitual. Moreover, according to Bredekamp & Copple in Kerchner & Abril (2009:39) states that The National Association for the Education of Young Children claims that adults who provide developmentally appropriate learning environments for young children incorporate music as an integral ingredient of holistic experiences”.

Besides, according to Ott says that Melody and rhythm can be powerful tools to assist in the retention of academic concepts that are presented. If you work with children, you are most likely aware of the power of music to enhance the recall of material. (2011: 32). Further Ott explained that through music (means song) can help children have a long memory or continuing know deferent concepts. Music can assist children in learning and retaining many different concepts such as days of the week, months of the year, number concepts, and science or history facts. (p. 32). From this theory, the researcher can conclude that, teacher can teach students in different concept including vocabulary. No matter what kinds of song teacher are used, song is still one of the methods which will be the fun methods to teach.

Nowadays, there are many researchers who take a chance to research in this field. Some of them applied some kinds of fun music, song or lyric as object to discuss or make it as the device to teaching some skills such as listening, writing, speaking or reading especially for youngsters. It is quite interesting and creative when we consider one of the characteristic of children is always looking for something which makes them feel challenging, calm, or happy. When youngsters feel happy or challenging they will not stop until they can do it. When they hear music they can sing or dance and make other lyrics. When this happens, it will be easier to make them learn a new something.

According to Ott, Singing together can stimulate growth in many areas of a child's development and in several areas simultaneously. By singing with your child, you may help stimulate language and communication skills, encourage interaction, assist in learning academic concepts, encourage self of expression, increase self of esteem, help him relax, and help establish routines (Ott, 2011: 17).

Moreover Ott explains that, Playing music, singing songs and participating in music can be amazing self of esteem boosters (p.20). He also explained that always use Music as device to create positive experiences through Music for his client. Besides, Ott also gives some different types of song that can be used to encourage growth in objective areas such as language and communication, interaction, and learning new academic concept (p. 21). In the same line Mora also states:

Language and music are relating to each other and share several features. Both music and language are comes from the same stem in processing sounds and are used to convey a message, although language is much more precise and music mostly emotional (2000: 147).

From the explanation of Mora, the researcher can conclude that there is a relation between music and language. So it is possible when many teachers teach their students using music as the device.

Besides, most people which likes songs can get some new vocabularies from the lyric and melodies (music) of the songs although they did not know what the meaning of those words. They tend faster to remember the words and it will not forget easily. From here, sometimes the students will feel curiosity with what are they sing and try to know the answer through open dictionary or ask questions to the teachers or some source.

2. 5 The Advantages of Teaching Using Song

According to Jyothirmayee (2011:3), there are some advantages of teaching English through music (song).

- Music motivates to learn
- Listening to Song Lyrics Improves Comprehension Skills.
- Singing Songs Develops Good Pronunciation
- Singing Songs Increases Vocabulary and Speech Patterns
- Music Aids Memory
- Music Brings Culture Alive
- Music acts like a stress buster
- Music saves time

There are many differences kind of English such as British, American English and Caribbean English or another country that use English as First Language. All of them have different style in the spoken, sometimes different words to pronounce. Also, there are many thousands or millions words on them. So it is almost impossible teach students at the same time of those words although it is only a few of them. Through song, it will be easier and entertainment. Because, like Ott's theory in the previous section that music (song) can be used to encourage growth in objective areas such as language and communication, interaction, and learning new academic concept.

Besides, Jyothirmayee state that, the first thing that comes in her mind about music is enjoyment. It has entertaining function that widespread in human activities, individually and collectively. Here, through music and lyric (song), it is hopefully has a powerful functions which make students easier in learning English particularly in learning the vocabulary. Because, they can remember some vocabulary through lyric directly and while they sing. And the lyric of the song will be not forgotten easily.

2.6 Previous of The Study

2. 6. 1 Rosova (2007)

In Rosova's Diploma Thesis "The Use of Music in Teaching English" this thesis, mainly dealing with significances of music, advantages and the possibility

evoking various ways of music and song in teaching language in the class room. In this study, Rosova used action research. The result of doing the research are to find out which one that have a good effect and what make students more easier in learning. And from this research, also presents the information which through this research is supposed to support the theory which can hold an opinion of music that has the ability to develop and remember vocabulary. From Rosova's thesis, the researchers tries to find the information about the usage of music. Although the study of her is different (Rosova researched the use of music in listening but this study, focus in vocabulary only) so, the information of how the use of music is really important.

2. 6. 2 Siskova (2008)

According Siskova's Diploma thesis "Teaching Vocabulary Through Music", that used action research to explore the effect of teaching vocabulary using music. Further, in her analysis she finds out that there are some conditions which make teaching using vocabulary through music can be fail and success. From those fail factors are; the lyrics were probably too abstract for students, full of unusual vocabulary, the chosen song is not loved by the students. Between the ability of student and the chosen new vocabulary must suitable with the level. In addition, we have to choose a short song to make them do not feel bored and keep focus with the song, not too fast and the artist have a clear pronounce. From Siskova's Thesis, has a same field with this study both music and vocabulary but the deference between those is, before Siskova decided what kind of music that is

used to teach, Siskova uses the questionnaire to interview the students. The subject of Siskova's thesis is the student in 7, 8 and 9 grade but in this thesis, teacher as subject who already decided use Hip Hop music without questionnaire and the other subjects of this study is student in 3 and 4 grades. Although Siskova use the hip-hop song from Eminent, this song is really long and just a view of them who likes it. Besides this song only to know the vocabulary and did not make students create their own lyric. But in this thesis, not only Song but also Hip Hop music has a role to teach student vocabulary. Here song (Music and lyric) is used in different part and combine in the next part. Moreover students have to use their creativity to make their own lyric from some vocabularies which already got and practice it by singing with hip hop music.

2. 6. 3 Chen (2011)

In Chen's thesis, "The Effects of Music Activities on English Pronunciation and Vocabulary Retention of Fourth-Grade ESOL (English for Speakers of Other Languages) Students in Taiwan", Chen observe the effects of music activities such as singing, speech and body percussion, and instrumental performance in English pronunciation and vocabulary retention of fourth grade ESOL (English for speakers of other languages) students in Chia-Yi, Taiwan that conducted in Elementary Students. The method of Chen's research is action research. Chen suggests that, firstly the interesting and comprehensive activities have an important role in language learning. Secondly, music activities may help students who have deficit disorder and singing and rhyming interesting songs provide the opportunity for students to memorize actively and feel a sense of

achievement in language learning. Thirdly, introverted (quite, shy and difficult to talk) individuals may develop a more extroverted (active, lively and friendly) personality through the Chen's designed curriculum. Fourth, Chen demonstrated the results of curriculum designed also can be applied by language teachers. This curriculum also can use for children and second language learners in their work environments.

From Chen's thesis the subject is same students at elementary students but the field is rather different, Chen use both Vocabulary and pronunciation. Chen's thesis compares two groups (experimental and controlling) to see which one of methods that works on them when they had studied English at last one year. The experimental group received the special designed music activities to help them improves their English pronunciation and vocabulary retention capabilities and controlling group received traditional methods. But, in this thesis (Teaching vocabulary using Hip Hop Songs) the researcher only doing the research for the teacher who use hip-hop as a device to teach vocabulary at Elementary school without doing experimental research.

2. 6. 4 David M.a. (2010)

This thesis "Hip-Hop 101: A University Level Course Curriculum for Examining Hip-Hop in the Modern World" is course curriculum designed for classroom use at the upperdivision university level. This thesis examines the process and the important of Hip Hop with stress (an emphasis) on it worldwide, societal implications. It includes various forms of media and daily lesson plans to

guide instructors. Moreover, the thesis also serves as a primer on the subject of hip-hop culture, its music, and history.

David's thesis has a same field in teaching in course and using Hip Hop but in different subject. Besides, this thesis also discuss about the curriculum and this study (The Use of Hip Hop Song in Teaching Vocabulary) only focus to the way of teacher who teach students using Hip Hop as device to teach vocabulary.