

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical framework, previous studies, conceptual framework, and hypothesis.

2.1 Literature Review

1. 1. 1 Vocabulary

1. 1. 1. 1 The Definition of Vocabulary

According to Bauer & Nation (1993), Vocabulary is the first step in any language study and is a fundamental factor in language acquisition. When talking about vocabulary, the first time it crossed my mind was this: vocabulary related words; They are created by how they change, how they interact with each other, and how we use them to communicate is the source. Vocabulary can be defined as “the words we need to know to communicate effectively; Words when speaking (expressive vocabulary) and words when listening (receptive vocabulary). (Neuman & Dwyer, 2009). Words are a means of expressing what someone wants to say in our thoughts, feelings, ideas, desires, dislikes, hopes and fears. As an instrument, the number of words can help us meet our needs. We can say what we need in that language and understand what people are telling us.

Vocabulary can be interpreted as the words we learn in a foreign language (Ur, 1999). According to Hornby (2015), vocabulary includes all words that someone knows or uses. Meanwhile, Finnochiaro (1989) states that vocabulary is a group of words that are known by a person or entity or that are part of a

particular language. A person's vocabulary can be interpreted as a collection of all words that people understand or a collection of all words that are likely to be used by the author of new sentences.

According to Stahl (2005), vocabulary knowledge is knowledge of a word implying not only its meaning but also its relation to the world". We continue to expand our vocabulary throughout our lives; words are powerful and open up possibilities; Of course, that's what we want for all our students. "Vocabulary knowledge is knowledge; knowledge of a word implies not only its definition but also how it fits into the world." Words can open possibilities; of course, that's what we want for students.

Vocabulary in English relates to the meaning of words and the way they are used in communication. The definition above shows that vocabulary is a list of words that are known to someone, namely words from a language and the number of words used, understood, or composed by certain individuals, people, or groups.

1. 1. 1. 2 The Importance of Vocabulary

Vocabulary, which is one of the components that can help students master language skills, such as reading, writing, listening, and speaking, is vocabulary. Students may not fully understand the conversation while listening. Students cannot write down their ideas in writing and speaking if they lack vocabulary. Students' lack of vocabulary causes all these problems. In other words, to master other language skills, vocabulary is very important.

Students must learn vocabulary, as part of the language, so they can communicate more easily. If someone doesn't have enough vocabulary, not only

can they not send messages or share their ideas with others, but they also can't understand what other people are saying. Vocabulary is one of the most important components in language development, according to (Shepherd, 1973). Vocabulary is very important for the growth and delivery of linguistic communication. In other words, vocabulary influences language significantly.

Vocabulary is the center of teaching English because students cannot understand other people or speak without having sufficient vocabulary. Furthermore, Thornbury (2002) also quotes David Wilkins, adding that without grammar very little can be communicated, but nothing can be communicated without vocabulary. It is very important for students to expand their vocabulary knowledge and develop strategies to learn to expand their vocabulary, especially when they speak more fluently in English. Students often realize how important vocabulary while learning their language. Sometimes, understanding the meaning of a word is more difficult than understanding the meaning of the grammar itself. Furthermore, Schmitt (2010) noted, "students bring a dictionary, not a grammar book".

From the explanation above it is clear how important vocabulary knowledge is for the acquisition of language skills. By expanding our vocabulary, students can acquire other language skills. Students cannot read, speak, write, and listen to other people's ideas or perspectives if they do not have vocabulary knowledge. Without knowledge of vocabulary, students cannot communicate well with other people in this world.

1. 1. 2 Song

1. 1. 2. 1 Definition of Song

song is part of art, meaning that music reflects how a person's work of art looks in the media of human voice or voice. Sounds produced by various musical instruments For centuries, music has been a part of human life and its presence is increasingly important in modern society. For this reason, music has also become a very popular culture. For some people, music is a way to entertain themselves and relieve stress. We can relax more and enjoy the song. Songs can also affect brain function, especially in young children, which can absorb more memory. This was revealed by (Zain, 2013) who said that "increased general and spatial cognitive development in children who take piano lessons and music-making can also improve the production of natural brain regulatory hormones such as melatonin".

Songs as musical works that are sung with words must express thoughts and feelings. A song has two elements, words and music. "Songs are as long or even longer than we can pronounce, lovely human friends. As an integral part of our linguistic experience, they can be invaluable when teaching a foreign language."³ When listening to songs is well focused, listeners easily grasp their meaning. Conversely, listeners have difficulty understanding the lyrics when they are not focused. one way to find out the true meaning is by analyzing the content of the lyrics to find out the meaning of figurative language.

Edgar said that a song is music that is sung. Futonge also said that a song is a language package that combines grammar, vocabulary, listening, culture, and the use of other languages into several rhymes.

There are so many genres of songs, ranging from pop songs, jazz, rock, religious songs to Indonesian songs, namely dangdut songs. This type of dangdut song is only found in Indonesia, so dangdut is one of Indonesia's unique songs. Dangdut songs are also known as folk music because almost all Indonesian people like this music. Dangdut songs are not only popular in Indonesia, but also tourists and people from other countries also like to listen to them. There are many Indonesian dangdut artists who can make people happy through dangdut songs.

1. 1. 3 English Song as Vocabulary Learning Strategies

Since most students know songs in English, songs can be a great resource for English lessons. Classes can be fun too, and learning is fun. It doesn't take a lot of time or requires a lot of meetings to be held (Agustina, 2016). To make children more interested in English, teachers are required to be creative. Their love of English will be an important basis for achieving better English skills. Songs in the classroom can aid effective learning because they make lessons more enjoyable, reduce anxiety, increase students' interest, and increase their motivation to learn. The popularity of pop songs ensures that these songs have the ability to encourage students to learn languages (Limbong, 2012). English songs that are considered fun and not boring help students become more interested in learning. The vocabulary that students need to master when learning songs is the words in the lyrics.

Students can expand their vocabulary by listening to English songs. Also, although most students find learning English by listening to songs entertaining, the fact is that they learn naturally and unconsciously, which is a much more enjoyable and successful method of improving their English skills. language awareness is similar to memorizing vocabulary songs without a grammar book (Shen, 2003). Therefore, memorizing English songs is considered helpful in learning vocabulary.

1. 1. 4 The Relationship Between Vocabulary and English Songs

In the teaching and learning process, song media can help students memorize new words through fun activities in the experimental class. Students also admit that materials made by the teacher can help them memorize new words (Rusydah, 2015).

In addition, Songs can entertain students while they are studying. From the song, By repeating the lyrics, students can acquire a lot of vocabulary and memorize words more easily that way. Lozanov (2002) claims that the mood created by songs improve the memorization of new vocabulary, because people remember something pleasant and melodious more easily than simple phrases.

2.2 Previous Studies

Some reviews of related research findings from the previous researcher are included in this study.

Gushendra (2017) on his thesis entitled “An Experimental Study: Improving Students’ Vocabulary Mastery by Using English Songs”, which conducted at

SMPN 1 Kampar Timur with 53 students as a sample. The student test scores in the experimental class were very good, namely 82.25 and in the control class, students scored quite well, namely 63.25. In inferential analysis, a significant value of 0.000 greater than alpha 0.05 was obtained, which means the alternative hypothesis (H_a) is accepted. Therefore, the use of songs can improve students' vocabulary mastery. Based on the results of the data analysis, it can be concluded that using music meaningfully in relation to students' vocabulary mastery SMPN 1 Kampar Timur, Kampar Regency, Riau Province.

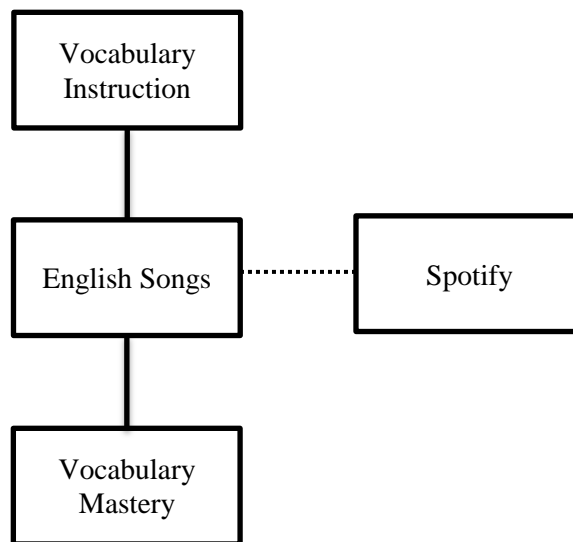
According to Muflihah (2017), this study aims to find out how English songs can encourage students to learn English. Fifteen elementary school students from the An-nur Surabaya orphanage community group were involved in this study. Data was collected by conducting assessments of students' vocabulary mastery both before and after the test, and the results indicated that students show a positive response to this activity and show that their vocabulary has improved.

Three previous studies examined how effective the use of English songs is to improve elementary, middle and high school students' English vocabulary mastery. However, none of the studies focused on vocational high school students. Thus, it becomes the inspiration for the researcher to conduct the study in that field to strengthen the body of theories.

2.3 Conceptual Framework

Conceptual framework of this research illustrated as follows:

Figure 2. 1 Conceptual Framework



2.4 Hypotheses

The hypothesis is a temporary answer to an existing problem that has been mentioned in the question (Sugiono, 2013). Based on the above, it can be assumed that:

Null Hypotheses (H_0): There is no significant effects of using English songs to improve students' vocabulary mastery in high schools.

Alternative Hypotheses (H_a): There is significant effects of using English songs to improve students' vocabulary mastery in high schools.