CHAPTER II

REVIEW OF RELATED LITERATURE

Based on the basic information in chapter I, this chapter discusses some reviews of related literature. It covers vocabulary, types of vocabulary, technique of teaching vocabulary, and pop song. Each section is presented as below:

2.1 Vocabulary

In learning a language, vocabulary plays an important role. According to Richard and Renandya (2002: 255), “vocabulary is a core component of language proficiency and provides much of the basis of how well learners speak, listen, read and write”. They also say that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often found difficulty in comprehending an English text. In line with Richard and Renandya (2002), Riyanto (2010: 6) explains that “The ability in expressing our idea or thought in English orally or in written form is very influenced by the number of vocabulary that we have known and understand”. It means that how much our idea or though in English that we can express, it depends on how much vocabulary we have known, orally or in written form. Accordingly, the more English vocabulary we know the more effective our communication can be. While from another perspective, Thornbury (2002: 14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone’s knowledge of words.

In conclusion of definitions above, vocabulary is part of language system that people used to communicate which consists of a large collection of items. Vocabulary also plays an important role in learning a language. Therefore, the more English
vocabulary we know, the more idea or thought we can express in English, orally or in written form.

2.2 Types of Vocabulary

There are different kinds of vocabulary according to different experts’ point of views. They classify the types of vocabulary into different aspects. Johnson (2008: 93) elaborates four different types of vocabularies, they are:

1. Listening vocabulary

Listening vocabulary includes the words we hear and understand, commonly referred to as words we know or we can recognize when listening to speech. This is the largest of our vocabularies and the one upon which the others are built.

2. Speaking vocabulary

Speaking vocabulary includes the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself). Thus, adding both depth and dimension to our word knowledge enables us to express our thoughts more efficiently and effectively.

3. Reading vocabulary

Reading vocabulary includes the words that we are able to understand when we read text. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students’ listening vocabularies makes learning to read easier.
4. Writing vocabulary

Writing vocabulary includes the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

Different from Johnson’s perspective, Nation (2001: 24) divides vocabulary into two types. They are receptive vocabulary and productive vocabulary. Receptive vocabulary uses distinguishing the form of a word while listening or reading and retrieving meaning. Then, productive vocabulary is used to express a meaning through speaking or writing and producing the appropriate spoken or written word form.

In line with Nation’s (2001) perspective, Ellis and Sinclair (1989) also divide vocabulary into two types. They divide it based on the characteristics of the words.

1. Active vocabulary

Active vocabulary refers to item which learners can use appropriately in speaking or writing, and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. In simple words, an active vocabulary is clearly understood to use in daily life by learners when speaking and writing, although the learners will face the difficulties to understand the collocation and connotation meaning when practicing of it.

2. Passive vocabulary

Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening, and it is also called as receptive vocabulary. The learners can recognized the language items, but this type of vocabulary cannot be used in writing or speaking.
As an inference, English has various kinds of vocabulary that needed to be learnt in order to use English effectively. Therefore, teachers have to know them in purpose giving consideration which is suitable to be taught to the students to help them in learning English.

2.3 Technique of Teaching Vocabulary

Teaching vocabulary to students seems to be the simplest thing to do. In fact, teaching vocabulary is not just means showing new words. The teachers need a good preparation before teaching vocabulary in the classroom, therefore in order to make the teaching and learning process effective and efficient, teachers should choose the appropriate technique or using the right media that is best for students.

The implementation of teaching techniques of vocabulary is divided into kinds of teaching activities, namely teacher-centered activities and student-centered activities (Gairns and Redman 2003: 73). The techniques which are included on teacher-centered activities are techniques that the item is more selected by teacher than learners. Whereas the techniques which are included on student-centered activities are techniques which permits the students learn independently and more responsible in their own learning.

2.3.1 Technique of Teacher-Centered Activity

Technique of teacher centered activity is divided into three techniques such as: visual technique, verbal technique and translation technique (Gairns and Redman 2003: 73).
2.3.1.1 Visual Techniques

There are two categories of visual techniques. According to Gairns and Redman (2003: 73), there are two categories that included in visual techniques namely visual and mime gestures.

2.3.1.1.1 Visual

Some example items included in visual are flashcard, photograph, pictures or blackboard drawing, wall charts and realia (objects themselves). This technique is usually used by teachers in order to make the process of teaching learning vocabulary more interesting for students. For example, teachers can show some vocabulary pictures in front of class such as food or furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions and activities (such as sports and verb movement). Teachers can also use the realia or real object to introduce new vocabulary in classroom. For example teachers can use whiteboard, black board, table, chair, eraser and pen in classroom as object in learning vocabulary. Therefore, the students can learn and understand easily about the new things of vocabulary around them.

2.3.1.1.2 Mime and Gestures

Mime and gestures are usually used as another way when teachers have difficulties to conveying meaning. Therefore, teachers can use mime and gestures to illustrate it in order to make the students understand well the meaning.
2.3.1.2 Verbal Techniques

There are five categories included in verbal techniques such as: illustrative situations (oral or written), synonymy and definition, contrast and opposites, scales and examples of the type (Gairns and Redman 200: 74).

2.3.1.2.1 Illustrative Situation (Oral or written)

This illustrative situation (oral or written) is very useful when the items that are taught become more abstract, it can be used as a teaching technique in order to ensure that students understand well about the meaning of new vocabulary. For example, when teachers want to explain the word “swim”, teacher can illustrate the situation in a place like pool. Therefore, students become more understand about the meaning of that new word.

2.3.1.2.2 Synonymy and Definition

Teachers usually use synonymy with low level students, where teachers’ explanations are not too complex. The synonymy techniques can be used in order to explain the words that have similar meaning with other words. For example, when teachers want to explain the word “lucky”, the teacher can also give the word “fortunate” because between those words have the same meaning. Therefore, students can enrich their vocabulary with using other words that have the same meaning.

To conveying the meaning, teachers can also use definition technique to give a contextualized example to students. This technique is used to give students a precise and clearer meaning to a new term, instead of describing a pre-existing term.
2.3.1.2.3 Contrast and Opposites

Contrast and opposites is similar as synonym, this is a technique in which students themselves use to find the contrast and opposites of something. For example, when teachers want to introduce a word like “near”, students often ask “what is the opposite of near?” it is easily illustrated by contrasting “near” with “far”. Therefore, students can easily understand about the meaning of “near” because the meaning of “near” is the opposite of far.

2.3.1.2.4 Scales

Scales can be a useful technique to revise and give a new word to students once students have learnt two contrasting items. For example, when teachers want to explain two words that have contrast meaning such as “never” and “always”, scale can be use to show other words in the adverb of frequency.

The examples of the scale adverb of frequency:

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Never</td>
</tr>
<tr>
<td>Hardly ever</td>
</tr>
<tr>
<td>Occasionally</td>
</tr>
<tr>
<td>Sometimes</td>
</tr>
<tr>
<td>Often</td>
</tr>
<tr>
<td>Always</td>
</tr>
</tbody>
</table>

Adopted from Gairns and Redman (2003: 75)
2.3.1.2.5 Examples of the Type

Teachers can use this technique to illustrate the meaning of superordinates. According to Gairns and Redman (2003:75), “to illustrate the meaning of superordinates such as “furniture”, “vegetable”, “meat”, and “transport” is a common procedure to exemplify them (e.g. table, chair, bed, and sofa are all furniture)”. It means that furniture is superordinates from table, chair, bed, and sofa or bus, plane, car, and train are subordinates of transport. So, if teacher wants to explain word “animals” teacher can give the example of the kind of animal such as dog, cat, elephant, and lion.

2.3.1.3 Translation

Translation is very quick and effective way to conveying meaning of the new word. According to Gairns and Redman (2003: 75), translation can be a very effective way to conveying meaning of the new word, because it can save valuable time that might spent on a tortuous and largely unsuccessful explanation in English.

Those are techniques of teaching vocabulary in teacher-centered activities. It is divided into three techniques such as visual technique, verbal technique and translation technique. The techniques that are used in this teacher-centered activity are techniques that the item is more selected by teacher than learners.

2.3.2 Technique of Student-Centered Activity

As stated by Gairns and Redman (2003: 76), the student-centered activity is classified into three techniques such as: asking others, using a dictionary, and contextual guesswork.
2.3.2.1 Asking Others

Asking others is used to enable students to ask their teacher or other students about any of the word that they do not understand about the meaning of it.

2.3.2.2 Using Dictionary

A dictionary is a very important tool especially for students who learning a language, it is also helpful in enriching their vocabulary. Although there is no teacher or peer to ask, students can solve their problems independently by using a dictionary.

2.3.2.3 Contextual Guesswork

Through this contextual guesswork, students can guess the meaning of unfamiliar word. This technique is used to help students to understand the meaning of word in unfamiliar context for them.

Those are the techniques of teaching vocabulary in student-centered activities that consist of asking others, using a dictionary, and contextual guesswork. The techniques that are used in this student-centered activity allow the students to learn independently and more responsible in their own learning.

In this case, English pop songs which used by the researcher to teach vocabulary is included as a technique of teacher centered activity because the item is more selected by teacher than learners. Besides, the researcher also uses translation technique which is part of technique of teacher centered activity where the lyric will be translated into Bahasa Indonesia as a material or subject in teaching.
2.4 Pop song

One of many songs genres is pop song that comes from pop music (a term that originally derives from and abbreviation of “popular”), it emerged in the middle of the last century, but because of the ever changing nature of the music business and the vagueness of the term’s boundaries, pop music has been defined in many different ways. It can either be defined broadly in contrast to classical music or more narrowly in opposition to rock music.

According to Rojek (2011: 2), “pop is a well-liked genre of music. It is more well liked than many examples of so-called ‘authentic’ popular forms like blues, folk country, heavy metal, rock, rap, and techno”. In addition, Tim (2003: 2) states that pop song or popular music is used as a wide category for a series of types of music that included pop (itself a contraction of the term popular music), and a whole range of other forms from ambient through indie and techno to world beat.

In 1950’s, pop began to be famous especially among the teenagers and it was change time by time. In the early 1960’s, pop songs are enrich with new fresh creation of different rhymes and rhythms. In the early 1980’s, the phenomenal pop stars such as the king of pop Michael Jackson, Elvis Presley and Madonna were so hits around the world. Nowadays, the newly born pop stars come up such as Rihanna, Justin Bieber, Taylor Swift, Ed Sheeran, Demi Lovato, Agnes Monica, Katty Perry, Justin Timbarlake, NickyMinaj, and so on.

There are some characteristics of pop music. According to Frith (2001: 94), there are four the characteristics of pop, such as:
1. General Appeal

Pop aims to generate a general cultural response. It is not tied to communal or sub culture experiences. Instead it seeks to appeal to everyone.

2. Light Entertainment

Historically pop grows up out of a light entertainment or easy listening tradition. Generally it holds no brief to challenge audience socially or to inspire political activism. Unlike folk, blues, country tradition, which often include, expression of resistance and opposition, pop is conservative.

3. Commercial Imperative

The main purpose of pop music is to generate revenue. It is can be a business rather than art forms.

4. Personal Identification

Pop is an industrial type of music aimed to appeal the masses. However, the medium expression is typically organized around achieving instant empathy with personalities rather to the public. Pop works with ditches stereotypes and melodrama to connect with individual listeners.

In education world, music or songs are not weird things to be found. For example, we used to sing along with our teacher and friend in the teaching learning process when we are still in the playgroup or kindergarten. In this case, song is one of the alternative ways in order to cheer up the class and also increase students’ motivation in teaching learning process. Nowadays, songs for some people have become an element in their daily that could not be separated, especially to most teenagers. They often spend large amounts of time listening to songs, and in particular to English pop songs. Therefore, it is beneficial to use English pop songs in teaching learning. Moreover, students usually teenagers are bored with the conventional way of
teaching. In order to make the lesson more enjoyable and more effective, it is necessary to use English pop songs as innovative way in teaching learning. According to Lynch (2005), there are some important reasons why songs are necessary to be used by teachers in teaching foreign language, such as:

1. Songs almost always contain authentic and natural language.
   Songs almost always contain authentic and natural language in its lyrics. It is different from students’ texts which have some artificial and stilted languages. In fact, songs also can go to the opposite excessive through the use of overly crude, foul or in any other case objectionable language with careful screening an extensive library of unable songs for language learning can be complied.

2. A variety of new vocabulary can be introduced to students through songs.
   Songs are almost always directed to the native speaking population so they usually contain contemporary vocabulary, idioms, and expression.

3. Songs are usually very easily obtainable.
   Songs are usually not that difficult to obtain. Local sources may be available including to the students themselves. There’s always the internet which can connect with songs downloads in all but the most obscure language.

4. Songs can be selected to suit the needs, and the interest of students.
   In English particularly, so many songs can be found that number of songs with appropriate themes, ranges is under no circumstances troublesome. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs.

5. Grammar and cultural aspects can be introduced through songs.
   Most songs have a recurring theme or story. Therefore, excerpting cultural element is usually possible, but often overlooked aspect of using songs. For
example, someone can use “Hit the Road Jack” songs by the late Ray Charles to illustrate spoken contraction. The uses spoken contraction is virtually every line of the songs.

6. Time length is easily controlled.

Whether teacher has an hour, 30 minutes, or only 15 minutes or so, songs can be used in the course of planned lesson. The use of song is very flexible.

7. Students can experience a wide range of accent.

A good thing about song is that teacher can expose the students to many different kind of English. British English, American English, Caribbean English are all widely available through songs. Accent to are well represented by sings from different regions and in a variety types and formats. Gospel, Soul,, R&B, Pop, Rock, Reggae, Jazz, and other style change not only accent, but vocabulary and usage too.

8. Song’s lyrics can be use in relating situations of the world around us.

Songs have been used as vehicle of protest of civil right, worked right, even prisoner’s right along with untold number of causes. They have expounded and pollution, crime, war ad almost social theme or cause. We will not even mention how many songs are about to or explore the theme of sex.

9. Students think songs are natural and fun.

Songs are fun, even silly songs abound in English. The music that comes along with the songs may motivate students to learn in a relaxing and fun way.

Those are the nine reasons why songs can work exceedingly well in teaching a foreign language. First reason is because songs mostly always contain authentic natural language, a variety of new vocabulary can be introduced using songs, songs usually very easily obtainable, songs can be selected to suit the needs, and the interest
of students, grammar and cultural aspects can be introduced through songs, time length is easily controlled, students can experience a wide range of accent, song’s lyrics can be use in relating situations of the world around us, and the last is students think songs are natural and fun.

In conclusion, the arguments above indicate that song is interesting source and very beneficial which can be used to teach English vocabulary in order to increase the possibility that students will understand the lesson easier.