CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English Song

In previous research, English songs on vocabulary acquisition refer to songs sung in English that are used as teaching tools to enhance vocabulary learning and retention among ESL/EFL learners. In some studies, English songs are usually chosen based on their attractiveness to learners, and the lyrics are used to introduce new vocabulary and reinforce existing vocabulary. Songs can be played repeatedly, with students encouraged to sing along and engage with the lyrics in a variety of ways, such as through gap-filling exercises or discussions about the meaning of the song. The goal of using English songs as a teaching tool is to provide a fun and effective way to improve students' vocabulary acquisition and overall English proficiency. Music serves as an engaging tool for learning, making the process enjoyable rather than dull. It strikes a balance between cognitive and emotional development, yielding favorable outcomes for students. Through stimulating brain activity, songs contribute to the enhancement of memory functions necessary for learning vocabulary, language comprehension, listening, and speaking skills. Practical and enjoyable teaching methods, like incorporating English songs, enable learners to immerse themselves in the language seamlessly, as highlighted by Gushendra (2017).

2.1.1 Definition of Song

According to the Oxford Dictionary, a song is a small portion of music. Griffee also explains that a song is a component of music that contains lyrics and possesses distinct elements that differentiate it from poetry or speech despite their similarities. Songs serve as a natural tool to engage children with rhymes and facilitate enjoyable learning experiences. Schoepp emphasizes the value of integrating songs into language lessons. Music adds additional artistic and emotional dimensions to the classroom, making songs enjoyable, memorable, and stimulating for students. English classes can benefit from using songs as a valuable learning tool. This is because some students are already familiar with English songs, making the class enjoyable and engaging. Additionally, incorporating songs into lessons does not require extensive time or frequent meetings (Agustina, 2016). Nevertheless, teachers need to be discerning in their selection of songs for classroom use. Factors such as the type of song, genre, and level of difficulty must be considered. By choosing the appropriate songs, teachers can effectively attain their teaching objectives.

2.2 Vocabulary

Vocabulary in language is intricate, and numerous studies have delved into comprehending its meaning, how it is acquired, and its application. Koch (2018) defines vocabulary as encompassing words familiar to an individual in a language, whether understood when spoken or written, and those effectively used in speech and writing. This implies that vocabulary entails the skill to identify and employ words adeptly across different language situations.

Vocabulary encompasses the collection of words an individual is acquainted with or understands within a specific language. This includes both the words comprehended when encountered in speech or text and those employable in one's own verbal and written expression. It holds significant weight in language proficiency, impacting communication, comprehension while reading, and achievements in academia (Wahyuningsih, 2018).

Alqahtani (2018) highlights how crucial vocabulary is in both learning and teaching languages. They assert that vocabulary plays a pivotal role in achieving language proficiency, emphasizing the necessity of addressing it directly during second language acquisition. In essence, the theory emphasizes that mastering vocabulary is essential for enhancing language skills and overall proficiency.

Laufer (2018) highlights that vocabulary represents a crucial and intricate element of language, encompassing not only recognizing words but also comprehending their contextual usage. This implies that vocabulary entails understanding the application of words in various scenarios and their interconnection within language. Nation (2018), on the other hand, defines vocabulary as the grasp of word meanings and their adept utilization across diverse contexts. This viewpoint emphasizes the capacity to recognize, comprehend, and effectively apply words within appropriate contextual settings as integral components of vocabulary. Zahedi and Zohrabi (2019) mention that understanding vocabulary encompasses grasping the meanings of words and the capacity to recognize, retain, and employ words with precision.

2.2.1 Kinds of Vocabulary

Productive vocabulary

Productive vocabulary encompasses the words someone actively employs in speaking or writing, which is crucial for practical expression and communication. Laufer (2018) suggests that this vocabulary can be classified into controlled and free categories. Controlled vocabulary means using specific words accurately in a particular context, like in formal writing or speeches. On the flip side, free vocabulary is about using words naturally in everyday conversations without prior planning.

Receptive Vocabulary

Receptive vocabulary encompasses words that someone can understand when encountered in speech or text, even if they do not necessarily use these words themselves. This type of vocabulary, according to Nation's (2018) categorization, splits into passive vocabulary—words recognized but not produced—and recognition vocabulary—words understood when encountered but not actively used in communication. These forms of vocabulary play crucial roles in listening and reading comprehension.

Academic Vocabulary

In Nation's (2018) view, academic vocabulary encompasses words frequently utilized in academic environments like textbooks, lectures, and scholarly articles. These words tend to be more intricate and abstract than everyday language, playing a pivotal role in achieving academic success.

2.3 Teaching media

Ruis (2009, p.2) states that learning media is the facilitation that teachers

use in the teaching and learning process to provide instructions, convey messages to students, and stimulate them to learn. Teaching media can help teachers in conveying material to students.

2.3.1 Definition of Teaching Media

Munadi (2013:3) asserts that teaching media serves as an intermediate instrument for comprehending the content presented by educators, whether in printed or electronic form. Furthermore, teaching media functions as a means to streamline the execution of the elements within the learning system, thereby ensuring a prolonged and efficient learning process.

As stated by Jacobs et al. (2002, p.240), teaching media encompasses objects provided by teachers or made available to students with the purpose of attaining specific educational objectives. It extends beyond mere tools or visual aids, encompassing a wide array of diverse learning experiences.

In conclusion, teaching media is very helpful in the learning process. Students easily understand the material conveyed by the teacher, making learning certainly more interesting and innovative. More importantly, by using the media, the teacher will present the material in an easy and fun way compared to only presenting the material conservatively.

2.3.2 Kind of Teaching Media

Various kinds of media can be used in the teaching process. Teachers should know what media are appropriate for the students.

1. Visual Media

Munadi (2013: 81) defines visual media as teaching aids that engage the sense

of sight in the educational process. These can be categorized into two types: verbal and nonverbal. Verbal messages are communicated without written text, whereas nonverbal messages are conveyed through symbols and written forms. Various forms of visual media include:

a) **Verbal Visual**

Pictures serve as visual representations of ideas or learning concepts, aiding in the comprehension of students. There are two main types of pictures; the first, Stick Figures, are basic illustrations that depict the primary object without intricate details. Second, Paintings are the artistic and symbolic renditions created by individuals to represent objects or situations. These representations are often imbued with meaning and artistry

b) **Visual Nonverbal**

- A book, in its essence, entails communication devoid of spoken language, often relying on written words. This medium is considered as a form of writing as it lacks an auditory component. Books are crafted as educational tools, often produced by the general public and particularly by students in educational settings.

- Comics, too, can serve as educational resources. Their arrangement typically features straightforward cartoon characters. Within a comic, there lies the narrative element, which encapsulates messages in a succinct and easily comprehensible manner. The incorporation of comics in the teaching and learning process tends to captivate students' interest.

2. **Audio Media**

Using Audio media can help to give another dimension to lecturers in their teaching. It offers the potential to deliver content engagingly. For students, it provides an alternative to reading text as part of their teaching. For some students using mobile devices, listening to audio may fit in with their daily lives more quickly than reading.

a. Cassette tapes, which are the most popular in the community, serve as a play back in the form of tapes or recorders. Cassette tapes can be used to model teaching small groups or individuals.

b. The compact disc, Compact disk (CD) is an optic that is used to save the data digitally. It can improve and direct students' attention so as to cause the motivation of the teaching process.

c. Radio is a scientific device that functions as an effective auditory instrument for communication. It also plays an important role in education. It is not only informed, but also inspired by teachers for teaching in the classroom. It not only includes values and virtues, but also creates attitudes, interests and appreciation to students.