CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the theories that underlie this research. The researcher discusses several theories and research studies related to the subject.

2.1 Perception

What we call "perception" are the ideas, assumptions, and judgments that people make based on what they know. How pupils see the classroom environment has the potential to impact their perspective on education. In the subconscious levels of cognition, perception is also a crucial cognitive function for gathering information and deciding how we mentally interpret something. According to Robbins and Jugdje (2013), perception is the mental operation by which people take in, process, and make sense of the sensory impressions (information) they have in their surroundings. Contrarily, our perceptions may differ greatly from the actual world. Based on the definitions provided, we can say that perception is how our brains make sense of the world around us. While teaching and learning, students' perceptions can also play a role.

2.1.1 Stage of Perception Process

Three steps are involved in perceiving, as stated by the Canadian Academy (2017): selection, organization, and interpretation.

1) Selection

The first step in the perceptual process is during which we make sense of the world around us. These stimuli, such as the words we are hearing, the witness of an accident, and the ticking of a clock, can all be encountered in a split second in our daily lives. Because we live in a world that encompasses everything, our sense organs are bombarded with an overwhelming number of stimuli that must be processed in real-time. Because of information overload and disarray, we can't fully comprehend all we're presented with.

2) Organization

Arranging information is the second step in perceiving anything. Once we have collected data from the outside world, we must arrange it in a meaningful way by

identifying patterns. This stage of organization is also known as categorization by some researchers since it involves grouping things or people into specific categories. At this point in our perceptual journey, we instantly assign forms, colors, textures, sizes, etc. to the social and physical events and objects we come across. When asked to define a human being, some may focus on skin color, while others may use race or nationality as lenses. Our university library is like a well-organized, well-structured environment when we close our eyes and try to picture it.

3) Interpretation

Interpretation, or giving the chosen stimuli meaning, is the third step in perception. Assigning meanings to the selected stimuli allows us to attempt to make sense of them once they have been organized into stable patterns. The same stimulus, though, might elicit varying responses from various individuals. For example, the arrival of a police officer at the scene of the crime can have contrasting effects on the victim and the perpetrator. The former may feel relieved and calmed, while the latter is likely to be terrified. One more example: in many countries, public displays of affection like kissing or big hugs are always viewed as "lovemaking" behaviors, but in the West, they serve as a common way to say "hello!".

In conclusion, research perception serves to collect data by means of perception-based procedures like selecting, organizing, and interpreting in order to derive reliable data.

2.2 Vocabulary

Yanti (2018), states that a language's vocabulary is its collection of words. These words, which can be either whole phrases or parts of larger words, have particular meanings.

Vocabulary is fundamental to a learner's ability to communicate verbally, in writing, and through listening, as stated by Gultom, Marhum, & Rita (2018). Students require a large vocabulary not only for reading and writing, but also for communicating verbally. Vocabulary is essential for students to develop their listening, speaking, reading, and writing skills.

It can be concluded that vocabulary is a collection of words that are part of a particular language and are used to construct sentences. It is also a collection of several words that are combined so that they have meaning.

2.2.1 Types of Vocabulary

Vocabulary has been discussed and divided into various types. Some are categorized into two types: active and passive vocabulary. Gruneberg and Sykes (in Dakhi and Fitria, 2019) distinguish the two types of vocabulary. The first type of vocabulary refers to the one that has been taught and is intended to be used by students. Meanwhile, the second refers to words that students will recognize when they serve, but they may not be able to pronounce.

Second, there are four tiers to the range and frequency of vocabulary that is commonly used in language (Nation, 2008):

a. High-frequency words

Word families ranging from 2000 to 3000 occurrences are considered high-frequency. Since this word is used in at least 80% of all written or spoken texts, expanding one's vocabulary should be a top priority.

b. Low-frequency words.

All the other word families—which ones are known or worth studying— depend on the student's interests, personality, educational background, employment, field of study, social and cultural milieu, natural environment, etc. I rarely use words.

c. Academic words

Academic texts (such as textbooks, lectures, handouts, journal articles, reference manuals, and seminar presentations) utilizing the word family more frequently than non-academic texts used across disciplines.

d. Technical word

Family of words used infrequently but extensively in a certain academic, occupational, cultural, or sporting context. Those without a genuine interest in or competence in the subject often aren't even aware of their existence.

2.2.2 The Importance of Vocabulary

In order for students to understand and communicate with native speakers of English, a large vocabulary is essential. As stated by Wilkins in (Tesol, 2000), "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.". This shows how often we can communicate even when our grammar isn't perfect, as long as we have a few key expressions and words. Then, going even farther, Lewis says, "Lexis is the core or heart of language" (in Tesol, 2000). More productive vocabulary knowledge and the development of personal strategies for learning new words should be priorities for students as they work to increase their English fluency and expression.

According to Yanti (2018), one of the most important things for English language learners to do is to expand their vocabulary. Students who struggle with word meanings often struggle in both academic and professional settings. Students' confidence in their academic abilities can be affected if they do not understand the class language. In order to gain knowledge through reading on their own and participating in class discussions, students need to master the complex vocabulary words and phrases used in school. Another important thing about vocabulary is that it shows up in the outcomes that students need to have, like qualifications and communication skills, whether in a work or academic setting.

2.3 English Video Songs to Teach Vocabulary

According to Elasari (2020), video songs are one of the most popular videos and can attract students' interest. This is a short film that usually provides pictures to interpret the meaning of popular film songs. Stockbridge (in Elasari, 2020), video song mau includes live performance, narrative, and other visual imagery including computer graphics and animation. In addition, video is a type of media that displays moving images and sounds like reality. It can be concluded that a video song is a short film or video that accompanies music, usually a song.

Teaching with videos can be applied in the classroom, because it can help students to understand vocabulary, especially from native speakers. The sequence of images and storylines featured in the song featured in music videos can also be used to help students write stories in good organization. There are also some

vocabulary items in the lyrics that can enrich students' vocabulary and help them understand how to use words in writing (Elasari, 2020). In addition, Heimei (in Feralia, 2017), students like video presentations because they are fun, challenging, and stimulating to watch. This video can give a good message, also the video is fun because it can see the expressions, situations, and conditions when the speaker says. This makes the vocabulary learning process not boring for students.

Song is one of the teaching media that can be made to teach various materials. This includes teaching vocabulary because there are lyrics in songs that have several types of vocabulary in them. Vocabulary lessons that incorporate music captivate students. Since intrinsic motivation is the most important component in academic achievement, Harmer (in Feralia, 2017), argues that fans of a particular artist should make an effort to comprehend the meaning behind the words written by that artist.

2.3.1 Advantages of English Video Songs in the Teaching and Learning Process

There are many advantages to using video songs in language classes, according to Agustina (2019):

1) Song and music videos can be used to calm students down and provide a fun classroom.

2) Video songs can be used as a text in the same way as poetry, short stories novels, or other parts of authentic material can be used

3) Each video song is a cultural capsule containing significant social information, it has a lot of cultural input.

4) The song video contains examples of everyday speech. The natural language of songs is different from the artificial language of many textbooks, so language input is required.

5) Video songs are closely related to students' interests.

6) Video songs and music as a complement, can be used to complement the textbook or can serve as the text itself.

7) Video songs can be used as a platform for conversation.

8) Video songs are great for introducing vocabulary because they provide meaningful context for the vocabulary.

9) It provides a natural context for the most common structures such as verbs, tenses, and prepositions.

10) It can be used for pattern training and memory retention.