

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

Theories are necessary when conducting research in order to clarify terms or concepts that are used. There are several terminology in this work that require theoretical explanation. Consequently, the straightforward explanation was the goal of the explanation that follows.

2.1.1 Vocabulary Mastery

a. Definition of Vocabulary

Vocabulary is the set of words in a language that someone knows or understands and, of course, has meaning. As Linse (2005) says in Batubara (2019) "Vocabulary is the set of words that an individual knows". In language learning, having a good vocabulary is closely related to being able to use the language. Vocabulary is important because understanding words is crucial to comprehension, so the more and better you learn the vocabulary of a language, the better you can use it.

Vocabulary is a very important aspect of language learning (Batu Bara, 2019). In communication, vocabulary helps speakers convey their thoughts, feelings, and opinions. In accordance with Trimastuti & Christinawati (2018) said, vocabulary is one or more words that contain meaning, pronunciation, and spelling that are important in communication. Vocabulary is the most important element of language because it affects all four language skills: speaking, reading, writing, and listening. Vocabulary is an important part of mastering the English language. In fact, vocabulary is the most fundamental element of the language learning process. Only when you master vocabulary can you properly learn other aspects of the English language. Therefore, a solid foundation in vocabulary is essential to improving your overall English language skills (Manda et al., 2022).

English vocabulary comes with its own set of challenges. From the way it's read to the way it's written and the different ways it's pronounced. That's why students struggle with vocabulary. Students who lack

vocabulary can have a hard time understanding meaning when they write, read, listen, or speak. So it can be important for students to get extra help with vocabulary.

Based on all the statement above, it can be concluded that vocabulary plays a crucial role in mastering the English language. It is the primary component for effective communication and a fundamental aspect of language learning. Language skills such as speaking, reading, writing, and listening are highly dependent on a person's control over their vocabulary. Since vocabulary affects all four language skills, its importance in the learning process cannot be overemphasized. Therefore, it is essential to prioritize vocabulary mastery and acquire it effectively in order to improve overall English communication skills.

b. Vocabulary Mastery

We already know that vocabulary is an important part of learning a language. Vocabulary means a collection of words that can be understood by someone (Linse, 2019). And the definition of mastery is a person's ability to do something. Supported by Butterfield's (2007) opinion in Batu Bara (2019) which says that mastery means skill or knowledge in a subject that makes someone master it well.

Thus, vocabulary mastery is the ability to understand, translate, and even use a collection of words in a language appropriately and accurately. According to Cameron, 2001 (as cited in Sari, 2019) aspects of vocabulary mastery include pronunciation, spelling, and meaning.

Therefore, it can be concluded that vocabulary mastery is an important skill in learning a language. In this case, vocabulary mastery involves the ability to understand, recognize and use words in a language effectively. It can help a person communicate effectively and think critically. This can be improved by teachers to their students by using fun strategies and media so that young learners can succeed in understanding and mastering vocabulary.

c. Types of Vocabulary

Vocabulary has types, there are two types of Vocabulary stated by Read (2000) in Batu Bara(2019) :

- a) Active vocabulary (productive): Active vocabulary is the words that individuals use confidently in speaking, writing, and reading. They have a good command of these words and can use them to express their thoughts and ideas fluently. Active vocabulary is important because it allows individuals to effectively communicate their thoughts and understand what others are saying.
- b) Passive vocabulary (receptive): Words that fall into the passive vocabulary are words that they understand when they hear or read, but are not confident in using directly. They can recognize the words, but cannot easily remember or use them. Passive vocabulary is important because it allows individuals to understand and analyze written and spoken material.

As stated by Harmer (1991, p.159) in Manda et al (2022) vocabulary can be divided into several parts. Active and passive vocabulary are the two categories into which vocabulary may be divided. Passive vocabulary is made up of terms that students can identify when they see them but may not be able to use in their own speech or writing, whereas active vocabulary is made up of words that students have acquired and can use in speech or writing.

The last opinion from Hadfield (2000: 129) in Shafira (2023) said that vocabulary can be categorized into two types. The first type, known as active or productive vocabulary, comprises words that learners can effectively utilize in spoken and written communication. Mastering this type of vocabulary is particularly challenging, as it requires learners to possess a range of skills, including correct pronunciation, grammatical accuracy, familiarity with collocations, and an understanding of connotative meanings. This type of vocabulary is frequently employed in speaking and writing activities.

Passive vocabulary, also referred to as receptive vocabulary, encompasses language items that learners can recognize and comprehend in the context of reading and listening. This type of vocabulary is comprised of words that people can understand. Notably, teaching vocabulary is a crucial component of any language instruction.

In conclusion, vocabulary can be categorized into two main types: active vocabulary and passive vocabulary. Active vocabulary refers to words that individuals use confidently in speaking, writing, and reading, allowing them to express their thoughts and ideas fluently. Passive vocabulary, on the other hand, includes words that individuals understand when they hear or read them but are not confident in using directly. These categories help in understanding how individuals interact with language and how they can improve their communication skills. These two types of vocabulary work together and should be developed to improve overall language skills. Effective communication requires the ability to use and understand words encountered in a variety of situations, including reading, speaking, and writing (Read, 2000 as cited in Batu Bara, 2019).

d. Function of Vocabulary

Abduh et al (2022) quotes Wilkins' statement that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." The statement indirectly says that one of the functions of vocabulary is so that language users can convey something orally or in writing. From the expert quotes above, it can be explained that vocabulary has several important functions in language, namely:

- a) Communication: Vocabulary is essential for effective communication. The more words you know, the more clearly you can express your ideas and understand what others are saying.
- b) Comprehension: A large vocabulary helps improve reading comprehension, as it allows you to understand more complex texts and concepts.

- c) Expression: A larger vocabulary allows you to express your ideas more effectively. Whether you're writing, speaking or presenting, a strong vocabulary allows you to be more articulate and convincing.
- d) Learning: Vocabulary is the foundation of all knowledge, as it is used to learn and understand new information. Having an extensive vocabulary allows you to more easily learn new concepts and ideas.
- e) Cultural understanding: Vocabulary also plays an important role in cultural understanding. Learning the vocabulary and expressions of a language can help you gain a deeper appreciation of the cultural values and traditions of other peoples.

Overall, vocabulary is an important component of language, as it is not only used to convey meaning, but also to build relationships, express emotions and convey complex concepts. A strong vocabulary will improve all aspects of language use, from writing, reading, speaking and listening.

e. Aspect of Vocabulary

Based on Lado's opinion (1957) in Manda et al (2022) that there are some aspects that have to be known in vocabulary, such are word meaning (the definition and significance of each word), word spelling (the correct way to write each word), word pronunciation (the correct way to pronounce each word), word classes (the grammatical categories of words (e.g., nouns, verbs, adjectives)), and word use (how to use words in context and in different situations).

Lado's opinion (1957) is the same as that said by Harmer (2001: 16) in Aritonang, M. S & Manik, S (2021) there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1) Word Meaning

The meaning of a word or phrase can be categorized into three types based on its attachment to different linguistic forms. These categories are:

- a. Lexical meaning: This type of meaning is associated with individual words, such as the meaning of "house" as a building for human habitation.
- b. Morphological meaning: This type of meaning is attached to morphemes, which are the smallest units of language that convey meaning or function. Morphemes can be prefixes, suffixes, or roots that change the meaning of a word.
- c. Syntactic meaning: This type of meaning arises from the arrangement of words in a sentence, and is dependent on the relationships between words in a particular context.

In addition to these categories, word meaning can also be understood by examining its relationships with other words. It's also important to consider the denotation and connotation of a word, as these can influence the positive or negative meanings that are conveyed.

1) Synonyms

The term "synonymy" comes from the Greek words "syn" meaning "same" and "nymy" meaning "name". Synonyms are words that share the same meaning, but may have different connotations or emotional associations. In other words, synonyms are words that have the same denotation (literal meaning), but may evoke different feelings or attitudes. For example, "happy" and "joyful" are synonyms because they both describe a positive emotional state, but they may have slightly different connotations or nuances.

2) Antonyms

The term "antonym" comes from the Greek words "ant-" meaning "opposite" and "onym" meaning "name". Antonyms

are words that have opposite meanings. Unlike synonyms, antonyms are not distinguished by differences in formality, dialect, or technicality, but rather by their contrasting meanings within the same style, dialect, or register. For example, "hot" and "cold" are antonyms because they describe opposite temperatures, and "big" and "small" are antonyms because they describe opposite sizes.

3) Use

From the standpoint of Nation (2001) there are several strategies to highlight the effective use of words in vocabulary instruction. These strategies include:

- 1) Identifying the grammatical pattern of a word, such as whether it's countable or uncountable, transitive or intransitive
- 2) Providing a few similar words that often co-occur with the target word (collocates)
- 3) Nothing any restrictions on the word's use, such as its level of formality, politeness, or audience
- 4) Offering a well-known opposite or a word that describes the category or lexical set the target word belongs to

By using these strategies, learners can gain a deeper understanding of word meanings and usage, including their relationships with synonyms, antonyms, and other words within a lexical set. This can help learners to better comprehend and utilize vocabulary in context.

4) Spelling

According to Ur (1996), when teaching vocabulary, it's essential to focus on two crucial aspects: form. This refers to the way a word is pronounced and spelled. In other words, learners need to know how to pronounce a word correctly (its sound) and how to write it correctly (its spelling). By emphasizing these fundamental aspects of vocabulary, learners can develop a

stronger foundation for language learning and improve their overall language skills.

5) Pronunciation

According to Hewings (2004) pronunciation is a crucial element of language that involves the integration of various components. These components encompass a range of aspects, from the individual phonemes (distinct sounds) that form the building blocks of speech, to the use of intonation (the variation in pitch, or rise and fall of the voice) to convey meaning and nuance. In other words, pronunciation is a complex process that involves the coordination of multiple elements to produce spoken language that is clear, effective, and meaningful.

f. Material in Teaching Vocabulary

At the fifth grade, there are so many material that teacher taught. However, in this research, researcher took material about the types of pain complaints.

- Cold (/kəʊld/) = Masuk angin
- Cough (/kɑ:f/) = Batuk
- Fever (/ˈfi:və/) = Demam
- Toothache (/ˈtu:θ.eɪk/) = Sakit gigi
- Stomachache (/ˈstʌm.ə.k.eɪk/) = Sakit perut
- Earache (/ˈɪə.reɪk/) = Sakit telinga
- Backache (/ˈbæk.eɪk/) = Sakit punggung
- Headache (/ˈhed.eɪk/) = Sakit kepala
- Sore eye (/sɔ:r/ /aɪ/) = Sakit mata
- Sore neck (/sɔ:r/ /nek/) = Sakit leher
- Sore throat (/sɔ:r/ /θroʊt/) = Sakit tenggorokan
- Measles (/ˈmi:.zəlz/) = Campak
- Broken leg (/ˈbrʊk.ən/ /leg/) = Patah kaki
- Broken arm (/ˈbrʊk.ən/ /ɑ:rm/) = Patah tangan

2.1.2 Song

a. Definition of Song

A song is a set of lyrics or text or words that can be sung with a tone and rhythm. Song can be performed individually or in groups. As Mantika (2021) says, a song consists of sounds produced by humans that contain a series of meaningful words. However, according to Wikipedia, a song is the artistic organisation of tones or sounds in order, combination, and temporal relationship (usually with instrumental accompaniment) to create a musical work that has unity and continuity (including rhythm). Other researcher also say that a song is a musical work containing sung words (Hornby & Crowther, 1995 in Mantika, 2021).

Overall, a song is an artistic composition of lyrics or text, usually sung by voice and accompanied by a melody or musical instrument. Song can be performed individually or in groups to convey a message. Song can be very diverse in terms of genre, length, structure and instrumentation. Song are characterised by the combination of lyrics and melody to create a unified and cohesive piece of music. In conclusion, song are an integral part of human culture and are powerful tools of communication and expression that can evoke strong emotions and convey complex ideas.

b. Function of Song

In language learning, song have a function to increase children's motivation in mastering vocabulary. Just like what Lo and Li (1998) said in Rizky (2019) that song play an important role in motivating students to learn English.

Song can also make children feel comfortable in language learning, especially in young learners. The use of song can also be influential in improving the ability of a young learner, because if you bring song in learning, young learners will feel relaxed and happy.

Song can inspire and engage young learners in learning English. Song can help young learners to strengthen their reading, writing, listening and speaking skills, and provide opportunities to practice pronunciation.

Thus, the use of song in language learning has many benefits, such as increasing motivation, creating a comfortable atmosphere, and strengthening language skills. Therefore, song can be an effective tool in supporting language learning, especially for young learners.

c. **Advantages and Disadvantages of Song in Learning**

According to Aprianti et al (2022) the use of song in learning English has advantages and disadvantages, namely:

1) **Advantages**

- a. Motivate young learners to enjoy learning English.
- b. By singing song, young learners will feel happy and understand the lessons more easily. However, the selection of song must be adjusted to the level of young learners to be taught.
- c. Teachers can foster interest in learning more actively with variations of learning through song.
- d. Young learners will not be easily bored and feel interested in following the learning process.

2) **Disadvantages**

- a. Some young learners may not like or not all children enjoy learning through song.
- b. Teachers may find it difficult to select song for young learners.

2.1.3 Steps of Using Song in English Vocabulary Mastery

The steps in using song in vocabulary learning described by Juwita et al (2020), namely:

- a) The teacher discusses the content of the song to be taught through teacher questions and answers to children.
- b) The teacher and the child sing the song as a whole two or three times.
- c) The teacher and children sing the song together, with the teacher's voice getting quieter and quieter.
- d) The teacher and child sing the song by humming.
- e) The teacher recites the verse line by line and is followed by the child.

- f) The teacher explains difficult words.
- g) Teacher and child sing the song together.
- h) The teacher gives the opportunity to children who can and want to sing alone or with some friends to come to the front of the class.
- i) The teacher gives guidance, encouragement to children who need it.
- j) The teacher gives praise quickly and in a timely manner so that the child gets excitement.
- k) Teacher and children sing another song as an interlude.
- l) Teacher and child sing the song again.

And also, steps using song in vocabulary learning from Zahari and Ananda (2024), namely:

- a) Prepared a song with a familiar tune and changed the lyrics with English vocabulary as needed.
- b) The teacher explained the content of the song to the students.
- c) The teacher explained the correct pronunciation of the vocabulary words.
- d) The teacher explained the meaning of the vocabulary that was pronounced.
- e) The teacher gave an example of singing, which was followed by the students.
- f) The teacher gave the students the opportunity to sing independently.
- g) The teacher divided the students into groups to demonstrate and mention the vocabulary learned from the song.
- h) Sing the song again so that the students understood better.

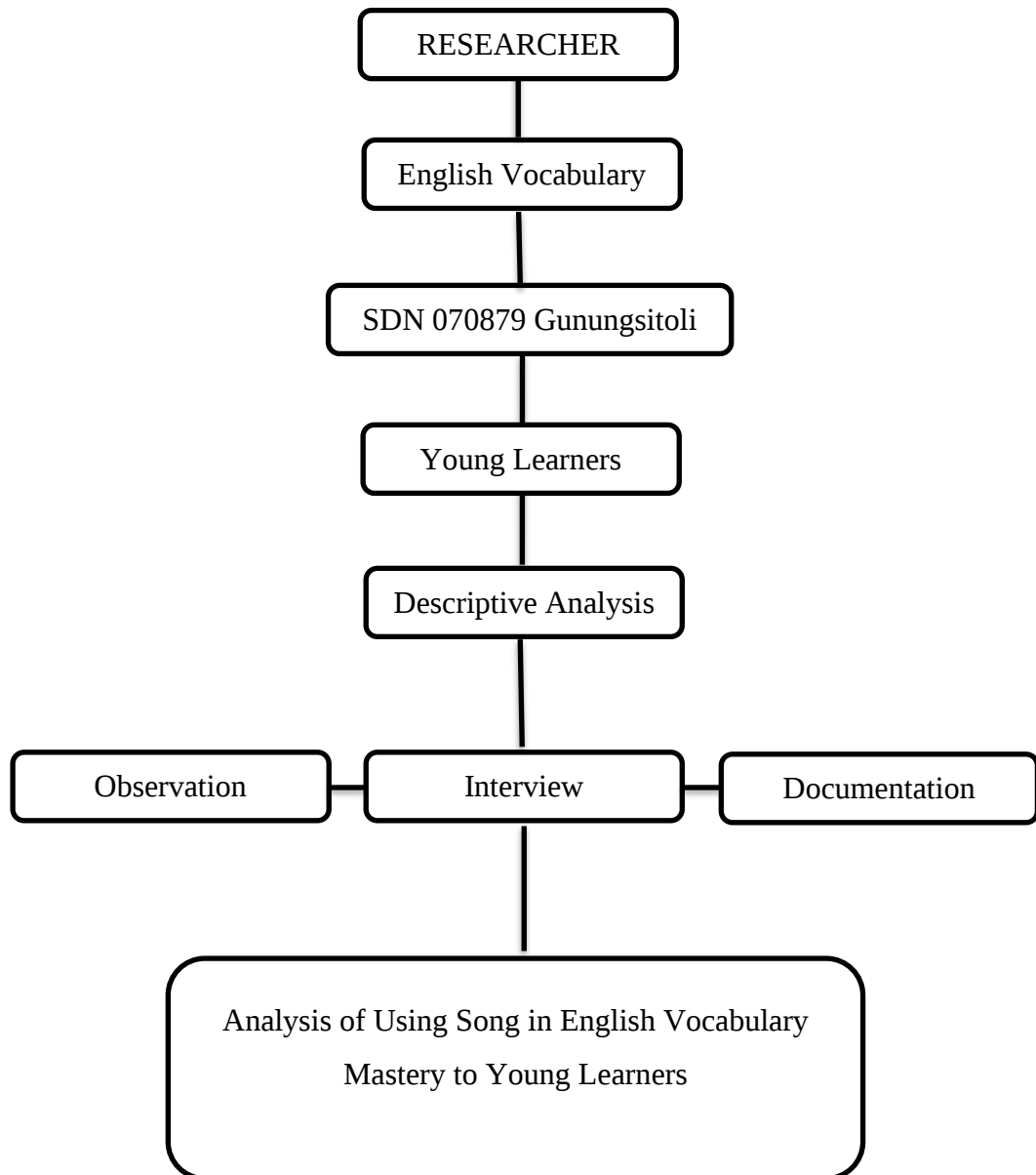
Based on both of the step above, so the researcher modified the step of using song in vocabulary mastery, as follow:

- (1) The teacher prepares a song with a familiar tune and changes the lyrics with English vocabulary as needed.
- (2) The teacher discusses the content of the song through questions and answers with the students.
- (3) The teacher explains the meaning of the vocabulary in the song.
- (4) The teacher explains the pronunciation of the vocabulary correctly.
- (5) The teacher sings the song with the students 2-3 times.

- (6) The teacher and students sing the song together with the teacher's voice getting quieter.
- (7) Teacher and students sing the song by humming.
- (8) The teacher says the song lyrics per line and the students follow along.
- (9) The teacher gives an example of singing and the students follow.
- (10) Students are given the opportunity to sing independently or in groups.
- (11) Teachers provide guidance and encouragement to students in need.
- (12) The teacher gives praise quickly and in a timely manner to motivate students.
- (13) The teacher divides the students into groups to demonstrate the vocabulary of the song.
- (14) The teacher and students sing another song as a break.
- (15) Teacher and students sing the song again to reinforce understanding.

Together, these approaches highlight the importance of interaction, repetition, and positive reinforcement in fostering an engaging and effective learning experience. By integrating elements from both frameworks, educators can create a comprehensive strategy that not only enhances vocabulary retention but also promotes a joyful and collaborative classroom atmosphere. Ultimately, using songs as a learning tool enriches the English vocabulary mastery, making it both enjoyable and impactful for students.

2.2 Conceptual Framework



Based on the theoretical framework, one of the important components in language is vocabulary. Especially in English, vocabulary has an important role in the order of English. If you have mastered the vocabulary in English, then the use of language will be maximized and will also be better at getting the four skills in English, namely reading, writing, listening, and speaking.

But in the practice of speaking English, vocabulary often has its own difficulties. Especially for young learners. To help young learners in mastering vocabulary, teachers must be more creative in learning English. One of the ways is by using song to help young learners in vocabulary mastery.

The use of song in English lessons is effective in helping vocabulary mastery. Song have been proven to help children better remember English vocabulary and song can increase motivation in learning. Young learners will feel happy and comfortable in learning by using song. From the above discussion, the author concludes that song in English learning can help young learners in vocabulary mastery.

2.3 Relevant Research

Researcher found several previous studies related to this topic. First, research from Putri & Ruspita (2023) with the title "Using Song to Teach English Vocabulary to Young Learners in Kindergarten". This research was conducted at Aisyiyah Bustanul Athfal (ABA) 51 Kindergarten located at Jalan Muradi Number 85, Kembangarum, West Semarang District, Semarang City, Central Java Province. The research discussed focuses on the use of song to teach English vocabulary to kindergarten students. The qualitative case research approach revealed that incorporating song in vocabulary teaching can create a fun and engaging learning environment, making the process more effective for young students. The importance of teacher mood and song selection in successful vocabulary teaching is emphasized, with the overall conclusion that using song is an effective method for teaching vocabulary to kindergarten students.

The second research is research from Isnaini & Aminatun (2021) which was conducted in September. With the title "Do You Like Listening To Music?: Students' Thought On Their Vocabulary Mastery Using English Song". This research used a qualitative descriptive method conducted on 30 students from the English Education research program, Faculty of Teacher Training and Education, Universitas Teknokrat Indonesia. This research

research investigated the impact of English song on students' English skills, focusing on vocabulary mastery. The results showed that English song play a positive role in improving students' vocabulary learning and overall English proficiency. The findings suggest that incorporating English song as a teaching tool can be beneficial for students in improving their language skills.

The third is research from Mantika (2021) entitled “Improving the Students’ Vocabulary Mastery Using Song”. Where this research was conducted at SDIT Luqman Al-Hakim Mojosoongo, Surakarta. This research focuses on the use of song as a teaching tool to improve students' vocabulary mastery in an English language learning environment. Through action research in a fifth grade classroom, it was seen that the use of song can improve students' vocabulary comprehension, application, spelling, grammar, and pronunciation. In addition, students showed a positive attitude towards English learning when song were incorporated into the teaching process, which resulted in increased participation and focus in the classroom.

Fourth, there is research from Sari et al (2019) entitled “Improving Students' Vocabulary Mastery Using English Song”. In this research, the researcher used CAR. The results of this research show that the use of English song memorization as a teaching method has improved students' scores on vocabulary tests, especially for class X-K students at SMK Wirasaba Karawang. In addition, the revised teaching strategy of incorporating the memorization of English song proved to be more successful in helping students improve their vocabulary mastery. In addition, the use of English song memorization can also create a fun and interesting atmosphere in the classroom, thus increasing students' participation in the learning process. This causes students to be more motivated to learn and show their enthusiasm towards the lesson. Based on these findings, memorizing English song can be a promising technique in vocabulary teaching and learning, especially for young learners. It is a fun and effective way to teach vocabulary that can increase student engagement and learning effectiveness.

From the four studies mentioned above, we can draw some conclusions about the effectiveness of using song to teach English vocabulary to young learners:

1. Using song in vocabulary instruction can create a fun and engaging learning environment. Research shows that song make learning fun, motivate students, and encourage active participation.
2. Song have a positive impact on vocabulary mastery and overall English language proficiency. Studies consistently show that using English song helps students build vocabulary and improve their language skills.
3. Singing improves various aspects of vocabulary learning. Research has shown that song contribute to improved vocabulary comprehension, application, spelling, grammar, and pronunciation. Using song as a teaching tool has a comprehensive impact on students' vocabulary development.
4. Memorizing English song is a promising technique for teaching and learning vocabulary, especially for younger students. Studies have shown that memorizing English song can significantly improve students' vocabulary mastery and test scores, and is an effective and fun way to improve student engagement and learning.

Overall, these findings support the conclusion that using song as a teaching tool is an effective and useful approach to teaching English vocabulary to young learners. Incorporating song into vocabulary instruction can create an engaging and fun learning environment, increase students' vocabulary mastery, and improve their overall language skills.