**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter presents theoretical background or review of literature. It consist of underlying theories that include the definition of interest, measurement of interest, the nature of vocabulary, types of vocabulary, the importance of vocabulary teaching vocabulary, media for teaching vocabulary, teaching vocabulary by using songs, criteria of a good song for learning language, the rule of song in learning language, testing vocabulary and the correlation between interest in listening English song and vocabulary mastery.

1. Interest

What is interest? Here, the researcher would like to give some definitions of interest. Furthermore the researcher also wants to give some theories about how to measure interest.

1. Definition of Interest

When we hear the word “interest”, we must assume that it is related to something which is interesting. But, actually what is interest according to some experts? Slameto (2003: 57) explains that “interest is persisting tendency to pay attention to and enjoy some activity or content”. Interest is very important in learning process. Someone who has interest in certain activity will pay more attention to that activity with the feeling of happiness.

Padmowiharjo (1999, cited in <http://herijoko2010.blogspot.com/2011/11/1.html?m=1>) explains that interest is the nature of conscience that arises by itself and has a driving force. Great interest of a person would generate thrust. Great interest of a person will arouse desire. Desire is the nature of conscience that arises because people interested in something and encourage the formation of a motive to do for bringing it into reality. Someone’s wishes would rise if there is great interest.

According to Slameto (2003) students who are interested in learning have the following characteristics:

1. Having a fixed tendency to remember to pay attention and learn something continuously
2. There is sense of love and happy on something of interest
3. Obtain a pride and satisfaction in something of interest. there is a sense of attachment to things of interest activities
4. More like a thing that became his interest than others
5. Manifested trough participation in events and activities.

Interest is also related to motivation. “Motivation is an effort to provide certain condition as the result someone wishes to do something, and if he/she dislikes, he/she will try to abolish the feeling of dislike” (Sardiman, 1990: 75).

“Various studies have found that motivation is very strongly related to achievement in language learning” (Ur, 1991: 274). In creating motivation of study, it needs to create the feeling of happiness. Suyanto (113, 2007) stated that the feeling of happiness in learning language cannot be separated from the role of teacher, the method used and the supported material. The material will be more effective if it is authentic and based on the students’ daily life, for example the material is related to his/ her hobby or interest.

In conclusion, basically interest is related to hobby, likes, and motivation. Interest, furthermore concern with someone positive attitude toward something or an activity that is followed by his effort to know, to learn, and to do such activity intensively. Developing teaching method based on the students’ interest is very important because it can make them more motivated.

1. Measurement of Interest

After we know some definitions of interest, we now go to the concepts of how to measure interest. First, we have to know about the nature of measurement.

“Measurement is the hand- maiden of instruction. Without measurement there will not be evaluation, without evaluation there will not be feedback. Without feedback there will not be good knowledge of result. Without knowledge of result, there will not be systematic improvement in learning” (Merhens, 1984 cited in Astutik, 2009: 14). Furthermore, Hopkins and Stanley (1981 cited in Astutik, 2009: 286) said that “measurement is the process by which things are differentiated”.

Basically, there are two ways in measuring and identifying students’ interest, they are: by formal and informal method. The instrument commonly used in the formal method is interest inventories. Concerning the measurement of interest, Faisal (221: 1982) explained that an “interest inventory tries to produce a measurement about kinds of activities which tend to be liked or chosen by someone”. Interest inventory is a self- report instrument in which someone can write their like or dislike. Usually interest inventories is based on the correlation between some activities related to interest field, as accountancy, art, science, music, etc.

On the other hand, some instruments used in the informal method are questionnaire, interview, or observation.

Questionnaire according to Arikunto (2010: 194) is a set of written questions which is used to get the information from the respondent about his/her personality or something they had known. There are some benefits in using questionnaire. According to Arikunto (2010: 195), the benefits of using questionnaire are:

1. It does not need the researcher’s attendance
2. It can be spread out all at once to many respondents
3. It can be answered by the respondent according to their speed or when the respondents have free time
4. The respondents have not to write their name so they are free, honest, and do not shy in answering questionnaire
5. It can be standardized so the respondents can be given the same questions.

According to Arikunto (2010: 198), “interview is a dialog which is done by interviewer to get the information from the interviewee. Interview is used by the researcher to know or appraise someone’s condition”. Interview is not easy to be done. The interviewer should create good atmosphere with the interviewee in order to the interviewee wishes to answer what the interviewer wants to get the information honestly.

Observation is an activity of attention centralization to an object by using all five senses; those are sight, scent, hearing, sense of taste, and touching (Arikunto, 2010: 198).

Based on the explanations about the tools of measurement above it can be concluded that the most suitable tool and the simple way for measuring students’ interest is questionnaire because it deals with students’ interest and their preference among activities, subject of study or other aspect of school life.

1. Vocabulary
2. The Nature of Vocabulary

Human life needs vocabulary. Why? It is because they are using language for communication. And language must be consisted of vocabularies. It cannot be called language if there is no vocabulary. When we think about vocabulary, firstly come to our mind is list of words in dictionary. In order to straightening our mind, firstly, in this discussion we have to know about the definition of vocabulary. According to Penny Ur (1996: 60) “vocabulary can be defined roughly as words we teach in the foreign language”. While Nunan, (1999: 101) stated that “vocabulary is more than lists of target language words”.

Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. (<http://www.readingrockets.org/article/9943/>)

A basic assumption in vocabulary learning is that we are learning knowledge of words. But the word is not easy to define, either in theoretical terms or for various applied purposes. There are several ways of deciding what words will be counted (Nation, 2001:7-8)

1. Tokens

One way is simply to count every word form in a spoken or written text and if the same word form occurs more than once, then each occurrence of it is counted. So the sentence ‘it is not easy to say it correctly’ would contain eight words, even though two of them are the same word form*, it.*

1. Types

We can count the words in the sentence ‘it is not easy to say it correctly’ another way. If we see the same word again, we do not count it again. So the sentence of eight tokens consists of seven different words or ‘types’.

1. Lemmas

A lemma consists of a headword and some of its inflected and reduced (*n’t*) forms. For example, *wait, waits*, *waited*, and *waiting* are counted as instances of the same lemma as the base form *wait*.

1. Word families

A word family consists of a headword, its inflected forms, and its closely related derived forms. For example*, leak* with the inflected forms *leaks, leaking,* and *leaked* as well as these derivatives*: leaky, leakiness, leakage,* and *leaker.* Eventough there is distinction between the literal ‘loss of a fluid’ and the more metaphorical ‘loss of secret information’, all these words are closely related in form and meaning.

Thus, the term word can refer to a variety of lexical units (Read, 2000:20). When someone wants to measure the vocabulary knowledge, he/she has to define what the meaning of word is. It will determine about how to measure it. Is it based on a frequency count of words in long text or in a corpus (a large collection of texts stored on computer).

1. Types of vocabulary

There are two types of vocabularies; they are active/ productive vocabulary and passive/ receptive vocabulary. According to Jackson (2002: 28), “Active vocabulary is the words that you use in your own speech and writing, while passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people.”

Nation (2001: 25) stated that, “the distinction between active and passive vocabulary as being the result of different types of association between words. Active vocabulary can be activated by other words, because it has many incoming and outgoing links with other words. Passive vocabulary consists of items which can only be activated by external stimuli. That is, they are activated by hearing or seeing their forms, but not through associational links to other words”.

Here is the figure of traditional types of vocabulary;

**Figure 2.1 Traditional Types on Types of Vocabulary**

Literate/written vocabulary

Expressive vocabulary

Meaning/

Oral vocabulary

Receptive vocabulary

Receptive and productive vocabularies are not completely suitable because there are productive features in the receptive skills- when listening and reading we produce meaning. (Nation, 2001: 24)

Because most new words we encounter come from print or specific content areas, more recently some educators and researchers have fine-tuned the traditional perspective. Now most commonly used to represent distinctions in types of vocabulary, subdivided into three broad classifications: conversational vocabulary, core academic vocabulary, and content-specific academic vocabulary. (<http://ptgmedia.pearsoncmg.com/images/9780131555358/downloads/Templeton_Ch1_TheNatureofVocabularyDevelopmentandInstruction.pdf>)

1. Conversational vocabulary

It is words that students learn through everyday conversation with parents, other family members, and peers.

Examples: *happy, walk, about*

1. Core academic vocabulary

It is words that students may encounter frequently in their reading and should be able to use in their writing. They probably already have an underlying concept for the word.

Examples: *encounter, significant, advantage*

In core academic vocabulary, we will find academic language, that is words and phrases that indicate logical operations and tasks.

Examples: *consequently, evaluate, distinguish between*

1. Content- specific academic vocabulary

Words that refer to new concepts *in a particular content area* that are important for students to learn.

Examples: *pollution, alliance, papacy, algebraic expression*

1. The Importance of Vocabulary

Here, the researcher would like to give some reason why is vocabulary important? The researcher found some wise sentences which portray how important is vocabulary. Those sentences are as follow (<http://www.auburn.edu/~nunnath/engl6240/tvocabul.html>):

1. *"Without grammar very little can be conveyed; without vocabulary nothing can be conveyed." (Wilkins 1972:111)*
2. *"When students travel, they don't carry grammar books, they carry dictionaries." (Krashen in Lewis 1993: iii)*
3. *"The more one considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from, the syntax needs to be put to the service of words and not the other way round." (Widdowsen in Lewis 1993:115)*

All of sentences above compare between the importance of grammar and vocabulary. In the first sentence, it shows that without understanding grammar, someone still able to convey something very little, but without knowing vocabulary, someone can convey nothing. In second sentence, still show about the importance of vocabulary. That is indicated by students’ bringing the dictionaries (as we know that a dictionary consists of words collection) not bringing grammar book. In the last sentence it shows that the most important thing to study language is vocabulary. Grammar is also important, but it just put to the service of words.

Heriyawati, a faculty member of the English education program at Kanjuruhan University of Malang (cited in Cahyono, 2010:153) stated “Vocabulary is core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write.” From this definition, it can be said that vocabulary can support the learners to learn the skills of the target language. A large vocabulary helps the learners to express their idea. By having many stocks of words, the learner can catch other people’s talking well, give responses, speak fluently, and write some kinds of topic

Considering the importance of vocabulary role in the students’ learning, the mastery of this element should be ensured and developed. If it is not done, the vocabulary mastery of the students will be very limited and the consequence of it is they will find difficulties in learning the skills of language.

1. Teaching Vocabulary
2. The goals of teaching vocabulary

Whether designing a language course or planning to teach language, firstly the teacher should know what is the goal of teaching and learning. It is important because the goal will determine the activities and techniques used in teaching vocabulary. The following table provides the learning goal of some vocabulary which is adapted from Nation (62:2001).

**Table 2.1 the Learning Goal of Some Vocabulary Activities**

|  |  |
| --- | --- |
| **Activity** | **Learning goals** |
| **Guessing from context****Keyword technique****Breaking words into parts****Split information tasks with annotated pictures****‘it’s my word…’ learners present words they have met** | Word meaning, collocatesLearn a strategyLink form to meaning, word meaningLearn a strategyLink form to meaning, word meaningLearn a strategyBring receptive vocabulary into productive useTeach word form, meaning, and useDevelop an awareness of what is involved in knowing a word |

In order to reach the goal, the knowledge or information that makes up that goal needs to be available. Information about words, for example words’ meanings, can come from textual input such as a reading or listening text, or the context provided from a worksheet; information can come from a reference source such as a teacher or a dictionary, or it can come from the learners in a group who already know something about the word.

1. What to Teach While Teaching Vocabulary

**Figure 2.2 Aspects to Teach Vocabulary**

|  |  |  |
| --- | --- | --- |
|   |  | **Form** pronunciationspellinginflectionsderivations |
|   | http://www.auburn.edu/%7Enunnath/engl6240/triangle.gif |   |
| **Meaning**basic and literal meaningsderived and figurative meaningssemantic relationconnotation |   | **Usage**subcategorization collocationsociolinguistic and stylistic restrictionsslangs and idioms |

From the picture above, things that have to teach while teaching vocabulary entail three aspects; form, meaning, and usage.

1. Form

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling) (Ur). Nation explained that form is included in implicit learning involving noticing. Implicit learning involves attention to the stimulus but does not involve other conscious operations. Both of them will be perceived by the learner when encountering the new item for the first time. The activity for teaching and learning form is repeated meetings as in repeated reading. In teaching, we need to make sure that both these aspects are accurately presented and learned.

1. Meaning

The meaning of word is primarily what it refers to in the real world. Basic and literal meaning is often the short of definition that is given in a dictionary. For example, *dog* indicates a kind of animal; more specifically, a common, domestic carnivorous mammal.

A less obvious component of the meaning of an item is its connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The word dog, for example, for British people has positive connotations of friendship and loyalty; while for Arab people, it has negative associations of dirt and inferiority.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for the learner to know that a certain word is very common, or relatively rare, or ‘taboo’ in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect (Ur, 1991: 61).

Semantic relation studies about how the meaning of one item relates to the meaning of others. There are various relations about the meaning, such as synonyms, antonyms, hyponyms, co- hyponyms, superordinate, translation. All these can be exploited in teaching to clarify the meaning of a new item, or for practice or test materials.

1. Usage

The meaning of language depends on where it occurs within a large stretch of discourse, and thus the relationship that the different language have with what comes before and after them. In other words, students have to be able to operate with more than just words and grammar, they have to be able to string utterances together (Harmer, 2007: 59).

1. Media for Teaching Vocabulary

Media are any devices that assist an instrutor to transmit to a learner facts, skills ,attitudes ,knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy ,as it intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively

Media are very helpful in teaching learning process. Teaching media as complements are used by the teacher to communicate with students. In this study, the writer analyzed about the kinds of teaching media used by the English teacher in teaching vocabulary

1. Audio media

Audio media is all kind of media that can be heard by the students. Teaching vocabulary through audio media can be done by using radio, tape recorder, music, etc. Audio media have their own set of strengths. For instance, they make dialogue and figurative language salient (Greenfield, 1987: 18).

1. Visual media

Visual media is all kind of media that can be seen or touch by the students. Visual Media: These composed of photographs, graphics, pictures, maps, models, spacemen, game puzzle, artfacts, wall charts etc. These make visual impression to the learner. They attract pupils' attention and aid concentration, as they illustrate meaning more directly and quickly than through verbal explanation.

1. Audio- visual

Audio visual media is the function of two kinds of media; audio and visual. Audio visual media need mechanic electronic to show the message of audio visual message. Audio-visual media have particular strengths in presenting action, three- dimensional space, and several things happening at once (Greenfield, 1987: 19). The example of audio visual media is film and television.

1. Multimedia

Multimedia is commonly called computer. Multimedia combines five basic types of media into the learning environment: text, video, sound, graphics and animation, thus providing a powerful new tool for education.Computer technology in general has a great strength in allowing users to interact with complex systems having multiple, interacting, and dynamic variables.

“Each medium has its own biases. Through the filter of its technical and formal characteristics, a medium transforms information while communicating it, emphasizing particular aspects of events and ideas, deemphasizing others. As a consequence, each medium presents certain types of information easily and well, other types with difficulty or relatively poorly.” (Greenfield, 1987:18)

It is teacher's responsibility to select appropriate media available and interrelates the components to the curriculum by considering the following:

* Should be purposeful that is help to achieve the objective of the lesson.
* Should be concrete to be understood by learners and entertaining.
* Media should be challenging and stimulating in thinking and varied or diverse in interests abilities of the pupils.
* Must be affordable, less costly and effectively co-relate subjects of the curriculum.
1. Teaching vocabulary by using songs

As I stated previous about the importance of vocabulary, it determines the performance of the students’ listening, speaking, reading, and writing. Thus, the effective teaching is very useful to make the learners more motivated. The most effective way is teaching vocabulary trough songs. People believe music can be used by educators to promote second language acquisition. The reason to believe that song may result in greater vocabulary acquisition than more traditional spoken stories.

There are a lot of advantages to introduce vocabulary trough songs, especially English songs. The students will easily remember the lyrics and melodies and never forget the songs because they sing them whenever they do some activities. But when the teacher introduces vocabulary trough memorization, the words will be lost from their mind. Another advantage is that the students can learn the meaning of vocabulary which they hear in the song. The students will be able to comprehend the meaning of the lyrics when they actually sing the song later on. Moreover, the songs can provide additional opportunities for students to practice to say target vocabulary, routines and patterns which are covered in the song lyrics naturally. Besides, teaching vocabulary trough songs also provide the example of good pronunciation for the students. “In introducing new words or vocabularies, giving the correct pronunciation is needed since the beginning (Suyanto, 2007: 48)

Teaching vocabulary trough songs makes the atmosphere in the classroom more active and makes the students feel happy and enjoy learning English vocabulary. The teacher must use or select various and appropriate songs which are suitable with the topic discussed in the class. In addition, the students need to be given a lot of opportunities to practice the songs and at the same time to enrich their vocabulary.

1. Criteria of A Good Song/ Music for Learning Language

Heriyawati (cited in Cahyono 2010:155) stated, “There are two types of song, folk songs which were made by unknown artists, and art songs which are sung with musical setting of poetic texts”. It is stated by Medina (2003) in (Cahyono, 2010: 155) that there are three points to keep in mind regarding the use of story song tape cassette. First, the nature of music is appealing because it can increase the students’ ability to understand the song. Second, the melody should not be complicated because it obstructs the students’ from understanding the lyric. Third, the tempo should be moderate to prevent from noise and understanding the lyric.

Songs should be carefully selected for the adult ESL classroom. Lems (2001: 3), make the following suggestions:

1. Song lyrics should be clear and loud, not submerged in the instrumental music.
2. The vocabulary load for the song should be appropriate to the proficiency level
3. Songs should be pre-screened for potentially problematic content, such as explicit language, references to violent acts or sex, or inappropriate religious allusions.
4. The Rule of Song in Learning Language

Why should music be suitable for teaching vocabulary? The answer is simple. Music has always played a big part of humans’ lives, beginning with child’s birth and mothers singing lullabies to their children.

Nowadays, it is almost impossible to escape music. It is used in films, advertisements; it is on radio and even in most shops, restaurants and other public places. Current technological inventions, such as the iPod, mobile phone and MP3 player enable people to enjoy their favorite music anywhere at any time. People listen to it while traveling and even while walking in the streets. In fact, a lot of children get into troubles for listening to music on their headphones during lessons. So why not use music to our advantage?

Music as such has always been important, especially to most young people. It has always brought them together. They love to share their music with one another. Students of the three groups that the songs were piloted with love to talk about their favorite artists. Talking about their favorite artists is a part of their everyday communication. Music is connected to many areas of their lives. People who like similar kinds of music usually dress in a similar way. It is part of people’s way of living, of their world and it can be used as a means for a teacher to get into his or her students’ world, to get closer to them.

Song have important role in teaching vocabulary. Songs are authentic, fun and appealing. So it is believed that the students are familiar with some of these international favorites. Then, “songs are flexible, and they can accommodate all learning styles, levels, and the students’ background” (Cahyono, 2010: 155).

In learning, learners need some psychological and artistic tools (Stevick, 1980 in Setiyadi: 117). The psychological tools include liveliness, joy and in the learning environment. This can be seen in a language class of sugestopedia, where the lighting is dim; there is soft music playing, there are some posters in the walls (Larsen- Freeman, 1986 cited in Setiyadi, 2006: 117)

Learning will take place effectively when there is a unity of the conscious- paraconscious and integral brain activation. The principle of unity of the conscious- paraconscious and integral brain activation is in fact a principle of globality. It recognizes the simultaneous global participation of the two brain hemispheres and cortical and subcortical structures, and also the simultaneously occurring analysis and synthesis (Setiyadi, 2006: 118).

Here, the writer shows the figure of both brain hemispheres functions.

**Figure 2.3 the Brain Hemispheres Functions**



As we see in figure above, the language is functioned by left brain hemisphere while music is functioned by right brain hemisphere. Based on the theory of multiple intelligence, the learning process will be effective if the two hemispheres are activated. Song can do this. Songs can activate both of two hemispheres. That is why, learning language will be more effective by using songs. They can create psychological tools; enjoyment and liveliness for learning language.

Furthermore, certain selected music is used for special “concert” presentation of material to be learned. Music is also used to evoke a mentally relaxed state (Setiyadi, 2006: 114)

Besides that, songs are also can be used as the stimulation of discussion. There are many obvious advantages in using songs for this purpose rather than more conventional texts. They are real and provide a link between the classroom and outside world. They are enjoyable and therefore memorable (Byrne, :92).

Based on the explanation above, teacher can use songs for (Slattery, 2001:45)

* Enjoyment
* As part of teaching plan
* As a change in activity
* To revise vocabulary
* To connect with new or familiar topics
* To practice up to date expressions
* For drama and to practice punctuation

In conclusion, English songs are very beneficial in English learning both in and outside the classroom. Furthermore, English songs help the students to be independent learners since songs may function as extensive listening source that the students can easily enjoy outside the classroom on their own.

1. Testing The Vocabulary

Testing vocabulary is similar to testing in other areas of language knowledge and use. The same criteria of reliability, validity, practicality, and washback need to be considered when designing and evaluating vocabulary. furthermore, Harmer (167: 2007) stated that good tests are those that do the job they are designed to do and which convince the people taking and marking them that they work. Good tests also have a positive rather than a negative effect on both students and teacher.

In some ways, testing vocabulary is easier than testing grammatical knowledge or control of discourse because the units to test are more obviously separate; it is not too difficult to identify what a word type is (Nation, 2001: 344).

Tests of vocabulary should avoid grammatical structures which the students may find difficult to comprehend. Similarly, tests of grammar should contain only those lexical items which present no difficulty to the students (Heaton, 1988: 52).

There are many different kinds of vocabulary test item:

1. A 1.000 word level true/ false test (Nation, 2001)

Write T if the sentence is true. Write N if it is not true. Write X if you do not understand the sentence.

|  |  |
| --- | --- |
| 1. We cut time into minutes, hours and days
2. Some children call their mother Mama
3. All the world is under water
4. When you keep asking, you ask once
 |  |

1. A vocabulary depth test (Nation, 2001)

Choose four words that go with the test word. Choose at least one from each of the two boxes.

*Sudden*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| BeautifulSurprising | QuickThirsty |  | ChangeNoise | DoctorScholl  |

1. A definition completion test (Nation, 2001)

Choose the word from the list on the right to complete the sentence. Do not use the same word twice.

|  |  |
| --- | --- |
| 1. A journey straight to a place is….
2. An illness that is very serious is …
3. A river that is very wide is…
4. Part of our body that is not covered by any clothes is…
5. Something that happen often is….
 | FaintAcuteCommonBareAlienBroadDirect |

1. A sensitive multiple choice test (Nation, 2001)

Circle the choice that best gives the meaning of the underlined word.

Chronic means…

1. Lasting for a long time
2. Dissatisfied
3. To greatly decrease
4. Effective and harmless
5. Don’t know
6. A translational test (Nation, 2001)

Translate the underlined word into your first language.

|  |  |
| --- | --- |
| 1. You can see how the town has developed
2. I cannot say much about his character
3. Her idea is a very good one
4. I want to hear only the facts
 | ……..……………………… |

1. Sets (associated words) (Heaton, 1988)

Read each of the following lists of four words. One word doesn’t belong in each list. Put a circle round the odd word in each list.

|  |  |  |
| --- | --- | --- |
| SonFatherBoyBrother  | HappyMarriedEngagedSingle  | ArriveDepartGo awayLeave  |

1. Matching items (Heaton, 1988)

Write the correct word from the following list at the side of each number on your answer sheet. Use each word once only.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| roadbrokenlorrylying  | accidentknowpolicemancrossed  | Travellingknockedpavementleft | Turnedmiddlerunningforgot | sidelookedhurttalk |

Poor Tom Wright was (1) down by a (2) last week when he was crossing the (3). He was quite badly (4) and he had to go into hospital for a few days. His left leg was (5) and both his arms were cut. While he was (6) in bed in the hospital, a (7) came to (8) to him.

1. Word formation test items (Heaton, 1988)

Write a word in each blank. The word you write must be correct form of the word on the left.

|  |  |
| --- | --- |
| 1. Care
2. Cruel
3. Interest
4. Enter
 | Be …… when you cross the roadTo mistreat animals is a form of ….Do you think this book is …Can you show me the … to the cave |

The first task for the writer of vocabulary test is to determine the degree to which he or she wishes to concentrate on testing the students’ active or passive vocabulary. The next task is to decide whether the lexical items in the test should be taken from the spoken or the written language. Aspects of word knowledge for testing according to Nation (2001: 347) are showed in the following table.

**Table 2.2 Aspects of Word Knowledge for Testing**

|  |  |  |
| --- | --- | --- |
| *Form*:SpokenWrittenWord parts | RPRPRP | Can the learner recognize the spoken form of the word?Can the learner pronounce the word correctly?Can the learner recognize the written form of the word?Can the learner spell and write the word?Can the learner recognize known parts in the word?Can the learner produce appropriate inflected and derived forms of the word?  |
| *Meaning*:Form and meaningConcept and referenceAssociations | RPRPRP | Can the learner recall the appropriate meaning for this word form?Can the learner produce the appropriate word form to express this meaning?Can the students understand a range of uses of the word and its central concept?Can the learner use the word to refer to a range of items?Can the learner produce common associations for this word?Can the learner recall this word when presented with related ideas? |
| *Use*:Grammatical functionsCollocationsConstraints on use (register, frequency…) | RPRPRP | Can the learner recognize correct uses of the word in context?Can the learner use this word in the correct grammatical patterns?Can the learner recognize appropriate collocations?Can the learner produce the word with appropriate collocations?Can the learner tell if the word is common, formal, infrequent, etc.?Can the learner use the word at appropriate times? |

 *Note*: In column 3, R= receptive knowledge, P= productive knowledge

Lexical item can be selected from ;(Heaton, 1988: 51)

* The syllabus (including a word frequency list if available
* The students’ textbook (provided the items approximate to those used in natural speech situations)
* The students’ reading material (e.g. simplified readers, literary text); and lexical errors taken from students’ free written work (or from students’ incorrect answer in a close test)
1. Correlation between Interest in English Song and Vocabulary Mastery

Music and songs have become fundamental manifestation for humans’ culture and needs in communication; therefore, music and songs cannot be separated from language (cahyono, 2010: 185)

As I stated earlier, songs activate learning in both hemisphere of the brain, and they appeal to multiple intelligence in every learner. Steinberg (1993, 180) stated that music and non- linguistic sounds, noises, and animal sounds, for example are perceived more strongly in the left ear, since they are processed in the right (non-language) hemisphere.

Language, logical and analytical operations, and higher mathematics, for example, generally occur in the left hemisphere of the brain, while the right hemisphere is superior at recognizing emotions, recognizing faces and taking the structures of things globally without analysis. (Steinberg, 1993: 179)

Some scientists claim that the first thing we learn when acquiring our first language is the discourse intonation that may be viewed as music since it is the actual melody of the language. Lake states that “children learn to sing before they speak. An infant’s communication is a series of coos that communicate hunger, fatigue, alarm or pleasure. Moreover, for better acquisition of their mother tongue, children are taught nursery rhymes, poems, but also songs.

Songs can develop listening and reading skills in fun and interactive way; songs can be used to teach the pronunciation naturally and more efficiently and easily embed vocabulary and grammatical structure in conscious and unconscious memory. With songs the students can create enthusiasm for learning, evoke memories images, and feelings, stimulate spirited discussion and creative writing, and songs can introduce slangs and poetic descriptions easily in order to remember the context (Cahyono, 2010: 155)

Furthermore, Palmer and Kelly stated that “When songs and words match in stress and accent, the learner can experience gains in comprehension of word stress, attention span, anticipation of new text, and memory”. In lyrics, words usually appear in context, the sound of new words is easily remembered along with the melody of the song and by listening to the song, and students are exposed to the new words many times.

From the explanation above, it can be concluded that English songs and vocabulary mastery cannot be separated. By listening more English songs, the students will get more stock of words or vocabulary. From this statement it is suggested for the teacher to use English songs as the media and the source of authentic material for teaching English.