

CHAPTER II

Literature review

2.1 Learning Theory

Winkel (1996), said that learning as a mental activity/psychic, which takes place in an active interaction with the environment that resulted in changes in knowledge, understanding, skills, values and attitudes. The change is permanent and scar. Learning can be seen as an attempt to make the process of change in behavior towards settling as the experience of interacting with the environment.

Active learning is the development the theory of learning by doing, as Dewey (1859-1952) stated that he strongly disagree on rote learning by the understanding "learning by rote". Dewey School was the founder of the school that applies the principles of learning by doing, which are students need to be involved in the learning process spontaneously. Curiosity students will be things that are not yet known to encourage active involvement in a learning process. According to Dewey, the teacher role is to provide a means for students to learn. With the participation of students and teachers in active learning, will create a meaningful learning experiences.

Active learning contains many useful tips to foster active learning ability on students and explore the potential of students and teachers alike for developing and sharing knowledge, skills, and experience. Through active learning approach,

students are expected to be better able to recognize and develop the learning capacity and potentials. Active learning requires teachers to work professionally, taught systematically, and based on the principles of effective and efficient learning. That is, teachers can manipulate the learning model implemented systematically and makes the learning process a meaningful experience for the students.

According to the explanation of the expert above, it can be concluded that learning is better with direct interaction, because learning must do together not to be memorized or learned by itself but by interacting, either actively or not.

2.1.1 The Teaching Capability of Teacher

According to the expert, teachers are expected to have the ability to teach, as Dewey (1859-1952) said that generally by implementing active learning (Active Learning) will get the following things:

1. Utilizing learning resources optimally in their environment in the learning process.
2. Create and develop new ideas.
3. Reducing gaps in knowledge obtained from school and the knowledge acquired in the community.

4. Clarify the relevance and relevance of science subjects to everyday needs in society.
5. Develop the knowledge, skills, and student behavior gradually and intact.
6. Provide opportunities for students to be able to develop optimally according to their abilities.
7. Applying the principles of active learning.

Meanwhile, Machmudah (2008: 72), mentioned that:

1. Students are more motivated because it will be easier to learn in time enjoy.
2. Takes place in a quiet neighborhood, as trial and error is received.
3. The participation of all groups
4. Each person is responsible for their learning.
5. Flexible and relevant.
6. Something express his thoughts.
7. Each providing a correction if there is an error.

Active learning approach of learning is assumed to be effective in order to establish the student as a whole person who has the ability to learn independently throughout his life, and to foster the professionalism of teachers.

2.2 Song

Dixie (1859), described that a "popular" or a "folk" song. We know its composer (Dan Emmett), and that it was created for the commercial theater. On the other hand, it is Widely performed today in non-commercial Contexts , and its transmission is primarily oral. For purposes of this guide, we will not extinguishing between types of music. The techniques discussed will work equally well with most forms of American popular song. Song at least two different ways.

The first is as a musical work, an abstract entity that serves as an umbrella for many versions or renditions. In most cases a song title marks it as being the same in all its various versions, although occasionally the same song acquires different titles and gains or losses lyrics. Second, we conceive of a song as a rendition, that is a realization of the song in a performance, a publication, or a recording. Each rendition of a song is unique, although renditions may be very similar to one another. It is important to take a broad view of songs. They consist not just of the lyrics and the tune, but also of all the contexts in which a song is created, experienced, produced, and consumed. These contexts include such things as where the song was performed and by whom, the audience for it, and the technology that produced it and preserved it for us to appreciate.

A broader understanding is given by David A. Weinstein (1987: 19), represented that Musical works are generally deemed to be those which consist of combination of varying melody, harmony, rhythm, and timbre regardless of the material objects in which they are embodied. They can be manifested in terms of notation (musical notes on a staff with or without accompanying words) as found on sheet music and lead sheets. Or they can be manifested in other visually perceptible forms like player piano rolls, for instance. Further, they may expressed in formats you cannot see (sounds) when they are embodied in phonograph records, cassette tapes, or disk.

Some musical works are expressed solely in terms of notation (a symphonic score) while others are expressed in terms of words integrally associated with notation (an opera or popular song). The fact that words compose part of musical work will not make any difference in so far as classification concerned. The combination is still treated as a musical work. This one exception to the classification of works comprised of words as literary. However, when words are created independent of musical notation with no intention at the time of creation to combine them with music (poetry), and subsequently they are so combined, the words will be classified as a literary work.

From this sense it is so music that the elements are very complex, namely melody, harmony, rhythm, and timbre regardless, the words (lyric) notation. In

addition, there is music also has a very wide dimension and is also presented in the form of sheet music and recorded in the form of tapes and disks.

2.2.1 The Advantages of using Song in Teaching English Vocabulary

Bumpass (1963, 132), mentioned that there are two factors that determine the success of the use of songs to teach a foreign language to students early age, namely:

- a. Selection of songs that can address the emotional needs of students and intellectually interesting.
- b. Planning learning activities that utilize the song in order to fulfill some requirements such as: fun, can maintain interest, can be used as a tool for learning new sound, help learning words and new concepts through action and dramatization suitable.

Besides why music can be used as a media of learning for music can stimulate intelligence. The intelligence is as follows:

1. Music can stimulate brain function means that music provides growth stimuli in the brain functions of memory function for learning, listening and speaking, as well as analysis, intellect, and function of consciousness. Music also can stimulate growth in memory.

2. Stimulate the brain physically here not meant music that improve the physical condition of the brain but the brain's physical condition better enable study music.
3. Improving cognitive function allows the music means to think, remember, analyze, learn and generally perform higher mental activity.
4. Stimulate the associative process means that music can be a stimulant to arouse students to recall emotional experiences in childhood
5. Stimulate rekognitif (know back) synonymous with music auditory nerve sends signals to the brain to recognize the music back. If students have heard the music before, then students will provide a response to anything he had ever experienced.
6. Music expand the memory warehouse means the music is able to evoke the individual to recall other data for their associative process. Music is data that also serves as a stimulator to recall other memories.
7. Stimulate the development of language means that the music is often used to help students to be more able to learn to speak.
8. Stimulate the mind rhythmic music means to train motor coordination with rhythm, learning and understanding music is a process of learning to understand the rhythm.

(Brewer 2010), mentioned that as a teaching media, song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication, those are:

- 1) Create a welcoming atmosphere. It is the function of song as a warmer, students are expected to be enthusiastic in the learning process.
- 2) Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.
- 3) Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.
- 4) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make them active again.
- 5) Deepen understanding and reinforce memory through emotional association because songs are familiar with students live. So, students are easy to understand the material.
- 6) Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students creativity.
- 7) Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyze the tenses from the lyrics of a song.

- 8) Embed new vocabulary. Students can enrich their vocabulary after listen to a song.
- 9) Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song.
- 10) Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

Based on profit songs, according to experts it can be concluded that the song indeed cause a lot of advantages in the learning process, and therefore the songs can be applied to study because it can help students remember the lesson easier.

2.2.2 Song lyrics as media to teach vocabulary

Estrella (2010), described that teaching media is important in teaching learning process not only determined by teacher and students competence but also with in appropriate media. Song is very effective especially when one needs to memorize something. Often, when music is used learning a certain concept or lesson is more easily to be understood by the students.

In Indonesia, most of English students have difficulties in learning English; they are less motivation in studying English because they believe that

English is hard subject. In that case, an English teacher needs to be responsive to the students condition, the teacher should make students enthusiastic in learning English.

Teacher should consider some factors in teaching and learning process. Brown (2005), states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. So the teacher as facilitator in learning process should keep looking for way to make learning vocabulary easier and more pleasant. English is foreign language, so English learning for Indonesian students is not easy. The teacher is asked to use suitable media to teach effectively because an affective teaching is basic factor for the success learning process that is including in learning vocabulary. There are many kinds of teaching media to teach English, one of them is song. Song could be used to teach vocabulary because of its lyrics, teacher could choose song which has appropriate vocabulary that would be taught.

Bovee as cited by Sanaky (2009), represented that Media is tool of format used to convey information. While NEA Education Association as cited by Asnawir and Usman state that media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in teaching learning activity and can affect the effectiveness of instructional

program. Media in teaching learning process is very importance to help students to become effective and interesting in learning process.

There are many teaching media can be divided into various forms, they can be classified in three kinds, they are:

- 1) Visual aids, it is media that can be seen such as picture, Google earth, flashcard, newspaper, etc.
- 2) Audio aids, it is teaching media that can be heard such as radio, music or song, tape, MP3 player, etc.
- 3) Audio visual aid, it is teaching media that can be seen and can be heard such as video clips, film, TV news etc.

From the explanation above, the researcher uses song lyrics. It can be classified as audio visual aids because it can be seen and can be heard. In Arsyads Sudjana and Rifai said that they have benefits in it. They are:

- 1) The teaching process will be more interesting so that the students are motivated to learn the material given by the teacher. By using media, the teacher can attract the students attention to the material given by him/ her. From explanations above, it is expected that by using media in teaching learning process, students will be motivated in the learning the material given

by the teacher by heart. If they learn by heart automatically they will get maximum result.

- 2) The material will be clear if the students can understand the material easily. Media make students easy in catching the material given by the teacher. Here, media acts as the means used by the teacher to make the teaching material easily. If the students can catch the material easily so, automatically they can understand too.
- 3) The teaching and learning process will be variation. It makes students enjoying the teaching learning process. Students will bored if the teacher only uses the explanation when present the material during teaching and learning process. Students will not feel bored if the teacher uses media in teaching learning process.

From references definition above, the researcher concluded that teaching media are needed in teaching learning process because students are motivated to study. Students easily to catch the material from the material clearly. The teaching learning process will be more varieties so that the students enjoy it. Students also will be more active in giving responses to the material given by the teacher.

2.3 Motivation

Cherry (2016), described that motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. The impulse arises to do something. In general motivation consists of two types namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation arises from within the individual itself. While extrinsic motivation is a motivation can arise from outside the individual.

The importance of the role of motivation in the learning process needs to be understood by educators in order to carry out various forms of action or assistance to students. Motivation is defined as a boost, whether caused by factors within and outside students, to achieve certain goals in order to meet/satisfy a requirement. In the context of the study of the needs associated with the need for lessons.

The role of motivation in the learning process, students' motivation can be analogized as a fuel to power the engine of adequate learning motivation will encourage students to behave actively to excel in the classroom.

The size of motivation will determine the speed of response of a job. Extrinsic motivation is the drive to achieve the goals that lie beyond the act of learning. In this case Sumadi Suryabrata (2003), argued that extrinsic motivation

is that the functioning of the motives for their stimulation from the outside. From this definition it is understood that the extrinsic essentially is an impulse that comes from outside oneself. So based on the extrinsic motivation of children to learn seems not because they want to know something but want to get the praise and good value.

Departing from the above description, it can be the notion that intrinsic motivation is better than extrinsic motivation. However, extrinsic motivation used in the learning process in addition to intrinsic motivation. To be able to grow the intrinsic and extrinsic motivation is something that is not easy, therefore teachers need to have a media that appeals to students.

Because of the song to create an atmosphere of learning becomes fun and easy to remember. Learn to use the media is quite effective in motivating students and create the interest of students in the learning process.

2.4 Vocabulary

Finocciaro (1974), explained that the students' vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words in which the students can understand and pronounce correctly can use them in speaking or in writing used by person to encode his idea. Passive vocabulary refers to the words in which the students can

recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.

Another opinion by Marianne Celce and Murcia Elite Olshtain (2016),
There are two kinds of vocabulary:

- 1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).
- 2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

- a) Words that refers to a person, a place or a thing that we might call them nouns.
- b) Words that express an action, an event or a state are called verbs
- c) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

Thornbury (2002:13), said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Only with sufficient

vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

Parts of speech are classified into its various types. The type of part of speech consist of pronoun, adjective, verb, adverb, conjunction and preposition. Each Part of speech will be classified into its various types. Such classification will be based chiefly on differences in structural form or in grammatical behavior, after that the part of speech will be described according to the observable signals that operate the grammar, functions, position, form, markers under functions will be a further consideration of how part of speech serves either as part of the central core, or a modifier or connective.

From the statements above the writer concludes that vocabulary is a list of words with their meanings that accompanies a text book in a foreign language. That is very important to teach vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

2.4.1 Song Vocabulary

Medina (2002), described that song as audio authentic media, is a short musical composition with words (from merriam-webster.com/dictionary/song). Song has always played a big part of humans life, beginning with child was born and mothers singing lullabies to their children. Song brings emotions to life and it also serves as a testimony of people from any land or time, it speaks for us where words fail.

Nowadays, it is almost impossible to escape from song. It is used in films, advertisements, radio and even song is played 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. It is believed that song can be one of very useful media for introducing new English words to increase the English Foreign Language student's vocabulary.

Some researchers have conducted the study on the use of song in teaching vocabulary. The content of song is not only for entertaining, but also can offer a new way in learning a language. Song is a natural way for people to learn a language. Playing song can set a positive mood at the start of the day or the beginning of the classroom, or to maintain the positive attitude during the day (Brewer, 2005).

Lozanov (2002), found that the atmosphere created by the song enhances the ability to remember new vocabularies, because people found it much easier to

memorize something that is fun and melodic than normal sentence. Moreover, song helps students attention and concentration (Brewer, 2005).

Brewer (2005), mentioned that using song as a teaching medium could motivate students and make them feel much less frustrating than standardized textbook instruction and create a peaceful classroom environment. It is proven by Zatnikasari (2008), who found a positive mood during the lesson, because songs for students are natural and fun. Also by using song, Mega (2011) found more pleasant and comfortable learning atmosphere despite the boring routine class, because they could sing along the song in the class. Thus, song evokes positive emotions which can bring and increases student confidence in the language acquisition (Medina, 2002).

By the experts can be concluded that learning English by using the song is very effective to enhance the learning fun and also increase interest in learning, because songs can be the motivation of the students, then the students can follow the lesson well. If students already have the motivation to learn to eat will show a sense of comfort in following lessons and a sense of comfort that can make students focus and can easily recall the vocabulary being studied.

2.4.2 The Importance of Song

Howard Gardner of Harvard quoted by Campbell (2002: 220), described that in his Introduction to the Musical Brain, vigorously endorsing the idea that the more a child gets stimulated through music, movement and art, the smarter he becomes. Music brings a positive and relaxed atmosphere for many classes, also allowing the sensory integration necessary for long-term memory. In 1972 and 1992, three educators associated with Future of Music Project found that music lessons help reading, language (including foreign language), Science and overall academic achievement. This is because the rhythm and tone of the music can help to think logically, given the new concepts in a longer time.

Here is a function of the song as described by Montolalu et al (2008: 3.23):

- 1) Enhance creativity and imagination.

Music acts as a stimulant whenever you need an increase in creativity in your life. In addition, the creation of music such as writing a song also indirectly apply other intelligences such as linguistic, mathematical, interpersonal and intrapersonal intelligence.

- 2) Increase intelligence

By listening to the singing we can improve the intelligence and achievement of children in school. Music has been shown directly and consistently improves mathematical thinking, especially abstract thinking skills in children.

3) Improve memory

Singing can stimulate modern thought and help improve memory. Singing is an important way to gain knowledge and information by cutting into smaller pieces and sung.

According to Ortiz (2002: 86), the use of music in learning is useful for:

- 1) Motivate the child to practice.
- 2) Increase body sensitivity.
- 3) Enabling the growth of great motor skills.
- 4) Improve coordination.
- 5) Enhance self-esteem and self-esteem.
- 6) Act as a catalyst for imaginative improvisation.
- 7) Introduce and maintain structures in regular activities.
- 8) Works as a source of happiness and pleasure.
- 9) Encourage social relationships.
- 10) Create a controlled environment where self-disclosure can be realized.

Based on the explanation above, the writer can concluded that the importance of the song in the learning process is very important. Because the song produces a lot of benefits for students, then the song is often used as a tool to

increase student motivation in learning. So that students can learn comfortably and also more focus.

2.5 RPP According to Expert

Permendikbud No. 65 in 2013, said that Learning Implementation Plan (RPP) is a plan-face learning activity for one or more meetings. RPP arise of the syllabus to better guide the learning activities learners to achieve basic competency.

Permendikbud No. 81A in 2013 Annex IV, mentioned that on Implementation of the General Education Curriculum Guidelines, the first in a process of learning by the standards embodied lesson plans with activities in the preparation of a lesson plan. RPP is a lesson plan developed with the details of the subject matter or theme refers to the syllabus.

According to the Technical Guidelines for the Preparation of the RPP at the School Association, RPP is a learning activity plans a meeting face to face to one or more. RPP developed by subject matter or the details of a particular theme which refers to the syllabus to guide student learning activities in an effort to achieve basic competencies (KD).

Educator at one education RPP obliged to prepare a complete and systematic manner that takes place in an interactive learning, motivate students to actively participate and provide enough space for innovation, creativity, and

independence in accordance with their talents, interests, and physical and psychological development of students. RPP is based on KD or subthemes and implemented in one meeting or more.

Each teacher on education obliged to prepare lesson plans with a complete and systematic so that learning takes place in interactive, efficient, fun, challenging, inspiring, motivated students to actively participate and provide enough space for innovation, creativity and independence in accordance talents, interests, and physical and psychological development of students.

RPP development can be done by teachers individually and collectively in the Teachers Working Group (KKG) at the school cluster, under the coordination and supervision by the supervisor or department of education. Primary School Curriculum 2013, Integrated Thematic learning approach from class I to class VI.

The conclusion about Learning Implementation Plan (RPP) is a plan that describes the procedures and organization of learning to achieve the basic competencies specified in Content Standards and is described in the syllabus. Every teacher should have a lesson plan for teachers in the learning process. The material to be taught not to arbitrarily give the material but according to the existing lesson plans. Lesson plan for teachers to deliver material.

2.5 .1 Understanding the Learning Process

The learning process is a process in which there are activities between teacher-student interaction and reciprocal communication that takes place in an educational situation to achieve the learning objectives (Rustaman, 2001: 461). In the learning process, teachers and students are two components that can not be separated. Between the two components must be intertwined interaction and mutual support that student learning outcomes can be achieved optimally.

In the opinion of Bafadal (2005: 11), the learning can be defined as "any effort or learning process in order to create an effective learning process and efficient". Understanding the learning process among others by Rooijakkers (1991: 114): "The process of learning is a teaching and learning activities concerning the activities of educators, the activities of learners, patterns and processes of interaction of educators and learners and learning resources in a learning environment within the framework of adherence to the program education".

The opinion expressed by almost the same Winkel (1991: 200), stated that "the learning process is a psychic or mental activity that takes place in an active interaction in the environment, which resulted in changes in knowledge, understanding, skills and value attitudes".

From some of these opinions can be concluded that the learning process is all a joint effort between teachers and students to share and process

information, in the hope of the knowledge useful in students and became a cornerstone of continuous learning, and expected that the changes are better for reaching a positive improvement characterized by changing the behavior of individuals in order to create an effective learning process and efficient.

A good learning process will form the intellectual ability, critical thinking and the emergence of creativity and personal changes in behavior or a person based on practices or particular experience. The first step, student is giving a material that is already available. When I was listening to their songs will fill the blank line on a piece of paper with the lyrics. By listening to the song then students must quickly fill the empty line in accordance with the song being listened to.