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Teaching Technique in Improving Students' Vocabularies through Songs: A Literature Review

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ABSTRACT

There are two objectives of this research, these are (1) to find out techniques in teaching vocabularies; and (2) to analyze the techniques in teaching vocabulary using songs as teaching media by literature review from several previous researches. The method used descriptive reviews method. This research analysis used literature review which is an important factor to take into consideration. It is an analysis that typically includes an outline, an explanation, and a critical assessment of previous research. Based on the research results, the researcher can decide that there are various techniques in teaching vocabulary from the previous researches, but there are three main activities are demonstrate the song verbally or non-verbally; use illustrations to describe the lyrics, such as pictures; and use their native language to convey the meaning of the vocabulary. Then, the main purpose is these teaching techniques are appropriate and suitable for students because there are various learning styles and characters in students.

Keywords: Songs, Teaching Technique, Vocabulary

INTRODUCTION

A person needs a basic knowledge of vocabulary to be able to understand a language in a country better. Similarly, one of the important components in learning English is learning vocabulary. According to Rahmawati, vocabulary is the important component of language proficiency, vocabulary is composed of a variety of lexemes, such as single words, compound words, and idioms. It provides the basis for how effectively learners speak, read, listen, and write, and is related to the term of lexis and lexicon. In addition, vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system (Alpino, 2017). Therefore, some educators may come out with the teaching approach in improving students' vocabularies; one of teaching approach is using media such as songs.

Susanto had figured out that developing a solid vocabulary is crucial for effective communication in a foreign language and is important for producing coherent spoken and written communications. All language skills, including listening, speaking, reading, and writing, depend heavily on learning vocabulary (Susanto, 2016).

In Indonesia, using English in a lesson is not a difficult thing to do because some parents have known English to their children from an early age even though English is not their mother tongue. Unfortunately, not all students get this opportunity. Therefore, interesting learning techniques must be well designed so that students are interested in developing their English skills and participated well in every learning process.

The researcher interested to analyze of teaching technique in improving students' vocabularies by using media through songs from several previous researches that suitable with the topic. Using songs as improving and supporting media in English learning is quite compatible used. In addition, using songs in learning is also providing a motivation to the students because they will listen the songs as well as read the lyrics projected on the screen. Therefore, the objectives of this research is to find out techniques in teaching vocabularies, and to analyze the techniques in teaching vocabulary using songs as teaching media by literature review from several previous researches.

RESEARCH METHODOLOGY

This research used descriptive reviews method. The researcher conducted this research using a systematic approach and the suitability of the facts in order to discover the answers to the problem statement. Because the basic purpose of a descriptive review is to determine whether a body of data indicates identifiable patterns and trends in a specific field of research with consideration to pre-existing concepts, hypotheses, approaches, or findings. In contrast to narrative reviews, this type of review uses a systematic and transparent approach that

includes searching, assessing, and categorizing research. The structured search technique is applied to a broader publication category as an applicable example. The literature as a whole provides a database that aims to define easily understandable patterns or draw comprehensive conclusions on the advantages of the existing understandings, ideas, approaches, and conclusions (Mustafa, 2021). In fact, each research included in the descriptive review is considered to be the analytical unit. This research analysis used literature review which is applied in the descriptive reviews method. The literature review is an important factor to take into consideration. It is an analysis that typically includes an outline, an explanation, and a critical assessment of previous research. It also identifies or sets up new research issues and motivating research questions using the data that is currently available (Boell & Cecez-Kecmanovic, 2015). It is a collection of easily accessible (both published and unpublished) theme documents that contain facts, concepts, data, and evidence published from a specific viewpoint in order to obtain or express those viewpoints on the nature of the subject and how it should be examined, as well as an efficient review of the research papers involved (Templier & Paré, 2015). Therefore, from the previous research of other authors, the further researchers can analyze and define the literature review based on their researches.

RESULT AND DISCUSSION

Technique in Teaching Vocabulary

In teaching vocabulary, the teachers are able to have various techniques in order to provide easy explanation and to their students about vocabulary, then they will be much easier to understand. Virginia Freanch stated that there are three techniques in teaching vocabulary, these are (1) sorting in alphabetical order, the teachers have to sort in alphabetical order in order to help the students more easily to find a word. The teachers have to sort them even for a list of new words on the textbook page; (2) explaining the meaning of the vocabulary shown through picture then explaining it in their mother tongue and then the teachers can just describe it into simple English; (3) explain the meaning of the vocabulary interestingly before the teacher presents it together with the students. In addition, in teaching vocabularies, the teachers have to explain three elements to the students clearly, such as (1) explain the shape or form of the vocabulary; (2) explain the meaning of the vocabulary; explain both form and meaning of vocabulary together (Rahmah, 2015).

On the other hand, according to Lockitt statement that there are three categories of students learning style, such as (1) visual learners, they learn everything through sight; (2) auditory learners, they learn through verbal way even though during the learning. They usually get some new informations by listening and then interpreting the information, for example they can use song or

movie to help them to memorize some new vocabularies; (3) kinesthetic learners, kinesthetic learners will enjoy a hands-on approach or they can move around while learning. Students with this learning style find it difficult to sit for long periods of time and can become distracted if they are not allowed to move too often during the teaching and learning process (Nanga, 2018). There will be students with a variety of major, minor, and negative learning styles in every classroom, as well as students with several learning styles. In this situation, teachers should use a variety of vocabulary teaching techniques to help students comprehend the offered English vocabulary. Effective learning involves accommodating these learning styles so that teachers can modify their own styles and strategies. It also entails providing a variety of activities to meet the needs of various learning styles so that all students have at least some activities that appear to them based on their learning styles and therefore more likely to succeed in these activities.

The teacher should be selective in choosing good and appropriate technique in teaching vocabulary in order to get best result in teaching and learning process. According to Ersan Sanusi, there are three techniques in teaching vocabulary, such as (1) visual technique, in visual technique includes relia, pictures and mime or gestures; (2) verbal technique, using examples, synonyms, opposites, scale, definition, and categories are all elements of this technique; (3) the technique based on school aspects, for example the teacher's competency, the students' ability, and time allocation (Selviana, 2021).

Based on three previous researches, the researcher can decide that the teachers should be prepare and selective in choosing techniques in teaching vocabulary in order to achieve the teaching and learning process, that is the students get better understand about vocabularies. There are various techniques in teaching vocabulary from the previous researches, but the main purpose is these teaching techniques are appropriate and suitable for students because there are various learning styles and characters in students.

Teaching Vocabulary through Song

In choosing songs for teaching vocabulary, the teachers should be through careful and selective. There are four criteria in choosing appropriate songs for teaching and learning process, such as (1) class aspects review (total students, their age, the language level of the students, and their musical interest); (2) consideration of teachers age and their musical interest; (3) classroom opportunities, it is including the teachers level of independence in determining the material of curriculum, free class time, and lesson supplement; and (4) the kind of music interest, the song that requires support to the lesson and lesson plan. After choosing the songs based on those criteria, then determining the way of teaching vocabularies that appropriate with the students grade level, these are (1) play the song with no repetition; (2) tell the students to listen to the songs that the teacher

will give them the words in a minute; (3) give the students the lyrics face down; (4) when every student has a copy, tell them to turn the lyrics over and play the song again; (5) tell them to listen to the song and circle any word or phrase they do not understand; (6) discuss the circled word (Rahmah, 2015).

According to Lewis and Jimmie Hill, there several techniques in teaching vocabulary more interesting and effective, such as (1) demonstrate by physical and verbal demonstration; (2) use the real thing which means the teachers becomes so preoccupied with teaching that sometimes they explain; (3) draw or sketch the meaning; (4) use the board to show the scales or grades; (5) use synonyms in explaining those vocabularies; (6) use dictionary; (7) use translation technique (Selviana, 2021).

Meanwhile, according to Lusi Nurhayati research, there are nine techniques in teaching vocabulary, such as (1) preparing the context, in this case the teacher needs to explain the purpose and background information; (2) start by teaching the important vocabulary with the use of visuals, motions, realia or made-up things, dolls, and others; (3) play the song for the students to assist the students understand the rhythm and tone; (4) continue listening activity; (5) pay attention to pronunciation, for example identifying intonation patterns, stressed words or syllables; (6) encourage the students to sing and learn the song by having them listen, repeat, and practice; (7) provide a written note with the song's lyrics; (8) encourage the students to compare the song through their mother tongue; (9) display it in pairs, groups, singles, or any other combination (Nurhayati, n.d.).

Based on the previous research, the researcher can decide that there are various techniques in teaching vocabularies through song, but there are three main activities are demonstrate the song verbally or non-verbally; use illustrations to describe the lyrics, such as pictures; and use their native language to convey the meaning of the vocabulary.

CONCLUSION

Based on an analysis conducted by the researcher, the researcher can decide that there are various techniques in teaching vocabulary from the previous researches, but there are three main activities are demonstrate the song verbally or non-verbally; use illustrations to describe the lyrics, such as pictures; and use their native language to convey the meaning of the vocabulary. Then, the main purpose is these teaching techniques are appropriate and suitable for students because there are various learning styles and characters in students.

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