

INFLUENCE OF USING SONGS AND DICTIONARY IN TEACHING
VOCABULARY

KASTURI SIVABALAN

UNIVERSITI TEKNOLOGI MALAYSIA

INFLUENCE OF USING SONGS AND DICTIONARY IN
TEACHING VOCABULARY

KASTURI SIVABALAN

A project report submitted in partial fulfilment of the
requirements for the award of the degree of
Master of Education

Faculty of Education
Universiti Teknologi Malaysia

SEPTEMBER 2013

DEDICATION

I dedicate this piece of work to my loving parents, Sivabalan Nadason and Rajaswary Muniandy and my loving Lord Krishna for their love, motivation and support.

ACKNOWLEDGEMENT

First and foremost, I would like to thank God for the guidance, strength and unfailing love given to me to complete this study.

In preparing this thesis, I was in contact with my supervisor. She had contributed towards my understanding and thoughts in particular; I wish to express my sincere appreciation to Dr. Azian Bt. Aziz@Ahamad my dedicated supervisor for her valuable guidance, idea, comment, patient and commitment throughout the progress of this report. I also would like to express my appreciation to all my lecturers throughout my master study in Universiti Teknologi Malaysia. Thank you for the input and knowledge imparted.

Esteemed acknowledgement is attributed to the Head of Department of University College Shahputra for allowing me to further and diversify my studies while performing my usual duties.

Last but not least, heartfelt thanks to my beloved friends and family for their love and support and my sincere gratitude goes to all those who have directly or indirectly contributed to the completion of this research report. Thank you very much.

ABSTRAK

Penyelidikan ini dijalankan untuk mengetahui sama ada pelajar yang terdedah kepada penggunaan kamus dan lagu-lagu “English” akan mengalami perubahan dalam perbendaharaan kata atau sebaliknya. Bagi memenuhi matlamat ini, seramai 32 pelajar daripada Diploma Pengurusan Perniagaan telah dipilih dari Kolej Universiti Shahputra di Kuantan Pahang. Para pelajar kemudian dibahagikan kepada dua kumpulan kajian. Penyelidikan ini dijalankan selama empat (4) minggu pengajaran. Ujian perbendaharaan kata telah dijalankan sebagai ujian pra untuk kedua-dua kumpulan pada minggu pertama kajian ini dijalankan. Pengajaran perbendaharaan kata dijalankan ke atas kedua-dua kumpulan, iaitu; kumpulan pertama menggunakan kamus manakala kumpulan kedua menggunakan lagu “English” sebagai alat pembelajaran. Data dikumpul dengan menggunakan ujian pra, ujian pasca dan temuduga. Keputusan penyelidikan ini menunjukkan bahawa pelajar – pelajar yang menggunakan kamus sebagai kaedah pembelajaran menunjukkan sedikit peningkatan dalam penguasaan perbendaharaan kata. Walau bagaimanapun, persepsi pelajar – pelajar menunjukkan bahawa pembelajaran perbendaharaan kata melalui lagu – lagu “English” adalah lebih berkesan dan mempengaruhi pengekalan ingatan pelajar. Akhir sekali, kajian ini membentangkan beberapa cadangan hasil daripada penyelidikan ini.

ABSTRACT

This study investigated whether students exposed to dictionary and songs would experience a change in vocabulary competence. To fulfil this purpose, 32 Diploma in Business Management students were selected from University College Shahputra located in Kuantan Pahang. These participants were then divided into two equal experimental groups. The study was carried out over a four – week course. The first group adopted the dictionary and the second group adopted English songs as a learning method in learning vocabulary. Data was gathered through a vocabulary pre-test and post- test, and interviews. Result revealed that both group students showed slightly improvement. However, students who acquired vocabulary through dictionary experienced a slight improvement in their vocabulary competence. However, students' perceptions indicated that they preferred learning vocabulary through English songs and they also claimed that this approach has a better memory retention.

TABLE OF CONTENTS

CHAPTER	TITLE	PAGE
	DECLARATION	i.
	SUPERVISOR'S DECLARATION	ii.
	DEDICATION	iii.
	ACKNOWLEDGEMENTS	iv.
	ABSTRAK	v.
	ABSTRACT	vi.
	TABLE OF CONTENTS	vii.
	LIST OF TABLES	ix
	LIST OF FIGURES	x
	LIST OF APPENDICES	xi
1.	INTRODUCTION	
1.1	Background of the Study	4
1.2	Statement of Study	7
1.3	Conceptual Framework	9
1.4	Objectives of Study	11
1.5	Research Questions	11
1.6	Operational Definition of Terms	11
1.7	Scope of Study	14
1.8	Significant of Study	15
1.9	Conclusion	16
2.	LITERATURE REVIEW	
2.1	Introduction	17
2.2	Vocabulary Acquisition	17
2.3	Role of Input in Acquisition	21
2.4	Vocabulary Learning Strategies	23
2.4.1	Use of Dictionary as a Form of Vocabulary Learning	25
2.4.2	Use of Songs as a Form of Vocabulary Learning	26
2.5	The Role of Memory in Language Acquisition	29
2.6	Empirical Study	30
2.7.1	Vocabulary learning strategies	30
2.7.2	Dictionary Use	32
2.8	Conclusion	32
3	RESEARCH METHODOLOGY	
3.1	Introduction	33

3.2	Research Design	33
3.3	Participants	34
3.4	Research Instruments	36
3.4.1	Pre Test and Post Test	36
3.4.2	Interviews	36
3.5	Songs	38
3.6	Treatments	38
3.7	Data Collection Procedures	39
3.8	Data Analysis	42
3.9	Triagulation of Data	42
3.10	Conclusion	43
4	FINDINGS AND DISCUSSION	
4.1	Introduction	44
4.2	Findings from Vocabulary Test	45
4.2.1	Pre-test Scores for Group A(dictionary) and Group B (songs)	45
4.2.2	Post –test Scores for Group A (dictionary) and Group B (songs)	46
4.2.3	Comparison of Pre-test and Post-test Mean Scores of Group A (dictionary) and Group B (songs)	47
4.3	Interview Results	49
4.3.1	Most common sources students use to learn vocabulary	51
4.3.2	Influence of Songs in Learning Vocabulary	52
4.3.3	Influence of Dictionary in Learning Vocabulary	61
4.4	Discussion	71
5	CONCLUSION	
5.1	Introduction	74
5.2	Summary of the study	74
5.3	Summary of result	76
5.3.1	RQ 1: What is the influence of dictionary and songs on students’ vocabulary acquisition?	76
5.3.2	RQ 2: What is the influence of dictionary and songs on students’ memory retention ability?	76
5.3.3	RQ 3: What are students’ perceptions of using songs and dictionary in acquiring vocabulary?	77
5.4	Implications of Study	77
5.5	Limitation of Study	79
5.7	Suggestion for Future Research	80
5.8	Conclusion	80
	REFERENCES	82 -90
	APPENDIX A-J	91 - 103

LIST OF TABLES

TABLE NO.	TITLE	PAGE
3.1	Summary of Research Procedures	43
4.1	Result of Pre-test Scores of Group A(dictionary) and Group B (songs)	45
4.2	Result of Post – test Scores of Group A (dictionary) and Group B (songs)	46
4.3	Comparison between Group A and Group B’s Pre and Post test	48
4.4	Overview of the interview result	49

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
1.1	Conceptual Framework	9
1.3	Figure 3.1: Summary of research procedure	41
4.3.1.1	Common sources that was used to learn vocabulary	51
4.3.2.2	Students want to learn English well through English songs	52
4.3.2.3	Students confidence when learning vocabulary and sentences in the lyrics	53
4.3.2.4	The helpfulness of English songs in their English learning	54
4.3.2.5	Students get to learn foreign culture better	55
4.3.2.6	Students want to improve their vocabulary ability through English songs	56
4.3.2.7	English songs is more difficult than learning from textbook	57
4.3.2.8	Learning English songs is easier than learning from textbook	58
4.3.2.9	Students want to spend more time learning English through songs	59
4.3.2.10	Song can influence students' memory retention	60
4.3.3.11	Students want to learn English well through the dictionary	72
4.3.3.12	Confidence in students when learning vocabulary and sentences through dictionary	73
4.3.3.13	The helpfulness of dictionary for students English learning	74
4.3.3.14	Students get to learn foreign culture better through	75

	dictionary	
4.3.3.15	Students' want to improve their vocabulary ability through dictionary	76
4.3.3.16	Learning English using dictionary is more difficult from textbook	77
4.3.3.17	Learning English using dictionary is easier than learning from the textbook	78
4.3.3.18	Students want to spend more time learning from the textbook	79
4.3.3.19	Dictionary can influence students' memory retention	80

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
A	Interview questions	91
B	Lesson plan 1	93
C	Lesson plan 2	95
D	Pre – Test	97
E	Post – Test	98
F	Lyric 1 – Stand by Me	99
G	Lyric 2 - Wind Beneath My Wings	100
H	Lyric 3 - Wish I Knew How It Would Feel To Be Free	101
I	Lyrics 4 - Heal The World	102

CHAPTER 1

INTRODUCTION

In today's world, English is an important language. English has become the most spoken language worldwide after Mandarin. In fact, Al Hammadi (2013) points out that presently English is widely used and is the second most spoken language of the world after Chinese and the most internationally used language use. English is the international language for most sectors like, technology, medical field, business, tourism, education and others. In Malaysia, the English language is considered as a second language. Based on Article 152, the Malaysian government has classified English as a second language status (Kesumawati, Nor Zakiah, Norsimah and Nor Hashimah, 2007). This language has in fact been made a compulsory subject in both primary and secondary schools in Malaysia.

Students learning process will be retarded when they have limited knowledge of the vocabulary. As argued by Sedita (2005), students' vocabulary knowledge is always related to their educational achievement. He further points out, those students who have a wide vocabulary repertoire can understand new ideas and concepts more quickly than those who have limited knowledge on vocabulary. Neuman & Dwyer, (2009) also agree with this. They said students with limited vocabulary knowledge face challenges to learn new words. Hermina (2000) explains that vocabulary is essential for learning English. Moreover, Thronbury (2002) argues that, improvement in language development can be seen, only if students learn more words and expressions rather than concentrating on grammar.

Joyce (2011) also highlights the importance of vocabulary. She states that vocabulary development is crucial for students as they need it to read. Thus,

vocabulary acquisition is important because vocabulary is the heart of language acquisition. Seyed (2012) describes vocabulary as a key component for achievement, a fundamental factor language and thus of utmost importance to a language learner. Likewise, Schmitt (2008) thinks that vocabulary is important component for language mastery. Moreover, Knight (1994) suggests that acquiring words is an important element in second language acquisition. Warning (2002) argues that vocabulary is an important foundation for successfully grasping a new language.

However, acquiring English language vocabulary is not an easy feat. This is because English has one of the biggest vocabularies of any languages. Lorente (2008) claims that English has the largest vocabularies list compared to any other language. Schmitt (2000) for instance, pointed out that in present tense alone; there are approximately 54,000 word families with each family containing many more words.

In the past few decades very little emphasis has been given on vocabulary acquisition. Pikulski and Templeton (2004) found evidence showing that insufficient emphasis has been given to vocabulary acquisition in the school syllabus. They also found that very limited time was allocated to vocabulary instruction and there is no sign of vocabulary development in language acquisition. In terms of the Malaysian context, Ahmad et al. (2010) found that Malaysian tertiary students did not have enough vocabulary knowledge and vocabulary size to use English as their second language, although official exposure towards the language had been given at very early age. This is due to less priority being given to vocabulary acquisition.

In the context of formal education, teachers will be fully responsible to encourage students to acquire vocabulary. Encouraging students to learn vocabulary is not an easy task especially English vocabulary. Schmitt (2000) highlight that as English has the biggest vocabulary, it is somewhat impossible to teach all of these vocabularies. However, to make the teaching and learning of the English vocabularies more effective, teachers must try different styles of teaching to attract students' interest to learn vocabulary.

In fact, according to Letchumanan and Hoon (2012), different strategies and methods are required to create interest among English Second Language (ESL) learners to acquire and extend their vocabulary successfully. Similarly Karrem (2006) states that, teachers should employ various techniques and activities in teaching vocabulary to encourage the learners, improve their vocabulary and allow them to speak proper English. Likewise, Metha (2009) emphasizes that a language teacher should be creative in teaching vocabulary items in a classroom situation. Some of the methods that highlighted in his research were learning words through listening, pronouncing and contextual clues.

Besides, creating interesting lesson to teach vocabulary, teachers should maintain authenticity in their lesson too. Asgari (2011) found that there will be a better achievement if teachers use authentic materials in their teaching. Wu (2009) suggests that authentic material is needed to provide students the chance to expand strategies for understanding language as it is used by native speakers.

Martinez (2000) explains that authentic materials offer students many important advantages. Additionally, he further highlights advantages of using authentic materials in the classroom, namely in exposing students to real or authentic discourse. An advantage in using authentic materials is that it will not only interest students, but also motivate them throughout the lesson (Chen, 2003).

Students' memory also plays an important role in vocabulary acquisition. Tuluhong (2006) explains that memory strategies are also actively used in learning English vocabulary. It is believed that students will not learn vocabulary without memory. Supporting the statement, Gupta and MacWhinney (1997) claim that human vocabulary process and aspects of human working memory may be closely related. Al-Nassir (2012) explains that second language acquisition has a few important elements and one of it is the role of memory in second language acquisition. He believes that consolidating words from and meaning in memory involve in vocabulary acquisition process. He also claims that memory has a great effect on language learning.

There are even more researchers argue on the importance of memory in vocabulary acquisition. Siskova (2008) explains that students need multiple exposures to the same. He also believes that memory of new words can be reinforced if they are used to express personally relevant meanings. On the whole, memory plays an important role in vocabulary acquisition. Thus, in taking into consideration, the consideration the role of authentic materials and memory retention perhaps should be further investigated. Atta- Alla (2012), suggestion that songs may act as a good source of authentic materials that enhance students' memory.

Besides, using authentic materials like songs to enhance student' vocabulary retention, input also plays a role in vocabulary acquisition. Ellis (2010) describes input as samples of oral and written language a student is exposed to while learning using a particular second language. She argues that, language learning cannot occur without any input. Renandya (2012) defines input as oral or written language that a learner receives. In the traditional classroom, more often than not, teachers tend to on the use of dictionaries to teach vocabulary.

As a conclusion, memory, input, and authentic materials play an important role in vocabulary acquisition. This research intends to explore how these elements influence the teaching and learning of vocabulary among English language learners in the Malaysian context.

1.1 Background of study

Teaching vocabulary is an important factor in language learning. Hismanoglu (2001) states that learning vocabulary is vital in language acquisition. It is because words have important role to convey feelings, emotions and ideas during communication. He also argues that learners with insufficient vocabulary will not be able to decode the messages sent by the speaker or writer. Metha (2009) suggests that

there are several methodologies that can be integrated in the teaching of vocabulary items in a language classroom.

Basically most teachers still believe that grammar translation method is the best way to teach vocabulary. Even though it is considered as a traditional method of teaching, many instructor claim it is a beneficial teaching method. Abdullah (2013) claims that grammar translation method was the earliest traditional teaching method used in the classrooms. Similarly, Murcia (1991) states that, grammar translation method was a very popular teaching methodology used in the beginning of 20th century to teach vocabulary. Zheng's (2012) study reveals that teachers in China still prefer to use the traditional method which is grammar translation method to teach vocabulary. Zheng found that grammar translation method is still popular in China. Saadiyah (2013) also believes that grammar translation method is relevant to the current Malaysian classroom. Erlina Melati Mahpar, (2007) suggest that this method is suitable for beginners who have not yet to retain vocabulary in their target language.

Al – Nassir (2012) explains the technique of using grammar translation method to teach vocabulary. First students were given a list of bilingual vocabulary and their task will be to translate from L1 (first language) into the L2 (second language) or vice versa. Al – Nassir also argued that students were expected to acquire new vocabulary themselves by using bilingual word lists. So, the bilingual dictionaries became a vital reference tool.

In using the dictionary, explicit instruction is usually used in vocabulary teaching. Saskatoon (2009) defines explicit instruction as guiding students' attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes. Biemiller (2004) stated that when teachers explain words and add daily and weekly review of the words taught, there was a growth in the words learned by 35%. Moreover, the research proposes that that using explicit vocabulary instruction with students to give numerous encounters with words may provide deep word knowledge. Tan and Farashaiyan (2012) explain that explicit instruction is a beneficial approach to educate vocabulary for Malaysian

students. However, based on any teaching experience, students usually find using the dictionary to learn vocabulary as boring.

In contrast to the traditional method is the communicative approach has become the current in teaching vocabulary. Blake (2009) explains that in communicative approach, vocabulary is given a secondary position to support functional language use. Dave (2012) describes communicative approach as a method that teaches students how to communicate efficiently which incorporate group works, self-activities and dictionary work. Wu (2009) claims that communicative approach highlights the significant of providing learners with chances to use English for communicative purposes. Wu explains how communicative approach is applied in vocabulary teaching. First she said that the teachers will instruct and assign students to prepare for the presentation of their discussion. Thus, the related words are practiced. She also explains that teachers will explain the word meaning based on the situations by using role play and reading authentic materials. Overall, many researchers found that communicative approach has a lot of benefits in vocabulary acquisition. Rosmah's (2013) study reveals that teaching English vocabulary using communicative approach to improve the students' vocabulary mastery was effective. In fact, Hussein, Roslan, Noordin and Chong (2012) state that communicative approach is the most widely used approach in many Malaysian classrooms in teaching.

For the communicative approach, vocabulary is learnt incidentally. Masoud, Behzad and Seeyd (2013) define incidental vocabulary learning as a process of learning something without the intention of doing so. Meanwhile, Wesche and Paribakht define (1999), incidental vocabulary learning refers to the way in which students focus on understanding the meaning of reading and listening. Masoud, Behzad and Seeyd explain that in incidental vocabulary learning the students' attention is focused on some other feature than the reading itself. They further explain that incidental vocabulary can develop cognitive process which leads to a better understanding. They even describe that students who were taught using this method will be fully involved in the process of understanding the meaning by clues in the context. Students find that the new words involving cognitive process, which benefits the students, memorize the words for a longer period of time. Hulstijn &

Laufer (2001) argue that the vocabulary items that learners learn in incidental vocabulary learning will be retained for a longer period of time. Moreover, Mohd Rasdi's (2009) proves that incidental vocabulary and teaching (VLT) was the primary approach used by students and teachers in Malaysia.

Such opposing views and techniques suggest that we need to continue to search for the most effective methods and strategies in developing students' vocabulary acquisition. Cheung (2007) rightly point out that vocabulary learning and teaching remains a controversial issue since people have various opinions on how students acquire vocabulary effectively and efficiently, or how it can best be taught.

1.2 Statement of Problems

Despite numerous ways introduced to teach vocabulary, students still could not acquire vocabulary successfully. Most students still face difficulties to learn vocabulary. One of the most common problem faced by Malaysian students is inability to memorize the target vocabulary. Rahimi and Sahragard (2008) also feel that students frequently complaint that they tend to forget new words as soon as they learn them. Similarly, Tham (2012) finds that most learners face difficulties in vocabulary learning especially memorizing them. Tham's (2012) study found that students have problem to remember, pronounce and use the vocabulary.

To overcome this problem rote learning was introduced. Rahimi and Sahragard (2008) describe rote learning as engaging the mental storage of items with little or no association with existing cognitive structure; it is the process of acquiring material as discrete and relatively isolated entities. As example of rote learning which is a common techniques used by teachers in the Malaysian classroom

However, some researchers claim that using the dictionary can cause problems among students. For instance, Pousi found that dictionary use can also be

somewhat problematic, even for highly proficient level students who can make mistakes when using dictionaries. In another study, Hawel (2007) also point out that most people fail to use the dictionary properly as the dictionary's size can be a major problem. He explains that many people suggest that the dictionary is too heavy even though it contains a lot of information. He also explains that finding words in the dictionary is consuming time. Similarly, Majid and Hassan (2011) also highlights the same statements where they claim that the nature of the dictionary cause problems. Moreover, Songhao (1997) explains that looking up unknown words before reading is a negative behaviour. He also feels that searching for new words in the dictionary is a sign of a panicky language student and he also further suggest that searching for words in dictionary should be the last options.

Lack of input is also a major problem in learning vocabulary. The input in language learning will be teachers and textbooks. Rahimi and Sahragard (2008) propose that teaching vocabulary with insufficient input will not be successfully. Carter (2002) believes that beyond a certain level of proficiency in a second language, vocabulary learning is more likely to be mainly implicit through reading or listening.

On the whole, students should always use the words that learnt to avoid forgetting the words. Rahimi and Sahragard (2008) conclude that students should look for opportunities to use words, which they have already learned inside or outside of the classroom.

Many students consider learning vocabulary a boring job. Commonly, they have lack of interests in learning English language as they find it a dry and difficult subject to learn. As a result, most students hate learning English and although they join English lessons, they are not interested in learning or speaking English properly as they lack the vocabulary of the language.

1.3 Conceptual framework of study

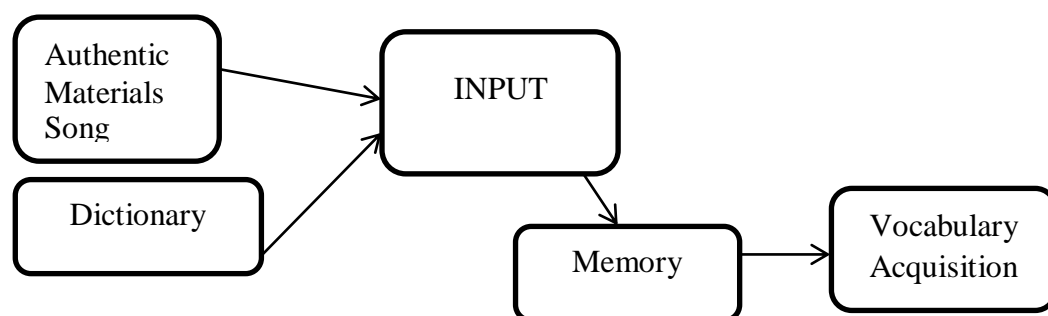


Figure 1 Conceptual framework

Figure 1 provides an overview of the concepts which underpin the study. In this authentic materials and dictionary will as input which and then will have effect on memory and ultimately will affect vocabulary acquisition.

Krashen argues that language learners should receive input to keep the information. Merrell (2004) explains that acquisition occurs when students receive input that is interesting. So, he even suggests that dividing or chunking language into smaller component will help language learning. Merrell believes that using song to teach vocabulary, many chunks can be included.

As songs and dictionary were exploited in the study, equally important authentic materials also underpins on the study. Dictionary was exploited in the study, equally important input also underpins on the study. According to Rahimi and Sahragard students seldom have access to native speakers of the target language; therefore, a dictionary has the status of a little god to these students. Students often do not know which dictionaries they should use, monolingual, bilingual, or bilingualised dictionaries. Another important point is that information that should be checked in a dictionary. When encountering a new word, some students only check

the first meaning that can be found for a word. Checking only the first sense may be of little use to students and it sometimes misleads them. So, teachers will provide the inputs on the suitable dictionaries to use, as well as guide them on which words should check. This ensures students know the proper way to use a dictionary. Kilickaya (2004) suggests that popular and traditional songs are an authentic material that will help to create unthreatening environment in classroom. He further adds that most of teachers believe that authentic texts or materials are useful to the language learning process especially vocabulary learning. Martinez (2002) proposes that teachers may use authentic materials for the learners to listen for the general idea of the information presented and also he adds that by using authentic materials teachers will have the opportunity to motivate students to read for pleasure especially certain topics of their interest. Whereas, Richard (2001) suggests that using authentic material in classroom can create positive motivation to the learners.

Next, the concept that will contribute to this study is the role of memory in vocabulary learning and acquisition. Songs verse dictionary use, Pavicic (2008) explains that the role of memory is crucial in vocabulary learning. Al – Nassir (2012) explains that memory has a great influence on language learning. Nemati (2009) also found that memory strategies can be used for vocabulary learning which will affect vocabulary retention.

As a summary, vocabulary acquisition can be achieved by elements comprising input and memory. All these elements play an important role in vocabulary acquisition. The end result of this research will give insights into how far these attributes contribute to vocabulary acquisition.

1.4 Objective of study

This research is conducted with the following objectives:

- To compare the use of dictionary and songs in students' vocabulary acquisition.
- To examine the influence of songs and dictionary in students' memory retention of vocabulary acquisition.
- To obtain students' perceptions of the value of using songs and dictionary in acquiring vocabulary.

1.5 Research Questions

The following research questions have been formulated:

RQ 1: What is the influence of dictionary and songs on students' vocabulary acquisition?

RQ 2: What is the influence of dictionary and songs on students' memory retention ability?

RQ 3: What are students' perceptions of using songs and dictionary in acquiring vocabulary?

1.6 Operational definition

a) Songs

Based on Oxford dictionary (2005), songs can be defined as a short poem or other set of words set to music or meant to be sung. While,

Setia et al., (2012) define songs as a form of language that employs tones and rhythm. On the other hand, Azhar (2011) defines songs as to musical chants and group of words are arranged together and presented to convey a message in an easy way and used as a method of teaching. For the purpose of this study Setia's definition was adopted. It is because the purpose of this study is to use songs as medium to convey and teaching aid to teaching students vocabulary.

b) Vocabulary

The Oxford dictionary (2005) defines vocabulary as a body of words used in a particular language, while Lin (2007) states that that vocabulary can be defined, roughly, as the words we teach in a foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother- in law, which are made up of two or three words but express a single idea. There are also multi -word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words.

Nunan (1991) defines vocabulary as the total number of words in a language known by an individual and is used as a vehicle of the language to communicate and express one's idea. For the purpose of this study, Nunan's definition was adopted because students will be using the words that have been taught in their writing and communication.

c) Authentic

The Oxford dictionary (2005) defines authentic as resources that are original and genuine, whereas, Kilickaya (2004) defines authentic materials as an exposure to real language and its use in its own community. Rogers (1988) defines authentic as "appropriate" and "quality" in terms of goals and objectives. He feels that students need interesting, natural and meaningful communication. Meanwhile, Harmer (1991) describes authentic text as materials intended for

native speakers. But, Jordan (1997) defines authentic materials as texts that are designed not for language teaching purposes. For the purpose of his study, Jordan's definition will be referred because songs are considered as authentic material and they are not created to for the purpose of teaching.

d) Acquisition

Cherry (2013) defines acquisition as a phase of the conditioning processes and happens when a response has been established. On the other hand, Salcedo (2002) describes acquisition as subconscious process for developing ability in language via the language "mental organ". He also added that acquisition requires comprehensible input. Ellis (1994) defines acquisition as a spontaneous and incidental process of rule internalization that results from natural language use, where students' attention is focused on meaning rather than form. In this study, Salcedo's definition was adopted, because students' undergo a subconscious process for developing vocabulary ability.

e) Memory

According to Tulving and Craik (2000) memory means the ability to recollect past events and to bring learned facts and ideas back to mind. The Oxford dictionary (2005) defines memory as the power to retain and recall information and past experiences. Meanwhile, Linhart (1982) explains that memory is an organism's ability to store, retain and subsequently retrieve information for certain time.

So, these definitions are used throughout the study because, the main objective of this study is to retrieve students' memory by employing songs and dictionary as a medium to teach vocabulary.

f) Input

Renandya (2012) defines input as oral or written language that a learner receives. Ellis (2010) describes input as samples of oral and written language a student is exposed to while learning of using a

particular second language. Since both definitions are similar, both definitions will be exploited in the study.

g) Dictionary use

Rahimi and Sahragard (2008) define dictionary use as a technique for learning meaning of unfamiliar words and expression. Whereas, Prichard (2008) explains that dictionary use means an act of looking up words that unable to guess from the context.

So, both definitions were adopted in this study because the instructor will be using dictionary as vocabulary instruction.

1.7 Scope of study

This study is focusing on using English songs to develop students' vocabulary acquisition. Basically, only English songs were chosen to be used in the study since the target language of the lesson would be in English. There are many types of songs available like classical, pop, rock, metal, country, hip-hop, dance, love, jazz and many more whereby they are classified as slow, jazz, medium and fast songs. For the purpose of this study songs like rock, hip –hop and metal were not used because these types of songs are difficult to understand and not suitable to be used as a teaching aid. Songs were chosen based on the good value displays in the lyrics. The motive behind this action was because teacher want the students not only need to learn the target language but also good moral values A total of 4 songs were be used in the study.

Besides that, the dictionary was used in the study as a means of vocabulary instruction to develop vocabulary acquisition. The usage of dictionary is considered as a traditional method of teaching vocabulary. However, it is believed that using dictionary will somehow influence students' memory and vocabulary acquisition as

well. For the purpose of this study, a monolingual lingual dictionary either in paperback or electronic form dictionary was used.

Vocabulary used in the study was classified into parts of speech. But, not all parts of speech were focused in the study. Parts of speech like noun, verbs, adverbs and adjective were emphasized. Other parts of speech like pronoun, preposition, articles and conjunction were not used in the study because these are auxiliary component as they cannot be taught solely. Noun, verbs, adverbs and adjective are known as content words or lexical words that carry the content or meaning of a sentence. In contrast pronoun, preposition, articles and conjunction are classified as the function words.

1.8 Significance of study

By reading this study, teachers can make informed decisions as to which techniques could be used in teaching. Moreover, this study also can provide some insights on teaching techniques and get some vision on students perception about the teaching method used. English teachers can get ideas on which methods will benefit students. Thus, language teacher can think of ways to implement these teaching techniques to tertiary level students and make appropriate decisions and judgements on using the techniques in the teaching and learning process.

Moreover, this study also lead teachers in enhancing their present teaching methods by incorporating interesting materials and creative teaching into their classroom by adding variety and interesting activities to keep the students focused throughout the lesson. This study also gives teachers some insights on how to maintain an interesting learning environment to keep the students interested to the lesson.

1.9 Conclusion

In a nutshell, this chapter explores the issue related in vocabulary teaching supported with the related empirical studies on the same issues. Despite the numerous strategies used to teach, students were still unable to acquire vocabulary. So, this study aims to investigating the effectiveness of implementing songs and dictionary use in the classroom to improve students' vocabulary competence.

REFERENCE

- Abdullah (2013). *A Contrastive Study of the Grammar Translation and the Direct Methods of Teaching*. 3rd International Conference on Business, Economics, Management and Behavioral Sciences (ICBEMBS'2013).
- Ahmad, A., Rafizah, M., Mohamad, F., Azaharee, A. and Mahani, . (2010). *Vocabulary Knowledge of Adult ESL Learners*. Canadian Center of Science and Education, 3 (1).
- Al Hammadi (2013). The Urgent Necessity for Learning and Using English as an International Dialect of Communication in the Arab School System and Universities: A Sociolinguistic Study. *International Journal of English Linguistics*, 3(2), 1-8.
- Al Nassir, M. (2012). *Meaning Recall and Retention: Comparison Between Translation Method And Pictorial Method In Learning Vocabulary In Saudis' School*. Colorado State University. Colorado
- Anuthama, B. (2010). *Strategies for Teaching Vocabulary*. *Journal of NELTA*, 15 (1-2), pp.10-15.
- Asgari, A. (2011). *The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia*. Canadian Center of Science and Education, 4 (2).
- Asgari, A. and Mustapha, G. (2011). *The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia*. Canadian Center of Science and Education, 4 (2).
- Asgari, M. (2013). *The Role of Using Current Issues of Interest on Vocabulary Learning*. 1st International Conference on Foreign Language Teaching and Applied Linguistics, pp.774 -781.

- Atta-Alla, M. (2012). *Developing Adult English Language Learners' Vocabulary Skills through Children's Rhymes and Songs*. Canadian Center of Science and Education, 5 (11), pp.79 -90.
- Biemiller, A. (2004). In Baumann, J.F. & Kame'enui, E.J. *Vocabulary instruction: Research to practice*. (pp.28-40). New York: Guilford Press.
- Blake, J. (2009). *Increasing Vocabulary Production through Explicit Vocabulary Instruction*.
- Blodget, Tom. "Teaching the Target Language through the Lyrics of Melodic Music." Songs for Etching. Using Music to Promote Learning. 25 Aug 2008.
- Bogaards, P. (1998). *Using dictionaries: Which words are looked up by foreign language learners? In B. T. S. Atkins & K. Varantola (Eds.), Studies of dictionary use by language learners and translators (pp. 151–157)*. Tübingen, , Germany: Niemeyer
- Cahyono, B. Y. & Widiati, U. 2011. *The Teaching of English as Foreign Language in Indonesia*. Malang: UM Press.
- Carter, R. (2002). *Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Chen & Chen (2009). *The Effect of English Popular Songs on Learning Motivation and Learning Performance*. WHAMPOA - An Interdisciplinary Journal, 13-38.
- Cherry (2013, March 29). *Acquisition - Psychology Definition of the Week*. Retrieved 29, 2013, from <http://psychology.about.com/b/2013/03/29/acquisition-psychology-definition-of-the-week.htm>
- Coady, J. (2001). *Research on ESL/EFL vocabulary acquisition: Putting it in context*. In T.Huckin & M. Haynes & J. Coady (Eds). *Second language reading and vocabulary learning* (pp.3-23). Norwood,
- Cohen D (2006, July). *RWJF - Qualitative Research Guidelines Project / Triangulation / Triangulation*. Retrieved April 16, 2013, from <http://www.qualres.org/HomeTria-3692.html>
- Creswell.J (2012). *Educational Research* (4th ed.). Boston, United States: Pearson

- Dave R (2012). *Method of Teaching Vocabulary*. Quest International Multidisciplinary Research Journal, 1(1), 1-10.
- Dixon-Krauss, L. A. (2001) *Children's aesthetic and ethnic involvement in response to multiethnic picture books*. In Linek, E.G. Sturtevant, J.R. Dugan, & P.E. Linder,W.M. (Eds.), *Celebrating the voices of literacy* (pp. 80-91). Commerce, TX: College Reading Assoc.
- Ellis.R (2010). *Second language Acquisition*. New York: Oxford University Publishing.
- Farashaiyan (2012). *Cross-Cultural Comparative Study of Gratitude Strategies between Iranian and Malaysian Postgraduate Students*. Asian Social Science, 8(7), 1-10.
- Gu. Y. (2003). *Vocabulary Learning in a Second Language: Person, Task, Context and Strategies*. TESL-EJ, 7(4).
- Guo, S. (2012). *Using Authentic Materials for Extensive Reading to Promote English Proficiency*. Canadian Center of Science and Education, 5 (8), pp.196 - 206.
- Gupta and MacWhinney (1997). *Vocabulary Acquisition and Verbal Short-Term Memory: Computational and Neural Bases*.
- Gupta, P., & MacWhinney, B. (1997). *Vocabulary Acquisition and Verbal Short-Term Memory: Computational and Neural Bases*. Brain and Language, 267-333. doi:10.1006/brln.1997.1819
- Harmer,J.(2001).*The Practice of English Language Teaching*. London.Longman.
- Hawel, Z. (2007). *A Study on the Approaches of Classifying Dictionaries with an Evaluation OF Dictionaries Used by the Students of Translation*. Journal of the College of Arts. University of Basrah, 1-3
- Hermina. 2000. *Teaching Vocabulary Trough Songs*. Unpublished Thesis of FKIP Bengkulu University.
- Hismanoglu, M. (n.d.). *Semiotic Elements and Difficulties in Teaching Vocabulary Items*. pp.51 - 68.
- <http://www.songsforteaching.com/musicapaedia/teachingtargetlanguagethroughlyrics.htm>

- Hulstijn & Laufer (2001). *Incidental vocabulary acquisition: The effects of task type, word occurrence and their combination*. Sage Journal, 15(4).
- Hunt, A. & Beglar, D. 1998. *Current research and practice in teaching vocabulary*. The Language Teacher Online. Available: lang.hyper.chubu.ac.jp/jalt/pub/tlt/98/jan/hunt.html
- Hussein. H, Roslan. S, Noordin. N and Chong (n.d.). *Using the Problem Solving Approach To Teach Writing To EFL Learners*. MELTA, (2).
- Jafre Zainol Abidin, M., Majid, ., Kiranjit Kaur, ., Rahima, . and Thongma, S. (2011). *The Effectiveness of Using Songs in YouTube to Improve Vocabulary Competence among Upper Secondary School Studies*. Theory and Practice in Language Studies, 1 (11), pp.1488-1496,.
- Jordan, R. R (1997). *English for Academic Purposes: A Guide and Resource for Teachers*. Cambridge. Cambridge University Press.
- Joyce (2011). *Vocabulary acquisition with kindergarten children using song picture books*.
- Kajornboon, A. B. (2004). Using interviews as research instruments. Retrieved from <http://www.culi.chula.ac.th/e-journal/bod/annabel.pdf>
- Kalajahi (2012). Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus. *English Language Teaching*, 5(4), 1-12. Retrieved from www.ccsenet.org/elt
- Kilickaya. F (2004). *Authentic Materials and Cultural Content in EFL Classrooms*. The Internet TESL Journal, 5(7). Retrieved from <http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial.html>
- Knight, S. (1994). *Making authentic cultural and linguistic connections*. Hispania, 77, 288-294.
- Lai (2005). *Teaching Vocabulary Learning Strategies: Awareness, Beliefs, and Practices. A Survey of Taiwanese EFL Senior High School Teachers*. Unpublished journal. Retrieved from http://http://english.tyhs.edu.tw/epaper/epaper9/thesis_eng.pdf

- Letchumanan, . and Hoon, . (2012). *Using Computer Games to Improve Secondary School Students' Vocabulary Acquisition in English*. *Pertanika Journal Social Sciences & Humanities*, 4 (20), pp.1005 -1018.
- Li, X. (2009). *Effectiveness of Music on Vocabulary Acquisition, Language Usage, and Meaning for Mainland Chinese ESL Learners*. *Contributions to Music Education*, 36 (1), pp.77-84.
- Linhart. (1982) Josef. *Základy psychologie učení*. Praha: Státní pedagogické nakladatelství, n.
- Mahpar, Erlina Melati (2007) *The Use of Translation to Facilitate the Learning of Low Frequency and Abstract English Vocabulary*. Masters thesis, Universiti Putra Malaysia.
- Majid, C., & Hassan, B. (2011). *The Development Of E-Dictionary For The Use With Maharah Al-Qiraah Textbook At A Matriculation Centre In A University In Malaysia*. *Tojet: The Turkish Online Journal of Educational Technology – July 2011*, 10(3).
- Martinez, A. G. (2000). *Authentic Materials: An overview*. *Karen's Linguistic Issues*, February 2002. Retried November 20th, 2002, from <http://www3.telus.net/linguisticsissues/authenticmaterials.html>
- Masoud, K., Behzad, B., & Seeyd, M. (2013). *Incidental Vocabulary Learning through Extensive Reading by Iranian Intermediate EFL Learners*. *International Journal of Social Science Tomorrow*, 3(2), 1-8.
- Mehta. N (2009). *Vocabulary Teaching: Effective Methodologies*. *The Internet TESL Journal*, 15(3).
- Merrell. A (2004). *The Benefits of Incorporating Music in the Classroom*. Unpublished Journal. Retrieved from <http://audreymerrell.net/INTASC/INTASC6/the%20benefits%20of%20incorporating%20music.pdf>
- Millington (2011). *Using Songs Effectively to Teach English to Young Learners*. *Language Education in Asia*, 2(1), 1-8. Retrieved from <http://dx.doi.org/10.5746/LEiA/11/V2/I1/A11/Millington>

- Mohd Rasdi, Roslina (2009) *Vocabulary Learning and Teaching through Student Teacher Negotiations in the Malaysian ESL Classroom*. Masters thesis, Universiti Putra Malaysia.
- Murcia, Marianne Celce. 1991. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle Publishers
- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nemati, A. (2009). *Memory vocabulary learning strategies and long-term retention*. International Journal of Vocational and Technical Education, 1 (2), pp.14-24.
- Neuman, S. B., & Dwyer, J. (2009). *Missing in Action: Vocabulary Instruction in Pre-K*. Reading Teacher.
- Nor Hashimah Jalaluddin, Norsimah, M. A. and Kesumawati, A. B. (2007). *The mastery of English Language among lower secondary school students in Malaysia: A Linguistic Analysis*. European Journal of Social Sciences. 7/2: <http://www.eurpjournals.com/ejcs-7-2-09pdf>.
- Nunan, D. (1991b). *Language Teaching Methodology*. New York: Prentice Hall.
- Nurmukhamedov, U. (2012). *Online English-English Learner Dictionaries Boost Word Learning*. English Teaching Forum, 4, 1-6. Retrieved from http://americanenglish.state.gov/files/ae/resource_files/50_4_4_nurmukhamedov.pdf
- Pamela Davies (2006). INTERVIEW. In *The SAGE Dictionary of Social Research Methods* (-th ed., Vols. -, pp. -). Retrieved April 14, 2013, from DOI: 10.4135/9780857020116
- Pavičić Takač, V. (2008). *Vocabulary learning strategies and foreign language acquisition*. Clevedon: Multilingual Matters Ltd.
- Pikulski, J. and Templeton, S. (2004). *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*. Houghton Mifflin, pp.1-12.
- Pousi, A (2010). *Training in Dictionary Use*. Unpublished Journal. Retrieved from <https://jyx.jyu.fi/dspace/bitstream/handle/123456789/24276/pousi-anna.pdf?sequence=1>

- Prichard, C. (2013). *Evaluating L2 readers' vocabulary strategies and dictionary use*. *Reading in a Foreign Language*, 20 (2).
- Rahimi, A. and Sahragard, R. (2008). *Vocabulary learning can be fun*.
- Renandya, W. A. (2012). The role of input- and output-based practice in ELT. In *ELT in a changing world: Innovative approaches to new challenges* (pp. 1-12).
- Reza, A. (2013). *The impact of using electronic dictionary on vocabulary learning and retention of Iranian EFL learners*. *International Journal of Research Studies in Educational Technology*, 2 (1).
- Riankamol, N. (2008). *A Survey Study Of Vocabulary Learning Strategies Of Gifted English Students At Triam Udomsuksa School In The First Semester Of Academic Year 2008*.
- Richard, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Rogers, C.V., & Medley, F.W., Jr. (1988). *Language with a purpose: Using authentic materials in the foreign language classroom*. *Foreign Language Annals*, 21, 467-478.
- Rosmah (2013). *Teaching English Vocabulary Using the Communicative Approach At Fourth Grade Students Of Mi Al Inayah Bandung*. Unpublished Journal.
- Rosová (2007). *The Use of Music in Teaching English*.
- Salcedo, C. S. (2002). *The Effects of Songs In The Foreign Language Classroom On Text Recall And Involuntary Mental Rehearsal*.
- Saskatoon (2009). *Instructional Strategies Online - Explicit Teaching*. Retrieved March 25, 2013, from <http://olc.spsd.sk.ca/de/pd/instr/strats/explicitteaching/>
- Schmitt, N. & McCarthy, M. (Eds.), *Vocabulary: Description, acquisition and pedagogy*. Cambridge; New York: Cambridge University Press. pp.237-257
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University Press.
- Schmitt, N. (2008). *Instructed Second Language Vocabulary Learning*. *Language Teaching Research* 12, 3: 329-363.
- Sedita, J. (2005). *Effective Vocabulary Instruction*. "Insights on Learning Disabilities", 2 (1), pp.1-10.

- Setia, R. (2012). *English Songs as Means of Aiding Students' Proficiency Development*. Asian Social Science, 8 (7), pp.270 -274. Retrieved from: www.ccsenet.org/ass.
- Shejbalová, D. (2006). *Methods and Approaches in Vocabulary Teaching and Their Influence on Students' Acquisition*.
- Shen, C. (2013). *Using English Songs: an Enjoyable and Effective Approach to ELT*. Canadian Center of Science and Education, 2 (1).
- Shen, Z. (2013). *The Effects of Vocabulary Knowledge and Dictionary Use on EFL Reading Performance*. Canadian Center of Science and Education, 6 (6), pp.77-85.
- Šišková, D. (2008). *Teaching Vocabulary through Music*.
- Sökmen, A. J. (1997). *Current trends in teaching second language vocabulary*.
- Songhao, L. (1997). *Dictionary Use as A Way of Learning Vocabulary in Sla: A Preliminary Study*. pp.82-99.
- Tavakoli, M. and Gerami, E. (2013). *The Effect of Keyword and Pictorial Methods on EFL Learners' Vocabulary Learning and Retention*. Porta Linguarum, pp.299-316.
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. Series Editor: Jeremy Harmer. Malaysia: Longman.
- Tuluhong, (2006) *Vocabulary Learning Strategies of Malaysian Chinese ESL Tertiary Learners*. Masters thesis, Universiti Putra Malaysia.
- Tulving, E., & Craik, F. I. (2002). *The Oxford handbook of memory*. Zeitschrift Fur Psychiatrie Psychologie Und Psychotherapie.
- TÜM*, G. (2012). *Impact Of Dictionary Type And Usage to Enhance Turkish Vocabulary in Teaching Turkish As A Foreign Language*. International Periodical For The Languages, Literature and History of Turkish or Turkic, 7 (4), pp.3013 - 3023.
- Waring, R. (1999). *Tasks for assessing second language receptive and productive vocabulary*. Retrieved from <http://www1.harenet.ne.jp/~waring/papers/phd/title.html>

- Wesche, M. & Paribakht, S. 1999. (eds.). *Incidental L2 Vocabulary acquisition: Theory, current research, and instructional implications* [Special issue]. *Studies in Second Language Acquisition*, 21(2).
- Winter, N. (2010). *Sing, Sing a Song: How using songs affect productive vocabulary acquisition of English language learners*.
- Wu, Y. (2009). The Application of CLT in College English Vocabulary Teaching. *Journal of Cambridge Studies*, 1-4.
- Xiaowei, F. (2010). *Strategies of Learning English Vocabulary from Pop Songs*. English IV, Spring.
- Zhe Wang (2012). An Empirical Study on English Vocabulary Learning Strategies. *Communications in Information Science and Management Engineering Dec. 2012*, 2(12), 1-7.
- Zheng, S. (2012). *Studies and Suggestions on English Vocabulary Teaching and Learning*. Canadian Center of Science and Education, 5 (5), pp.1-5.
- Zimmerman, C. B. (1997). *Historical trends in second language vocabulary instruction*. In Coady, J. & Huckin, T. (Eds.), *Second language vocabulary acquisition*. New York: Cambridge University Press. pp.5-19
- Zuraina , A., Jayakaran , M., Ahmad , F. and Roselan, . (2011). *The Effectiveness of Using Contextual Clues, Dictionary Strategy And Computer Assisted Language Learning (Call) In Learning Vocabulary*. *International Journal of Business and Social Research*, 1 (1).