

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research**

The research will describe works which are relevant to these thesis to make the thesis arrangement easier. The writer is inspired from final project of:

- 1) “Teaching Phrasal Verbs Using Songs the case of year XI Students of MAN Tegal” by Dewi Puspitasari (2201402532) English Department Faculty of Language and Arts Semarang State University (UNNES) 2008. States that there are many advantages teaching phrasal verbs using songs. She tried to compare between the teaching phrasal verbs using songs and without songs.
- 2) Achmad Yazid (3104075), thesis “Children Songs As Media In Teaching English Pronunciation (A Case of Fifth Graders of Sdn Bawang 02 Batang in Academic Year 2008/2009)” Tarbiyah Faculty Walisongo State Institute for Islamic Studies Semarang 2008. The result of the research showed statistically significant. He tried to teaching the students using songs.

In this study, the writer has got inspired and developed from final projects above. That song can be as a teaching media to teaching learning process.

#### **B. Theoretical Framework**

##### **1. Foreign Language Learning**

Any aspects in the foreign language that are not found in one's native language tend to cause problems, for he does not have the habit of using those points of differences in daily life.

Learning a foreign language is relatively hard, since it has its own structures and sound systems, which are different from those of one's native language. If the foreign language were exactly the same its sound system and its grammatical system as the students own language. Which is, of course, impossible, there would be no learning problem at all.<sup>5</sup>

In learning English either as a second or foreign language; learners have to deal with a lot of aspects, each of which may cause problems. The problems may deal with language skills, such as, speaking, listening, reading, and writing, or with language components, such as, vocabulary, grammar, and phonology. Dealing with those problems, the writer intends to discuss about vocabulary. Studying English itself cannot be separated from studying vocabulary, since vocabulary is an essential means in conducting communication.

## 2. Vocabulary

Vocabulary is very important to understand and to be used English basic sentences pattern. Only by having a reservoir of words can we communicate effectively? A vocabulary is a stock of words, written or spoken that has certain meanings for a group of people and these are used by the people for communication.

Vocabulary as one of the linguistic elements is defined as a lexical units of a language which as an expression that is associated with a content or meaning.<sup>6</sup>

Vocabulary it self has many parts to learn. They are suffixes, prefixes, idioms, similes, proverbs, phrasal verbs, binomial, etc. In this study, the writer intends to discuss only phrasal verbs.

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P.5. <sup>5</sup> Prof. Dr. Ramelan MA, *English phonetics*, (Semarang: UNNES Press) reprinted 2003

<sup>6</sup> Lado R, 1977. *Language Testing*. London : Longman Group. p. 181

In teaching vocabulary, a vocabulary should be taught in normal speech utterances, new vocabulary items should be introduced in known structures.<sup>7</sup> Whenever possible, the vocabulary items should be centered about one topic. Words about food should be given one lesson: words about clothing in another: words about weather in still another: etc. A review or mention of the known meaning of the word should be made so that the students will understand the contrast. Whenever possible, only one context should be taught at one time. And then vocabulary items should be taught in same way that the teacher teaches everything else. She/he gives the students an understanding of the meaning in many ways. She/he dramatizes, illustrates using her/him self and the students, show pictures, and uses any appropriate media and methods. The most important is the students should be encouraged to learn and use nouns, verbs, adjectives, and adverbs which in same root. Besides, the principle above, the writer adds that the vocabulary items should relate to the topic discussed.

### 3. Phrasal Verb

One of characteristics of most English verb is that they can be combined with a preposition or an adverbial particle to generate a new meaning. Although we often find that among English grammarians give different names and definitions of such combinations, the common name for such combinations is phrasal verbs.

A preposition may combine with a verb to form a new vocabulary item. This verb-preposition combination goes by several names-two-part-verbs, composite verbs, and phrasal verbs. The prepositional form used may be referred to as adverb, a prepositional adverb (prepositional-adverb) or by the more general term “particle”.<sup>8</sup>

In addition, that “a two-word verb is a combination of a verb and a particle, which together have a meaning different from the customary

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<sup>7</sup> Mary Finocchiaro, 1974. *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company), p.73.

<sup>8</sup> Frank , 1972. *Modern English*. New Jersey : Englewood Cliffs Prentice-Hall Inc. P.173

meanings of the two words”.<sup>9</sup> For example, in sentence “The man will call up the stairs” the verb call has its customary meaning of speak loudly”, and up has its customary meaning of “from below to a higher point”. However, in sentence “The man will call up his friends” the words call and up have the meaning of the verb “telephone”. Therefore, in the second sentence, the combination of call and up is classified as two-word verb, but in the first sentence it is not.

In my opinion, phrasal verbs are the combinations of verb and particles. The particles can be preposition or adverbs. However, prepositions often come after verbs. Meanwhile, adverbs follow verbs quite really since adverbs principally do not have proper functions as adverbs in phrasal verbs. For example, the phrasal verbs “come in”, the word in functions as an adverb, but the word “out” in “pass out” does not function as an adverb since the phrasal verbs means “faint”.

The combinations of verb + particle have syntactic features. Before the discuss further such combinations, it is better for us to know the definition of verb and particle.

Verb is a word or phrase indicating what somebody or something does what state of somebody or something is in, what is becoming or something or somebody.<sup>10</sup>

Particle is a minor part of speech e.g. an article (a, an, the), a preposition or adverb (up, in, out), a conjunction (or), an affix (un-, in-, -ness, -ly).<sup>11</sup>

From the definition of particle above, we can see that many words belong to particle but those that combine with verb to form phrasal verbs are only some prepositions and adverbs.

In spite this fact, characteristics of phrasal verbs as follows: <sup>12</sup>

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<sup>9</sup> Crowell, 1964. *Index to Modern English*. New York : McGraw-Hall Book Company. P.401.

<sup>10</sup> Hornby, As, 1974. *Oxford Advanced Learner's Dictionary of Current English*. New York : Oxford University Press. P.953.

<sup>11</sup> Hornby, As, 1974. *Oxford Advanced Learner's Dictionary of Current English*. New York : Oxford University Press. P. 612.

- a. the combination is limited to certain particle, such as, down, on, off, in, out, up. Although there is no restriction on the verbs, however, the most common verbs are those simple and short ones, such as, put, take, get, and made.
- b. the combination is not freely formed. It is a collocation restriction. The restriction is clearly seen when we substitute the particle with its antonym. We can say “He *calls up* his wife from his office everyday.” But we cannot draw an analogy by saying “He *call down* his wife from his office everyday.”

One of the characteristics of two-word verb is that almost all words, which make them up are short and very common.<sup>13</sup>

The verbs are usually this;

back	catch	fall	hold	pick	take
be	come	figure	keep	put	talk
bring	cut	give	look	see	try
call	do	go	make	set	turn
carry	draw	have	pass	stand	work

The particles are usually this;

about	around	back	for	of	out	to
across	at	by	in	off	over	up
along	away	down	into	on	through	with

Many phrasal verbs have more than one meaning.<sup>14</sup> In the examples marked in *italics*, the phrasal verb is much more natural than the explanation in brackets.

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<sup>12</sup> Crowell, 1964. *Index to Modern English*. New York : McGraw-Hall Book Company. P. 401

<sup>13</sup> Crowell, 1964. *Index to Modern English*. New York : McGraw-Hall Book Company. P. 402

<sup>14</sup> Redman, 1997. *English Vocabulary in Use*. Cambridge: Cambridge University Press. p. 36

- a. It was hot, so I decided to **take off** (= removed) my jacket.
- b. I am always nervous when the plane **takes off** (= leaves the ground)
- c. I don't think I'll **get through** (= finish) this report before five o'clock.
- d. I think she'll **get through** (= pass) the exam.
- e. I **picked up** the rubbish (= took it from the ground or a low place) and put in the bin.
- f. I had to go to the shop to **pick up** (= collect) my photo.
- g. My alarm clock didn't **go off** (= ring) this morning.
- h. The bomb could **go off** (= explode) at any minute.
- i. The fish will **go off** (=go bad) if you don't put in the fridge.

Many two-word verb express different contexts, and thus the grammatical patterns they follow differ also.<sup>15</sup> One example is the unit take off, which is listed below as either transitive or intransitive but in the context of clothes, take off means to remove and as intransitive, in the context of travel, it means to leave and it is intransitive.

transitive		Intransitive
Call on	put off	Get up
Get over	put on	Make up
Hand in	take off	Show up
Look up	take over	Take off
Make up	try on	
Pick up	wear out	

#### 4. Teaching Media

Media can be defined as the instruments used to help teachers in delivering the lesson so the students will accept it more easily. Another statement considers media as “tool used to store and deliver information or data.” Media in teaching learning process are often used to improve students

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<sup>15</sup> Praninkas, J. *Rapid Review of English Grammar. ( 2nd Ed ).*New Delhi:Prentice-Hall of India Private Limited. P. 216

understanding. According to Ibrohim Nasir, in teaching learning process need media to give explanation the material in order to be easier then used conventional method, as follow:

الوسائل التربوية هي كل ما يستخدم من وسائل حسية بغاية ادراك  
المعاني بدقة وسرعة

*“Media of learning are everything being presented from concrete media and aimed to understand the meaning carefully and precisely”.*<sup>16</sup>

Media can be various forms. Some of them that are used in classroom are pictures, text, audio-tape, etc. teachers usually use media as real form of the explanation given.

Teaching media are means that are used to convey teaching message.<sup>17</sup> Another definition of the teaching media is conveyed by national education association in Arsyad which says that media are forms of communication either printed or audio visual and the tools. From the definition above, the writer conclude that teaching media are the means that are used by teacher to convey the teaching material to the students. It can be printed or audio visual and the tools. Media are needed in the teaching and learning process because of several factors. In Arsyad and Rifai said that they have benefits in it.<sup>18</sup> They are:

- a. 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’ attentions to the material given by him/her. From explanation 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.

<sup>16</sup> Ibrahim Nasir, *Muqaddimat Fi al-Tarbiyah*, (Aman: Ardan, tth), P.169.

<sup>17</sup> Arsyad, Azhar. 2006. *Media Pembelajaran*. (Jakarta: PT Raja Grafindo Persada). P. 25

<sup>18</sup> Arsyad, Azhar. 2006. *Media Pembelajaran*. (Jakarta: PT Raja Grafindo Persada). P.6

- b. The material will be clearer so that the students can understand the material easily. Media make students easier and 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, automatically they can understand it easily too.
- c. There will be a variation in the teaching and learning process. It makes students enjoy the teaching learning process. Students will feel bored if the teacher only uses the explanation when presenting the material during teaching and learning process. Students will not feel bored if the teacher uses the media in teaching learning process. They feel that there is a variation in it.
- d. Students can do more activities in teaching learning process. For example, the teacher gives a topic to be discussed and the students do the discussion. According to the Derek Rowntree in Rohani's educational media have function:
  - 1) motivate students to study
  - 2) review what students have learnt
  - 3) give stimulus to study
  - 4) activate students' responses
  - 5) give feed back soon

From definition reverences above, the writer conclude that teaching media are needed in teaching learning process. It is because students are motivated to study. Students can catch the material from the material easily. The teaching learning process will be more varieties so that the students enjoy it. Students will be more active in giving responses to the material given by the teacher.

## 5. Song

Song is words set into rhyme, poem, and poetic, text which are sung with or without musical background as the accompaniment, used as a conveyance of the expression, feeling, idea, or emotion of the singer. The elements of songs are rhythm, melody, lyric, form and texture. The elements can be a great unit of composition called a song.<sup>19</sup>

The writer quoted some definitions of songs from some sources below:

- a) Song as a short poem or number or numb of verses into music and intended to be sung.<sup>20</sup>
- b) A song is a short musical work set to a poetic text, with equal importance given to the music and to the word.<sup>21</sup>
- c) A complete song is a combination of some elements namely melody, rhythm, harmony, song texts or lyrics.<sup>22</sup>
- d) A song is piece of music performed by a single voice, with or without instrumental accompaniment.<sup>23</sup>

From the definition of the songs above it can be conclude that a song is words set into rhyme, poem, and poetic, text which are sung wit or without musical background as the accompaniment, used as a conveyance of the expression, feeling, idea, or emotion of the singer.

The main difficulty in using songs as teaching aids lies in choosing the most suitable ones among the maze of those available. The said song belongs to popular song. Popular means suited to the taste or the educational

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<sup>19</sup> [www.submit@songoftheyear.com](http://www.submit@songoftheyear.com)

<sup>20</sup> Hornby, As, 1974. *Oxford Advanced Learner's Dictionary of Current English*. New York : Oxford University Press. p.

<sup>21</sup> Encyclopedia Americana International Edition, 2004. Volume 25. Danbury: Scholastic Library Publishing, Inc. P. 220

<sup>22</sup> Jamalus. 1991. *Pengajaran Musik Melalui Pengalaman Musik*. Jakarta: Depdikbud.

<sup>23</sup> The New Encyclopedia Britannica, 2003. volume 11. Encyclopedia Britannica, Inc. USA. P. 11

level of the general public while song is a piece of music with words that is sung.<sup>24</sup> Some specific criteria of a song for teaching phrasal verbs, they are:

- 1) The teacher must choose carefully the song to be presented. The suitability of a song depends on how well it fulfills the purpose of teaching new material. The lyrics should be easily discernible, each word must be clearly pronounced, there are many repetition in the song, the vocabulary must be rich and varied, and contain some phrasal verbs.
- 2) Solo artist are easier to understand than most bands, because often feature a chorus of voices on top of the lead singer's voice. Sometimes lyrics sung by each may be completely different. It may create some confusion in the students mind when he/she tries to separate one set of lyrics from the other.
- 3) Choose the familiar song and the easy listening song.

## 6. Teaching Phrasal Verbs through Songs

To master phrasal verbs, students have to learn them and to make students interested in it., the teacher must be creative to select the technique, and therefore the students will not feel bored. The teacher also should facilitate learning by creating and maintaining cheerful situation in classroom. One of the techniques is using songs for learning phrasal verbs. There are all the kinds of language games and songs ranging from very simple to difficult ones, which help, give practice and keeping the class lively and interesting.<sup>25</sup>

From the states above, here we can conclude that there are at least three types of songs to teach for intermediate levels: the songs may have love, patriotism, home, holiday, etc as themes; ideally the songs should reflect the culture English- speaking people both musically and thematically; the melodies of the songs should be familiar to the students or according to the

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<sup>24</sup> Hornby, As, 1974. *Oxford Advanced Learner's Dictionary of Current English*. New York : Oxford University Press.

<sup>25</sup> Mary Finocchiaro, 1974. *English as a Second Language: from Theory to Practice*, (New York: Regents Publishing Company). P. 108

writers opinion the melodies of the song are simple or easy to follow by the students.

As stated above, many songs can successfully employ to provide meaningful context for learning phrasal verbs. Related to it, some procedures to teach phrasal verbs using songs, as follow:

- a. The teacher provides with incomplete lyrics.
- b. The teacher asks students to fill in the blanks.
- c. The teacher asks students to volunteers' information.

## **7. Action Research**

According to Kemmis and Mc. Taggart in Nunan, action research is a group of activities and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation.<sup>26</sup>

From the definition above, the writer makes a conclusion that action research is a series of procedure, a group of activities and a piece of descriptive research carried out by teacher in his or her own classroom because she/he wishes to improve aspects of her/his teaching, or because she/he wishes to evaluate the success of certain activities and procedures, without changing the phenomenon under investigation.

### **a Characteristics of Action Research**

Based on the definition of action research, we can identify the special features characterizing an action research. Discussing the characteristics of action research Kemmis and Mc. Taggart in Nunan acknowledge that, "action is a group of activities." They also argue, "The three defining characteristics of action research are: firstly, that it is carried out by practitioners; (for our purpose, classroom teacher) rather than outside researchers; secondly, that it is collaborative, and thirdly, that is

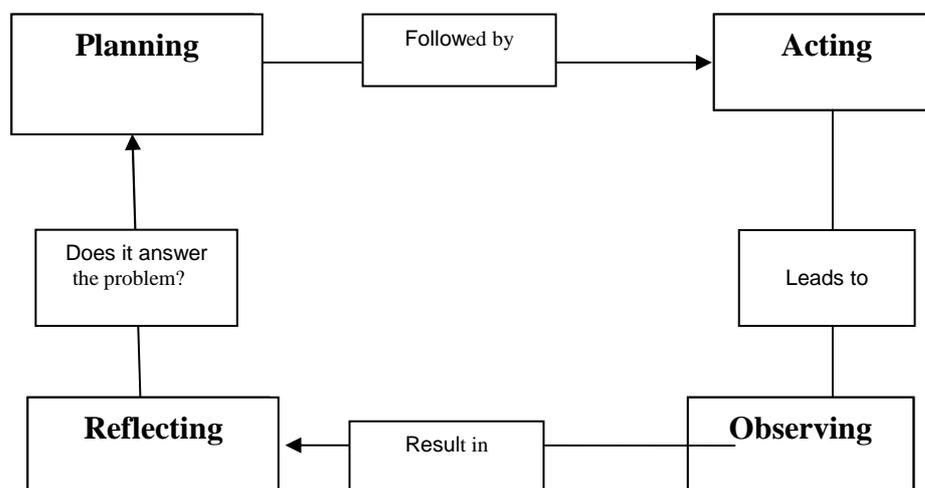
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<sup>26</sup> David Nunan, 1992. *Research Methods in Language Learning*, New York: Cambridge University Press, P. 18.

aimed at changing things”.<sup>27</sup> Confirming the statement, Elliot adds the central characteristic of action research is the joint reflection about the relationship in particular circumstance between process and products.<sup>28</sup>

### b. The Cycles of Action Research

Classroom action research involves a cyclical approach. The cycles of classroom action research will involve identify of problem (planning), collect data (acting), analyze and interpret data (observing), develop an action plan (reflecting).<sup>29</sup> The diagram of action research cycle is figured below.



*Systems Model of Action-Research Process.*

According to figure above, every cycle has four stages: planning an action, implementation of action, observing, and analysis and reflection. But in this study, Writer used three cycles to conduct the research. It is hoped to get data in order that more valid.

<sup>27</sup> David Nunan, 1992. *Research Methods In Language Learning*, New York: Cambridge University Press. P. 18.

<sup>28</sup> John Elliot, 1991. *Action Research For Educational Change*. Philadelphia : Open University Press. P. 50.

<sup>29</sup> Hitchcock G. and David Hughes, *Research and Teacher: A Qualitative Introduction to School-Based Research*, (London: Routledge, 1989), p.29

The explanation of diagram according to Suharsimi Arikunto as below:

1. Planning

Explanation about what, why, when, where, by whom, and how the action is done. Planning in the first of research procedure. This activity covers the problem identification. This is most important step in conducting classroom action research by knowing problems; the writer will find good solution to solve the problem.

2. Acting

Implementation of the planning in the action. This is step where the teacher or Writers conduct the plan that has been prepared. Here, Writer will do an effort to make improvement or a change related to the topic.

3. Observing

This is a step where Writer observes what happen during the action is done.

4. Reflecting

Reflecting is a step of evaluating the improvement or the change of the subject of the study. In reflecting, the Writer analyzes the improvement and the negative and positive of the study as well. Based on the reflection, the Writer revises the previous plan for the next the cycle.