

CHAPTER II

REVIEW OF RELATED LITERATURE

The Use of Songs to Improve Students' Understanding on Conditional Sentences

A. Theoretical Frame Work

1. Teaching Grammar and Conditional Sentences

a. Definition of Grammar

Grammar is theory of language, how language is put together and how it works.¹ It means that simple words are not enough to express meaning, language learners need to study grammar to express and to understand a greater variety of meaning because grammar distinguish sentences in different context. Beside grammar is theory of language, grammar also has important function depend on the sentences. One sentence may express different meaning and express variety time in different tense, it is important to study grammar because when we use uncorrected grammatical sentences, it can make misunderstanding between speaker and listener; it is the reason why should people study grammar. Grammar also helps to make language input more comprehensible and it helps students produce messages. Without grammar, students cannot speak and write effectively.

Penny Ur explains that grammar is the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.² It means that grammar is study of how to combine words in a sentence to make the sentence meaningful. The kinds of meaning realized by grammar has two principles, there are

¹ Linda Gerol and Peter Wignel, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprise 1994), p 2

²Penny Ur, *Grammar Practice Activities; A Practical Guide for Teacher*, (United Kingdom: Cambirdge University Press, 2002) p.4

representational and interpersonal meaning. Representational means that grammar allows us to use the language to describe the words in term of how, when, and where does something happen. Interpersonal means that grammar facilitates the way we interact with other people when we need to get things done using language.³ According to the *Longman Dictionary of Contemporary English*, grammar defines as (study and practice of) the rules by which words and change their form and are combined into sentences.⁴ So there is no doubt that knowledge of grammatical rules is essential for the mastery of language.

Grammar is also rules about sentence formation, tenses, verb patterns and the moment structuring of what we say as it is being spoken.⁵ The researcher concluded that grammar is not just study about how to make correct grammatical sentences but also study about the moment when the action happen and what is the appropriate verb used in definite moment. So grammar can be seen as system how the language works, because grammar as central rule in the language and without it language cannot produce sentences. In this case, the researcher concluded that grammar is very important in study language and the conditional sentences are part of grammar.

b. Types of Grammar

There are four forms of tenses that indicate the certain time of action. They are present, past, future and perfect.

1) Present Tense

³ Scott Thornbury, *How to Teach Grammar*, (Malaysia: Pearson Education limited, 2006) p.13

⁴ Jeremy Harmer, *Teaching and Learning Grammar*,(London New York: Longman Education Text 1986) p.1

⁵Jim Scrivener, *Learning Teaching: A Guidebook for English Language Teacher Second Edition*,(Macmilland book) p. 252

Present tense describes habitual action, routine or thing that are generally or always true. Using time expression as follow: always, often, sometimes, seldom, every day, every year, etc.

2) Future Tense

Future tense describes the action that happened in the future time. Using time expression as follow: tomorrow, next week, next month, etc.

3) Past Tense

Past tense is used to express actions that happened in the past. The time signals which used in the past tense are; yesterday, ago, last week, last month, for three years ago, etc.

4) Perfect Tense

Perfect tense is used to express actions that happened before another time or even⁶.

c. General Concept of Conditional Sentences

A Conditional sentence is complex sentence that consists of main clause and a subordinate clause; the latter typically begins with the adverbial subordinate *if*.⁷ Conditional sentences consist of two parts, one clause is called *the if clause* because it is introduced by or begin with the word *if*. The other clause is referred to as *the conditional clause* because this is the part of the sentence that refers to some type of possibility or reality.⁸

There are three kinds of conditional sentences. Each kind contains a different pair of tenses. With each type, certain variations are possible but students who are studying the conditional for the first

⁶ Betty Schramper Azar, *Understanding and Using English Grammar Second ed*, (New jersey; Prentice Hall Regent, 1989) P. 29

⁷ Marianne Celce-Murcia *The Grammar Book* (The United State of America: Heinle, 1999), p 546

⁸ Andrea Decapua, *Grammar for Teachers* (New York: Springer Science, 2008), p 302

time should ignore these and concentrate on the basic forms⁹. The kinds of conditional sentences are as follows:

Type I	If + subject + present tense + subject + future tense
Type II	If + subject + past tense + subject + would <p style="text-align: right;">Could..... Might.....</p>
Type III ¹⁰	If + subject + past perfect + would <p style="text-align: right;">Could + have + past participle Might</p>

1) Conditional type 1 real

a) Basic Pattern

The verb in *the if clause* is in the present tense; the verb in *the main clause* is in the future.

If he runs, he will get there in time

The cat will scratch you if you pull her tail

b) Possible variation of the basic form

1. Variation of the main clause

Instead of if + present + future, we may have:

a. If + present + may or might (possibility)

Example:

⁹A.J.Thomson and A.V.Martinet, *A Practical English Grammar*, (Oxford University Press, 1986), 4th Ed., p.197.

¹⁰ Fuad Masud, *Essentials of English Grammar a Practical Guide*, (Yogyakarta: BPFE, 2005) p 183-185

If the fog gets thicker, the plane may/might be diverted

- b. If + present + may or can (permission)

Example:

If your documents are in order, you may/can leave at once

- c. If + present + must or should

Example:

If you want to lose weight, you must/should eat less bread

2. Variation of the if clause

Instead of if + present tense, we can have:

- a. If + present continuous, to indicate a present action or future arrangement

Example:

If you are waiting for bus, (present action) you would better join the queue

If you are staying for another night, (future arrangement) I will ask manager to give you a better room

- b. If + present perfect

Example:

If you have finished dinner, I will ask the waiter for the bill

If he has written the letter, I will post it¹¹

- c) The writing

When *if-clause* is written in the front, we use a comma at the end of the clause. When the *main clause* is written at the

¹¹ A.J.Thomson and A.V.Martinet. *Op.cit*, P.197-198

back, we do not use a comma at the end of the clause. Look at the same example and pay attention to the comma in the first sentence.¹²

Example:

If you are happy, I am happy

He will not come tomorrow if he comes

2) Conditional type 2 unreal (contrary to fact) in the present/future

a. Basic Pattern

The verb in the *if clause* is in the past tense, the verb in the *main clause* is conditional tense

Example:

If I had a map I would lend to you (but I haven't a map. The meaning here is present)

If someone tried to blackmail me, I would tell the police (but I don't expect that anyone will try to blackmail me, the meaning here is future)

b. Type 2 is used

1. When the supposition is contrary to know fact

Example:

If I lived near my office, I would be time for work. (But I don't live near office)

If I were you, I would plant some trees round the house. (But I am not you)

2. When we don't expect the action in the if clause to take place

¹² Suryadi Junaida, *Complete English Grammar*, (Yogyakarta: Pustaka Pelajar, 2007), p302

Example:

If burglar came in to my room at night, I would scream.

(But I don't expect a burglar to come in)

If I dyed my hair blue, everyone would laugh at me. (But

I don't intend to dye it)

c. Possible variations of the basic form

1. Variations of main clause

a. Might or could may be used instead of *would*

Example:

If you tried again, you would succeed. (Certain result)

If you tried again, you might succeed. (Possible result)

If I knew her number, I could ring her up. (Ability)

If he had a permit, he could get a job. (Ability or permission)

b. If +past tense can be followed by another past tense when we wish to express automatic or habitual reactions in the past. Note that the past tense here have a past meaning:

Example:

If anyone interrupted him, he got angry (whenever anyone interrupted him)

2. Variations of if-clause

Instead of if +simple past we can have:

a) If + past continuous

Example:

If my car was working, I would drive you to station.

b) If + past perfect

Example:

If he had taken my device, he would be rich man now.

3) Conditional type 3 unreal (contrary to fact) in the past

a. Basic Pattern

The verb in the if clause is in *the past perfect tense*; the verb in main clause is in *the perfect conditional*. The time is past and the condition cannot be fulfilled because the action in the if clause didn't happened.

Example:

If you had told me about the problem, I would have helped you.

If they had studied, they would have passed the exam

b. Possible variations of the basic form

1. Could or might may be used instead of would:

Example:

If we had found him earlier, we could have saved his life.

(Ability)

If we had found him earlier, we might have saved his life

(possibility)

If our documents had been in order, we could have left at

once. (Ability or permission)

2. The continuous form of the perfect conditional may be used:

Example:

At the time of the accident I was sitting in the back of the car,

Because Tom's little boy was sitting beside him in front. If Tom's boy had not been there, I would have been sitting in front.

3. We can use the past perfect continuous in the **if**-clause:

Example:

I was wearing a seat belt. If I hadn't been wearing one, I'd have been seriously injured.

4. A combination of types 2 and 3 is possible:

Example:

The plane I intended to catch crashed and everyone was killed. If I had caught that plane, I would be dead now or I would have been killed. (Type 3)

If I had worked harder at school, I would be sitting in a comfortable office now; I wouldn't be sweeping the streets. (But I didn't work hard at school and now I am sweeping the streets.)

c. The writing

The writing is the same with conditional sentence type I and type II. When the if clause is written at the beginning of the conditional sentence, we use a coma at the end of the clause. When the main clause is written at the beginning, we do not use a coma at the end of the clause. Addition had can be placed first and the if omitted.

Example:

If you had obeyed orders, this disaster would not have happened = Had you obeyed orders this disaster would not have happened.¹³

d. Approach in Teaching Grammar

In teaching, there are many theoretical approaches that have been developed to promote the students' success in learning grammar.

¹³ A.J.Thomson and A.V.Martinet. *Op.cit*, P.197-111

In TESOL (Teaching English to Students of Other Languages), there are two main theoretical approaches for the presentation of new English grammar structures or functions to ESL/EFL students: inductive approach and deductive approach.

1) Deductive Approach

The deductive approach represents a more traditional style of teaching in that the grammatical structures or rules are dictated to the student, because the students learn the rule and apply it only after they have been introduced to the rule.¹⁴ Thornbury explains that in deductive approach starts with the presentation of a rule and followed by example which the rule is applied.¹⁵ In addition, deductive approach is learners are taught rules and given specific information about the language, and then the students are expected to apply when they use the language.¹⁶ The researcher concluded that deductive approach is the conventional method which commonly used by teacher in last period and in deductive approach the teacher should explain the rules clearly because he as the learning centre.

As shown by Thornbury, the advantages of deductive approach are as follows:¹⁷

- 1) It gets straight to the point and can be time-saving because many rules are more quickly explained thereby allowing more time for practice and application.

¹⁴<http://www.teflcertificatecourses.com/tefl-articles/tesol-inductive-deductive-approaches.php> accessed on 27 January 2011

¹⁵ Scott Thornbury, *op.cit.*, p.29

¹⁶Ruth Wajnryb, *Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers*, (United Kingdom: Cambridge University Press, 1992), p. 85.

¹⁷Scott Thornbury, *op.cit.*, p.30.

- 2) It confirms students' expectations about classroom learning, particularly for those with an analytical learning style.
- 3) It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

On the other hand, the deductive approach has also disadvantages that are as follows.

- 1) It may be frustrating for some students, especially younger one to memorize the explanation.
- 2) Most of students are less active because teacher as learning centre.
- 3) Explanation is seldom as memorable as other forms of presentation, such as demonstration.

In other words, this approach will be beneficial for the students whose analytical ability are high and give much opportunity for students to do more practice rather than the teachers' rules explanation. In contrary, it will be a hindrance for young learner to study grammar because they have not had the analytical ability yet.

2) Inductive Approach

The inductive approach is the students learn the use of the structure through practice of the language in context, and later realize the rules from the practical examples.¹⁸ Ruth Wajnrb states that inductive approach is such as communication one, learners are not taught grammatical rules directly, but are left to

¹⁸<http://www.teflcertificatecourses.com/tefl-articles/tesol-inductive-deductive-approaches.php> accessed on 17 February 2011

induce the rules from their use of the language.¹⁹ In other hand Scott Thorn Burry explains that inductive approach starts with some examples from which a rule is inferred, learners can study grammar without having met the rule, they study examples and from these examples derives an understanding of the rule.²⁰ From the statement above, the writer concludes that inductive approach is improvement of the deductive approach; English teacher used some methods to improve the teaching strategy.

This second approach to the grammar teaching learning has many advantages and disadvantages as well. Here may be its advantages.

1. The rules learners discover for themselves are more likely to fit their existing mental structure than rules they have been presented and will make the rules more memorable and meaningful.
2. Students are more actively involved in learning process, rather than being simply passive recipients.

Besides, this approach has also its disadvantages. Here are the following.

- 1) Teacher should be patient to build students understanding because the rules are discovered in example.
- 2) Spend lot of time and energy.
- 3) It is possible for students to make the wrong answer when analyzing the rules from example.²¹

It can be said that students will understand easily what the grammar point is actually taught without telling them the rule directly because they are given opportunities to think more and

¹⁹Ruth Wajnryb, *op.cit.*, p. 85.

²⁰Scott Thornbury, *op.cit.*, p. 49.

²¹*Ibid*, p. 54.

infer the rule from the given examples. However, not all students will enjoy when they are taught by using this approach because of their different learning styles.

Regardless those two approaches, teacher actually can use either deductive or inductive approach based on the teaching learning context which may include student learning style because there is no single approach will be appropriate for all grammar items and for all learners.

2. Song as teaching media

1) Definition of Song

A song is a short of piece in one concise movement for the medium of solo voice and piano. According to Parto a song is a group of arrangements which consists of lyrics and elements of music like rhythm, melody, harmony and expressions. Moreover, A song is a musical composition for the voice of several voices. A song is a short poem whether intended to be sung or not; a lyric or ballad. The American Heritage Dictionaries says that song is: Music is a brief composition written or adapted for singing. It also says that song is a distinctive or characteristic sound made by an animal, such as a bird or an insect. The last definition, “song is poetry, a verse and a lyrics poem or ballad.”²² Song is one of the tools you can use to teach English to your class, regardless of the age of the learner. Music is a tie that binds all cultures and languages and therefore, one of the best ways to make learning English fun.²³ So song is one of teaching media, it may be used to create a more relaxing foreign language classes. It also can be used to teach grammar because in the lyrics of song there are

²² www.answers.com/topic/song accessed on 26 January 2011

²³ http://www.ehow.com/how_5182054_use-teaching-english-second-language.html accessed on 26 January 2011

several kinds of tenses, teacher can choose definite song which appropriate with tense that will be taught

2) Kinds of Teaching Media

There are many kinds of media to teach English, one of them is song. Song could be used to teach grammar because in the lyrics of song there are several kinds of tenses, teacher could choose definite song which appropriate with tenses that would be taught. Media is an agent or companion, Association for Education and Technology (AEGT) defines that media is a tool which is used to distribute information. Moreover, National Education Association (NEA) defines that media is a something which can be manipulated, seen, heard, and read by instrument used in teaching learning process.²⁴ In other hand, media is a tool store and conveys information. Media in teaching learning process are often used by teachers to improve students' understanding on the material and to make teaching and learning process more enjoyable. From those definitions, the researcher concluded that teaching media are the tools which are used by teacher to convey teaching message and to stimulate brain and feeling so the students interest in learning. Besides that, the use of media in teaching and learning process is to surmount the problem of communication between teacher and students, to motivate students in order to become active and to make them focus on the material.

In addition, teaching media can be various forms. It can be classified in three kinds, they are:

- a. Visual aids; it is media that can be seen such as pictures, flashcard or card short, newspaper, realia, map, etc.

²⁴Asnawir and Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002) p.11.

- b. Audio aids; it is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 player, CD, etc.
- c. Audio Visual aids; it is teaching media that can be seen and can be heard such as video clips, films, TV news, VCD, TV, etc.

According to the explanation above, the researcher concluded that the use of song can be classified as audio visual aid because it can be seen and can be heard. In other hand, media are needed in teaching learning process because it has several benefits, they are:

1. The teaching process will be more interesting, so that the students are motivated to learn. By using media, teacher can attract students' attention to the material. In this case, by using media in teaching and learning process, students will be motivated in learning.
2. The material will be clear so that the students can understand the material easily. Media makes students easier in catching the material given by teacher.
3. The teaching and learning process will be variety. It makes students enjoying the teaching learning process. The students will be bored if the teachers only use explanation when he is presenting the material during teaching and learning process. The students will not feel bored if the teachers use media in teaching learning process.²⁵

As a teaching media, song prevents students' boredom in language classroom. The use of song in teaching learning process has advantages and disadvantages:

- a. The Advantages

²⁵ <http://forum.upi.edu/v3/index.php?topic=15694.0> accessed on 24 February 2011

- 1) Songs are highly memorable and motivating to students. So, students are easy to understand the material.
 - 2) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make them active again.
 - 3) Increase the joy of learning and add new vocabulary
 - 4) Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyzing the tenses from the lyrics of a song
 - 5) Sustain students attention and concentration so students can concentrate with materials
 - 6) Facilitate a positive learning mood and motivate students to learn. Music helps students to focus on the material discussed and raise their concentration in the learning activities.²⁶
- b. Disadvantages
- 1) Music can hurt eardrums if it is set up so loud.
 - 2) Music disturbs concentrations when applying to people who hate a genre of music.²⁷

According the advantages and the disadvantages above, the researcher concluded that the use of song in teaching learning process has good effect than bad effect. It gives good effects to activate understanding and make students easy to memorize the material.

B. Previous Research

The writer will describe some works which are relevant to this thesis to make the thesis arrangement easier:

²⁶<http://www.songsforteaching.com/teachingtips/classroomoutcomesofusingmusic.htm> accessed on 25 February 2011

²⁷<http://answers.yahoo.com/question/index?qid=20090113002551AAY1v8p> accessed on 26 February 2011

1. Thesis under title, *The Use of Song as Media in Teaching Vocabulary to SDN Winong 02 Students at Fifth Grade in The Academic Year of 2009/2010* by Mare Tri Mulyawati (4114752), Department of English Education The Faculty of Language and Arts Education IKIP PGRI Semarang.²⁸ She was identifying the implementation of song to teach vocabulary. The result shows that the use of song in teaching vocabulary was very beneficial for the students to facilitate them in learning.

The similar between her research and the researcher's are on the research approach and media. The research approach is classroom action research and the media is using songs. The difference on this previous researcher is material that is vocabulary while the research that is material conditional sentences.

2. Thesis under title, *The Use of Song to Improve Students' Pronunciation (A Classroom Action Research With The 11 Graders of MANU Limpung Batang in The Academic Year of 2008/209* by Ulfatul Qurnia (3104077), thesis of bachelor program of English Language Education of Institute for Islamic Studies Walisongo Semarang.²⁹ She conducted classroom action research at 11 Graders of MANU Limpung Batang using song to improve students' pronunciation, she used three different song in every cycle, the result of her research is the use of song in improving student' pronunciation is very useful.

The similar between her research and the researcher's are on the research approach and media. The research approach is classroom action

²⁸Mare Tri Mulyawati (4114752) The Faculty of Language and Arts, *The Use of Song as Media in Teaching Vocabulary to SDN Winong 02 students*, (Semarang: IKIP PGRI, 2009), unpublished thesis.

²⁹Ulfatul Qurnia (3104077) Tarbiyah Faculty, *The Use of Song to Improve Students' Pronunciation (A Classroom Action Research With The 11 Graders of MANU Limpung Batang in The Academic Year of 2008/2009)* (Semarang: IAIN Walisongo,2009), unpublished thesis.

research and the media is using songs. The difference on this previous researcher is material that is pronunciation while the research that is material conditional sentences.

3. Thesis under title, *Using Song Lyrics To Improve Students' Understanding On Present Perfect Tense (An Action Research at the 8th Grade of MTs Matholibul Huda Jepara in the Academic Year of 2009/2010)* by Muhimatul Ulya (063411037) thesis of bachelor program of English Language Education of Institute for Islamic Studies Walisongo Semarang. She conducted classroom action research at MTs Matholibul Huda Jepara in the Academic Year of 2009/2010 Using Song Lyrics To Improve Students' Understanding On Present Perfect Tense, she used three different song in every cycle, the result of her research is the use of song lyric to improving student' understanding on present perfect is very useful.³⁰

The similar between her research and the researcher's are on the research approach and media. The research approach is classroom action research and the media is using songs. The difference on this previous researcher is material that is present perfect tense while the research that is material conditional sentences.

³⁰ Muhimatul Ulya (063411037) Tarbiyah Faculty, *Using Song Lyric To Improve Students Understanding On Present Prefect, (An Action Research at the 8th Grade of MTs Matholibul Huda Jepara in the Academic Year of 2009/2010*(Semarang: IAIN Walisongo,2009), unpublished thesis.