

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Using Song Lyrics to Improve Students Understanding

a. Definition of song

Song is short piece of music with words that you sing. Song in general is music for singing a song at a very low price song and dance unnecessary fuss.¹ Instrumental work in vocal style: an instrumental work written in style of a composition for the voice, or, in popular music, any musical work

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) define that media is a tool which is used to distribute information. Moreover, National Education Association (NEA) define that media is a something which can be manipulated, seen, heard, and read by instrument used in teaching learning process.² 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.

b. The Characteristics and Components of Song

According to Jan Peterson that a good song contains four important characteristics they are; first, a good song needs a universal message and a story worth telling. It means that songs ideas whirl around us every day, but you need to catch that one special message.

¹ *Oxford Learner's Pocket Dictionary*, (UK: Oxford University Press, 2005), p. 412

² Asnawir and Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002)

Second, a good song needs memorable hook. Usually the hook line appears in the chorus, or if there is no chorus it is in the first or last line of each verse. Third, a good song is easily understood. It means that you use song as media for teaching you need to tell the 'who, where and why' of the story. Four, good song uses imagery. If you listen to a song, listen for the images.³

The component of songs they are;⁴ song structure (chorus, verse, bridge) lyric (lyric topic, lyric title, lyric themselves) Rhyme (rhyme scheme, rhyme types, rhyme your lyric) composing vs. song writing (song's music convention, music after lyric, music before lyric, arrangement, chord progressions) melody vs. chord progression (chord music in theory, song writer habit).

c. Reasons why we should use song to teach

Language teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom. Some key reasons songs can work exceedingly well in the foreign language classroom include the following:⁵

1) Songs almost always contain authentic, natural language.

This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled.

³ Jan Peterson, *Characteristics of a Good Song*, from <http://www.associatedcontent.com/article/1>, accessed on December 20 2010

⁴ <http://www.songwritingfever.com/songwritingtips/getstarted6.html>, accessed on December 20 2010

⁵ <http://www.eslbase.com/articles/songs>, accessed on December 20 2010

- 2) A variety of new vocabulary can be introduced to students through songs.

Looking to boost student vocabulary with useful phrases, vocabulary and expressions? Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions.

- 3) Songs are usually very easily obtainable.

Cibemba and Silozi notwithstanding, songs are usually not that difficult to obtain. Local sources may be available including the students themselves. There's always the internet which can connect you with song downloads in all but the most obscure languages.

- 4) Songs can be selected to suit the needs and interests of the students.

In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs.

- 5) Grammar and cultural aspects can be introduced through songs.

Most if not all songs have a recurring theme or story. So excerpting cultural elements is usually a possible, but often overlooked aspect of using songs. I still use "Hit the Road Jack" sung by the late Ray Charles to illustrate spoken contractions. He uses spoken contractions in virtually every line of the song.

- 6) Time length is easily controlled.

Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. Use of songs is very flexible.

- 7) Students can experience a wide range of accents.

A good thing about songs is that you can expose the students to many different kinds of English. British English, American

English, Caribbean English are all widely available through songs. Accents too are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R & B, Pop, Rock, Reggae, Jazz and other styles change not only accents, but vocabulary and usage too.

- 8) Song lyrics can be used in relating to situations of the world around us.

Songs have been used as vehicles of protest for civil rights, workers' rights, even prisoners' rights along with an untold number of other causes. They've expounded on pollution, crime, war and almost every social theme or cause. We won't even mention how many songs are about, related to or explore the theme of sex.

- 9) Students think songs are natural and fun.

Well actually they are, aren't they? Fun, even silly songs abound in English. Some singers actually made a career out of them. (Ray Stevens, anyone?) They make offbeat, fun changes of pace with classroom use.

These are only some of the many reasons songs are useful in the language learning classroom. They contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom. So EFL, English as a foreign language, ESL, English as a Second language and foreign language teachers should all consider using songs as a regular part of their classroom activities.

d. Kinds of Teaching Media

There are many kinds of media to teach English, one of them is song. Arsyad explains that teaching media are tools which used to convey teaching message.⁶ From those definitions, the researcher concluded that teaching media are the tools which are used by teacher

⁶ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2006), p.6

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:

- 1) Visual aids: it is media that can be seen such as pictures, flashcard or card short, newspaper, realia, map, etc.
- 2) Audio aids: it is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 player, CD, etc.
- 3) 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 lyrics 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, Arsyad and Rifa'i state that the use of media has several benefits, they are: ⁷

- 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 variatif. 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

⁷ *ibid* p.6.

will not feel bored if the teachers use media in teaching learning process.

As an addition, Esthi Endah states the functions of media are: make students easy to learn, make teachers easy to teach, give concrete description to students (they are not just imagine), make learning process exiting to reduce students' boredom, stimulate students attention and motivate them to learn.⁸ By using many kinds of media, students can do various activities.

From several explanations above, the researcher concluded that media are important in teaching learning process. It makes students easily to catch the material because they are interested in learning and the teaching learning process will be more various so that the students enjoy it. Students also will be more active in giving response to the teacher's explanation.

The use of song in teaching and learning process makes liven atmosphere and often enlighten students with some new item naturally. Penny Ur, the author of Grammar Practice Activities cited in Tarwiyah explains that song can be used as a quick warm up for the beginning to get the students into the right mood for learning, song as an idea for a brief vocabulary review before starting a new text, a light filler to provide relief after a period of intense effort and concentration, a brief orientation activity to prepare a change of mood or topic, an amusing item to round off the lesson with smile.⁹ When using song in teaching and learning process, teacher should make sure that the use of song gives advantages to students.

In this study, the researcher compiled several songs taken from internet which is included Simple Future Tense. Those songs are:

⁸Esthi Endah Ayuningtyas, *Cerdas Emosional dengan Musik*, (Yogyakarta: Arti Bumi Intaran, 2008), p.119.

⁹Siti Tarwiyah, *Game, Songs and Practical Ideas to Teach Language: A Supplementary Book for Language Teacher*. Unpublished book. P.25-26

I Will Be by. Avriel Lavigne, I Will Fly by. Ten 2 Five and She will be Loved by. Maroon 5.

e. Using Songs in English Teaching

According to Larry M. Lynch stated that the keys to using songs for teaching children English as a foreign language there are 12 keys they are:¹⁰ first, teacher uses most popular song in language teaching. Second, teacher should also select song with easy to understand lyrics absolutely, no profanity (violent, illegal or immoral themes like sex drug use, prostitution, gang violence, kill your mother, suicide, etc). Third, teacher can give motivate their students (teacher takes along children's songs on cassette or CD with the lyrics). Four, teacher will need to be very careful of downloads most popular song lyric from sites (like this since they frequently full of viruses). Five, teacher uses films and shorts directly or just a recording with display pictures for visual support. Six, teacher should use the standard children's song (teacher do not use children's song difficulty to understand). Seven, teacher should use inter-active games and total physical response (TPR) along with the songs. Eight, teacher keeps a fairly past faced class going as children get bored and restless easily with their short attention, and teacher can change activities every is minutes. Nine, teacher tries incorporating some simple dance moves into the songs too for some added benefit (like pantomime, swing, sway, kick, jump etc). Ten, teacher uses pictures as an aid in teaching key words in the song lyrics (like posters, drawings anything that provides positive visual support and reinforcement for lexical elements, grammatical then connected speech, pronunciation or use on context is fair game in EFL classes for children). Eleven, teacher give practice a couple of the songs and activities before hand in front of a mirror or your own.

¹⁰<http://ezinearticles.com/?/-Keys-To-Using-Song-For-Teaching-Children-English-As-a-Foreign-Language&id=2128182>. Larry Lynch, "12 Keys to Using Songs For Teaching Children English as a Foreign Language", accessed on 21 December 2010

Twelve, teacher should make classroom interesting with teaching is fun.

2. Simple Future Tense

a. Definition of Simple Future Tense

Simple Future Tense is tense is a verb form that marks the event described by the verb as not having happened yet, but expected to happen in the future.¹¹ Simple Future Tense is describing the tense which describes a future action: uses forms of *will*, *shall* or *be going to*.¹²

The structure of the Simple Future Tense is:

Subject + auxiliary verb (will/shall/be going to) + main verb

Examples:

- He *will finish* his work tomorrow
- He *is going to finish* his work tomorrow

Will or be going to is used to express future time, the use of shall with I or We to express future time is possible but uncommon in American English. Shall is used much more frequently in British than in American English.¹³

For negative sentences in the Simple Future Tense, we insert not between the auxiliary verb and main verb.¹⁴ For question sentences, we exchange the subject and auxiliary verb. Look at these example sentences with the Simple Future Tense:

¹¹ http://en.wikipedia.org/wiki/Simple_future_tense, accessed on December 12, 2010

¹² English Dictionary - With Multi-Lingual Search, <http://www.allwords.com/word-simple+future.html>, accessed on December 12, 2010

¹³ Betty Schramper Azar, *Understanding and using English Grammar 2nd edition*, (US: Prentice Hall Regents) p.44

¹⁴ http://www.englishclub.com/grammar/verb-tenses_future.html, accessed on December 20 2010

subject	auxiliary verb		main verb	
+	I	Will		Open the door.
+	You	Will		Finish before me.
-	She	Will	Not	Be at school tomorrow.
-	We	Will	Not	Leave yet.
?	Will	You		Arrive on time?
?	Will	They		Want dinner?

When we use the Simple Future Tense in speaking, we often contract the subject and auxiliary verb:

I will	I'll
you will	you'll
he will	he'll
she will	she'll
it will	it'll
we will	we'll
they will	they'll

For negative sentences in the Simple Future Tense, we contract with **won't**, like this:

I will not	I won't
you will not	you won't

he will not	he won't
she will not	she won't
it will not	it won't
we will not	we won't
they will not	they won't

Simple Future has two different forms in English: "will" and "be going to." Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different meanings might seem too abstract at first, but with time and practice, the differences will become clear. Both "will" and "be going to" refer to a specific time in the future.¹⁵



Form will:

(Will + verb)

Examples:

+ You will help him later.

? Will you help him later?

- You will not help him later.

Form is going to:

(Am/is/are + going to + verb)

Examples:

+ You are going to meet Jane tonight.

? Are you going to meet Jane tonight?

- You are not going to meet Jane tonight.

¹⁵ <http://www.englishpage.com/verbpage/simplefuture.html>, accessed on December 12 2010

Complete List of Simple Future Forms

1) "Will" to Express a Voluntary Action

"Will" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else. Often, we use "will" to respond to someone else's complaint or request for help. We also use "will" when we request that someone help us or volunteer to do something for us. Similarly, we use "will not" or "won't" when we refuse to voluntarily do something.¹⁶

Examples:

- I will send you the information when I get it.
- I will translate the email, so Mr. Smith can read it.
- Will you help me move this heavy table?
- Will you make dinner?
- I will not do your homework for you.
- I won't do all the housework myself!
- A: I'm really hungry.
B: I'll make some sandwiches.
- A: I'm so tired. I'm about to fall asleep.
B: I'll get you some coffee.
- A: The phone is ringing.
B: I'll get it.

2) "Will" to Express a Promise

"Will" is usually used in promises.

Examples:

- I will call you when I arrive.
- If I am elected President of the United States, I will make sure everyone has access to inexpensive health insurance.

¹⁶ <http://student.eepis-its.edu/~prasz/Future%20Tense.html>, accessed on December 12 2010

- I promise I will not tell him about the surprise party.
- Don't worry, I'll be careful.
- I won't tell anyone your secret.

3) "Be going to" to Express a Plan

"Be going to" expresses that something is a plan. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.¹⁷

Examples:

- He is going to spend his vacation in Hawaii.
- She is not going to spend her vacation in Hawaii.
- A: When are we going to meet each other tonight?
B: We are going to meet at 6 PM.
- Michelle is going to begin medical school next year.
- Who are you going to invite to the party?
- A: Who is going to make John's birthday cake?
B: Sue is going to make John's birthday cake.

4) "Will" or "Be Going to" to Express a Prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future. In "prediction" sentences, the subject usually has little control over the future and therefore USES 1-3 do not apply. In the following examples, there is no difference in meaning.¹⁸

Examples:

- John Smith will be the next President.
- John Smith is going to be the next President.
- The movie "Zenith" will win several Academy Awards.
- The movie "Zenith" is going to win several Academy Awards.

¹⁷ Nur Akhlis and Liliek Sosiowati, *A Simple English Usage* (Pare, Kediri:For self Circle BEC-EECC-HEC, 2000) Unpublished book, p. 15

¹⁸ <http://swarabhaskara.com/tenses/simple-future-tense/>, accessed on December 12 2010

Important

In the Simple Future, it is not always clear which USE the speaker has in mind. Often, there is more than one way to interpret a sentence's meaning.

No Future in Time Clauses

Like all future forms, the Simple Future cannot be used in clauses beginning with time expressions such as: when, while, before, after, by the time, as soon as, if, unless, etc. Instead of Simple Future, Simple Present is used.

Examples:

- When you will arrive tonight, we will go out for dinner. Not Correct
- When you arrive tonight, we will go out for dinner. Correct

Adverb Placement

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You will never help him.
- Will you ever help him?
- You are never going to meet Jane.
- Are you ever going to meet Jane?

Active / Passive

Examples:

- John will finish the work by 5:00 PM. Active
- The work will be finished by 5:00 PM. Passive
- Sally is going to make a beautiful dinner tonight. Active
- A beautiful dinner is going to be made by Sally tonight. Passive

3. The Advantages and Disadvantages Using Song

As a teaching media, song prevents students' boredom in language classroom. The use of song in teaching learning process has good implication, those are:¹⁹

- a. Create a welcoming atmosphere. It is the function of song as a warmer, students are expected to be enthusiastic in the learning process.
- b. Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.
- c. Connect students to content topics. Students are expected to understand the topic that they studied through song lyrics.
- d. Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make them active again.
- e. Deepen understanding and reinforce memory through emotional association because songs are familiar with students live .So, students are easy to understand the material.
- f. Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.
- g. Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyze the tenses from the lyrics of a song.
- h. Embed new vocabulary. Students can enrich their vocabulary after listen to a song.
- i. Teach pronunciation efficiently. It is possible to us to imitate the native speaker pronunciation by listening English song.
- j. Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

¹⁹Chris Brewer, *Music in The Learning Cycle*, <http://www.songforteaching.com/teacingtips/musicinthelearningcycle>

In other hand, the use of song in teaching learning process has disadvantages. Those are²⁰:

- a. Music disturbs concentrations when applying to people who hate a genre of music.
- b. Music can hurt eardrums if it is set up so loud.

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 research will describe some works which are relevant to these thesis to make the thesis arrangement easier:

1. The thesis entitled “*English Children Songs as Alternative For Teaching Grammar of Pluralization at Elementary School : Action Research (The case of The Sixth Grade Students of State Elementary school of Gunung Pati 03, Semarang, in The Academic year 2006-2007)*” by Bedi Budiwoyo (English Department Faculty of Language and Art Semarang State University).²¹ He states that English children song raises a positive response of students in learning English that it encourages their spirit to study and reduces boredom. The statement is also supported by the result of student’s questionnaire. It shows that song requires to be applied for teaching English at elementary school.

The similarities this research he used song but he used children song, and the researcher used song lyrics with Simple Future Tense sentences not for teaching grammar of pluralization.

2. The thesis entitled “*The Use of Children Song to Improve Students Pronunciation (The Case of 4 th Grade Students of SD II Kiriq Kudus in*

²⁰<http://www.eslbase.com/articles/songs.asp>, accessed on December 20 2010

²¹ Bedi Budiwoyo (2201402558), *English Children Song as Alternative for Teaching Grammar of Elementary School of Gunung Pati 03, Semarang* (Semarang: Language and Art Faculty State University of Semarang, 2007), Unpublished Thesis.

Pronouncing Vowels)” by Aini Rahayu .S, she said that the use of children song in teaching pronunciation has some benefits for the student.²²

The similarities this research she used song in her research, but she used children song. She focused to improve students’ pronunciation and the researcher focused to improve students understanding on Simple Future Tense.

C. Action Hypothesis

Hypothesis is predictable statement which needs to be explored more. If a statement which not need to be researched is not hypothesis. In addition, hypothesis is predictable answer of the research which the fact must be examined.²³ The hypothesis of this research is using song lyrics can improve students’ understanding on Simple Future Tense. This technique will make students interest and give stimulate for the students in the future process.

²² Aini Rahayu S, (2201404538), *The Use of Children Songs to Improve Students Pronunciation (The Case of 4 th Grade Students of SD II Kiriq Kudus in Pronouncing Vowels)*, (Semarang: Language and Art Faculty State University of Semarang, 2008), Unpublished Thesis.

²³ Jumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: Raja Grafindo Persada, 20006)