

**CHAPTER II**  
**REVIEW OF RELATED LITERATURE and HYPOTHESIS**  
**TEACHING PREPOSITION BY USING SONG**

**A. THEORETICAL REVIEW**

**1. The General Concept of Song**

**a) Definition of Song**

In this study the writer assumes that music can offer new opportunities for acquiring the objective in certain skills and competence with the enjoyment and pleasure activities.

Jeremy Harmers said that:

“Music is a powerful stimulus for students engagement precisely because it speaks directly to our emotion while still allowing us to use our brain to analyze it and its effects if we so wish. It can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning”.<sup>1</sup>

Music itself has some forms, and one of them is called song. Song is a short musical work set to a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment.<sup>2</sup> In the other hand, song is a musical composition because songs contain vocal parts that are performed with the human voice and generally feature words (lyrics), commonly accompanied by other musical instruments (exceptions would be a cappella and scat songs).

According to Hornby, “Song is a piece of music with words that is sung”.<sup>3</sup> While, according to wikipedia, “Song is a musical composition. Songs contain vocal parts that are performed with human

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<sup>1</sup>Harmer, Jeremy. *The Practice of English Language Teaching*. (Malaysia: Person Education Limited, 2002), p.242

<sup>2</sup>The Encyclopedia Americana, Vol. 25, (USA: Glolier Incorporated, 1986), p. 220.

<sup>3</sup> Hornby, A.S. 1990. *Oxford Advanced Learner’s Dictionary of Current English*. (Oxford: University Press,1995) p 1331.

voice and generally feature words (lyrics), commonly accompanied by other musical instrument”<sup>4</sup>.

When a song is played, the listeners will not listen to lyrics, but also its melody and rhythm. The teacher wants to select a song as media in their teaching needs to know the basic elements of song because it requires a good musical sound to produce a pleasant sounding.

#### **b) Elements of Song**

Irvin Cooper and Kuersteiner O. Karl argue that the average person interested in music as a pleasurable experience seldom cares to do more than to just enjoy it. This attitude does not warrant severe criticism, but if this person was told that his interest in music yield more pleasure and satisfaction, he would doubtless be interested in knowing that.

They explain that music is a combination of rhythm, melody, and harmony. These are not the only elements of music, but they are the most important one. Rhythm is a combination of beats and note values. It supplies a framework made of time. This rhythmic framework sometimes moves fast and sometimes slowly. It can be regular and strong or irregular and complicated. Rhythm has a great deal to do with our response to music.

Melody is the theme, the air, the tune, or the musical narrative. It is the song we sing. It moves horizontally through the music. It seems to be the soul of music. And then, harmony is the system of chords. A chord results when three or more tones are sounded simultaneously. Harmony may be soothing, pleasant or “good” harmony; other times, it is strident, harsh, and dissonant. The contrast between consonant and dissonant harmony gives a living and exciting character of music, not unlike life itself. Both consonant and dissonant

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4 (<http://en.wikipedia.org/wiki/song>) accessed on 16/12/2010, 10.05 PM

harmony added to melody adds musical color and interest. Harmony adds perpendicular depth to music.<sup>5</sup>

While Bryan R. Simms has different opinion that music is an organization of sounds and time capable of conveying meaning. And he adds that music like the exterior appearance of sculpture, a more profound understanding of it will be gained by knowing how it is put together, how its parts relate to on another, and how its form helps to express its aesthetic content. Our attention may at first be attracted by an external or general feature, but our full understanding and appreciation will begin only when we perceive its complete shape, differentiate its constituent parts, and understand how they work together.

According to Bryan, "The basic musical elements consist of three important things, they are melody, harmony and texture. A melody is a succession of musical tones that belong together and convey a distinctive musical thought. Then, harmony is the principle by which chords are made up and linked together and texture is a quality that is basic to the shape and expressive content of the music and texture is created between the relationship, interaction of such musical strata".<sup>6</sup>

Based on the statements above, the writer concludes that important elements of music is harmony, melody, rhythm, lyric and without omitting texture of music.

### **c) Principal Song Selection Criteria**

Lynch argues that music pervades virtually every aspect of our lives. Students adore it. It contains numerous useful elements for language teaching and it is fun for both the teacher and students.

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<sup>5</sup> I Cooper and Karl O Kuersteiner, *Teaching Junior High School Music*. (Boston: Allyn and Bacon, 1965), P. 323

<sup>6</sup> Bryan Simms R. *The Art of Music: An Introduction*. (New York: HarperCollins College Publishers.1993). p. 44

Therefore she offers music or song in language learning classes, but a teacher has to choose criteria for selecting what song that is appropriate to his/ her students. The principal song selection criteria are as follows:

- 1) Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.
- 2) Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
- 3) Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available. Use these.<sup>7</sup>

Then, the writer will describe some specific criteria of a song for teaching preposition, they are as follows:

- 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, varied and contain some noun phrases.
- 2) Solo Artists are easier to understand than most band, because bands often feature a chorus of voices on top of the lead singer's voice. Sometimes the lyrics sung by each may be completely different. It may create some confusion in the students mind when they try to separate on set of lyrics from the other.
- 3) Avoid to choose these types of songs:

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<sup>7</sup> <http://www.eslbase.com/articles/pop-songs.asp>. accessed on 16/12/2010, 10.10 PM

- a) Songs those are too fast-paced.
  - b) Songs in which the music buries the singer's voice.
  - c) Songs in which there is no substance to the lyrics.
  - d) Songs that verge on the obscene or that include lyrics that are discriminatory (for instance songs that mock religious beliefs).
  - e) Songs which have wide range of tones, which are not difficult to imitate by students.
- 4) Choose the easy listening songs which use simple vocabularies.

Based on the explanation above, the writer uses songs from different popular solo artists or singers. They are:

**1) Mobile**

Artist: Avril Lavigne

**2) We will not go down (Song for Gaza)**

Artist: Michael Heart

**d) Procedure in Applying an English Song**

A song is a medium for teaching languages, in which a VCD player is used. When we want to teach our students by using songs, some procedures and preparations have to be followed. The teacher should give a certain song to students and a short clear explanation, telling the title and what the song is about. The teacher may ask the students to guess the meaning of new words with the teacher's help by using guiding or using visual aid and gesture.

Sarah Philips offers guidelines for doing action song in class that can be summarized. First steps, play or sing the song once or twice with the children just listen, so that they begin to absorb the tune and rhythm, students can play or sing the song again and get them to clap the rhythm and /or hum the tune to the music. And then, to get them to join in the action with the teacher, the teacher asks them if they can tell what the song means from the action. Explain anything they do not understand.<sup>8</sup>

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<sup>8</sup> Philips, Sarah. *Young Learners*. (New York : Oxford University Press, 193), p 95.

Saricoban and Metin said that the best songs would be those that are either familiar to the children.<sup>9</sup> They make students more interested and easy to understand in learning English. There are some procedures to apply the songs in classroom. First, a teacher asks the students to fill in the blank. Songs are often used in this way in the ESL classroom. You can carefully choose which words to blank out depending on what lexical area you want your students to work it. Second, teacher can teach listening comprehension. Get your students think about the subject and do any pre-teaching of vocabulary as necessary. As with standard listening comprehension, there are a variety of exercises that you can do with songs: true or false, matching exercises, open comprehension questions, etc. Third, teacher explains the phonetics. Teacher can use a song with a clear rhyme pattern to do some phonetics work on particular phonemes. Fourth, teacher can strips of the paper. The lyrics you will find on the site can be cut up into strips which then need to be reconstructed as the song unfolds. Each student is given a strip to memorize beforehand and the students then work among themselves to `physically` rebuild the song. Fifth, teacher can teach vocabulary. Teacher can ask the students to write down all words and phrases that they hear and share them with the class. Then let them listen again with the lyrics and go over vocab. It is interesting to provide lyrics with several small mistakes and have students see if they can hear where they are.<sup>10</sup>

Murphey has said that anything we can do with a text we can also do with songs, or texts about songs, here are some additional things we might do with music and song in teaching: translate songs, write dialogues using the words of a song, use video clips in many ways, do role-plays (as people in the song, or the artist), use music for background to other activities, energize or relax classes mentally, learn about your students and

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<sup>9</sup>Arif Saricoban and Esen Metin, "*Songs, Verse and Games for Teaching Grammar*", <http://iteslj.org/>, p. 1. Retrieved on Desember 26, 2010

<sup>10</sup>*Ibid.*, p. 4.

from your students, letting them choose and explain their music, and have fun.<sup>11</sup>

### e) **Advantages of Using Song in English Teaching**

There are some considerations why songs as a means of teaching English will help the students in getting a better mastery of vocabulary especially preposition.

According to Wahyanti using English songs in teaching has great advantages. Those are:<sup>12</sup>

- a) Songs contribute a growth of meaning. Thus, it can enrich and enhance the students' vocabulary.
- b) Songs help students to enhance students' motivation in learning English. It offers opportunities for language practices in some skills and language components including vocabulary since songs are interesting, students will attracted to sing them well and remember the lyrics
- c) Songs offer repetition so that the students easier to imitate and memorize the words.
- d) The lyrics of songs remind students to the words that have been learned.
- e) By using song, students have many opportunities to practice their English skills. The students do not sing on the singing time or the singing class, but also out of the class.

According to Donna Norton, using English songs in teaching has great advantages. Those are:<sup>13</sup>

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<sup>11</sup>Tim Murphey. *Music And Song*. (New York: Oxford University Press,2002), p. 10.

<sup>12</sup> Wahyanti, Murni., Faridi, Abdurrahman. And Sudiro, Fachrurozi, *English for Elementary School I A*. (Semarang: Media Wiyata. 2001), P. 38

<sup>13</sup> Norton, E. Donna. *The Effective Teaching of Language Arts*. (Ohio: Charles E. meril co. Colombus, 1980). P. 49

- a) Vocabulary development. In which the students are led to organize new words, relate them to context and practice vocabulary in purposeful communication.
- b) Development of pleasant speaking voice and also media for pronunciation practice.
- c) Training, planning and organizing an oral presentation progressing from the instigation of a thought to the presentation of a well planned organized oral report.
- d) Development of sentence patterns which avoid confusion structure and utterance.
- e) Development of ability to respond an audience and to become sensitive to its reaction.

In teaching English songs can be a media for listening, speaking, writing, and also reading.

## **2. General of Knowledge preposition**

### **a) Definition of preposition**

English sentences can be divided according to the function each words has in the subject-predicate relationship. Each of these functions is classified as a different part of speech. The words that form the central core of the sentences around which all the other words “cluster” are the part of speech known as noun (or pronoun) and verb; the word that modify the central core words are the part of speech called adjectives and adverbs; the words that show a particular kind of connecting relationship between these four parts of speech called prepositions and conjunctions.

Many scientists have defined what actually preposition is. The following are several definitions of preposition:

- a) Preposition is a word or group of words used before a noun or pronoun to show place, position, time or method.<sup>14</sup>

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<sup>14</sup> A S Hornby, *Op.Cit.*, P. 911



b) Preposition is a function word used to relate a noun phrase which it precedes with another part of the sentence, the whole forming a prepositional phrase. It expresses meaning of space, time, positions, etc.<sup>15</sup>

#### b) **Types of preposition**

In English there are some types of prepositions and each of them has different meaning and usage. A highly detailed classification of them will be very difficult to be found. However, the following list will give only more common meaning that preposition can have. Many of these meanings correspondents to the adverbial meaning and some meanings however are common only to prepositions.

Following classification of the prepositions is made by Marcella Frank. The prepositions can be categorized into two main types. They include physical and semantic relationships. These two main types of prepositions will be explained as follow:

#### **1). Preposition that indicate physical relationships include time, place, position and direction.<sup>16</sup>**

There are 3 types of preposition that indicate physical relationship. The first one is preposition of time. There are some prepositions that indicated temporal meaning. It is divided into some point of time. Each of them is discussed below with example. They are:

One point of time: The prepositions included in this type are: (1) On: it is used with a day of the week, a day of the month, and a date, for instance, *I saw him on Sunday*. (2) At: It is used with a part of the day, an hour of the day and age, for instance, *I saw him at noon*. (3) Since: this preposition can be used as a conjunction of time and introduce other types of clause, for instance, *It had been two years since I saw him*. (4) By: this

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<sup>15</sup> Alice Maclin, *Reference Guide to English : A handbook of English as A Second Language*, ( Washington: Office of English Language Program US Department, 2001), P. 638

<sup>16</sup> Marcella Frank, *Modern English a Practical Reference Guide*, (US: New York University, 1972), P. 164.

preposition implies no later than, at any time up to this point and used a perfect tense, particularly future tense, for instance, *I can see you by Sunday*. (5) For: It gives quantity of time, and is used by an adjective of indefinite quantity, for instance, *I waited for two hours*. Last, (6)In: is used to indicate particular month, year, part of the day, and season, for instance, *He was born in 1987*.

Extended time. The prepositions included in this type refer to extending time starting at one point and ending at another (duration). They are: (1) Since: gives the beginning point. If it used with the present perfect tense the end point is now, for instance, *I have not seen him since Monday*. (2) During: gives a block of time, usually thought of as undivided, for instance, *I can see you during this week*. (3) In: gives a quantity of time before which something will happen, for instance, *I can see you in an hour from now*.

Sequence of time. The preposition included in this type indicates event that follow one another. They are: (1) before: indicates the event precedes the time given before phrase, for instance, *I will see you again before Sunday*. (2) After: Indicates the event follows the time given in the after phrase, for instance, *I will see you after Christmas*.

The second preposition that indicates physical relationship is preposition of place and position. This prepositions included in this type indicate the place and position. It is divided into some point of place and position. They are described as follows:<sup>17</sup>

The point itself. The preposition included in this type are: (1) In: indicates the area of something enclosed; a container, a room, a building, the world, for instance, *Hang your coat in the closet*. (2) Inside: it emphasizes the containment, for instance, *There was no one inside the house*. (3) At: it refers to general vicinity and used for addresses with stress number and after the verb arrives, At refers to a place smaller than a city or town, for instance, *He lives at Sunan Bonang II Semarang*. (4) In: it

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<sup>17</sup> *Ibid*, P.165

refers to a place larger than a city or town, for instance, *He arrived in Jakarta*. (5) On: indicates the surface of something; a floor, a wall, a ceiling, a desk, a street, for instance, *Put the dishes on the table*. (6) On top of: emphasizes the uppermost horizontal surface, for instance, *He is standing on top of the desk*.

Higher or lower than a point. The prepositions included in this type are: (1) Over: it is felt to be generally higher than a point for instance, *The plane is over the mountains*. (2) Above: it is felt to be directly higher than a point, for instance, *He lives on the floor above us*. (3) Under: it is felt to be generally lower than a point, for instance, *A subway runs under the street*.

Neighboring the point. The preposition included in this type are: (1) Near: it has the most general meaning of neighboring a point, for instance, *He lives near the university*. (2) Next to: it is used to indicate the point with nothing else between them, for instance, *The theater is right next to the hospital*. (3) Besides, *He sat beside his two sons*. (4) Between and among, between generally involves two, for instance, *Joko is sitting between Surya and Agus*. Meanwhile, among involves more than two, for instance, *Agus is the best among the students*. (5) Opposite: is used directly facing someone or something else, for instance, *The museum is just opposite the post office*.<sup>18</sup>

The third preposition that indicates physical relationship is preposition of direction. It usually deals with movement, to show the direction where the movement would go. They are: (1) From-to, from refers to the place where the movement starts and to or toward refers to the place where the movement stops, for instance, *My father walks from home to his office*. (2) Into-out of, into expresses the direction to the inside, for instance, *The blind man bumped into me*. Meanwhile, out of expresses to the outside, for instance, *The teacher is walking out of the classroom*. (3) Up-down, up expresses the motion or direction from a lower position to

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<sup>18</sup> *Ibid*, P. 165

a higher one, while down in contrast with up in term of vertical direction. For example: *He climbed up/down the stairs.* (4) Around: it expresses movement in a circle direction, for instance, *The ship sailed around the island.* (5) Across, through, past: these prepositions express the motion from outside to another in term of a horizontal surface. For example: *You can drive through that town in an hour. He walked past the house. He lives across the street.*

## **2) Preposition that indicate other semantic relationships.**

There are also some prepositions that indicate semantic relationship. They are usually used to emphasize certain aim. Many of the prepositions listed below introduce prepositional phrase.<sup>19</sup>

The prepositions included in this type are: (1) Cause or reason, preposition that usually used to show cause or reason are: because of, for, for the sake of, on account of . for example: *Because of my foolish she mad at me.* (2) Concession, preposition that usually used to show concession are: in spite of, despite, regardless of. For example: *Budi succeeded in his live in spite of his physical handicaps.* (3) Condition, preposition that usually used to show condition are: in case of, in event of. For example: *In case of rain, the picnic will be canceled.* (4) Purpose, preposition that usually used to show purpose are: for, for the purpose of, and in order to. For example: *She went to the grocery store for milk.* (5) Accompaniment, preposition that usually used to show accompaniment are: with, along with, together with. For example: *He went along with his wife to do the shopping.* (6) Addition, preposition that usually used to show addition is as well as. For example: *John, as well as his wife, Marry, has often expressed desire to live in Europe.* (7) Comparison, preposition that usually used to show comparison are: like and as. For example: *He is tough as a lion.* (8) Degree, preposition that usually used to show degree are: according to and to. For example: *From each according to his abilities, to teach according to his needs.* (9) Instrument, preposition that usually used to show the

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<sup>19</sup> *Ibid*, 168-171

instrument or means are: with, and by. For example: *He cut the mat with a sharp knife.* (10) Means, preposition that usually used to show means are: with, in and (by) means of. For example: *You can get there by bus.* (11) Manner, preposition that usually used to show manner are: in, with, and on. For example: *He always does his work with great care.* (12) In the capacity of preposition that usually used to show capacity is as. For example: *As a teacher he was admirable; as a husband he was less so.* (13) Material or Content, preposition that usually used to show material or content are: of, out of, and from. For example: *She made a dress from an old face curtain.* (14) Source, preposition that usually used to show source are: from, of, for and to. For example: *We get honey from the bees.* (15) Separation, preposition that usually used to show separation are: from and with. For example: *He is always reluctant to part with his money.* (16) Possession, preposition that usually used to show possession is: of and to. For example: *The father of the bride was very nervous at the wedding.* (17) Partitive, preposition that usually used to show partition is: of. For example: *Some of the guests stayed for dinner.* (18) Apposition, preposition that usually used to show apposition is: of. For example: *The city of New York is governed by a mayor and a city council.* (19) Characterized by, preposition that usually used to show characterized by are of and with. For example: *This is a matter of great importance.* (20) Arithmetical function, preposition that usually used to show arithmetical function are: plus and minus. For example: *Two plus three equals five.* (21) Exception, preposition that usually used to show exception are: except (for): but (for): apart from, and of. For example: *Everyone came but you.* (22) Reference, preposition that usually used to show references are: with (or in) regard to, with (or in) respect to, regarding, as to, as for, on and of. For example: *With reference to your recent letter, we regret to learn that the goods arrived in damaged condition.* (23) Example, preposition that usually used to show example are: like and (such) as. For example: *Mother has just bought some fruits such as mangoes, oranges and apples.*

Meanwhile according to Maclin, there are also three more types of preposition. They are: (1) Subject, preposition that usually used to show subject are: on and about. For example: *I just bought a book on Botany.* (2) Omission, preposition that usually used to show omission are: except and but. For example: *No one except Helen saw the new schedule.* (3) Similarities, preposition that usually used to show similarities are: as and like. For example: *He looks like his father.*<sup>20</sup>

Although the explanation above seems to give a definite classification on preposition, but prepositions are essentially just syntactic reflexes that have no real meaning of their own, only taking on meaning in the context of a larger syntactic pattern. Frequently, this meaning is strongly tied to the meaning of other words, so one preposition sometimes can be used in a sentence or utterance, but at the other time it is improper if we use the same preposition to other sentence or utterance. It has to be based on the context that the sentence or the utterances revealed.

Based on the explanation given above, it can be seen that there are many types of preposition with different function. They indicate certain things, one preposition sometimes cannot be used to replace the other preposition. In conclusion, though preposition is regarded as a simple structure, but in fact, it is much more complex if it is applied into sentence in context. One preposition can be functioned differently.

#### **h ) Function of preposition**

As has been stated before, preposition has many types based on its function. But, in general, preposition has a function of connecting a noun or pronoun to another word, usually a noun, a verb or an adjectives. Examples:

The girl with red hair is beautiful.

They arrived in the morning.

She is fond of roses.

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<sup>20</sup> Alice Macline, *Op. Cit.*, P.252

After a word of motion a preposition of position or direction; may be used without a noun object. Such a prepositional form is usually classified as an adverb. For example, in the sentence: *He fell down the stairs*. “Down” is functioned as a preposition when it governs a noun or pronoun. Meanwhile in the sentence: *He fell down*. “Down” in this sentence is functioned as an adverb when it merely modifies a verb and does not show relationship between words. In the spoken language, these two prepositional forms are stressed differently. For example:

He fell down the stairs. (Down as preposition is unstressed)

He fell down. (Down as an adverb is stressed).

#### **i) Position of preposition**

Preposition can be placed in varied ways based on its context and function. There are some common positions of preposition that will be explained in this section. First, the English prepositions normally precede nouns or pronoun. For example, it is shown in this sentence: *Most Indonesian people live on rice*. Secondly, preposition in phrasal verb remains after its verb, as shown in this sentence: *What time did you get up in the morning?* Third, in informal construction to move the preposition to the end of the sentence is allowed, although it is ungrammatical but acceptable as a colloquial form. They are usually used in: (a) questions beginning with preposition whom, which, where, what or whose. And (b) in a relative clause a preposition phrase before whom, which and other question words, can be moved to the end of the clause, the relative pronoun then can be omitted. For example:

(1) To whom were you talking? (formal)

Who were you talking to? (Informal)

(2) The people with whom I was traveling come from London.

The people I was traveling with come from London.

In conclusion, there is no regulation about how the preposition should be placed in a sentence. Preposition is flexible according to the context of sentences or utterances where they are attached to. Besides, the placement of preposition could be affected too by situation, informal or formal.

### 3. Teaching Prepositions by Using Song

When teaching prepositions, there are many tried and true methods. A combination of methods including a couple of the more popular forms mentioned below will probably produce the best results.

Of course, the classic method is to teach prepositions with a song or music which is always popular... probably because it works so well.

Before bringing music into the class, it may be worthwhile to do a music survey or questionnaire to find out what the students enjoy listening to. As much as possible try to use music they will like. I have found that the students' motivation levels are the determining factor in whether or not a song will work with them. If the students really like the song and the artist they become determined to understand. If you choose the task carefully even lower levels will be able to get something out of working with tricky songs where the language is way above their level of English

The writer used classic gap-fill: every language student at some point has been given a song to listen to and the lyrics with gaps in for them to fill in as they listen. This activity is not as simple as it sounds and before making one yourself think about why you're taking out certain words. It may be better to take out all the words in one group, such as prepositions or verbs, and tell students what they should be listening out for. Another option is to take out rhyming words. Don't be tempted to take out too many words, eight or ten is normally enough. To make the task easier you could provide the missing words in a box at the side for the students to select, or you could number the gaps and provide clues for each number.



The conclusion is that the writer used songs as the aid to convey the preposition material with the hope that students can learn enjoyable and interest to study it.

## B. PREVIOUS RESEARCH

There are two kinds of thesis that give support to the writer in research :

In this part the writer describes the some previous researches which are relevant to this thesis: the first previous research was conducted by Zuhrian Ivan Arvianto (2007) about the use of preposition in the English Subtitle of Kungfu Panda Film. He concluded that the use of preposition are mostly affected by the context of the sentences or utterances that we produced.<sup>21</sup>

The second previous research was conducted by Siti Elok Nur Faiqoh in his thesis entitled ” Using Songs to Teach English Arithmetic Terms (An Experimental Research with the four Grade Students of SD Negeri Kutamendala 01 Tonjong-Brebes in the Academic Year of 2009/2010)” concluded that there are significant differences of mean between the students who were taught with the songs and who were taught without songs.<sup>22</sup>

The similarity between Zuhrian Ivan Arvianto research and the writer’s is on the subject matter of the study, the differences are on the participant and method. While the similarity between Siti Elok Nur Faiqoh’s thesis with my thesis is in the collecting data, the differences with my thesis is on the method.

So, the writer concludes that their theses is very important in my inspiration to compare both of the thesis and the writer thesis the thesis by

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<sup>21</sup> Zuhrian Ivan Arvianto (2201405003, Languages and Arts Faculty), “*The Use of Preposition in the English Subtitle of Kungfu Panda Film*, Unnes: Unpublished paper.

<sup>22</sup> Siti Elok Nur Faiqoh (053411433, Tarbiyah Faculty), ” *Using Songs to Teach English Arithmetic Terms (An Experimental Research with the Four Grade Students of SD Negeri Kutamendala 01 Tonjong-Brebes in the Academic Year of 2009/2010)*” IAIN Walisongo: Unpublished paper.

the title “Teaching Preposition by Using Songs” (An Experimental Research with Eight Grade of SMP Hj. Isriati Baiturrahman Semarang in the Academic Year of 2010/2011).

### **C. HYPOTHESIS**

The hypothesis is the assumption that possibly true or possibly also wrong. The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved.<sup>23</sup> Because the hypothesis was the provisional answer, it was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

In this research, the hypothesis is that there is difference between the students which taught using songs and the students which taught using non-songs.

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<sup>23</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13<sup>th</sup> Ed., p. 116.