

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Theoretical Review

1. Grammar in Teaching and Learning

a. The Definition of Grammar

Before stepping forward to further discussion what should be discussed first is about the grammar itself. Actually there has been many definition stated by experts concerning to it, as Harmer had defined that “Grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey”.¹ Further, he had also pointed out that:

Grammar is the way in which words change themselves and group together to make sentences. The grammar of language is what happens to words when they become plural or negative, or what order is used when we make question or join two clauses to make one sentence.²

Grammar is the rules of a language that show how sentences are formed, or how words are inflected³. Grammar is also the rules of the means of language to construct the sentences and it guides people how to speak and write correctly. When someone knows how to construct sentences are utterances in understandable form.

Jeremy Harmer said that:
The grammar of language is the description of the ways in which word can change their forms and can be combined in to sentences in that language⁴.

¹Scott Thornbury, *How to Teach Grammar*, (Malaysia: Longman, 2004), 6th Ed, p. 13.

²David Nunan, *Practical English Language Teaching: Grammar*, (Boston: Mc Graw Hill, 2004), p.2

³Grammar, retrieved from <http://www.thefreedictionary.com/grammar> (Accessed on 18th January 2010).

⁴Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2002), p. 12.

b. Grammar in Language Teaching

Language has three major parts: phonology (that is sound or pronunciation), vocabulary (that is words), and grammar. In learning certain language, grammar is part of language components that must be learned by the students. It is essential to avoid misunderstanding when they use the language to communicate. By studying grammar of the target language without neglecting to other components, the learners will understand the language either oral or written. In teaching English grammar for senior high school, grammar is one of the language components to be taken into accounting by the teacher because it is the principle in constructing sentences in a language. Grammar is a central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people including language teachers, hear the word “grammar” and think of a fixed set of word forms and rules of usage. They associate “good” grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and “bad” or “no” grammar with the language used in everyday conversation or used by speakers or no prestige forms.

From the explanation above, grammar is the main components of the language that must be learned and understood because it very important to communicate with other people oral or written.

2. Simple Past Tense

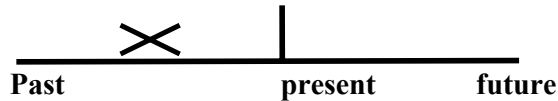
a. The Definition of Simple Past Tense

Simple past (grammar) is a tense that allows to describe something that happened in the past. It is "simple" because it is formed by inflection of a single word: there is no auxiliary verb such as *be* or *have* (unlike the present perfect and past perfect tenses). The simple past tense is also called the *preterite* (occasionally *preterit*) tense,

especially when referring to foreign languages. It is also known more simply as just the past tense.⁵

b. The Kind, Usage, and Example of Simple Past

1) Completed Action in The Past

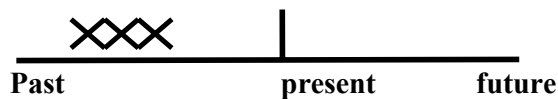


Use the simple past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

- I **saw** a movie yesterday.
- I **did** not **see** a play last night.
- She washed her car.
- **Did** you **have** dinner last night?

2) A series of Completed Actions



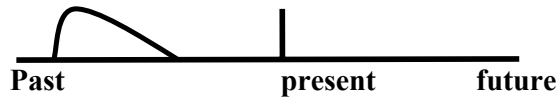
Use the simple past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

- I **finished** work, **walked** to the beach, and **found** a nice place to swim.
- He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.
- **Did** you **add** flour, **pour** in the milk, and then **add** the eggs?

⁵Definition for Simple Past, <http://www.yawiktionary.com/s/1148347775925.html> (accessed on May 18, 2010)

3) Duration in Past

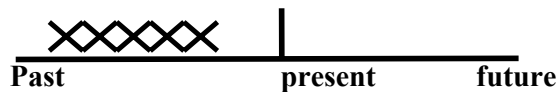


The simple past can be used with a duration which starts and stops in the past. Duration is longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

- I **lived** in Indonesia for two years.
- Shauna **studied** Japanese for five years.
- They **sat** at the beach all day
- A : How long **did** you wait for them?
B : We **waited** for one hour.
- We **talked** on the phone for thirty minutes.
- They **did not stay** at the party the entire time.

4) Habits in The Past

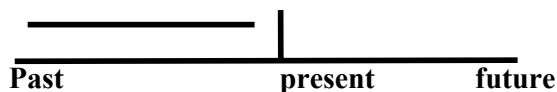


The simple past tense can also be used to describe a habit which stopped in the past. It can have the same meaning as “used to”. To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was a younger, etc.

Examples:

- I **studied** French when I was a child.
- He **played** the violin.
- **Did** you **play** a musical instrument when you were a kid?
- **She worked** at the movie theater after school.
- **They never went** to school, they always **skipped** class.

5) Past Facts or Generalizations



The simple past can also be used to describe past facts or generalizations which are longer true. As in Habits in the past, this use of the simple past is quite similar to the expression “used to”.

Examples:

- She **was** shy as a child, but now she is very outgoing.
- He **did not like** tomatoes before.
- **Did you live** in Texas when you were a kid?
- People **paid** much more to make cell phone calls in the past.⁶

3. Media

a. Definition of Media

The word “media” is derived from Latin *Medias* that means “between” or mediator. In Arabic media is (وسائل) intermediary or mediator a message from sender to receiver message.⁷ Media is any kind of format used to convey information.⁸

Gerlach and Ely state that media is any person, material or event that establishes conditions which learners or students to acquire knowledge, skill and attitude.⁹ Every medium is a means to an end or to a goal, for example in this study the writer uses English song to teach grammar especially simple past tense.

From the definitions above, the writer concludes that media are kinds of substances that are used by a teacher during teaching and learning process to support the presentation of the lesson. Media have

⁶Simple Past, retrieved from www.englishpage.com (Accessed on 20th April 2009).

⁷Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada,2003),p.3.

⁸Types of Media, retrieved from <http://oasis.fiu.edu./ch8/ch8page3.htm> (Accessed on October 22th 2009).

⁹Gerlach and Ely, *Teaching and Media a Systematic Approach*, (New York: Prentice-hall,Inc,1980),p. 241.

important roles in teaching and learning process. Media give motivation for students to be more interested in learning process. Learners are able to understand the message better as the materials are presented in a certain way.

b. Classifications of Media

Gerlach and Elly classify several media of teaching in six general categories. They are:

1) Still picture

Still picture consist of photographs of any object or even which may be larger or smaller than the object or even it represent.

2) Audio recording

Recordings are made are magnetic tape, disc, and motion picture sound track. These are reproductions of actual events or sound track.

3) Motion picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representations

4) Television

This category includes all types of audio video electronic distribution system that eventually appear on television monitor.

5) Real things, Simulation, and Models

This category includes people, events, objects and demonstrations. Real thing, as contrasted with other media, are not substitutes for the actual object or event. They are in fact, life itself, often in its natural setting. Simulation is the replication of real situations, which has been designed top, be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion picture can be used for simulation. A model is replica or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.

6) Programmed and Computers-assisted Instruction

Programs are sequences of information (verbal, visual, audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers¹⁰.

Oemar Hamalik states that media for teaching language can be classified into:

- a) Games, such as word puzzle and role playing.
- b) Visual media, such as picture, chart, photo, poster, globe, graphs and cartoon
- c) Audio media, such as radio and recorder in cassette.
- d) Audio-visual media, such as television, video, film that produces sounds and picture.¹¹

From the definition above, the writer concludes that media are classified into audio media, visual media and audio visual media. Audio visual is teaching media which is related to sense of sound, such as radio, tape recording. Visual media is teaching media which is related to sense of view, such as picture, chart, and image. Audio visual media is teaching media which is related to sense of view and sound, such as television, film, and video.

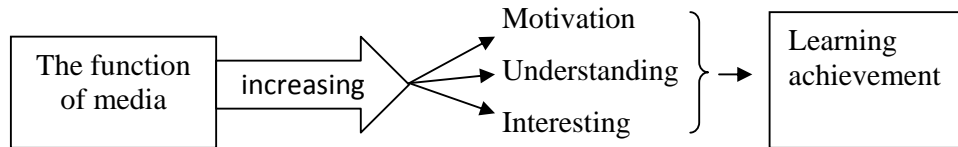
c. Functions of Media

Media have important roles in teaching and learning process. The followings some functions of media in teaching learning process. Media give motivation for students to be more interested in learning. Learners are able to understand the message better as the materials are presented in a certain way. Media provide various kinds of teaching methods and technique, so learners are not bored with the monotonous

¹⁰*Ibid.*, p.84.

¹¹M. Basyiruddin Usman and Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), p.29

teaching and learning process. In order the students' learning achievement increased significantly.



On the other hand, Rudi Susilana and Cepi Riyana classify several the functions of media. They are:

- 1) Use of instructional media is not an additional function, but has its own function as a means of helping to create more effective learning situations.
- 2) Learning with media is an integral part of the overall learning process. This implies that the learning media as one component that does not stand alone but are interconnected with other components in order to create learning situations that are expected.
- 3) Instructional tools in use should be relevant to competency to be achieved and the learning content itself. This function implies that the use of media in learning must always look to the competence and teaching materials.
- 4) Learning media not to function as a means of entertainment, thereby not allowed to use it, separately just a game or make a sense of students' attention.
- 5) Learning media can serve to accelerate the learning process. This function means that with media students can capture objectives and instructional materials more easily and faster.
- 6) Learning media serves to improve the quality of the teaching-learning process. In general student learning outcomes using a durable medium of learning will settle so that the quality of teaching has a high value.

- 7) Learning media laid the concrete foundations for thinking, therefore, can reduce the occurrence of verbal disease.¹²

4. The General Concepts of Song

a. The definition of song

All songs are meant to be sung, or spoken aloud. It is important to students to hear a good model to start with. It is the vocal elements that bring a song to life, so that the importance of providing a first-role model on first hearing cannot be overemphasized. That is the time when the students can be brought to perceive songs as something pleasurable.

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”.¹³

Music itself has some forms, and one of them is called song. Song is a work of art which can be enjoyed by anyone. As mentioned by some experts who provide their view that song is poem set to music, intended to be sung.¹⁴ Another definition, 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 is generally performed with instrument accompaniment.¹⁵ Song is also

¹² Rudi Susilana and Cepi Riyana, *Media Pembelajaran Hakikat, Pengembangan, Pemanfaatan, dan Penilaian*, (Bandung: CV Wacana Prima, 2008), 2nd Ed, p.9-10.

¹³Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), p. 242.

¹⁴Oxford, *Oxford Learner's Pocket dictionary*, New Edition, (New York: Oxford University Press, 1995), p. 395

¹⁵Encyclopedia, *Encyclopedia Americana*, 1977, p. 220.

defined as “short and usually simple piece of music for voice, with or without instrumental accompaniment”.¹⁶

Song as one of authentic materials is taught for variety of purposes e.g. listening, speaking, vocabulary, grammar, etc. Songs lyric are excellent teaching tool that will engage, excite and motivate students.

Based on the references above, concluded that song is a group of beautiful words in which there is a message in it to be conveyed to other people and presented with beautiful music. It deals with some themes. It deals with story, advice, study, religion, environment, universe, love, happy and sad feeling.

b. Types of Song

There are some types of song according to www.encyclopedia.msn.com. They are ballad, ballade, barcarole, carol, folk song, hymn, lied (art song), madrigal, national anthem, nursery rhymes, overview, part-song, popular songs, popular music, song, protest song, round, shanty, spiritual, work song.¹⁷

Popular songs are songs, which may be considered in between art songs and folk songs. They are usually accompanied in the performance and recorded by a band. They are not anonymous in origin and have known authors. They are not always notated by their author(s) and tend to be composed in collaboration lightly more often than art songs, for instance by an entire band, through the lyrics are usually written by one person.

¹⁶Concise Encyclopedia, retrieved from [http://www.Answers.Com/Britannia concise encyclopedia/song](http://www.Answers.Com/Britannia%20concise%20encyclopedia/song) (Accessed, January 18, 2010).

¹⁷*Types of Songs*, retrieved from <http://encyclopedia.msn.com/encnet/refpages/search.aspx?q=types+of+song> (Accessed on 20th October 2009).

The types of song, in this study the writer uses song. The writer takes songs which the lyrics are mostly simple past tense. Because the writer want to uses the songs as media to teach past tense.

c. The Aspects of Song

When a song is played, the listeners will not listen to its lyrics, but also its melody and rhythm. It means that a song is a unity of some aspects of song. It consists of melody, rhythm and lyrics.

1) Melody

A melody is a series of linear events or a succession not simultaneously as a chord.¹⁸ However, this succession must contain change of some kind and be perceived as a single entity to be called melody.

Melody may be said to result where they are interacting patterns of changing events occurring in time. The essential elements of any melody are duration, pitch, and quality (timbre, texture, and loudness). Melodies often consist of one or more musical phrases, motifs, and it's usually repeated throughout a song or piece in various forms.

In the most general sense, melody is a succession of notes, which have an organized and recognizable shape. Here pitch means a stretch of sound whose frequency is clear and stable enough to be heard as not noise.

In a song, a lyric usually attaches to the melody. It is an arrangement of musical notes in a pleasant or ordered way. That means that the melody of the song is its rhythm with is rising and falling of the notes.

Different musical styles use melody in different ways. For example:

¹⁸*Wikipedia*, <http://en.wikipedia.org/wiki/Melody> (Accessed on 22 October 2009).

- a) Rock music, melodic music, and other forms of popular music tend to pick one or two melodies (verses and chorus) and stick with them; much variety may occur in the phrasing and lyrics.
- b) In western classical music, composer often introduce an initial melody, or theme, and then create variations. Classical music often has several melodic layers, called polyphony, such as those in a fugue, a type of counterpoint.
- c) While in both most popular music and classical music of the common practice period pitch and duration are of primary importance in melodies.
- d) Jazz musicians use the melody line, called the “lead” or “head” as a starting point for improvisation.
- e) Indian classical music relies heavily on melody and rhythm and not so much on harmony as the above forms.
- f) Balinese gamelan music often uses complicated variations and alternations of a single melody played simultaneously, called heterophony.

2) Rhythm

Rhythm (Greek: Tempo) is the duration of sounds or other events over time. Rhythm involves patterns of duration that are phenomenally present in the music with duration measured by inherent interval. When governed by rule, it is called meter. It is inherent in any time dependent medium, dance and the majority of poetry.

The study of rhythm, stress, and pitch in speech is called prosody. All musicians, instrumentalists and vocalists work on rhythm, but it is often considered the primary domain of drummers and percussionists.

In western music, rhythms are usually arranged with respect to time signature, partially signifying a meter, the speed of

the underlying pulse, called the beat, is tempo. The tempo is usually measured in “beats per minute” (bpm); 60 bpm means a speed of one beat per second.

A rhythm section generally consists of percussion instruments, and possibly chordal instruments (e.g. guitar, banjo) and keyboard instruments, such as piano (which, by the way, may be classified as any of these three types of instruments).¹⁹

Some have suggested that rhythm (and its essential relationship to the temporal aspect of sound) may in fact be the connection of the rhythm and the musical; we could perhaps most concisely and ecumenically define as the “rhythmization of sound”.

3) Lyric

Lyric is simply words of a song. The lyric or song text roles do not only as a complement of the song but also as important part of the musical elements which determine the theme, character and mission of the song.²⁰ Lyric may refer to: *lyric* from Greek language, a song with a lyre and *lyrics* the composition in verse which is sung to a melody to constitute a song.

As mentioned above, lyric plays an important role in determine the theme, character and mission of the song.

d. Songs in Language Classroom

Songs is great tools to use in the classroom. Everyone likes listening of music and the right song can not only be fun for the students and teacher but also be used in affective way to teach variety of language, like teach vocabulary, phrase and also grammar, especially grammar simple past. So the teacher should choose and

¹⁹*Wikipedia*, <http://en.wikipedia.org/wiki/Rhythm> (Accessed on 21 October 2009).

²⁰*Wikipedia*, <http://en.Wikipedia.org/wiki/Lyric> (Accessed on January 18, 2010).

select the song that suitable for students' need and the aim of the teaching.

Music is everywhere and all students have musical tastes.²¹ It is art of arranging sounds of voices and instruments in pattern, especially to give a pleasing effect.²² The use of music and song in the classroom can stimulate very positive associations to the study of languages, which otherwise may only be seen as a laborious task, entailing exams, frustration and corrections. Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities.

As a sequence, the use of songs in language classroom provides many advantages. They entertain, enjoy and relax the learners while they are learning or practicing a structure and they often eliminate the student's negative attitude towards learning. Through providing authenticity and context they make the grammar points more understandable and easy. As language teachers, we can benefit from the use songs, since our concern is to motivate the students and draw their utmost attention on the subject during teaching.

From explanation above, it is said that songs become the right choice to be used in teaching learning process because it is well-designed for the students. Songs have been part of the human experience for as long as we can remember.²³ Song offers the highly memorable and encourage the students creativities in every skill, so that it is very good tools used in language classroom. When teacher is

²¹Tim Murphey, *Music and Song*, (New York: Oxford University Press, 2002), p. 5.

²²Oxford, *op. cit*, p.273

²³Kevin Schoepp, *Reasons for Using Songs in the ESL/EFL Classroom*, <http://iteslj.org/Articles/Schoepp-Songs.html>. accessed on Desember 5, 2009

using songs in the classroom, it can be a good media to help their students in understanding the materials, be more relaxes and enjoy.

e. Songs as Media to Teach Simple Past

As we know that studying about grammar is very important to the students. Simple past as one parts of grammar take very important, because it help the students construct good sentences. But the matter of fact, the students still difficult to understand about grammar, especially to understand simple past tenses. One of the problem, students bored when the teacher is not using variety in teaching grammar in the class. Based on this statement, this study tried to use songs in teaching grammar simple past because song is providing a relaxed classroom atmosphere and to teach a new topic. According to Eken quotes by Kevin schoepp's article, she states that

"songs can be used to present a topic, lexis, etc., to practice language point, lexis, etc., to focus on common learner errors in a more direct way, to encourage extensive and intensive listening, to stimulate discussion of attitudes and feelings, to encourage creativity and use of imagination, to provide a relaxed classroom atmosphere and to bring variety and fun to learning".²⁴

Murphey has said that anything we can do with a text we can also do with songs, or texts about songs, some additional things we might do with music and song in teaching, they are: study grammar, practice selective listening comprehension, compose songs, translate songs, write dialogues using the words of songs, do role-plays, dictate a song, energize or relax classes mentally, practice pronunciation, intonation and stress, teach vocabulary, learn about your students and

²⁴Kevin Schoepp, "Reasons for Using Songs in the ESL/EFL Classroom", Schoepp [at] Sabanciuniv.edu Sabanci University, Istambul, Turkey. <http://iteslj.org/articles/schoepp-songs.html>.

from your students, letting them choose and explain their music, have fun, etc.²⁵

The advantages of song according to Henry Wadsworth Longfellow, he states that, 'Studies have shown that music can improve concentration, memory, bring a sense of community to a group, motivates learning, relaxes people who are overwhelmed or stressed, make learning fun, and help people absorb material'.²⁶ And he adds that Music can be used to introduce a new theme or topic, break the ice in a class, change the mood, teach and building vocabulary and idioms, review material, teach pronunciation and intonation, teach songs and rhyme about difficult grammar and spelling rules that need to be memorized, teach reading comprehension, and teach listening for details and gist.²⁷

Based on the statements above, the researcher used songs as mnemonic device in order to improve students understanding on simple past and it's contains as regular verb and irregular verb. The researcher composed the song by self. Besides that, the researcher used English songs that the lyrics contained of simple past. Because of songs is highly memorable and highly motivating, so that the students easily to memorize and understand simple past through song.

B. Previous Researches

My research is similar to these two following previous researches, except that, my research will focus on teaching media with pop song lyric to teach conditional sentences, not on student's achievement. The two researches which relevance to my research is as follows:

1. Yeny ricka Rahmawati (2201404506), an UNNES' student in their entitled: *The Use of English Pop Songs as Teaching Media to Improve the*

²⁵Tim Murphey, *op. cit.*, p. 10.

²⁶Henry Wadsworth Longfellow, " *Using Music in the ESL Classroom*", <http://www.englishclub.com/teaching-tips/music-classroom.htm>, 10/03/2009

²⁷*Ibid.*

Students' Mastery in Vocabulary at the Senior High School (the Case of the Year XI Students of SMAN 12 Semarang in the academic year of 2007/2008). The objective of her study is to find out whether listening to English pop romantic songs is effective to improve the students' mastery in vocabulary or not. The result of data analysis was $t\text{-value} > t\text{-table}$. It showed that after the treatment there was a significant difference of vocabulary achievement between students who was treated by using English pop romantic songs among year XI students of senior high school. So, the working hypothesis (H_a) is accepted and the null hypothesis is rejected. Beside that it used questionnaire, it showed that most of the students like English pop romantic songs as teaching media. The conclusion of this study is that English pop romantic songs is affective and applicable to be used as teaching media to improve the students' mastery in vocabulary.²⁸

2. Anik Sunarsih (2201404067), an UNNES' student in their entitled: *The Effectiveness of Using English Songs by "The Click Five" as Media in Teaching Listening to SMP Students (A Case Study the Year VIII students of SMPN2 Jakean, Pati in the Academic Year of 2008/2009)*. The main objective of her study was to find out whether there was any significant difference in the achievement between students who are taught listening using English and those who are taught listening by using a conventional technique. In this study, the population was the eighth grade students of SMPN 2 Jakean, Pati in the academic year 2008/2009. The research design used was the experimental research. The result of the test was then analyzed using the t-test formula. The working hypothesis is accepted. It means that there is a significant difference.²⁹

²⁸Yeny ricka Rahmawati, *The Use of English Pop Songs as Teaching Media to Improve the Students' Mastery in Vocabulary at the Senior High School*, (FBS Unnes: Unpublishing Paper, 2008), p.ii

²⁹Anik Sunarsih, *The Effectiveness of Using English Songs by "the Click Five" as Media in Teaching Listening to SMP students*, (FBS Unnes:Unpublishing Paper, 2008), p.ii

3. Sri Agustina Limarga (2201403074), an UNNES' student in their entitled: *The Effectiveness of Using Kelly Clarkson's Song for Improving Students' Listening Skill (The Case of the Year XI Students of SMA Negeri 2 Kebumen in the Academic Year of 2007/2008)*. This study is an experimental research. The objectives of this study were to reveal the difference between the experimental and control group and finally to find out which media were most applicable for improving students' listening skill. The t-test result shows the data is normal. The first t-test indicated that H_0 is accepted.³⁰

This study tried to offer one of teaching method while the previous one offered teaching medium, it is song to teach grammar especially simple past. For analyzing the study used ANOVAs. Hopefully it can fill in the gap in teaching learning, especially in English teaching learning context and give positive contribution although it is just a little.

C. Statement of the Hypothesis

It refers to the basis belief of the researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved.

In this research, the hypothesis can be stated as follow:

1. H_1 : Simple past achievement of experimental group before treatment is equal to control group before treatment.
2. H_2 : Simple past achievement of experimental group after treatment is better than experimental group before treatment.
3. H_3 : Simple past achievement of control group before treatment is equal to control group after treatment.
4. H_4 : Simple past achievement of experimental group after treatment is better than control group after treatment.

³⁰S. A. Limarga, *The Effectiveness of Using Kelly Clackson's Songs for Improving Students' Listening Skill*, (FBS Unnes: Unpublishing Paper, 2007), p.vi

5. H_5 : English songs medium is effective to improve students' simple past achievement.