

Chapter II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Parts of Speech

a. The meaning of parts of speech

In English language, word is divided into some kinds/classes based on the function in the sentence. This kinds or word classes called parts of speech. Parts of speech is a classification of words according to how they are used in a sentence and the types of ideas they convey.¹ Parts of speech are the basic types of words that English has. Traditional grammar classifies words based on eight parts of speech; nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and interjections. Each part of speech explains not what the word is, but how the word is used.

Based on the explanation above, the researcher can conclude that parts of speech are words that can be classified according to their form and the pattern in a sentence.

b. The kinds of parts of speech

1) Nouns

The noun is one the most important of parts of speech. It arrangement with the verb helps to form the sentence core which is essential to every complete sentence. And it may function as the chief or headword in many structures of modification.

Noun is the words that we use to show peoples, things, places, animals, characteristics, ideas, etc. there are many types of nouns. They are as follows:²

¹ <http://spanish.about.com/as/grammar/partsofspeech.gl.htm>.(Accessed. June 16, 2009)

² Fuad Mas'ud, *Essential of English Grammar*, (Yogyakarta: BPFE, 1991), p. 61

- a) Proper Noun. A proper noun begins with capital letter in writing. It includes personal names (Mr. John Smith, Monica, Miss. Jessica), names of geographic units such as countries, cities, rivers, etc (Holland, Paris, Toba Lake), names of nationalities and religions (Dutchman, Protestant, Islam), names of holiday (Thanks Giving Day), names of time units (Saturday), words used for personification thing or abstraction treated as a person (Liberty).
- b) Common Noun. A common noun includes the name of group, place, people and the name of things generally.³ For example: boy, book, teacher, king, lake, doctor, etc.
- c) Concrete Noun. A concrete noun is a word for a physical object that can be perceived by the senses. We can see, touch and smell the object.⁴ For example: chair, bread, people, car, room, sun, etc.
- d) Abstract Noun. An abstract noun is a word for a concept. It is noun that can not be perceived by the senses.⁵ Abstract noun is an idea that exists in our minds only. We can not see, touch and smell the object. For example: happiness, freedom, health, honesty, wisdom, life, etc.
- e) Collective Noun. A collective noun is a word for a group of peoples, animals or object considered as a single unit.⁶ For example: audience, committee, club, jury, etc.
- f) Uncountable noun. Uncountable noun is noun that refers to things that normally are not counted. For example: water, sugar, money, time, etc.

³ *Ibid*, p. 62.

⁴ Marcella Frank, *Modern English a Practical Reference Guide*, (USA: Prentice-Hall, Inc, 1972), p. 6.

⁵ Fuad Mas'ud, *loc. cit.*

⁶ Marcella Frank, *op. cit.*, p.7.

- g) Countable Noun. A countable noun is a noun that represents something that can be counted in number.⁷ For example: pencil, finger, book, wall, etc.
- h) Material Noun. A material noun is a noun that used to call the material or essence where they made from. For example: gold, water, blood, oil, etc.

2) Pronouns

The traditional definition of pronoun as a word that takes the place of a noun.⁸ There are many kinds of pronoun. They are as follows:

a) Personal Pronoun

Personal pronoun refers to;

(1) The speaker, called the first person.

- Singular : I
- Plural : We

(2) The person spoken to, called the second person.

- Singular and plural: You

(3) The person or thing being spoken, called the third person.

- Singular : He, She, It
- Plural : They

b) Demonstrative Pronoun. A demonstrative pronoun point out someone or something.⁹ The most common demonstrative pronouns are: this (plural these) and that (plural those). *This* generally refers to what is near at hand, *that* to what is farther away. For example:

(1) *This* is my book.

(2) *These* are your trousers.

⁷ Hotben D Lingga and Lim Ali Utomo , *Intisari Tata Bahasa Inggris Kontemporer*, (Jakarta: Kesaint Blank, 2005). p. 47.

⁸ Marcella Frank,, *op. cit.* , p. 20.

⁹ *Ibid.* , p.21.

- c) Indefinite Pronoun. An indefinite pronoun refers to indefinite (usually unknown) persons or things or to indefinite quantities.¹⁰ They consist of the following compounds:

	-body	-one	-thing
Some-	Somebody	Someone	Something
Any-	Anybody	Anyone	Anything
No-	Nobody	None	Nothing
Every-	Everybody	Everyone	everything

For example:

(1) *Someone* is waiting for you.

(2) *Most* of the cars are new.

- d) Interrogative pronoun. An interrogative pronoun used to introduce a question. They are: what, who, whom, which and whose.¹¹ For example:

(1) *Who* is she?

(2) *What* do you want?

- e) Reflexive Pronoun. A reflexive pronoun is a combination of -self with one of the personal pronouns or with the impersonal pronoun one. The reflexive pronoun generally refers to an animate being, usually a person. They are:¹²

	Singular	Plural
1 st person	My self	Our selves
2 nd person	Your self	Your selves
3 rd person	Him self/ her self/ it self	Them selves

For example:

(1) I help *myself* this morning.

(2) Hasan loves *himself*.

¹⁰ *Ibid.*, p. 23.

¹¹ Fu'ad Mas'ud, *op. cit.*, p. 83.

¹² Tony Penston, *A Concise Grammar for English Language Teacher*, (TP Publications), p.45.

f) Reciprocal Pronoun. A reciprocal pronoun indicated that the individual members of a plural subject mutually react one on the other.¹³ The reciprocal pronouns are ‘each other’ and ‘one another’. *Each other* should be used for two persons and *one another* for three or more persons. For example:

(1) Ali and Ila are speaking *each other*.

(2) All the children love *one another*.

g) Relative Pronoun. A relative pronoun has function to interact two sentences in one sentence.¹⁴ The most common relative pronouns are who (for persons), that (for persons or things), which (for things), whom, whose. For example:

(1) My brother *who* lives in Jakarta is a doctor.

(2) This is a book *which* I bought yesterday.

h) Possessive Pronoun. A possessive pronoun is pronouns which can be used with nouns or alone to show ownership. They are:¹⁵

	Singular	Plural
1 st person	Mine	Ours
2 nd person	Yours	Yours
3 rd person	His/hers	Theirs

For example:

(1) This car is *hers*.

(2) Those books are *mine*.

i) Distributive pronoun. A distributive pronouns point to persons or things individually.¹⁶ They include: each, everyone, everybody, either, and neither. For example:

(1) *Each* of them got a price.

(2) *Neither* of them was present of the meeting.

¹³ Fu’ad Mas’ud, *op.cit*, p. 84.

¹⁴ Hotben D. Lingga and Lim Ali Utomo, *op.. cit.*, p. 121.

¹⁵ Tony Penston, *op. cit.* p. 44.

¹⁶ Hotben D. Lingga and Lim Ali Utomo, *op.. cit.*, p. 120.

3) Verbs

The verb is the most complex parts of speech. It is a word which describes an action (doing something) or a state (being something).¹⁷ The types of verbs are as follows:

- a) Predicating or linking verb. A predicating verb is the chief word in the predicate that say something about the subject. A linking verb is a verb of incomplete predication, it merely announce that the real predicate follows.¹⁸ The more common linking verbs are appear, be, become, get, look, remain, seem, feel, taste, smell and sound. For example: She *looks* seriously.
- b) Transitive or intransitive verb. A *transitive verb* is verb that need object to complete the meaning of sentence. While an *intransitive verb* does not require an object.¹⁹ Only transitive verb may be used in passive voice. For example:
 - (1) A dog bits a man. (transitive)
 - (2) You push the door. (transitive)
 - (3) She is walking in the park. (intransitive)
 - (4) The sun shines. (intransitive)
- c) Regular and irregular verb. A regular verbs can change based on the form of tense and it happens regularly. While an irregularly verb is verb that have some function with regular verb, but the change the form happen regularly.²⁰ For example:
 - (1) Play- played- played. (regular)
 - (2) Drink- drank- drunk. (irregular)

4) Adjectives

An adjective is a word that describes about a noun. It tells something about a noun. An adjective modifies a noun or a

¹⁷ *Ibid*, p. 324.

¹⁸ Marcella Frank, *op. cit.*, p. 48.

¹⁹ Fu'ad Mas'ud, *op. cit.*, p. 115-116.

²⁰ *Ibid*, p. 118.

pronoun by describing, identifying, or quantifying words. There are many kinds of adjective:

- a) Adjective of quality. An adjective of quality point to form, piece or condition the noun or pronoun. For example: small, fat, large, poor, short, etc. for example: I have a *small* body.
- b) Adjective of quantity. An adjective of quantity is adjective that show the number of things that can not be count. They are: much, some, enough or sufficient, little, all, bit, no, any, half, etc. For example:
 - (1) He ate *little* bread.
 - (2) Will you have *some* tea?
- c) Adjective of numeral. An adjective of numeral indicates the number of definite or indefinite.
 - (1) Definite
 - (a) Cardinal (one, two, three, etc). We have *three* cars at home.
 - (b) Ordinal (first, second, third, etc). Our class in the *third* floor.
 - (c) Multiplications.
 - Single, double, triple.
 - Twofold, threefold.
 - A pair, a dozen, etc..
 - (2) Indefinite, indicates not exactly, but can be count or describes. They are: all, some, enough, many, several, few, a few, one, etc.
- d) Demonstrative adjective. A demonstrative adjective point out someone or something. It consists of: this, that, these, those. For example:
 - (1) *This* book is mine.
 - (2) *These* trousers are yours.

- e) Proper adjective. A proper adjective comes from proper noun that usually means their religions or their languages. Proper adjective begins with capital letter. For example:

<u>Proper noun</u>	<u>Proper adjective</u>
England	English
Holland	Dutch
Java	Javanese
Canada	Canadian

For example: *English* people like drinking tea.

- f) Interrogative adjective. An interrogative adjective used to make question. They are: what, which, whose (before noun). For example:

- (a) What time will you come?
- (b) Which man do you mean?
- (c) Whose book is this?

- g) Possessive adjective. Its showing possession which are placed before a noun.

- (a) From pronoun: my, your, our, his, her, its, their.
- (b) From noun: John's, the girl's, etc.

- h) Distributive adjective. A distributive adjective show one of some special quantities. They are: each, -every, -either, -neither.²¹ For example:

- (a) She read every book of the library.
- (b) Every boy is weeping.

5) Adverbs

An adverb is a word which usually describes a verb. It tells how something is done. It may also tell when or where something happened.²² The kinds of adverb:

²¹ *Ibid*, p. 93-9.6

²² Parts of Speech, <http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/parts.htm> (Accessed, June 24, 2009).

- a) Adverb of Manner. An adverb of manner tells how something is done or something happened. For example:
 - (a) He runs *quickly*.
 - (b) Julia sings *sweetly*.
 - (c) Ridwan speaks English *fluently*.
- b) Adverb of Place and Direction. Adverb of place and direction explains the place happened and the direction of event. For example:
 - (a) She will come *here* again.
 - (b) I can't find any glasses *everywhere*.
 - (c) They walk *down*.
- c) Adverb of Time. An adverb of time tells when something is done and happened. There are two kinds of adverb of time:
 - (a) *Definite time*: yesterday, now, Saturday night, today, tomorrow, last week, etc. For example: I am studying English *now*.
 - (b) *Indefinite time*: recently, soon, already, just, next, nowadays, still, etc. For example: She will come here *soon*.
- d) Adverb of Degree. An adverb of degree explanations word which explain degree or how far the thing is. They are: very, too, rather, almost, nearly, etc. For example:
 - (a) He always walks *rather* quickly.
 - (b) He *almost* finished working.
 - (c) *Nearly* every woman loves a bargain.
- e) Adverb of Frequency. An adverb of frequency tells the frequency of something that is done and happened. They are: usually, always, often, sometime, rarely, scarcely, hardly, ever, never, etc. For example:
 - (a) She *sometime* comes late.
 - (b) He *always* wakes up early.

f) Adverb of Quantity. An adverb of quantity explains sum or how many times something is done and happened. For example:

- (a) She studies English *little*.
- (b) He has won the prize *twice*.

g) Interrogative Adverb. An Interrogative adverb is verb that used to make questions. They are: why, where, how, when, how long, etc. For example:

- (a) Where did you buy this book?
- (b) How did she come here?
- (c) Why were you absent yesterday?

h) Relative Adverb. A Relative adverb has function as connect in the sentences. They are: therefore, accordingly, moreover, besides, however, nevertheless, etc. For example:

- (a) She is very busy accordingly she can not see me.
- (b) Amir wanted to go out although it was raining.²³

6) Conjunctions

A conjunction connects two words, phrases or sentences together.²⁴ There are two types of conjunction:

- a) Coordinate conjunction. A coordinate conjunction is words which connect two sentences that related one another and has same degree.²⁵ They are: and, or, but, yet, for, nor.
- b) Subordinate conjunction. A subordinate conjunction used to connect subordinate clause and main clause.²⁶ They are: before, until, after, until, since, as, than, etc.

²³ Fuad Mas'ud, *op. cit.*, p. 119-121.

²⁴ Parts of Speech, <http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/parts.htm> (Accessed, June 24, 2009).

²⁵ Fuad Mas'ud, *op. cit.*, p. 145.

²⁶ *Ibid*, p. 149.

7) Prepositions

Preposition usually comes before a noun, pronoun, or noun phrase. It joins the noun to some other part of the sentence.

- a) Prepositions have physical relationship time. The first one is one point of time: on, at, in. the second one is extended time: since, by, until, for, during. The third one is sequence of time: before and after.
- b) Prepositions have physical relationship to place, position and direction; in, on, at, over, above, under, near, beside.

8) Interjections

An interjection is an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks. For example: Ouch!, Hello!, Hurray!, Oh no!, Ha!.²⁷

Based on the explanations above, there are many types of each parts of speech that must be mastered by the students, because it is the first step in studying English language and also has big influences to students to mastery about English language. It is important to recognize and identify the different types of words in English. So that the students can understand grammar explanations and use the right word form in the right place.

2. The Concepts of Song

a. The definition of song

In this study the researcher assumes that music can offer new opportunities for acquiring the objective in certain skill and competencies 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

²⁷Parts of Speech, <http://web2.uvcs.uvic.ca/elc/StudyZone/330/grammar/parts.htm> (Accessed, June 24, 2009).

wish. It can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning”.²⁸

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 “Music for the voice”.²⁹ 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.³⁰ Song is also defined as “short and usually simple piece of music for voice, with or without instrumental accompaniment”.³¹

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 young people. The creative process of analyzing and interpreting song lyric help the students to develop essential research, writing, comprehension, critical thinking and media literacy skill.

Based on the references above, I conclude 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. The Aspects of Song

Music has many different elements, but it can be limited into some categories. For example, music is comprised of : melody, rhythm etc. Teacher who wants to select a song as media in their teaching

²⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), p. 242.

²⁹ AS Hornby, *op. cit.*, p. 822.

³⁰ Encyclopedia, *The Encyclopedia Americana*, (USA: Americana Corporation, 1976), p. 220.

³¹ Concise Encyclopedia, <http://www.Answers.Com/Britannia> concise encyclopedia/song (Accessed, January 18, 2010).

needs to know the basic elements of song because it requires a good of musical sound to produce a pleasant sounding. There are some aspects of song:

- 1) Melody. A melody is sweet music, tunefulness, arrangement of notes in a musically expressive succession.³² A melody in music is a series of linear events or a succession, not a simultaneously as in chord. However, this succession must contain change of some kind and be perceived as a single entity called melody. Melody may be said to result where there are interacting pattern of changing events occurring in time. The essential elements of any melody are duration, pitch and quality (timbre, texture and loudness). Melody often consist of one or more musical phrases, motifs and are usually repeated throughout a song or piece in various forms.
- 2) Rhythm. A rhythm is regular succession of weak and strong stresses, accents, sounds or movements (in speech, music, dancing, etc).³³ Rhythm (Greek = tempo) is variation of the duration of sounds or other events over time.³⁴ Rhythm involves pattern of duration that are phenomenally present in the music with duration measured by interval.
- 3) Lyric. A 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.³⁵ 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 play an important role in determine the theme, character and mission of the song.

³² AS Hornby, *op. cit.*, p. 529.

³³ *Ibid*, p. 729 .

³⁴ Wikipedia, <http://en.wikipedia.org/wiki/rhythm> (Accessed, January 18, 2010).

³⁵ Wikipedia, <http://en.Wikipedia.org/wiki/lyric> (Accessed, January 18, 2010).

c. 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 parts of speech. So that the teacher should choose and select the song that suitable with students' need and the aim of the teaching. Songs are chosen as a great technique to teaching English for children because tune and rhythm are important part in children life and also as tools to teaching language to the children. Teaching and learning language, especially foreign language will more interest if it served with interest media.³⁶

Music is everywhere and all students have musical tastes.³⁷ 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 stated by Lo and Fai Li (1998:8), learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting.³⁸

As a sequence, the use of songs in language classroom provides many advantages. They entertain and relax the learners while they are learning or practicing a structure and they often eliminate the students'

³⁶ Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: PT Bumi Aksara, 2007), p. 114.

³⁷ Tim Murphey, *Music and Song*, (New York: Oxford University Press, 2002), p. 5.

³⁸ Arif Saricoban and Esen Metin, "Songs, Verse and Games for Teaching Grammar", <http://iteslj.org/Techniques/Saricoban-Songs.html>. Retrieved on January 5, 2009.

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 using 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 will opportunity to learn material which is suitable for the nature of children. 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 using songs in the classroom, it can be a good media to help their students in understanding the materials, be more relaxes and enjoy.

d. Consideration for Choosing Songs in Language Classroom

Choosing the right English song for the Junior High School students is not easy. Ideally, an English song chosen should reflect the culture of English speaking countries. Here, there are some suggestions in choosing the English song:³⁹

- 1) Songs that are selected should be suitable for students' age and the aim of the teaching.
- 2) The teacher should ask students whether they like the song that teacher offers or not.
- 3) The teacher should decide the theme or topic to be discussed before starting the lesson.
- 4) The lyric of song should be easy to understand and close to the daily life.

When the teacher wants to use songs in teaching learning process, the songs should have an appropriate size so that, students can understand the material. The teacher also should be careful in selecting the suitable songs for the students. Generally, the type of songs we

³⁹ Kasihani K.E. Suyanto, *loc. cit.*

teach to our class will depend on the age, interest and learning level of the students.

e. The Advantages of Song in Language Learning

In relation to language learning, the use of song offers two major advantages:

- 1) Music and song is highly memorable. Using song in classroom is a powerful way to help the students remember the language.
- 2) It is highly motivating, especially for children, adolescents, and young adult learners.⁴⁰ Song is a good way to motivate the students in English classroom. The most spontaneous way to introduce students to language and make them feel comfortable is to involve them in music and song.

Based on the explanation above, the researcher can conclude that song can easily be used in language classrooms. It is precious resources to develop students' abilities in listening, speaking, reading and writing. And also can be used to teach a variety of language items, especially in grammar. Songs can motivate the students in learning English. They can imitate and memorize the words of the songs in their mind. And songs can offer unparallel opportunities both for teacher-students and students-students interaction in learning parts of speech through songs.

Songs as media in teaching and learning process are good for teacher as well as for students. Songs helps the teacher to draw the students' interest and to engage the students' motivation. If the students are motivated, they will learn hard. The purpose of using songs is that the students are expected to be more active during the teaching and learning process.

⁴⁰ Tim Murphey, *op. cit.*, p. 3.

f. Songs as Media to Teach Parts of Speech

As we know that studying about grammar is very important to the students. Parts of speech as one parts of grammar take very important, because it is help the students to construct good sentences. But as matter of fact, the students still difficult to understand about grammar. One of the problem is students are bored when the teacher is not using variety in teaching grammar class. Based on this statement, the researcher is trying to use songs in teaching grammar parts of speech 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".⁴¹

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 from your students, letting them choose and explain their music, have fun, etc.⁴²

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⁴¹ Kevin Schoepp, "Reasons for Using Songs in the ESL/EFL Classroom", [Schoepp \[at\] Sabanciuniv.edu](mailto:Schoepp[at]Sabanciuniv.edu) Sabanci University, Istanbul, Turkey. <http://iteslj.org/articles/schoepp-songs.html>.

⁴²Tim Murphey, *op. cit.*, p. 10.

University, Ohio, in the United States. She uses songs to contextualize and review grammar points in memorable listening context.⁴³

The advantages of song according to Henry Wadsworth Longfellow, he states that, 'Studies have shown that music that music can improves 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'.⁴⁴ 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.⁴⁵

Based on the statements above, the researcher using songs as mnemonic device in order to improve students understanding on parts of speech, especially in noun, verb, adjective and adverb. The researcher composes the song herself. Because of songs is highly memorable and highly motivating, so that the students easily to memorize parts of speech through song.

B. Previous Research.

The writer has some relevant previous researches that support, there are:

1. Thesis entitled 'The Use of Songs as Media in Teaching Vocabulary to Children (The Case of the fourth grade of SD Negeri Nyatnyono 3 Ungaran in the Academic Year of 2005/2006), by Lika Nurul Istiqomah's

⁴³ Martha C. Pennington, *New Ways in Teaching Grammar*. (Bloomington: TESOL, Inc., 1995), p. 196.

⁴⁴ Henry Wadsworth Longfellow, " Using Music in the ESL Classroom", <http://www.englishclub.com/teaching-tips/music-classroom.htm>, 10/03/2009

⁴⁵ Henry Wadsworth Longfellow, " *Ibid*"

final project (2201401529) of Semarang State University.⁴⁶ She used song to teaching vocabulary. She did her research on experimental. She chosen two classes, they are experimental and control group. One of the objectives of the study is to find out whether or not there is significance difference the students' English achievement between the students who are taught by using song and who are not taught by using song. The result showed that the using song in teaching vocabulary gives result better than without using song. Song could be an effective to teaching vocabulary in the fourth grade of SD Negeri Nyatnyono 3 Ungaran.

2. Thesis entitled 'Improving Students Pronunciation of English Diphthongs through Songs (A Classroom Action Research with Eight Graders Students of MTsN 01 Semarang in the Academic Year of 2008/2009), by Ali Miftahul Amin's final project (043411126) of IAIN Walisongo Semarang.⁴⁷ He used songs to improving students' pronunciation. The result of this thesis was significant. So that the use of songs has big influence in pronunciation in English diphthongs. From Ali Miftahul AMIN'S project, the researcher found the same in media but differ in skill.
3. Thesis entitled 'the Effectiveness of Using Song In Teaching English to Increase Speaking Ability', by Arif Budi Prasetyo's final project (02420185) of Department of English Education Faculty of Language and Art Education IKIP PGRI Semarang.⁴⁸ She used song as media to teaching English to increase speaking ability and the result was significant. In this research, using song in teaching English to increase speaking ability was better than those though with conventional method. From Arif Budi Prasetyo's final project, the researcher found same in media but differ in skill.

⁴⁶ Lika Nurul Istiqomah (2201401529), *The Use of Songs as Media in Teaching Vocabulary to Children (The Case of the fourth Grade of SD Negeri Nyatnyono 3 Ungaran in the Academic Yar of 2005/2006)*, (Semarang: UNNES, 2006).

⁴⁷ Ali Miftahul Amin (043411126), *Improving Students Pronunciation of English Diphthongs through Songs (A Classroom Action Research with Eight Graders Students of MTsN 01 Semarang in the Academic Year of 2008/2009)*, (Semarang: IAIN Walisongo, 2009).

⁴⁸ Arif Budi Prasetyo (02420185), *The Effectiveness of Using Song in Teaching English to Increase Speaking Ability*, (Semarang: IKIP PGRI, 2008)

Basically, this study is almost the same as the three previous ones used song as media to teaching learning, they are thesis written by Lika Nurul Istiqomah, Arif Budi Prasetyo and also Ali Miftahul Amin. Lika Nurul Istiqomah used song as media to teaching phrasal verb while Arif Budi Prasetyo used song to increase speaking ability and the third thesis written by Ali Miftahul Amin, he used songs as media to improve students' pronunciation of English diphthong. In this research, the writer focuses on grammar parts of speech using song as media in teaching and learning process.

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 its truth. It is provisional truth determined by researcher that should be tested and proved.⁴⁹ 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 a significant difference in parts of speech achievement score between students taught using song and those taught using non-song.

⁴⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13th Ed., p. 116.