

## CHAPTER II

### LITERATURE REVIEW

#### A. Literature Review

##### 1. Speaking in Teaching and Learning

###### a. The Definition of Speaking

Speaking is the interaction and requires of the ability to co-operate in the management of speaking turns.<sup>1</sup> Speaking is one of important component in language, as a second language English learner never finishes vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is a continual process. Many methods can help one acquire new vocabulary. We can make dictionary, make a notes, practice, etc to add our vocabularies. The classified under social factors that influence the process of language learning; they are home, community, occupation, school, religion meeting, radio / television, and reading matters.<sup>2</sup> The naturalness of using language is once important factors that uses in our daily communications.

As we know that speaking is much more complex that this and that it involves both a command of certain skills and several different types of knowledge. Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more than that. So natural an integral is speaking that we forget how we once struggled to achieve the ability – until, that is, we have to learn how to do it all over again in a foreign language.<sup>3</sup>

People produce a language and tell their statement must be clearly and make it sure that the listeners know what speakers do. So, it is a duty to speakers. What is it that good speakers know?

- |                                      |                               |
|--------------------------------------|-------------------------------|
| 1) Speech produce                    | 5) Automaticity               |
| 2) Conceptualization and formulation | 6) Fluency                    |
| 3) Articulation                      | 7) Managing talk <sup>4</sup> |
| 4) Self-monitoring                   |                               |

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<sup>1</sup>Scott Thornbury, *How to Teach Speaking*, ( England: Longman, 2004), p. iv

<sup>2</sup>Ag. Bambang S, *Teaching English As A Foreign Language*, (Yogyakarta : Graha Ilmu, 2006),

<sup>3</sup>Scott Thornbury, *How Teach Speaking*, p. 1

<sup>4</sup>Scott Thornbury, *How Teach Speaking*, p. 10

Speakers achieve fluency because these processes are, to some extent, automated. The use of production strategies, such as the filling of pauses, also contributes to fluency. At the same time as they are speaking, speakers also have to gauge the effect they are having on their interlocutors, as well as to take into account the contributions other speakers are making to the talk, both linguistic and paralinguistic. This involves an ability to manage turn-talking.

b. The Importance of Vocabulary as The Major Factor in Speaking

Vocabulary has been seen as a major resource for language use.<sup>5</sup> A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. The other meaning about vocabulary is the stock of words used by a particular people class, person, member of an occupation or profession, etc,<sup>6</sup> both of them tells that vocabulary is a major in speaking.

Research in second and foreign language vocabulary acquisition indicates that formal instruction. It is beneficial an suggest a mixed approach to vocabulary instruction in which basic or core vocabulary is explicitly taught along with strategies that will allow learners to deal effectively with less frequent vocabulary that they encounter in context. So, that such vocabulary can be learned when needed.<sup>7</sup> Knowing vocabulary and set phrases associated with a topic or speech activity is thus a large part of being able to talk or write the topic or perform the speech activity in the target language.

The importance of vocabulary as the major factor in speaking, Marianne Celce-Murcia and Elite Olshtain said that from a speech production perspective, the second language speaker can ask interlocutors

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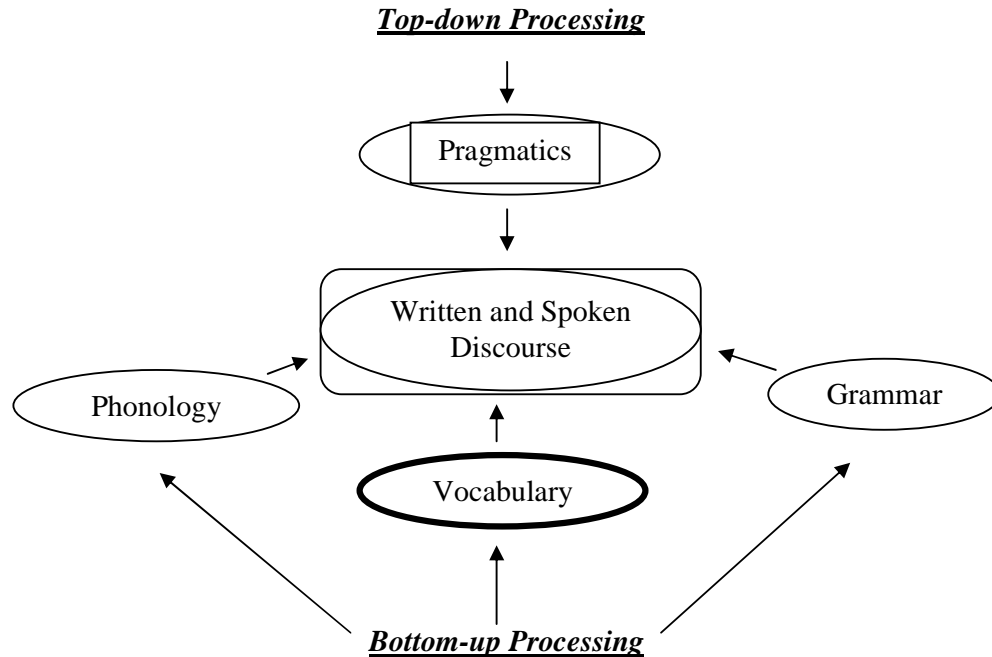
<sup>5</sup> Lynne C, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press), p. 83

<sup>6</sup> John Bartholomew and friends, *Webster's Unabridged Dictionary of the English Language*, (New York: Portland House, 1989), based on the second edition of *The Random House Dictionary of the Unabridged Dictionary of the English Language*, p. 1598

<sup>7</sup> Marianne Celce and friends, *Discourse and Context in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p.73

for assistance or use a circumlocution or a gesture to get the meaning of the target word across.

There are strategies to see the relation between vocabulary and language knowledge in spoken and written discourse:



The tricky part involves selecting the best equivalent for the context. Learners can ask a native speaker – or a more experienced learner – for assistance, if such help available.<sup>8</sup> Its mean that vocabulary as a basic building of language to communicate.

Based on the statements above that vocabulary is one of important basics in language, especially in speaking. As a foreign language, English is difficult. So, teacher must be increasing their students' interest in English with good method.

### c. Speaking in Teaching Learning

Speaking is one of important basics of language. While teaching speaking, teacher sometimes expresses some of the common dilemmas face. For the along time it was assumed that the ability to speak fluently followed naturally from the teaching grammar and vocabulary, with a bit of pronunciation thrown in. As we know that speaking is a skill, and as

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<sup>8</sup> Marianne Celce and friends, *Discourse and Context*, p. 75

such needs to be developed and practiced independently of the grammar curriculum.

Teaching in second or other languages has carried on as if knowing and speaking was the same thing. It means that people learn grammar and some vocabulary, and when makes sentences which you pronounce properly and hey presto, people can speak. Young learners in the communicative classroom should get as many speaking opportunities as possible and their speaking time should slowly but steadily rise so as to prepare them for various communicative situations. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge, achievements, motivations and learning styles, a teacher should provide them with a proper environment that would help them develop their skills, independent of their basic characteristics and diversity.

The aims of teaching speaking for teachers are:

- 1) To think about what teacher say in class and to make your language more accessible to your young learners
- 2) To think about how teacher can make listening fun and easy, not hard and boring

Combining the approaches, varying the cognitive styles, mixing and matching various methods and tools – e.g. songs, games, chants, rhymes, dialogues, etc. – provide the students with maximum variety and (in turn) offers them plenty of opportunities to play an active part in communicative situations, ranging from simple imitation to conscious exchange and internalization of certain vocabulary items / pronunciation styles / grammatical points / communicative techniques, at the same time building strategies that will help them later on when their knowledge of English has advanced and moved to a higher level.

## 2. The Concepts of Song

### a. Definition of Song

In this study the researcher convince that song can offer new ways to improve students skill in learning English and carrying students into pleasure activities without reduce discipline of learn.

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:

- 1) Jeremy Harmer 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>9</sup>
- 2) Song is : “a piece of music with word that are sung to the music”<sup>10</sup>
- 3) A song is a musical composition. Songs contain vocal parts that are performed with the human voice and generally feature words (lyrics), commonly accompanied by other musical instruments (exception would be a cappella and scat song), common accompanied by other musical instruments.
- 4) Oliver Herford an American poet said that *song* is the licensed medium for bawling in public things too silly or sacred to be uttered in ordinary speech.<sup>11</sup>

Music is sounds arranged in a way that is pleasant or easy listening, it is frequently used by teacher to help of second language acquire a language. Music has been reported to help second language learners acquire vocabulary and grammar, improve spelling and develop the linguistic skills of reading, writing, speaking, and listening. According to educators of second language learners, music is advantageous for still other reasons. People in the world mostly like music and sing a song. Because, singing a song and listening to music, do not only making enjoyable for most students, but the also make them happy and relax. As students repeatedly sing songs, their confidence level rises.

Sometimes about objects around, so it makes students familiar with English word. Songs also can be used to teach English vocabulary, such as telling time. By using song students can enjoy the lesson, because

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<sup>9</sup> Harmer, Jeremy. *The Practice of English Language Teaching*, (Malaysia: person education limited, 2002) p.242

<sup>10</sup> Oxford.. *Oxford Advanced Learners Dictionary*. (Oxford: University Press, 1995), p 1133

<sup>11</sup> Robert Andrews, *The Routledge Dictionary of Quotation*, (London: Roulledge & Kegan Paul Limited, 1987), p.248

song is considered as a bridge of pleasure learning. It can help students to enjoy the material and easy to memorize the material.

b. Songs in The Classroom

As a mediator, teacher is a bridge to connect student's aspirations. Songs in the classroom are a wonderful way to learn English Song is one of the general media that very useful to be used in teaching. Everyone likes listening to music and the right song can not only be fun for students and teacher but also be used in an effective to students' third grader.

According to John Murphy and friends said that teacher must have three components before they give some material to students, in *Understanding the Course We Teach*. There are:

- 1) The curriculum
- 2) The classroom management system
- 3) Media

For the third point, singing is introduced into classroom lesson focal stress preparation techniques similar to the one described earlier. To component or even replace one of the exercises from our course text, I may substitute a song, usually a blues or popular folk song.<sup>12</sup>

Song also can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, adverbs, articles etc. The teacher can explain about time's materials, especially to tell and ask clock (what time is it now?), names of days, names of months with song, because it's more understandable and easy to teach telling time.

The characteristics of song in the classroom are:

- 1) Consist of simple words, phrases, or sentences which specific theme, especially happy.
- 2) Repeating words.
- 3) Easy listening, understanding enough, and easily to stimulate students' memorizing.
- 4) Using gesture or action songs
- 5) Speed intonation<sup>24</sup>

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<sup>12</sup>John Murphy and friends, *Understanding the Course We Teach*, (The University of Michigan Press), 4<sup>th</sup> p.214

<sup>13</sup> Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 114

Some reasons that researcher used to choose songs as a medium in teaching telling time are:

- 1) Children like songs
- 2) Songs can be integrated into language learning - listening, singing and doing activities around the songs
- 3) In many cultures songs are used to introduce or practice mother tongue with young children, so this is a medium that children are very comfortable with the lesson.
- 4) Songs are memorable
- 5) Songs often include a lot of repetition that helps to make language memorable
- 6) Songs contain chunks of language that children can remember and use
- 7) Because songs must be sung at a reasonably fast speed they encourage natural
- 8) Phonological features like linking and weak forms
- 9) Children will be actively involved in their learning, even at a very young age, rather than passive
- 10) Children have energy and want to make noise. Songs will channel these natural inclinations positively
- 11) Parents will enjoy hearing their children singing in English
- 12) Singing is a happy and stress-free activity that will add to a positive classroom learning environment<sup>14</sup>

Songs can be an effective way of teaching children and can encourage them to become actively involved in their learning. Check out our selection of fun songs and activities for fewer than sixes and over sixes. Mrs. Tarwiyah said on her book that song is very helpful to facilitate learners' memory without making them bored of the repetition.<sup>15</sup> Mostly people in the world like song, it can be flexible medium in teaching process.

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<sup>14</sup> Devon, *Song Archive*, Saturday September 3, 2011, <http://www.onestopenglish.com/children/skills/songs-archive/>

<sup>15</sup> Siti Tarwiyah, *Games, Songs, and Practical Ideas to Teach Language*, (Semarang, Need's Press), p. 3

Fun learning is the one way of success class. Teacher must manage their class to be second home to student. According to *Quantum Teaching* tells that music can support learning process in the classroom.<sup>16</sup>

In addition Kasihani K.E. Suyanto said that the main purposes of song in the classroom are:

- 1) Song as a medium to make someone relax
- 2) Song as a medium in teaching leaning<sup>17</sup>

There are some other reasons using songs in the EFL young learner in the classroom:

- 1) They are memorable, and so make students remember the language
- 2) They can be great fun. And the biggest factor that makes them fun for the kids is how much the teacher likes them, so you have a perfect motivation for using your own favorites
- 3) They cover the same topics as they kids are covering in the English lessons
- 4) They are the best way of marking different stages of the lesson. e.g. starting the class every week with the same song, ending the class with another, and using songs or chants to mark other transitions like books out and books away.
- 5) They provide an achievable challenge for all levels of learner in mixed ability classes, by letting some students just show their understanding by doing the actions while others can sing along or even improvise their own words
- 6) They can be used at whatever stage you are at with the language.
- 7) They allow for lots of repetition of the language without kids getting bored (as long as you add variations), vital for learning in small children. Variations to keep it interesting include doing the song louder and quieter, slower and faster.<sup>18</sup>

Some songs focus on teaching a particular grammar point or a part of speech. Connecting these concepts with music is mnemonic devices that can help students remember.<sup>19</sup> Use English songs created for English

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<sup>16</sup> Bobbi De Porter, *Quantum Teaching*, (Bandung: Kaifa 'Mizan'), p. 45

<sup>17</sup> Kasihani K.E. Suyanto, *English for Young*, p. 113

<sup>18</sup> Maggie McCormick, *Using Songs in EFL Young Learners in The Classroom*, May 7, 2010, <http://www.ehow.com/how-teach-english-children-through-songs.html>,

<sup>19</sup> Maggie McCormick, <http://www.ehow.com/how-teach-english-children-through-songs.html>



Second Language students. Songs can be an effective way not only to get your point across, and also it may be used to teach a variety of language items,<sup>20</sup> when teaching English as a second language to children in the classroom.

The positive effects of music upon rote memorization are well documented, and while there is good reason to believe that music could similarly benefit second language acquisition, there is a dearth of empirical support for music as a vehicle for second language acquisition is lacking. Much of the support for the use of music in the second language classroom comes from the area of psychology. The psychological literature is rich with research on music and rote memorization.<sup>21</sup> The ability to memorize is critical to language acquisition process, since it would be virtually impossible to acquire language without memory. Music and its subcomponent, rhythm, have shown to benefit the rote memorization process.

Based on the reasons above, the researcher concludes that music is the universal language and children respond very strongly to song. The researcher believes that music is a strong resource which helps create positive feelings about English. While songs serve as useful teaching tools for EFL students, they also contribute to helping create a positive and warm atmosphere in the English learning environment.

### 3. The Characteristics of Elementary School Students

The characteristic of elementary school students in teaching English is not the same as teaching adult. The children in learning a foreign language at the earliest stages might be the different development and learning abilities in their language into abilities in English.

The motor characteristics of a child are worthy of observation because they are indicators both of individuality and of maturity status.<sup>33</sup> The characteristics of students in elementary school are different with secondary

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<sup>20</sup> Siti Tarwiyah, *Games, Songs, and Practical*, p. 5

<sup>21</sup> Suzanne L. Medina, Ph.D., *Using Music to Enhance Second Language Acquisition : From Theory to Practice*, Monday, December 28, 2009 at 7 p.m. [Http://www.forefrontpublishers.com/articles/06.htm](http://www.forefrontpublishers.com/articles/06.htm)

<sup>22</sup> Arnold G, M.D. and Frances L. ILG, M.D., *The Child from Five to Ten*, (New York: Harper and Brother Publisher), p. 229

school, because secondary's teacher teach subject whereas elementary, teachers teach children. A discussion of the characteristics of any group must always run the risk of being misinterpreted.

Arnold Gesell, M.D. tells about characteristic of students in elementary school in his book <sup>23</sup>are as follows:

- a. They are competence user of mother tongue
- b. Typical of elementary school students is curiosity.
- c. They need to inspect, to know, to organize, and to classify.
- d. They were expected to act as adults in every way, and they did so.
- e. They love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think that what they are doing is real work.
- f. They are enthusiastic and positive about learning.
- g. They rely on the spoken words as well as the physical word to convey and understanding meaning.
- h. Their own understanding comes through eyes, hands and ears.

The recapitulations' elementary school children of major principles are follows:

- a. Children's development occurs in definite sequences.
- b. While elementary school students share many characteristics, is child is individual who possesses many unique characteristics.
- c. Understanding of the needs, interest, and abilities of children is essential to planning learning expresses for many groups of children.
- d. A child's growth rate in some areas may exceed that of peers, in other areas it may lag behind that of peers.
- e. A positive self-concept is essential to maximum progress.
- f. As children mature, the influence of the family on their behavior decreases and the influence of peer's increases.
- g. A child's cognitive development occurs in sequential stages.
- h. For learning to be optimal, experiences which parallel the child's level of development are essential.
- i. Elementary school children need opportunities to interact with numerous concrete objects.

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<sup>23</sup> Scoot, Wendy. 1990. *Teaching English to Children*,(Newyork: Longman) p. 2-4

- j. Since each child structures each learning experience differently, a variety of activities is needed for each group of students.<sup>24</sup>

Based on the characteristics of elementary school students above, the teachers have important role for elementary school students. The role of the teacher as follows:

- a. Making the children the center of learning.
- b. Encouraging children to use the freedom provided for them.
- c. Observing children so as to prepare the best possible environment, recognizing sensitive periods, and diverting unacceptable behavior to meaningful tasks.
- d. As teachers, we can capitalize on our students' natural curiosity and help them expand it by introducing them to new topics.<sup>25</sup>

Elementary school students combine great curiosity with increased social interest. They are able to learn about people who live elsewhere in the world, but their understanding of what they read is dependent upon relating ideas to their own experience.

The teacher needs to remember that children may still find that English words as a foreign language is difficult to understand vocabulary well, it is an important think and basic of language. The children in learning a foreign language at the earliest stages might bring the different development and learning abilities in their first language into their abilities in English. For some students, especially telling time is a little bit difficult since they have to memorize.

#### 4. The Concepts of Telling Time

##### a. Definition of Telling Time

Time is the duration in which all things happen or a precise instant that something happens. It is an observed phenomenon, by means of which human beings sense and record changes in the environment and in the universe. A literal definition is elusive. Time has been called an illusion, a dimension, a smooth-flowing continuum, and an expression of separation

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<sup>24</sup> Kenneth. T. Henson and Delmar Janke, *Elementary Science Methods*, ( USA : McGraw-Hill, Inc., 1984), p. 41

<sup>25</sup> Kenneth. T. Henson and Delmar Janke, *Elementary Science Methods*, p. 22

among events that occur in the same physical location.<sup>26</sup> Time is the system of those sequential relations that any event has to any other, as past present, or future indefinite and continuous duration regarded as that in which event succeed one another.<sup>27</sup> It is a practical convenience in modern life.

Time is the important once to explain the condition or situation, everywhere, every time to do something. So, the researcher interest to make research about time, there are how tell and make easier to memorize them, especially in the third graders of elementary school.

According from the statement above, telling times consists of clock, name of days, and months. In other hand, definition to tell time is a particular part of a clock, hours, days, etc.<sup>28</sup>

## b. Kinds of Telling Time

### 1) Clock

Clock is any various instruments for measuring and recording time, especially by mechanical means, usually with hands to indicate the hours and minute.<sup>29</sup> English style in telling time is different from Indonesian. Clock divide two part in English, 12 numbers in an hours there are a.m. and p.m. and in Indonesia is 1-24 in an hours.

Components of clock are:

- a) First part of time is a.m. It is mean that the time before noon, the period 12 midnight to 12 noon, especially the period of daylight prior to noon, a.m. can call *ante meridiem*.<sup>30</sup>
- b) Second part is p.m. It is mean that the time after noon, the period between 12 noon to 12 midnight, p.m. can call *past meridiem*.<sup>31</sup>

Oxford Learner's Pocket Dictionary stated that clock is instrument for measuring and showing the time, but o'clock is the adverb form clock, that used with the numbers 1 to 12 when telling the time, to mean an exact hour.<sup>43</sup>

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<sup>26</sup> Longitude of Greenwich England, *Definition of Time*, Saturday September 3, 2011, <http://www.yourdictionary.com/space-time-continuum>

<sup>27</sup> John Bartholomew and friends, *Webster's Unabridged Dictionary*, p. 1485

<sup>28</sup> John Bartholomew and friends, *Webster's Unabridged Dictionary*, p.1485

<sup>29</sup> John Bartholomew and friends, *Webster's Unabridged Dictionary*, p. 278

<sup>30</sup> John Bartholomew and friends, *Webster's Unabridged Dictionary*, p.45

<sup>31</sup> John Bartholomew and friends, *Webster's Unabridged Dictionary*, p.1108

<sup>32</sup> Oxford, *Oxford Learner's*, p.77&301

How to tell what time is it has some step, there are:

- a) In an exact hours is o'clock
- b) In a more of number uses past (maximal until 30 minutes)
- c) In a less of number uses to (maximal until 30 minutes)
- d) In more or less 30 minutes uses a half of ..... (number)
- e) In more or less 15 minutes uses a quarter of ..... (number)

Examples:

- a) I go to school at a quarter past six every morning. (6.15 a.m.)
- b) I have lunch at a half to one on the canteen. (12.30 p.m.)
- c) My school has an extension class at five o'clock, special to the fewer students. (5 p.m.)
- d) My mother have wake up early morning everyday at three o'clock. (3 a.m.)

## 2) Days

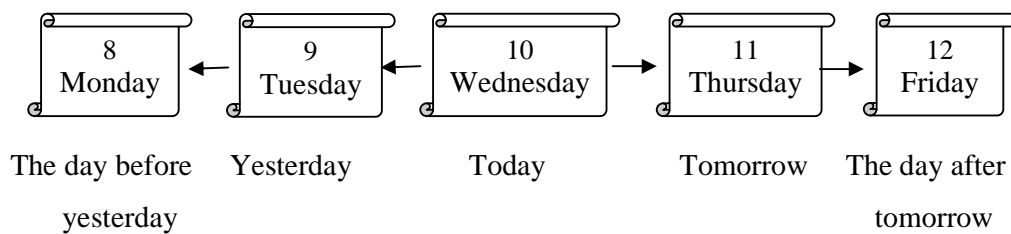
Day is the interval of light between two successive nights, period of 24 hours,<sup>34</sup> and time between sunrise and sunset.<sup>35</sup>

Name of seven days at the week, there are:

- a) Sunday
- b) Monday
- c) Tuesday
- d) Wednesday
- e) Thursday
- f) Friday
- g) Saturday

The names of the days always begin with a capital letter.

Saturday → Sunday = the week<sup>36</sup>



Examples:

- a) Today is Monday, so the day after tomorrow is Wednesday
- b) The day after Sunday is Friday

<sup>33</sup> Oxford, *Oxford Learner's*, p.77&301

<sup>34</sup> John Bartholomew and friends, *Webster's Unabridged Dictionary*, p.369

<sup>35</sup> Oxford, *Oxford Learner's*, p.113

<sup>36</sup> Oxford, *Oxford Learner's*, p. 36

<sup>32</sup> Oxford, *Oxford Learner's*, p.285

c) Yesterday is Thursday, today is Friday, and tomorrow is Saturday

Each day consist of early morning, morning, afternoon, evening, night, and midnight.

### 3) Month

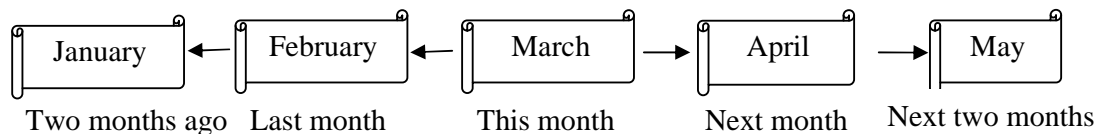
Month is one of twelve divisions of the year, the period of about four weeks.<sup>37</sup> The other name is calendar, its mean that the time from any day of one calendar month to the corresponding day of the next, there are any of the twelve parts as January, February, etc. into which the calendar years is divided.<sup>38</sup>

Name of twelve months in the year, there are:

- |             |              |
|-------------|--------------|
| a) January  | g) July      |
| b) February | h) August    |
| c) March    | i) September |
| d) April    | j) October   |
| e) May      | k) November  |
| f) June     | l) December  |

Same with the written form on name of days, always use a capital letter on the beginning.

January → December = the year



Examples:

- I was graduated last month, at 23<sup>th</sup> March 2009.
- My young sister was born two months ago at 14<sup>th</sup> April 2010.

Time is a small component word with a very important job. Time has different types and parts. They give information about events. Time make it clear whether you are do something in a moment. How to tell them must be suitable with a moment and part of the time.

### c. Teaching Telling Time to Elementary School Students Using Songs

Teaching is an integral part of the boarder range of human services

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<sup>33</sup> John Bartholomew and friends, *Webster's Unabridged Dictionary*, p. 928

and helping professions. Teachers are the key to whether meaningful play and therefore learning occurs in the elementary school. The main purpose of a good teacher is how to make students use their left brain to look into the problems and show it by right brain.<sup>39</sup> Throughout our English lessons students are learning to speak, express ideas, share opinions and exchange information. Using songs, poems, rhymes and chants is a wonderful way of making students sing/talk and at the same time (unconsciously) work at their grammar, vocabulary, pronunciation.

While music use in the second language classroom is possible to similarly acquire vocabulary. It is the interest one as the media, because with the lyrics, rhythm, and intonation make it enjoyable to learn English as a foreign language or second language acquisition. The positive effect which music has upon language learners, story song may motivate and captivates the attention of second language learners in ways that oral stories cannot.

No matter what culture you or your pupils come from, singing is a great way to introduce, improve and strengthen language skills. This is true for young people and adults, however, young people probably are the most willing to join in the fun and sing along. This feature contains the texts to a number of young learner's songs focusing on building various basic language skills. While these songs may be used for pre-scholars in a native English speaking environment, they are very useful for helping older students learn English as their second language. It is a fun way for children learning English to increase their vocabulary and pronunciation skills in English. Following the steps below will enable you to choose and teach songs to children that they will love and learn.

There are some techniques choosing songs in teaching telling time to Elementary School Students:

- 1) Contain simple, easily understood lyrics
- 2) Link with a topic or vocabulary that you are studying in class
- 3) Are repetitive

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<sup>39</sup> Anang, *One Minute Before Teaching*, (Bandung: Alfabeta, 2010) p. 68

Children can easily do actions to (to help emphasize meaning). Beside the techniques above, the teacher can apply the songs in teaching telling time as follows:

1) Fill in the blanks

Songs are often used in this way in the English Second Language Classroom. The teacher can carefully choose which words to blank out depending on lexical area the teacher want and students can work it.

2) True or False

The teacher can use this way to improve students' comprehension to the lesson.

3) Matching Exercise

In this way, the students to match questions with right answer.

4) Rearrange words

The teacher provides scramble words and the teacher asks students to rearrange words into good sentence.

5) Answering Question

The teacher gives a task that consists of the lesson. And students must answer the question following the command.

From the statements above, the researcher can conclude that there are a variety of exercises that you can do with songs. When teaching English as a second language to children the teachers have to be very creative in ways to keep their interests, that song is one of the best ways to make learning English fun and make students enjoy to the lesson in teaching telling time.

## **B. Previous Research**

The researcher has some relevant previous researchers that support, there are:

1. Thesis entitled, "Using Songs to Teach English Arithmetic Terms" (An Experimental Research with The Fourth Grade Students of SD N 1 Tonjong Kutamendala Kab. Brebes in the Academic Year of 2009/2010) by Siti Elok Nur Faiqoh. This is an experimental research with the fourth grade students of SD N1 Kutamendala Kab. Brebes in the Academic Year of 2009/2010.

The result from this research similarities between her research and the researcher's were on the use of song and research approach. The differences



were on object of the study (English Arithmetic Terms), participant and the data analysis. The result was significant. Using songs is more effective in teaching arithmetic than without using songs. It is showed of the mean of experimental class is higher than control class.

2. Thesis entitled, "Children Song as A Medium in Teaching English Pronunciation" (A Case Study of Fifth Graders of SD N Bawang 02 Batang in Academic Year of 2008/2009) by Ahmad Yazid. This is a Case Study of Fifth Graders of SD N Bawang 02 Batang in Academic Year of 2008/2009.
3. The result from this research similarities between his research and the researcher's were on the use of song. The differences were on object of the study (English Pronunciation), research approach, participant, and the data analysis.

The result was significant. Children Songs are of suitable media for pronunciation teaching learning. It is because children attracted fun and enjoyable, they like and children songs are one of media that are able to motivate the children (students) in English teaching learning process especially pronunciation.

4. Thesis untitled" The Effectiveness of Using Songs in Teaching English Articles" (An Experimental Research with The Third Graders of MIN Purwokerto in the Academic Year of 2010 / 2011), by Nur Aziz Asma Sangadah.

The result from this research similarities between her research and the researcher's were on the use of song and research approach. The differences were on object of the study (English articles), participant and the data analysis. The result was significant. Using songs is more effective in teaching English articles than without using songs. It is showed of the mean of experimental class is higher than control class.

Based on description above, then the researcher is interested in formulate this research by using title "The Effectiveness of Using Songs on Telling Time" (An Experimental Research at the 3<sup>rd</sup> grade students of SDI Rembang in the Academic Year of 2011/2012) because study English telling time through song in many ways can make good atmosphere in the class and students enjoyable to the lesson. Not only be fun for students and teacher, but also it will be fun for students' third grader. The differences were on object of the study (telling time),

participants, and the data analysis. The researcher hopes that the result of this research would be significant. Using songs would be more effective in teaching telling time than without using songs. It would be showed of mean the experimental class is higher than control class.

### **C. Hypothesis**

“Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof.”<sup>40</sup> Hypothesis is a temporary answer of problems in research until proved from the data which collected.<sup>41</sup> So, hypothesis can be defined as a weak truth statement towards problems on research and need to prove the truth after collecting data.

This research is conducted based on the following hypothesis:

“The use of songs as media in teaching Telling Time is effective for the third graders of SDI An-Nawawiyah Rembang in the academic year of 2011/2012”

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<sup>40</sup>Sutrisno Hadi, *Statistik*, Vol. 2, (Yogyakarta: Andi, 2004), p. 210.

<sup>41</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p. 64.