

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The General Concepts of Song

##### 1. The Definition of Song

All songs means to sing, or speak aloud. It is important to students to hear a good model to start with. It is the vocal elements that bring a song to live, so providing a first-role model is important on first hearing. The students bring 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”.<sup>1</sup>

Music itself has some forms, and one of them is called song. Song is a work of art which any one can enjoy it. Some experts who provide their view mention that song is poem set to music.<sup>2</sup> Another definition, song is a short musical work set to a poetic text with equal give important to music and to the

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), p. 319

<sup>2</sup> Oxford, *Oxford Learner's Pocket dictionary*, eight Edition, (New York: Oxford University Press, 1995), p. 395

words. It writes for one or several voices and is generally perform with instrument accompaniment.<sup>3</sup> Song is also defining as “short and usually simple piece of music for voice, with or without instrumental accompaniment”.<sup>4</sup>

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

Base on the references above, song is a group of beautiful words which there is a message. It conveys other people and present with beautiful music. It deals with some themes. It deals with story, advice, study, religion, environment, universe, love, happy and sad feeling.

## 2. Types of Song

There are some types of song according to [www.encyclopedia.msn.com](http://www.encyclopedia.msn.com). They are ballad, ballade, barcarole, carol, folksong, hymn, lied (art song), madrigal, national anthem, nursery rhymes, overview, part-song, popular songs, popular music, song, protest song, round, shanty, spiritual, work song.<sup>5</sup>

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<sup>3</sup> Encyclopedia, *Encyclopedia Americana*, 1977, p. 220.

<sup>4</sup> Concise Encyclopedia, retrieved from [http://www.answers.com/Britannica\\_concise\\_encyclopedia/song](http://www.answers.com/Britannica_concise_encyclopedia/song) (Accessed, January 18, 2010).

<sup>5</sup> *Types of Songs*, retrieved from <http://encyclopedia.msn.com/encnet/refpages/search.aspx?q=types+of+song> (Accessed on 20<sup>th</sup> October 2009).

Popular songs are songs that consider in between art songs and folk songs. They are usually accompanied in the performance and record a band. They are not anonymous in origin and know authors. They are not always notate their author(s) and tend to compose in collaboration lightly more often than art songs, for instance by an entire band, through the lyrics are usually written by one person.

The types of song, in this study the writer uses song. The writer takes songs which the lyrics is asking and giving direction. Because the writer want to uses the songs as media to teach asking and giving direction.

### **3. The Aspects of Song**

When a song play, the listeners will not listen to its lyrics, but also its melody and rhythm. It means that a song is a unit 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.<sup>6</sup> However, this succession must contain change of some kind and perceive as a single entity called melody. Melody may be result where they are interacting patterns of changing events occurring in time. The essential elements of any

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<sup>6</sup>*Wikipedia*, <http://en.wikipedia.org/wiki/Melody> (Accessed on 22 October 2014).

melody are duration, pitch, and quality (timbre, texture, and loudness). Melodies often consist of one or more musical phrases, motifs, and usually repeat throughout a song or piece in various forms. In the most general sense, melody is a succession of notes, which have organization and recognizable shape. Here pitch means a stretch of clear frequency and stable enough to hear as not noise. In a song, a lyric usually attaches to the melody. It is an arrangement of musical notes in a pleasant or order 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:

- 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, call 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 play simultaneously call heterophony.
- 2) Rhythm

Rhythm (Greek: Tempo) is the duration of sounds or other events over time. Rhythm involves patterns of duration that phenomenally present in the music with duration measure inherent interval. When govern rule, it calls 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 consider the primary domain of drummer sand percussionists.

In western music, rhythms usually arrange with respect to time signature, partially signifying a meter, the speed of the underlying pulse the beat is tempo. The tempo usually measure 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 classify as any of these three types of instruments).<sup>7</sup>

Some suggest that rhythm (and its essential relationship to the temporal aspect of sound) may in fact be the connection of the rhythm and the musical; perhaps we can 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.<sup>8</sup> Lyric may refer to: *lyric* from Greek language, a song with a lyre and *lyrics* the composition in verse which sings to a melody to constitute a song. As mention above, lyric plays an important role in determine the theme, character and mission of the song.

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<sup>7</sup>Wikipedia, <http://en.wikipedia.org/wiki/Rhythm> (Accessed on 21 April 2014)

<sup>8</sup> Tim Murphey, *Music and Song*, (New York: Oxford University Press, 2002), p. 5.

#### **4. Effectiveness of Song in Teaching Asking and Giving Direction**

Songs is effective to use in asking and giving direction. Everyone likes listening of music and the right song can not only fun for the students and teacher but also use in affective way to teach variety of language, like teach vocabulary, phrase and also expression, especially asking and giving direction. So the teacher shall choose and select the song that suitable for students' need and the aim of the teaching. In this case, the writer use song under the title “ in the city song”. Music is everywhere and all students have musical tastes.<sup>9</sup> It is art of arranging sounds of voices and instruments in pattern, especially to give a pleasing effect. The use of music and song in the classroom can stimulate very positive associations to the study of languages, which otherwise can see 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.

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<sup>9</sup>*Wikipedia*, <http://en. Wikipedia.org/wiki/lyric> (Accessed on January 18, 2014).

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 use in teaching learning process because it designs for the students. Songs have part of the human experience for as long as we can remember.<sup>10</sup> Song offers the highly memorable and encourages the student's creativities in every skill, so using this media is good in language classroom. When teacher is using songs in the classroom. It helps student's understanding the materials, be more relaxes and enjoy.

The material of asking and giving direction as follow:

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<sup>10</sup> Kevin Schoepp, *Reasons for Using Songs in the ESL/EFL Classroom*, <http://iteslj.org/Articles/Schoepp-Songs.html>. accessed on Desember 5, 2013



**Asking Direction**

Excuse me, could you tell me  
how to get to...?

Excuse me, do you know  
where is the,, is?  
around here

Are we on the right way for..?

Do you have a map?

Can you show me on the map?

**Giving Direction**

It's the way

It's that way

You're going in the wrong way

You're going in the wrong direction

Take this road go down there

Take the first on the left

**Answer**

I'm sorry I don't know

I'm sorry I'm not from

yes we are

yes I have here it is

...

**5. Speaking ability**

Speaking ability is seen as somewhat difficult for some language learners. At least, speaker pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language which make oral performance easy as well as, in some cases, difficult.<sup>11</sup>

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<sup>11</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (NY: Addison Wesley Longman Inc, 2001), 2nd Ed., p. 270-271.

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh*, *um*, *well*, *you know*, *I mean*, *like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e. Colloquial Language

Make sure our students acquaint with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.<sup>12</sup>

g. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum –without interlocutors–would rob speaking skill of its richest component: the creativity of conversational negotiation.<sup>13</sup> This analysis accommodates how speaking this particular view of language. When a teacher asks

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<sup>12</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (NY: Addison Wesley Longman Inc, 2001), 2nd Ed., p. 270-271.

<sup>13</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (NY: Addison Wesley Longman Inc, 2001), 2nd Ed., p. 270-271.

students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understand or not about what the speaker`s say.

## **6. The Factors of Speaking Skill**

No language skill is so difficult to assess with precision as speaking ability, and for this reason it look wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either five components recognize generally analysis of the speech process:

- a. Pronunciation including the segmental features-vowels and consonants- and the stress and intonation patterns.
- b. Grammar.
- c. Vocabulary.
- d. Fluency: the ease and speed of the flow of speech.

- e. Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.<sup>14</sup>

The five factors of speaking skill above have important role in speaking. By mastering all the factors, people can produce good speech.

## **7. Techniques in Teaching Speaking**

Many of classroom use speaking activities, there are:

- a. Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves.<sup>15</sup> This frequently involves them in coming out to the front of the class.

- b. Communication games

Speaking activities base on games are often a useful way of giving students valuable practice, where younger involve learners. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.<sup>16</sup>

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<sup>14</sup> David P. Harris, *Testing English as a Second Language*, (Georgetown University: 1969), p.81-82.

<sup>15</sup>Jaremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002) p. 348

<sup>16</sup> Jo McDonough and Christopher Shaw, *Materials and Methods in ELT : A Teacher's Guide*, (UK: Blackwell Publishing,2003), 2nd Ed), p.144.

c. Discussion

One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely expose in discussion situations.<sup>17</sup>

d. Prepared talks

A popular kind of activity prepares talk where students make a presentation on a topic of their own choice. Students shall to speak from notes rather than from a script. Prepare to talks represent a define and useful speaking genre, and if organize properly, it can extremely interesting for both speaker and listener.

e. Questionnaires

Questionnaires are useful because they plan ensure both questioner and respondent have something to say each other. Depending on how tightly design they are, they maybe well encourage the natural use of certain receptive language pattern and this situate in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do

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<sup>22</sup>Jaremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002)p. 351

so the teacher can act as a resource, helping them in the design process.<sup>18</sup>

f. Simulation and role-play

Many students derive great benefit from simulation and role play. Students simulate a real life encounter as if they were doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.<sup>19</sup>

g. Debate

Debate is an activity in which opposite points of view are presented and argued. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue.<sup>20</sup> All speaking activities above encourage students to practice speaking in classroom. Teacher should choose appropriate activities above based on the level of the students. Every teaching and learning process can be enjoyable if teacher gives the appropriate activity based on students' levels. Beside it the process of transferring knowledge can be done easily.

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<sup>18</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002)p. 352

<sup>19</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002)p. 352

<sup>20</sup> J. Michael O' Mallay and Lorraine Valdez Pierce, *Assessment for English Language Learners*, (Addison-Wesley Company Inc:1996), p.87.

h. Song

Song is a short musical work set to a poetic text with equal importance given to music and to the words. It may be written for one or several voices and it is generally performed with instrument accompaniment.<sup>21</sup>

**8. The Roles of Teacher in Speaking Class**

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities. However, three have particular relevance if teacher are trying to get students to speak fluently:

- a. Prompter: sometimes students get lost; they cannot think of what to say next, or in some other way lose the fluency teacher expect to them. However, teacher can help them and the activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the discussion, or forcing students out of role it will stop the sense of frustration that some students feel when they come to a “deed end” of language or ideas.
- b. Participant: teacher should be good animators when asking students to produce language. Sometimes an clearly and enthusiasm activity can set up to achieve that. At other times, when teachers want to participate in discussions or role-play themselves. That way they can

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<sup>21</sup>*The Encyclopedia Americana*, Vol. 25, (USA: Glolier Incorporated, 1986), p. 220.



prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

- c. Feedback provider: the vexing question is when and how to give feedback in speaking activities is answered by considering carefully the effect of possible difference approaches. When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the most appropriate of the feedback teacher gives in particular situation.<sup>22</sup>Teacher plays big roles in teaching learning process. Speaking teacher should play the roles above in order to make the speaking class runs well.

## **9. Teaching Speaking Using Song**

We speak in order to carry out various social activities and, although we may not always be consciously aware of doing so, we attune our language and the meanings we wish to exchange to our specific purposes for speaking in that context.

There are many factors that influence language teaching, especially English speaking teaching. Beside teacher

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<sup>22</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002) P.109

should select the media that suitable to be applied in teaching English speaking, they also should know how to teach speaking well. By knowing the goal way in English speaking, the result that is achieved will be more maximal and alternative in speaking is teaching.

Speaking is a skill with deserve attention from everybody as much as literary skill. In both first and second language, we often need to be able to speak with confidence order to carry out of their most and through which they make or lose friends. Now, it is uneasy work for the student to communicate in English due to the fact that rules or that language are different from those of their own language and they have not been familiar to the new rules. All of the definitions above show that how speaking is the important skill in language learning especially in English subject.

One of the best ways to practice and improve our spoken English is to use song. There are some reasons why song is a great media we can use to practice our spoken English. First, song have melody that make us feel comfortable when hear that. We can see the correct speech for each lyrics. We can sing over and over unconsciously we memories all the expression of asking and giving direction.

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".<sup>23</sup>

Murphey 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, expression, 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.<sup>24</sup>

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

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<sup>23</sup> Kevin Schoepp, “Reasons for Using Songs in the ESL/EFL Classroom”, Schoepp [at] Sabanciuniv.edu Sabanci University, Istanbul, Turkey. <http://iteslj.org/articles/schoeppsongs.html>.

<sup>24</sup> Tim Murphey, *Music and Song*, (New York: Oxford University Press, 2002),p. 10.

people absorb material'.<sup>25</sup> And he adds that Music can use 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 expression 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.<sup>26</sup>

Base on the statements above, the researcher use songs as media in order to improve students understanding asking giving direction. The researcher gets the song by Mrs. Widya Kusumaningrum, lecturer who taught speaking II. Besides that, the researcher uses that song because the lyrics contain of asking and giving direction. Because of songs is highly memorable and highly motivating, so that the students easily to memorize and understand simple past through song.

## **B. Previous Research**

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

1. Thesis entitled Personalizing EFL Class Trough Islamic Animated Video: A study to Identify the Effectiveness of

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<sup>25</sup> Henry Wadsworth Longfellow, "*Using Music in the ESL Classroom*", <http://www.englishclub.com/teaching-tips/music-classroom.htm>, 10/03/2014

<sup>26</sup> Henry Wadsworth Longfellow, "*Using Music in the ESL Classroom*", <http://www.englishclub.com/teaching-tips/music-classroom.htm>, 10/03/2014

Teaching Oral Recount Text Through Animated Video to Eight Grade Students of MTsN Model Pemalang by Roselinda M.F 093411024 of Department of English Education and Training Faculty UIN Walisongo Semarang.<sup>27</sup> In her thesis she teach speaking using Islamic animated video

2. The Use of Skits as a Reader's Theatre Variation to Improve English as a Foreign Language (EFL) Students' Oral Proficiency in Expressing Sympathy and Feeling. (A Classroom Action Research at the First Year of SMK PP Assyafiiyah Kendal in the Academic Year 2014/2015) Tomy Widiyanto 113411091.<sup>28</sup> He used an Skits as a Reader's Theatre Variation to teach speaking in material expressing of sympathy and feeling
3. Thesis entitled the Influence of students`s Listening intensity to English Song Towards Their vocabulary Power by Jumi`ah 093411024 of Department of English Education and Training Faculty UIN Walisongo Semarang.<sup>29</sup>

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<sup>27</sup>Roselinda M.F (093411024), Personalizing EFL Class Trough Islamic Animated Video: A study to Identify the Effectiveness of Teaching Oral Recount Text Through Animated Video to Eight Grade Students of MTsN Model Pemalang, Thesis, (Semarang: UIN Walisongo).

<sup>28</sup>Tomy Widiyanto (113411091), The Use of Skits as a Reader's Theatre Variation to Improve English as a Foreign Language (EFL) Students' Oral Proficiency in Expressing Sympathy and Feeling, Thesis, (Semarang: UIN Walisongo).

<sup>29</sup>Jumi`ah (093411031), Listening Intensity to English Song Towards Their Vocabulary Power, Thesis, (Semarang: UIN Walisongo).

Basically, this study is almost the same as the three previous ones used media to teaching speaking, they are thesis written by Jumi`ah, Tomy and Roselinda. In this research, the writer focuses on expressing asking and giving direction 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 consider theoretically possibly or highest the level of its truth. It is provisional truth determined by researcher that should be tested and proved.<sup>30</sup> Because the hypothesis is the provisional answer, it is carry out by investigation in the analysis part of the data to receive proof whether the hypothesis can accept or not receive. In this research, the hypothesis is that there is a significant difference in asking and giving direction achievement score between teaching students using song and these teaching using non-song.

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<sup>30</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13th Ed., p. 116.