

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

Previous research which is relevant is the description of the relationship between the problems examined in the theoretic framework used and in relation to the relevant previous research.<sup>1</sup>

In composing this proposal, the writer considered some previous researches related to this study, those are:

1. Thesis entitled, *The Use of Songs to Improve Students Pronunciation*. This is a classroom action research of the eleventh Grade students of MANU Limpung-Batang in the academic year of 2008/2009.<sup>2</sup>

The similarities between her research and the writer's were on the use of songs. The differences were on research approach, object of the study, participant, and the data analysis.

2. Thesis entitled, *Identifying The Effectiveness of Using Songs to Teach Parts of Speech*. This is an experimental research of the seventh Grade students of SMP Negeri 01 Bansari Temanggung in the Academic year of 2009/2010.<sup>3</sup>

The similarities between her research and the writer's were on the use of songs, research approach, and the data analysis. The differences were on object of the study and participant.

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<sup>1</sup>Abdul Wahib, dkk., *Pedoman Penulisan Skripsi Program Strata Satu (S.1)*, (Semarang: Fakultas Tarbiyah IAIN Walisongo, 2010), p.12.

<sup>2</sup>Ulfatun Kurnia, (043411077), *The Use of Songs to Improve Students Pronunciation*, (Semarang: English Department of Tarbiyah faculty IAIN Walisongo Semarang, 2009) Unpublished thesis.

<sup>3</sup>Resmi Handayani, (053411075), *Identifying The Effectiveness of Using Songs to Teach Parts Of Speech*, (Semarang: English Department of Tarbiyah faculty IAIN Walisongo Semarang, 2010) Unpublished thesis.

## **B. Theoretical Framework**

### **1. General Concept of Media**

#### **a. Definition of Media**

Media is the plural form of medium. According to Azhar Arsyad, “Media are the accessories that can send and transmits learning messages.”<sup>4</sup>

In teaching learning process, media is much needed. Media not only can send learning messages but also sometimes entertain students. Example, occasionally, teacher gives the students songs and asks them to sing cardinal and ordinal number songs in their lesson, students will be comfortable and enjoyable.

#### **b. Kinds of Media**

According to Kasihani K.E Suyanto teaching media can be classified into three categories. They are:

##### **1) Visual Media**

They are media that can be seen. It would captivate visual sense eyes mostly. It can be formed of picture, moving picture or animation and flashcard, etc.

##### **2) Audio Media**

They are media that can be listened from audio media. It means that audio media has sound which is listened by us. And to mean as thinking that the contents message in audiotape form such as vocal cord/tape recorder and video compact disk which can stimulus thought feeling, idea and students it happens on teaching and learning process.

##### **3) Audio visual media**

They are media that have sound and picture. Video is an example from audio visual media in teaching and it has a sound because it is

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<sup>4</sup>Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Rajawali Press, 2011), p. 4.

produced to get to appear the reality picture in the original form it describes science theory and animated.<sup>5</sup>

In this study, the writer uses audio visual media named music performance as the interaction media, because by using music performance it can motivate the students to learn and pay attention to the material given.

## **2. General Concept of Music**

### **a. Definition of Music**

“Music is arrangement of sounds made by instruments or voices in a way that is pleasant and exciting.”<sup>6</sup> It is said to be an art, or form of entertainment, it is also often defined by contrast with noise or speech. Some definitions of music place it explicitly within a cultural context by defining music as what people accept as musical.

In Kamus Besar Bahasa Indonesia, “Music is the science or art of composing the tone or voice uttered, the combination and temporal relationships to produce a composition (voice), which has a balance and cohesion, tone or sound organized in such a way that contains rhythms, songs and harmony (especially those that can produce that sounds)”.<sup>7</sup>

Based on the definition above, the writer can conclude that the music can also be called as a medium of art, where in general people express creativity and their artistic expression through the sounds or voices. Hence the definition of music is universal, depending on how people play it and enjoy it.

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<sup>5</sup>Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: PT. Bumi Aksara, 2007), P.102

<sup>6</sup>Edinburgh Gate Harlow, *Longman Advanced American Dictionary*. (England:2007), p.1049.

<sup>7</sup>Kamus Besar Bahasa Indonesia Digital (Software PC),

## **b. Kind of Music**

### **1) Classic**

“Classical music, strictly defined, means music produced in the Western world between 1750 and 1820. This music included opera, chamber music, choral pieces, and music requiring a full orchestra. To most, however, classical music refers to all of the above types of music within most time periods before the 20th century.”<sup>8</sup> As we know that, classic music is the oldest music genre because it is present before 20<sup>th</sup> century. Most of them play acoustic guitar with using nylon string.

### **2) Blues**

“Blues is a type of slow, sad music, originally from southern US, in which the singer typically sings about their difficult life or bad luck in love”.<sup>9</sup> Usually blues music is played by Afro-American, like as Jimmy Hendrix. Blues music dominantly play electric guitar blues, such as Fender stratocaster or Gibson less Paul. Like as Jimmy Hendrix, blues musicians play guitar while singing.

### **3) Country**

“Country music is a popular music which is based on a type of traditional music from the Western and Southern United States.”<sup>10</sup> The term country music gained popularity in the 1940s in preference to the earlier term hillbilly music. Country music is used today to describe happiness.

### **4) Jazz**

“Jazz is part a type of popular music that usually a strong beat and parts for performers to play alone.”<sup>11</sup> Usually performers use jazz guitar,

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<sup>8</sup> <http://www.wisegeek.com/what-is-classical-music.htm> [Accessed at 29/9/2011].

<sup>9</sup> Pono Banoe, *Kamus Musik*, (Yogyakarta: Kanisius, 2003). P. 57

<sup>10</sup> Pono Banoe, *Kamus Musik*, P. 98

<sup>11</sup> Edinburgh Gate Harlow, *Longman Advanced American Dictionary*. (England:2007) p.859.

trombone, piano, trumpet, and saxophone. Important element in jazz is the blue notes, improvisation, polyrhythm, syncopation, and shuffle notes.

#### 5) Rock

“Rock is a type of popular music with a strong loud beat which is usually played with electric guitars and drums.”<sup>12</sup> Rock music developed during and after the 1960s, particularly in the United Kingdom and the United States. It has its roots in 1940s and 1950s rock and roll, itself heavily influenced by rhythm and blues and country music. Rock music also drew strongly on a number of other genres such as blues and folk, and incorporated influences from jazz, classical, and other musical sources.

#### 6) Pop

“Pop is modern popular music, usually with a strong beat, created with electrical or electronic equipment, and easy to listen and to remember.”<sup>13</sup> Pop music (a term that originally derives from an abbreviation of "popular") is usually understood to be commercially recorded music, often oriented towards teenagers, usually consisting of short and simple songs.

From several kinds of music above, a teacher has to truly understand if he or she wants to apply music as a medium of learning, and not all types of music can be applied in the learning process because each types of music have a distinct character of different tones. So, the writer uses country music when he/she sings the cardinal and ordinal numbers because the tone of country music is more dominant on major chords which use happy tones. Hopefully, students are able to learn enjoyably in the learning process.

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<sup>12</sup>Cambridge Advanced Learner's Dictionary 3rd Ed. (Software PC).

<sup>13</sup>Pono Banoe, *Kamus Musik*, P. 341

### **3. General Concept of Music Performance**

#### **a. Definition of Performance**

Performance is a show which is played by person and group in certain time and place. It has several types like musical show, theatre, comedy, and opera. A teacher who teaches in class can be called as a person who makes a show because in teaching, teacher shows his skills to his students.

From explanation above, it can be concluded that show has several kinds like musical show, theatre, comedy, and opera. So, in this case musical performance can give positive effect to English learners especially in cardinal and ordinal number.

According to Longman advanced American dictionary, performance is “An act of performing a play, piece of music, etc or an occasion when it is performed.”<sup>14</sup> A performance comprises an event in which generally one group of people (the performer or performers) behaves in a particular way for the benefit of another group of people (the viewer or viewers, or audience).<sup>15</sup> Sometimes the dividing line between performer and audience may become blurred, as in the example of "participatory theatre" where audience members might get involved in the theatrical event.

Based on those definitions above, the writer concludes that by using music performance the students can learn easily and fun because music can motivate students' enthusiastic.

#### **b. Music Performance as Media in Teaching**

Students in the elementary school are not often motivated by themselves. So, they sometimes need something which can attract them. In this case, the teacher must really select appropriate techniques or using Medias to present the lesson well. Media is a plural form of medium that

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<sup>14</sup>Edinburgh Gate Harlow, *Longman Advanced American Dictionary*. p.1174.

<sup>15</sup><http://www.wordiq.com/definition/Music>, [Accessed at 30/09/2011].

means a way to express ideas or communicate with other. The use of media can obtain maximum benefit in improving human performance and promoting learning especially in education. Media can often help the students to understand something presented better than telling them verbally.

From the explanation above, the researcher has to choose the appropriate media to get students' interaction. Music 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 phrase, grammar, and also vocabulary, especially vocabulary cardinal and ordinal number. To get maximum result, the teacher should choose and select the music that is suitable with students' needs and the aim of the teaching. Music is chosen as a great technique to teach English for children because tune and rhythm are important parts in children life and also as tools to teach language to the children. Teaching and learning language, especially foreign language will be more interesting if it is served with interesting media.<sup>16</sup>

The writer uses cardinal and ordinal number song, which he takes from tone of children song, for example *Naik-Naik ke Puncak Gunung* and *Hari Minggu*. Children songs are a good media to teach students, because children songs have power to attract students to follow it. According to Cambridge Advance Learner Dictionary, "performance is the action of entertaining other people by dancing, singing, acting, or playing music."<sup>17</sup> It can be stated that performance is an action to entertain other people through dancing, singing, acting, or playing music. It has meaning and interested to be acted.

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<sup>16</sup>Kasihani K.E. Suyanto, *English for Young Learners*,p.114.

<sup>17</sup>Cambridge Advanced Learner's Dictionary 3rd Ed. (Software PC).

Therefore, a performance should be able to attract other people to enjoy it when the performance happened. Singing and playing music are one of components of performance that can attract the audience.

In this study the writer uses music performance as media to teach English cardinal and ordinal number because music performance can motivate students in the learning process. Through music performance students can enjoy to follow learning activity that can affect students easy to understand it.

### **c. Consideration for Choosing Music Performance**

Music performance, if done properly by the teacher, is an excellent medium in learning process. Unfortunately, music performance are still unfamiliar for teacher because teachers usually plays music or sings a song just by using tape recorder, whereas this method are more attractive than by using tape recorder.

Choosing the right children songs for elementary school students is not easy. Children songs that are used should suitable for their world. When teacher wants to apply music performance in teaching and learning process, teacher should know what kind of song that she/he would bring into the class. Harmer suggests two ways to solve the problem about the way in selecting the song to be brought in the class. The first is to have students to bring their own favorite songs in the class. The second way is to use the old song. Teacher could ask students whether they like the song or not. Teacher can choose songs which they like and which are appropriate for the students.<sup>18</sup>

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<sup>18</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education, 2001).p.243.

In this research, the writer uses the old song because it is more familiar for children. So, when teacher teaches cardinal and ordinal number song, students are easier to follow it.

There are several reasons why learning can use music performance in class time:

- 1) Music is fun and learners will like performing it. Through music children interact with their environment.
- 2) Music adds variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor.
- 3) Music can help students that have less intelligence.
- 4) Music is used to relax the mind and body. Music enables learners to be free from pressure and stress.
- 5) Music is deliberately used to teach language, society, and culture. Songs encode cultural meanings, inspiration, and worldviews. In other words, songs tell thousands of human stories.
- 6) One of the most important factors for achieving teaching and learning effectiveness is social harmony among learners. In a classroom, children often sing together to celebrate birthday, to play games together, to appreciate the feeling of togetherness.<sup>19</sup>

From several reasons above, music performance is very useful because we can build students' motivation in teaching and learning process. In the learning process, there are several factors that make a lesson not delivered optimally such as lack of motivation, class situation, boredom and lack of concentration. It becomes classical problems in the learning process. So, as a teacher we should be creative.

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<sup>19</sup>Djohan, *Psikologi Music*, (Penerbit Buku Baik: Yogyakarta, 2003), p. 112-114

#### **d. Teaching The Cardinal and Ordinal Number Through Music**

##### **Performance**

Music performance can help students in learning cardinal and ordinal number because in learning activity students can enjoy in catching the materials from the teacher when teacher gives material because the material is a song which is easy to remember. Music performance also has direct interaction between teacher and students. Teacher uses guitar to play or sings cardinal and ordinal song. It aims to attract students' attention when a song is played.

In the explanation above, music performance can be used to teach and encourage students on cardinal and ordinal number. Teacher needs a guitar or piano to play cardinal and ordinal number songs. There are some steps to sing cardinal and ordinal number songs:

- 1) Teacher explains the materials conventionally.
- 2) Teacher writes the text of cardinal and ordinal number songs on the blackboard.
- 3) Teacher sing cardinal and ordinal number songs by himself.
- 4) Teacher sing cardinal and ordinal number songs and the students follow him.
- 5) Teacher chooses three children randomly to sing cardinal and ordinal number songs with him.
- 6) Teacher let students to sing cardinal and ordinal number songs together.
- 7) Teacher asks students one by one to write the cardinal and ordinal number in the blackboard correctly.
- 8) Teacher gives assignment for students.

#### 4. General Concept of Vocabulary

##### a. Definition of Vocabulary

One of the general components, which have to be mastered well by students in learning English, is vocabulary. If the student lack of vocabulary, they will have difficulties in using English to know what vocabulary is, the writer would like to present several definition suggested by linguist, Hornby said vocabulary is:

- 1) Total number of words, which (with rule for combine them) make up the language.
- 2) (Range of) words known to or use by a person in trade, profession, etc.<sup>20</sup>

Webster states definition of vocabulary is “a sum or stock of words employed by a language, group, individually or in work, in a field of knowledge”.<sup>21</sup>

From the definition above, the writer concludes that vocabulary is a list of words that have meanings that are used to communicate between one person to another.

Finocchiaro explain that students' vocabulary can be divided in to two kinds, they are “active and passive vocabulary”<sup>22</sup>

Active vocabulary consists of words which students understand, can pronounce correctly, and use constructively in speaking and writing. While passive vocabulary consists of words those students recognize and understand when they occur in a context and they never use them in communication. They understand them when they hear or read them, but they don't use them in speaking or writing.

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<sup>20</sup>AS. Hornby, *Oxford Advanced Learners Dictionary of Current English*,( Oxford : Oxford university press, 1986), p. 959.

<sup>21</sup>M. Webster, *Merriam-Webste'r Collegiate Dictionary, Eleven ed.* (Springfield: G. Merriam Webster Company Publisher, 2003), p. 1400

<sup>22</sup>M. Finocchiaro, *English as Second Language from Theory to Practice*. (New York, Regent publishing company,inc, 1974), p.73.

## **b. Teaching English Vocabulary to Elementary School Students**

Teaching vocabulary plays an important role in language acquisition. Vocabulary is one element that links for skill of listening, speaking, reading, and writing all together.

For this reason, teacher should pay more attention to teaching and learning English vocabulary to children as the learners. Teacher has to select the suitable words to be taught in the first stage and they also have to limit vocabulary to be taught.

Haycraft also suggest some guidelines on which the choice of vocabulary can be based on the following:

### **1) The most common words**

It is important to choose the words that are commonly used. It will be easy for students to understand and memorize.

### **2) Students' needs**

If the students want to know a certain words, the teacher has to teach it because motivation will help them to remember it.

### **3) Students' language**

If the students are from one language group, knowledge of their language can be helpful. The words that are similar in their language and English will be easily learned. From example, the words "class" in Indonesian will become "kelas", "glass" will become "gelas", etc.

### **4) Word building**

It is often useful to choose a word because a general rule can be transformed, for example: work-worker, direct-director, possible-impossible, etc.

### **5) Cross reference**

A lot of words are applicable to different situation or specification. For instance the teacher wants to explain the word "car"; it is worth to

have words that are common to other means of transformation, such as bicycle, train, airplane, bus, etc.

6) Related structure

Many structures have their own vocabulary, if the teacher is going to teach a word, he will introduce vocabulary connected with the word.

7) Stated in the classroom

The vocabulary discussed among the students (in the classroom) should be taken from and related to the list of vocabulary advised by curriculum.<sup>23</sup>

However, it should be noted that the words selected by the teacher make students become enthusiastic in teaching learning process.

Finoochiaro suggests several commands related to the teaching of vocabulary, they are:

- 1) Vocabulary should be taught in normal speech utterances.
- 2) New vocabulary item should always be introduced in known structures.
- 3) Whenever possible, the vocabulary item should be centered about one topic.
- 4) Whenever a familiar word is met in a new context, it should be taught and practiced.
- 5) Vocabulary item should be taught in the same way we teach everything else. We give our students an understanding of the meaning on many ways, dramatize, we show picture, paraphrase, etc.
- 6) Vocabulary should be practiced as structures are practiced-I substitution drills, transformation drill, question and answer, etc.
- 7) When teachers present new vocabulary, they should primarily try to achieve two things: 1. to enable the students to recognize the vocabulary well, 2. to make spelling and word building absolutely clear, so that when

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<sup>23</sup>J. Haycraft, *An Introduction to English Language Teaching*.(London: Longman group, Ltd 1969), p.44-45.

the students produce them, propped by the teacher, they know how to spell and what kind of vocabulary that they are learning.<sup>24</sup>

### **c. The Principle of Teaching Vocabulary**

In teaching vocabulary, the teacher as the authority of the class has job of managing the students' learning to gain the target of the vocabulary.

According to Wallace, there are six principles on which teaching vocabulary is to be based, they are:

#### **1) Aims**

“How many of the things listed does the teacher expect the learner to be able achieve the vocabulary what kinds of words?” The aims have to be clear for the teacher before they teach vocabulary to the students.

#### **2) Quantity**

The teacher has to decide on the quantity of the learned. The decision of the number of new words in a lesson is very important. The actual number still depends on a number of factors varying from class and learner to learner.

#### **3) Need**

In teaching vocabulary, the teacher has to choose the words really needed by his students. The students should be put in a situation where they have to communicate and get the words they need.

#### **4) Frequent exposure and repetition**

The teacher should give so much practice and repetition until his students master the target words well. He also should give opportunity to the students to use the words in writing or speaking.

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<sup>24</sup>M. Finoochiaro, *English as Second Language from Theory to Practice*. p. 73-74.

##### 5) Meaningful presentation

The teacher should present the target words in such a way that their meanings are perfectly clear and unambiguous, so the new word should be presented in context not in isolation.

##### 6) Situation presentation

The students should learn words in the situation in which they are appropriate.<sup>25</sup>

From the principles above, in teaching learning process the teacher should be able to identify who are the students, what are their needs, and how should the teacher teach in simple and interesting way. Different age of students indicate that they also have different need and interest.

## 5. General Concept of Cardinal Number

### a. Definition of Cardinal Number

“A number such as three (3) or eleven (11) or four hundred twelve (412), used in counting to indicates quantity but not order.”<sup>26</sup> So that, we can conclude A Cardinal Number is a number that says how many of something there are, such as one, two, three, four, five.

### b. Table of Cardinal Number

The following table shows the names of numbers. These numbers are sometimes called cardinal numbers. You can see from the numbers in this table how to form all other numbers.

**Table1. Table of Cardinal Number**

Cardinal Numbers	
0 zero,	26 twenty-six
1 one	27 twenty-seven

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<sup>25</sup>M.J. Wallace, *Teaching Vocabulary*, (London: Heinerman, 1982), p.27-29.

<sup>26</sup>Joseph P. Pickett, *The American Heritage Dictionary of The English Language*. (New York:2006), p.281.

2 two	28 twenty-eight
3 three	29 twenty-nine
4 four	30 thirty
5 five	40 forty (no "u")
6 six	50 fifty
7 seven	60 sixty
8 eight	70 seventy
9 nine	80 eighty
10 ten	90 ninety
11 eleven	100 a/one hundred
12 twelve	101 a hundred and one
13 <b>thirteen</b>	110 a hundred and ten
14 <b>fourteen</b>	120 a hundred and twenty
15 <b>fifteen</b>	200 two hundred
16 <b>sixteen</b>	1.000 a/one thousand
17 <b>seventeen</b>	1.001 a thousand and one
18 <b>eighteen</b>	1.010 a thousand and ten
19 <b>nineteen</b>	2.000 two thousand
20 twenty	10.000 ten thousand
21 twenty-one	11,000 eleven thousand
22 twenty-two	100.000 a/one hundred thousand
23 twenty-three	1.000.000 a/one million
24 twenty-four	2.000.000 two million
25 twenty-five	1.000.000.000 a/one billion <sup>27</sup>

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<sup>27</sup>A. Faidal Rahman Ali, *English Grammar Completed Edition*, (Jakarta: PT Buku Kita,2010), p.409-410

### c. Spelling of Cardinal Number

- 1) If a number is in the range 21 to 99, and the second digit is not zero, we should write the number as two words separated by a hyphen:

25 twenty-five, 57 fifty-seven, 89 eighty-nine

- 2) Numbers over 100 are generally written in figures. However if you want to say them aloud or want to write them in words rather than figures you put '**and**' in front of the number expressed by **the last two figures**. For example:

203 two hundred and three

622 six hundred **and** twenty-two

- 3) Numbers between 1000 and 1,000,000 is usually said or written in words as:

1,803 one thousand, eight hundred and three

1,963 one thousand, nine hundred and sixty-three

2,840 two thousand, eight hundred and forty

- 4) Expressing Millions.

1.412.605 one million four hundred (and) twelve thousand six hundred (and) five

2.760.300 two million seven hundred (and) sixty thousand three hundred

- 5) Saying years.

We normally say a year in two parts. In the case of years ending in "00," we say the second part in "hundred":

1058 ten fifty-eight

1706 seventeen hundred and six (or 'seventeen oh six')

1865 eighteen sixty-five

1900 nineteen hundred.<sup>28</sup>

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<sup>28</sup><http://www.studyenglishtoday.net/cardinal-numbers.html> [Accessed at 21/09/2011]

## 6. General Concept of Ordinal Number

### a. Definition of Ordinal Number

“A number indicates position in a series or order. The Ordinal Number are first (1st), second (2nd), third (3rd), and so on.”<sup>29</sup> In other word an ordinal number is a number that expresses position in a series, such as 1st, 2nd, or 3rd.

### b. Table of Ordinal Number

**Table 2. Table of Ordinal Number**

Ordinal Numbers	
1st first	20th twentieth
2nd second	21st twenty-first
3rd third	22nd twenty-second
4th fourth	23rd twenty-third
5th fifth	24th twenty-fourth
6th sixth	25th twenty-fifth
7th seventh	26th twenty-sixth
8th eighth	27th twenty-seventh
9th ninth	28th twenty-eighth
10th tenth	29th twenty-ninth
11th eleventh	30th thirtieth
12th twelfth	40th fortieth
13th thirteenth	50th fiftieth
14th fourteenth	60th sixtieth
15th fifteenth	70th seventieth
16th sixteenth	80th eightieth
17th seventeenth	90th ninetieth
18th eighteenth	100th hundredth <sup>30</sup>
19th nineteenth	

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<sup>29</sup>Joseph P. Pickett, *The American Heritage Dictionary of The English Language*. p.1238

<sup>30</sup>A. Faidal Rahman Ali, *English Grammar Completed Edition*, p.409-410.

### c. Using of Ordinal Number

We use in ordinal number several ways:

- 1) As names of streets

First Street    Fifth Avenue

- 2) To express dates

March 2<sup>nd</sup>    December 31<sup>st</sup>

- 3) To show sequence.

The second person in the row *the* fifth floor in the building

<sup>31</sup>

From explanation above, the writer concluded that there are several ways to express ordinal number. First, ordinal number is as names of streets. Second, ordinal number is to express dates. Third, ordinal number is to show sequence.

### d. Spelling of Ordinal Number

- 1) Just add **th** to the cardinal number:

- ❖ four - fourth
- ❖ eleven – eleventh

- 2) Exceptions:

- |                 |                    |
|-----------------|--------------------|
| ❖ one - first   | ❖ five - fifth     |
| ❖ two – second  | ❖ nine - ninth     |
| ❖ three – third | ❖ twelve – twelfth |

- 3) In compound ordinal numbers, note that only the last figure is written as an ordinal number:

- |                       |                                           |
|-----------------------|-------------------------------------------|
| ❖ 421 <sup>st</sup>   | = four hundred and twenty-first           |
| ❖ 5.111 <sup>th</sup> | = five thousand, one hundred and eleventh |

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<sup>31</sup>Robert J. Dixon, *Grammar to Go 1-3: English Grammar Practice*, (New York: Longman, 2004), p.96.

#### 4) Abbreviated form

When expressed as figures, the last two letters of the written word are added to the ordinal number:

- ❖ First = 1st
- ❖ Second = 2nd
- ❖ Third = 3rd
- ❖ Fourth = 4th
- ❖ hundred and first = 101st

#### 5) Titles

In names for kings and queens, ordinal numbers are written in Roman numbers. In spoken English, the definite article is used before the ordinal number:

- ❖ Charles II - Charles the Second
- ❖ Edward VI - Edward the Sixth
- ❖ Henry VIII - Henry the Eighth<sup>32</sup>

### 7. The Characteristics of Elementary School Students

Elementary students are different from other school students. It is because they have different characteristics and motivations. Generally elementary school students in many countries have the same characteristics. Based on a book entitled *Psychology Perkembangan* that is written by “Tim pengembangan MKDK IKIP Semarang”. The characteristics of elementary school students are as follow:

- a. The elementary school students at the age seven to twelve years old.
- b. They are in the smart age. It means that they often show what they know from school and they are really proud of it.
- c. There is strong correlation between physical condition and school achievement.

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<sup>32</sup><http://www.ego4u.com/en/cram-up/vocabulary/numbers/ordinal>. [Accessed at 10/10/ 2011].

- d. They intended to praise themselves.
- e. At the end of this phase, they begin to have an interest in special subjects.<sup>33</sup>

In general, the elementary school students are enthusiastic to know and learn everything. They also grow in physical, cognitive, moral, emotional, and psychological development area. The characteristics of elementary school students in each of the area are:

In the area of physical development, the characteristics of elementary school students include: they grow during elementary school; they develop their skill in readable writing; boys and girls during elementary school years double their muscle strength; girls are generally are taller than most boys before ten; boys tend to be more noisy, energetic, and competitive than girls during the ages of 5 to 10.

However based on the area of cognitive-intellectual development, characteristics of elementary school students include: they can follow even relatively complex instructions; they have definitely longer attention spans; they are able to cooperate their own personal knowledge; they start to establish logical patterns amount of information; they are able to think at higher levels; they are very curious to know new things and develop new skills.

Therefore, in the area of moral development, characteristics of elementary school students are: Elementary children can differ clearly paradox thing such as black or white, good and bad, right and wrong; they basically worry about being punished (time-out; loss of recess, etc.); second grade students tend to need friends to further their own interests; they develop and show empathy for others lately; most of them tend to grow up their empathy to others; later they understand important attributes such as trust, loyalty, and respect.

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<sup>33</sup>Tjetjep Rohendi Rohidi dkk, *Psikologi Perkembangan*, (Semarang: Semarang Press, 1989), 2<sup>nd</sup> Ed, p.102.

Moreover, in the area of psychological development, the elementary school students have some characteristics as follow: early elementary children analyze relative such as son, daughter, brother, sister; elementary school years, especially from third grade on, are characterized by students playing with same gender classmates; they try to learn social skills such as tattletails, bossy, and sows-offish; they develop a sense of humor; they tend to feel their parents and teachers' attention and encouragement to keep on trying and learning new skills.<sup>34</sup>

Based on the characteristic above, the writer would conclude that elementary school students are the children at the age of 7 to 12 years old. They are very enthusiastic in learning something new. They still love to play. They are able to differentiate between abstract and concrete things. Children usually get bored quickly if they face something difficult. Therefore, the teacher should provide an enjoyable atmosphere in class room with encouraged the students to be eager to learn English.

### 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>35</sup> Hypothesis is a temporary answer of problems in research until proved from the data which collected.<sup>36</sup> So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypothesis of this research is: The use of music performance as a medium of teaching is effective to teach English cardinal and ordinal number to the fifth grade of SDN 01 Manggung Sari Weleri Kendal in the academic year of 2011/2012.

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<sup>34</sup><http://www.centerforexcelence.cmich.edu>. (Accessed at 3/1/2012)

<sup>35</sup>Sutrisno Hadi, *Statistik*, Vol. 2, (Yogyakarta: Andi, 2004), p. 210.

<sup>36</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p.64.