

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Research**

There are some researches done their researches in the implementation of using song lyrics strategy. One of them is a study by Mega, student from FPBS Faculty, Universitas Pendidikan Indonesia (UPI). She had made a thesis which the title is “THE USE OF SONG LYRICS IN IMPROVING STUDENTS’ GRAMMAR MASTERY OF PAST TENSE (A quasi-experimental study at the second grade of one senior high school in Cianjur)”.

Based on her study, she wants to explore the information whether song lyrics is effective in improving students’ mastery of past tense or not, and to investigate students’ responses towards the use of song lyrics in learning Past Tense.

The result of this research shows that the implementation of song lyrics is likely to be effective in improving students’ grammar mastery of past tense. Based on the students’ responses, it was discovered that there are some advantages and obstacles that students encountered. In this case, there are three advantages of using song as media in teaching grammar that were identified. First, using song lyrics helps students to learn past tense especially in memorizing the verbs and the formula because by using song lyrics students learn grammar

subconsciously. Second, using song lyrics create new atmosphere for students in learning grammar since students feel more enthusiastic because the teaching learning process is different from their learning routine. The last, students get many vocabularies and know how to pronounce it.

And the next previous research is a Bachelor Thesis by Daniela Galandrová, student of Department of English Language and Literature, Faculty of Education in Masaryk University, Brno. She had finished her thesis with the title is POPULAR MUSIC AS A SPRINGBOARD TO GRAMMAR TEACHING.

The research shows several responses from her student after she asked them in a questionnaire form for them about music in learning process, where the total number of participants was 93 (18 students in 2<sup>nd</sup> year, 24 students in 3<sup>rd</sup> year, 28 students in sexta and 23 students in septima). First question from her is “Would you like your teacher to use music in English lessons?”. About 70% of the students (60 students) give a positive answer to a question whether they would like their teachers to use music in the English classes. And the next question is “Do you think music can help you in learning English?”. The fact shows more than 60% (54 students) of her students are convinced that music can help them in learning English is very important from the motivational point of view. Another question is “Can songs by the Beatles help you in

learning English?”. More than a half of the students (48 students) think that the Beatles’ songs may help them in learning English.

She concluded that the use of music combines two important phenomena: the language system and pleasure-grammatical issues and structures are taught and practiced and the students enjoy it.<sup>1</sup>

## **B. Theoretical Framework**

### **1. Song Lyric**

Song means short piece of music with words that you sing.<sup>2</sup> Music is the universal language and children respond very strongly to songs. Singing together with other children, a teacher or another adult is a pleasure activity for children. It is a fun way for children in learning English to increase their skills in English.

Bryan R. Simms has opinion that music is an organization of sounds and time capable of conveying meaning. And also he adds that music is like the exterior appearance of sculpture, a more profound understanding of it will be gained by knowing how it is put together, how its parts relate to on another, and how its form help to express

---

<sup>1</sup> Daniela Galandrová, *Popular Music as A Springboard to Grammar Teaching*, (Brno: Masaryk University, 2007), P. 45

<sup>2</sup> *Oxford Learner’s Pocket Dictionary*, (New York: Oxford University Press, 2008), p. 412

its aesthetic content. Our attention may at first be attracted by an external or general feature, but our full understanding and appreciation will begin only when we perceive its complete shape, differentiate its constituent parts, and understand how they work together.

According to Bryan:

The basic musical elements consist of three important things, they are melody, harmony, and texture. A melody is a succession of musical tones that belong together a convey a distinctive musical thought. Then, harmony is the principle by which chords are made up and linked together and texture is a quality that is basic to the shape and expressive content of the music and texture is created between the relationships, interaction of such musical strata.<sup>3</sup>

Song can be used to focus on the form of the language, including grammar, vocabulary, and pronunciation. Firstly, the song can be used as a sample of language to be analyzed. This could involve activities such as the students answering concept questions about grammar features in the song, searching the song for antonyms or identifying certain pronunciation patterns. Secondly, the songs can be used as an exercise. Students can be asked to do gap-fills, transformation, pronunciation drills, and so on using the lyric. In either case, the student can create the use of the mnemonic quality of songs: the way words are much more

---

<sup>3</sup> Bryan R. Simms. *The Art of Music: An Introduction*. (New York: Harper Collins College Publisher, 1993), p. 44

memorable in combination with rhythm and melody. Students can call given language forms to memory simply by singing the song mentally, and this is something people even do involuntarily.<sup>4</sup> Lyric (of poetry) means expressing direct personal feelings or strong emotion in an imaginative way.<sup>5</sup>

In conclusion, song lyric is a composition of words or sentences in verse that is sung and accompanied with musical instrument which the form of the verse is a form of poetry that expresses a subjective opinion (of the creator).

## 2. Grammar

Grammar means: a) A lesson about principles on creating and clustering words into sentences. b) Branch of Linguistics that studies syntax and morphology.<sup>6</sup> According to the Oxford dictionary, grammar is (book that describes the) rules for forming words and making sentence.<sup>7</sup> The word grammar derives from Greek, *Grammatike Techne*, which means “art of letter”, from *gramma* which means

---

<sup>4</sup> Mark Hancock, *Singing Grammar-Teaching grammar through songs* (Melbourne: Cambridge University Press, 1998), p. 7

<sup>5</sup> *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p. 257

<sup>6</sup> Suryadi & Junaida, *Complete English Grammar-Belajar Bahasa Inggris dari Awal sampai Mahir*, (Yogyakarta: Pustaka Pelajar, 2008), p. 1

<sup>7</sup> *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p. 193

“letter”, and graphein which means “to draw, to write”. In linguistic, grammar is the set of structural rules that governs the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. Linguists do not normally use the term to refer to orthographical rules, although usage book and style guides that call themselves grammars may also refer to spelling and punctuation.<sup>8</sup>

### 3. Conditional Sentence

#### a. What is Conditional Sentences?

Conditional Sentences means sentence which its content is supposition or assumption. A conditional sentence typically consists of an *if*-clause (which presents a condition) and result clause.<sup>9</sup> Conditional Sentences is supposition sentence that supposes dreams, hopes, plans, etc. that is possible, unreal (notion, illusion) and impossible to happen.<sup>10</sup>

---

<sup>8</sup> <http://en.wikipedia.org/wiki/Grammar>. (Retrieved on 10 November 2012)

<sup>9</sup> Betty Schramper Azar, *Understanding and Using English Grammar-Third Edition*, (New York: Longman, 1999), p. 412

<sup>10</sup> Slamet Riyanto, *English Tests For Senior High School Students*, (Yogyakarta: Pustaka Pelajar, 2007), p. 143

Conditional Sentence contains two clauses. The conditional sentence is also called an *if*-clause, because *if* is the word most often used to show that a clause states a condition, besides the result clause is a main clause. The *if* clause can come before or after the result clause, with no difference in meaning. Use a comma between clauses when the *if*-clause is first.<sup>11</sup>

b. Kinds of Conditional Sentences

1) Type One (Factual and Future Conditionals)

1.1. Factual Conditionals

A factual conditionals sentence has a main clause and an *if*-clause, which uses the simple present tense in both clauses. A factual conditional tells what usually or always happens under certain conditions (situations). Then *if*-clause describes the conditions and the main clause tells the usual result. In addition, *when* can be used instead *if* in factual conditionals.<sup>12</sup>

---

<sup>11</sup> Janis van Zante, *Grammar Links 3-A Theme-Based Course for Reference and Practice*, (Boston: Houghton Mifflin Company, 1999), p. 327

<sup>12</sup> M. Kathleen Mahnke, *Grammar Links 2-A Theme-Based Course for Reference and Practice*, (Boston: Houghton Mifflin Company, 2005), p. 122-123

## 1.2. Future Conditionals

Future Conditional is one of type of Conditional Sentences that explains dreams, hopes or plans that are still possible to happen.<sup>13</sup> A future conditionals sentence also has a main clause and *if*-clause, which uses the simple present tense in the *if*-clause, and uses the future with *will* or *be going to* in the main clause. A future conditional predicts what will happen in the future under certain conditions. The *if*-clause gives the condition, and the main clause predicts the result.<sup>14</sup>

*Example:*

- a) If I have time, I walk to work
- b) If I heat the water, it boils (**or:** Water boils when you heat it)
- c) If you read the prophetic life, you will understand Islam better
- d) If I have money, I will buy a new car
- e) If you leave, John will be sad

---

<sup>13</sup> Slamet Riyanto, *English Tests For Senior High School Students*, (Yogyakarta: Pustaka Pelajar, 2007), p.143

<sup>14</sup> M. Kathleen Mahnke, *Grammar Links 2-A Theme-Based Course for Reference and Practice*, (Boston: Houghton Mifflin Company, 2005), p. 122-123



## 2) Type Two (Present Unreal Conditionals)

Present unreal conditionals have a past form of the verb in the *if*-clause and *would/could/might* + base form of verb on the result clause. We use *were* for all persons of *be* in the *if* clause. The *if* clause of a present unreal conditional expresses a condition that is not true at the present time. The condition might be highly unlikely or impossible. The result clause tells what would happen if this untrue condition were true. It expresses the imagined result of an imagined condition.<sup>15</sup>

*Example:*

- a) If we had a car, we could drive to the Mall
- b) If she could sing, she would take voice lesson
- c) If I were the teacher, I'd give a lot of lesson homework
- d) If you were here, we could talk more

## 3) Type Three (Past Unreal Conditionals)

Past unreal conditionals have a past perfect form of the verb in the *if* clause and *would/could/might* + have + past participle of the verb in the result clause. The *if* clause of a past unreal conditional expresses a condition that was not true in the past.

---

<sup>15</sup> Janis van Zante, *Grammar Links 3-A Theme-Based Course for Reference and Practice*, (Boston: Houghton Mifflin Company, 1999), p. 334

The result clause tells what would have happened if the untrue condition had been true. It expresses the imagined result of an imagined condition in the past.

*Example:*

- a) If I had passed the exam at that time, I would have continued to university
- b) If I had been here, I would have been more careful
- c) If they had studied, they could have passed the examination
- d) If he had come earlier, you could have met him

Although some native speakers use *would* in both clauses of a past unreal conditional, it is generally considered incorrect to use *would* in the *if* clause.

*Example:*

- a) If you had said something, I would have done something (**not:** If you would have said something, I would have done something)<sup>16</sup>

---

<sup>16</sup> Janis van Zante, *Grammar Links 3-A Theme-Based Course for Reference and Practice*, (Boston: Houghton Mifflin Company, 1999), p. 339-340

#### **4. Teaching Conditional Sentence through Song Lyrics**

Songs in the classroom is a wonderful way to learn English. Song is one the general media that is very useful to be used in teaching English. Everyone likes listening to the music and song. It cannot only be fun for students and teacher in teaching learning activity but also useful in students' daily activities effectively.

Teaching Conditional Sentence through Song Lyrics means teachers, especially English teachers, teach their students the lesson of Conditional Sentence with certain media, in this case the media is song lyrics. In their teaching learning activity, teachers may allow using tape recorder, paper contained song lyrics, and others, to teach their students.

Ludwig van Beethoven once said, "Music is the electrical soil in which the spirit lives, thinks, and invents".<sup>17</sup>

When teaching English as a second language to children in the classroom, song can be an effective way to get your point across. Some songs focus on teaching a particular grammar point or a part of speech. Connecting

---

<sup>17</sup> Leah, Williams. <http://www.ehow.com/list-effects-teaching-english-classes.html> (Retrieved on 19 March 2013)

these concepts with music is mnemonic devices that can help students remember.<sup>18</sup>

Sarah Philips offers guidelines for doing action song in class that can be summarized. First step, play or sing the song once or twice which the children just listen to, so that they begin to absorb the tune and rhythm, students can play or sing the song again and get them to elaborate the rhythm and/or hum the tune to the music. And then, to get them to join in the action with the teacher, then the teacher asks them if they can tell the song means from the action. Explain anything they do not understand.<sup>19</sup>

Because of many viewpoints, stating that grammar is an important language aspect should be possessed and mastered. It would be better to review some methods includes the grammar aspect in language teaching and learning. Followings are some of them:

a. Grammar Translation Method

This method emphasizes grammar component to be taught, grammatical rules are given in quite large proportion and are taught deductively because the

---

<sup>18</sup> Maggie McCormick. <http://www.ehow.com/how-teach-english-children-through-songs.html> (Retrieved on 19 March 2013)

<sup>19</sup> Sarah Philips. *Young Learners*. (New York: Oxford University, 1993), p. 95

fundamental purpose of language learning is to be able to read literature written in the target language.<sup>20</sup>

There are the things that the teachers have to do when they apply this method:

- 1) Use of mother tongue.
- 2) Vocabulary items are taught in the form of word lists.
- 3) Elaborate explanations of grammar.
- 4) Focus on the morphology and syntax.
- 5) Reading of difficult texts early in the course.
- 6) Practice focuses on exercises translating sentences or texts from mother tongue to the target language and vice versa.<sup>21</sup>

Students that taught successfully under the grammar translation method will have the ability to translate even difficult texts from their native language into English. They possess a thorough knowledge of English grammar, including verb tenses. These students will be familiar with several classical pieces of English literature, which are used for grammatical analysis and exercises.

---

<sup>20</sup> Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*. (English: Oxford University Press, 1986), p. 9

<sup>21</sup> H. Douglas Brown. <http://myenglishpages.com/blog/grammar-translation-method/> (Retrieve on 5 November 2013)

b. Communicative Language Learning

This method has main objective in language teaching and learning, that is students' communication ability. However the grammar aspect is given in quite proportion as the pre communicative activities.<sup>22</sup>

This method concerns that the students have to have communicative competence that refers to a learner's second language ability. It refers to a learner's ability of using grammatical rules, forming correct utterances, and knowing how to use these utterances appropriately. Communication is not just a matter of language. When we speak, our speech is accompanied to a greater or lesser extent by so-called non-verbal communication: gestures, facial expressions, distance, body attitudes, sighs, etc. We furthermore transmit many signals about ourselves, via our clothing, hairstyle, etc. Visual texts images, films, etc., are highly important modes of communication nowadays also in language teaching. So, communicative competence is extremely comprehensive and complex.<sup>23</sup>

---

<sup>22</sup> Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*, p. 123

<sup>23</sup> Dell Hathaway Hymes.  
<http://communicativelanguagelearning.wordpress.com/> (Retrieve on 5 November 2013)

c. Audio Lingual Method

The goal of this method is that students are hoped to be able to use the language communicatively. There are many drillings as forming habits in target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.<sup>24</sup>

The emphasis of this method is not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are automatic. Some characteristics of this method are:

- 1) Drills are used to teach structural patterns
- 2) Set phrases are memorized with a focus on intonation
- 3) Grammatical explanations are kept to a minimum
- 4) Vocabulary is taught in context
- 5) Audio-visual aids are used
- 6) Focus is on pronunciation
- 7) Correct responses are positively reinforced immediately<sup>25</sup>

---

<sup>24</sup> Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*, p. 43

<sup>25</sup> Bortolin, Daniela. <http://www.tjtaylor.net/english/teaching-method-audio-lingual> (Retrieve on 5 November 2013)

One of the key principles of the Audio-Lingual method is that the language teacher should provide students with a native speaker like model. By listening, students are expected to be able to mimic the model. Based upon contrastive analyses, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by rule memorization, but by examples. The method presumes that second language learning is very much like first language learning.

d. Direct Method

The objective of learning makes the learners communicate in target language. Thus, the proportion of grammatical rules to be taught is relatively just little. It tends to be taught inductively, that learners are provided with examples and they figure out the rule of generalization from the examples.<sup>26</sup> It is sometimes called the natural method because the aim is to teach students in a similar way that they acquire their first language. The direct method of teaching comes as a response to the shortfalls of the Grammar-Translation

---

<sup>26</sup> Diane Larsen-Freeman. *Techniques and Principles in Language Teaching*,  
p. 25



method, which works to teach grammar and translate vocabulary from the native language of the student.

The advantage of this method in teaching English is that it actually teaches the language and does not teach about the language. Furthermore, due to its emphasis on speech, it is better for students who have a need of real communication in English. Finally, this method introduces the use of teaching vocabulary using realia, which is still widely used today when teaching English to speakers of other languages. Besides, the disadvantage for this method is that it works on the assumption that a second language is learnt exactly the same way as the first. Second language acquisition varies considerably from first language acquisition.<sup>27</sup>

Those methods might point out how grammar is seen as the aspect in language learning that cannot be ignored at all. Each of them includes grammar to be taught in language learning either in deductive or inductive approach although it might just be taught in a little portion.

---

<sup>27</sup> William Lake, <http://blog.about-esl.com/direct-method-of-teaching-english/> (Retrieve on 5 November 2013)

### C. Hypothesis

“Hypothesis is an answer that temporary toward research questions until it’s proven through the data that are collected”.<sup>28</sup>

This research is conducted based on the following hypothesis:

“The implementation of song lyrics can improve students’ grammar mastery of Conditional Sentence”.

---

<sup>28</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 6<sup>th</sup> revised, p. 71