

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consists of the explanation of songs, the use of songs in teaching English, the explanation of pronunciation, teaching pronunciation using songs and characteristic of children. The explanation of each part is as follow.

#### **2.1 Songs**

Song, associate with language learning, becomes one of the effective strategies in encouraging students to learn foreign language. Nunes (1993: 50) states that it adds variety to the teaching learning process. It provides a fun and relaxing atmosphere in the teaching and learning process. It exposes the students with the elements of the foreign language in a more enjoying way. The students become more motivated by its music, variety of rhythms, instrumentations, different voices involved, and by its theme. It stimulates and develops students' sensation and feeling so that they are willing to talk and even might be able to speak fluently about their feeling and thought. It also makes the students feel secure and comfortable in practicing the foreign language.

It is common knowledge that wanting to understand the meaning of English songs is one of the attractions that the students have when learning English (Hadisty, 1993: 54). They even try to write the lyrics of songs so that they can sing the songs and then translate them and will probably try to understand the meaning.

Griffle (1992: 5) categorizes song, based on its usage, into two types:

1. Song as text: song can be used as a text for teaching,
2. Song as supplement: song can be used in the outside of the teaching curriculum, such as using song after regular lesson.

Song can also be used in various steps: introducing new language, practice, and production. All of these can be done if, when using song in teaching elements of language, the teacher considers the age and interest and the level of the students. The song should also have clear pronunciation and its rhythm should not be too fast. This is done in order to make the learning process become more effective.

## **2.2 The use of songs in teaching English**

In teaching English, songs are used to improve students' pronunciation. In using songs to teach English to elementary students, the

teacher has to choose the most suitable songs that will be used in teaching learning process. No rules for selecting songs for classroom use but there are several things to take for considerations when the teacher wants to choose a song which is about the class, the classroom opportunities, and the music.

*a. The class*

The teacher should consider the age and interest of the class and the time of the day in choosing the song.

*b. Classroom opportunities*

The teacher should consider the level of independence in the classroom. The teacher can use song when the curriculum has been predetermined.

*c. Music*

The teacher should consider a song in relation to the students and the teacher. It is not wise to use a song that both the teacher and students do not like and uncommon. Both the teacher and students should love the choice of song. Besides that, it is suggested to avoid using music that will disturb other class. The teacher can use library or English language laboratory so that the music will not disturb the other class.

Teachers have to choose and prepare the song before listened to students. Teachers need to find songs that interesting to the students. The song should have values that are acceptable to the teachers especially the students. According to Prof. Larry M. Lynch, there are three principal songs selection criteria.

- 1.) Use songs that are popular with the students whenever possible. Avoid using songs that are too old or too ancient.
- 2.) Songs must have clear and understandable lyrics. Avoid using songs that nobody can understand.
- 3.) Songs must have an appropriate theme. Songs with negative meaning should be avoided. Use songs that have positive, upbeat, and humorous.

The kinds of songs being used to teach English depends on the needs of the students themselves. If they should be focused on pronunciation, use songs that easy listening and easy to be remembered whether it is from the sounds, rhythms, or melody. By using songs as mentioned above, the students may be exposed to an accent which is outside the realm of what they might normally hear in context (Lynch). Thus, through songs, students can improve their pronunciation skill.

In this research, the researcher used two songs to teach pronunciation: One Two & Three (family) and Days. The first song, One Two & Three, is used to teach family pronouns such as mother, father, sister, and brother. The second song is used to teach the names of the day in a week such as Sunday, Monday, etc. All of the names are noun.

### **2.3 Pronunciation**

Pronunciation is a way of pronouncing a word accepted and generally understood (Otlowski, 1998). It is related to the fluency in stating the sounds of the words. Fluency is the speakers' ability to use the target language quickly and confidently with few hesitation or unnatural pauses, false shorts, word searches, etc. (Nunan, 2005:55). Parrish (2004) stated four characteristic of speaking activity which must be filled by teacher in order to improve students' fluency. First, the activity must give a lot of opportunities to students to talk. Second, the activity must be able to make all students to participate actively. Third, the activity must motivate students so they are eager to speak. Fourth, students can express their ideas in utterances that are relevant (p. 100). In brief, students can have good fluency if teachers give opportunities for students to practice speaking a lot.

Pronunciation is interesting to be discussed. Otlowski (1998) started discussion by questioning the function of pronunciation teaching because some researchers show contradicted result to each other. There is a research shows that pronunciation teaching has a very little or even none of effect student's pronunciation improvement. On the other hand, there is a research shows that there is an effect of student's pronunciation improvement especially related to positive effect of pronunciation improvement on listening comprehension. From the two contradictive researches above, pronunciation surely is interesting to be discussed, added by the using of songs as the media to teach it.

#### **2.4 Teaching pronunciation using songs**

In language teaching and learning, pronunciation is the central role, especially in English. It is one of the most important things that should be mastered by students in order to communicate well. Otherwise, students will have some difficulties when communicate with others. Brown used the term "intelligibility" to describe the importance of pronunciation on conveying meaning (1992: 3). Intelligibility relates to how pronunciation of the speaker can be understood and comprehended by the listener. The process of conveying meaning is closely related to the listening comprehension. Gilbert (1994) strengthened that *"If someone cannot hear*

*English well, they are cut off from language. If they cannot be understood easily, they are cut off from conversation with native speakers”.*

The importance of pronunciation in language teaching and learning is known by teachers. However, it tends to be neglected in classes. Gilbert and Rogerson proposed two reasons for pronunciation neglect in classes. First, it is the absence of time for pronunciation teaching and learning in the syllabus. It happens because teachers think that the sounds of the words being taught will be automatically learned in the lesson. Second, it is the opinion about the useless of pronunciation teaching (1990: viii). It means that the pronunciation teaching is ineffective and there is no part for pronunciation teaching. Regardless, if there is no part for pronunciation teaching, students will not know the right way to pronounce the words and they will make mistakes in pronunciation.

Pronunciation mistakes are very common in English learning process. This might happen because of the lack of attention from both teachers and students in pronunciation. If the mistakes happen repeatedly, it can be errors. Mistakes are slips of the tongue and happen only one-two times while errors are systematic and occurs repeatedly by the same person.

Teaching pronunciation using songs helps students to remember the sounds easily. Song can be used in improving students' pronunciation since it provides the students not only with the way to improve the sounds but also with the introduction and practice of new sounds (Griffle, 1992: 7). With songs, the pronunciation of the words will be absorbed more effectively.

Songs are used by the researcher in direct way. While producing the words by singing the two songs mentioned above, the researcher also kept the students active by making them repeat after her then sang it by themselves. The researcher mentioned the sounds clearly by moving her mouth the way the word sounds and asked the students to do the same.

The tests given were pre-test and post-test in which each student pronouncing the vocabulary provided within the lessons directly to the teacher. For each test, the researcher asked the students one by one to pronounce some vocabulary based on the topic chosen. Right after the student pronounced the word, the teacher would listen to the pronunciation of the same word from her laptop, using Cambridge Advance Learner's Dictionary: Third Edition application. The students were asked to repeat the words for about five to seven times until the teacher got the best achievement to give the score.



## 2.5 Characteristics of children

There are a number of characteristics of young learners. They usually respond to meaning even they do not understand the individual words, they often learn indirectly in the classroom, their understanding comes from many sources, but crucially comes from what they see and hear and from what they have a chance to touch and interact with (Harmer, 1992: 34).

Teaching young learners is different from teaching adults (Brown, 1991). As young learners, they tend to change their mood every minute and they don't like sitting still. On the other hand, they show a great motivation to do things that appeal to them. Young children also do not come to the language classroom empty-handed. They bring with them an already well-established set of skills and characteristics which will help them learn another language (Halliwell, S, 1992:3, Longman). Halliwell identifies those skills as follows:

- a. Children frequently learn indirectly than directly.

As we all know, almost all the children learn something by hearing and looking at what their surroundings do. After that, they will try to imitate the act and often make it as their own. The basic of children is to imitate things they like. It is different if someone teaches them something

directly. Usually, children will choose what they will learn first. That is why, children frequently learn indirectly than directly.

b. Children take great pleasure in finding and creating fun in what they do.

Children, in their age, still like to play. They like to do something fun than to study seriously. Even though they must study to get the basic knowledge, they prefer to do it in fun ways. Thus, they will seek fun games to get the knowledge. Children take great pleasure in finding and creating fun in what they do.

c. Children have already imagination.

Children are still pure from anything like burdens. They still think in fun ways and their imagination is wilder than adults. Somehow they can suddenly think of something illogical but fun as they thought. That is why children have already imagination.

By having those skills and characteristics, children already equipped themselves basically to learn English easily.

## **2.6 Classroom Action Research**

Classroom Action Research is a form of *collective* self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as

their understanding of these practices and the situations in which these practices are carried out (Kemmis and McTaggart, 1988: 5). Classroom action research is also related to self-improvement since it is designed, conducted, and used by teachers themselves (Cross, 1987: 499). It is, by definition, situation specific, and the findings of classroom research are, therefore, relevant to a given teacher and can be used directly to improve practice (p.500). Classroom action research as exploratory teaching (Allwright and Bailey, 1991) focus on understanding of what goes on in the classroom, both of successes and "failures", posing questions as a *research perspective* to teaching in which teacher as an observer, doer, thinker, and one who understands; identify problems in work, analyze them, identify activities to be used and relate them to problems.

The teacher's position is not only as teacher but also as researcher (Stenhouse, 1983). The teacher observes the situation and condition happens in the field and identifies the problem that occurs within. The teacher can develop professional competence as well as improve students' learning through action research (McNiff, 2003).

The initial conception of action research emphasized its potential to empower and emancipate participants through cycles of reform based on reflection and action (McDonough, 2006; cited in Varasarin, p.50). Action research can inform teachers about their practice and encourage them to take

leadership roles in their local teaching contexts (Mills, 2003). This study was completed in two cycles aimed to know the improvement of learners' pronunciation using songs in one school in East Jakarta and to see whether using songs were beneficial to their improvement. Teacher asked learners to participate in the activity and then she reflected on their improvement and reported how it happened.