**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

1. Media in Teaching English

Definition of media has diverse meanings. The experts gave a different understanding about the definition of media. Based on the meaning of the word, the word media comes from the Latin "medius" which literally means "middle", "intermediate", or "introduction". In Arabic, the media is an intermediary or messenger from the sender to the receiver of the message. (Arsyad, 2007:3).

Furthermore, he had explained that; in the short, "media is a tool that convey or deliver the message of learning". In the teaching-learning process, there is “Media of Learning”. He stated that;

"The media of learning includes tools that physically used to convey the content of teaching material consisting of among other books, tape recorders, cassettes, video cameras, video recorders, films, slides (picture frame), picture images, graphics, television, and computers. In other words, the media is a learning resource or components that contain instructional materials in the students’ environment that can stimulate students to learn." (Arsyad, 2007:5)

The media used in the teaching-learning process has the following functions and benefits;

1. Media as a teaching tool that also affect the climate, conditions, and learning environment that is organized and created by teachers.
2. The use of media in teaching and learning can awaken new desires and interests, motivational, and stimulating learning activities.

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1. The media can help to improve understanding, presenting data and information with interesting and reliable way.
2. The use of media will make more varied of teaching method, not merely verbal communication through the narrative of words by the teacher.
3. It helped to foster a sense that can help the development of language skills.
4. Provide experiences that are not easily obtained in other ways, and help the efficiency and diversity in learning.

The use of media must be adapted to the teaching process in English. The media should also be able to keep students’ interest and enjoys to make them learn English and must be able to improve students’ skills in English.

Suyanto (2007:40) suggests the media users to consider several accounts; those are;

1. Can the teacher prepare the media easily?
2. Are the media quite appealing to students?
3. Is the language used in the media quite meaningful and authentic?
4. Can the use of such media add or develop students' English language skills?
5. Is it easy to obtain and operate the media?"

At this time there has been known for a variety of media that can be used in teaching and learning in the classroom. Generally, there are four different groups based on the development of the technology of the media, namely print media, audio-visual media, computer-based media, and mixed media. The examples of the print media are; books, text, images, etc. Examples of audio-visual media are: tape recorders, film projectors machine, etc. Meanwhile, the examples of computer-based media are; computer-assisted instruction (learning with computer assistance), etc. And, an example of the combined technology media, namely some form of media that is controlled by a computer, such as videodisk player, etc. In addition, there are also a variety of other media, such as media of games, television, pictures, songs, cards, puzzles, papers, etc.

1. Media is as Authentic Material

In general, there are two kinds of teaching materials, i.e. materials that have been produced by the author (example: course books) and teacher-produced materials. Teacher-produced materials are also known as authentic materials. In determine the material, teachers can make adoption (taking directly), adaptation (selecting with adjustment / construction), and develop their own material.

From an article in The Internet TESL Journal by Ferit Kilickaya, it had written the definition of authentic material. “The definitions of authentic materials are slightly different in literature. What is common in these definitions is 'exposure to real language and its use in its own community'. It is defined as 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication.”

Following are some advantages of using authentic materials; it is contextualizable, it have a positive effect on learner motivation, it provide authentic cultural information, it provide exposure to real language, it relate more closely to learners' needs, it provide the opportunity to select texts and activities at exactly the right level for particular learners to ensure appropriate challenge and level of success, and it support a more creative approach to teaching.

Even, Nunan (1999:212) stated, that, “this authentic materials helps bring the content of life, and ultimately makes learning and using language more meaningful, and, ultimately, I believe, easier for students”.

Media is an authentic material, because it is intrinsically interesting and can be motivating. The use of it is available for use in the classroom at all-level. It is adapted to the purpose of the learning materials provided in the classroom. The use of the material should be effective, so it is able to achieve the learning targets.

Richards and Renandya (2002:84) argued that the effective teaching materials are likely to reflect the following statements;

1. The materials must contextualize the language that they present. The materials need to include such information for students so that they can be used as references beyond the classroom and independently of the teacher.
2. The language used should be realistic and authentic. Materials need to be authentic-like, that is, “authentic”, in the sense that the language is not artificially constrained, and is, at same time, amenable to exploitation for language teaching purposes. In other words, the quality of the materials is important, because of its impact on learners and their motivation.
3. Classroom materials will usually seek to include an audio visual component.
4. Materials need to build in self-assessment tasks which require learners to reflect on their progress.
5. Materials need to be flexible enough to cater to individual and contextual differences.
6. Learning needs to engage learners both affectively and cognitively.

If the materials are not effective, there are also disadvantages of authentic materials of teacher-produces materials. Jocelyn Howard described on his paper, “Guidelines for Designing Effective English Language Teaching Materials”. It can be concluded, that, the disadvantages of teacher-produced materials are;

1. The lack of organization; without a clearly thought through and well-organized system, the materials may be difficult to locate for ongoing use, or may end up damaged or with part missing.
2. Quality; possibly the most common criticism leveled against this materials is about the quality of the materials.
3. Time; the key factors inhibiting many teachers from producing their own teaching materials is time, because it is time-consuming.

Therefore, Howard (2005:103) also explained six factors that teacher need to consider when embarking on the design of their own teaching materials for their learners. The description as follows;

1. Learners

It is the first and most important factor. Teachers should ensure they know their learners well. Teachers must know the learners needs. The points of the materials have to relevance, interest, motivation, and meeting specific individual needs.

1. The curriculum and the context

Those are variables that will significantly impact on decisions about teaching materials. A curriculum outlines the goals and objectives for the learners and course of study.

1. The resources and the facilities

The availablelity of those are as an element of context. Access to resources and facilities will impact on decisions in materials design.

1. Personal confidence and competence

Those factors will determine an individual teacher’s willingness to embark on materials development.

1. Copyright compliance

Teachers need to be aware of the restriction that copyright laws place on the copying of authentic materials, published materials, and materials downloaded from the Internet for use in the classroom. Copyright law has implications when creating materials that include excerpts from published works.

1. Time

It is important to consider ways to make this aspect manageable.

At the last, it is also described about the guidelines for designing effective English teaching materials. The guidelines are;

1. The first, as always, English language teaching materials should be contextualized. The materials should be contextualized to; the curriculum they are intended to address, the experiences or realities and first language of the learners, and the topic and themes that provide meaningful and purposeful uses for the target language.
2. The materials should stimulate interaction and be generative in terms of language.
3. English language teaching materials should encourage learners to develop learning skills and strategies.
4. It should allow for a focus on form as well as function.
5. It should offer opportunity for integrated language use.
6. The materials should be authentic.
7. English language teaching materials should link to each other to develop a progression of skills, understandings and language items.
8. English language teaching materials should be attractive
9. English language teaching materials should have appropriate instructions.
10. English language teaching materials should be flexible.

In this research, the researcher used the song as a media in teaching English. The use of the tools of media can use audio-visual, computer, and even print media such as the text of the lyrics of the song. Its use is tailored to the needs of teaching in the classroom. The choice of songs as the media that is used in teaching English, because; song is very well recognized to sense of hearing, the song is able to attract attention and arouse students' motivation, and the language of song is learnable and enjoyable. As well, its use can be developed and adapted to the subject matter which language is being taught.

The songs are flexible for language teaching materials, contextualization, authentic teaching materials, easily available, it offers opportunities for integrated language use, it can develop a progression of skills, understandings and language items. In addition, it is good to improve language skills.

1. Song as Media in Teaching English

The song is one of the media. Songs can be used as teaching material in English. As noted earlier, the song is something very familiar to us. It is assumed that students are already very familiar with the songs, and some even say that the song could not be separated from human life.

We can make a choice in using it as a media in teaching English. We know, that, there are situations when learning a language, especially in learning foreign language, there are tendency students will feel very bored if in the process of learning continues to discuss the tenses, the grammar while the teaching of oral explanation in front of the students, then after that do the task in the student worksheet. This will make in studying feel bored and the students feeling of tiredness. Therefore, to avoid these things, it is necessary to use media to attract students' attention and motivate students to learn and even to love learning English.

Literatures mention that the learners who are still in a young age to learn a foreign language at school or who are usually referred to *Young Learners*, often feel bored quickly and do not like learning English. They think that English is considered to be complicated and difficult lesson to learn. Thus, while at the lesson, they often feel lazy, and so forth. As we know, makes people to like something for the children, especially liked a particular lesson, it is very difficult. Media are needed to interested in learning the English language.

Moon (2000:17) argued that motivation is very important in a learning process. Without the motivation, Learners will be difficult to develop the learning and ability to learn languages. In addition, Nunan (1999:232) stated that, “Motivation is a key consideration in determining the preparedness of learners to communicate. Motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”.

Based on an article on tefltunes.com (accessed on March 10th 2012), there are 20 reasons why using songs in teaching language lesson are meaningful to the students;

1. Most students are highly motivated by song-based activities, which they perceive to be fun.
2. You can create lessons around songs that can be used to practice any of the main language skills.
3. Grammar can be surreptitiously presented or practiced through songs.
4. Music can relax, disinhibit and simultaneously stimulate students. These affective responses to music are optimum for learning.
5. Playing a song immediately affects class atmosphere.
6. There is often a lot of repetition songs, which can aid long-term memory.
7. The rhythmical aspect of music also aids rote memorization.
8. Research show that students may retain more vocabulary when presented through a song.
9. Pop music is a highly accessible source of authentic language. Music is not scary; it is part of students’ lives outside the classroom. Even your beginner level students probably listen to music with lyrics in English.
10. Bringing pop music to class can help break down barriers, enabling students to better relate to their teacher and classmate.
11. Students may feel more fluent singing along to song lyrics than they do speaking a foreign language, so this builds confidence.
12. Music with lyrics engages both sides of the brain so becomes a powerful learning tool.
13. Using music to teach a second language is consistent with Gardner’s theory of multiple intelligences. Sheppard (2005:42), “Intelligence can be defined as; ability to understand, ability to interpretation, ability to take benefit from experiences”.
14. A range of colloquial language can easily be introduced through songs.
15. Most lyrics need to be interpreted, and regular practice of this may improve prediction and comprehension skills.
16. Pop songs cover a wide variety a means to integrate cultural dimensions in a lesson.
17. References in lyrics provide a means to integrate cultural dimensions in a lesson.
18. Music can help language learners to learn good pronunciation. Melodies and rhymes guide learners to speak in a native cadence.
19. Students may learn to segment new words more effectively when learning through song. This could be especially beneficial in the first phase of language learning.
20. Using songs in a lesson is a great way to encourage students to do so outside of class, providing essential extra-curricular listening practice.

Suyanto (2007:113) stated the description of song. “The song is a series of words that are sung with a certain rhythm and tone”. He is also stated that, “actually, song is created by two aims. They are; songs that were created simply to be enjoyed and songs that were created for the purpose of learning, for example, to teach vocabulary, phrases, or patterns of a particular sentence." For its use as a media of language learning, teachers must pick and choose songs that fit the needs and learning objectives to be achieved.

The song that was created for language learning in the classroom usually have the following traits; a) contains word, phrase, and sentences with a particular theme, b) the elements of language is repeated, c) generally, the song have context so easy to memorized, d) the song sung by the body movements (action songs), e) the song can be sung by learners outside of the classroom, and f) have happy pitched and fast (Suyanto, 2007:114).

1. Song Can Improve Skills in English

In learning of language, we have to be able to master the language skills. Allison (1999) had given the explanation about what is language ability (skill) like. They are four forms of language ability (skill). The description as follows;

Firstly, Allison mentioned that language ability is knowledge of an inventory of language items. It has been to present in terms of knowledge of the language systems, even though it is not the whole. Second, language ability is a single language competence. Third, language ability is a set of language abilities (a divisible competence). And the last, language ability is a set of contexts of language use.

In general, we already know the four skills that must be mastered in learning the language. Allison (1999:45) stated that, “a four skills model offers a useful preliminary framework for describing a language course and the range of skills and contexts that it seeks to develop. This can be valuable for both testing and evaluation purposes”. The four skills are speaking, writing, listening, and reading.

Of the four skills, it can be divided into the classification. Johnson (2001:269) described that, “there are two conventional ways to dividing the four skills up. The first is into medium, with listening and speaking occurring in the spoken medium, reading and writing in the written medium. The second division is the receptive skills of listening and reading, and the productive skills of speaking and writing”.

Listening and speaking divided into spoken medium, it is because listening is an ability to identify and understand spoken language. Meanwhile, speaking is an ability to speak in spoken language. And, reading and writing divided into written medium, because those related with written.

The second division is the receptive and the productive skills. These include into the communicative skills. Different with the first division above, the receptive skills are listening and reading. Because, in listening and reading, the students passively receive and process the information through these skills. Meanwhile, the productive skills are speaking and writing. Because, learners doing these to produce language. Speaking and writing are also known as active skills.

Following, the description about each of the skills;

1. Speaking Skill

“Speaking is perhaps the most demanding skills for the teacher to teach” (Scoot and Ytreberg, 1990:33). Speaking skill emphasizes the users to be able to speak to express their opinions and thoughts, communicate intentions and the reactions, and explore the language well. Therefore, it is possible to cause the learners difficult to master it, because they have to say it through a language that not their own.

Suyanto (2007:57) described several factors that may cause less successful mastering speaking skills, as follows;

1. English is not used in the outside of classroom or in society, because it is a foreign language.
2. Lack of or almost no exposure to English in the public or in the environment around us.
3. Learning English in the school is less emphasis on speaking skill, but more focused on learning grammar, vocabulary, etc.
4. The feel of shame and fear of making mistakes when practice speaking.
5. Do not feel need, unless there is a change to go to English Speaking Country for continuing education or tourist visits.

For that, we need a media that is able to train and improve learners' ability to speak without embarrassment to say the vocabulary in a foreign language being learned.

1. Listening Skill

Listening is the skill that learners acquire first. Nunan (1999:200), “listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, learning can not begin”.

Suyanto (2007:54) stated the aims of learning of listening, to; listen to instructions or orders to do something, obtain information or answers you need, and receive messages, news and stories that delivered orally.

“There are many different types of listening. We can classify these according to a number of variables, including listening purpose, the role of the listener, and the type of text being listened to. These variables can be mixed and matched to give many different configurations, each of which will require a particular strategy on the part of the listener.” (Nunan, 1999:204)

In listening purpose, it involves different process and strategies of the way of listened to. For example; listening to a sequence of instructions for operating a new piece of computer software requires different listening skills and strategies than listening to a poem or short story. Meanwhile, the role of the listener is also bring the different way to listen. And, the type of text being listened to, it can be classified into monologues (example; speeches) and dialogues.

In the listening, there are some factors that affecting the difficulty of listening. They are; speaker factors, listener factors, the content, and support. Meanwhile, the criteria used to determine whether a person is the student able to master listening skills, which is seen from his understanding of what he/she listens to. This can be known through doing some listening tests.

1. Writing Skill

“Activities for writing skill in general can be divided into four. They are; copying, guided writing, substituting, and free writing. The implementation of these four kinds of writing activities certainly needs to be adjusted by grade level and English language development of students. Besides, there are also need to consider are the choice of words and grammatical complexity is adjusted to the level of difficulty is learning English students.” (Suyanto, 2007:69)

Copying activity is writing activities are usually done for children who are just learning English. The selection of vocabulary is still used single words. For guided writing, this is a writing activity where students are asked to complete the writing section is omitted. Meanwhile, Substitution writing is an activity of writing in the form of re-writing the sentence or discourse, but there are some parts that are replaced. And, free writing is a free writing activity.

Scoot and Ytreberg (2010:69) described the strengths of writing activity. “Even if there are difficulties in writing in the foreign language, it is still a useful, essential, integral and enjoyable part of the foreign language lesson”. The strengths are;

1. It adds another physical dimension to the learning process.
2. It let’s pupils express their personalities.
3. Writing activities help to consolidate learning in the other skill areas. Balanced activities train the language and help aid memory.
4. Particularly as pupils progress in the language, writing activities allow for conscious development of language.
5. Writing is valuable in itself.

Learners can be found to have good writing skills, which are derived from the perfection of writing vocabulary, sentence structure, and the presence of coherent.

1. Reading Skill

Reading, along with listening, it is included to receptive skills. Nunan (1999:251) explained, that “Rivers and Temperly (1978:187) suggest that there are seven main purposes for reading:

1. to obtain information for some purpose or because we are curious about some topic,
2. to obtain instruction on how to perform some task for our work or daily life (e.g., knowing how an appliance works),
3. to act in a play, play a game, do a puzzle,
4. to keep in touch with friends by correspondence or to understand business letters,
5. to know when or where something will take or what is available,
6. to know what is happening or has happened (as reported in newspapers, magazines, reports),
7. for enjoyment or excitement.

There are some different types of reading. They are; a.) receptive reading, which is the rapid, automatic reading that we do when we read narratives, b.) reflective reading, in which we often pause and reflect on what we have read, c.) skimming, in which we read rapidly to establish in a general way what a text is about, and, d.) scanning, searching for specific information.

Suyanto (2007:64), “in the activities of teaching reading skill, especially it can be divided into reading aloud, silent reading, reading comprehension, and independent reading”. The descriptions of each item can be concluded as follows;

1. reading aloud; read loudly to train students to read with correct pronunciation.
2. silent reading; this kind of reading is to focus in order to understand the content of the discourse or text.
3. reading comprehension; students are trained to read in order to obtain information about the content of reading.
4. independent reading; by it, children are trained to see the written language and guess the meaning of the word in context.

In the teaching process, usually the four skills are taught separately. There are lessons of listening comprehension, a speaking lesson, a reading and a writing lesson. But, actually, we must realize that there are the similarities and relationships between these abilities.

Reading skill, for example, it is related to the speaking skill. For example, in reading aloud, it requires the speaker to speak up. In speaking, it is always associated with the ability to listen. So, it can be concluded that, speech, reading, listening, and writing are interrelated.

Marylin Lewis stated in “Methodology Language Teaching; An Anthology of Current Practice” (2002:41) that, “language is a skill, and a skill needs to applied, not just stored in the head or admired at a distance”. This is consistent with the use of language in a song. Language that echoed in the song gives the impression that the language used to convey a message to the listening.

Songs can improve skills in English. As we have seen, there is a lyric in the song or the spoken word. These words are a language. In the words, there are the sentence structures that there was stringing words into a message or information. By using songs, if we want to practice speaking, we can sing the lyrics of the songs. This can be trained to pronounce the vocabulary in the English language properly and correctly.

Nunan (1999:237) said, that, “giving speaker experience in the hearer’s role is more helpful than simple practice in tasks in which a speaker is having real difficulties in appreciating what a particular task requires.”

Actually, indirectly, when we listen to foreign songs, it trains us in listening. By constantly listening to foreign songs, over time, we will be familiar with the language spoken in the song. After we used, we will begin to look for know the meaning of the song that we listen to them.

Sheppard (2007:83) stated that, “one of the most important language skills that we have is the ability to translate the meaning of a word by how it sounded.” Also, by using songs, it can improve our reading skill. Sheppard (2007:82) described, that, “The experts believe that there are three stages of learning reading that is important. These stages are; 1. recognizing words, 2. say it - read aloud, 3. recognize whole words without having to utter the elements.”

We can also write the lyrics of the songs that we listen, then we find out whether the written of the words that we have written it is right or wrong. Except it can add to the mastery of the vocabulary we know, this is also good to practice our writing in English. These activities can we do together in class, but it can also do outside the classroom.

1. Strategies And Technique of Using Foreign Song In Teaching-Learning Process

The use of songs in the process of teaching and learning in the classroom, we can use some examples of activities. The summary of an article on teachingenglish.org.uk, as follows;

1. Use songs to prompt discussion about the song.
2. Play song once, ask students to write down as many words as they can , pair them up, and ask them to create a new song with the words.
3. Play a song as students come into room at beginning of a class and do nothing with it; can have a great impact on general mood.
4. Ask students to participate in song selection too for ownership and deeper engagement! Give them 5 songs and have them vote on top 3.
5. Ask students to draw while listening, then talk about what they drew. The students must describe what they drew orally.
6. Look at songs as poetry: form, metaphor, emotion. working extensively with lyrics post-listening can be very powerful.
7. Lyrics race: teams memorize one line of written song and race across classroom/hall to recorder who writes down. at end all listen.
8. Eliciting a class story from a song or piece of music.
9. Do grammar revision through song titles.
10. Play bits of songs and ask students to write adjectives they think of on the board – no repetition allowed.
11. Scrambled lyrics: give students lyrics but put lines out of order. Students reorder, then listen.

Of these activities, while fun, it can also be to improve students' ability to master language skills. But, keep in mind, the role of teacher is very important. Teachers' roles are to provide equipment and regulate the passage of the learning activities. As has been described in the previous section, the teacher must design a material that is used effectively and in accordance with the learning targets. It mainly depends on the creativity of the teacher.

Try, in using song as media in teaching-learning process to play more frequently the song. It is necessary with “listen-repeat” activities.

Scoot and Ytreberg (1990: 27) stated, that “’listen and repeat’ exercises are great fun and give the pupils the chance to get a feel for the language: the sounds, the stress and rhythm and the intonation. This type of activity also helps to establish the link between words and meaning.”

1. The Advantages of Using Foreign Song as Media

Based on the summary of the related literature, the use of songs as media of learning language gives advantages to the students. The following are several advantages of using songs; songs can provide the knowledge, new vocabulary and the grammar through the lyrics, songs are interesting to learn language, songs are great for pronunciation practice especially sound linking, intonation, stress and reduction, can be practiced on drilled by listening songs, songs contain repetitions and repetitions enhance learning, songs can improve the language skills, etc.