

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents about (a) Review of Parts of Speech, (b) Review of Song Lyrics.

#### **A. Review of Parts of Speech**

##### **1. The Meaning of Parts of Speech**

There are many words in English language. As learner of second language, we should know the classification or group words with their function and meaning to construct English sentences well. Curriculum Developers (1998:3) states as follows:

Although English has hundreds of thousands of words, everyone can be placed into at last of eight groups, or classification. The system of classifying words based on their function is known as parts of speech. The eight parts of speech are noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection.

Another definition is from Rumjanceva and Kalnioa (2003:9) states that” Syntactical functions and morphological characteristics, words all into certain classes called parts of speech.”

From both explanation, the researcher can conclude that English sentences are constructed by English word with different role and English word can be classified based on their function or characteristic into word classes or parts of speech.

## 2. Kinds of Parts of Speech

The eight parts of speech are noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection explaining as follows:

### a. Noun

According to Curriculum Developers (1998:11) states that nouns are divided into:

- 1.) **Common nouns:** man, book, house, street;
- 2.) **Proper nouns:** London, Britain, October, Linda;
- 3.) **Collective nouns:** family, crew, company, nation;
- 4.) **Nouns of material:** iron, snow, air, water;
- 5.) **Abstract nouns:** love, friendship, kindness;

### b. Pronoun

Curriculum Developers (1998:60) explain that “Pronoun denote things and qualities of things, but they do not name or describe them as nouns and adjectives do.”

Curriculum Developers (1998:60) that Pronouns may be classified as follows:

- 1.) **Personal pronouns:** I, he, she, it, we, you, they;

Personal pronouns refer to ‘grammatical persons’

1<sup>st</sup> person: I, we

2<sup>nd</sup> person: you

3<sup>rd</sup> person: he, she, it, one, they

**2.) Possessive pronouns:** my, his, her, its, our. Your, their, mine, his, hers, ours, yours, theirs;

Possessive pronouns are the old genitive case of the personal pronouns and they distinguish number, gender, and person in the same way as the personal pronouns do.

The possessive pronouns have two form:

The conjoint form	The absolute form
My	Mine
Your	Yours
His	His
Her	Hers
Its	-
Our	Ours
Your	Yours
Their	Theirs

**3.) Reflective pronouns:** oneself, yourself, himself, herself, itself, ourselves, yourselves, themselves;

**4.) Demonstrative pronouns:** this, that, these, those, such, (the) same;

They can be used for persons and things:

Give **this** boy an apple

I have seen **those** photos

**Those** are our students.

5.) **Interrogative pronouns:** who(m), whose, which, what;

They are used in forming special questions and have the functions of both nouns and adjectives:

**Who** is your friend? (subject)

**Whose** voice is that? (attribute)

6.) **Relative pronouns:** who, whose, whom, what

**Who** and **Whom** are used for persons

**Whose** may be used for persons, animals and things

**Which** is used for animals and things

**That** is used for animals, things and may be used for persons.

7.) **Conjunctive pronouns:** who, whose, whom, which, what

Introduce subject, predicative and object clauses:

**Who** gives the correct answer will get a prize. (subject clause)

This is **what** I know. (predicative clause)

It was you **whom** we wanted to see. (subject clause)

He told us **what** he remembered. (object clause)

- 8.) **Indefinite pronouns:** some, any, somebody, someone, anyone, something, anything, every, all, each, several, either, both, other, another, one;

Compounds with -body and -one are used when speaking of persons; compounds with -thing refer to things and abstract notions. These compounds have the function of a noun.

I have asked **some** questions

**Somebody** wants to see you

There is **something** I want to tell you.

- 9.) **Negative pronouns:** none, no one, nobody, nothing, neither.

**None of them** wanted to die

She gets messages every day, but yesterday she got **none**

He waited for an hour but **nobody (no one)** came.

**Neither** story **is** interesting.

### c. Verb

Rozakis (2003:13) states that “Verbs name an action or describe a state of being. Every sentences must have a verb. There are three basic types of verbs: *action verbs*, *linking verbs*, and *helping verbs*.”

#### 1.) Action verbs.

Action verbs tell what the subject does. The action can be visible (*jump, kiss, laugh*) or mental (*think. Learn, study*)

Example:

The cat *broke* Louise's china

Louise *considered* buying a new china cabinet

An action verb can be *transitive* or *intransitive*. *Transitive* verbs need a direct object. For example:

The boss *dropped* the ball

The workers *picked* it up

Intransitive verbs do not need a direct object. For example:

Who *called*?

The temperature *fell* over night.

## **2.) Linking verbs**

Linking verbs join the subject and the predicate. They do not show action. Instead, they help the words at the end of the sentence name or describe the subject. The most common linking verbs include: *be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste, turn, become*. Look for forms of *to be*, such as *am, are, is, was, were, am being, can be, have been, and so on*.

Example:

The manager *was* happy about the job change.

He *is* a good worker.

Many linking verbs can be used as action verbs.

*Linking:* The kids *looked* sad

*Action:* I *looked* for the dog in the pouring rain.

### 3.) Helping verbs

Helping verbs are added to another verb to make the meaning clearer. Helping verbs include any form of *to be, do, does, did, have, has, had, shall, should, will, would, can, could, may, might, must*. Verbs phrases are made up of one main verb and one or more helping verbs.

Example:

They *will* run before dawn

They still *have* not yet found a smooth track

### d. Adjective

According to Rozakis (2003:5) states that “Adjective are words that describe nouns and pronouns. There are five kinds of adjectives: *common adjective, proper adjective, compound adjectives, articles, and indefinite adjectives.*”

**1.) Common adjectives** describe nouns or pronouns.

*Strong* man

*Green* plant

*Beautiful* view

**2.) Proper adjectives** are formed from proper noun.

*California* vegetables (from the noun “California”)

*Mexican* food (from the noun “Mexico”)

**3.) Compound adjectives** are made up of more than one word.

*Far-off* country

*Teenage* person

**4.) Articles** are a special type of adjective. There are three articles: a, an, the.

*The* is called a “definite article” because it refers to a specific thing.

*A* and *an* are called “indefinite article” because they refer to general things. Use *a* with consonant sounds; use *an* before vowel sounds.

**5.) Indefinite adjectives** don’t specify the specific amount of something.

All	another	any	both
Each	either	few	many
More	most	neither	other
Several	some		

#### e. Adverb

Curriculum Developers (1998:50) states as follows:

The adverb is a part of speech, which includes words expressing some additional circumstances attending an action or a quality- the time, place or manner of an action, the degree a quality, etc.

Curriculum Developers (1998:50) states that based to their meaning, adverbs can be classified as follows:

- 1.) **Adverb of time:** today, yesterday, tomorrow, now, then, recently, never, soon, etc.
- 2.) **Adverb of place:** here, there, ear, far, inside, outside, etc.
- 3.) **Adverb of manner:** well, hard, badly, fast, carefully, etc.
- 4.) **Adverb of degree:** very, almost, rather, quite, nearly, hardly, much, little, so, etc.
- 5.) **Interrogative adverbs:** when, where, why, how etc.

#### f. Preposition

Rozakis (2003:9) states that “Prepositions link a noun or a pronoun following it to another word in the sentence.” Some of common prepositions:

About	above	across	after	against
Amid	around	as	at	before
Below	beneath	beside	between	beyond
By	despite	down	during	except
From	in	inside	into	like
On	onto	of	off	opposite
Outside	over	past	since	through
Toward	under	underneath	until	upon

A noun or pronoun always follows a preposition. Prepositional phrase is a preposition and its object. A prepositional phrase can be two or three words long

*On the wing in the door*

However, prepositional phrases also can be much longer, depending on the length of the preposition and the number of words that describe the object of the preposition.

*Near the violently swaying oak trees*

*On account of his nearly depleted bank account*

#### **g. Conjunction**

Rozakis (2003:7) stated that “Conjunctions connect words or groups of words and show how the words are related. There are three kinds of conjunctions: *coordinating conjunctions*, *correlative conjunctions*, and *subordinating conjunctions*. “

Based on the theory above, conjunction is connected words into other words, it can be in the form of words or groups words. The explanation as below from Rozakis (2003):

**1.) Coordination conjunctions** link similar words or word groups. There are seven coordination conjunctions:

For	and	nor	but	or	yet
so					

**2.) Correlative conjunctions** also link similar words or word groups, but they are always used in pairs. Here are the correlative conjunctions:

Both..... and	either.... Or	neither.....nor
Not only.....but also	whether .....	or

**3.) Subordinate conjunctions** link an independent clause (complete sentence) to a dependent clause (fragment). Here are the most used subordinating conjunctions:

After	although	as	as if
As long as	as soon as	as though	because
Before	even though	if	in order
that			
Since	so that	though	till
Unless	until		when
whenever			
Where	wherever		

#### **h. Interjection**

According to Rozakis (2003:7) states as follows

Interjections show strong emotion. Since interjections are not linked grammatically to other words in the sentence, they are set off from the rest of the sentence with a comma or an exclamation mark. For example:

Oh! What a shock you gave me with that gorilla suit

Wow! That's not a gorilla suit!

Based the theory above, it knows that interjections are shows any strong expression. It usually followed with exclamation words. Someone use it want to emphasize or denote their feeling by surprising or expressing.

## **B. Review of Song Lyrics**

### **1. Definition of Song**

Griffiee (1995:3) as cited by Rozova (2007:10) defined follows:

The word songs refer to pieces of music that have words, especially popular songs such as those one hears on the radio. By music is meant instrumental music, for example, symphonic, chamber, easy listening, or solo instruments such as the organ, flute or guitar”

Hence, it be concluded that song is a set of word, usually called lyrics that sing by singers and followed with instrumental music. In other words, song is included in music. It parts of music.

Dorrell (2005 :19) states that” Music is something that people create and something that people respond to”. Everybody certainly

like music. Music and song are can't be separated from human living because it can be expressed everybody's emotion or feeling. Dorrell (2005 :19) also states "Music creates emoticons, or interacts with the emotions we already feel and, sometimes, it makes us want to dance." Music is everywhere. Murphey (1992:4) as cited in Rosova (2007:16) explained as follows:

In our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants and cafés, shopping malls, at sports events, in our cars, and literally everywhere. It would seem that the only place music.

It can be neglect that every country arises music with their best singers. Dorrell (2005 :18) defined as follows:

Music is what comes out of the speakers when we play a CD on our stereo. It's what we hear on the radio. Music is singers singing and musicians playing. Music is a sound that we enjoy hearing.

Since song is part of music. If talk about song, it means also talk about music. Certainly, human living can't be separated from songs. Murphey (1992:9) as cited by Siskova (2008:9) made the following list about what people usually do with songs. We:

- "listen
- Sing, hum, whistle, tap, and snap fingers while we listen
- Sing without listening to any recording
- Talk about the music

- Talk about the lyrics
- Talk about video clips
- Use songs and music to set or change an atmosphere or mood [...]
- Use songs and music to create a social environment, form a feeling of community, dance, make friends and lovers
- Read about the production, performance, effect, authors, producers, audiences of music and song
- Use music in dreams
- Use music and song to make internal associations between the people, places and times in our lives, so they become the personal soundtrack of our lives.

Song is short of music with words that be sung. Song is an interesting material that provide us with high imagination. Song can be learned by English learners outside/inside classroom.

The language of song usually easy to be understood. It can give motivation and makes the relation between the teacher and students closer. And the relation will make the students have bravery to ask the teacher about everything including new words in song that they learn. Certainly, song give benefit between students and teacher. By listening the song, students can enrich their foreign words, learn phonics, identify the word's grammatical characteristics and enjoy in the classroom.

From the explanation above, the researcher can conclude that song is a piece of music with words that can be sung by singers. Songs can be material for learning language, especially English learners because songs have good influence for people.

## **2. Definition of Lyrics**

Lyrics are set of words that make up a song. Lyrics can be studied from an academic perspective. Furthermore, lyrics can be analyzed by English learner to enrich their foreign words.

Lyrics is set of words that sung by singers. It is included in melody. Dorrell (2005:85) states as follows:

Singers don't just use their voice to make the note: the melody is sung with lyrics, which are the words of the songs. There is usually some interaction between the emotional effect of the music and the emotional effect of the lyrics. There also generally needs to be some consistency between the rhythm of the melody and the rhythm of the lyrics.

Eckstein (2010:113) explain:

There is little point in interpreting lyrics as *workers* of art on this basis, who's meaning mainly resides in the properties of the text itself. While written poetry may tolerate such readings, song lyrics do not: what lyrics 'mean' is (even) more radically a function of the text in varying cultural contexts or 'performance arenas'.

From this explanation above, it knows that song lyrics is different with poem poetry. The natural of song lyrics is composed for singing. Eckstein (2010:67) states as follows:

The most distinctive marker that distinguishes song lyrics from written poetry, after all, is that they are sung and that the verbal meaning of the words is set in relation to the musical meaning of their vocal embodiment and if applicable, musical accompaniment. The words of songs, that is to say are always double encoded as both verbal and musical referents.

Hence, lyrics of song is set of words that be sung by singer. It consists of word that as art. Each lyric that be sung usually describe the culture of the country. It is obvious that lyrics is always sing by singer followed with music.

### **3. The Use of Song Lyrics as Material in the Classroom**

When choosing materials for teaching, should be consideration before giving to the students. There are some criteria have to be taken into account. Revel and Breary (1988:6) as cited by Rozova (2007:31) stated that “materials should be creative, interesting, fluency-focused, task-based, problem-solving focused, humanistic, and learning centered”

Based on theory above, the researcher is going to use some consideration. It conveys that the material is interesting to their level, learning centered, it also can be mention creative because the

selection of song itself and its material is classified visual because the student is going to get some sheets of song lyrics that can be used for singing together after listening to the song. Penny (1992:30) as cited by Rozova (2007) said that “Visuals have an important function as aids to learning, simply because they attract students’ attention and help and encourage them to focus on the subject in hand”.

Hence, in teaching parts of speech through song lyrics as treatment, it meets some criteria of interesting and visual aids, etc. Because, in the classroom, the students can learn the material and sing together the song by guided lyrics.

In this research, the researcher is going to use three songs, entitled “You Rise Me Up” by Westlife, “Just The Way You Are” by Bruno Mars, “Innocence” by Avril Lavigne. The lyrics of each song as the treatment can be seen in Appendix 1.

Rixon (1986:38) as cited by Rozova (2007:19) stated that “Many learners are accustomed to hearing a very careful, clear pronunciation of words, such as native speakers might use when talking very emphatically or saying words in isolation”. Based on this theory, the researcher is going to choose these songs because the songs are very easy listening/clear pronunciation, familiar/popular, and slow. It is hoped that the students enjoy with all these songs.

In this research, in using song lyrics as material, the researcher is going to emphasize in parts of speech. Then, the material itself concerned toward students' ability in identifying parts of speech.

#### **4. Importance of Listening Song Lyrics in the Classroom**

Michael Rost (1991:3) as cited by Rozova (2007) stated that listening “in terms of the necessary components”, which listening consists of.

- discriminating between sounds
- recognizing words
- identifying grammatical groupings of words
- identifying ‘pragmatic units’ – expressions and sets of utterances which function as whole units to create meaning
- connecting linguistic cues to paralinguistic cues (intonation, stress) and to nonlinguistic cues (gestures) in order to construct meaning
- using background knowledge and context to predict and then to confirm meaning
- recalling important words and ideas

Based on theory above, in conducting the research, the researcher is going to apply the missing lyrics (fill the blank) by listening the song. The students is going to demand to be recognize

the words (lyric) while listening the song. So, it is needed concentration.

Certainly, there are many exercises that can be done through song. Rosova (2007:26) explained as follows:

There are various exercises using the lyrics of songs such as for instance a gap-fill, ordering the parts of the text, reading and comprehension, by which means the first difficulty may be practiced. The students can see the written language, and immediately hear the difference while listening to it.

In this research, the researcher is going to emphasize to the student to recognize the words (missing lyrics) for their ability in identifying parts of speech through listening the song lyrics as treatment.

## **5. Procedure of The Use of Song Lyrics in the Classroom**

As cited by Murcia and Hilles (1961:119) Gasser and Waldman suggest the following procedure for using songs in the classroom:

- a. Begin by introducing the song. Tell a little about it, the period of American history during which it was written, who wrote it, etc.
- b. Make the lyrics available to the students, either by writing them on the board for students to copy, handing out mimeographed copies of the words, or providing lyrics with key words or structures missing (a modified cloze exercise) that students must listen for and fill in. this provides recognition practice well.
- c. Sing or play the song once and allow students to listen and enjoy it. It's not necessary to be a competent singer

yourself you can play a recording of the song, ask a musically talented student to prepare ahead of time and perform the song, use a video tape, or play a musical instrument.

- d. Go through the lyrics with students aloud and check comprehension, understanding of lexical items, etc.
- e. Go through the song one verse at a time, letting students listen before they sing. If there is a chorus, let students practice first.
- f. Sing the entire song with the class several times. Once or twice is not enough. Give students ample opportunity to practice, and remember that they are dealing with a tune, rhythm, and language all at once.

In this research, the researcher is going to give treatment to the students by lyrics with different song titles. The researcher is going to emphasize toward students' ability in identifying parts of speech. Furthermore, after introducing the song to the students, the researcher is going to give a lyric of song with missing lyrics that concerned with students' ability in identifying parts of speech to each student (individually/solo-work). According to Harmer (1998:21) as cited by Rosova (2007) explained that "The advantages of solo-work are: It allows students to work at their own speed, allows them thinking time, and they can go back to considering their own individual progress". After listening and filling the missing lyrics, the student is going to identify and analyze the missing lyrics with the researcher who acts as English teacher together for their deeply understanding parts of speech. At the last, they will sing the song together. Papa and Lantorno (1979:8) as cited by Rosova (2007:16) said that "Singing is

certainly one of the activities which generates the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people”.

## **6. Advantages of The Use of Song Lyrics in the Classroom**

Holmes and Moulton (2001) as cited by Rosova (2007:14)

Songs contain the power of music as well as the power of lyrics. While music touches our hearts, the lyrics and their words flow into our minds and so they draw us into their own world. It grasps our imagination, emotions, and intellect with equal force regardless of our language backgrounds

Based on theory above, it can be concluded that by using song certainly is bringing some advantages in the classroom. Griffiee (1995) as cited by Rosova (2007:16) said that “Songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more”.

Another explanation is given by Papa and Lantorno (1979) as cited by Rosova (2007:15) stated as follows:

Recent researches in the field of foreign language teaching have pointed out that students’ motivation and interest are

among the most important factors for the learning of a foreign language. There are several means to improve the teaching effectiveness and to raise the interest and motivation of the students. Recorded tapes, filmstrips, sound films, songs, comics, newspapers and magazines are all familiar to teachers and students and they have proved to be, in most cases, very effective because they are strongly related to everyday life.

Based theory above, it can be known that the use of song will make students more interesting and motivate. Harmer (1998:8) as cited by Rosova (2007) said that “Highly motivated students do better than ones without any motivation at all”.

In this research, the researcher is going to use song as the material to teach parts of speech towards the students. It is hoped that the using song lyrics in the classroom, the students more enthusiasm and motivated to learn parts of speech.