CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Theory of Pronounciation

According to Ramelan (1994), he stated that, "Phonology is the study of phones or speech sounds"¹³. There are two studies of phonology:

a. Phonemics

Phonemics is the study of speech sounds with a view to finding out the significant units of sounds in a given language.

b. Phonetics

Phonetics is the study of speech sounds as sounds, without regard to their function as signaling units of language. Phonetics is divided into two kinds, namely Articulator Phonetics and Acoustic Phonetics. So, pronunciation plays an important role in learning a second or a foreign language.

The pronunciation is production of perception of segmental (sounds), both alone and the stream of speech, where they undergo number of modifications and interact with supra segmental (prosodic) features, particularly stress and intonation).¹⁴

Learning pronunciation is essential to second language learners. The pronunciation is the foundation of speaking to reach well communication. There

¹³Ramelan, *English Phonetic*(Semarang: IKIP Semarang Press, 1994), 22.

¹⁴.Andrés Roberto, "Improving Pronounciation". ISSN. 1657-0790, Colombia, 2009, 92.

are some elements of pronunciation that very important for students to learn in order to communicate well in meaning. They suggest that, native like intonation (*such as tempo, pitch or inflection*) seems to be another difficult area for adult learners to acquire. ¹⁵

Putting *the stress* on the right syllable in English words cannot be underestimated and it is unintelligible to put the stress in the wrong syllable thus this might lead to mispronouncing one of its sounds. If we are *wrong in pronouncing* the words, It may be able to *make miscommunication interaction in speaking*. So in learning a foreign language, the pronunciation always becomes an important fundamental part in speaking.¹⁶

2. Characteristics of Songs in Learning Process

Song has some similarities with the speech in English. According to Richards (1969) "Songs have *natural rhythm* with a recurring *beat* that is similar to *the stress patterns of spoken English* ".¹⁷These patterns make singing some songs useful for practicing rhythm and stress. Moriya (1988) emphasizes the value of *using songs for pronunciation practice* with Asian learners of English due to the phonemic differences between Asian languages and English.¹⁸

¹⁵Andrés Roberto ,"*Improving Pronounciation*". ISSN. 1657-0790, Colombia, 2009, 93.

 ¹⁷J. Richards, - Rodgers, T. Approaches and methods in language teaching (Cambridge: Cambridge University Press. 2001), 161.

¹⁸Y. Moriya. English speech rhythm and its teaching to non-native speakers (Paper presented at the annual convention of Teachers of English to Speakers of Other Languages, Chicago, 1988), 162.

Furthermore, the song is very influence able in the learning activities, because it has some characteristics According to Miller. M. H, P. Taylor and E. William (1991) explain the characteristics of songs as follows: ¹⁹

- a. Tone consists of pitch, duration, intensity and timbre.
- b. Rhythm consists of beat, tempo, meter, syncopation, irregular metric schemes and non-metric schemes.
- c. Melody consists of progression, range, register, length, tempo, character, contour and rhythm.
- d. Harmony consists of interval, chords, consonance and dissonance.
- e. Tonality consists of scale and key, diatonic chords and chord motion.
- f. Texture consists of monophonic texture, homophonic texture and polyphonic texture.

`And more detail, Rivers. W.M and Malley, A, (1987) also explained the following song's characters:²⁰

a. Easy to remember

Songs stick in our mind. The phrases of which they are made up are often particularly poignant or striking and seem to go on repeating themselves in our inward ear (and even our night-time mind) without our conscious will.

 ¹⁹M. H. Miller, et.al., *Introduction to Music* (New york: Harpercollins Publisher, 1991), 32
²⁰A. Maley, *Interactive Language Teaching* (Cambridge : Cambridge University Press, 1987), 93-109

b. Rhythmic

One reason for this retention is doubtless that song is highly rhythmical. Patterns of sounds and stress are repeated in regular sequences, and this facilitates their acquisition.

c. Ambiguity

It means that within limits, each learner's personal interpretation has validity. It also means that because each person's perception is different an almost infinite fund of interactive discussion is possible.

d. Non-Triviality

Because function of songs is to enhance our experiencing of existence, in however humble a particular, it follows that songs offer significant input for learners.

e. Universality

Songs as a form of language use that is universal among human beings.

f. Playfulness

Songs are the media in which the learners can observe and experience what others have dared to do with the language.

g. Motivation

There is an obvious motivational element in learning songs of the foreign language.

h. Interaction

The use of songs offers unparalleled opportunities both of teacher-student and student-student interaction. This can extend through the phases of

preparation, comprehension, planning of follow-up activities and evaluation of such activities.

From those characteristics above, all can be concluded that *singing an English song* is very possible to be an alternative fun media in English class to motivate and improve the student's fluency *in pronunciation* that must be able to build their English speaking skill.

3. The Characteristics of Children in Learning Process

As we know that the children always easily in absorbing something new especially closed with their environments. It will be possible that they learn languages easily and faster than adults. According to Steven Pinker (1994), "Acquisition is guaranteed for children up to the age of six, is steadily compromised from then until shortly after puberty, and is rare thereafter", and this applies not only the acquisition of the first language, but also to second or foreign language. ²¹

According to Jeremy Harmer (2002), Young children, especially those up to the ages of nine or ten, learn differently from older children, adolescents and adults in the following ways 22

- a. They respond to meaning even if they do not understand individual words.
- b. They often learn indirectly rather than directly-that is they take in information from all sides, learning from everything around themselves rather than only focusing on the precise topic they are being taught.

²¹Pinker Steven, *The Language Instinct* (New York: The William Morrow Company, USA, 1994), 56 ²²J. Harmer, *The Practice of Language Teaching* (New York: Longman, 2002), 37-38

- c. Their understanding comes not just from explanation, but also from what they see and hear, and crucially, have a chance to touch and interact with,
- d. They generally display on enthusiasm for learning and a curiosity about the world around them.
- e. They have a need for individual attention and approval from the teacher.
- f. They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- g. They have a limited attention span; unless activities are extremely engaging, they can easily get bored, losing interest after ten minutes or so.

According to Scoot and Ytrberg (1990), general characteristics of students

in elementary school are as follows:²³

- a. They are competence users of mother tongue
- b. They can tell the difference between the fact and the fiction
- c. They love to play and learn best when they enjoy themselves, but they also take themselves seriously and like to think what they are doing really work
- d. They are enthusiastic and positive about learning
- e. They rely on the spoken word as well as the physical world to convey and understand meaning
- f. They are able to work with others and learn from others
- g. Their own understanding comes through eyes, hands and ears
- h. They have very short attention and concentration span

According to J. Brewster (2003) state that,

²³Scott Wendy A - Lisbeth H. Ytrebeg., Teaching English To Children (London:Longman, 1990), .2-4

"Children between six until twelve years old, usually tend to expand their ability by reading or learning chants, poems, *song lyrics* and love tongue twister or jokes".²⁴

From the explanation above, we can describe that children love to play and move around in the process of learning, so a creative teacher is needed in this case to make them enjoy, enthusiastic and interested in English classroom activities. In other words, an English teacher should provide some attractive classroom activities in the process of English teaching, so that children are not easily getting bored and lose interest in the classroom.

In this study, the writer will asks children/students to listen to an English song and then sing it as the attractive teaching media. This is based on some explanations above that children always love to be involved in fun learning activities. Those are *singing an English song and pronouncing some words in the song lyrics correctly*.

4. English Teaching at Elementary School

Teaching English at elementary school is different from the one at other grade of schools. Because the students at elementary schools are children while at other grade of schools are teenagers and adults. It is, of course, teaching children are not as easy as teaching adults. They have different characteristics and motivations. It is stated by Lynne Cameron (2001) that:

²⁴J. Brewster, et.al., *The Primary English Teacher 's Guide*(London: Penguin English Guide, 2003), 15

"Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer groups. They will attempt an activity even when they do not quite understand why or how. However, they also lose interest more quickly and they are less able to keep themselves motivated on the tasks they find difficult".²⁵

By nature, children like imitating. In the learning process, they have a tendency to imitate. The children like to learn spontaneously and directly from their environment. It is hot different from learning English. The children's environment is seen exerting a major influence. It provides both the models which they imitate and the rewards which make learning take place. Children acquire their mother tongue by listening. In learning a language children just listen first and then speak by imitating the words they listened. So listening English songs and then *singing* it able to be one way in helping learning English especially in *pronunciation*.

5. The English Curriculum of Elementary School

Teaching English at elementary school should understand first about the English curriculum that used as the teaching program in teaching English at elementary school. The curriculum of English teaching that has been designed for elementary school is based on the Ministry of National Education policy on the KTSP English Curriculum 2006.²⁶

The KTSP English Curriculum 2006 involves the rational of the curriculum, the definition, the functions and the purposes, the scopes, the competence standard across curriculum, the competence, and standard of the

²⁵Lyne Cameroon, *Teaching Languages to Young Learners. Cambridge*(Cambridge: Cambridge University Press, 2001), 1.

²⁶ Karsidi, - Lita Kusminah, *Model KTSP SD dan MI*(Solo: PT Tiga Serangkai, 2007), 13.

material, the competence standard of English local content subject at elementary school and the guidelines. That has the main purposes of English Curriculum that means the students must have four language skills involving simple listening, speaking, reading and writing that focus on communicative skill.

The basic course outline plans two hours every week for the time of English subject. It is taken for the purpose of measuring students' achievement grades in mastering the subject given and it is from the three different kinds of system of test that comprise oral, written and activity test and also daily, midterm and final test.

6. The Guideline of English Curriculum

The Guideline of English Curriculums the teaching approach that used in teaching English. And it is called as the communicative approach that gives the direct experience for students to use English as the means of communication, the basic ability and the skill for students to be able to communicate easily, the knowledge for students to know their environments better.

The Guideline of English Curriculum also contains the explanation of Basic Course Outline Application of English Curriculum .It includes the columns which contain the topics and subtopics of curriculum materials, the speaking explanation that describes the teacher's role in giving the good model for students *especially in English pronunciation*, the explanation of the speaking skill that explains the chance given for students to practice English *pronunciation* in *the right way*.

7. The Application of Singing English Songs in Learning Process

Singing songs is an interesting habit. Because many people will be looked and feel happy if connected with the music at any time and any place. So, when people listen or sing a song, it will make them relaxed. Furthermore, people sometimes use music as a tool to overthrow their depression, music also influence people in learning language.

In educational field, students require such skills in speaking. Thus, a teacher should try to find appropriate technique, in which students could be easily hear, dramatize and perhaps memorize vocabulary. From the description above, the writer tends to use one of the attractive ways through singing English songs.

By singing an English song, it will develop students' ability., Finocchiaro (1974) stated that many teachers also prefer to introduce songs through recording/CD.²⁷ It proves that by singing a song will be the best way for students in which they would able be to improve and pronounce the words in lyrics well like the native speakers who sing in that song.

Basically, children love listening to and *singing songs* while learning language as parts of their activities, Brewster. J, Gail Ellis and Dennis Girard (2002) state, "The children always like songs and rhymes". ²⁸Those are the ideal vehicles for learning language for sixth grade students.

Based on the explanation above, the writer categorized listening and then singing song is as an environment learning process. That is why the writer chooses

²⁷M. Finocchiaro, *English as a Second Language From Theory to Practice*(New York: Regent Publishing Company, Inc, 1974), 55

²⁸J. Brewster, *The Primary English Teacher 's Guide* (London: Penguin English Guides, 2003), 162

singing an English song as the alternative teaching media in learning English to support speaking English skill. Starting from chapter I and chapter II the writer is going to make a *research*. *By singing English songs*, the writer hopes that it would be able to *help students* in learning English process and *improve their speaking skill especially in pronunciation*.

B. Review of Previous Studies

In this case, the writer describes some previous researches which are relevant to this research. The same idea of using song as a strategy to solve the problem in teaching English becomes the guidance to strength this research.

- 1. The thesis with title "The Role of English Children Songs in Improving Students' Listening Skill An Action Research at the Year Fifth Students of SDN 4 Krajankulon Kaliwungu in the Academic Year of 2008 /2009" by Dewi Oktavialinna. Her study is limited to to describe the procedure of teaching English listening skill at the fifth year students of Elementary School using English children songs and to identify the advantages and disadvantages of using the English children songs as a teaching media in teaching foreign language listening skill.²⁹
- The thesis has tittled "songs as a medium for teaching vocabulary in the Elementary School, a case study in the 4th grade of SD Negeri Pucungroto Magelang." by Eko Ari Setyowati. Her study is limited to get improvement

²⁹ Dewi Oktavialinna, The Role of English Children Songs in Improving Students' Listening Skill An Action Research at the Year Fifth Students of SDN 4 rajankulon Kaliwungu in the Academic Year of 2008 /2009. (Semarang: UNNES, 2008)

for the students' achievement by using songs as a medium for teaching vocabulary in the elementary school.³⁰

3. The thesis has tittled, "Pengaruh Minat pada Lagu Bahasa Inggris terhadap Kemahiran Mendengarkan Siswa di SMA Kristen Irene Manado", by Helen Yuliana Angmalisang. Her research is to analyze in what extent the interest in English songs have an effect on student's listening skills in SMA Kristen Irene Manado. ³¹

All the studies has the same purpose in teaching learning proses to get improvement in speaking and listening skill. And the pronounciation is part of that skills. In those studies teaching learning english by using song is always used in the strategy. It ensures that teaching learning english by using song becomes one alternative in fun learning english to get goals. In this study, the writer will make something different with the studies mentioned above. This study will be focussed in pronounciation through singing english song.

³⁰ Eko Arisetyowati, songs as a medium for teaching vocabulary in the lementary School, a case study in the 4th grade of SD Negeri Pucungroto Magelang. (Semarang: UNNES, 2006)

³¹ Helen Yuliana, Pengaruh Minat pada Lagu Bahasa Inggris terhadap Kemahiran Mendengarkan Siswa di SMA Kristen Irene Manado. (Manado: Sam Ratulangi University, 2013)