II. LITERATURE REVIEW

This chapter discusses about speaking, types of speaking, teaching speaking, multimedia, multimedia is an effective tool for learning, song, teaching speaking using song, procedure of teaching speaking by using song, advantages and disadvantages using song in learning speaking, theoretical assumption and hypothesis.

2.1 Speaking

According to Byrne (1984) speaking is oral communication. It is a two ways process between speaker and listener which involve productive and receptive skill of understanding. Richards (1986) says that speaking is the main skill in communication. Based on this idea we can understand that by speaking, someone can communicate or express what they want in order to understand one another.

When students talk about their ideas, they clarify their thinking. Matthew (1994:45) says: “speaking is any process in which people share information, ideas and feeling, it involves all of body language mannerism and styles anything that adds meaning to a message”. It means that speaking is the way to deliver our intention and purpose for interacting in society.
Lado (1976: 240) defines speaking as an ability to converse or to express a sequence of ideas fluently. It means that in process of speaking there must be at least two persons, one is the speaker and the other one as the listener. In communication, the speakers must be able to deliver the ideas clearly, as the result the listener can receive and understand what the speaker means. According to Doff (1987: 2) in all communication or conversation two people are exchanging information or they have a communication or conversation need. It means that the purpose the people communicate with the other is to tell what people think, which they do not know, or to get information from other people. From the literature above the researcher defines that speaking is an ability to express ideas, feelings and emotions toward the other people. The language is used to express what we want in order to be understandable by the other people. Therefore speaking is a skill in transferring the message to others in spoken language. The use of speaking is important in daily activity in which people need to communicate with others to fulfill the need of live and socialization. Speaking aspect is very important in the classroom because it should be used for scoring speaking student’s ability. Harris says that there are five aspects must be fulfilled in speaking classroom, they are;

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974: 81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are
join to other when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

2. Grammar
Heaton (1978:5) states that grammar as the students’ ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Meanwhile, Syakur (1978) defines grammar as a correct arrangement sentence in conversation.

3. Vocabulary
The speaker can not communicate well if he/ she does not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what stated by Syakur (1987).

4. Pronunciation
Pronunciation is the ability to produce easily comprehensible articulation (Syakur: 1987). Meanwhile Harris (1974: 81) defines pronunciation as the intonation patterns.

5. Comprehension
Comprehensibility denotes the ability of understanding the speaker’s intention and general meaning (Heaton, 1991: 35). Defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it (Syakur: 1987). This idea means that if a person can answer or express the sentence well and correctly, it shows that he/ she comprehends or understand well.
In brief, speaking is the ability to produce articulation of sounds or words to express feeling, ideas and opinions. It means that people try to communicate with each other and use the language to make the listener understand. Therefore, the people can interact with others.

2.2 Types of Speaking

Brown (2001: 250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of speaking classroom activities as follows:

Imitative
A very limited portion of classroom speaking time may legitimately be spent generating” Human tape-recorder” speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

Intensive
Intensive speaking goes one-step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of some pair work activity, where learners are “going over” certain forms of language.

Responsive
A good deal of student speech in the classroom is responsive short replies to teacher students and initiated questions or comment.

Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extend form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for transmission of the facts and information. Interpersonal communication includes message sending and message reception between two or more individuals. It can involve one on one conversations or individuals interacting with many people within a society. It helps us understand how and why people behave and communicate in different ways to construct and negotiate a social reality.

Example:

A: Hi, what is your name?

B: My name is Mamat and you?

A: My name is Wawan, what is your hobby?

B: My hobby is play football and you?

A: My hobby is football too, and where is your favourite football player?

B: My favourite football player is Christiano Ronaldo from Real Madrid, and you?
A: Oh CR7, I see. He is the best player in the world right now, but my favourite is Iker Cassilas, the goal keeper of Spain national team and also Real Madrid FC too. Where do you live?
B: I live in Kaliawi, and you?
A: I live in Kedaton.
A: Nice to meet you
B: Nice to meet you too
A: Thank you

Extensive (monologue)

Students at intermediate to advance level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

From all the types of speaking above, the researcher choose transactional dialogue to conduct the research in pretest and posttest. The teacher will ask the students’ to take conversation by asking some question relates to the topic. It means that when treatments, the students’ will respond the aspects of song or taking conversation with popular English song as media of this research. Transactional dialogue uses in the pretest and posttest. In this process students will take conversations with their partner by answering the questions from the teacher by using the aspects of song that are available in this research.
2.3 Teaching Speaking

Teaching speaking is teaching the students how to use the language for communication, for transferring idea, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiency (Brieger: 1990). It means that by mastering speaking we can express the ideas, transfer our feeling even emotion to the other people.

Teaching speaking is to teach English language learners to:

1. Produce the English speech sounds patterns.
2. Use word and sentences stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as mean of expressing values and judgements.
6. Use the language quickly and confidently with few unnatural pauses, which are called as fluency (Nunan, 2003 in Kayi, 2006).

It is clear that speaking is the ability to express one’s thought and it is one of the suitable forms of communication. According to Harmer (1991) the aim of teaching speaking is to train students for communication. Spoken language is permitted people to communicate with the others. It is clear that spoken language is very important for communication in social life and also the main goal for EFL and ESL learners. Richards
and Rodgers (1986:10) say that speaking was made the primary aim of language teaching when the Direct Method came. In the era of this method oral communication became the basis of grading the language teaching programs.

However, in teaching speaking teacher can not only teach what will be spoken but also based on the situation what we deal with. The teacher should teach speaking by carrying out the students in certain situation when the topic is being talked about. The topic and media must be familiar to the students, so that students will be easy in receiving the material and teacher will be easy in giving instruction if the topic and situation in teaching learning speaking are common for the students.

From the definition above, the researcher assumes that in teaching speaking, teacher should choose good media and topic conversation in order to deliver the material to obtain the goal of learning. In learning speaking the students should not ashamed and afraid of make mistakes in communicating as long as it do not hinder communication. Based on this assumption, the researcher proposes the teaching speaking by using song as a media of learning.

2.4 Teaching by using Media

Definition of Media

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio,
book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer et al (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.

According to Kamaludin (2009) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that motivated the students to learn. Any forms of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately.

Media are part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.
Functions of Media in Teaching and Learning Process

The function of using media is meaningful and clear for the students. Teaching and leaning methods are various. The students become more creative to do various activities, for example, creating an interesting learning atmosphere and solving limited space which increase students’ motivation. Students develop based on their interest and speed conveying direct interaction with the environment, and having the same experience.

Smaldino et al (2007: 12) explains five roles of media in learning as follows:

a. Thematic Instruction

Thematic instruction is known as the teachers’ ways on organizing their instructions around topics. Elementary teachers in particular are integrating content and skills from many subjects. At the secondary level, teams of teachers from different content areas are working together to show the overlap of their course content. These units provide a rich environment of focus within which learning takes place. A good theme must capture and hold students’ attention, provide problem solving experiences, support interdisciplinary activities, and include a variety of media and technology.

b. Portfolios

A portfolio is a collection of students’ work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects. Students’ ability to prepare mediated presentations that summarize their own understandings of thematic topic is central to the schooling experience under the concept of portfolios.
c. Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

d. Instructor-directed learning

A common use of media in an instructional situation is for supplemental support of the “live” instructor in the classroom. Certainly, properly designed media can enhance and promote learning and support teacher-based instruction. Advance organized can be effective instruments for ensuring that media play their proper role as supplemental supporters of instructions.

e. Learner-directed learning

Media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often “packaged” for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self evaluation guidelines are provided.

Based on the statement above, it can be concluded that media play an important roles in teaching and learning of English. Media are not only able to be the teacher’s language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. It is clear stated that media are very useful and really needed for the teaching and learning process.
Relize that there are various kinds of media which can be used in the teaching and learning process. The teachers should know what kind of media those are suitable to the students. However, the researcher chooses songs as a media in the teaching and learning process. The use of songs in the teaching and learning process can be more communicative than long explanation, or it can supplement the teacher’s explanation. Besides, songs can make students motivated and attracted to the teaching and learning process.

2.5 Song

Song is very helpful in the language learning process. They are good not only for audio visual but also for kinesthetic learners. They can give good training in listening and speaking activities. They are the best means to learn different accent and improve pronunciation, enrich vocabulary, and speaking skill.

Song consists of lyrics or poetic text. The lyrics and the text are various. Redlich (1975: 28) adds that song is short composition usually for one voice, based on lyrics poem. According to Weikart (1988: 12) that song is a short poem or a sequence of verses which is composed with music and intended to sing. Song, which belongs to genre including both lyrics and music, can be added to list. They are marked by richness of content, poetical metaphor and symbol that emotionally reflect the world we live in. songs can motivate a positive emotional influence on listener and then the listener, in
In this case young students, try to express what on their taught in spoken form after they listen and comprehend the lyric of the song.

The lyrics in the songs that are sung by the singer can be heard and imitated by the listener, and actually it is considered good in English language teaching speaking especially in improving their pronunciation and comprehension. Because when students are accustomed to listen to English songs they will be easily recognize the utterances of the singer and also know about the topic or the message that the singer want to deliver by its song, and that ability can be implied when they have a speaking test. That’s why the researcher used songs to find out the effectiveness of English song in teaching speaking.

It is generally known that students mostly have special interest in the lyric and the message of English songs. The facts are in line with Doren (1980: 220) who stated that song is short musical work set to a poetic text with equal importance given to the musical and in the words. Poems and songs can be used as interesting material for speaking. They should contain common words and sentence pattern, and should follow the stress patterns of ordinary spoken English (Coe, 1972). It agree with the point of teaching speaking that teach the students to use word and sentence stress, intonation pattern and the rythm of the second language. Songs also can motivate a positive emotional influence on listener. It is noticed that students will often recite the words of the song while singing it; it makes the students unconsciously organize their thought in a meaningful and logical sequence and use the language as mean of expressing values.
and judgments in order to understand the content of the songs. It eventually developed their active understanding of the songs. According to Griffee (2001:10) says that “song is a part of music that you sing through words”. It closely related to speaking, because speaking is an action of having a communication with the others in using oral language. Oral language can be define simply just an activity of combining the words together into something understandable.

2.6 Criteria of Selecting Songs

The researcher realizes that not all kinds of song are appropriate to be used in teaching English to students of Senior High School. Coromina (1993) suggests that there are two main principles in choosing songs in teaching learning process.

The principles are “what to look for” and “what to avoid”, which can be explained as follows:

What to look for

It means that in selecting the songs to be presented, the teacher must be careful and consider some requirements as follows:

a. The song must carry some sort of massage or at least tell an interesting story.

b. The words of the song should be simple.

c. Each word must be clearly pronounced.

What to avoid

There are certain types of songs that should be avoided by the teacher, they are:
a. Songs that are too fast paced
b. Songs in which the lyrics are too long
c. Songs in which the music burned the singer’s voices
d. Songs in which there is no substance in the lyrics
e. Songs that verge on obscene or that include lyrics that are discriminatory (for instance, song that mock religious beliefs)

Based on the explanation above, in choosing song, the researcher’s consideration is that the song should be simple enough for the students to practice not only how to pronounce well but also how they can learn to speak up and dare to express what they get from the song as well as individuals performance.

2.7 Teaching Speaking using Song

Teaching speaking is teaching the students how to use the language for communication, for transferring idea, thought or even feeling to other people. When using popular English song as a teaching media, the teachers have to choose carefully what type of songs that can use for teaching speaking.

Furthermore, in using song as the media of teaching the teacher has to use a proper approach and method for developing students’ ability containing the language. In this research, the researcher use Communicative Language Teaching (CLT) as a technique in order to deliver the material to the students’. The aim of this research is that the students are able to transform the knowledge that they have achieve from the song and
develop it to the spoken form in order to express their ideas. Through song, the students will get to know how to pronounce well, comprehend the message, making sentence, giving opinion and also use the language for communication.

Song includes different types of learning processes and it is suited for process teaching speaking. Teaching speaking by using Song will include the following:

1. Communications: The students response or communicate with the title of song that ask to them by spoken form. Ex:
   Mariah Carey - Hero
   A: What is hero?
   A: Who is the hero in your life? Give the reason why?

2. Idea, story: after students listen the song and they have to retell what they got after listening to the song by spoken form.

3. Synopsis: the students can tell the synopsis of the song story in front of class by spoken form.

4. Genre: the students understand and can describe the genre of the song by spoken form.

5. Telling: the student tell what the message of the song by spoken form. Ex: the message of the song is to be a better man we should grow up through every pains in life because Lord knows the best for us depend on our effort.

In using song as the media of teaching, the teacher should provide with the basic knowledge about whole aspects of song and how to use it as a material in teaching. As
the result, the teacher will feel comfortable and secure about using song in the teaching learning process.

2.8 Procedures of Teaching Speaking by using Song

In practicing speaking by using popular English song, the researcher follows the following procedure:

Previewing
Any pre viewing activity will be associated with developing learner’s comprehension strategies or stimulating student’s background. Teacher tell to the students that they are going to discuss about popular English song then the teacher ask them about what is the most favourite singer that they are like to listen and why they like it.

While viewing
In this step, song play more than once. The aims for listening song in the first time and further time will be different. First viewing is global understanding. Playing the song once and the teacher ask the students to response. In this step, the teacher asks the student to response what on their thought about the title of the song by their own answer. Ex: Song by Westlife – I have a dream. A: what is you dream?
Second viewing is presentation of language. The teacher asks them to make a group discussions and discusses about the lyric, difficult words and message of the song. After the student reads the lyric and discusses with their friend for the second time and also answer the teacher questions that relating to the topic. Then, the teacher asks all
students in pairs to come in front of the class to perform their speaking in form of transactional dialogue.

Post viewing
Post viewing activities are connected the way of using language that came from the students. The teacher asks their opinion one by one about that song in order to make the students’ express their ideas and also check the students’ comprehension about the meaning of vocabulary, verse or sentence, story and message that includes on song in oral form and also it is recorded by the researcher. The teacher comments on students’ performance especially in five aspect of speaking and also ask the students difficulties and discusses the ways to solve the difficulties together with the students.

Based on procedure above, the researcher surely it can help the teacher and the students more active, creative and also enjoyable in delivering and accepting the material by using song as a media in teaching-learning process.

2.9 Advantages and Disadvantages Using Song

There are several advantages and disadvantages of teaching speaking by using song.

Advantages

The following advantages:

1. Song makes teaching learning process fun and enjoyable.

2. Song is familiar among students.
3. Song makes it possible to be in control of the visual, because the teacher and students can reflect and analyze every question from visual lyric by pausing the video clip.

4. Students can listen to the songs at home and revise the language by them self.

5. Song makes “moving in time” easy.

Disadvantages
The following disadvantages:

1. Teaching Speaking by using Songs takes an extra time in the regular meeting. It can be an ineffective time for the learning process while the teachers want to give the materials appropriate their syllabus.

2. It is also seen an enjoyable activity for student, it might create a threat to classroom atmosphere which can lead to destruction of normal discipline of the classroom.

As a matter of fact, every strategy, media, technique, or step bears some advantages and disadvantages. Therefore, it is important for the teacher to consider each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective and successful.

2.10 Theoretical Assumption

In teaching speaking, there are some media that can help the teacher to reach the aim of teaching learning process. There are many ways in teaching speaking and teacher
should have the ability to choose the appropriate way and implement it in the teaching learning process to obtain the goal. The use of interesting aid is necessary for teaching speaking. Popular English song is use in teaching speaking because it made students enthusiastic and active in the teaching learning process. Many senior high school students are familiar and like sing a song. Popular English song can attract the students and also get their understanding about language via entertainment.

Therefore, Popular English song can be an effective and interesting way in teaching speaking. Speaking is any process in which people share information, ideas and feeling, it involves all of body language mannerism and style that add meaning to give a message. The objective of teaching speaking is to help the students to understand the meaning, mastery the grammar, vocabulary and also how to pronounce and how to use it in communication in daily activities.

Furthermore, the researcher believes that teaching speaking using song creates good atmosphere in the classroom, so that the students not got bored in teaching learning process and this condition is expect to help students improve their speaking ability.

2.1 Hypotheses
The researcher propose the following hypotheses:

1. “There is significant difference on students’ speaking score after being taught by using popular English song”

2. Vocabulary is the aspect of speaking that improve most on students’ speaking ability after being taught by using popular English song”