

CHAPTER 2

FRAMEWORK OF THE THEORIES

2.1 Children's Characteristic

According to Derek Rwantree (in Rohani , 1997:7-8) children are an object that is interesting to be discussed. It is caused by the nature of the children itself. They are able to work with others and learn from others, they also love to play. Moreover, children are very active. Not only that, they are also intelligent. As listed above, children are able to work with others and learn from others. Connected with education world, this characteristic of children is exceptionally beneficial to the teaching and learning process. It makes the teacher easier to convey the material to the students.

Out of education scope, childhood is a pleased period. They can do anything they want to do. They do not think that it disturbs others or not. They also do not think that it inflicts others or not. They can play the whole time as they want. It is appropriate to their nature that they love to play. The child is seen as continually interacting with the world around her/him, solving programs that are presented by the environment.

For children, songs such as popular pop-rock songs, traditional and educational songs, rhymes, and chants, present and excellent source of language. Children can not only learn and practice different segments of English through songs, but also satisfy the specific characteristic of their age. Children in general like songs, and if songs are used for learning a language, then children enthusiastically accept them. One key factor is that children are not aware of the fact that they are learning through songs, and therefore they see them as a pleasant and fun part of English lesson. Apart from this, songs serve as a good source of pronunciation, intonation, and accent practice, but also as a practice of listening skills and vocabulary development.

In intellectual characteristics children think very concretely and literally, learn through their experiences at home, church, and preschool, are often easily distracted from staying on task, etc.

Children characteristic

Children	Teenagers	Adult
Need to move	Starting to keep still for longer periods but still need to move	Able to keep still for longer periods
Can concentrate for shorter periods	Concentration developing	Can concentrate for longer periods
Learn through experience	Beginning to learn in abstract ways, i.e. through thinking as well as experiencing	Learn in more abstract ways
Are not very able to control and plan their own behavior	Beginning to control and plan their own behavior	Usually able to control and plan their own behavior
Are not afraid of making mistakes or taking risks	May worry about what others think of them	Not so willing to make mistakes or take risks
Are not aware of themselves and/or their actions	Sometimes uncomfortably aware of themselves and/or their actions	Aware of themselves and/or their actions
Pay attention to meaning in language	Pay attention to meaning and increasingly to form	Pay attention to form and meaning in language
Have limited experience of life	Beginning to increase their experience of life	Have experience of life

Ellis (1994, p 499)

From the table above shows that children have a unique characteristics, which can be a supporting or inhibiting factor in the learning process foreign language. Ellis (1994, p 499) quotes that children need to move, can stay still for short experience, not yet able to control and regulate its activities, not afraid of embarrassment mistakes or taking risks, not pay much attention to the meaning of language and process limited experience in their life.

Cameron (2001, p 4) argues that children not only need a simple language but they often are also want complex language. Children have potential exceptional learning abilities, and sometimes far from the teacher's estimates. So teaching simple topics is not enough, they already part of a global community and many of them can already talk about things complexes such as computers, and the internet. by therefore it is important for teachers to

connect the real world of the children. They can teach with the subjects they are capable of.

2.2 Definition of Songs

“Song is the act of singing, the characteristic sound produced by a bird, a short musical composition with words, a successful musical must have at least three good songs. It also says that song is a distinctive or characteristic sound. Besides that, song is the imperial dynasty of china from 960 to 1279 and very small sum”.

Songs 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 this case children try to express what on their thought 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 teaching English language especially in improving their pronunciation and comprehension. Because when students are accustomed to listen to 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.

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.

When the teachers choose the song to teach students so teacher should know the basic elements of song, such as:

a. Melody

Melody is sweet music, tunefulness, arrangement of notes in a musical expressive succession. A melody in music is a series of linear events or a succession, not a simultaneously as in chord. However, this succession must contain change some kinds and be perceived as a single entity called melody. The main elements of melody are duration, pitch, and quality (timbre, texture, and loudness). Melody consists of one or more musical phrases, motifs, and is usually repeated throughout a song or piece in various forms.

b. Rhythm

Rhythm from Greek- rhythms,” any regular recurring motion, symmetry” is a” movement marked by the regulated succession of strong and weak elements, or of opposite or different conditions”. In other words, rhythm is simply the timing of the musical sounds and silences. While rhythm most commonly applies to sounds, such as music and spoken language, it may also refer to visual presentation, as “timed movement through space.

c. Lyrics

Lyrics are simply words of song, the lyric of song text roles not only as a complement of the song but also as important part of musical elements which determine the theme, character and mission of the song.

2.3 Type of Songs

Various types of songs that we can use according to our needs at class. Songs can be categorized into activity songs, animal songs, counting song, food song, learning song, lullaby, patriotic song, parody, sport song, traditional song, and so on. Please note that not all songs we can make English as a learning resource. Songs with music too dominant for example, or songs that contain too much metaphorical language, slang language, not good for children. Choose a song simple and in accordance with learning needs (curriculum, for example). Choose anyway songs whose lyrics can be heard clearly, also pronunciation (pronunciation) yang right. Because students will use the song as a model then of course they are must find the best model. If the teacher will sing it then it must also be ensured that the teacher will give a model good for students.

Hubbard, et al (1991: p.93) divide songs into five types :

1. Songs and games usually children's songs, which are sung with certain games.
2. Action songs that require some mime or action to be performed while singing them.
3. Songs where one structure or a lot is repeated more and more. Specially written songs.
4. Songs which tell a story.

Kailani (2007: pp.134-136) also says that there are three kinds of songs :

1. Communication songs: These are songs with a language that closely approximate normal speech styles.
2. Language songs where one structure or a lot of lexis is repeated over and over again.
3. Action songs which require actions or some sort of mime to be performed while singing them.

2.4 Definition of Children Songs

Ratnasari (2007:p.11) defines songs as a kind of art work that are intended to be sung either with or without instrumental accompaniments. The free encyclopedia (2011) defines songs as a piece of music for accompanied or unaccompanied voice or voices. Simms (1993:p.29) defines a song as "a short of piece in one concise movement for the medium of solo voice and piano." From the previous definitions the researcher defines children song as music, instruments, tunes and rhymes and it is not an ordinary message or ordinary words but according to specific rhymes, repetition and structure.

Children's song may be a Kindergarten rhyme set to music, a song that young children invent and share among themselves, or a modern creation intended for entertainment, use in the home, or education. Although children's songs have been recorded and studied in some cultures more than others, they appear to be universal in human society. Pioneers of the academic study of children's culture Iona and Peter Opie divided children's songs into those taught to children by adults, which when part of a traditional culture they saw as nursery rhymes, and those that children taught to each other, which formed part of the independent culture of childhood. A further use of the term is for songs written for the entertainment, or education, of children, usually in the modern era. In practice none of these categories is entirely discreet, since, for example, children often reuse and adapt nursery rhymes and many songs now considered as traditional were deliberately written by adults for commercial ends.

There are many reasons why I choose children songs. It has many contributions in definition of children songs:

1. Children songs are funny.

They promote mimics, gestures which are associated to the meaning. They are good to introduce phonetics. Children songs can be applied to comprehension stages (listening) or production (singing). There are songs for all ages and levels. Students can learn English very easily through echoic memory.

2. Children songs can be a reminder.

Children songs also help children remember things more easily and draw children more deeply into a lesson.

Those statements above, clearly define that children song is funny. As we see, most children like something funny. They like something different, with their interest in children song, will make the process of teaching English easier. We assume that children song is good for improving English pronunciation of Kindergarten school, because it is something different than usual way. In conducting this activities, the students will be active and enthusiastic in the class. The students will pay attention to the teaching learning process. In this situation, the students will seem to be cheerful when the songs are played. They can practice the songs during study in the class room, or out of the class.

2.5 Definition of Teaching

There are some definitions of teaching according to some experts. According to Tyson in Mustofa (2015:194) “Teaching is a process of interaction, the teacher does something to a student; the student do something in return”. From this definition a reflected that teaching is a way and an active bilateral process between students and teachers.

Tardif as quoted by Mustofa (2015:195) “Teaching in principle is any action performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learner)”. It means that teaching is an act under talked by a teacher to help and facilities students in learning activities (process learning).

Johnson (2007:37) states that the teaching process should involve students in the search for meaning and should enable students to understand the meaning of the lessons they are learning). From this definition teaching is a process that involves students in learning activities so that students understand what they receive in the lesson and understand the material presented by the teacher to create the purpose of the learning.

There many factors that influences language teaching especially English pronunciation teaching. Besides teacher should select the media that suitable to be applied in teaching English pronunciation, they also should know how to teach pronunciation well. By knowing the goal way in English pronunciation, the result that is achieved will be more maximal and alternatives in pronunciation is teaching.

The conclusion of the teaching definition of some experts focuses in teaching and the assessment of student achievement. Teaching has to have a focus. We should be clear about we are trying to do. One of the findings that shines through research on teaching is that clear learning intentions help learners to see the point of a session or intervention, keep the process on track, and, when challenging, make a difference in what people learn. The assessment of student achievement, or understanding what students know and can do, is fundamental to effective teaching and to students' learning. Unless teachers know students well and are knowledgeable about their achievements, they cannot be confident that they are meeting the learning needs of their students.

2.6 Definition of Teaching Media

Generally, teaching media mean all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals. There are some experts that stated about teaching media. According to Bakri (2011:3) media is plural form of medium, which derives from Latin word *medius* that has meaning “middle”. In Bahasa, medium means “between or interval”. The meaning of media aimed at something that delivers information (massage) between message sender and receiver. Teaching media based on Arsyad (2009:4) is a media that bring instructional purpose of massages or information of learning. Media is means of expressing massage and information. According to Heinich, et al in Nurrochim (2013:17-18) stated that medium as a mediator that delivers information between sender and receiver. When the media brings

instructional messages or information that contains learning purposes, it can be called as teaching media.

Meanwhile, Gerlach and Ely in Bakri (2011:3) divide teaching media in wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill or attitude. In this meaning teacher, book, and environment is included in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information. In addition, Briggs in Aniqotunnisa (2013:10) stated that teaching media is all physical form that can convey message and can stimulate students to learn.

According to Arsyad (2009:6-7), teaching media has some basic criteria, those are:

- a. Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.
- b. Teaching media has non-physical meaning then we called it software that is the message which wants to deliver for pupil in hardware.
- c. The emphasizing of teaching media is in the visual and audio.
- d. Teaching media is a tool to help teaching-learning process both inside and outside class.
- e. Teaching media used to communicate and interact between teacher and students in teaching-learning process
- f. Teaching media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video recorder)
- g. Attitude, act, organization, strategy, and management that related with application of certain knowledge.

Based on the definition above, it can be concluded that the media relates to technique, method in teaching and learning process. In other word, media is all aids/tools which may be used by teacher and learner to attain certain education objectives. Media is every tool to convey information or

messages from one place to another place. In teaching learning process also use media to make the process run effective and interesting.

2.7 Kinds of Teaching Media

There are many kinds of media that can be used to teach English, one of them is song. Song could be used to teach vocabulary because in the lyrics of song there are several kinds of words and vocabularies. Teacher could choose definite song which appropriate with topic that would be taught. According to Usman and Basyiruddin Aznawir, Media is an agent or companion, Association for Education and Communication Technology (AECT) define that media is a tool which is used to distribute information. Moreover, National Education Association (NEA) define that media is a something which can be manipulated, seen, heard, and read by instrument used in teaching learning process that where influenced the effectiveness of instructional program.

From the explanation above, the writer concluded that media are important in teaching learning process. It makes students easily to catch the material because they are interested in learning and the teaching learning process will be more various so that the students enjoy it. Students also will be more active in giving response to the teacher's explanation.

2.8 Improving Students' Vocabulary Using Song Lyrics

One of the purposes of teaching vocabulary is to improve the students' ability in vocabulary.

There are some definitions of improve as follow:

1. According to David Yerkes, "Improvement is to bring into a more desirable or excellent condition".
2. "Improve is to increase the value of (real property) by betterments, as the construction of buildings"
3. According to Hornby, "Improve is to become or make something better than before".

From the definition above, the writer concludes that improve is process to make or bring something into better condition than before. This study, the researcher use song lyrics as a teaching media which has aimed to improve the students' ability in vocabulary especially about animals, because vocabulary is one of important part of English language and English is new material at Elementary School level. So, it will makes the students feel confused in learning English and they makes many mistakes in learning vocabulary. Therefore, the teacher should help the students to improve their ability on vocabulary. In order to, they can mastery the English material.

2.8.1 Teaching Using Songs/Media

Every teacher may have his/her own way of using songs in his/her lessons. Regardless of the way it is taught, the key to successful use of a song is its application. That is to say that the presentation and activities have to suit young learners' characteristics, their mastery of the language and their interests. In order to accomplish this, a certain technique has to be applied.

According Brewster et al, 2002 the following considerations for how the teacher teaching using songs/media:

1. The teacher explains the words.
2. Songs have to more interesting to the students.
3. The teacher plays the whole song to establish rhythm.
4. If the song is very long the teacher will play the song verse by verse.
5. The teacher puts the words to the tune if necessary.
6. Using gestures activities where necessary.
7. Making the singing period light and lively.
8. The teacher encourages children to memorize the song through different interesting ways of helping them with their memorization.
9. Teacher lets children sing the song.

When using songs, it is of immense importance not to teach the target language structures but to let children learn and discover the language on their own. In this process they need to get the feeling of success. The language needs to be presented at an attainable rate as well as to connect previous words and language structures to the ones that will be learned in the near future. In this research will explain how students the new language in a song. They first recognize the new language forms, and then they want to learn them because they need them for the activity they like. So, they try to understand the words by finding out their meanings. After that, they use this new language and connect it with other words from the song. In this way learners develop positive attitude and willingness to learn.

From the definitions above, the research conclude that using songs as media are the means that are used by teacher to convey teaching materials to students. It can be printed or audio, visual, or audio-visual. Song is one of teaching media that is used by teacher to convey materials to students, especially in teaching learning English. Song is an audio type of media, but it can also be used as an audio-visual medium.

2.9 The Definition of Listening

Listening is a psychological process which begins with someone's awareness and attention to sounds or speech patterns receiving, process through identifications and recognition of specific auditory signals decoding, and ends in comprehension understanding (Smaldino, 208:293). In the receiving process, the ears will hear any sounds that come to them. At the same time, the ears can receive many sound such as one's talk, rainfall, music, song, etc. However they are able to select specific sounds that they will listen to. This process is called decoding. The specific sounds that are perceived by the ears then are transmitted to the brain. Finally, the brain will assign the meaning of the sound. This process is called understanding.

The comprehension of the song comes along with while-listening activities. At this stage, students are required to participate actively while they listen to the song. However, the song has to be played multiple (at least three to four) times so that students can learn the song and accompanying movements.

1. When listening to the song for the first time, children do not do anything except listen to the music and the words.
2. The second time children listen to the song, they watch the teacher singing and doing the actions. Children still do not sing, but only do the actions.
3. The third time they listen to the song children try to sing along with the recording or the teacher.
4. And finally, while listening to the song the fourth time, children sing along with the recording or the teacher and do the actions. This stage can be repeated several times.

The final stage in the listening process usually leads into communicative activities. At this point, it is a good idea to prepare activities in which students compete, play, or act. In order to be able to activate and practice the knowledge in the lessons that follow, teachers need to prepare appropriate follow-up activities such as a handout with pictures of the vocabulary from the song and blank spaces for students to write the correct words or a set of flashcards with a key word on each for individuals, pairs, or small groups to listen carefully and pile up the flashcards in the order they hear.

2.9.1 The Process of Listening

Listening is not a one-way street in which the process is merely a unidirectional receiving of audible symbols, but the process involves eight steps (Brown, 2001: 249). The eight steps are raw speech, hearer's determination of speech type, hearer's inference, hearer's recall, hearer's literal meaning assignment, hearer's intended meaning assignment, hearer's determination, and hearer's message deletion.

Raw speech means that the hearer holds an image in the short-term memory. The image can be in the form of phrases, clauses, cohesive markers, intonation, and stressed patterns. The holding of the image is done naturally so that this process is called raw speech.

Hearer's determination of a speech type means that the hearer determines which speech type will be processed. This process is done by the ears to select one of the sounds received. The sound selected is then appropriately interpreted by the hearer.

In the process of hearer's inference, the hearer tries to infer the speaker's intention. The inference can be done through the consideration of the type of speech events, the context, and the content. For example, one determines whether the speaker wishes to persuade, to request, to deny, to inform, and so forth.

The hearer's recall means that he or she recalls the background information which is relevant to the particular context and subject matter. The success of the process is affected by the hearer's experiences and knowledge. His or her experience or knowledge is used to perform cognitive associations in order to bring a plausible interpretation to the message.

Then, the process is continued by the hearer's literal meaning assignment. It means that the hearer interprets the surface strings that he or she perceives. This process may take on a peripheral role in cases where literal meanings are irrelevant to the message.

It can be concluded that listening is the process of receiving sounds, selecting specific sounds, assigning meaning, and deleting useless information. Listening is an interactive process that involves the ears and the brain.