

CHAPTER II

REVIEW OF RELATED LITERATURE

Concerning the idea of this research, this chapter discusses some theories and definitions that support this study. It is necessary to give some theories that support the topics, as follows:

1.1. Theoretical Framework

The theoretical framework is presented to provide some clearer concepts in this study, which uses songs and to increase students' interest in learning English speaking. To support this idea, the authors present related previous studies, literature review, conceptual framework, and hypotheses, to help the authors design this research.

There are ton justifications for why melodies are perfect for talking practice. It has a lot to offer in terms of teaching speaking. Students can enjoy the process of learning and teaching through listening to songs because songs can add feelings and rhythm to language practice that may be flat. Using English songs as teaching media is a good way to help teachers teach speaking skills more easily because students listen to native speakers directly. According to Paul (2006) states that “They (songs) also help children remember things more easily and draw children deeper into a lesson. Students will enjoy the teaching and learning process because they can learn using the media they like, and songs can encourage students to pay attention to the material”.

2.1.1 Definition of Speaking

Speaking is a person's ability to speak words to express, state, and convey ideas and feelings orally to others. Human beings communicate with each other using a language orally, although they use a very limited knowledge of language and before human beings master written skill, primarily they communicate or interact with each other in oral. In the field of English, speaking is one of the fundamental skills that must be mastered. apart from listening, reading and writing skills. According to Brown (1983) state that speaking was to express the need-request, information, service, etc. The speakers say words to listener not only to express what in their mind but also to express what they needs. Most people might spend of their everyday life in communicating to others. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings. According to Mead (1985) speaking is a collaborative activity in which a person alternates between being the speaker and the listener. It involves both verbal and nonverbal communication. According to Lawtie (2007) expressed that talking is key to human correspondence. According to Chaney (1998) gives the definition of speaking as the process of creating and communicating meaning in a variety of settings through the use of verbal and nonverbal symbols.

It is clear from the above description that speaking ability is related to communication. Speaking is the capacity to utilize language appropriately to convey one's thoughts, ideas, or feelings to others in order to obtain or impart knowledge from those who communicate.

2.1.2 The Purposes of Speaking

The primary function of speaking is communication. Speaking is an essential means of communicating with others. This is why speaking is a very important tool for communicating in our daily lives, whether it is as a social tool or professional tool. Basically, speaking has three important aims, there are:

a. To notify

To notify means that the speaker wants to share ideas, information, feelings, or a decision with the listeners and impart knowledge for a specific purpose. (Tarigan, 2008). So through speaking we can provide information or an idea to the listeners so that the listeners get clear information.

b. To comfort

To entertain, the speaker wants to make the listener happy with the materials they choose based on their value as entertainment. (Tarigan, 2008). In this case, when speaker wants to be noticed by the listener, they make jokes so that their conversation becomes more interesting and not boring.

c. To persuade

To persuade means the speaker wants to confirm the listener to do something in certain activity (Tarigan, 2008).

2.1.3 Speaking Types

Brown (2004) classifies some types of speaking performance:

a. Imitative

The ability to simply parrot back (imitate) a word, phrase, or possibly a sentence is at the end of the range of types of speaking performance. Even though oral production at this level is strictly phonetic, the criterion performance can be used to make inferences about various prosodic, lexical, and syntactic properties of language.

b. Extensive

A second sort of talking much of the time utilized in evaluation settings is the creation of short stretches of oral language intended to show capability in a restricted band of linguistic, phrasal, lexical or phonological relationship (like prosodic component sound, stress, beat, point). Coordinated reaction errands, perusing out loud, sentence and discourse consummation restricted 25 picture-prompted undertakings, and basic successions and connections up to the straightforward sentence level are instances of broad appraisal assignments.

c. Responsive

Responsive term included cooperation and test understanding yet at the to some degree restricted degree of exceptionally short discussions, standard good tidings and a casual chitchat, basic solicitation and remarks and so forth.

2.1.4 The Aspects of Speaking

In speaking skill there are four aspects that must be mastered by speakers, without completing these aspects it will reduce the quality of speakers to become good speakers. These four aspects include the following:

1. Grammar

The first aspects in speaking skill are the grammar of the sentence that will be uttered. In English, grammar is a rule about how to structure sentences so that they are appropriate and polite. The correct usage of tenses and parts of speech is crucial to note in the aspects of speaking skills section of the grammar section. Speakers should be able to use a variety of tenses when discussing the past, the present, or the future.

2. Fluency

The next thing that needs to be evaluated is your fluency because it will help you speak. This includes how the speakers get their words out without any problem such as stuttering, taking too long to think about the words to say, etc.

3. Pronunciation

Pronunciation is one of the next aspects that are important in speaking. Without a clear pronunciation, the meaning of the resulting sentence will not be understood by anyone.

4. Vocabulary

Vocabulary is a collection of words in English that can be mastered. The more vocabulary mastered, the more better. By knowing a lot of vocabulary, it will be more straightforward for somebody to get thoughts or data from others.

1.2. Previous Related Study

Before the writer conducted this research, the writer first looked for similar research. To find out if there are similar studies, the writer finally took some reviews from the following similar studies:

The first is in (Sagita, 2020) research journal. This study's objective was to collect empirical data regarding the impact of song on students' speaking ability at SMP Negeri 1 Mila, Pidie's second-year students. The research in this journal targets class VIII SMP Negeri 1 Mila with a total of 22 students which are divided into 2 classes, VIII. The writer asked students to sing during the pre- and post-tests. In the control class, the consequence of pretest score was 1,285. The score on the posttest was 1,462. 182 was the gain between the pre- and posttests. The pretest score in the experimental class was 1,190. The score on the posttest was 1,608. Pretest and posttest gains totaled 418. Students whose speaking skills were taught through the use of English songs had significantly different outcomes,

according to the findings of this study. As a result, the author believes that using English songs to teach speaking was effective.

The next study taken from Wahyuni (2018) journal research. The study's objective was to make use of English songs to teach speaking to students in the English Department at STKIP Bina Bangsa Getsempena Banda Aceh. This study was kind of like an experiment. The point of the review was to figure out understudies' improvement in ability to talk by utilizing English melodies. The entire class of 2015/2016 students in the English Department at STKIP Bina Bangsa Getsempena Banda Aceh served as the study's population. The sample consisted of 35 students from the English Department in their second semester. Students take a speaking test to capture the necessary data. The t-test was used to analyze the data. The study revealed that the t-score was 7,25, with a critical value of 34 at the level of significance of 0,05 for the degree of freedom. The calculation resulted in a score of 7,25, which was higher than t-table 2,14. As a result, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, indicating that students' speaking skills could be enhanced by listening to English songs.

2.2.1. English Song

2.2.2 Definition of Song

Song is the art of making tone or sound. Usually, musicians play instruments to make rhythmic music. A variety of rhythmic tones or sounds are also known as songs. Songs can usually be sung alone (solo), in

twos (duo), threes (trio) or in groups (choir). According to Homby (1995) A song is a piece of music performed with words. Song also combines culture, vocabulary, listening, grammar, and a slew of other language skills into a few rhymes, making it a great way to learn a language. On a hot, dull day, songs can also serve as a calming lesson.. They can likewise shape reason for some illustrations. Almost everyone likes songs, there is no age limit. Our daily life is almost never separated from the song. Songs seem to have become a part of our lives. The meanings and melodies that are sometimes contained in the song usually often present what we are feeling and make the listener relax. That is why songs can be used as a good tool that can be used in lesson, songs are considered effective enough to make learning easier and more fun because learning activities are carried out by singing (learning while singing) so that students will not feel bored and sleepy. However, students are expected to be more interested, enthusiastic about paying attention to learning, and dare to be active during the process of learning.

2.2.3 The Advantage Teaching English by Using Song

Song is an important tool for teaching English to students. More specifically, it is thought that songs can inspire students to learn English. According to Brewster (2002), the advantages of song are as follows:

1. Song could be used as a means of teaching a new language.
2. Song can work on understudies' articulation.

3. Song may be able to help students become more motivated to speak.

4. Students' memories can be strengthened by song.

Songs are a great way to teach English, they make students more sensitive to sounds. Learning a language is simply learning the various sounds that have particular meanings. The class can also be made more interesting and lively by songs.

2.2.4 Teaching Procedure Using Songs

According to Fitriya (2020) that the procedure to using song in classroom is:

1. Set the stage.
2. Once to familiarize students with the song.
3. Sing the song once time to acquaint understudies with it.
4. Practice your pronunciation, including stress, rhythm, and innation.
5. Encourage students to participate by miming or performing actions.
6. Several times, play the song.
7. Welcome understudies to determine what's going on with the song in student's language.
8. Sing the song to the class as a whole.

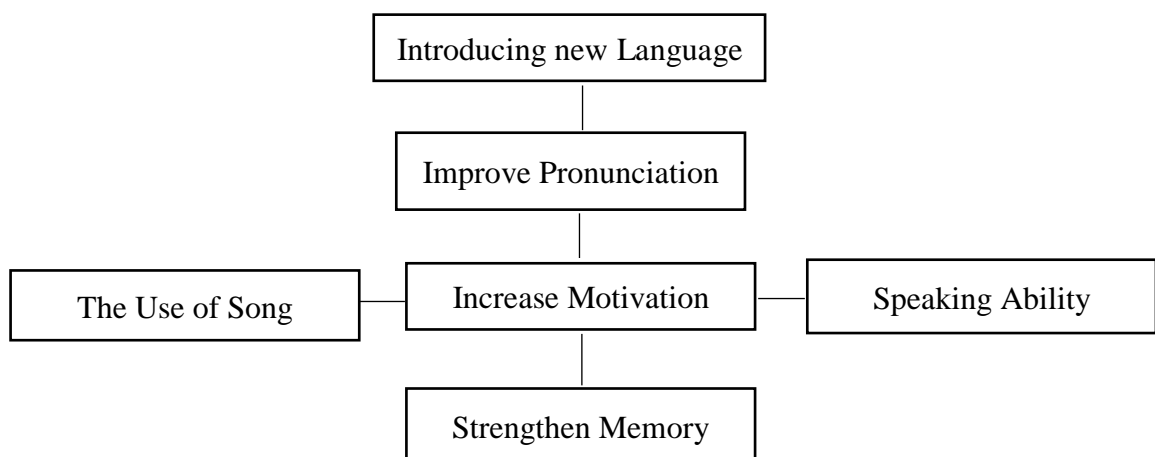
In this study, song use as a form of media to aid in learning is adjusted to the teacher's lesson plan, this is useful so that the learning process continues to run according to the lesson plan without changing it. So when using songs as a media aid in the learning process, songs must be in

accordance with the topic of learning in class. So that the use of songs can help teachers in teaching in a fun way, there have been several studies that discuss the use of songs in teaching speaking. Therefore, writer use songs to increase students' interest in learning speaking skill.

1.3. Conceptual Framework

The conceptual framework of the research will be explained in this research, as shown in Figure 2.1

Figure 2.1 Conceptual Framework



1.4. Hypothesis

The hypothesis in this study can be stated as follows:

Null Hypotheses (H_0) : The use of songs does not significantly improve students' speaking ability on tenth grade of SMAN 13 Samarinda.

Alternative Hypotheses (H_a) : The use of songs significantly improves students' speaking ability on tenth grade of SMAN 13 Samarinda.