

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Previous Study**

This chapter contains descriptions about the relevant theory of previews study related to “The Use of Kids Songs in Teaching Speaking Skill”. This title concerns in Elementary School of MI Tamrinussibyan II TengguliBangsri-Jepara.

In the research Tyas (2008) showed that English education has the purpose to enable students in using English for communication based on their literacy level. The research uses Descriptive method because the data collected in the form of word than number. The research showed that the teacher A and B performed some types of scaffolding talks like offering explanation, motivating, and stimulating students. The finding also showed that the speech functions performed by the teachers are statements, question, offer, and command.

Based on the research by Ristyawati (2010), it showed that the research found out the result of Total Physical Response (TPR) and decided the effectively using TPR to teach English for young learners. The research showed that TPR of functioned as alternative for students when they feel stressed and it is helpful for the students.

According to Hidayati (2009) stated that the research used game as a media to improve speaking ability. The advantages of using game are the students can enrich vocabulary, receive and send message and also solve problem. The writer use action research and qualitative method to collect the data.

Sholihah (2011) stated that pretest and posttest are significant to use. The research also use questionnaire to know the student’s interest to learn speaking. It was showed by the result of the questionnaires in which the students have motivation to improve their speaking ability through matching riddle game. Using riddle game in teaching Speaking would be more attractive and enjoyable. The research uses experimental research because the object uses group.

#### **2.2 Theoretical Review**

##### **2.2.1 Speaking English as Second Language**

Lewis and Jimmie (1992:22) argue that a language is many things; it is a system, a code, a set of convention, a means of communication, to mention only few. Everyone lives with a unique language in every place of the world. There are many

different language has used to communicate. It is appears English as International language. Although all of human using the language, they try to master this language. Speaking English used by the human can be L1 (first language) and L2 (Second Language). People who use English as L1 (first language) they use English as a mother tongue. It is used by human to communicate in daily activity. Then people who use as L2 (Second language) do not use English as mother tongue. English is use as second needed. It is happened as foreigner who has importance like studying abroad, job, or vacation.

In communication, speaking is one of four skills beside writing, listening and reading. It is also as of productive skill besides writing skill that uses expression of the meaning. Cameron (2001:40) suggested that

to construct understanding in a foreign language, learners will use their existing language resource . . . speaking is much more demanding than listening on language, learners' language resources and skills. . . require careful and plentiful support of various types . . . support for production.

Many people assume that speaking in foreign language is difficult than their mother tongue. Especially to speak English, as EFL (English as Second Language) the people must acquire the language through learning and many process. Harmer (2001:269) argued that speaking has necessary elements for spoken production:

- a) Connected speech: In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*), or weakened (through contractions and stress patterning).
- b) Expressive devices: Speakers change the pitch and stress of particular part of utterances, vary volume and speed, and showed by other physical and non-verbal means how they are feeling. The use of contribution to the ability to convey meaning. They allow the extra of emotion and intensity.
- c) Lexis and Grammar: Spontaneous speech is marked by the use of a number of common lexical phrases especially in the performance of certain language functions.
- d) Negotiation Language: Effective speaking has benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. In speaking, we need the social processing to make our communication more beneficial.

As a second language, speaking English help the people have connecting with the foreigner. Although we can communicate with written language like text a message but speaking is very detail as the teachers need to listen carefully to correct

the pronunciation, accuracy, pressure, and intonation that the native speakers use. Teaching children to speak a foreign language can be rewarding to their future.

Using English as a second language is a demand that the people use to learn and understand the language well. The people who live in the foreign countries must adapt with their environment especially in communication. It is happened when the human live in the foreign. They have not mastered yet the language that the country uses. But they can acquire the language as naturally and as subconsciously. It is supported by Ellis (1997:31) that in behaviourist theory language learning is like any other kinds of learning that it involves habit formation.

Richard (2002:204) states that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. It need struggle to reach and beyond the confines of the first language and into a new language, a new culture, a new way of thinking, feeling and acting.

Talking about speaking English as foreign language, it is difficult for the English as a Foreign Language (EFL) to practice speaking. The learners will meet the kind of learning problems like new vocabulary items, grammatical structure, and new sound system. In this term we will focus on the problem concerned with pronunciation. Hornby argue as cited by Sumantri (2011:13) that pronunciation is the way a person speaks the words of a language. From the definition above, it shows that pronunciation is the way person utters a word or language.

Ifadah and Siti (2011) said that pronunciation is about person's ability and how the people perceives the sound system, and have impact on speech and influence the meaning and in English context. Some of people in our country use English to communicate with foreigner subconsciously. They have a job or business abroad and must use English. It makes the speaker do not know their mistake when he is saying the word.

### **2.2.2 Teaching Speaking**

Teaching is education activity it by giving or transferring someone's knowledge and instructing to train something that is shown in result. Brown (2000:7) argued that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. In teaching learning process, the collaboration between teacher, students, and material are needed it becomes the knowledge which is transferred by the teacher to the students. In teaching learning process the teacher and students have a goal or result from what they have learnt. The English teacher must master the material and be able to convey the ideas. He must be clear and creative in

presenting materials in front of the class. Especially in teaching Speaking, teacher must be creative to convey the materials. Using strategy and media is helpful to teach Speaking. It influences the students enjoy the material and do not feel bored.

Harmer (2007:348) argue that classroom speaking activities are:

a. Acting from a script

Students will often act out dialogues they have written themselves through play script (by giving the students practice in theatre try the students speak will have real meaning) and acting out dialogue (when choosing the students we should be careful because we need to create the supportive atmosphere in the class.

b. Communication games

There are many communication games, all of which aim to get students talking as quickly and fluently as possible.

c. Discussions range from highly formal

Whole group staged events to informal small group interactions.

d. Prepared talks

The students make a presentation on a topic of their own choice. The students need a chance to rehearse their presentation. The teacher can decide together on criteria for what makes a good presentation and the listener in each pair can then give feedback on what the speaker said.

e. Questionnaires

It is ensure that both questionnaire and respondent have something to say to each other.

f. Simulation and role play

Students simulate a real life encounter as if they were doing so in the real world. It can be used to encourage general oral fluency or to train students for specific simulations. When they are do simulation and role play they need to know exactly what the situation is and be given information about background for them function properly.

### **2.2.3 Young Learners**

Harmer (2001:37) argues that people of different ages have different need, competences, and cognitive skills. Children have reputation to learn naturally for very good reason. Although they do not have expectation, they have learned their native language with apparent ease. Children learn language naturally based on surroundings they live. They can imitate everything which they hear and practice through their activity.

According to Cameron (2001:16), the range of the language experiences that children get in their foreign language lessons is likely to influence how their language develop. The young learners have good capacity to learn English. The young learners can absorb and memorize vocabulary easily and imitate what they heard. It can be done it kindergarten, or elementary school, because they have golden age whom the students can absorb the knowledge so fast and effective. In second language acquisition the young learners have a gold age to receive second language. What they learn in the beginners has influence in their future. So do the teacher must be carefully and make sure that the young learners understand well of the lesson.

In teaching learning process, the young learners are divided them into several classes. Dividing the young learners make then absorb the knowledge effectively. To identify the young learners, Scoot and Lisbeth (1990:1) divided into two groups to know the children's characteristic; it is five to seven years old and eight to ten years old.

The group of five to seven years old can does follows:

- a) They can talk about what they are doing.
- b) They can tell you about they have done or heard.
- c) They can plan activities.
- d) They can argue for something and tell that they think.
- e) They can use logical reasoning.
- f) They can use their vivid imagination.
- g) The can understand direct the human interaction.

The eight to ten years characteristic are:

- a. Their basic concept is formed.
- b. They can tell different in fact and fiction.
- c. They ask question all the time.
- d. Thy have a develop sense of fairness about what happens.
- e. They are able to work with other and learn from others.

Based on the statement, the writer concludes that the young learners who in the five to seven group must be honest and actually in communication, they speak by the fact. The eight to ten years the children improve what they talk because they use their imagination. The children have level that the one do not ensure what they feel but they have part of age where they can change their intelligence. It refers to people to identify the ideal situation for children in learning L1 (first language) where to their country they live in. All of the children can't master the language that spoken in the country, they will understand the language naturally and subconsciously.

The children have mood that do not ensure the teacher. They cannot control their emotion as the adolescents do. It needs special attention from the teacher. As the teacher need understanding what their students feel and need. The children's mood can change every time based on their condition in teaching learning process.

Moon (2000:1) argues that different condition with ideal learning can identify through:

- a) Time: Children will have plenty of time for learning English and it can spread over several years.
- b) Exposure: They are exposed to English all around them, both in and outside of school.
- c) A real need for English: They have a need to use English in order to survive on a daily basis.
- d) Variety of input: They are exposed to a wide variety of uses of English.
- e) Meaningful input: They will receive plenty of meaningful language input through experience of English not as a subject to be learned, but as a means of communication, where the focus is on the meaning not the form of the language.

Based on the statement the teacher must be understood well to the young learner's condition. In teaching learning process the teacher should use their creativity to make the children interested. Scoot and Lisbeth (1990) said that don't rely the spoken only, the young learners should include movement and involve the sense. Its meaning is the young learners need something attract to interest their attention.

#### **2.2.4 General Concept of Kids Songs**

Song is part of art which creates entertainment because it makes someone who hears the song feel better. Song has tone, rhythm, lyric, so it is nice to hear. Christy as cited by Burgess (2013:91) described song as the right melody, the right lyric that's emotional to me it has to be an emotional lyric. Some of people use song to express their feeling. Song also have influence to the listener, as we know that there are so many music genre has created by the producer such as Pop, Rock, Jazz, Hip hop and some other genres. Song without music as like food without tasted stated by Indonesian artist.

Most of people like a music, it means that they like listening song or singing a song. Especially the children, they will move their body and imitate what the singer said. Music has an interest to the hearer because music has good structure. Darwin argue as cited by Whitwell (2001:3) that music has a wonderful power of recalling in

a vague and indefinite manner, those strong emotions which were felt during long-past ages, when, as is probable, our early progenitors courted each other by the aid of vocal tones.

The music producer created their song based on category, like for religion, children, adolescent until adult. For young learners, it is appropriate to the most use kids song which is due to their age and knowledge. Kids songs are created to children, usually the songs used to study. Philips (1993:94) argued that the children really enjoy learning and singing songs and older learners find working with current or well-known pop songs highly motivating. The young learners can imitate the origin singer because they have heard the song regularly. So, we can use a song as media to teach English, because the learners can hear and imitate or practice what the singer said. Kids songs can help as media in English learning process.

### **2.2.5 Song as Media in Teaching Young Learners.**

Song has a lyric to be used for singing. Song is about art that accompanied by music. The learners who heard song can feel sad, happy or enthusiastic because the song influences their emotion. Using song as media in teaching learning process has many advantages. Media is an equipment that used by the teacher to get the students attention. Teaching learning process uses media to influence the goals. Reeves (1992) stated that media is defined as all means of communication, whatever its format. The children will have interest to the lesson and do not feel bored. Using media in teaching learning process can be done in many ways, such as showing pictures, Film and video, listening music, singing a song, entering a game in the learning activity, and so on. Shipley as cited by Yuliana (2003) stated that music helps children develop cognitive skills, as well as enhance language skills, by sing song, learn language, vocabulary and rhyme.

Harmer (2007:319) stated that music is a powerful medium for students to speak directly to our emotions while still allowing us to use our brains to analyze it and its effect if we wish so. The sound of music can change the situation before the teaching learning process begins. Music is one of the effective media which used by the teacher to change the students situation more enjoy and comfort before accepting the lesson.

Carmona (2010:18) argued that benefits of using music in learning process are simulating the brain and music primes the brain for higher the brain function like memory storage. Song provides means of utterance subconsciously memorized by the hearer. So it is effective when the teacher plays the song to teach speaking especially pronunciation. The students will remember and practice every word that they heard

the songs. The teacher also can drill the students using songs to pronunciation practice. Using song also can practice speaking be easier and confident.