

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the writer reviews the related literature theories from the previous studies that underline her study. The definition of song lyrics, the song lyrics as the media in teaching English and the definition of phrasal verb.

#### **A. The song lyrics as the media in teaching English**

##### **1. Song and song lyrics**

##### **1.1. Definition of Song**

Siti Tarwiyah states that song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes<sup>1</sup>. A song is a composition for voice or voices, performed by singing or by musical instruments. A choral or vocal song may be accompanied by musical instruments, or it may be unaccompanied, as in the case of a cappella songs. The lyrics (words) of songs are typically of a poetic, rhyming nature, though they may be religious verses or free prose. A song may be for a solo singer, a duet, trio, or larger ensemble involving more voices. Songs with more than one voice to a part are considered choral works. Songs can be broadly divided into many different forms, depending on the criteria used.<sup>2</sup> One division is between "art songs", "pop songs", and "folk songs". Other common methods of classification are by purpose (sacred vs secular), by style (dance, ballad, Lied, etc.), or by time of origin (Renaissance,

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<sup>1</sup> Tarwiyah, Siti, Game, Song and Practical Ideas to Teach Language, Semarang: 2008 p.2

<sup>2</sup> Xiangming li Tsinghua, Effectiveness of Music on Vocabulary Acquisition, Language Usage, and Meaning for Mainland Chinese ESL Learners, Tsinghua University, 2007, p.73

Contemporary, etc.)<sup>3</sup>. A song is certainly one of the most prominent elements in music.

The main reason why songs cannot be marked in only one class is because the differences in their type of music, lyrics, and purpose. However, songs may be roughly classified as per types of lyrics, music, tone, culture, and similar other factors.<sup>4</sup>

## **1.2 Definition of Song lyrics**

### **1.2.1 Definition of lyrics**

"Lyric" derives via Latin *lyricus* from the Greek λυρικός (*lyrikós*), the adjectival form of lyre. Lyrics are set of words that make up a song. Lyric can be studied from an academic perspective.<sup>5</sup> Lyric can also be analyzed with respect to sense of unity it has with its supporting music. Lyric is simple word of song. The lyric or song texts do not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song. It can also make sense be stable. To know the sense of the song, we can feel the rhythm and melody, harmony and voice of the singer by the singing of the song.<sup>6</sup>

A music composition is not always a sequence of melody with a lyric. The composition without a lyric on its melody called an instrumental music. On the contrary, the one with lyric is called a song.<sup>7</sup>

The music composition performed by a song contains an attractive aspect. The attractive aspect is language. The language which consists of a sequence of words, give new dimension of the music, which cannot be found in the other composition, instrumental music.

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<sup>3</sup> URL :<http://www.laits.utexas.edu/hebrew/music/music.html>. (Online) access 20 March 2014: 02.00 pm.

<sup>4</sup> Chunxuan Shen, Using English Songs: an Enjoyable and Effective Approach to ELT, China: Zhejiang Gongshang University, p.2

<sup>6</sup> Neil T. Millington, Using Songs Effectively to Teach English to Young Learners, Ritsumeikan AsiaPacific University, Japan, 2000, p. 21

The lyric in a song is actually non musical aspect. However, besides giving new unique dimension, its presence in music is not only as an embedded element but also as a part of the music. Many songs are created from text or beautiful poem.

### **1.3 Phrasal verb**

#### **1.3.1 Definition of Phrasal verb**

One of the characteristics of most English verbs is that they can be combined with a preposition or an adverbial particle to generate a new meaning. The common name for such combinations is phrasal verbs, although we often find that among English grammarians, they give different names and definitions of such combinations.

Frank says that: A preposition may combine with a verb to form a new vocabulary item. This preposition may combine with a verb to form a new vocabulary item. This verb-preposition combination goes by several names – two part verbs, composite verbs, and phrasal verbs. The prepositional form used with the verb may be referred to as an adverb, a prepositional adverb (or prepositional adverb) or by the more general term “particle”. The verbs in such situations are mostly one syllable words; over the most common preposition are those denoting places – *in, of, out, off, over, up, down, away, through, etc.* Listed bellow are some of the most common verb-preposition combination taken from Frank.<sup>8</sup>

For example:

Bring:

Bring about – *cause* I wonder what *brought about* his strange behavior. Bring on - *result in* His long exposure in the rain *brought on* a bad cold. Bring up – *raise a subject*  
He *brings up* that subject at every opportunity.

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<sup>8</sup>Frank, M. 1972. *Modern English*. New York: Prentice Hall, Inc. P. 173-176

Bring up – *rear* They *brought up* their children to behave well.

Do: Do over – *redo, redecorate*

We plan to *do over* our entire apartment. Do without (non separable) – *sacrifice, no need*

No one can *do without* sleep.

#### **1.4 Kind of Phrasal verb**

Phrasal verbse can be classified as follows:

##### **(1) Separable phrasal verbs**

With a separable phrasal verb, a noun may come either between the verb and the preposition or after the preposition. For example:

I *handed* my paper *in* yesterday.

I *handed in* my paper yesterday.

A pronoun comes between the verb and the preposition if the phrasal verb is separable. For example: I handed it in yesterday.

##### **(2) Non - Separable phrasal verbs**

With a non - separable phrasal verb, a noun or pronouns must follow the preposition.

For example:

I ran into an old friend yesterday.

I ran into her yesterday.

## **2. The Role of Song lyrics in teaching Vocabularies**

According to Bovee as cited by Sanaky that Media is tool of format used to convey information.<sup>9</sup> As cited by Asnawir and Usman state that media are things which can be manipulated, seen, heard, read, or spoken together their instrument that can be used well in

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<sup>9</sup> Hujair AH. Sanaky, *Media Pembelajaran*, (Yogyakarta : Safiria Isnania Press.2009),p.3.

teaching learning activity and can affect the effectiveness of instructional program.<sup>10</sup> Media in teaching learning process very importance to help students become effective and interesting in learning process.

Ubramanian claims that using songs provides an ideal context for students to learn new phrasal verbs. The enthusiasm generated by songs will enable the teacher to discuss those phrasal verbs, which have been brought up by the students, and not those randomly selected by the teacher or the textbook writer. Making students learn the songs will ensure that they will remember not only the meaning and also how to use the phrasal verb. A teacher can build up a collection of songs to use for different purposes, and prepare simple fill-in-the-blank exercises based on the lyrics of the songs. Not only do the students enjoy listening, but they also learn to listen for meaning<sup>11</sup>. Why should song lyrics be suitable for teaching vocabulary? The answer is simple. Song lyrics has always played a big part of humans' lives, beginning with child's birth and mothers singing lullabies to their children. It is used during all important occasions of human lives beginning with child's christening, through weddings, to funerals. Each country has its own anthem. Song lyrics has been important during many revolutions and was even the cause of some of them.

Song lyrics as such has always been important, especially to most young people. It has always brought them together. They love to share their music with one another. Students of the three groups that the songs were piloted with love to talk about their favourite artists. Talking about their favourite artists is a part of their everyday communication. Music is connected to

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<sup>10</sup> H. Asnawir and M. Basyaruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press. 2002), p. 11.

<sup>11</sup> The Internet TESL Journal, Vol. VII, No. 7, Dec 2013 <http://iteslj.org/Techniques/Upendran-PhrasalVerbs.html>

many areas of their lives. It is part of people's way of living, of their world and it can be used as a means for a teacher to get into his or her students' world, to get closer to them.

Song lyrics may touch topics that people can relate to. For instance, any pupil in the group that listened Fergie's song called "Clumsy" could relate to it, since they all could think of a situation when they had felt clumsy. This shows that music is personal and people in general are most interested in and motivated by things that they can relate to.

All of the above-mentioned arguments indicate that song lyrics is a subject of everyday communication and it is something that is ever present in people's lives intentionally or unintentionally, which can be very beneficial for the method of using songs to teach English vocabulary since it increases the possibility that students will come across the taught material, frequently revising it.

### **3. The Implementation of using Song in Classroom**

Using songs in classroom can be enjoyable and educational. Songs usually provide a peaceful and happy mood for the listener. Furthermore, in using song in classroom for teaching English vocabulary, the teacher should use some techniques<sup>12</sup>. There are several techniques in using song in classroom which all of them are complimentary one another.

#### **Students will be provided with incomplete lyrics.**

The students will gives incomplete lyrics of the song "Breakaway" by Kelly Clarkson and will be instructed to familiarize themselves with it by going through it silently. Each line contained a blank, which they would be required to fill in as they listened to the song.

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<sup>12</sup> Ratnasari Henny, Songs to improve the students achievement in prounouncing English words, Semarang: Language and Arts, 2007. P.37

**Students will be asked to fill in the blanks.**

After they familiarized themselves with the lyrics, the next step involved is to expose the students to the song in small chunks of four lines each. Every segment was replayed several times, till most students will confident that they writes in the appropriate words.

**Students will be asked to volunteer information.**

Each of the blanks is taken up one by one and every student in the group will be asked what word he/she used in a particular blank. (Since the writer focus here is on the teaching of phrasal verbs, the writer confine to the first blank in the song, which completes the phrasal verb "calls out".) The different answers provided by the students will put up on the blackboard. No attempt makes to weed out the incorrect answers at this stage. As all answers will be accepted, students enthusiastically revealed what they will put down. Some of the answers gives for the first blank is (calls) "out", "on", "off", and "up".

**Students will be asked the meaning of phrasal verbs.**

When all the students volunteered information about the word they had inserted in the first blank, they will be asked the meaning of each phrasal verb.

- What is the meaning of "call out"?
- What does "call on" mean?

The meaning of each phrasal verb will be discussed individually and when a student provided a definition, which everyone agreed on, it will put up on the blackboard. The participants will be asked to use the phrasal verb in a sentence. Examples provided by the students will put up alongside the meaning.

**Students will be provided with contextual clues.**

When the students are unable to define a phrasal verb, there will be no attempt to provide them with one. Instead, the phrasal verb will be used in a context and all students will be expected to guess the meaning. For example, when the students are unable to define "call off", the following context will be provided. The students are asked to determine the meaning from the context provided. Once the meaning has been arrived at, further examples of how the phrasal verb will be used will be provided.

- John's appointment with the doctor was called off.
- The teacher called off the meeting.

**Students will be asked to study the lyrics again.**

When the meanings of all the phrasal verbs are figured out, the students will then be asked to study the lyrics again and determine which phrasal verb will be demanded by the context. If, for example, all students agree on "calls out", they will be asked to provide cogent arguments why it couldn't be any of the other phrasal verbs that they had initially come up with. Some of the arguments put forward by the students are: people don't visit someone on the street, they can meet them accidentally, but not 'visit'. The grammar does not permit 'call on'. One can 'call on' someone, but not 'call on to' someone. Getting/providing such answers from/to students ensured that they not only remembered the meaning of the phrasal verb but also where and how it should be used.