

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

As an international language, English is considered as an important language to be learned. English as a foreign language curriculum and pedagogy have stressed on the importance of teaching communicative strategies and the functional use of language that the goal of teaching and learning English is to be well in communication. In addition, Broughton states, so far we have been considering English as a second language. But in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life.¹ It means that the purpose of teaching English as foreign language is to create a situation that the students can use English as a lesson in the school. Foreign language is one of courses in the curriculum which students should be encouraged to talk a great deal in class and to express their ideas, not simply what the teacher tells them to say. It is expected that the students should have the ability or knowledge of English which can be used for communication.

¹ Geoffrey Broughton, et.al, *Teaching English as a Foreign Language* (New York: Routledge, 1980), p.6.

In teaching and learning process, basically English teachers have began attempting to teach foreign languages in a way that is more similar to first language acquisition.

The teacher should prepare the material instruction, media, and technique well. Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.²It means that teaching is a process that should be done by teacher based on the experience, knowledge and material preparationthat the aim of teaching can be reached.

According to Setiyadi, language teaching is influenced by ideas on the nature of language and the learning conditions that make learners to acquire the language. Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching method.³ It means that language teaching is the process of helping someone to learn how to acquire the language that he or she wants to learn or master it.

From the description above, it is clear that by the teaching English, students are expected to able to apply their English language for communication. Everyone knows that English is the international language which is used in the world society.English is vitally important and typically described as the most important of all school subjects,

²H.Douglas Brown, *Principle of Language Learning and Teaching*(New York: Addison Wesley Longman, Inc, 2000), p.7.

³Bambang Setiyadi, *Teaching English As A Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.20.

principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and for adult life.

B. Concept of Speaking and Speaking Ability

1. Concept of Speaking

Speaking is an oral interaction in which the participants need to negotiate the meaning contained in ideas, feeling, and manage in terms of who is to say what, to whom, and about what.⁴ According to Thornbury, speaking is an act of producing words.⁵ It means that speaking is an oral interaction or an act of producing words which the participants can express their ideas and feeling and also they can communicate with others. By speaking, the communication can be understood easily.

Speaking is the direct route from one mind to another, and it is the way usually choose when we want to ask question, or give an explanation.⁶ Besides, Lado states that speaking is the ability to express oneself in life situation, or the ability to report acts or situation, or the ability to converse, or express a sequence of ideas fluently.⁷ It means that speaking is the ability to express our mind to another, ask question, give an explanation about oneself in life situation, report acts or situation, etc. It is very important in our daily life activity to interact each other.

⁴David Nunan, *Language Teaching Methodology A Textbook for Teacher* (New Jersey: Prentice Hall International, 1991), p. 40

⁵Scott Thornbury, *How to Teach Speaking* (London: Longman, 2005), p. 1

⁶Christopher Turk, *Effective Speaking Communicating in Speech* (Francis: Spoon Press, 2003), p.9

⁷R. Lado, *Language Teaching a Specific Approach*, (New Delhi: Grow Hill Publishing, 1991), p. 240

Speaking is a productive skill that can be directly and empirically observed.⁸It is the one of basic skills in learning a language besides listening, reading, and writing. Bygate states that speaking is a linguistic activity which, like language itself, consist of several elements, for the examples pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed), in addition to topically (themes and ideas).⁹It can be concluded that speaking is the words who produced by someone in a circle of community can be understood each other easily without need a long time. As All elements above will affect someone's ability in speaking. If they understand a lot about the linguistics elements above exactly they will communicate with other people easily.

In conclusion, speaking is productive skill that very important in our daily life as a connector for each other. Through speaking we can express a sequence of ideas, opinions, or feelings, or reporting acts or situation in precise words and sounds of articulation to build communication to a listener or group of listener.

⁸H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (Pearson Education, New York, 2004), p.140

⁹Fahad Hamad Aljumah, *Developing Saudi EFL Students' oral Skills: An Introgrative Approach*, (Journal CCSENET vol.4, No.3; September 2011, Qossim Univesity, Buraidah, 2011), p.1

2. Concept of Speaking Ability

The ability to speak a foreign language is the most pressed skill because someone who can speech a language will also be able to understand it. Lado defines speaking ability as:

“The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language”.¹⁰

Meanwhile Lwin states that:

“Speaking ability is the main aspect and mainly appears from verbal intelligence and linguistic intelligence”.¹¹

It means that speaking ability can be called by verbal intelligence.No doubt, speaking is the most common communicative activity in daily life. Every time and anywhere people use speaking to others as ability in expressing their ideas and thought.

Speaking ability is an important part of the curriculum in language teaching and this make them an important object of assessment as well. Assessing speaking is challenging, however there are so many factors that influence our impression of howwell someone can speak a language, and because we expect test score to be accurate, just and appropriate for our purpose.¹²It means that the speaking ability should be seriously assessed accurately that appropriate with assessment criteria. The assessment criteria can be seen below:

¹⁰ Robert Lado, *Language Testing*, (London: Longman Group Limited, 1961), pp. 239-240

¹¹Lwin, Adam Khoo, Kenneth Lyen, and Caroline Sim, *How to Multiply Your Child's Intelligence*, (Jakarta: Indeks Publisher, Ed 2, 2008), p.11

¹²Sari Luomora, *Assessing Speaking*,(NewYork: Cambridge University Press, 2004) , p.1

1. Grammar
2. Vocabulary
3. Comprehension
4. Fluency (the ease and speed of the flow of speech)
5. Pronunciation (including the segmental features, vowel and consonants; and the stress and intonation).¹³

According some explanations above, it can be concluded that speaking ability means the skill to use English to practice conversation which is suitable with the expression that has been specified with measuring of pronunciation, grammar, vocabulary, fluency, and also comprehension.

C. Concept of Teaching and Learning Speaking

1. Concept of Teaching Speaking

Teaching speaking is one of ways that can be used for the learners can understand about the meaning of communication in real communication. On the other hand, teaching speaking is the way to express emotions, communicative needs, interact to other persons in any situation and influence the others. For this reasons, in teaching speaking, it is necessary to have understanding involved in speech. Harmer states that there are three reasons for teaching speaking, they are as follows :

¹³ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (United States of America: Longman, 2004), p.157

1. Speaking activities provide rehearsal opportunities-chances to practice real life speaking in the safety of the classroom.
2. Speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students.
3. The more students have opportunities to active the various elements of language.¹⁴

Teaching speaking means teaching how to use language for communication, transfer ideas, think or even feel to other people. The goal of teaching speaking is to communicate efficiently. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary and to achieve the social and cultural rules that apply in each communication situation.

Teaching speaking is to train students to communicate. Therefore, language activities in the speaking class should focus on language use individually. This requires the teacher not only to create warm and humanistic classroom atmosphere, but also to provide each student to speak, therefore, it is clear that language is very important. The teacher teaches speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

¹⁴Jeremy Harmer, *How to Teach Speaking* (London: Longman, 2007), p. 123.

Related to the explanation above, it is clear that the teacher must be able to encourage the students to explore themselves to develop speaking ability. It can be practiced by trying to interact with others in the class. Therefore, they can be challenged to expose their ability in speaking supported by the teacher. In this case the teacher may also give the opportunity to explore the students by giving a theme and the students practice in front of the class and also they can communicate in the target language.

2. Concept of Learning Speaking

Learning is the most important activities in life. Kimble and Garnezy in Brown states that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.¹⁵ This change occurs as a consequence of experience in some specified situation. The change brought about by developing a new ability, understanding a specific law, changing attitude. The change is not merely incidental or natural in the way the human appearance change as people get older. Learning is relatively permanent change, usually brought about intentionally.

Whereas speaking is the most important ability in English language teaching. According to Thornbury, the average person produces tens of thousands of words a day.¹⁶ It means that speaking is an act of producing words. It is understood that through speaking we try producing words to communicate with each other and use our

¹⁵H. Douglas Brown, *Principle of Language Learning and Teaching* (New York: Addison Wesley Longman, Inc, 2000), p.7.

¹⁶ Scott Thornbury, *How to Teach Speaking* (London: Longman, 2005), p.1.

language to send our message or express our ideas in order to understand with each other.

Based on the theories above, it can be assumed that learning speaking is an action, process or experience of gaining knowledge in speaking ability. Through learning speaking people can learn how to produce words to communicate their ideas, feeling, and thought with each other.

D. Concept of Music

Music is the rational organization of sounds and silences passing through time. Tones must be arranged in some consistent, logical, and (usually) pleasing way before we can call these sounds “music” instead of just noise.¹⁷ Glab said that music is made up of variations of tones in time, tempo, rhythm, melody, loudness and other effects.¹⁸ According to Žogota, music is a great language package that bundles culture, vocabulary, listening and a host of other language abilities just a few rhymes.¹⁹ It means that something can be called as music if tones arranged consistent, logical, and have a few rhymes, tempo, rhythm, melody, loudness, and other effects.

Wynton Marsalis said that “music is sound organized in time.”²⁰ Michael Linton perceives music as “the organization of sound and silence into forms that carry

¹⁷Craig Wright, *Listening to Music* (New York: Clark Baxter, 2011), p. 2

¹⁸ Glab Anfilov, *Physic and Music* (Moscow: MIR Publishers, 1966), p.216

¹⁹Nellija Žogota, “Using Songs, Music and Lyrics in English Teaching”. (A Reference Book, Rogovka, 2011), p. 1.

²⁰Wynton Marsalis, *Music*, Available on: <http://bigoldamp.squarespace.com/music-quotes/>

culturally derived meanings, cultivated for aesthetic or utilitarian purposes”.²¹The music is intentionally slow, repetitive, and well articulated, which can decrease the enjoyment for those students who would prefer current popular music.²²It can be inferred that music is sound organized in time which is intentionally slow, repetitive, and well articulated.

From the explanation above, it can be concluded that music is rational organization of sounds and silences in time. It has well articulated, repetitive, and intentionally slow. Music also forms that carry culturally derived meanings, cultivated for aesthetic or utilitarian purposes.

According to Nelliya Žogota, there are some advantages of using music in the classroom they are:

1. Music, songs and poetry can -develop awareness in the passive listening mode,
2. Help to teach the accented syllable of words, the stressed word of a sentence and the general rhythm of speech,
3. Provide real responses to language- matching actions to words or words to actions,
4. Broaden the students’ language base,

²¹*Ibid.*

²²Claudia Smith Salcedo, “The Effects Of Songs In The Foreign Language Classroom On Text Recall And Involuntary Mental Rehearsal”.(Dissertation for the degree of Doctor of Philosophy, Louisiana, 2002), p. 20.

5. Provide to practice known and new vocabulary and structures through imitation and repetition,
6. Offer itself to a variety of drill structures: repetition, response, substitution etc.,
7. Help us to teach more picturesque language than that provided for in our courses of study,
8. Make the students aware of rhyming words,
9. Allow for a variety of grouping for responses- large group, small group and individual.²³

After finishing with the teaching, repetition, substitution and practice, the students have a valuable cultural component in their language bank. And we have a performance tool to show the students' proficiency to their peers and the colleagues.

It is, however, very important for the teacher to choose lyrics which will not overload the students with the amount of new vocabulary. There is time enough to get into the more difficult current lyrics with their vocabulary and idiomatic overload.

From the explanation above, it can be concluded that music is a fun activity which can be useful for teaching media for the effective and joyful learning. Music is also believed can give the positive effect on the students' interest and motivation in learning English as well as to improve their speaking ability.

²³ Nellija Žogota, *Op. Cit.*, p. 2.

E. Concept of Rap Music Media

1. Definition of Rap Music Media

One of the models which can be developed on speaking class is through Rap music. Rap music is a form of rhymed storytelling accompanied by highly rhythmic, electronically based music.²⁴ Anderson states that Rap music is a style of delivery in which the performers do not sing but talk Rapidly over a rudimentary musical background.²⁵ From the statements, it can be inferred that rap music is a form of rhymed storytelling which the performers do not sing but talk Rapidly by highly rhythmic and electronically musical background.

According to Segal, he said that Rap is genre of music which uses modern discourse in a speech-like form to express topic which are relevant.²⁶ Rap or hip hop music is a part of pop culture, making this genre of music more relevant to most students than other genres of music.²⁷ Rap is a channel for (young) people to speak out, to unload their personal worries and frustrations, and to speak to and against scenarios of social injustice.²⁸ It means that rap music is a part or genre of pop culture which uses modern discourse in a speech-like form to express topic which are relevant. It can be called as

²⁴Tiricia Rose, *Rap Music and Black Culture in Contemporary America Music/Culture* (London: Wesleyan University Press, 1994), p.2.

²⁵Edward Anderson, *Positive Use of Rap Music in the Classroom* (Virginia: Community College Chester, 1993), p. 4.

²⁶ Beth Segal, "Teaching English as a Second Language Through Rap Music: a Curriculum for secondary School Students", (Master's Theses University of San Francisco, San Francisco, 2014), p.7.

²⁷*Ibid*, p.17.

²⁸*Ibid*.

a channel for (young) people to speak out, to unload their personal worries and frustrations.

Here is the example for the pronoun rap, which presents a list of 21 pronouns, is quoted below:

Got-ta learn the pro-nouns / These are pro-nouns

Got-ta learn the pro-nouns/ Se-ven pro-nouns

Got-ta learn the pro-nouns / Per-so-nal pro-nouns

Got-ta learn the pro-nouns / Listen to me flow now

Se-ven sub-ject pro-nouns / That are ea-sy to me

I and we / He and she / It, they and you

Yeah, se-ven sub-ject pro-nouns/ I know you can see

I and we / He and she / It, they and you.

Se-ven sub-ject pro-nouns / You can say them with me

I and we / he and she / it, they and you

This rap starts by introducing the task at hand, learning pronouns. Then it lists the first category of pronouns, subject pronouns. The seven subject pronouns are repeated three times. In later verses, the object and possessive pronouns are presented in the same fashion. This rap helps students memorize the personal pronouns in an organized and fun way.²⁹

²⁹Beth Segal, *Op. Cit*, p. 26-27.

From the explanation above, it can be concluded that Rap is not sing but it is talk rapidly by playing music background that can be used in teaching learning activity. By using Rap music, the students will not only get fun of learning, but also can speak out, unload their personal worries and frustrations. Rap music is a fun activities, it is designed for teenagers. The Rap music requires students to tell each other what they really think about a given topic. By talking Rapidly over a rudimentary musical background, the students get the opportunity to say what they really think about something, to discuss a topic and to express their emotions adapt to the Rap music.

2. Strengths and Weaknesses of Rap Music Media

Strengths of Rap Music Media

According to Houston, there are some strengths or advantages of Rap Music, they are:

- a. It provides valuable speaking practice. Students are challenged to use the words and phrases they know to express themselves.
- b. It lets students do their learning and speaking. Students choose who they want to talk to and (to some degree) what they want to say.
- c. It allows students to stretch their legs. Students get tired of sitting down for most of the class period. It allows them to get their bodies moving, giving them more energy for the rest of the lesson.

- d. It helps students get closer. The activity gives students numerous opportunities to interact with students they normally don't get a chance to speak with. This can improve the group dynamics within a class.
- e. It's highly flexible. It can be used for many types of language practice, everything from learning names to giving out compliments to asking and answering questions.³⁰

Masning Zahro mentioned also that there are some advantages of using Rap music in teaching speaking, they are as follows:

- a. As a teaching media, it prevents students' boredom in language classroom.
- b. Create a welcoming atmosphere. It is the function of song and music as a warmer, students are expected to be enthusiastic in the learning process.
- c. Facilitate a positive learning mood and motivate students to learning. Music helps students to focus on the material discussed and raise their concentration in the learning activities.
- d. Connect students to content topics.
- e. Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make them active again.
- f. Deepen understanding and reinforce memory through emotional association because music is familiar with students live.

³⁰Hall Houston, *Mastering the Rap*, (Taiwan: International House World Organisation, 2013), Available on <http://ihjournal.com/mastering-the-rap-by-hall-houston>, Accessed on March 24th 2015, p.1-2.

- g. Stimulate imagination and creativity. Music is good stimulus to imagine and it can explore students' creativity.
- h. Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.³¹

Weaknesses of Rap Music Media

In Masning book, there are some weaknesses of using Rap music, those are:

- 1. Music disturbs concentrations when applying to people who hate a genre of music.
- 2. Music can hurt eardrums if it is set up so loud.³²

Specifically, Houston said that there are some weaknesses of using Rap music media in teaching learning, as follows:

- a. The teacher needs more time to prepare the Rap music
- b. It can be a problem for shy students
- c. Classroom situation will be noisy.
- d. Cultural problem between western and eastern.
- e. Numerous students still feel hard to speak rhythmically³³

³¹Masning Zahro, "The Use of Song Lyrics to Improve Students' Vocabulary of Verb". (Thesis of Degree of Bachelor of Education, Semarang, 2010), p. 20-21.

³²*Ibid.*

³³Hall Houston, *Op. Cit*, p.5

F. Procedure of Teaching Speaking through Rap Music Media

The procedure of Rap Music media proposed by Segal is as follows:

- a. Teacher instructs students to listen to rap.
- b. Teacher plays rap video for students.
- c. Teacher instructs students to try to follow the tone, pitch, and rhythm of rap as they rap with recordings or videos.
- d. Teacher plays raps while teacher and students rap along.
- e. Teacher instructs students to rap along with video while teacher plays it.
- f. After students have done it once with recording, Teacher instructs students to rap without recording.
- g. Teacher instructs students to take out rap lyrics.
- h. Teacher plays rap while students listen.
- i. Teacher puts students in groups consist of 3-4 students.
- j. Teacher gives mini-lesson on grammar, vocabulary, or scripted discourse.
- k. Teacher has groups work together to write an original rap that applies or teaches the concept.
- l. Teacher instructs students to perform their original raps in front of the class.³⁴

³⁴Beth Segal, *Op. Cit*, p. 25-26.

G. Teacher's and Students' Problems in Teaching and Learning Speaking through Music Media

1. Teacher's Problems in Teaching Speaking through Music Media

Everything has bad and good sides, because as we know still there are some strength and weaknesses, also advantages and disadvantages in teaching speaking through music, teacher usually finds some problems in teaching and learning speaking specifically by using song and music. They are as follows:

- a. Teachers do not take the music seriously.
- b. It can disturb adjacent lessons.
- c. Teacher can lose control of the class easily.
- d. The vocabulary of the songs is too poor.
- e. Expressions are different to the rules of grammar and this can lead to make mistakes.
- f. Teachers do not know how to develop material successfully.
- g. The teacher may not like singing.
- h. The songs go out of fashion soon.
- i. It can disturb people in the class next-door.³⁵

Based on the explanation above, it can be concluded that there are many problems that faced by the teacher when teaching speaking through music and song in the

³⁵Tim Murphey, *Music and Song* (Virginia: Oxford University Press, 1992), p. 98.

classroom, such as teachers do not take the music seriously, and teachers do not know how to develop material successfully.

2. Students' Problems in Learning Speaking through Music Media

The learners have their own difficulties in learning the language. Particularly in improving speaking ability is not easy for the students. Meanwhile, the other case are still faced of learning speaking through music and song, songs are essential sources to be utilized during language teaching. Besides positive effects, there are of course difficulties encountered while using songs in language teaching. They are as follows:

1. The students did not think that Rap music media are effective tools in learning.
2. The students had difficulty in studying through music.
3. The students can't listen the music/song clearly because of inefficient sound systems in schools.
4. The students didn't like Rap music as the type of music genre.
5. The students felt confused with the songs which are not grammatical or those involving complicated sentence structures.
6. The students felt bored with the repetition of a limited number of words.³⁶

³⁶Funda Keskin , "Using Songs as Audio Materials in Teaching Turkish as a Foreign Language." The Turkish Online Journal of Educational Technology, volume 10 Issue 4, October 2011, Istanbul University, Turkey, 2011, p. 379

Based on the explanation above, problems in teaching speaking through Rap music are complex. It is not only related with the teacher factors but also about context outside. The points of those problems are related with condition of the students. Even though there are some problems in teaching speaking through music , the teacher can solve it by doing some acts. The teacher can give more attention for the students by walking around the class to control and make sure the students want to speak and learn according to the teacher instruction.