

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

Learning with music is a popular learning style nowadays. Fleming and Baume (2006) classified the ones who learn with music as auditory learners. One of the characteristics can be seen in a large number of study playlists, a list of songs that merge several songs into one video or looping one song in an hour or more for study purposes. Besides, there are several ways to use music in learning. Whether learning while listening to lo-fi type of music, or fitting the materials into the melody of songs they like. On the other hand, language learners can learn by listening to and analyzing the lyrics of the songs. Also, language teachers around the world use songs to aid students' verbal learning, particularly in memorizing words owing to phraseological patterning (Tegge, 2015). That is how most EFL students today learned English through English songs.

English learners are the most to get benefit from learning using songs. It has a lot of benefits such as providing resources to help students improve their vocabulary, comprehension, listening, speaking, and writing skills, also auditory skills and rhythmic patterns stimulate brain activity and enrich the imagination, boosting learning and grammatical variations (Ajibade & Ndububa, 2008). It is because songs mostly contain authentic or natural English, have the vocabulary which natives usually use, suited students' needs and interests, implicitly or explicitly introduce grammar and

cultural aspects, and differ widely in terms of accents. Learning a language through music is one of several enjoyable ways to learn English.

Learning through music for EFL students in Indonesia is included in one of the main competencies of English subjects in the national curriculum for senior high school. It is written on the latest national curriculum in the second semester for 11<sup>th</sup>-grade points 3.9 and 4.9, in which students are learning using English songs to find the interpretation of social function and the meaning of the song also the linguistic elements which is figurative language related to teenage life. It means that students have to explore the lyrics of English songs in-depth to find every meaningful lyric about the life stage they faced.

Figurative language is one of the language features in which the intended meaning differs from the literal meanings of the words and sentences used (Glucksberg & McGlone, 2001). Mostly used by poets and lyricists, figurative language shows one's enrichment in the ability to use language by delivering the message by comparing it with a non-related sentence. There are five categories of figurative language based on Merriam Webster Encyclopedia of Literature which are figures of the resemblance of relationship, figures of emphasis or understatement, figures of sound and verbal games, and gymnastics. For 11<sup>th</sup> grade class, as stated in Modul Pembelajaran developed by Cahyana (2020), simile, metaphor, personification, alliteration, onomatopoeia, and hyperbole are taught because they are the most used in songs than others.

The songs used in the national book are out-of-date compared to today's music. Based on the book used by the teacher to teach 11<sup>th</sup>-grade students in SMA Negeri 1 Sungai Raya Kepulauan, Bahasa Inggris by Mahrukh Bashir most of the songs included are old songs like Stand By Me (1961), Hero (1993), We Shall Overcome (1963). Students did not know those songs which make them less interesting for them to learn about the song. Since the songs are out-of-date, it is less interesting for students in this generation who have different music preferences.

It was critical to understand that the resources used by learners have a significant impact on their learning process. The highly motivating material increased the learner's listening and speaking skills, which were essential in a target language region's everyday life, as well as the learner's reading and writing abilities, both of which are required for serious language learning advancement (Kao & Oxford, 2014). The teacher must play a role to deliver positive and motivating messages related to the teenage lifestyle. Therefore, this section of learning English can be utilized by teachers to motivate, gain students' interest and teach life messages through the lyrics of the song which also contain figurative language that beautify the way of expressing students' feelings. A supplementary book containing youth-relatable English songs for teaching English figurative language in high school is needed.

Based on the foregoing, the researcher was interested in creating a supplementary book to assist teachers at SMA Negeri 1 Sungai Raya

Kepulauan in teaching figurative language through the use of "Our Playlist" book. The term playlist is defined by Cambridge Dictionary as a list of pieces of music chosen by someone to listen to on their computer, phone, etc. Moreover, it was inspired by the trend in this generation in which students created their playlist special for study time containing songs they like. The book is designed to be used by the teacher. It was an e-book that contained seven student-centered teaching techniques to teach figurative language based on AIR Methods. To push students' motivation to rise their active participation, the book contained up-to-date songs with relatable lyrics for students on the theme of teenage life. It was in an electronic book format. Within the e-book format, it is easier for the teacher to access and use the available techniques.

Four studies have been conducted regarding 'Song-based Materials'. First, Hadian (2015) conducted a study that claimed the use of song lyrics is a useful tool for teaching listening. Significantly, the students appeared to like their listening activity. Second, Cahyaningsari and Saleh (2016) found that developing English-Indonesian song materials is effective to teach vocabulary to Elementary students. Third, Al-Smadi (2020), claimed the use of songs in the classroom to teach English to young learners in Jordan was found to be highly beneficial in increasing their motivation to learn the language. Last, Bawawa (2020) found that students' vocabulary mastery can be developed by using songs, and students are more interested in learning English vocabulary when songs are used.

Despite a lot of studies related to song-related materials that had been conducted by the researchers, none of them addresses the idea of developing supplementary materials for teaching English figurative language. In consequence, the researcher was interested to conduct this research to develop a supplementary song-based book for teaching figurative language. It aimed to help the teacher raised-up students' motivation and interest in the classroom's teaching-learning process and deliver a positive life message related to the student's life with beautiful figurative language. Therefore, the researcher would like to apply development research as the method to make the supplementary book.

## **B. Research Questions**

The researcher formulates the problem as follows, based on the context described above:

1. How is "Our Playlist" song-based supplementary material to teach figurative language designed?
2. How appropriate is "Our Playlist" song-based supplementary material?

## **C. Research Purposes**

The purposes of this study are formulated as follows:

1. To design "Our Playlist" song-based supplementary material to teach figurative language.
2. To find out the appropriateness of the designed supplementary material to teach figurative language.

#### **D. Significance of the research**

As this study ended, the researcher expects that it contributed in the following ways:

1. The teachers

This research helped English teachers as supplementary materials for teaching figurative language through English songs related to students' teenage life.

2. The students

Our Playlist supplementary book helped students to get interested in learning figurative language through the songs related to teenage life.

3. The other researchers

This research was one of the references to the development of supplementary books for teaching figurative language through English songs related to students' teenage life.

#### **E. Research Terminology**

To avoid misunderstanding and misinterpreting any terms used in this research, the researcher determines the keywords as follows:

1. Our Playlist

Our Playlist is the name of the supplementary book which wants to be developed by the researcher through this research. The book is song-based support material containing up-to-date and relatable songs with student-centered learning teaching techniques to push students' motivation to raise their active participation. The term playlist is

defined by the Cambridge dictionary as a list of pieces of music chosen by someone to listen to on their computer, phone, etc.

## 2. Supplementary Materials

Supplementary materials are materials that the teacher uses ahead of time to support the teaching-learning process.

## 3. Song-based Supplementary Materials

Song-based Supplementary Materials are additional materials based on the songs chosen by the researcher as the main materials of the supplementary material itself. The song-based materials rooted from Georgi Lozanov who incorporates music into teaching method namely Suggestopedia (1978). If the Suggestopedia using music as the instrumental to creates good environment for students, the song-based supplementary materials added another focused which is the lyrics of the songs.

## 4. Figurative language

Figurative language employs words or sentences with meanings other than a literal interpretation. It is a language that is utilized artistically rather than literarily, with terms being used that deviate from their regular meaning (Hutauruk, 2019).

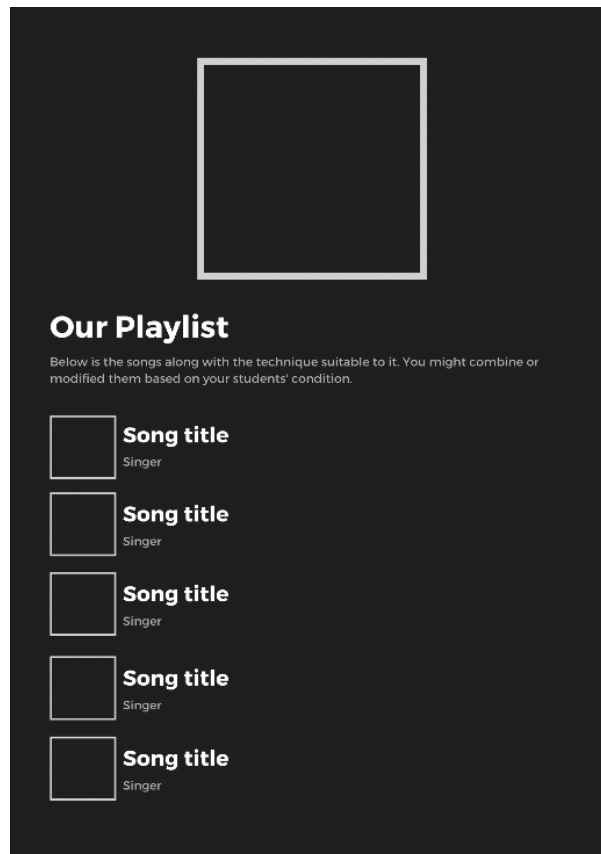
## 5. AIR Method

AIR is an abbreviation of the Auditory, Intellectually, and Repetition methods. This method is developed from the Scientific Approach which focuses on three important points: listening, thinking which

produces output, and repetition.

## F. Expected Product

The product was designed to be used by English teachers. It was an e-book that contained seven student-centered teaching activities to teach figurative language based on AIR Methods. The activities appeared in the first seven songs of the playlist book. The songs chosen were up-to-date songs that are relatable to students in the theme of teenage life. Below are examples of the product:



*Figure 1.1 List of new songs*

In figure 1.1, there is an example of a table of contents inspired by Spotify song playlist. The teacher can see the list of songs contained in the



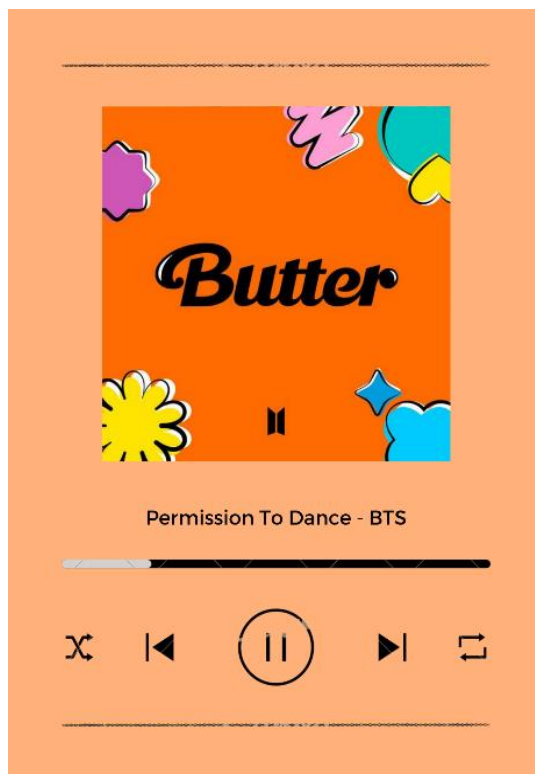


Figure 1.2 Cover of the song

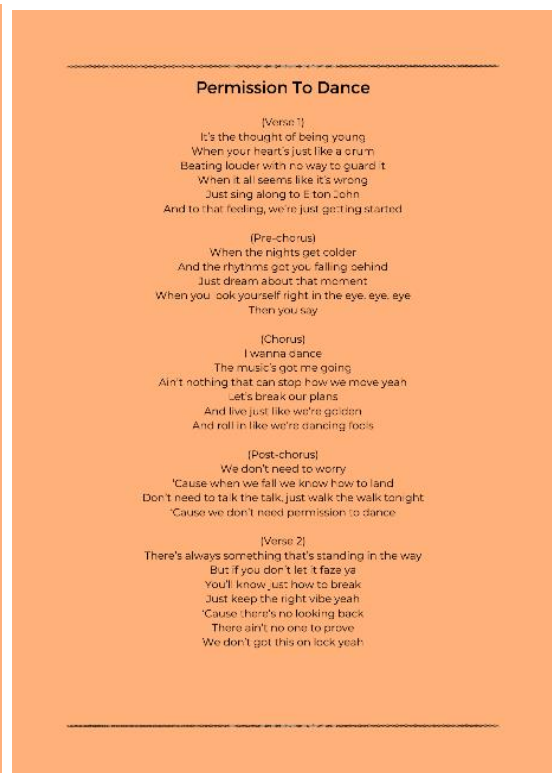


Figure 1.3 Lyrics of the song

book. It helps the teacher to listen to the song first before choosing which song matches their students' lifestyle

In figures 1.2 and 1.3, there is an example of one song in the book which showed its title and singer on the cover, followed by the lyrics and the part of lyrics (verse, chorus, bridge, etc.) that help the teacher to analyze the lyrics. The next page contained the figurative language that appears in the song lyrics.

The next part is the technique that suits the song. There are seven songs within seven different teaching activities. All of the activities used AIR methods which are suitable for the curriculum 2013 that require

### Activity: Amazing Lyrics

**Materials:**

**Organization:** Group work, whole class.

**Aim:** To find the proverb and the meaning of proverb contained in the song.

**Description:** Inspired by Korean show Amazing Saturday, it has a game named Song Dictation, in which the casts and guests have to work together to note down all the correct lyrics that was being sung in a small part of the song chosen to play. For each song, they will be given only three attempts to get all the correct lyrics.

**Preparation:** Speaker, PC, Projector.

Procedure
Teacher introduce the background of the song The year the song released, album, genre, the artist, etc.
Teacher announced the title of the song
Students listen to the song, then teacher stop the song in the middle.
Before play it again, teacher tell students to write down the lyrics of the song until it is stop (Prepare for any figurative language lyrics, only 2 until 4 lines)
The revealing of the song will be discussion first. Teacher guide students to discuss about the lyrics.
Teacher revealed the blank lyrics (example: if the lyrics I can't stop = X XXXX XXXX)
The students discuss to choose one of them who most likely to be right. write their lyrics in the blackboard

Teacher revealed the right lyrics. Then, the class discussed again what does the figurative language means

Teacher revealed the meaning of figurative language lyrics

Amazing Song technique in Permission to Dance

1. Background of the song

- Title: Permission to Dance
- The year of song released: 2021
- The name of the album: Butter
- Artist: BTS
- Lyricists: Ed Sheeran, Steve Mac, Johnny McDaid, Jenna Andrews

2. Link adjustable PPT:

[https://www.canva.com/design/DAE6vPaXXs/7wvBoGRR4zEJuGCSZmm0A/view?utm\\_content=DAE6vPaXXs&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton&mode=preview](https://www.canva.com/design/DAE6vPaXXs/7wvBoGRR4zEJuGCSZmm0A/view?utm_content=DAE6vPaXXs&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton&mode=preview)

Figure 1.4 Activity suitable with the song

Figure 1.5 Link for adjustable PowerPoint

students centered learning techniques in the class. Lastly, every technique has its adjustable PowerPoint link at the end of the explanation. Therefore, the teacher can use and modify the PowerPoint to match his/her students' needs.