CHAPTER II

LITERATURE REVIEW

A. Supplementary Materials

Supplementary materials are the necessary additional materials used by the teacher which complement the main book used to teach. Tomlinson (2003) stated that supplementary materials are any material used in addition to a coursebook. It is focused on one specific material that is included in the main course in detail. For example, the teacher used a book containing some activities and applied them in teaching figurative language in the class.

Teachers can use supplementary materials to teach any skills and learning materials to deepen students' understanding and improves the skills needed. Spratt, Pulverness, and Williams (2011) claimed that supplementary materials provide skills development materials; grammar, vocabulary, and phonological practice materials; a collection of activities; and teacher's resource materials. In this research, the supplementary material is going to be a collection of activities teachers can choose to teach figurative language.

1. The advantage of using Our Playlist supplementary materials

    There are a lot of advantages to using supplementary materials in class. In line with Spratt, Pulverness, and William (2011), some advantages of using Our Playlist supplementary materials based on the table of

possible advantages are increased students' motivation and participation, adding various teaching activities, providing visual content, increased enjoyment in the class, deepen the language learning, and become an additional source of cultural information.

Supplementary materials are aimed to increase students' motivation in learning English. Students need a 'bait' from the teacher to make them active in the class. Studies found that teachers mostly use supplementary materials as 'bait' to boost students' motivation in class (Dodd et al., 2015). Our Playlist is one of the bait teachers might use to boost motivation in the class hence the learner can be motivated and have the courage to be more active in the class.

The teaching techniques varied when the teaching used Our Playlist. The product contained seven teaching activities that are authentically made by the researcher. Within the AIR Methods as the base, most of the activities adopt gamification to the learning. It is the idea of using game elements in non-game settings, in this context, class setting, to increase students' participation. The reason for choosing gamification learning is it can increase levels of student engagement, similar to what games can do, to improve their specific skills and optimize their learning (Smiderle et al., 2020).

There are visual contents teachers can use easily. The e-book is converted into pdf format that can be easily accessed by the teacher. To

make it easier for the teacher, the techniques created by the researcher all come with one adjustable PowerPoint that can be implemented as it is, or if the teacher wants, the teacher can edit the PowerPoint to match the students' condition.

Using Our Playlist also increased the enjoyment in the class. The activities are mostly game-based activities of the songs. It is the reason why this product is enjoyable for students. Even though the teacher might need to pay extra attention to the students while using the activities, the teacher does not need to create all the activities which means it only needs the teachers' understanding of the class and the activities they want to apply to the class. Moreover, Lindsay (2000) supports the argument with her statement that music and songs increase students' learning enjoyment and participation. The use of songs in the language-learning classroom allows students to express their personal preferences and dislikes. This is especially beneficial in gaining and showing an understanding of specific language items and structures.

There are more language practices teachers can choose to give to their students by using Our Playlist. The product contains activities rooted in AIR methods which ended in the repetition phase. In the repetition phase, the activities are mostly quizzes or tasks. It is a practice to make sure the students have strong memorization of the figurative language they've learned before this stage.

Lastly, as supplementary material that listed a lot of songs containing figurative language, Our Playlist can be an additional source of cultural information for students. Lindsay (2000) claimed that songs are an excellent source of authentic English. The lyrics stand in stark contrast to the controlled language of textbooks and specially prepared tapes. Songs frequently use current idioms and phrases, though teachers must tread carefully if they use regional accents or dialects.

2. The type of supplementary materials

Supplementary materials are divided into two types which are paper supplementary and digital supplementary materials (Ur, 2013). Paper-based supplementary materials include reference books, textbooks, teacher handbooks, books for prolonged reading, reading, worksheets, exam papers, word cards, and illustrations such as posters and flashcards. On the other hand, digital supplementary materials included interactive whiteboards (IWBs) and data projects, the internet, websites, interactive, digital tools, wikis and blogs, digital recording and production, and e-books.

3. The benefit of using "Our Playlist" supplementary materials

There are various reasons why the use of supplementary materials and activities is needed. Some of the main reasons are to replace unsuitable materials, to provide missing materials from the course book, to provide suitable materials based on students' needs and interests, to give extra

learning practices, and add variety to teaching (Spratt, Pulverness & William, 2011).

The first justification to use Our Playlist supplementary book is to replace the unsuitable material in the coursebook. As stated in the background, the coursebook used in SMA Negeri 1 Sungai Raya Kepulauan uses old songs which are already out-of-date. Stand By Me (1961), Hero (1993), We Shall Overcome (1963) are all released far before the students even come into this world. Therefore, to replace the unsuitable material, Our Playlist supplementary materials can be the solution to make the material more related to the students.

The second reason to use Our Playlist is to provide material that is missing from the course book. Usually, in course books, the materials are not deep enough to understand the whole knowledge. While learning figurative languages, the students need to understand the content and the cultural aspects of the language used. The use of up-to-date songs may contain new cultural aspects of natives which helped students to understand the context by using figurative language better than only touching the skin of it.

The third idea that using Our Playlist supplementary e-book is needed is to provide suitable material for students' particular needs and interests. To match their needs and interests, the researcher added the materials that are suitable for them which are the songs from their

generation that talked about teenage life. Combined with the interesting gamification learning for the activities which help to boost students' motivation.

The next consideration for using Our Playlist supplementary book is to give learners extra language or skills practice. Indonesian students mostly focused to learn the skills of reading, writing, and speaking but rarely focusing the practice of listening skills, especially in high school. From the main competencies, students learned all the skills but listening only get one main competency out of ten, which is the competencies point 3.9 and 4.9 about songs (based on national main and basic competencies). To maximize the practice of listening, within AIR methods in which the input is auditory, students have a chance to practice listening skills more while they learn figurative language.

Lastly, the reason to use Our Playlist supplementary book is to add variety to teachers' teaching. Containing seven teaching activities, Our Playlist added variety to the teachers' teaching styles. Since interesting technique needs more preparation like making PowerPoint, searching a lot of journals and the latest trend about the students, or even making the technique itself which cost a lot of time. By using Our Playlist, the teacher just needs to understand the procedures and used the given PowerPoint right away without the need of creating anything specific. Therefore, it would be easy for the teacher and the students also feel excited while learning figurative language.

B. Song

The song is etymologically defined as the verb to sing. On the other hand, it is the most known type of literary work which used to express one's feeling and deliver a message through the lyrics and strengthen it with the harmony of lyrics and instrumental. Burt and Lewin, (2020) agree that a song is a musical composition with at least one melody, a vocal line, and words, usually following one of several culturally specific repetitive structures (e.g., verse-chorus; verse-refrain; verse-chorus-bridge). The musical composition is not a song without any vocal line that contains lyrics because it is called a song if there are any lyrics with the message from the singer that makes the song meaningful.

1. Primary Part of Song

The intro, verse, chorus, pre-chorus, bridge, and outro are the six primary elements of a song. (Santana, 2021).

a) Intro

The song's introduction is referred to as the intro. It should stimulate the listener's curiosity without overpowering them, much like the beginning of a film or novel. As a result, song introductions tend to be slower and more subdued. The purpose is to introduce the singer's or singers' voices while simultaneously establishing the song's rhythm, speed, and melody.

b) Verse

A song's verse is an opportunity to convey a tale. This is where the

plot actually develops and progresses lyrically. Because the chorus and pre-chorus of most songs repeat the same lyrics, the verse is the opportunity to convey the musicians' message. It may be beneficial to divide the story into two verses and consider how the second verse can build on the first. Some songwriters use the second verse to change or subvert the meaning of the chorus, or perhaps the entire song, with different lyrics. It's an opportunity to be creative and explore the many emotions lyricists seek to elicit in the listeners.

c) Pre-chorus

The pre-chorus is an optional element of a song that is utilized to intensify the chorus's effect. A chord progression from the verse or chorus is typically included in a pre-chorus, building on that familiarity. It's another chance to play with a pre-chorus. The producer can introduce new harmonies or break the song's pattern.

d) Chorus

The chorus is the culmination of all of the primary concepts in a song. This is why the title of the song appears frequently in the chorus. It's a synopsis of the entire song's content. The chorus is usually where you'll find the hook, which is the most remembered part of the music. The choruses are the song's climax. The chorus depicts the release of tension because the verses and pre-chorus both contribute to its development.

e) Bridge

The bridge is usually heard only once near the end of a song, between the second and third chorus. It's a welcome change of pace in the song, standing out both lyrically and musically. The idea is to break the listeners' trance and remind them that this song is more than just repetition. This can be performed by changing keys within the same key signature (for example, from A-Minor to C-Major) or by performing a guitar solo.

f) Outro

This is the song's conclusion. The outro informs the listener that the music is coming to a close. This can be performed in a variety of methods, the most frequent of which is to reverse the introduction: simply slowing down. The outro is usually a reprise of the chorus with a slow fade-out.

2. Lyrics

The term lyric comes from the Greek word *lyrikos*, which means "singing to the lyre." The term lyric refers to the words of the song. A lyric is a collection of words that comprise a song. This is where the singers deliver their message. In linguistics, the lyrics of the songs are always written in the form of poetry (Ikhsanudin, 2011). Lyrics can convey explicit or implicit meanings. Some lyrics are abstract, almost incomprehensible, with explanations emphasizing form, articulation, meter, and expression symmetry.

For educational purposes, the lyrics of song the teacher brings to the class must be lyrics that contain positive messages and appropriate words. Especially for the main competencies of figurative language material, the songs must be about teenage life containing positive messages. The purpose of education is not only to make the students smart but also to shape students' character into good character with a good mindset. Therefore, the materials raised by the teachers must be in line with the main purpose of education.

3. The advantage of using songs for teaching figurative language

In learning figurative language, the students must catch the mood or the condition in the song to implement it into a real-life situation. Lindsay (2000) argued that songs increased the enjoyment and participation of students in the class. The enjoyment makes students feel relaxed when learning so they are not shy to participate in the teaching-learning process. Participation will make students' understanding of the material better than being passive in class.

Usually, a song repeats its chorus two or three times. The repetitive structures of the song give an advantage to language learners. Wray & Perkins (2000) have proposed that speech in a song is remarkably the repeating and variation of memorized formulas and that these formulaic lexical phrases are flexible and hence allow for multiple repeats. Songs have distinct intonation, rhythmic, and stress patterns that make it easier for the student to retain and implement. The students

familiarize themselves with the lyrics because of their catchy characteristics. Hence, it is good for students when they learn figurative language from songs since the expressions are implemented based on the context of the song so students learn in what kind of situation the figurative language can be used.

Also, Lopera (2003) explained other advantages of using English songs for teaching: First, music is concerned with social context. Second, it has the potential to alter students' moods. Third, it provides stimulation, entertainment, and challenge as well as pleasure. Fourth, music may be related to happiness because it evokes memories and dreams in people. Finally, most English teachers agree that music is an excellent method for learning English.

4.   Indonesian Teenagers Favorite Genres

Teenagers today prefer Pop, Rock, Jazz, and RnB to other genres of music (Prasetiyo, 2013).

a) Pop

Pop music, often known as popular music, emerged in the United States and the United Kingdom around the middle of the 1950s. It refers to all popular music and encompasses a wide range of musical forms.

b) RnB

RnB stands for Rhythm and Blues, a genre of music that combined jazz, gospel, and blues first introduced by African-American

musicians.

c) Rock

1) Alternative Rock

Alternative rock, as the name implies, is music that combines elements of traditional rock with influences from other musical styles such as punk rock, hard rock, folk, or hip hop.

2) Indie Rock

Indie rock is a rock music genre that originated in the 1970s in the United States and the United Kingdom. It was originally used to describe independent record labels before becoming associated with the music they produced and is now interchangeably used with alternative rock or guitar pop-rock.

d) Jazz

Jazz is rooted in Blues and Ragtime music, which have been recognized as the major forms of traditional and popular music expression linked by the common bonds of African-American and European-American musical ancestry.

5. Criteria for choosing songs in Our Playlist

To specify the songs chosen for the playlist, there are several criteria for choosing the song. The researcher wants to choose songs that are interesting for students to be added to the playlist. The genres, lyrics, and theme of the songs are the main points to choosing the song that fit students' interest.

a) Genre

The researcher prefers to input Pop, RnB, Jazz, Acoustic, and Slow-rock based on the students' questionnaire results. In line with Lindsay (2000) who stated that in choosing a song to teach, teacher has to choose the song that students will enjoy.

b) Lyrics

The researcher chose songs with lyrics that contain good messages. It is because the main goal of bringing the song to the class is to motivate and encourage students to keep going in learning English by making them relate to the song and take the good messages the songwriter created. Lindsay (2000) stated that in choosing the song, teacher must be careful with artists' unclear pronunciation. Since the most important part of the song in the learning process is lyrics, the researcher would like to input songs with clear pronunciation along with not-so-noisy instrumentals. The existence of instrumental must make students feel relaxed and comfortable.

To get the positive messages of the song, the researcher would like to add songs that contain appropriate lyrics. The standard of considering the lyrics as appropriate is: there is no offense to any ethnicity, religion, race, or inter-group relations.

Last but not least, the most important material must be appeared in the lyrics: figurative language. Since the students are learning

about it, it must appear at least in only one out of six main parts of the songs. It is also in line with Lindsay (2000) statement in which the teacher has to be familiar with non-standard forms like idioms and slang.

    c) Theme of the song

The theme of the song is related to the lyrics of the song itself. The theme is what is the song about. It might be education, self-reflection, love, or anything. Songwriters have the freedom to choose what they want to tell their listeners, but the songs presented to the class must contain a theme that is related to the competencies of the learning objectives.

Learning objectives 3.9 and 4.9 stated that students are learning using English songs to find the interpretation of social function and the meaning of the song also the linguistic elements which are figurative language related to teenage life. The degree of performance of behavior in the learning objectives is for teenage life. Therefore, the theme of the songs must be related to teenage life.

C. Figurative Language

In linguistics, there are a lot of branches that studied language in every aspect. One of the aspects is semantics, the study of the linguistic meaning of morphemes, words, phrases, and sentences (Fromkin et al., 2011). In semantics, there is a part that learns about literal and non-literal meaning.

When a speaker says the message just the way it is to the point without any other meaning, it is literal. But, when a speaker says something with a hidden meaning outside of the sentence that he/she said, it can be taken as literal and non-literal meaning. This is where figurative language takes place in semantics. Figurative language has its meaning hidden behind the imaginary description of the speaker. The words said by the speaker using figurative language cannot be taken literally. It needed the ability to imagine and understand the message behind the sentence being said.

Figurative language employs words or expressions with meanings other than literal interpretation. Usually, poets and lyricists beautify their poems or lyrics by adding a sense of comparison to deliver their message by using figurative language. Nevertheless, the use of figurative language still involves every aspect of language the same as literal language: syntax, phonology, morphology, literal semantics, and pragmatics (Dancygier & Sweetser, 2014). The most recent research on figurative language has been influenced by advances in linguistic pragmatics, the study of how language is used and interpreted in context. Therefore, figurative language is not only used for aesthetic purposes but the tool to deliver a strong message implicitly.

1. Definition

   Figurative language is related to words or phrases that are used not with their basic meaning but with imaginative meaning to create a special effect (Cambridge dictionary). It plays a role in facilitating people to

see the word choices that are available in a given context that can be used to criticize or judge the content. These figurative languages have been named and collected because they can help students learn to write, speak, read, and listen more effectively.

Figurative language creates ambiguity since it cannot be interpreted literally. People have to think deeply and try to fit in the writer's shoes to find the real message in it. Hutauruk (2019) stated that figurative language is not meant to be taken literally, but rather to evoke the imagination. It is supported by Glucksberg and McGlone, (2001) who claimed that a figure of speech in which a name, descriptive word, or phrase is applied to an object or action. In short, to find the meaning of figurative language, people must be able to visualize the words and match them with the context of the text.

2. The advantages of learning figurative language for EFL students

Figurative language is one of the features in literature which closely related to the natives' cultures. According to Collie and Slater (1987), learning a language using literary materials make students learn from authentic materials, increases their cultural enrichment along with language enrichment, and makes personal involvement between the learners and the language itself. For students, it means students can easily understand the materials, have good reading comprehension, speak like natives, improve their writing creativity, and produce beautiful and poetic writing.

Foreign language learners often misunderstood native speakers because there is a cultural gap between them. Mostly, the natives used figurative language which needs context understanding to catch the real meaning of their words. Therefore, learning figurative language help students understand the context and catch the message in English correctly.

To understand the natives' figurative language, the students must familiarize themselves with the natives' cultures. This is the benefit of learning figurative languages: the learners will enrich their cultural understanding which also means they increased their reading comprehension. Figurative language, which is part of literature, is an authentic material, meaning that it is one of the ways for students to deepen their understanding of the way of life in the country where English is spoken (Collie & Slater, 1987). It is because figurative language is everywhere: in daily conversation, in literature books, in class, in English assessments, in movies even in songs. Thus, the students can quickly understand any materials written by natives.

Another function of figurative language for students is to make their conversation poetic and beautiful. Figurative language, as a part of literature, often needs the ability to proceed with essentially analytic learning. When the students engaged imaginatively with figurative language, they can shift the focus of their attention beyond the more mechanical aspects of the foreign language system (Collie & Slater, 1987). After engaging with language in their personal involvement, the

students will be able to apply figurative language in their speaking activities. Consequently, it will make them sound like natives since they can apply poetic and beautiful figurative language.

Still related to the function above, learning figurative language help students increased writing creativity. Figurative language is heightened: sometimes elaborate, sometimes simple, yet, somehow absolutely right. The more variations of figurative language students are exposed to, the more enrichment of language they gain through figurative language. Collie and Slater (1987) claimed that figurative language yokes levels of experience that were previously distinct, casting new light on familiar sensations and opening up new dimensions of perception in a way that can be exhilarating but also startling and even unsettling. With a lot of experience in learning figurative language, they have a lot of input which helps them to develop better output, in this case, writing.

3. The types of figurative languages

For this research purpose, the researcher only include figurative languages learned by students based on the syllabus which are simile, metaphor, personification, alliteration, onomatopoeia, and hyperbole.

a) Simile

In the English language, a simile is a type of figurative language that compares two distinct objects by using conjunctions such as as, like, resemble, and so on. A *simile* is a phrase that uses the words *like* or *as* to describe someone or something by

comparing it with someone or something else that is similar (Merriam-webster dictionary) For instance, the simile "Your smile is as bright as the sun." compares two objects: your smile and the sun, in which the two objects are considered as the same level. The keys to simile are that the comparison must be a direct distinction, meaning that the similarity between two things is clearly shown in the sentence.

b) Metaphor

A metaphor is a type of figurative language that intends to speak about something analogous. It establishes an analogy or close comparison between two objects that would not normally be treated as if they shared any similarities (Hutauruk, 2019). Shortly, in metaphor, something is something else. For example, "Time is money" is considered a metaphor since time and money are two different things and the author gives an illustration that time is analogous to money which only appears in the author's perspective or imagination.

c) Personification

Personification is the sub-types of metaphor in which the comparison is applied to objects or things around by considering them the same as a human so they act as if they are human. In short, it conferred human characteristics on animals, objects, or concepts (Hutauruk, 2019). The sentence "The leaves waved in the wind."

is an example of personification. The author personified leaves as human by saying that they waved when in fact they cannot wave themselves since the waved gestures happened due to the windy environment.

d) Alliteration

Alliteration is the recurrence of a single letter in the alphabet (Wibisono & Widodo, 2019). The lyrics "Shining, shimmering, splendid" in A Whole New World song by Zayn Malik and Zhavia Ward is an example of alliteration. The repetition of the letter 'S' on it makes the song catchy but still delivers the meaning of the overall lyrics. Even though some alliteration was created for tongue twister without really focusing on the meaning, poets and lyricists use it to add aesthetic and catchy value with the strong meaning behind it.

e) Onomatopoeia

The term onomatopoeia is defined as a type of figurative language in which something or action is named by copying the sound connected with it. Meaning that the writer adds reality to creating onomatopoeia. For example, Katy Perry uses the phrase "Boom boom boom" in her song Firework to copy the sound of fireworks.

f) Hyperbole

Hyperbole is an exaggeration used to emphasize a point or to bring out a sense of humor. The level of exaggeration is so outrageous to

the point that no one believes that it is real. It is used to add depth meaning and color to a statement. For example, the sentence "I would die for you." is considered hyperbole. The sentence doesn't mean the person would die for the other. The word "die" is used to deepen the meaning of how much affection and love the person has for the other.

D. AIR Method

1. Definition

   AIR is a method of teaching that focuses on Auditory, Intellectually, and Repetition (Huda cited in Budiyanto, 2016). This method believes that the learning process will be effective if the learning focused on the three said points. Budiyanto (2016) explained that each point has its function. Auditory means the ear sense used for learning by hearing, listening, talking, presenting, arguing, expressing opinions, and responding to opinions. Intellectually means the ability to think needs to be trained by practicing reasoning, creating, problem-solving, constructing, and implementing the materials. Lastly, repetition is needed to deepen the understanding and widen the perspective by doing problem-solving, tasks, or quizzes.

2. The effectiveness of AIR

   a) Auditory

      Auditory means learning by using ear sense. Humans use the ear sense unconsciously to catch and save information which means it is

important for a teacher to maximize the utilization of the ear sense in the teaching-learning process. Meier (2000) said that the auditory mind is unexpectedly much stronger. When the ear gathers input from outside, several parts of the brain become active. This is why the learning process must maximize ear sense function in the class.

b) Intellectually

Intellectually means the students show what students get from the auditory input when they use their intelligence to proceed with it by thinking about the experience, connecting the information, the meaning, and the value of the experience itself (Meier, 2000). Therefore, it can be concluded that intellectuality is part of students thinking. Teachers can help students improve intellectual in their brains by involving students in intellectual activities like problem-solving, problem analysis, creating strategies planning, making creative ideas, searching and filtering information, problem formulating, creating mental models, applying new ideas to work, predicting the implications of an idea (Meier, 2000).

c) Repetition

Students' memories are often forgetful and not fixed, they need the help of repetition of the lesson continuously in the learning process. Huda explains that the repetition of a lesson in the learning process gives a clear response and is not easy to forget which is useful for students' problem-solving (Budiyanto, 2016). Repetition is the

activity of repeating with deep meaning, widening also stabilizing students' understanding by giving tasks or quizzes. Repetition is given by a teacher to the students as an individual. Therefore, even though students are in a group, the repetition is connected with students' intellectual to strengthen their understanding to create the best output for students individually.

3. The advantages

Budiyanto stated there are four advantages of using AIR methods:

a) Auditory advantage

The application of the auditory stage in the class mostly trained students' listening and confidence in expressing their thoughts. The ability to proceed with information effectively constantly rises since the students are getting used to the process of the auditory stage.

b) Intellectually advantage

The creativity of problem-solving developed by using this step. Students keep training their brains to solve a problem by themselves effectively and efficiently also constructing the ideas of solving it in their way which is most creative since the prior knowledge is vary due to the different backgrounds of each student.

c) Repetition advantage

The repetition stage train students to recall the materials they have learned. The most advantageous repetition is spaced repetition. It is the technique in which the repetition is not continuously conducted without

breaks, but the repetition is conducted with some breaks in between. The spaced practice has been shown to improve memory, problem-solving, and learning transfer to new contexts (Kang, 2016). Therefore, it is better if the teacher gives other activities like discussion or brainstorming after giving input, then repeating the input to get the benefit of spaced repetition for this stage.

d) Overall advantage

Budiyanto (2016) explained that the application of three stages in this method helps to improve students to be more creative and active in class. The methods help students to have a great ability to proceed with input, create output then memorize the whole lesson better.