Abstract: It has been widely known that songs are rich sources of input for learning English. Songs as musical genre offer a wide array of texts, which depict aspects of life. Pedagogically speaking, songs are deemed to be motivating and easy to memorize through dynamic rhymes. In addition, songs have a considerable position in the teaching and learning of EFL in Curriculum 2013. However, apart from the advantages of songs in EFL, teachers have some difficulties not only in how to choose the appropriate songs, but also in how to use the song in the classroom effectively. This article deals about an R&D research which was conducted to develop song-based supplementary materials to teach English for grade VII. The article highlights the quality of the existing materials and how the researcher selects and elaborates songs in some various learning activities which do not only meet the objective of the lesson, but also create motivating situation. Theoretically, the result of the research can give contribution to English teaching for grade VII in Indonesia. Practically, it can also give contribution to the teachers as a teaching source, the students as a learning source, and the other researchers as a reference.

Keywords: R&D, supplementary materials, songs, Curriculum 2013

Introduction
The current curriculum implemented in Indonesia is Curriculum 2013 (C13). In this curriculum, attitude is part of teaching material, assessment, and evaluation. The goal of applying this curriculum is to facilitate Indonesian people to be productive, creative, innovative, and affective through integrated attitude, skills, and knowledge emphasis (Mulyasa, 2013: 65). In 2013, the curriculum was applied in some schools which are appointed by the government as pilot projects. In July 2014, all junior high schools in Surakarta have to be ready to apply it in grade VII and VIII.

“When English Rings the Bells” is a compulsory book that should be used in teaching English (Government Regulation no. 71/ 2013). It has been revised to be “When English Rings a Bell” (WERB). The topics in the book are taken from the students needs. There are 11 topics in the book.

The researcher found that the song in the end of each chapter in WERB was not varied. The teachers and students believed that songs can be used to support the teaching and learning. The teachers pointed out that most of the songs in the WERB were children songs which were studied by the students when they were in elementary school. The fact made the students to be bored with the songs. They should find more songs which were different from the songs in the book. They said that it was difficult for them to find songs which were appropriate with the students’ needs and the topics in the book. They also said that the songs should be accompanied by recording materials. Some of the teachers did not know how to sing some songs in the book.

Song can be defined as the combination between words which are called lyrics and music (Griffee, 1992, Shen, 2009, and “Song”, 2013). The lyrics in songs provide the reader with wide array of text. The text may tell about the experience of the lyrics writer, the social condition, or some phenomena existing in human life. Music accompanying the lyrics has variable rhymes: pop, rock, jazz, etc. The rhymes may accompany the lyrics in harmony, so that songs are established.

Songs can be found everywhere. In the globalization era, it will be quite easy for the students to get and listen to them. Songs can also be used to teach English effectively. In line with this idea, Maley (in Murphey, 1998: 3) states that songs and music offer two advantages related to language learning. First, music is highly memorable. The combination between songs and music makes them more memorable than a speech does. Second, it is highly motivating, especially for children, adolescents, and young adult learners. Songs motivate the students, so that they will be happier in learning English than when they learn it without using songs.

Methodology
This research applied the research and development methodology or known as R & D research. Borg and Gall (1983: 775) develop some steps in developing a product in R & D research. They are research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, field product revision, dissemination and implementation.
Sugiyono (2013: 316) makes a simplification about R&D steps into 3 steps: preliminary study, development study, and evaluation stages. In this research, the researcher simply took the first two stages based on some considerations.

**Finding and Discussion**

**Exploration Stage**

1) **The Analysis of the Documentary Study**

In conducting documentary study, the researcher followed some criteria given by Badan Standar Nasional Pendidikan (BSNP, 2011). It proposed that some requirements of a good English textbook for junior high school. Applying the criteria, the researcher conducted a small evaluation on the book WERB. The researcher found that some criteria were not achieved by this book. The first criterion, for instance, which says that it has to develop spoken and written communication. The researcher assumed that the book mostly taught about spoken daily communication. The book needed more reading text as the characteristics of written communication. Meanwhile, the book also did not reflect student-centered teaching and learning as what were asked by the third criterion. The book was aimed at classroom usage; in using it the teacher’s book should also be applied. Related to the fourth criterion, the book had no enough knowledge to share to the students. The book had too many pictures; the vocabulary was very limited and there was no grammar section. The book also had some songs in the end of every unit. The researcher assumed that the songs were not enough for the students since they were not explored deeply. In this case, the researcher believed that songs could be explored to some meaningful activities to learn English skills pleasantly. She also believed that songs could be used to raise the students’ motivation in learning.

2) **The Analysis of the Questionnaire**

There were 15 questions in the student questionnaire. Seven of which were constructed to know their opinion about the application of songs in English and a question was to know their need of the song-based supplementary materials.

From the questionnaire, it was obtained that 80% of the students of SMP 1 agreed that they needed song-based supplementary materials to support English lesson. Meanwhile, SMP 4 gave almost the same result. It was found that 77% of the students agreed that they need song-based supplementary materials. Finally, SMP 12 also agreed that they need song-based supplementary materials to support English lesson. 87% of them agreed to the idea.

3) **The Analysis of the Interview**

The result of the interview to 4 teachers showed that they agreed that WERB accommodated speaking and writing; it did not accommodate listening and reading well. They said that the materials were too simple. It was also confused since it has too many pictures in it. Related to the songs as the main focus in the interview, the teachers said that some of the songs in the book were not interesting for the students since they learned them already in elementary school. Besides, some songs were not in line with the theme in the book. The teachers suggested that audio materials were needed to accompany the book since there were some songs they did not know before.

The teachers said that songs were actually supporting materials. They agreed to the idea given by the book that songs appeared in the end of each topic. According to them, songs could be applied everywhere, in the beginning of the teaching, such as observation, or in the end of the teaching as a closing activity. They suggested some activities that could be applied in the class, such as filling the lyrics with the blanks, arranging the jumbled lyrics, finding difficult words, and practice the songs in the class.

Following the idea of the book to use songs in every single topic, they said that they need some songs which are in line with the theme. They suggested that the songs were not some they have heard in their school before because the fact made them bored. The songs must be varied, both the genre and the activities accompanying them. They also said that the songs should not be too sad since they needed to keep their students’ mood as well.

4) **Prototype Design**

Based on the document analysis, questionnaire, and interview, the researcher finds some points which were considered as the weaknesses of the existing materials (WERB). First, the book did not accommodate integrated skills in English as well. Second, the book did not accommodate language elements appropriately. Third, the songs in the book were not always in the right theme. Lastly, the book did not provide audio materials which are important as the model of the songs. The weaknesses encouraged the researcher to propose a prototype of supplementary materials which are song-based.
The researcher planned the new module by proposing the name, the model of learning strategy referring to task-based approach, the topics and the structure of the materials.

a) Name

The name of the supplementary materials proposed by the researcher was “I Sing & I Learn”. The name was taken based on the consideration that songs would be the main foundations of the activities. There was no a specific skill mentioned in the name since the materials apply integrated skills.

b) Model

The model was the section part of all units in the supplementary materials. Since it was considered that the materials would take 40 minutes in a set of steps in scientific approach, the researcher determined 3 activities in each unit, namely: Activity 1, Activity 2, and Challenge for You.

Activity 1 introduced the songs accompanied by a single activity: listening, reading, or practicing. Meanwhile, Activity 2 gave a further activity employing the song whether it is for vocabulary, pronunciation, or grammar. Lastly, Challenge for You was functioned as the most challenging activity in the unit.

c) The topics

Based on the syllabus analysis conducted by the researcher, there were 23 topics which were developed to be 23 songs related to them. The researcher then arranged the learning materials based on the result of the data analysis. The topics were then developed into the unit names which were considered by the title of the songs.

d) Structure

Here was the structure of the prototype of the song-based supplementary materials: (1) title: I Sing & I Learn, (2) preface, (3) acknowledgement, (4) how to use the book, (5) table of contents, (6) unit 1-23, and (7) references.

e) Prototyping Each Unit

The title of each unit was based on the title of the song used in the unit. The stage was one of five stages in Scientific Approach: observing, questioning, experimenting, associating, and communicating. The language skill being the focus of each unit was also stated in the beginning, next to the stage. The skill was one of the language skills: listening, speaking, reading, and writing. The language element was one of the following elements: vocabulary, pronunciation, and grammar.

**Development Stage**

1) Expert validation

After the prototype of the product had been developed, it was then validated by two experts of Curriculum 2013. The experts suggested that the prototype should be completed with preface, acknowledgement, and teacher’s guide. They also added that the exercises should be easily understood by the students. Also, the font, tables, and pictures should be interesting.

2) Try Out

After the supplementary materials are validated by the experts, they were tried out in classroom teaching and learning process. A collaborator was also invited to observe the try out. She was the English teacher of the class. After the try out, the researcher collected data from the students through questionnaires.

3) Focus Group Discussion (FGD)

FGD were held to discuss about the materials’ feasibility. An expert, the class observer/teacher, and three students were invited to discuss about the materials. There were revision on the lay out and some pictures in the book.

The researcher provided song-based supplementary materials entitled “I Sing & I Learn” for grade VII to help and accommodate teachers and students in the process of teaching and learning in the class. It was developed based on the weaknesses of WERB which were found in content and need analysis.

“I Sing & I Learn” was developed by the consideration of the textbook analysis instrument issued by BSNP (2011). They are content and presentation appropriateness. Content considered about the appropriateness of the materials with the curriculum, the materials accurateness, and the supporting materials, while presentation appropriateness validates the presentation technique, learning presentation, and presentation

“I Sing & I Learn” was designed to supplement a single step in Scientific Approach. Scientific Approach is the procedure in the teaching and learning activity applied in all subjects in Curriculum 2013.

**Conclusion**

**Procedure on the Product Development**

1) The document analysis to WERB showed that it mostly taught about daily communication and needed more reading text. Also, it had too many pictures. Finally, the song in the end of each unit in WERB was not enough for the students.

2) Students agreed for the development of song-based supplementary materials.
3) The result of the interview to the teachers showed that WERB was too simple and full of pictures. Some songs were not in line with the topics in the book and they need audio materials about songs.
4) The newly developed materials consisted of 23 units which titles were taken from the songs titles. The materials were in the form of book accompanied by the CD of songs and Teacher’s Guide.
5) The product was tried out and discussed in FGD. The revision is on the lay out and pictures of the book.

**The Appropriateness of the Module**

The expert appraisal before the materials were tried out showed that the content and presentation of the tasks were good. The result of the observation also approved the materials. In FGD, it was concluded that the materials were helpful and provided motivating atmosphere among the students.

**Suggestion**

English teachers at Junior High Schools may use the song-based supplementary materials to support the use of WERB at schools. The materials can also improve students’ motivation. As a result, they may improve their achievement and be qualified people in the future.

**Bibliography**