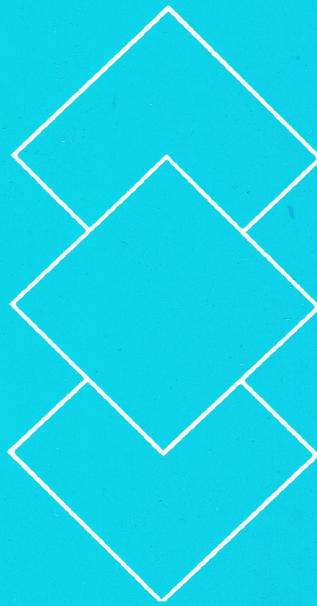


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CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF ILMU PENDIDIKAN



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CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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CAKRAWALA PENDIDIKAN**Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan****Volume 12, Nomor 1, April 2010****Daftar Isi**

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TEACHING ENGLISH THROUGH ADOBE AUDITION

Songs in MP3 Format Based Materials

Saiful Rifa'i

Abstract: There have been many teaching media used by English teachers: e.g. cassette players, Over Head Projectors (OHP), Flash Cards, Computer, Laptop and LCD . from so many media which have been developed, the writer believes that there is still a few English teachers apply Adobe Audition, which is usually used in the Audio recording, as teaching media, this may be caused that teaching English using Adobe Audition needs special capability. Therefore, the writer is interested to write this topic. Songs are one of the most charming and ethnically prosperous resources that the teachers can easily use in verbal communication classrooms. Songs propose a change from habitual classroom actions. They are valuable resources to expand students' abilities in *listening, speaking, reading, and writing*. They can also be exercises to teach a variety of language matters such as *sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs*. Learning English in the course of songs also affords a non-threatening ambiance for students, who usually are tense when speaking English in an official classroom location .Songs and music are a great language package that bundle culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Moreover, music can also provide a relaxed lesson on a hot boring day. The criteria of good songs for teaching English,: 1)Songs should be in the level of the students' language proficiency, don't select songs the lyrics of which are difficult to understand, 2)Songs should give more repetitive verse form, with rhyme, and have a series of other discourse features, which make the learners easy to follow, 3)Songs should consist of pedagogical and cultural aspects, absolutely *NO* profanity, violent, illegal or immoral themes like sex, drug use, prostitution, gang violence, kill-your-mother, suicide, etc. 4)Songs should be challeng-

Saiful Rifai adalah Dosen Pendidikan Bahasa Inggris STKIP PGRI Blitar.

ing and interesting for the students, 5) Songs should be currently popular, both you and your learners can collaborate on selecting songs provided in your laptop.

Key words: adobe audition, songs, MP3 format

In improving the quality of learning process and achievement, many lectures and teachers, have applied Language Learning Approach beginning from Grammar Translation method, Audio Lingual, Silent Way, Suggestopedia, Community Language learning, Total Physical Response and communicative Approach, and have also applied the innovative teaching and learning models, such as: Jigsaw, STAD, Group Investigation, Think-Pair Share, Number Head Together, Example Non Example, etc.

Realizing that the success of teaching is not only determined by the approach, method and technique the teachers use, they also apply the learning media, such as tape recorder, OHP, Picture, Flash card, LCD, Computer, from so many media which have been used the writer believes that there is still a few English teachers apply Adobe Audition as a teaching medium, this condition makes the writer interested in writing an article entitled, '*Teaching English Through Adobe Audition: Song in MP3 Format Based Materials*'. He hopes that after they have joined the conference they will be interested in applying this medium-Adobe Audition- in teaching English.

THEORETICAL REFERENCES

Adobe Audition 1.5

Adobe Audition 1.5 is an audio recording, editing, and mixing application for Windows 2000 and XP. Adobe upgraded and redesigned Audition from its origins as Cool Edit Pro, adding a suite of digital video tools to work alongside Premiere Pro, After Effects, and Encore DVD, to provide a completely integrated workflow and a more efficient way to develop high-quality audio. Audition is designed to work in a variety of environments and for a variety of end-users. It has been developed in the work of broadcasting and post production facilities, audio designers, video production houses, and multimedia developers can all use Audition to create, edit, loop, and enhance individual sounds and mix them in a multitrack recording environment using up to 128 different tracks. To know more about Adobe Audition, see the following functions:

Importing/Recording/Playing Audio

Importing Audio from CD, Playing Audio, Playing Audio from the Organizer Window, Recording Audio, Recording in Multitrack View

Editing Sound

Selecting Audio Data, Selecting Frequencies in Spectral View, Copying/Cutting/Deleting Audio, Pasting Audio, Time Stretching Audio, Adjusting to Zero Crossing Points, Finding Beats and Snapping, Setting Up and Working with Cues, Modifying Cues, Play Lists, Converting Sample Types pt. 1, Converting Sample Types pt. 2, Adding or Removing Silence

Looping Sound / repeating Sound

Creating Loops, Calculating Loop Tempos, Setting Loop Properties in Edit View pt. 1, Setting Loop Properties in Edit View pt. 2, Setting Loop Properties in Multitrack View, Loops in Multitrack View pt. 1, Loops in Multitrack View pt. 2

Working in Multitrack View

Working with Sessions, Grouping and Aligning Clips, Splitting and Rejoining Clips, Cross Fading and Inserting Empty Clips, Configuring Tracks, Mixing with Clip Envelopes, Mixing Real-Time Effects

Multichannel Audio

About 5.1 Surround Sound Audio, Using the Multichannel Encoder, Setting Panning Assignments, The Surround Panner, Surround Sound Pan Envelopes, Exporting, Surround-Sound Files

Noise Reduction

Auto Clip/Pop Eliminator Effect, Click Pop Removal pt. 1, Click Pop Removal pt. 2, Clip Restoration, Hiss Reduction, Noise Reduction Effect pt. 1, Noise Reduction Effect pt. 2

Equalization Tools

Audition Equalization Tools, Equalizing in Multitrack View, Using the Quick Filter, **Using the Graphic Equalizer**, Using the Parametric Equalizer, Using the Dynamic EQ Effect

Using Effects

Audition Effects: An Overview, Configuring and Organizing Effects, Pre-viewing Effects, Working with Real-time Effects, Amplitude Effects, Delay Effects, Special Effects, Time/Pitch Effects, Multitrack Only and Plug-in Ef-fects

Working with Video

Linking Exports to Sessions, Inserting and Previewing Video in Audition, Working on Audio Tracks in Video Files

Preparing Audio Files for the Web

Wave Properties Menu, MP3 Compression pt. 1, MP3 Compression pt. 2, Preparing Files for Optimization, Compressing Files with the Batch Processor

Song

Why Songs

Songs are one of the most charming and ethnically prosperous resources that the teachers can easily use in verbal communication classrooms. Songs propose a change from habitual classroom actions. They are valuable resources to expand students' abilities in *listening, speaking, reading, and writing*. They can also be exercises to teach a variety of language matters such as *sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs*. Learning English in the course of songs also affords a non-threaten-ing ambiance for students, who usually are tense when speaking English in an official classroom location (Gina.2007).

Songs also give original texts, that is why they are inspiring the prosodic features of the language such as stress, rhythm, intonation. Through using songs whether they are modern or old, since they are popular for youngsters, songs are really challenging and interesting material for teaching English in the class-room because songs are extremely unforgettable and it can increase learning motivation. For some songs containing subculture, the songs are also the con-textual material to broaden the learners' knowledge on culture. Most songs, especially pop songs give more repetitive verse form, with rhyme, and have a series of other discourse features, which make the learners easy to follow; furthermore, with songs as the materials of teaching, students play a participa-tive role, the songs can be applied to comprehension stages (listening) or pro-

duction (singing), there are songs for all levels and ages and they very easy to get, this is the address: www.4shared.com

Criteria of Good Songs

Since there is no fix criteria of good songs for teaching English, the writer puts the following criteria:

- 1) Songs should be in the level of the students' language proficiency, don't select songs the lyrics of which are difficult to understand.
- 2) Songs should give more repetitive verse form, with rhyme, and have a series of other discourse features, which make the learners easy to follow.
- 3) Songs should consist of pedagogical and cultural aspects, absolutely No profanity, violent, illegal or immoral themes like sex, drug use, prostitution, gang violence, kill-your-mother, suicide, etc.
- 4) Songs should be challenging and interesting for the students
- 5) Songs should be currently popular. Both you and your students can collaborate on selecting songs provided in your lap top.

The criteria of good songs stated above also supported by Larry E. Smith (1976) in his article, he stated that songs should be popular among the students, the songs the students talk about or sing frequently, slow and easy to sing, and fairly well articulated-the words of the songs must be clear enough to understand

MP3 Format

MP is the abbreviation of Moving Picture Experts Group (**MPEG**), while **MP 1** is the abbreviation of Moving Picture Experts Group – 1 Audio Layer 1 (MPEG – 1 Audio Layer 1) and it is one of three audio codes included in the MPEG-1 standard. While supported by most media players. MPEG-1 layer 1 was also used by the Digital Compact Cassette format.

MP2 began in the late 1980s as part of the ISO's Moving Picture Experts Group (MPEG) effort to standardize digital audio and video encoding for digital radio and TV broadcasting and use on Video CD. The MPEG-1 audio standard was based on the existing Audio formats. The MPEG-1 standard, including the three audio "layers" (encoding techniques) now known as MP1, MP2 and MP3, was finalized by December 1991 in the committee draft of ISO-11172.

The Layer III (MP3) component, uses a compression algorithm that was designed to greatly reduce the amount of data required to represent an audio recording and sound like a decent reproduction of the original uncompressed audio for most listeners.

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PROCEDURE OF TEACHING

General Procedure

1) switch on your laptop, 2) after it has finished loading, activate the Adobe Audition and wait until it has finished loading, 3) choose teaching materials from the folder or file from your laptop (song in mp 3 format); it is also possible for TOIEC, or TOEFL or other materials which is in mp3 format.

Since the Adobe Audition facilitates use the Graphic Equalizer showing the length of the song sung, we could easily stop the song anywhere we need to. The way to stop and play the songs just press the space key – it is usually called *Looping*.

Specific Procedure

Teaching Listening skill

Teaching listening by asking the students to listen to the cassette or the CD players and answer the questions has been a customary for many – if not all- English teachers or even lecturers. To me this is not teaching but testing the students listening comprehension, in this way we never give them a chance to practice to write what they listen, how do they comprehend when they do not know the words they listen., one of the reasons why we always teach them this way is that it is difficult to stop and replay the song accurately and quickly, this may be the cause why they always fail their listening comprehension. Teaching listening skill using Adobe Audition is the answer, because this facility give us a chance to stop and replay the song many times without making the students get bored.

Activity 1. for elementary level

Preparation: Construct the worksheet by deleting some of the words of the song lyric (construct the cloze procedure)

- a) Ply the songs from your laptop installed with Adobe Audition.
- b) Ask the students to listen to the song carefully
- c) Distribute the worksheets in the form of cloze procedure to the students.
- d) Ply the song again.
- e) While listening to the song ask the students to fill in the blank with the words the students listen from the song.
- f) To give more exercise to the students in listening skill, do the *Looping* at every phrases you need. In this activity the students will have more chances to check whether or not the words they have inserted in to the blanks are

really correct

- g) Check the students' work
- h) Sing the song together

For example:

We Will Not Go Down (Song for Gaza)

Singer: *Michael Heart*

Aflash of white
Lit up the ... over Gaza
People for cover
Not whether they're or alive
They with their and their
With fiery flames
And remains
Just a rising up in the haze
We.....go down
In the night, without
You can..... up our..... and our and our
But our will never die
We will not go
In Gaza tonight
..... and children
Murdered and..... night after night
While the so-..... leaders of a far
Debated on who's or right

But their words were in
And the..... fell down like rain
But through the and the and the
You can still hear that voice the smoky haze

Activity 2. for intermediate or advanced Level

Preparation: no special preparation, just have the blank paper for exercises

- a) Ask the students to make a group of 2 or 4
 - b) Play the songs from your laptop installed with Adobe Audition.
 - c) Ask the students to listen to the song carefully
 - d) Distribute the worksheets – blank paper
-

- e) Ply the song again.
- f) While listening to the song, ask the students to write the words or phrases the students listen from the song.
- g) To give more exercise to the students in listening skill, do the *Looping* at every phrases you need. In this activity the students will have more chances to check whether or not the words they have written are really correct
- h) Check the students' work
- i) Sing the song together

Teaching Pronunciation

Songs are the speech sounds consisting phonemes that can be categorized as vowels and consonants, in other words English phonemes is the smallest meaningful unit of the speech sounds that can differentiate meanings, that is why incorrectly pronounced sounds strain communication, sometimes even changing a phrase's meaning. In this case the students need to listen more English sounds. Songs can help students solve this problem because songs are authentic and easily accessible examples of spoken English. The rhymes in songs provide listeners with repetition of similar sounds and students often choose to listen to songs again and again joyfully.

Activity:

Preparation: Construct the worksheet by underlining some of the words of the song lyric

- a) Ask the students to make a group of 2 or 4
 - b) Ply the songs from your laptop installed with Adobe Audition.
 - c) Ask the students to listen to the song carefully
 - d) Distribute the worksheets (the song lyric with some underlined words)
 - e) Ply the song again.
 - f) While listening to the song, ask the students to write the pronunciation of the underlined words or phrases.
 - g) To give more exercise to the students to write the pronunciation, do the *Looping* at every underlined words or phrases you need. In this activity the students will have more chances to check whether or not the pronunciation they have written are really correct
 - h) Check the students' work
 - i) To give more exercises on pronouncing the words , ask the students to pronoun the underlined words or phrases after listening the sound of the songs again and again.
 - j) Sing the song together .
-

CONCLUSION

Teaching English, especially listening skill and pronunciation, through Adobe Audition will serve the teachers and lecturers satisfaction, because they can easily conduct the teaching and learning process. There are no standard songs for teaching listening skill and pronunciation. Any song can be used to teach students. However, we try to choose songs that are clear (use quality recordings where it is possible), not too fast, memorable, likely to appeal to our learners (possibly songs they have already known) and easy to create activities.

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