Chapter One | Introduction

1.1 Background

Grammar is central to the teaching and learning of language. As Musumeci states that language does not exist without grammar (1997). It means that without grammar, language will not exist. It is because all language is characterized by the grammar components, it is the central part of language.

Most the EFL teachers know how difficult to get students in achieving English. This is mainly due to the larger class, limited and inappropriate use of materials and strategy in teaching, so we need to find a way or an instrument to help teacher in teaching and learning English activity. As Saricoban and Metin state that since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. It means that it is important to find an instrument or technique to help teacher in teaching English especially grammar.

Today, creative teachers can use music to teach content of the English subjects to students of all ages, because music, especially songs, can encourage students' learning desire. As Saricoban and Metin state that songs are one of the most enchanting and culturally rich resources that can be easily be used in language classrooms. Songs offer a change from routine classroom activities. From the statement we can conclude that songs can change the teaching and learning activity atmosphere in the classroom. Many educators discuss about the

involvement of songs, especially pop songs when teaching English. In addition there are many people who putting forwards their opinion relating to the important of songs. For example Dougherty (1983:47) states songs have been very well received by classes and a great deal of interest has been shown in them. It is often surprising how much can be extracted from pop songs.

Songs from a wide variety of popular artists are presented by academic subject. Yoo (2002: online) states although this type of lesson can be used with students at every level of proficiency, teachers should take into account the proficiency level of their students when selecting a song. Teachers should also consider the complexity of the grammatical and phonological knowledge required of the students in order for their lessons to be effective. The statement indicates that teacher has to be smart in selecting the songs both in lyrics and the singer pronunciation to make the activity is effective for the students' learning process.

Songs make the experience of learning English child centered and enjoyable one (Richards, 1980:27). It shows that songs can make the student enjoy learning English and besides they get the knowledge they also get what they are interested in. Therefore as the creative teacher, we have to choose the right both song and lyric in order to make the student interest. Usually, today songs, especially Pop song, which the lyric usually consists of love content, always make the student interested in it, because it shows their real life experience. It is stated by Dougherty, this is because they are real, recent pop songs and relevant to the experience of the majority of young people (1983:48).

Moreover some songs lend themselves naturally to teach or to reinforce grammar points. The students may be integrated into lessons with a particular grammar focus and provide much-needed variety, while contributing to the overall aim of a lesson. Particularly at lower levels when students or children are still learning basic key grammar patterns, songs can play a role as input. (Klauer, EFL Journal). The statement shows that teacher can use songs in teaching and learning grammar.

In line with Klauer, the writer also inspired by Richards (1980:27) who says that songs can help teacher reinforce teaching and learning of vocabulary, pronunciation, structures and sentence patterns. Both statements of Klauer and Richards above was fervent the writer to choose songs in extending the effectiveness of using songs to encourage students in grammar mastery.

Generally, learning English becomes a burden especially for most Indonesian students. Although they have spent 6 years at high schools and another 2 or 4 credits at colleges/universities to learn English, their ability is not as promising as we expected to survive in this age. Based on the writer experience when doing the teaching practice, she noticed that students are lack of grammatical mastery especially in learning tenses of simple present and simple past as the essential part of learning tenses.

According to the findings obtained when conducting observation in vocational school and the previous researches about using songs in teaching grammar that were explained above the writer wanted to implemented songs in teaching grammar to the students of vocational school. And since grammar is consisted of many categories, the writer chose tenses, more specific simple

present and simple past as the difficult subjects to be taught. It was seen when the writer taught tenses simple present and simple past, they still could not differentiate past tense and present tense. For example they still confused with the form of first verb and form of second verb and use them in sentence of simple present or simple past.

Based on the evidence above this research is conducted to investigate whether or not song can effectively improve students' grammar tenses of simple present and simple past and the obstacles faced by the students during the implementation of using songs in teaching and learning tenses

1. 2 Statements of Problems

The research will be conducted to answer the following questions:

1. Is using song effective in improving students' grammar mastery especially in tenses simple past and simple present?

2. What are the obstacles found in using songs in improving student's grammar mastery especially in teaching simple past tense and simple present tense?

1.3 The aims of the research

The aims of this study are:

1. To find out whether or not songs improve student's grammar mastery especially in teaching simple past tense and simple present tense

2. To find out the obstacles in using songs improve student's grammar mastery especially in teaching simple past tense and simple present tense

1.4 Limitation of the Problems

The research of the study will be limited to find out whether or not song help second grade of vocational school students to improve their grammar mastery especially in teaching simple past tense and simple present tense.

1.5 Hypothesis

According to Hatch and Farhady (1983), hypothesis means a tentative statement about the outcome of the research. It can also be assumed as a question that must be answered by doing an experimental or series observation.

In this study research, the writer would like to state hypothesis as follows: "using songs effectively facilitates the students in improving student's grammar mastery especially in teaching simple past tense and simple present tense".

1.6 Significance of the study

By conducting this study, the writer hopes to identify the effectiveness of using songs to improve student's grammar mastery especially in teaching simple past tense and simple present tense.

1.7 Method of the research

1.7.1 Research method

The method of analysis used in writing this paper is True Experimental Design. Experimental design is also known as longitudinal or repeated-measures studies, for obvious reasons. It also referred to as interventions, because you do

more than just observe the subjects (Hopkins, 1998). This research design relies less on interview, observation, small numbers of questioners, focus group but it is much more focused on the collection and analysis of numerical data and statistic (Hopkins, 1998). According to Hatch and Farhady (1983:22), there are two common true experimental designs: posttest only control group and pretest posttest.

This research will concern in pretest posttest control design. The pretest will be conducted to find out the basic skill of the students. According to Hatch and Farhady (1983:22), the formula of pretest posttest control group design is:

G_1 (random) T_1 x T_2

G_2 (random) T_1 T_2

Note:

G_1 = *Experimental Group*
G_2 = *Control Group*
T_1 = *Pretest*
T_2 = *Posttest*
x = *Treatment*

This subject of this research will be divided into two groups, The Experimental group and the Control group. Both groups will be given pretest and posttest. However, only the experimental group will receive treatment.

1.7.2 The procedures of this research are:

1) Collecting the data

The techniques of this research included in collecting the data are Pre-test and Post test

2) Analyzing the data

3) Interpreting the data

1.7.3 Population and Sample

Arikunto (1998:115) defines population as the whole subject in the research field. From that definition, this research took the students of second grade of vocational school students of SMK Negeri 9 Bandung as the Population.

Sugiyono (2000:56), states that sample is part of number and characteristic which is had by the population. Sample is part of population and represents the characteristics of the population, which has to be in the sample. Refers to Gay (1987:276), who states that experimental research requires a minimum of 10% of the population as sample, this research takes two classes of the second grade of vocational school students of SMK Negeri 9 Bandung

1.8 Clarification of the Terms

Below are some terms clarified in order to avoid misunderstanding:

1. The first term is song. From Wikipedia sites, state that A song is a relatively short musical composition for the human voice (possibly accompanied by other musical instruments), which features words (lyrics). Song is a poem set to music and intented to be sung."(Martin H. Manser, 1995:461)

2. The next term is lyrics. According to Wikipedia site, Lyrics are the words in songs. Lyrics can be written as the accompanying music is composed, or added afterwards.

3. Grammar. According to wikipedia cite, Grammar is the study of rules governing the use of language. Grammar is part of the general study of language called linguistics. Grammar is a way of thinking about language. As Penny (1994:374) defines "grammar as a system of rules governing the conventional arrangerment and relationship of word in a sentences".

4. Past tense is a verb tense expressing action, activity, state or being in the past. Simple past is formed for regular verbs by adding –ed to the root of a word. Simple past is used for describing acts that have already been concluded and whose exact time of occurrence is known. (www.wikipedia.com). The past tense maybe used with iterative meaning. (Zandvoort,1960:60)

5. Present tense is the tense (form of a verb) that is often used to express Action at the present time, a state of being, a habitual action, an occurrence in the near future, and an action that occurred in the past and continues up to the present. (www.wikipedia.com). The present tense is used in subordinate clauses depended on a main clause expressing or implying future time (Zandvoort,1960:60).

1.9 The organization of the Paper

This present paper begins with preface, abstract and then divided into four chapters.

Chapter 1 Introduction

This chapter provides the background of the research which covers various aspects related to the realization of the research.

Chapter 2 Theoretical Foundation

This chapter focuses on the review of related theories and literatures related to grammar, tenses, and the nature of songs.

Chapter 3 Research Methodology

This chapter consists of the aims of the research together with subjects of the research, material, research design and procedures used in the research. This chapter also contains the hypothesis of the research.

Chapter 4 Data Analysis and Data Interpretation

In this chapter, the data collected during the research is analyzed and interpreted by using certain statistical formula so that it would be easier to discuss.

Chapter 5 Conclusions and Suggestions

After the data is analyzed and discussed, the writer concludes and makes some suggestions about the research and also for further research.