CHAPTER I

INTRODUCTION

This chapter explains general outlines of the research. It provides background of the study, research questions, aims of the study, scope of the study, significance of the study, research methodology, and organization of the paper.

1.1 Background of the Study

Grammar plays a crucial role in building one's language competence. According to Swan (1996:xxiii), grammar can be stated as "the rules that say how words are combined, arranged and changed to show different meaning". As the rule that could show different meaning, grammar demands high accuracy. Inaccuracy of grammar could create misunderstanding in communication. For example, when we put "bore" word in a passive sentence, "I am bored", the meaning shows that the environment around the speaker is not amusing. The meaning will be changed if we put gerund form of bore (boring) to replace past participle form (bored) as in "I am boring". The meaning of the sentence shows that the speaker him/herself that is not amusing for others. Thus, by considering that grammar could change meaning, mastering grammar is important.

Grammar, which can change meaning, can be seen as an important aspect in mastering a foreign language. However, grammar that is full of regulation and strict rules appears to be a hard part in conquering a foreign language. As Cameron (2001:121) states, "developing the grammar of foreign language is a long and complicated process". Therefore, learners need fun approaches to neutralizing the pressure in the process of improving their grammar accuracy.

A song is a combination of music and lyrics (Shen, 2009). It can be employed in an EFL classroom to teach grammar and to create relaxed atmosphere (Tsai & Lin, 2001). The music of song is possible to soothe people' emotion (Shen, 2009). Thus, it seems possible that the use of songs is relevant to neutralizing the pressure in the process of learning grammar. By referring to Shen (2009), the lyrics of songs present expression, cultural background, and grammar. Therefore, the marriage of the music that provides relaxed atmosphere and the lyric that provides expression, cultural background, and grammar seems to be an ideal approach to improve learners' grammar accuracy in acquiring a foreign language.

In pedagogical implication, a song covers three principles to teach language. As has been inferred by Schoepp (2001), a song covers cognitive principle, affective principle, and linguistic principle. In cognitive principle, a song activates the automaticity and creates a meaningful learning. The lyric of a song provides repetitive and consistent utterance that support learners to grasp the language subconciously. By learning subconciously, the learners' automaticity is activated.

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Songs lyrics also present the structure in a whole package and context. It supports learners to learn a meaningful learning. "Meaningful learning will lead them toward better long term retention than rote learning" (Brown, 2001:57). In the affective aspect, songs have been a part of living of human being as a media of relaxation. It strengthens songs to provide conducive atmosphere in language learning process. In linguistic principle, songs provide authentic utterance and cultural background that seem unlikely to be found in classroom activities.

Regarding the principles of teaching language, songs can be considered as an ideal approach in EFL classroom. Furthermore, the package of the principles covered and the beneficial matrimony of lyric and music support song as a non-threathening approach to teaching grammar in improving students' grammar accuracy.

The importance of grammar and a need for a fun approach in learning grammar support the appearance of this study, which is entitled "The Use of Songs in Improving Students' Grammar Accuracy". In addition, the idea of this study was inspired by a Japanese movie entitled "Dragonkura". The movie presents teaching strategies of teachers from various courses. One of the teachers is an old retired English teacher who came back to school to teach. He used a fun way to improve students' grammar accuracy; compiled various songs to introduce a hundred of structures through a hundred sentences in the song compilation. The movie gave an idea to conduct this study to prove whether the use of songs is effective to improve students' grammar accuracy or not.

1.2 Research Question

The problems of the research can be stated as follows:

1. Does teaching English grammar through English language songs give significant effect on English grammar accuracy of Senior High School students?
2. What are the students' responses to the use of songs in teaching English grammar?

1.3 Aims of the Study

Regarding the research questions above, the study considers two aims of the study. First, it aims to find out whether teaching English grammar through songs gives significant effect on students' grammar accuracy or not. Second, it is to analyze the responses of students to the use of songs in teaching English grammar.

1.4 Scope of the Study

The study will focus on the comparison between the class that receives English grammar teaching with song and the class that receives non-song English grammar teaching. Here, the study will also investigate the students' responses to the use of songs in teaching grammar.

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1.5 Significance of the Study

The result of the study is expected to give beneficial information related to the choice of methods a teacher can use in teaching English grammar to Senior High School students. The study is also expected to give a beneficial reference for further research in finding an effective teaching method to increase English grammar accuracy for Senior High School students.

1.6 Research Methodology

To answer the first problem of the research, the effectiveness of the use of songs in teaching English grammar, the research was held in quantitative form, which employed quasi-experimental method. The quasi-experimental method provides two groups as comparison: experimental group and control group.

The control group and the experimental group received different treatment during the lesson. The control group received a conventional method in learning grammar while the experimental group received the use of English language songs in learning grammar. The different treatment was a mean to find out whether or not the use of songs is effective to improve students' grammar accuracy.

The pre-test and post-test were held to analyze the improvement in grammar accuracy of both students in the control group and the experimental group. The grammar chosen in distributing pre-test and post-test were Conditional Sentence and

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Phrasal Verbs. To answer students' responses to the use of songs in teaching grammar, distributing questionnaire was administered.

The population of the research is the second grade of senior high school students in Padalarang. The sample of the research consists of two classes, XI IPS 1 and XI IPS 3. The XI IPS 3 was the control group. The XI IPS 1 was the experimental group.

The data analysis of the research involved both statistical computation process and manual interpretation process. Microsoft Excel and SPSS 17.0 for windows were employed to calculate the statistical computation process.

1.7 Organization of the Paper

This paper is divided into five chapters. The chapters are as follows:

Chapter 1: Introduction

This chapter introduces the research through background, research questions, aims of the study, scope of the study, significance of the study, research methodology, and organization of the paper.

Chapter II: Theoretical Foundation

This chapter elaborates the theoretical framework from former research and study that is relevant to this research. The theories reveal Contrastive approach in teaching English language, Grammar, Song, Song as a communicative approach in improving students' grammar accuracy, The implication of teaching grammar through songs in EFL classrooms, and Previous studies.

Chapter III: Research Methodology

This chapter discusses the methods employed in conducting the research. It consists of research questions, research design, variables, population and sample, hypothesis, data collection and instrument, research procedures, data analysis, and clarification of terms.

Chapter IV: Findings and Discussion

This chapter presents findings followed by discussion of findings to show the result of the research conducted.

Chapter V: Conclusion and Recommendation

This chapter concludes the result of the research and recommendation for teaching process and further research.