

CHAPTER I

INTRODUCTION

This chapter provides background of the study, statements of the problem, limitation of the study, aims of the study, research hypotheses, significance of the study, research method, data analysis, data collection, clarification of terms and paper organization.

1.1 Background of the Study

Grammar is an important aspect in improving students' writing skill because grammar helps student to combine words to be a good sentence or paragraph. Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar (Ann, 2000). However, students need to increase the knowledge about grammatical concept before starting learning writing. Regarding this, Made (2002) states that whether students are conscious or not they will deal with grammar orally or written. It means that grammar has an important role in language. This statement is in line with Chomsky *et al.* (1965), as cited in Made (2002: 1), who state that 'grammar is one aspect necessary to be mastered by learners to enable themselves to use the target language'.

In teaching grammar teachers should have interesting ways to prevent students from getting bored. Teaching grammar by asking students to remember the pattern of

grammar and vocabulary generally is not a good point to help the students develop their language competences (Sudana 2004). Therefore teachers should find out the appropriate aid to help students in mastering grammar without making them feel suppressed. Regarding this, Lo and Li (1998) as cited in Saricoban and Metin (2000), state that learning English through song provides good atmosphere for students who usually are tense to speak up in a formal classroom setting. This statement is supported by Saricoban and Metin (2000) who believe that in order to make grammar lesson effective and interesting, teachers should develop some techniques in the classroom. In other words, one of the techniques that can be used by the teachers is using song.

As stated by Richards (1969) cited in Byrne (1980), music can be a useful aid in learning vocabulary, pronunciation, structures and sentence patterns. This statement is in line with Warningsih (2004) who states that learning through song is one of the effective ways in motivating students and reducing students' anxiety to talk. Besides, the use of song is believed can create the relaxed situation in the classroom, and make the material easy to learn because students repeat some words through the song subconsciously. Cebula (2003) adds that songs are memorable and most learners think singing is easier than talking. When teachers teach grammar through song media, it is expected that students love the song and they are often willing to sing it again and again. Eventually, students are able to master grammar implicitly in a relaxed situation. According to Saricoban and Metin (2000), song can be used to teach a variety of language like sentence patterns and if it is

selected properly and adopted carefully teachers can get benefit from song in teaching grammar.

There are so many kinds of music that can be used as media in learning grammar. One of the songs is pop songs because pop songs have several features that help second language learners in learning vocabulary and structure. Pop songs contain short words and many personal pronouns. Moreover, pop songs not only contain short words, and many personal pronouns but also provide a slower rate and more pauses, and repeat some vocabulary and structure (Murphey, 1992 as cited in Lems, 2001).

Furthermore, previous study has been conducted by Karina (2007) concerning the effectiveness of using song in improving students' grammar mastery in second grade of a vocational school. The result of the research showed that there is an improvement of students' grammar mastery especially in past tense and present tense through song.

Referring to the problems and theories discussed above, an experimental study is conducted to investigate whether the use of song lyrics is effective in improving students' grammar mastery of past tense, and to find out students' responses about this method.

1.2 Statement of the Problems

This study is conducted to answer the following questions:

1. Are song lyrics effective in improving students' grammar mastery of past tense?
2. What are students' responses towards the use of song lyrics in learning past tense?

1.3 The Limitation of the Study

There are many ways in improving students' grammar mastery. The study is focus on the application of song lyrics in second grade student of high school.

1.4 Aims of the Study

The study is aim at investigating the information below:

1. Whether song lyrics is effective in improving students' grammar mastery of past tense.
2. Students' responses towards the use of song lyrics in learning past tense.

1.5 Hypothesis

This study proposes null hypothesis (H_0) that is formulated as follows:

(H_0): there is no significant difference between students' grammar mastery of past tense by using song lyrics in control group and experimental group after being given the treatment.

1.6 Significance of the Study

The study is expected would give positive effect for both teacher and students in teaching and learning process. It is expected to be a good reference for teachers to develop teaching method used in classroom. Teacher could improve students' motivation and improve students' ability in mastering grammar through song lyrics as media. This study is also expected to give positive impacts to students in learning grammar.

1.7 Research Method

This study used quasi experimental design which applied nonrandomized pre-test and post-test groups. After doing pre-test, treatment was held in experimental group only, by using song lyrics as teaching media.

The quasi experimental design can be described as follows:

<u>G1</u>	<u>T1</u>	<u>X</u>	<u>T2</u>
G2	T1		T2

(Hatch and Farhady, 1982)

Note:

G1 = Experimental group

G2 = Control group

T1 = Pre-test

X = Treatment

T2 = Post-test

In answering the second research question, questionnaire technique was used and the respondents were chosen from experimental group.

1.7. 1 Population and Sample

The population of this study was second grade students of SMAN 2 Cianjur. The study was conducted in two classes as the sample. The first class was chosen as experimental group and the other class as control group.

1.7.2. Instruments

Instruments that were used in this study were try-out-test, pre-test, post-test and questionnaire. The try-out-test was used to examine the validity and reliability of the instrument. Pre-test and post-test were used to find out whether there was a significant difference between the control group and experimental group. While the questionnaire was used to find out students' responses towards the use of song lyrics in learning past tense.

1.7.3. Data Analysis

To analyze the data, this study used quantitative approach. First, this study analyzes the result of try-out-test validity and reliability. Then, t-test was employed to find out the significance of the study. After that, questionnaire was analyzed descriptively.

1.8 Data Collection

To collect the data try-out test was distributed to second grade of senior high school outside the experimental and control group. Then pre-test was given for both experimental and control group. After that, the treatment, song lyrics, was given to experimental group. In the end, post-test was conducted in both experimental and control group. Then questionnaire was administered to the experimental group. It was aimed to find out students' responses toward the use of songs lyric in learning grammar.

1.9 Clarification of Key Terms

In this study, there are some terms that need to be clarified in order to avoid misunderstanding, those are:

1. Song is a set of poem to music which intended to be sung (Manser 1995 as cited in Karina 2007)
2. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown 1994)
3. Past tense is used to report a state or activity which can be described to a definite past time (Wishon 1980)

1.10 Organization of the Paper

The organization of this paper is started with chapter I, introduction. This chapter introduces the problem discussed in this paper. It consists of background, statement of the problems, aims of the study, significance of the study, limitation of the study, subject of the study, and paper organization. Chapter II is theoretical foundation which explains related theories and literature. Chapter III is methodology that explains the methodology of research design. Following is chapter IV, finding and discussion which explain the finding of the research and the discussion. And the last is chapter V, conclusions and suggestions. Conclusions and suggestions of the study are described in this chapter.