

CHAPTER 1

INTRODUCTION

This chapter presents: background of the study, research problems, objectives of study, the hypothesis, the significant of the study, the scope and limitation, and also the definition of key term.

A. Background of the Study

Learning English as the foreign language is very important because English is the International language that must be mastered by people especially students in modern era. Nowadays, learning English cannot be separated from our environment. It becomes more well-known every day. This condition forces students at school to master it. Although learning English is important, in other hand, it is not easy anymore to learn it. Some students feel difficult on it. When learning English begins, they must consider that there are four language skills that must be mastered, namely reading, speaking, listening, and writing. Beside those, grammar, pronunciation, and vocabulary as the language components must also be mastered for making their English skill good.

However, to master English, student need to learn the structure of the language because each language has its own formula. In this case, English has grammar as the language components that have to be mastered. Grammar is rule for forming words and making sentences. Grammar must get a special attention in the language teaching because it can help students to build and increase

students' language skills. Siska (2018: p.103) mentions that grammar studies also more intensively will help the students get communicative competence in the language use because it shows the way how to make sentences formed from words, phrases, and clauses by using appropriate connection and conjunction dealing with specific meaning and context.

Grammar is also about sentences, so students have to learn how to make grammatical sentences first and, as they do this, they learn to insert the words that they have learnt in order to make more and more sentences (Willis, 2019: p.28). In other hand, Thronbury (1999: p.1) states that grammar is partly study of what form (or structures) are possible in a language or grammar is a description of the rules that govern how a language's sentences are formed.

Learning grammar gives large knowledge about word classification (part of speech); nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, determiners, interjections and also tenses. Then, grammar rules will make students understand how to combine these word classifications become sentences with complete subject and object by using the appropriate lexis to build meaningful language (Siska, 2018: p.102). It is really important for both written and spoken communication.

According to Canale and Swain (1980) as cited in Siska's Research (2018: p.2), to increase communicative competence, it needs good grammatical competence. It means that without good grammar, we could not express our ideas and thought clearly into good communication so we will have poor communication. Mestari (2016: p.125) also supports that the ability to use

grammar accurately, meaningfully and appropriately is needed for English students to communicate both in oral and written way. In this case, those mean that grammar will give important role in students' speaking and writing skill. Therefore, it can be stated that grammar is important thing that every student must know. It must not be missed by students when they are learning English. Good grammatical will make student's language skills also to be good.

One of grammar components part that must be mastered by Indonesian students, especially students of junior high school is tenses. According to Greenbaum and Nelson (2002: p.55), tense is a grammatical category referring to the time of the situation; the tenses indicated by the form of the verb. There are sixteen tenses division that students have to know and master (Siswoyo, 2016: p.463).

Simple present tense is one of the tenses that have to be mastered by students, especially students of junior high school. They need to learn tenses because in basic competence of junior high school state that students of junior high school have to learn about tenses. Then, the first tense that seventh grade students must learn is simple present tense. Simple present tense is one of tenses that always available in junior and senior high school syllabus. So that's way, it is important for students to master it. Simple present is tense which relates to the daily activity and general truth (Murphy, 1994: p.4). Swan (2000: p.457) also claims that simple present tense is used for talking about permanent situation, or about things that happen all the day. The characteristic of simple present tense can be seen from the form itself and the use itself.

Simple present tense is the common tense that is used in written or spoken so students are forced to master it. In other hand, to master grammar especially simple present tense is not easy as we imagine. Students often get bored when grammar class begins. Rakhmawati (2018: p.54) claims that most of students junior high school think that grammar subject is the most difficult part in learning English language. They are asked to know many tenses and other rules of English language. In this case, students often feel lazy to learn grammar, especially simple present tense.

According to Murcia and Hilles (1988: p.17), grammar is often taught in isolated, unconnected sentence that give fragmented, unrealistic picture of English and make it difficult for students to apply what they have learned in actual situation. It means that many students feel like bored, discomfort, and even a terror when grammar class is started. Ismiyati (2018: p.490) states, grammar interaction is one of the most difficult issue of language teaching. Rakhmawati (2018: p.53) also claims that grammar is also one of the more difficult aspect of language to teach well. However, teaching grammar in the classroom always get some problems since the teachers do not use the effective way.

Grammar is taught extensively and monotonously focused on a great numbers of rules by teaching methods cause boredom among the students and trap them into constraint and stress feeling so that grammar become the frightening English subject (Siska, 2018). Students often get inconvenience during teaching and learning grammar. Rakhmawati (2018: p.54) states in her research that many

of students of junior high school also have less intention in learning grammar especially simple present tense.

In this case, to make the students enjoy learning grammar (simple present tense), teachers have to be creative and innovative to find out the way to teach grammar. One of the tools to make the students enjoy studying grammar is song. Song is common thing that everybody knows. Many people like to listen it moreover the students as the teenager who are still in the period of growing.

The benefits of music have been extensively discussed from its aesthetic value to its therapeutic, cultural, social, and pedagogical features in the field of SLA and cognitive science (Romero, 2017:40). Song has benefits for someone who listens it. One of the benefits of song is entertaining the people. In other hand, song can also give motivation in teaching and learning process. Teachers have for a long time recognized that they can use song to motivate students and provide variety in a lesson (Hancock, 1998: p.7).

According to Saricoban and Metin (2000: p.2), song offers an opportunity from routine classroom activities. Song can develop students' English skills like speaking, reading, listening and writing. In other hand, song also can be used to teach a variety of English items such as sentence pattern, vocabulary, pronunciation, rhythm, adjective, and adverbs.

There are some previous studies that have been ever applied song in teaching grammar. First, according to Ria (2017: p.55) states that her research is to describe the improvement of students understanding on simple past tense through song at SMKN 3 Selayar Island regency and the result of it is song

improve students understanding on simple past tense. Second, according to Datiin (2018: p.42) states that her research is to find out the correlation between song lyric which are popular among the teenagers and their understanding in grammar that that has been learnt in the classroom and the result of her research is song lyrics does not only influence toward students" improvement of vocabulary, pronunciation and also their listening skill, furthermore, song lyric positively impact toward students" understanding in grammar learning.

Based on the explanation above the researcher is interested in conducting a research entitled "THE EFFECTIVENESS OF ENGLISH SONG IN TEACHING GRAMMAR (SIMPLE PRESENT TENSE) FOR THE SEVENTH GRADE STUDENTS OF MTsN 1 KEDIRI". The researcher is focus to research in simple present tense because the students" seventh grades start getting grammar from first tense that is simple present tense. In other hand, the students of seventh grade in MTsN 1 Kediri always get simple present tense in the beginning of grammar lesson and also most of the students cannot remember well the pattern of simple present tense.

B. Research Problem

The research problem of the study is formulated as follow: Is English song effective in teaching simple present tense for the seventh grade students of MTsN 1 Kediri?

C. Objective of Study

According to the research study above, the objective of this study is to investigate whether or not the use of English song is effective in teaching simple present tense for the seventh grade students of MTsN 1 Kediri.

D. The Hypothesis

Based on the theory and assumption above, the researcher would like to formulate the hypothesis as follow:

1. Ho: English song is not effective in teaching simple present tense for the seventh grade students of MTsN 1 Kediri.
2. Ha: English song is effective in teaching simple present tense for the seventh grade students of MTsN 1 Kediri.

E. The Significance of Study

The result of the study about “The Effectiveness of English Song in Teaching Simple Present Tense at Students” Junior High School” is expected to be able to give positive contribution to the teacher, students, and the readers.

1. The teacher

For the teacher, the researcher hopes that this study will help the teacher during teaching simple present tense process by using the English song as the easy media.

2. The students

For the students, the researcher hopes that this study will help the students to understand easier simple present tense during the teaching and learning process.

3. The further researcher

For the reader, the researcher hopes that the study will help the reader to get the new information about the teaching simple present tense by using song and also hopes that this study will give some advantages for the readers.

F. The Scope and the Limitation

The scope of the study is related with the teacher and student who use the English song for teaching and learning grammar process especially simple present tense and also how effective the song for both teacher and students. The limitation of the study just emphasized the effectiveness of using English song in teaching grammar (simple present tense) for the seventh grade students of MTsN 1 Kediri.

G. The Definition of Key Terms

1. Grammar is a subset of those rules which govern the configurations that the morphology and syntax of a language assume. (Celce&Hilles, 1988: p.16)
2. Tense is from the Latin word “tempus” which means “time”, the word of tense stand for a verb form used to express a time relation (Ismiyati, 2018: p.491).

3. Simple present tense is tense which expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future”(Azar, 1999: p.2).
4. Song is short piece of music with word that you sing (Oxford Learner’s Pocket Dictionary, 2008: p.423)