CHAPTER II

LITERATURE RIVIEW

This chapter is devoted to review some relevant theories underlying this study. It consists of topics, namely definition of grammar, grammar orientation, grammar teaching methods, definition of tense, definition of simple present tense, form of simple present tense, definition of song, benefits of song in teaching, selection guidelines of song for teaching, procedure of using song in classroom, activity grammar (simple present tense) design, song source page for language classroom, and previous study.

A. Definition of Grammar

The word *grammar* is commonly used in any aspects. It refers to any book or dictionary which is commonly used by teachers or students in the world of education, especially when they teach or learn English. English as the International language is important to be learned. There are many things that people must be considered when they teach orlearn English. One of them is grammar as the English component. Every language has its own formula. In this case, English has its own grammar to be formed become a good sentence.

Grammar seems like something difficult to be learned by students when they learn English. Most of them feel boring during grammar comes to the class. According to Pereira and Mosa (2017: p.121) most of students or learners do not like grammar and they considers that it is the most boring part of learning a new

language. However, it is impossible for the students or learner to not take grammar because it is the norm, the structure, changing the words and joining those words into a sentence.

Grammar is an arrangement in which parts are formed into the whole of the structure of the sentence (Ismiyati, 2018:p491). Brown (2000: p.362) argues that Grammar is the system of rules that arranging the conventional arrangement and relationship among the words in a sentence. In other hand, Harmer (2001: p.12) states that grammar is the description of the way where the words can change their forms and can be combined into sentence in that language.

When students learn English, at the moment of their speaking and writing they have to construct words to be a good sentence. In this case, grammar is important. Ur (1996: p.75) mentions that grammar is sometimes defined as the way words are put together to make correct sentence. Harmer (2007: p.60) also claims in his book "How to Teach English" that grammar is related with sentence and sentence depends, for its success, on putting a number of elements in the correct order, in this case subject (it), verb (is), complement („warm" - called a complement because it adds information about the subject), and adverbial („in here" - called adverbial because it further exemplifies the verb).

According to Scrivener (2005: p.252) grammar is (a) rules about sentence formation, tenses, verb pattern; (b) the moment by moment structuring of what we say as it is being spoken; (c) exercises (fill in the gap, multiple choice, etc.) about tenses, etc. ; (d) our internal „database" as to what are possible and impossible sentence.

B. Grammar Orientation

Teaching and learning grammar have to be really considered about its orientation. Grammar orientation is needed to know by the teacher and the students in order to know how the sentence is produced. Based on Willis (2003: p.48), there are three grammar orientations that should be known. They are as follow: a) Tense, tense gives orientation by telling us when something happens or happened; b) Determiners, determiners like the, a(n) and any give orientation by identifying the person or thing we are talking about; c) Information organisation: some grammatical devicessuch as the passive voiceand clefting enable us toorganise a text to make iteasy for the reader orlistener.

C. Grammar Teaching Methods

Every teaching process has methods likewise with grammar. Teaching grammar must have methods. Here, there are several grammar teaching methods according to Thornbury (1999):

1. Grammar Translation Methods (GTM)

It takes grammar as the startingpoint for instruction, Grammar-Translation courses followed a grammarsyllabus and lessons typically began with an explicit statement of the rule, followed by exercises involving translation into and out of the mother.

2. The Direct Method

The direct method prioritized oral skill, and following a syllabus of grammar structures. Direct method is not explicit to teach grammar. The learners

must take the grammar in much the same way as children tak the grammar oftheir mother tongue, simply by being immersed in the language.

  3. Audiolingualism

Audiolingualismgets its theoreticalbase from behaviorist psychology, which is considered language simply aform of behavior, to be learned through the formation of correct habits. Habit formation is a process in which the application of rules is not take the parts. The Audiolingualism syllabus consists of a graded list of sentencepatterns or formulas, which, although not necessarily labeledlikegrammatical in origin. These patterns make the basis of pattern-practice drills which become the special characteristic of audiolingualism classroom practice.

 D. Definition of Tense

Tense is the part of grammar which cannot be separated when students learn grammar. As mentioned in previous paragraph before by Scrivener (2005: p.252) that grammar is rulers about formation, tenses, verb pattern. It can be conclude that tense is the part of grammar to make sentences. The term of "tense" come 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). According to Coghill and Magedanz (2003: p.84) tense shows the time at which an action takes place.

In learning tense, students have to combine and relate some other parts of grammar like subject, adverbs, articles, auxiliary verbs, objects, adjectives, verbs,

conjunction. It is reinforced by Dykes" statement that before learning about tense student should be able to recognize nous, pronoun and understand purpose, knowing the meaning of the word verb, and recognize verbs and name verbs (Dykes, 2007: p.44).

Tense is one of the grammar parts that to be mastered by Indonesia students. There are sixteen tenses divisions in English language with their own complexity on specific verb form changes and uses in sentences or utterances (Siswoyo, 2016:p.463). Coghill and Magedanz (2003: p.84) mention that people speak abouttense for representing past, present, or future, but in English each of these tenses also has perfect and progressive form.

E. Definition of Simple Present Tense

There are several kinds of tenses. One of them is simple present tense. Generally, simple present tense shows events or situations that always, usually, habitually; they can be now, can be in the past, and probably can be in the future"(Azar, 1999: p.2). Based on that definition, simple present tense is important to be mastered because simple present tense is used to express habitual.

Coghill and Magedanz (2003: p.85) states that simple present tense has two meaning: a) it indicates action occurring in the present, e.g. The cat **sees** the birds, She knows the answers; b) it also indicates habitual, customary, repeated, or permanent situation, e.g. My Karate class **meets** on Thursday, Dave **smokes** to many cigarettes, I **drink** a cup of coffee before I **go** to work, Horned toads **live** in the desert.

In other hand, Murphy (1994: p.4) also states that simple present tense has some meaning: a) it is to talks something in general, e.g. The earth goes around the sun, I usually go away at weekend; b) it indicates how often people do things, e.g. I get up at 8 o''clock every morning, Ann doesn''t drink very often; c) it indicates when people do thing by saying something (promise/apologize, etc.), e.g. I promise I won''t be late.

F. Forms of Simple Present

Simple present tense has a characteristic. The characteristic simple present tense can be known from the forms and the use of simple present tense itself. Swan (2000: p.458) said that the forms of simple present tense is as follows:

Table 2.1 Forms of Simple Present Tense

Affirmative	Question	Negative
I work	Do I work?	I do not work
You work	Do you work?	You do not work
He/she/it works	Does he/she/it work?	He/she/it does not work
We work	Do we work?	We do not work
They work	Do they work?	They do not work

Table 2.2. Spelling of third singular person forms

Most verb: add –s to invinitive	Work → works
	Sit → sits
	Stay → stays
Verbs ending in consonants + *y*:	Cry → cries

15

change *y* to *i* and add –*es*	Hurry → hurri**es**
	Reply → repli**es**
Verbs ending in -*s*, -*z*, -*ch*, -*sh*, or -*x*: add -*es*to infinitive	Miss → miss**es**
	Buzz → buzz**es**
	Watch → watch**es**
	Push → push**es**
	Fix → fix**es**
Exceptions:	Have →**has**
	Do → do**es**
	Go → go**es**

From table 2.1 and 2.2 we can know that the form of simple present is marked by changing or adding the letter "s" or letter "es" in the end of the infinitive but most of the verbs are added by "s".

The addition and change the letter "s/es" is depended of the final latter of the infinitive. If the verb ending in "consonant + y", it must be changed the letter "y" to "i" and add – "es". If the verbs ending in "s, z, ch, sh, or x", it must be added the letter "es". The change of final latter of infinitive also depends on the subject of the verb itself. When the subject comes from the singular third subject, the final verb must be changed by "s/es".

Remember that the addition and change the letter "s/es" in final infinitive only applicable in affirmative (see table 1-Affirmative) with the singular third subject. For question sentence, it must be given the auxiliaries "do/does" before the subject. For negative sentence, it must be given the auxiliaries "do/does + not"

after the subject. The auxiliaries "do" only for plural subject like I, you, we, and they. The auxiliaries does is for singular third subject like he, she, and it.

G. Definition of Song

According to Oxford Learner"s Pocket Dictionary (2008: p.423), song is short piece of music with word that you sing. Jajuli (2011: p.21) mentions a song is a short of piece in one concise movement for themedium of solo voice and piano. He also adds that song is a group arrangement which consist of lyric and element of music like rhythm, melody, harmony, and expression. Moreover, Utami (2018: p.18) states that a musical composition for the voice of several voices. A song is a short poem whether intended to be sung or not; a lyric or ballad.

H. Benefit of Song in Teaching

Song is common thing that everyone likes. Song is not only as entertainment in the world of music industry. Song also can be media or tool utilized in teaching and learning language.

There are some benefits of song in teaching based on the experts. According to Bokiev, Bokiev, Aralas, Ismail & Othamn (2018: p.319-323), the benefits of song are songs can help students accept explanation to authentic language input, songs can also give teachers the change to persuade students in real-life tasks by asking them do something that they will do in their daily life, the students feel motivated to join in the classes which are involving songs in

teaching and learning language, song is more interesting to students to understand the language and the culture through learning with song, song can make students be batter to realize the correct pronunciation and songs contain of daily language with enough repetition that have a facilitative effect on language learning.

According to Hadi (2019: p.111-112), benefits of song are songs can solve students" problem in learning English such as the problem of lack concentration, bore, and motivation, songs make the students enjoy the learning process and also the goal of learning process and song can open the talent for students to do more practice with their favorite song and builds their self-esteem.

Dzanik & Pejic (2016: p.40) claims the benefits of song are songs can be used at any stage of lessons and there are many way to include the songs into the lesson, songs provide a fun atmosphere in the class, and with song students not get bored.

I. Selection Guidelines of Song for Teaching

Songs have to be selected by teacher before teaching. When teacher deals with song as their media or tool in their classroom, they have to be careful for selecting the songs. Bokiev, et.al (2018: p.323) claim that there are six selection guidelines of song for ESL classroom activities.

The first is choosing the purpose of the song. Before teaching using song, the teacher has to select the song which related to the theme of lesson. The song that will be used for teaching should have instructional value. The second is determining the age and the proficiency level of the students. Teachers who

choose the song as the media in teaching learning, they have to think and choose the song which related to the age and the proficiency level of their students. The lyric of the songs have to match with the students" age and the maturity of students. The third is determining the language content and quality of the song. It is important to examine the language content and quality of the song by listening it before distributing to the song.

The fourth is determining musical preferences of students and teacher. When using song as the media of teaching learning, the teacher can make a list of different song and let the students to choose the song which the songs will be used in their learning. Beside that, the teacher can ask the students to suggest the song of their choice to be taught which the song should have the instructional values and popular in their age. The fifth is determining the format of the song. Format of the song can be audio or video. Teachers have to be careful when choosing the format of the video. The content and the massage of video must be suitable for the age of students. The last is determining classroom opportunities. Teacher has to consider the availability of facilities when they design music activities for the classroom. The equipment such as computer, projector, and sound speaker should be available.

J. Procedure of Using Song in Classroom

According to Jankovic (2019: p. 105), songs are proved having some benefit in language teaching and learning process in classroom. But, the teachers have to know that there are some procedures of using song in classroom. Celce

and Hilles (1998: p.119), in their book suggest that there are some technique procedures for using songs in the classroom;

The first is starting by introducing the song. Tell to the students a tittle of the song, who writes the song, etc. before starting to the lesson. The second is making the lyric available to the students. This provides recognition practice as well. The third sing or play the song once and allow the students to listen and enjoy it. The fourth is going through the lyrics with students aloud and check comprehension, understanding of lexical item, etc. And the last is singing the entire song with the students several times and give students enough opportunity to practice.

K. Steps of Using Song in Teaching Grammar (Simple Present Tense)

Many techniques can be applied to teach grammar such as simple present tense. One of the techniques is using song as the media or tool. As stated in International Conference Centre Kitakyushu Japan by Tsai and Lin (2001: p.375), that there are four steps of using song to teach grammar especially simple present tense.

The first is pre-use or getting into media stage: teacher chooses grammatical points and song lyrics and design suitable tasks or exercises. The second is input or working from media stage: Teacher presents or shows designated grammatical points. The third is focus or working with media stage: Teacher plays the song and students are asked to do the exercise while listening to the tapes. The fourth is transferring or working out of media stage: Teacher

checks the answers and makes necessary explanation. Class discussion follows. Students are encouraged to ask questions and asked to do follow up assignment by using what the media has just presented.

### L. Activity Grammar (Simple Present Tense) Design

According to Tsai and Lin (2001: p.375) there are five types of grammar based activity on the lyrics, they are blank-filling, multiple-choice, matching, dialogues, and sentence making.

Blank-filling, multiple-choice, matching are mechanic drills that aimed at the conceptual instill and habituation of the targeted grammar. While dialogues and sentence making are communicative types of drills aimed at enhancing students" active and natural use of the language learned from the lyrics.

There is the explanation of activities and their examples by Tsai and Lin in International Conference Centre Kitakyushu Japan:

1. Blank-filling

The blank-filling exercise may be focused on practicing one or more grammatical points. Each blank has only one word to be filled, and the word may be guessed through both context and grammatical relationship. The blank is followed by a cue in the parentheses. Here is the picture of example blank-filling exercise,
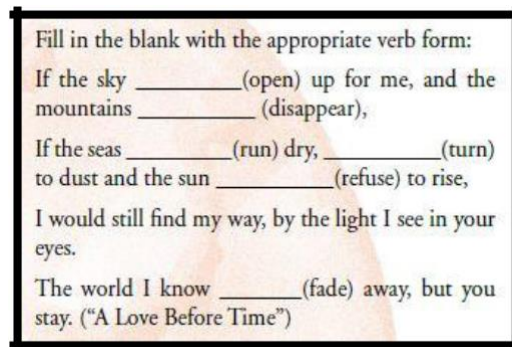
Picture 1. Blank-filling Exercise

2. Multiple-Choice

The multiple-choice is easier than blank-filling to design and to do. It may be made with two or more choices, and may be done before, during or after listening to the music. For example:
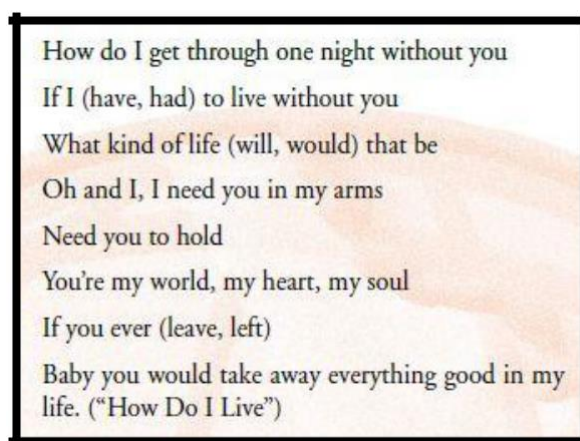
Picture 2. Multiple-choice Exercise

3. Matching

The matching exercise usually consists of a list of words that have to go with the blanks in the selected lyric. The following example is a drill on recognizing the three types of clauses:

Match each underlined clause with one of the three
types of clauses listed in the front:

A. Noun Clause
B. Adjective Clause
C. Adverbial Clause
They asked me how I know (   )
My true love was true.
Oh, I of course replied
Something here inside
Cannot be denied.
They said someday you'll find
All who love (   ) are blind.
Oh, when your heart's on fire (   )
You must realize
Smoke gets in your eyes (   ).
("Smoke Gets in Your Eyes")

Picture 3. Multiple-choice Exercise

4. Dialogues

Students are asked to produce dialogues based on the grammatical
elements of the song heard. They have to gain a considerable understanding of the
grammatical components of the song before making meaningful dialogues. For
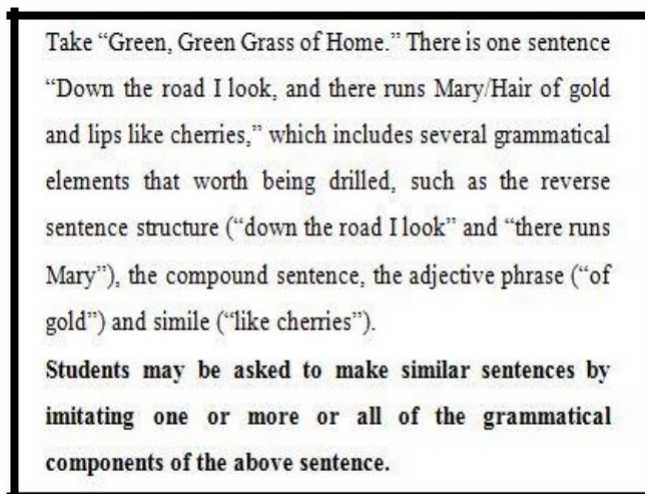example as follow:

For example, the dialogue assignment of the song "A Love
before Time" may be: Write eight to ten sentences of dialogues
between two lovers who would most likely be talking to each
other as revealed in the song.

Picture 4. Dialogues Exercise

The picture above is only one of example of dialogue exercise. There is
much room for students to exercise their imagination and for the teacher to expect
various dialogues.

23

5. Sentence-making Exercise

Sentence-making is aimed at putting students" sense of sentence into practice. This type exercise may be designed by imitating some of the grammatical elements or structures of the sentences in the song. The song serves as a point of departure for making similar or better sentences. The sentence structures of the lyrics must be well grasped before they can be used for sentence making by the students.

> Take "Green, Green Grass of Home." There is one sentence "Down the road I look, and there runs Mary/Hair of gold and lips like cherries," which includes several grammatical elements that worth being drilled, such as the reverse sentence structure ("down the road I look" and "there runs Mary"), the compound sentence, the adjective phrase ("of gold") and simile ("like cherries").
>
> **Students may be asked to make similar sentences by imitating one or more or all of the grammatical components of the above sentence.**

Picture 5. Dialogues Exercise

M. Song Source Page for Language Classroom

Many song sources can be found in the internet that can be used in language teaching. The page of song source can be accessed at learn English with song (http://www.learn-to-speak-english-esl.com/), song for teaching grammar (http://www.tefltunes.com/grammarsongs.aspx), lyric training (http://lyrictraining.com/), metro lyric (http://www.metrolyric.com/), learn English song in ABA teachers" blog (http://www.abaenglish.com), my English pages (http://www.myenglishpage.com), en.islcollective.com and also YouTube.

From the page of song source, YouTube and en.coollcetive.com are mostly used by researcher. YouTube provides many songs in format video and en.islcollective.com also provides some worksheet of English exercises especially in the form of song lyric. Language teacher can also find some video related to teaching grammar with song.

N. Previous Studies

This research is also in line with some previous studies. The first previous study is Hadi (2019: p.108) claims that stages for Indonesian students in learning English begin from young learner until University stage. He chooses students junior high school as his sample of research because he said that he wants considering some reasons namely students" readiness, students" uniqueness, and transition phase from primary to Junior High School. Then, he chooses song as media for improvement students" English language skill.

The second previous study is Siska (2018: p.101) states that the students STKIP PGRI Sumatera Barat is lack of the ability of grammar especially about modality. The researcher chooses song as the media for teaching modality to students. The song is presented by using audio-visual so the students can see and listen the song from projector and speaker.

The third previous study is Fitrawati & Octavia (2017: p.112) states that the problem of the students when learning grammar is about the media. So the researcher conducts that study to know whether or not the students need multimedia to study grammar.

Based on those previous studies above, this study conduct research about the effectiveness English song in teaching grammar (simple present tense) for the seventh grade students of MTsN 1 Kediri. The different this study and those studies above is this study use song and combine with multimedia song where the students can listen the audio song and see the lyric song and also the animation or the picture. Multimedia song is the song available with vocal, melody, text, animation or video clip as the visual context for giving the imagination of the song (Fitriawati & Octavia, 2017: p.114).

By adding the animation or image in song, hopefully the students are more interesting in learning simple present tense through song and they can understand simple present tense. This study is not only providing the lyric song in the form of multimedia song but also providing the lyric song in the form of paper. So the students can bring the paper then they can study it individually.