

THE IMPLEMENTATION OF TEACHING GRAMMAR SIMPLE PAST TENSE THROUGH SONGS

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Abstract

Songs become an interesting media which can be implemented by English teacher to teach various language skills, one of which is teaching grammar. Songs contains many series of words arranged as lyrics and also have various grammatical structure. This paper was aimed to describe the implementation of teaching grammar, especially simple past tense through English songs. This technique was implemented at eleventh grade students of Islamic High School in Padalarang. The researchers have done a total of three meetings and presented 2 songs in the classroom. Qualitative method has been used as a research method in this study. Qualitative data were obtained by conducting observation at each meeting to find out classroom activity, and held a test for students in the last meeting to find out the extent to which students' understanding after they they got the teaching-learning activities. The result of this research reveals that the implementation of teaching grammar simple past tense through songs has been implemented successfully.

Keywords: Teaching Grammar, Simple Past Tense, Songs

INTRODUCTION

Language is more than just communication. English which has become a common international language is very essential to be learnt (Rizkina & Aniuranti, 2019). It means language is one of the important factors in building human capability and success in learning everything. In senior high school, students learn four language skills, those are listening, speaking, reading, and writing. Those skills need another language component such as grammar to support them. Without grammar, these skills will not be complete.

Grammar is very important in learning language, without grammar the words do not have a good meaning (Fitriyani, 2018). Grammar is mechanism for putting words together, but we have said little sound of meaning. Grammar gives language users the control of expression and communication in daily life. Grammar deals with the form of sentences and smaller units such as clauses, phrases and words. Moreover grammar also gives effect in written communication. If people cannot successfully speak or write to one another, they cannot share their thoughts to other people.

In the curriculum issued by the Indonesia government, there are sixteen official tenses that are used as standards in English grammar teaching learning, namely (1) simple past tense, (2) present continuous tense, (3) present perfect tense, (4) present perfect continuous tense, (5) simple past tense, (6) past continuous tense, (7) past perfect tense, (8) past perfect continuous tense, (9) simple future tense, (10) future continuous tense, (11) future perfect tense, (12) future perfect continuous tense, (13) past future tense, (14) past future continuous tense, (15) past future perfect tense, and (16) past future perfect continuous tense. From these sixteen tenses,

this study only focused on teaching grammar simple past tense. The following table is a formula of simple past tense.

Table 1. Formula of Simple Past Tense

Type of sentences	Verbal sentence	Nominal sentence
Affirmative	Subject + Verb 2	Subject + was/were + Non Verb
Negative	Subject + did + not + Verb 1	Subject + was/were + not + Non Verb
Interrogative	Did + subject + Verb 1?	Was/were + subject + Non Verb?

Grammatical learning is generally serious and takes a lot of time in students' efforts to understand and analyze the rules of grammar. According to (Fithriani, 2018) many English teacher in foreign language context still teach grammar deductively; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. In addition (Gayanti & Satriani, 2020) states students ought to learn English with fun methodology, since students are effectively to induce bored when they are learning. Song is an effective media to be used in grammar learning. It helps them to give motivation in learning English and memorizing the grammatical point through repetition of words in the song.

Nowadays most students in Indonesia really like listening and singing English songs. (Sumirah & Liswanti, 2018) states that some students who do not like to practice using English language are have different mindset about sing English song. Based on that fact, teaching English through songs is one of the best method that is very suitable to get a better quality of learning. Because in a song has the variety new words and phrases with many different themes, so the students can learn some items of vocabulary, rhym of language, and grammatical structures that relating any topic (Pratiwi, 2018).

According to (Supriyantiningasih & Ardhyanti, 2020) song is poem that uses music in its improvement. Songs can be used to teach various components of language ranging from vocabulary, pronunciation, and grammar. It is supported by (Hardian & Aryani, 2019) who states listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Thus, songs are appropriate media to provide at once to develop students language skills through listening activity.

Based on the explanation above, in this study the researchers using songs in order to guide and improve students grammar comprehension. Also to change students' perception on the difficulties in grammar, and make grammar as an interesting lesson for them. The researchers assumes that teaching grammar through songs has a good and pleasant impact to students grammar learning. Therefore, the researchers interested doing a research in teaching grammar simple past tense through songs.

METHOD

The research methods can be classified into three types, there are quantitative research method, qualitative research method, and mixed research method. The method of this study is qualitative research. Qualitative research methods are used to examine question that can be best answered by verbally describing how participants in a study preceive and intepret various aspects of their environment (Jamilah & Haryudin, 2018). The researchers used case study in this research. Case study research method defines as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context

are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984) in (Karyati & Nuraen, 2018).

The aim of this study is to know the implementation of teaching grammar simple past tense through songs. The researcher used descriptive qualitative method because they are consider effective in presenting clear research results to achieve research objective accurately. The data are obtained in the form of student's scores and observation during teaching and learning process.

Observation was used to monitor the student's and teacher's activities during the teaching learning process. Thus, observation data taken from the observation being applied during the teaching-learning activities. The aim of the test is to know the result of the students' scores after they are treated the method of teaching grammar simple past tense through English songs.

The subject of this research are eleventh grade students at one of Islamic High School in Padalarang, in total of 14 males students and 14 females students. The eleventh grade has been choosen because they were lack of vocabulary, easily become bored, also 65% of students still confused about grammar, especially when learning about simple past tense. This research has been carried out for three meetings, and it was started in February 24, 2020 and was finished in April 6, 2020.

There are some steps in how to teach grammar simple past tense through song:

- 1) Listening to English song
The teacher convey the subjects and motivate students in learning by listening to English song.
- 2) Explain and delivering infromation about simple past tense
The teacher presents information to students about the material related to the song lyrics.
- 3) Organize students into cooperative groups
The teacher explains to students how to form study groups and help each group in order to make the transition efficiently.
- 4) Guiding team work and learn
The teacher distribute the worksheet and guide study groups when they do their work.

RESULTS AND DISCUSSION

Results

Based on an observation from the first meeting until the third meeting, the activities during implemantation of the teaching grammar simple past tense through songs are explained below.

- 1) The first implementation was held on Monday, February 17th 2020 and the teaching learning process of first meeting is presented as follows:
 - a) Open the lesson by greeting, praying together and checking students' attendance.
 - b) Explore students' curiosity by listening to English song: My Hero by Harris J.
 - c) Explain and present the past verb related to simple past tense based on song lyrics.
 - d) Divide students into groups, consiting of 4 students in each group.
 - e) Distribute missing lyrics worksheets and students work in groups.
 - f) Evaluate and discuss learning outcomes based on students group work.
 - g) Give the feedback and appreciation of learning outcomes for individuals and groups.
 - h) Summarizes the conclusions of what have been learned.

- i) Convey information about the material for the next meeting.
 - j) Closing greeting.
- 2) The second implementation was held on Monday, February 24th 2020. The process of second meeting is presented as follows:
- a) Open the lesson by greeting, praying together and checking students' attendance.
 - b) Elicit the students and remind the previous meeting about the past verb related to simple past tense.
 - c) Explain and present the formula of simple past tense.
 - d) Gather students in their groups and listen to English song : My Hero by Harris J.
 - e) Distribute part of speech worksheets and students work in groups.
 - f) Evaluate and discuss learning outcomes based on students group work.
 - g) Give the feedback and appreciation of learning outcomes for individuals and groups.
 - h) Summarizes the conclusions of what have been learned.
 - i) Convey information about the material for the next meeting.
 - j) Closing greeting.
- 3) The third implementation was held on Monday, March 2th 2020. The process of third meeting is presented as follows:
- a) Open the lesson by greeting, praying together and checking students' attendance.
 - b) Elicit the students and remind the previous meeting about the formula of simple past tense.
 - c) Explain and present the transformation formula of simple past tense.
 - d) Distribute the test sheets and listen to English song: Thank You Allah by Maher Zain.
 - e) Students work the test individually.
 - f) Give the feedback and appreciation of learning outcomes.
 - g) Summarizes the conclusions of what have been learned.
 - h) Reflect on the learning activities and their benefits, based on the whole meeting that has been completed.
 - i) Closing greeting.

The data from students' test was aimed to measure the students' understanding about grammar simple past tense after they got the teaching-learning activities. The topic of the test was transformation of simple past tense sentences into negative and interrogative sentence forms. The whole of students' test score are presented as follows:

Table 2. The Results of Students' Test

No.	Students	Score
1.	Student 1	90
2.	Student 2	80
3.	Student 3	100
4.	Student 4	90
5.	Student 5	90
6.	Student 6	75
7.	Student 7	80
8.	Student 8	85
9.	Student 9	90
10.	Student 10	80
11.	Student 11	90
12.	Student 12	70
13.	Student 13	90

14.	Student 14	90
15.	Student 15	50
16.	Student 16	100
17.	Student 17	90
18.	Student 18	40
19.	Student 19	90
20.	Student 20	85
21.	Student 21	100
22.	Student 22	90
23.	Student 23	90
24.	Student 24	90
25.	Student 25	50
26.	Student 26	80
27.	Student 27	45
28.	Student 28	90

The data above reveals that the implementation of teaching grammar simple past tense through songs has been implemented successfully. Overall of the teaching learning process was well managed. The students have been motivated to learn and have understood the simple past tense quite well. Meanwhile, the results of students' test shows that 23 students has successfully achieved and exceeded the KKM or standard score. That means 80% of eleventh grade students have received a minimun score of 75. Thus, the implementation of teaching grammar simple past tense using songs has been considered successfully applied in the classroom.

Discussion

During the observation, the researchers found that in the first meeting, most of students did not answer the teachers' questions related to the past verb in song lyrics, also some students difficult to understanding the material because they did not focus to listened the song well. Thus, it is suggested that the teacher should make the students more active in participating in the second meeting. And in the second meeting, sometimes the students interact with their classmate or did other activity during the learning process. Then, the teacher should make students more focus on the lesson in the next meeting. After finding some obstacles in teaching learning activity, finally in the third meeting, teaching and learning process in the class was managed well and the students' understanding of simple past tense that have been given is quite good. Even so, overall the meetings that have been held in the classroom have been implemented well and successfully.

The students' test results have supported the success of the implementation of teaching grammar simple past tense using songs. In addition, the results of students' test showed that 80% students has successfully achieved and exceeded the minimum KKM score was 75. It means that by implementing teaching grammar simple past tense through songs makes the ability of students to understand the materials is good enough.

CONCLUSION

Based on the aim of this study, can be concluded that the implementation of teaching grammar simple past tense through songs has been applied well in the classroom. The observation during the first meeting until the third meeting explained that overall of the teaching learning process

was well managed. The results of students' test can be seen in table 2, it is showed that 80% of eleventh grade students have received a minimum score of 75 as a standard score. Therefore, it can be indicated that in this research, the implementation of teaching grammar simple past tense through songs has been successful.

ACKNOWLEDGMENTS

Alhamdulillahirabbil'alamin, praise to Allah SWT, most gracious, most merciful who has enable the writers to finish this journal. This journal entitle "The Implementation of Teaching Grammar Simple Past Tense Through Songs" is submitted as final requirements at English Education Program of Language Faculty, so the writers would like to say thank you to IKIP Siliwangi Bandung which give us opportunity to publish this journal. Also for everyone who has important to the successful realization of this journal. Hopefully this journal will be useful for the writers and for the readers. Therefore, constructive thoughtful suggestion and criticism are very welcomed.

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