

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching English language is given not only the theory from several linguists but also the practice how the theory works in students' daily real life. Most teachers in Indonesia do not get satisfaction result from their students' English.

Although English is introduced from kindergarten to university level in Indonesia, it does not show that the students can use English both in the classroom and outside the classroom well. This can be seen from their examination achievement from semester to semester in each year.

The researcher believes that choosing the appropriate technique such as song will help students learn English well especially learning English tense. The song itself will goal to students' understanding on simple future tense theory to their daily life. The researcher tries to conduct the research entitle the use of “ song lyrics” to improve students' understanding on simple future tense. This will give positive contribution to the students' English achievement.

There are many reason why the researcher conducts the research in SMK pariwisata Bandulu Anyer. After doing the preliminary observation. The problem appeared in the classroom while teaching English for more than 3 semester makes the

researcher want to investigate the problem. Such problems are as follows:

First, the teachers employ the old technique. It means that the teachers only teach students based on the book provided by the school. Each semester and each grade use the similar book. The students only learn from the teacher and the book. They do not have any other opportunity to learn from other books.

Second, the library of the school has small number of English books. This makes both teacher and students find difficult learn English. Besides, the school only give students one English book to five or six students weekly. The students should wait for the book return.

Third, the teachers do not give many exercises. The exercises given by the teachers are based on the book. It can cause students forget the English material taught from the classroom. The students can also have low motivation if they do not have many exercises to do.

Forth, the teachers when teaching the English material focuses on language theory. They explain and describe the theory well, but they cannot give students opportunity to use the theory into practice.

Fifth, when the teacher teach English tense, the students should memorize the formula of each English tense. This makes students boring because they will spend much time to memorize one subject. They still have other subjects.

Based on the problem above, it is enough for researcher to conduct classroom action research entitled **:IMPROVING**

STUDENTS' UNDERSTANDING ON SIMPLE FUTURE BY USING SONG LYRICS (a classroom action research at The First grade of SMK Pariwisata Bandulu Anyer) this expected that the researcher can solve problem as good as possible. The research designed by the researcher will not disturb students' learning process because this kind of researcher let students to learn, not to disturb.

B. Statements of Problem

1. How is students' understanding on simple future tense?
2. How is "English song lyrics" applied in teaching simple future tense?
3. How is the students improvement on simple future tense taught song lyrics?

C. The Research Objectives

The objective of the research here are follows:

1. To know students' understanding on simple future tense.
2. To know the application of song lyrics in teaching simple future tense.
3. To know the students' improvement in understanding simple future tense.

D. The Research Significance

The result of the study is hoped to be useful for researcher, students, teacher and school

1. This research is hoped can be useful for researcher herself to find out the exactly condition of filed, problems of learning

process so that it becomes references in preparing before facing the real condition.

2. For students, the usage of this method is hoped can help them to understand lesson easier and make them like grammar especially on simple future tense, because the used of method is enjoyable.
3. For teacher, the usage of this method is hoped that it can make them more creative deliver materials, so that learning process in the classroom not monotone and more effective.

E. The Research Focus

The research will apply English song lyrics to improve students' understanding on simple future tense. The Research will be conducted at the first grade of SMK Pariwisata Bandulu Anyer.

CHAPTER II

THEORETICAL REVIEW

A. Grammar

1. Definition of Grammar

Grammar is the system of a language, traditionally encompassing syntax and morphology. In some cases (e.g. the work of Jespersen), a description of the sounds of a language is also included¹.

According to de silva joyce & Burns, (1999) grammar is essentially about the systems and patterns we use to select and combine words. By studying grammar we come to recognise the structure and regularity which is the foundation of language and we gain the tools to talk about the language system.

2. The applications of grammatical study

- a. A recognition of grammatical structures is often essential for punctuation;
- b. A study of one's native grammar is helpful when one studies the grammar of a foreign language;
- c. A knowledge of grammar is a help in the interpretation of literary as well as nonliterary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis;
- d. A study of the grammatical resources of English is useful in composition: in particular, it can help you to evaluate the

¹ Oxford dictionary of English grammar 2 edition (great britain 2014) p. 185

choices available to you when you come to revise an earlier written draft.

3. Grammar in Language Teaching

There is no doubt that some kind of implicit knowledge of grammar is necessary for the mastery of a language at anything beyond a very basic level: you cannot use words effectively unless you know how they should be put together in acceptable sentence or phrase structures.

Teaching grammar is more important, however, are activities which provide opportunities for learners to create or understand meanings using the target grammar point, learning of grammar is enhanced further by occasional 'reactive' teaching of grammatical forms during communicative activities (correction of mistakes, for example, or 'noticing' by teacher or learner of an interesting form used in a text or activity).²

B. Simple Future Tense

1. Definition of simple future tense

Simple future tense is a tense form use to indicate the event described by a verb will take place at a future time³Simple future tense is describing the tense which describes a future action: uses forms of *Will*, and *be going to*.⁴

² Penny Ur, *Grammar Practice Activites 2 Edition* (cembridge university press.2009) P.4-5

³Longman dictionary of language teaching & applied linguistic 4th (great Britain 2010) p.237

⁴ English dictionary – with multi-Lingual search, <http://www.allwords.com/word-simple+future.html>, accessed on February 20 , 2016

In making a sentence, certainly not enough to express the current events only. In expressing something, It's should also disclose what has happened or what will happen in the future that we need some tenses such as simple future tense.

2. The structure of the simple future tense is:

Subject + auxiliary verb (will/shall/be going to) + main verb

Example :

- Jack **will** finish his work tomorrow
- jack is **going to** finish his work tomorrow

Will and **Be going to** is used to express future time, and often have essentially the same meaning⁵. **Be going to** can be used to reveal a plan, for future events. And **be going to** can be used for expression to the desire and a promise.

Example :

- (-) Jake **will not** be at school tomorrow.
- (?) **Will** Jake be at school tomorrow ?

For negative sentence in the simple future tense, we insert **not** between the auxiliary verb and main verb. For question sentences, we exchange the subject and auxiliary verb.

When we use the simple future tense in speaking, we often contract the subject and auxiliary verb. "Will" is often

⁵ Betty Schampfer Azar, *Understanding and Using English Grammar 4th edition*, (US: practice Hall Regents) p.61

contracted with pronouns in both speaking and informal writing

:⁶

Subject	Auxiliary verb	Subject and auxiliary verb
I	Will	I'll
You	Will	You'll
We	Will	We'll
They	Will	They'll
She	Will	She'll
He	Will	He'll
It	Will	It'll

For negative sentence in the simple future tense, we contract with **won't**, like this:

Subject	Negative Auxiliary verb	Subject and negative auxiliary verb
I	Will not	I won't
You	Will not	You won't
We	Will not	We won't
They	Will not	They won't
She	Will not	She won't
He	Will not	He won't
It	Will not	It won't

⁶Betty schampferAzar, p.61

3. The expression form of “Will” and “Be going to”

Simple future has two different forms in English: “will” and “be going to.” Although the two forms can sometimes be used interchangeably, they often express two very different meanings. These different meanings might seem to abstract at first, but with time and practice, the differences will become clear. Both “will” and “be going to” refer to a specific time in the future.

a. Form will: (will + verb)

Examples:

(+) you will help him later.

(-) you will not help me later

(?) will you help him later ?

b. Form is going to:(am/is/are + going to + verb)

Example :

(+) you are going to meet Jane tonight.

(-) you are not going to meet Jane tonight

(?) are you going to meet Jane tonight?

c. “ Will” to express a voluntary action

“Will” often suggests that a speaker will do something voluntary. A voluntary action is one the speaker offers to do for someone else. Often, we use “will” to respond to someone else’s complaint or request for help. We also use “will” when we request that someone help us or volunteer to do something for us. Similarly do something.⁷

⁷<http://student.eepis-its.edu/~prasz/future%20tense.html>, accessed on February 12 2016

Example :

- a) I will send you the information when I get it.
- b) I will translate the email, so Mr. smith can read it.
- c) Will you help me, move this heavy table?
- d) Will you make dinner?
- e) I will not do your homework for you.
- f) I won't do all the housework myself!
- g) A: I'm really hungry.
B: I'll make some sandwiches.

From the example above In this form “will” is how to express some bidding or some help for some person.

d. “Will” to express a promise

In this expression “Will” used, However when the main clause refer to promise⁸. When someone make a promise for some person.

Example :

- a) I will call you when I arrive
- b) If I am elected to inexpensive health insurance.
- c) I promise I will not tell him about the surprise party.

e. “Be going to” to express a plan

We can use Be going to” to talk about something that is planned, or something that we think is likely to happen in

⁸Martin Hewings, Advanced Grammar In Use. (Cambridge university press. 2005) p.18

the future⁹. It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

Example:

- a) He is going to spend his vacation in Hawaii.
- b) She is not going to have a baby next month.
- c) Michelle is going to begin medical school next year.
- f. “Will” or “Be going to” to express a prediction.

Will and be going to have similar meanings when used for prediction¹⁰. Both can express the idea of a general prediction about the future.

Example:

- a) According to weather report, it will be cloudy tomorrow.
- b) According to weather report, it is going to cloudy tomorrow.
- c) Anna will come tomorrow around 5:00
- d) Anna is going to come tomorrow around 5:00

C. Song

1. Definition of song

According to Parto, S. a song is group arrangements which consists of lyrics and elements of music like rhythm,

⁹Martin Hewins, p.18

¹⁰Jacqueline Melvin, *English Grammar References Book*. Copy right 2014

melody, harmony and expression.¹¹ Song is short piece of music with words that you sing. Song in general is music for singing a song at a very low price song and dance unnecessary fuss.¹² Instrumental work in vocal style: an instrumental work written in style of a composition for the voice, or, in popular music, any musical work.

Song could be used to teach grammar because in the lyrics of song there are several kinds of tense, teacher could choose, definite song which appropriate with tense that would be thought. Media is an agent or companion, association for education and technology (AEGT) define that media is a tool which is used to distribute information. Moreover, National Education Association (NEA) define that media is a something which can be manipulated seen, heard, and read by instrument used in teaching learning process.¹³ In other hand, media is a tool store and conveys information. media in teaching learning process are often used by teacher to improve students, understanding on the material land to make teaching and learning process more enjoyable.

2. The Characteristic and Components of Song

According to Jan Peterson that a good song contains four important characteristic they are; first, a good song needs a universal message and a story worth telling. It means that songs

¹¹ Parto, S. 1996. *Seni Musik Barat dan Sumber Daya Manusia*. Yogyakarta: penerbit pustaka belajar. P. 99

¹² Oxford learner's pocket dictionary, (UK: oxford university press, 2008), p.423

¹³ Asnawir and Basyaruddinusman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002) p.11.

ideas whirl a round us very day, but you need to catch that one special message. Second, a good song needs memorable hook. Usually the hook line appears in the chorus, or if there is no chorus it is in the first or last line of each verse. Third, a good song is easily understood. It means that you use song as media for teaching you need to tell the ‘who, where and why’ of the story. Four, good song uses imagery. If you listen to a song, listen for the images.¹⁴

The characteristic of song has been pointed out above. They are, in a song must have a character that is easy to understand and can to remember the listener, and have some impressions and good message.

The component of song they are;¹⁵ song structure (chorus, verse, bridge) lyric (lyric topic, lyric title, lyric themselves) rhyme (rhyme scheme, rhyme types, rhyme your lyric) composing vs. song writing (song’s, music convention, music after lyric, music before lyric, arrangement, chord progressions) melody vs. chord progression (chord music in theory, song writer habit).

D. Kinds of Teaching Media

There are many kinds of media to teach English, one of them is song. Arsyad explains that teaching media are tools which used

¹⁴ Jan Peterson, characteristic of a good song, from <http://www.songwritingfever.com/article/1>, accessed on February 20 2016

¹⁵<http://www.songwritingfever.com/songwritingtips/getstarted6.html>, accessed on february 20 2016

to convey teaching message.¹⁶ From those definitions, the researcher concluded that teaching media are the tools which are used by teacher to convey teaching message and to stimulate brain and feeling so the students interest in learning. Besides that, the use of media in teaching and learning process is to surmount the problem of communication between teacher and students, to motivate students in order to become active and make them focus on the material.

In addition, teaching media can be various forms. It can be classified in three kinds, they are:

- 1) Visual aids: it is media that can be seen such as pictures, flashcard or card short, newspaper, relia, map, etc.
- 2) Audio aids: it is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 Player, CD, ect.
- 3) Audio visual aids: it is teaching media that can be seen and can be heard such as video clips, films, TV news, VCD,TV, ect.

According to the explanation above, the researcher concluded that the use of song lyrics can be classified as visual aid because it can be seen and can be heard. In other hand, media are needed in teaching learning process, arsyad and Rifa'i state that the use of media has several benefits, they are:¹⁷

¹⁶Azhararsyad, media pembelajaran, (jakarta:PT Raja Grafindo Persada,2006), p.6

¹⁷Ibid, p.6

- 1) The Teaching process will be more interesting, so that the students are motivated to learn. By using media, teacher can attract students' attention to the material. In this case, by using media in teaching and learning process, students will be motivated in learning.
- 2) The material will be clear so that the students can understand the material easily. Media makes students easier in catching the material given by teacher.
- 3) The teaching and learning process will be varietif. It makes students enjoying the teaching learning process. The students will be bored if the teachers only use explanation when he is presenting the material during teaching and learning process. The students will not feel bored if the teachers use media in teaching learning process.

As an addition, EsthiEndah states the functions of media are: make students easy to learn, make teachers easy to teach, give concrete description to students (they are not just imagine), make learning process exiting to reduce students' boredom, stimulate students attention and motivate them to learn.¹⁸ By using many kinds of media, students can do various activities.

From several explanations above, the researcher concluded that media are important in teaching learning process. It makes students easily to catch the material because they are interested in learning and the teaching learning process will be more various so

¹⁸Esthiendahayuningtyas, *Cerdas Emosional Dengan Music*, (Yogyakarta: artibumiintaran, 2008), p.119

that the students enjoy it. Students also will be more active in giving response to the teacher's explanation.

The use of song in teaching and learning process makes lively atmosphere and often enlighten students with some new items naturally. Penny Ur, the author of grammar practice activities cited in Tarwiyah explains that song can be used as a quick warm up for the idea for a brief vocabulary review before starting new text, a light filter to provide relief after a period of intense effort and concentration, a brief orientation activity to prepare a change of mood or topic, an amusing item to round off the lesson with smile.¹⁹ When using song in teaching and learning process, teacher should make sure that the use of song gives advantages to students.

In this study, the researcher compiled several songs taken from internet which is included simple future tense. Those songs are: I will Be by. AvrilLavigne, I Will Fly by. Tent 2 five and she will be Loved By. Maroon 5.

E. Using song in English Teaching

Music is powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyse it and its effects if we so wish. A piece of music can change the atmosphere in a classroom or prepare students for a new activity²⁰. Music it can amuse and entertain, and

¹⁹ Sititarwiyah game, songs and practical ideas to teach language: A supplementary book for language teacher. Unpublished book. P.25-26

²⁰ Jeremy Harmer, The practice of English Language Teaching third edition (www.longman.com) p. 242

it can make a satisfactory connection between the world of leisure and the world of learning.

According to Larry Lynch stated that the keys to using songs for teaching children English as a foreign language there are 12 keys they are;²¹

- 1) Teacher uses most popular song in language teaching.
- 2) Teacher should also select song with easy to understand lyrics absolutely, no profanity (violent, illegal or immoral themes like sex drugs use, prostitution, gang violence, kill your mother, suicide, etc).
- 3) Teacher can give motivate their students (teacher takes along children's songs on cassette or CD with the lyrics).
- 4) Teacher will need to be very careful of downloads most popular song lyric from sites (like this since they frequently full of viruses).
- 5) Teacher uses films and shorts directly or just a recoding with display pictures for visual support.
- 6) Teacher should use the standard children's song (teacher do not use children's song difficulty to understand).
- 7) Teacher should use inter-active games and total physical response (TPR) along with the songs.

²¹<http://ezinearticles.com/?/-keys-to-using-song-for-teaching-children-english-As-a-foregn-language&id=2128182>. Larry Lynch, "12 keys to using song for teaching children english as a foreign language". Accessed on 12 february 2016

- 8) Teacher keeps a fairly past faced class going as children get bored and restless easily with their short attention, and teacher can change activities every is minutes.
- 9) Teacher tries incorporating some simple dance moves into the songs too for some added benefit (like pantomime, swing, sway, kick, jump etc).
- 10) Teacher uses pictures as an aid in teaching key words in the song lyrics (like posters, drawings, anything that provides positive visual support and reinforcement for lexical elements, grammatical then connected speech, pronunciation or use on context is fair game in EFL classes for children).
- 11) Teacher give practice a couple of the songs and activities before hand in front of a mirror or your own.
- 12) Teacher should make classroom interesting with teaching is fun.