

The Effect of Song as Medium Towards Students' Grammar Mastery Across Perceptions

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Abstract:

Background: The study's goals were to see if there was a statistically significant difference in students' grammar achievement after using Song as a medium, as well as to see how students perception using Song as a medium.

Materials and Methods: In this study, a quantitative method was applied. The subjects were 23 eighth-grade pupils from SMP Ma'arif 1 Metro. The research instrument was a grammar test and questionnaire. In addition, the data were analyzed using the Repeated Measure t-test, and the questionnaire was graded on a Likert scale.

Results: The results revealed a statistically significant difference in students' grammar achievement at the 0.05 level of significance. The mean score on the pre-test was 64.65. The mean score of the post-test after the treatments was 80.74. As a result, the students' mean scores on the pre-test and post-test improved by 16.09 points. Furthermore, it was discovered that students have a positive perception toward the use of song as a medium.

Conclusion: Based on the result, it is suggested that using the song as a medium can help students improve their grammar achievement. Furthermore, students have a positive perception toward the use of song as a medium.

Key Word: Song as Medium; Grammar achievement; Students' perceptions.

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I. Introduction

Grammar is used to establish whether a language is correct and appropriate when spoken or written. It is impossible to master a language without considering its grammatical forms and structures. As a result, grammar serves as the foundation for all languages (Ms. Rajarajeswari M and Dr. K Balamurugan, 2013).

Grammar is the basis of language ability and is an important part of language teaching and learning. Grammar, like other language components, is integrated into those four language skills (Mufidah, 2017).

However, students frequently struggle with grammar achievement. It could be due to a lack of motivation on their part. They are lacking in auxiliary verbs. This evidence shows that students do not understand auxiliary verbs taught by a teacher in the form of grammar exercises. The students' English vocabulary is limited. They were lacking in practice with auxiliary verb material. Students must choose effective mediums that will keep them interested in learning auxiliary verbs. The song is also an excellent language that can be combined with culture, vocabulary, grammar, and listening skills. When teaching grammar, particularly auxiliary verbs, the teacher must employ technique and creativity to elicit students' emotions. The song's lyrics are repeated regularly, which may benefit English language learners by exposing them to forms, syntax, lexical items, segmental, and suprasegmental terms that appear in English (Rezaeil, 2015).

The goal of using the song as a medium is to create conditions in which students can learn and understand the lesson more easily. Furthermore, using the song as a medium for grammar achievement can improve the effectiveness of the teaching-learning process and engage students more actively.

Previous research has indicated that songs are an important teaching tool in EFL because most teachers are aware that students enjoy listening to songs in language classes. Because of the learner's interest in the song, the song helped to create a safe and natural classroom ethos, which assisted the learner in overcoming feelings of shame and doubt (Mustafa, 2012). The writer of this study would like to use the song as a medium for teaching grammar since it is a fun activity and an innovative way to inspire students to learn auxiliary verbs more readily.

The song allowed practicing language fluency, which included both understanding what to say and expressing words quickly and without pause, which was the primary cognitive rationale for using the song in class. To put it another way, a song can assist in the automatic language update process. Essentially, students should be placed in an atmosphere that allows them to communicate in target languages (Kusnierek, 2016).

Songs assisted children's learning by providing a safe and non-threatening environment in which students could experiment with language. Three patterns surfaced from the literature as to why teachers and writers recommend the use of songs in the EFL classroom. There are effective, cognitive, and linguistic reasons for this. (Carla, 2014).

According to previous research, by Roslim (2011), the use of song provides authenticity, context, and makes grammar points more understandable and simple. Sharon (2020) also researched how music affects the learning outcomes of children with disabilities, as well as the challenges that teachers face when teaching these students.

Based on previous research, the writer used Song as a medium with students at SMP Maarif 1 Metro in this study. Furthermore, Kara (2013) investigated students' perceptions and discovered that students' perceptions differed from one another. The majority of the students were pleased with how the teaching strategies were implemented. In addition to those studies, the researcher will look into students' perceptions of the use of song as a medium. Based on the elaboration above, this researcher will use Song as a medium for teaching grammar to eighth-grade students. Therefore, the objectives of this research are (1) to investigate whether there is a statistically significant difference in students' grammar achievement after being taught by using Song as a medium, and (2) to find out students' perception after Song as a medium in the teaching-learning process.

II. Material and Methods

A quantitative approach was used in the study. One group pre-test and post-test were used. The population of the study was students in the eighth grade at SMP Maarif 1 Metro, and the sample was class VIII, which consisted of 23 students. The activities began with the distribution of a pre-test, followed by treatment and the distribution of a post-test and questionnaire.

The instruments used were Grammar tests and a questionnaire about students' perception toward song as a medium. The grammar test was given twice: once as a pre-test and once as a follow-up. A pre-test was administered to determine the students' grammar ability before treatment, and a post-test was administered to determine the students' grammar ability following treatment. There were 20 items on the grammar test. A repeated measure t-test was used to prove the hypothesis and determine whether or not this research was significant by comparing the results of the pre-test and post-test. The questionnaire was scored using a Likert scale, and its reliability was determined using the Cronbach Alpha Coefficient. (George and Mallery, 2003).

III. Results

The total score of 23 students on the pre-test was 1020. The mean was 44.35. The highest possible score was 70, and the lowest possible score was 35. The post-test was carried out following the administration of the treatments. The total score was determined to be 1835 based on the results. The mean was 79.78. The highest possible score was 90, and the lowest possible score was 65. The descriptive statistics for the pre-test and post-test are shown in the table below.

Table 1. Descriptive Statistics of Pre-test and Post-test

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	23	35	70	1020	44.35	9.571
posttest	23	65	90	1835	79.78	6.480
Valid N (listwise)	23					

Table 1 shows that after using Song as a medium for teaching grammar, the students' mean scores on the pre-test and post-test improved by 35.43 points. Aside from that, the highest pre-test score was 70, and the highest post-test score was 90, both of which gained 20 points. The lowest pre-test score was 35, and the lowest post-test score was 65, so the lowest score gain was 30.

Table 2. Paired Samples Test of Pre-test and Post-test.

	Paired Samples Test							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
pretest - posttest	-35.43478	10.43519	2.17589	-39.94730	-30.92227	-16.285	22	.000

A repeated measure t-test was also used to analyze the pre-test and post-test scores. Table 2 serves as a foundation. The repeated measure t-test result showed that the t-value was -16.285 and the t-table was 2.074, indicating that H1 is accepted. Because the t-value was greater than the t-table ($12.623 > 2.074$) and the significant level was less than 0.05 ($0.000 < 0.05$), It is possible to conclude that there was a statistically significant difference in students' grammar achievement after being taught using the song as a medium. On the other hand, the questionnaire was also distributed to the students at the last meeting after they had been given Song as Medium. The questionnaire had been sent out, and 23 students had completed it. The following are the results of a questionnaire of students' perceptions of the song as a medium.

Table 3. The Results of Students' Perception Questionnaire

No	Statements	Percentage of Students' Response				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Using songs in lessons increases my interest and sympathy towards the lessons	52.2 %	43.3 %	4,3 %	0 %	0 %
2.	I think songs should be utilized more often in a grammar lesson	47,8 %	52.2 %	0 %	0 %	0 %
3.	Utilizing songs make grammar lessons more enjoyable	62.2 %	30.4 %	7.4 %	0 %	0 %
4.	I find it useful to learn and practice grammar with songs	65.2 %	34.8 %	0 %	0 %	0 %
5.	I can memorize grammatical structures more easily with songs	65.2 %	34.8 %	0 %	0 %	0 %
6.	I can memorize vocabulary more easily with songs	39.1 %	52.2 %	8.7 %	0 %	0 %

Statements number 1 and number 2 represented students' perceptions which statements are *Using songs in lessons increases my interest and sympathy towards the lessons* and *I think songs should be utilized more often in a grammar lesson*. There were 52.2% of students who strongly agree, 43.3% agree, and only 4.3% of students neutral with statement number 1. While in statement number 2, there were 47, 8% of students strongly agree, 52.2% agree with the statement. Most students chose strongly agree and agree with both statements.

Statements number 3, 4, and 5 showed students' perceptions. The statements are *utilizing from songs make grammar lessons more enjoyable*, *I find it useful to learn and practice grammar with songs*, and *I can memorize grammatical structures more easily with songs*. There were 62.2% of students who strongly agree, 30.4% who agree, and 17.4% were neutral to statement number 3. In responding to statement number 4, there were 65.2% of students strongly agree and 34.8% agree. For statement number 5, there were 65, 2% of students who strongly agree and 34.8% who agree, no students chose neutral, disagree, and strongly disagree. Positive perceptions of the song as a medium can be seen from the percentage in which most students strongly agreed with the statements. Statements number 6 investigated students' perceptions on how Song can give benefit for the students. The statements are *I can memorize vocabulary more easily with songs*, It can be seen from the table that there were 39.1% of students strongly agreed, 52.2% chose to agree, 8.7% of students were neutral, and no students disagreed or strongly disagree with the statement number 6.

IV. Discussion

The study's results revealed that using the song as a medium had a significant positive impact on students' grammar achievement. After being taught utilizing Song as a Medium, there was a statistically significant difference in students' mean scores. The pupils' mean pre-test score was 64.65. Meanwhile, their mean post-test score after being taught utilizing Song as a Medium was 80.74, with a gain score of 16.09 for the students.

This study's findings were also in line with those of Raidil (2019) also conducted a study in which song lyrics were utilized as literature to boost students' grammatical abilities and excite them so that they could learn grammar in a fun way. Furthermore, the use of songs can benefit both teachers and students at all stages of auxiliary verb teaching and learning. When choosing a song, however, it is important to consider the learners' age, interests, and the language utilized in the song.

As a result, using the song as a medium for learning "auxiliary verb" is an appropriate medium to utilize in the classroom. According to Salcedo (2002), the song has a positive effect on creativity, memory, and imitation ability, making it one of the most effective languages learning methods.

The song as Medium was likely helpful in improving students' grammar achievement, according to an elaboration of some previous studies that also employed Song as Medium. The song as a medium is one of the instruments for providing messages or teaching materials to pupils in audio format. Messages can be communicated verbally, nonverbally, or in any mix of the two. The use of songs in language classes to teach auxiliary verbs are claimed several benefits. They appreciate it when they practice a structure, for example, and then they make the auxiliary verb more understandable.

To address the second research question, the researcher analyzed the responses to a questionnaire about students' perception toward song as a medium. Six statements indicated the participants' impressions of the benefits of utilizing song as a medium in the learning process.

From the questionnaire, students were mostly agree that Song as Medium facilitates them to get better grammar achievement. Looking at the results of the questionnaire, most students agree with the statement of I think songs should be utilized more often in a grammar lesson. Thus, students are motivated in learning grammar through Song as a medium.

V. Conclusion

Based on the analysis and discussion of the data, it is possible to conclude that using the song as a medium improves students' grammar achievement. There is a statistically significant difference in students' grammar achievement between the pre-test and post-test after the implementation of Song as Medium. Using song as a medium, students were inspired to learn a language. Furthermore, students' perception about the use of song as a learning medium was shown to be positive.

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