

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Grammar is one of the important subjects which are taught in schools from elementary school to university. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentence in that language. If grammar rules are careless, it will be created bad communication and difficult to understand it. Linguists have investigated native – speaker speech and writing have, over the years, devised various different systems to describe how the language works. A grammar is a way how words are structured into a simple sentence. Nowadays, grammar is not specifically taught in teaching learning English.

English material in schools applied in texts which include in procedure, report, narrative, recount and descriptive texts. These texts are taught in Junior High schools. Because of English material teach in text so, there is no grammar focuses to exercise them in grammar beside those students have to be able to write short functional text too. By able to write functional text they have to know the grammar how to arrange sentences in good order.

Teaching English should be implemented in teaching four skills; listening, speaking, reading and writing. The focus of teaching grammar is to improve students' ability to develop their sentences better and accurate with syntactic construction. English foreign language teachers should use technique and recourses combination

which are often modified to make a grammar lesson effective and interesting for students. According to curriculum KTSP, teaching grammar using text relate to two components of skills that is reading and writing. Reading in which present some texts can improve the students' knowledge and comprehend the vocabularies and the grammar used in text. And through writing in which consist of text can increase the students' knowledge of writing so they are able to write some texts using right vocabularies, grammar in correct generic structures of certain genre.

However, the students' grammar of MTs N 1 Padangsidempuan is still low; it can be seen from the fact in the field when the researcher asked the students to write sentences they still make some mistakes in their sentences. It also can be known from their average score that they get in semester that 56.34. The students often complain that English is difficult and they do not know how to arrange the words in good sentences. They are confused to make sentences due to the good grammar. They still make their sentences as Indonesian rule and they do not know that the sentences use adverb of time to show that the sentences are in present, past or future. As the result they are not interested in learning English is regarded as difficult and boring lesson. Another reason is some of the students in MTs N 1 Padangsidempuan come from countryside and never been taught English before.

Moreover, from the teacher side, some of the English teachers are frustrated because the students can not comprehend English grammar well although they have studied how to teach English and have joined some of upgrading teacher's program,

but they still find difficulties in making the students understand it. When the researcher asked the teacher why the students were difficult to understand English they said that when the learning process was holding some of them understood but the other didn't. Then, when the teacher asks them in another day they forget it.

Based on the researcher's observation and informal interview with the students about teaching English in the classroom, it is found that the English Foreign Language teacher still practice teaching by applying grammar, structure drills and memorization, then practice it in the form of pattern drill and it is used by the learner in speaking and writing activities. Although the grammar points presented may well fit into a grammatical syllabus, they may or may not meet the linguistic needs of the students, when the students were asked to reflect on how grammar was taught to them, most of them replied that the teacher used direct teaching worksheet or editing the exercises to help students to improve their grammar proficiency. The goal of teaching English in MTsN is to enable students to communicate in English spoken and written. Then to analyze the teacher's job, they simply advise the students to apply their grammar that they have learned in sentences.

According to Larsen- Freeman in Concise Encyclopedia of Educational Linguistics "teaching grammar is a means to an end, not an end in itself". It is means if students could recite all grammar rules but fail to develop in communication; it is means that grammar teaching is failure too.

Based on the above problem found in teaching English and in order to make a grammar lesson effective, beneficial and interesting, an English Foreign Language teacher should use some well – develop and fascinating techniques in the classroom. One of the possible techniques is the use of English song where it is the most enchanting and culturally rich resource to develop students’ abilities in learning language. Santos (1995) explains that songs have been a great motivational factor for many of those who have engaged in English Foreign Language studies. Songs are easy to remember, although for the first time we just remember the title and few lines of the songs.

In other explanation about song, Pierce (1988) mentions that songs can be used to familiarize the students with the frequency and variety of idiomatic expressions. That why the researcher wants to apply song in teaching English to the students of grade VIII of MTs N Padangsidempuan, because they never teach by song before and here the researcher wants to see the students’ grammar improvement by using English songs.

Lazanov in Colin in Accelerated Learning for the 21<sup>st</sup> Century (2002) explains that music has big influence to strength brain .Learning English grammar through songs also provides a non- threatening atmosphere for students. English songs can be used successful for teaching grammar and there are many advantages to using English songs in the classroom, the songs are easily available and can present new expression in context, and through songs the students become familiar with

pronunciation and the last is most of the students enjoy learning English in the classroom. By knowing some songs students are hoped can make sentences in present, past form and future. Personally, the writer thinks that learning English through music and songs can be very enjoyable; with it the teacher can mix pleasure with learning when the students listen to a song and exploit the song as a means to their English progress. Learning is not an automatic consequence of pouring information into a student's head. It requires the learner's own mental involvement and doing. Explanation and demonstration, will lead to real, lasting learning. Only learning that is active will do this. What makes learning active? Learning can be active when the students are given an opportunity learning actively; it means that students do most of the work. They use their brains, studying ideas, solving problems, and applying what they learn.

## **1.2 Identification of the Problem**

Based on the researcher's experience at grade VIII – 3 at MTsN 1 Padangsidempuan when she taught them the writer found that the students still could not able to organize or arrange sentences in good order and even some of the students did not have English dictionary. The students has low ability in grammar and do not enjoy the class. The student's competences are low and they are not competent in writing good sentences. The teacher should create and improve the techniques in teaching grammar. Furthermore, the students' competent should be improved in

English especially in grammar so, when the teacher ask them to write sentence they will be able to write it in good sentences.

### **1.3 Limitation of the Problem**

Because of limited time, the research will be focused on the problem in teaching grammar at grade VIII – 3 at MTs N 1 Padangsidempuan .The researcher will focus on applying some songs on teaching and learning grammar. At this opportunity the researcher will applied some songs to improve student’s grammar competence because the students as beginners will study the songs in teaching learning process. The songs will be used in this research those which convey simple present tense (Space invader), Past tense (What a crazy day) and Present Progressive (Johnny’s playing football).

### **1.4 Problem of the Study**

This research will be focused on the songs weather songs can improve students’ grammar in studying. Related to focus of research, the research question is formulated as follows: “To what extent can English Songs improve the students’ grammar achievement at grade VIII -3 of MTsN 1 Padangsidempuan?”.

### **1.5 The Objective of Study**

The objective of this research is to improve the students' grammar achievement by using English song to the students of MTsN 1 Padangsidempuan who study in the VIII – 3 grades. Here the writer wants to know the students' achievement in grammar. The reason takes this class because this class had been taught by the researcher herself. By applying English songs technique, it is hoped that the student' grammar achievement will be improved.

### **1.6 The Significance of the Research**

This research will give worthwhile for the teaching and learning grammar. Theoretically, the research finding will give valuable input for Secondary School English teacher in teaching grammar. While practically, it will be beneficial for helping teacher improve her/ his teaching quality in teaching. Beside, this research would be one of the valuable considerations in improving students' grammar achievement.