

THE STUDENTS' PERCEPTIONS ON LEARNING GRAMMAR THROUGH SONG LYRIC ANALYSIS

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Abstrak

The aim of this study is to identify the students' perceptions on their English grammar learning about simple past tense through song lyric analysis and the aspects that make them interest in using this learning medium. This research employed a qualitative approach with a single case study to answer the problem of the study. The data were collected through questionnaire and interview which were distributed to the students. This study used 34 second grade students from SMA Negeri 9 Malang. Based on the findings of the research, more than 50% students had positive perceptions about their grammar learning through song lyric analysis. This is evidenced by their positive answers in both questionnaire and interview. On the interview session, they also stated that song lyric analysis not only very fun and could make them enjoy the lesson, this learning medium also helped them to improve their grammar skill. The conclusion was song could have a positive impact to the students. It could be seen from the findings which showed that not only help students to increase their grammar skill, but song also could be the medium that make them interested in English language learning. Furthermore, this study could help English teachers to create a delightful learning atmosphere in English grammar learning by using song lyric analysis as the learning medium.

Keywords: Students' perception, Song, Learning English, Grammar, Learning grammar.

INTRODUCTION

Students' first and second language learning processes are quite similar to those used in language acquisition (Krashen, 1981). Krashen also added that natural communication, where some people are more interested in communicating in a way that the other person can understand than in comprehending the grammar, is necessary for meaningful interaction in the target language. According to Ellis (1989), the first step in the exploration of Second Language Acquisition (SLA) research is to establish a clear understanding of what the object of the study. SLA is the term used to describe both the study of individuals and groups who are acquiring a second language after learning their first language (Saville & Troike, 2016). The way of learning a second language (L2) is something that lasts a lifetime, and L2 learners frequently find it to be a huge obstacle (Darus & Subramaniam, 2009). It is possible to look at the second-language learners' progress from a number of perceptions (Rutherford, 1987).

Perception is how people perceive about what is happening around them. It includes how they feel about circumstances and what they do in response to them (Cherry, 2020). According to Richards and Schmidt (2013), the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc) also called perception. Someone's perception of a thing, an event, or a piece of knowledge is influenced by their individual

circumstances (Rahmat, 2003). Perception seems more suitable for exploring the problems in English grammar learning faced by learners (Komara, 2021).

In many regions of the world today, grammar is still taught and assessed in this traditional manner. Learning grammar is seen as being more challenging than understanding vocabulary, especially in the context of an EFL, there are situations when learning a specific issue requires explicit instruction (Alhaysony, 2017). Thus, it is crucial for language learners to mastering their grammar knowledge. Grammatical knowledge is a basic ability to communicate effectively, and there can be no effective communication without knowing it (Canale & Swain, 1980). Their statement was also reinforced by Emel and Toraman, (2015) who stated that grammar is commonly regarded as one of the most essential factors for enhancing students' communication in the target language. According to Savage et al. (2010), grammar has been seen as an arrangement of rules to be learned at different times in second-language training. To overcome difficulties in grammar learning, a teacher needs to have learning innovations or strategies established to make grammar learning easier for students.

According to Hornby (1990), songs are composed musical works with lyrics that are sung. Songs are a great way to learn language since they combine a range of language abilities into a few rhymes, including culture, vocabulary, listening, grammar, and more. Songs are believed being an effective "tool" for teaching in language learning. It can also be said that songs are essential for learning English, because they increase students' sensitivity to sound (Hampp, 2019). According to Dilago et al. (2022), song could be the one of the teaching media in English language learning. Brewster et al. (2002), stated that not only can be used to enhancing grammar and vocabulary as well as for teaching new languages, but the songs also present the language that students have recognized in a new and fun form. Hampp also added that not only being fun, songs also can inspire students and develop a positive view of English. It can be inferred that song could be the good medium for teaching in English language learning. There were so many advantages if song is employed as a medium in English language learning. Pratiwi (2018) stated that songs had many benefits in the language learning classroom. They provide vocabulary, grammar, and cultural information while also being accessible, authentic, and enjoyable for the students.

According to previous research, songs could be an effective tool for overcoming various learning difficulties. Komara (2021) on his research about Indonesian EFL learners' perception of English grammar learning, stated that majority of EFL students in Indonesia agree that grammar is challenging yet essential to learn and master. Komara also added that the difficulty of learning grammar was perceived negatively by students, who mentioned a number of barriers to doing so. The second study was from Alhaysony (2017) about the Saudi EFL students and the university lecturers perceptions. He stated that some English grammatical aspects were more difficult to acquire and utilize than others. Another study was from Alinte (2013), about teaching grammar through music. He reported that songs helped students to increase their level of motivation and also had a positive impact on the classroom atmosphere. The last study was reported by Hampp (2019), about the use of songs in teaching simple to be and past tense. He stated that songs could make interesting and fun class, increase students' interest in learning, and integrate several language skills at once.

From the previous explanation, there were numerous studies had been published to determine how songs may be used to teach English, but the researcher still has not found study which published how songs can be used to teach English grammar for simple past tense. When was being a teacher in SMA Negeri 9 Malang, the researcher found problem related to teaching

English grammar. The second grade students there often found the difficulties when learning grammar especially in simple past tense, because of so many writing rules that must be considered when composing sentence such as too complicated formulas to be learned. As a teacher, the researcher wanted to improve learning outcomes and student achievements in the subjects that she teaches. Various innovations have been carried out to support the students' success, and one of them is boldly applying learning strategies. Finally, the researcher decided to use an English pop song that had been analyzed by her students. The researcher was interested in knowing about the students' perceptions of their experiences in learning grammar about simple past tense through song lyric analysis. The aspects that make them interest in English grammar learning about simple past tense through song lyric analysis.

METHODS

Taking into consideration the aim of the study and the issue, this research employed a qualitative approach with a single case study to answer the problem of the study. Wiersma (1985) stated that qualitative research is context-specific and the researchers' role is to be there in the situation. There were 34 students from second grade who participated in this research. Students were given several statements and questions about their learning process in simple past tense material using English song. The researcher used questionnaire sheet and interview guide as the instrument for the data collection. The questionnaire consists of 16 items. The data were analyzed on 5 points Likert scale for each items, ranging from strongly agree (scale point 5), agree (scale point 4), neutral (scale point 3), disagree (scale point 2), and strongly disagree (scale point 1). Each items of the questionnaire had been validated by expert, and the reliability in this research was tested by using SPSS.

Interview was used after the researcher knowing the result from questionnaire. The researcher wanted to obtain accurate and in-depth information, obtain objective and balanced information and data, also explore the possibility of a new perspective on a problem. The researcher asked permission from two students (student A and student B) who liked song lyric analysis as their learning medium to be interviewed about their perception. The interview lasted 10-15 minutes for each participant that contains maximum 10 questions about their point of view about learning simple past tense through song lyric analysis.

FINDINGS AND DISCUSSION

The questionnaire was distributed on 5th of June 2023 to the participants. The questionnaire which contains of 16 items showed the students' perceptions on their English grammar learning through song lyric analysis. The researcher concluded that there are some indicators from the result. They are the effectiveness and availability of the learning medium, learning outcomes, and experience of using the learning medium. The results were explained on the tables below:

Table 1. The Effectiveness and Availability of the Learning Media

STATEMENT	SA	A	N	DA	SD
Songs make students more interest in learning English in the classroom.	67.6%	23.5%	2.9%	5.9%	0%
Listening to song could be the media of learning English especially in grammar, because I can access it anytime and everywhere.	17.6%	47.1%	23.5%	11.8%	0%
Average	42.6%	35.3%	8.9%	8.9%	0%

The table above shows that the indicator consists of two items. More than 50% students chose “agree” and “strongly agree”. Listening to song can be the media of learning English especially in grammar, because students can access it anytime and everywhere. Songs also make students more interest in learning English in the classroom. It can be concluded that many of them had a good experience when they used song as a medium for learning grammar. It is also reinforced by the statement from Hornby (1990), stating that song is a great way to learn language since they combine a range of language abilities into a few rhymes, including culture, vocabulary, listening, grammar, and more.

Table 2. Learning Outcomes

STATEMENT	SA	A	N	DA	SD
English songs help me to be easier in learning simple past tense.	14.7%	61.8%	17.6%	5.9%	0%
Listening English songs help me remember the form of simple past tense.	8.8%	50%	26.5%	14.7%	0%
Listening English songs make the form of simple past tense stay longer in my mind.	8.8%	41.2%	38.2%	11.8%	0%
With the support of English songs, I could improve my grammar ability especially in simple past tense quicker than before.	8.8%	55.9%	20.6%	11.8%	2.9%
I want learning using songs to be implemented in the classroom.	35.3%	47.1%	8.8%	8.8%	0%
My grammar ability in learning simple past tense improved during use media (song).	14.7%	5%	26.5%	8.8%	0%
Listening to song could be a learning media activity for EFL students.	29.4%	61.8%	2.9%	5.9%	0%
By listening to song, my grammar ability in simple past tense has improved.	14.7%	47.1%	23,5%	14.7%	0%
Average	16.9%	51.9%	20,6%	10,3%	0,37%

The table above shows that this indicator consists of eight items and more than 50% students chose “agree” and “strongly agree” with the statement that they got many benefits when they learned English grammar through song lyric analysis. By using song as the learning medium, the students can improve their grammar ability especially in simple past tense quicker than before. It means that the use of song in grammar learning can give the benefits for students. It is in line with the statement from Pratiwi (2018), stating that songs have so many benefits in the language learning class because they provide vocabulary, grammar, and cultural information while also being accessible, authentic, and enjoyable for the students.

Table 3. Experience in Using the Learning Medium

STATEMENT	SA	A	N	DA	SD
I use English songs as one of my media in learning English in simple past tense.	0%	61.8%	17.6%	20.6%	0%
I enjoy using English songs as my learning media in learning simple past tense.	17.6%	61.8%	11.8%	8.8%	0%
By listening English song, I can know the wrong simple past tense formula from the song.	17.6%	67.6%	2.9%	11.8%	0%
Audio media (song) makes teaching and learning	47.1%	44.1%	2.9%	5.9%	0%

situations become interesting.					
Listening to song never get me bored, because it is very interesting and relaxing.	44%	50%	0%	5.9%	0%
By listening to song, I know how to make a proper sentence in simple past tense.	11.8%	47.1%	26.5%	14.7%	0%
Average	23%	55.4%	9.8%	11.3%	0%

The table above shows the result from the third indicator which consists of 6 items. It can be said that students had a good experience when they used song as the learning medium. Song makes teaching and learning atmosphere become interesting and students enjoyed using English songs as their learning medium in learning simple past tense. It means that they had a good impression to song lyric analysis as their learning medium. The result is supported by Pandey (2022), who stated that students had a great experience in learning by using song.

To obtain more detailed information and answer the second research question, the researcher also conducted interviews as explained on the finding section. The result showed that both student A and B had positive perceptions about their grammar learning through song lyric analysis. This is evidenced by their positive answers. They also stated that song lyric analysis not only very fun and could make them enjoy the lesson, this learning medium also helped them to improve their grammar ability. Song is one of the teaching media that can be used to increase students' English language skill (Dilago et al, 2022).

The aspects that make them interested in learning English by song as their learning medium are because it was very fun, not boring, relaxing, and not monotonous for them who had bad perception of learning English before. Not only being fun, songs also can inspire students and develop a positive view of English (Hampp, 2019).

In conclusion, listening to song can be the media of learning English especially in grammar because students can access it anytime and everywhere. Songs also make students more interested in learning English in the classroom. By using song as the learning medium, the students can improve their grammar ability especially in simple past tense quicker than before. Song also makes teaching and learning atmosphere become interesting and students enjoyed using English songs as their learning medium in learning simple past tense. They totally agree if song lyric analysis can be implemented in the English classroom. This learning medium is expected to make the class atmosphere more fun, make students focus on the material being explained, and also make students more interested in English lessons which they think very monotonous.

CONCLUSION AND SUGGESTION

Based on the research findings, most of students have a good perception on song lyric analysis as their grammar learning medium. It is proven by their answer from each items of questionnaire showing, more than 50% of them chose 'agree' and 'strongly agree'. The interview results also show the students' perceptions that song lyric analysis not only very fun and could make them enjoy the lesson. This learning medium also helped them to improve their grammar skill. They also stated that song lyric analysis could change their perception about English language learning.

The most noticeable from the finding is learning grammar through song lyric analysis brings good positive outcomes. Song could give the benefits for students in English classroom, especially in grammar learning. Most of participants agree that they got many benefits when they

learned English grammar through song lyric analysis. By using song as the learning medium, the students can increase their grammar ability especially in simple past tense quicker than before.

As a result from the study, the researcher concluded that song can be one of the learning media, especially in English grammar learning. Song can have a positive impact. It can be seen from the findings which show that not only help students to increase their grammar ability, but song also can be the medium that make them interest in English language learning. The researcher suggested to the students who find difficulties in English grammar learning to try song lyric analysis as their learning medium in order to make their learning easier. The English teachers should be use song lyric analysis in English grammar learning to avoid monotonous and boring atmosphere in the classroom. The researcher also suggested for the future researchers who want to do similar studies to use the other instrument of the study such as observation, quantitative analysis or mix method to obtain another results, or use different participants.

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