

THE EFFECTIVENESS OF SONGS USED FOR TEACHING CONDITIONAL SENTENCES

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ABSTRACT

The title of the research paper was “The Effectiveness of Songs Used for Teaching Conditional Sentences”. The study was conducted on the 16th of September 2015 until 23rd of September 2015. The objectives of the study were to find out whether or not the songs were effective used for teaching conditional sentences and to find out what were students responses toward the songs. The method that was used in this research was pre-experimental design. There was only one group to be researched. The sample was the second grade students of SMA 1 Majalaya that consists of 41 students. The instruments were test and questionnaire. The research findings were the value of t . was higher than the t . table ($19.818 > 2.02$). it could be put forward that songs were useful for improving grammatical mastery especially in the first conditional sentences and the second conditional sentences. The Null Hypotheses (H_0) was rejected and the Alternative Hypotheses (H_a) was accepted, stating that there was significant difference in the result of students scores before and after the treatment using songs. It can be put forward that the use of songs for teaching conditional sentences to the second grade of SMA 1 Majalaya was effective. Then the writer found out that the students liked being taught conditional sentences by using songs. It was shown by the result of the questionnaire that 89% of students answered that they really liked being taught by using songs. And 94% of students answered that the atmosphere of the class became enjoyable. Based on the result that has been found by the writer, it can be put forward that songs are effective used for teaching conditional sentences and the students’ responses are good and positive.

A. Background

There are a lot of different languages in the world and one of them is English. English is the international language that is used in the world for communication. As Hutchinson and Waters (1987:6) say:

The end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces – technology and commerce – which in their relentless progress soon generated a demand for international language. For various reasons, most notably the economic power of the United States in the post-war world, this role fell to English.

Being international language, English should be learnt by all the people in the world, without speaking English, people can not communicate with other people who has different language. Many books in throughout the world are written in English, so people in the world should be able to master this language.

English in Indonesia is as EFL (English for foreign language) where the people does not use English in their daily life. Even though Indonesian people does not use English in their daily life, but English is important to be learnt because Indonesia is the developing country. the people should improve their knowledge and ability to compete in this globalization era where many foreigners come to Indonesia not only to invest their money but also to visit many places of interest in Indonesia. And most of the companies in Indonesia have listed English as one of the requirements. It means how important English in order to communicate with foreign people around the world and increase the life standard.

In indonesia English is learned starting from Elementary School until University. It covers four skills namely reading, listening, speaking and writing. To learn those skills, people should learn grammar because grammar is one of the elements to master those skills. Grammar is the study of what form (structures) are possible in a language (Thornbury, 1999:1)

The data analysis used in this research is Quantitative research with the formula of t-Test for the pretest and posttest one group design (Arikunto, 2006:306) is:

$$t = \frac{MD}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$MD = \frac{\sum d}{N}$$

MD = The mean of the differences between the pretest scores and the posttest scores.

Xd = The deviation of each subject (d – Md)

$\sum x^2 d$ = The sum of the square of the deviation

N = The subject of the sample

d.b. = N – 1

In doing this research, the writer carries out some steps. Here are the steps in doing the research:

- Giving the pre-test, collecting the data
- Collecting the data from the pre-test

- Preparing the treatment: writing lesson plans
- Carrying out the treatment (teaching the students)
- Giving the post test
- Collecting the data from the post test
- Processing or analyzing the data of pre-test and post test (using t-test for dependent group)
- Interpreting the value of t
- Interpreting the result of the data computation
- Giving questionnaire to the students
- Processing the data of questionnaire
- Interpreting the result of data questionnaire
- Answering the research questions and testing the research hypotheses
- Drawing conclusion

B. Theoretical Foundation

This chapter deals with the theory that is used by the researcher to strengthen the research. It covers the definitions of the variables. And also discuss the steps or the procedure in the process in doing the research.

Grammar

Grammar is the basic knowledge for mastering the language as Penny Ur, a teacher trainer and author of *Grammar Practice Activities* states (in Thornbury, 1999:14), “there is no doubt that a knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language”.

There are some approaches used in teaching grammar here are some approaches according to Thornbury (1999:29) and Furaidah (2008):

1. Deductive Approach to Grammar Teaching

This approach is same with grammar-translation which gives the explanation first then translate it into their mother tongue. According to Thornbury (1999:29) this approach begins with showing the rules and followed by examples. This approach puts more emphasis on written skill.

2. Inductive Approach to Grammar Teaching

This approach is the opposite of deductive approach. It begins with showing sentences then the student will find the pattern by their own selves. According to Thornbury (1999:29) “An inductive approach starts with some examples from which a rule is inferred”. This approach will be very hard to be applied in Indonesia because this approach is similar to the process when the children acquire their mother tongue or this process called as subconscious acquisition process (Kreshen, 1985 in Furaidah 2008) means that the environment around the students should speak English.

3. Consciousness Raising

Nunan (1991 in Furhaida, 2008) says that “Consciousness Raising is the combination between Deductive Approach and Inductive Approach”. Besides the students get the language input (Inductive Approach), they also learn the grammatical items (Deductive Approach).

There is also an approach that used in Indonesia for teaching language, called Communicative Language Teaching in the Indonesian Context. According to Kimtafsirah (2007, 2011) “Communicative language teaching has become an umbrella term for a set of approaches”. It allows the teachers to use pictures, many kinds of text, dolls, puppets, songs, poems, photographs, etceteras. The goal of Communicative Language Teaching is communicative competence. CLT in the Indonesian Context according to Celce and Murcia (in Kimtafsirah 2011) is Communicative Competence which covers the following competences:

Discourse Competence means that the learners should understand many kind of text. Actional Competence means that the learners should be able to speak and write in English. Socio Cultural Competence means the use of formal and informal language. Linguistic Competence that refers to grammar, vocabulary and structure and Strategic Competence that means the way how to start the conversation.

Some of senior high schools in Indonesia are implementing 2013 curriculum that the goal according to Kimtafsirah (2014) is enabling the learners to communicate their idea or opinion after mastering the elements of English language and the four of English language skill. The goal of 2013 curriculum seems close to the goal of Communicative Language Teaching (CLT) that the goal of language teaching is communicative competence, one of them is the students should master the grammatical rules. In the 2013 curriculum there are five steps that cover observing, questioning, exploring, associating and communicating.

Conditional Sentence

Conditional sentences is one of the elements in studying grammar that should be learnt by the English language learners. Conditional sentences are mostly used for expressing wish, but actually conditional sentences are also used for expressing regret, promise, and advice. According to English source book for the second grade of senior high school (kemdikbud RI, 2014:52), “Conditionals are used to talk about real or unreal situations and probable results or consequences of these situations”. Conditional sentences are made up of two clauses, if clause and main clause, the main clause is the result of the if clause (Wishon and Burks, 1980).

There are four types of conditional sentences. Here are the types of conditional sentences according to source book for the second grade of senior high school (kemdikbud RI, 2014:52)

1. Zero Conditional Sentences

Zero Conditional Sentences are used to talk about the general truth or fact, a routine or a habit.

2. First Conditional Sentences

First Conditional Sentences are used to talk about something that might be happened or likely situations.

3. Second Conditional Sentences

Second Conditional Sentences are used to talk about imaginary situations.

4. Third Conditional Sentences

Third Conditional Sentences are used to talk about something that might be happens or might not be happens in the past time.

From the type of conditional sentences above, this study focuses on the first conditional sentences and the second conditional sentences. The following discussion will be discussed about the first and the second conditional sentences in detail.

Song as a Media for Teaching and Learning

Song is something that can't be separated from people nowadays. Song can be a mood booster. Song also can change the people's mood, when listening to sad song our feeling will also feel sorrowful, and when listening to happy song, our feeling will also feel happy. People sometimes memorize the lyrics of the song easily.

Song now has been a media to aid teaching and learning. It is because song is an attractive media, so that is not only the learners' enjoy listening to the song but also they can learn grammar through the lyrics.

There are some advantages from using song in teaching English. Besides the advantages from lyric there are also the advantages from music. Berk (2008:46) states the learning outcomes from using music in teaching:

Grab students' attention; Focus students' concentration; Generate interest in class; Create a sense of anticipation; Establish a positive atmosphere/environment; Energize or relax students for learning exercise; Draw on students' imagination; Build rapport among students; Improve attitudes toward content and learning; Build a connection with other students and instructor; Increase memory of content; Facilitate the completion of monotonous, repetitive tasks; Increase understanding; Foster creativity; Improve performance on tests and other measures; Inspire and motivate students; Make learning fun; Augment celebration of successes; Set an appropriate mood or tone; and Decrease anxiety and tension on scary topics.

"Grammar and song are different in nature, grammar is regularity while song is full of emotions" (Tsai & Lin, 2001). These different elements actually have a relation, the lyric that has various structures can be used to teach language. When the lyric is used as teaching material, the lyric is intended to

“improve listening comprehension, reading, guessing, and composition skills” (Murphey, 1992:69 in Jati 2013:78).

Songs usually use to teach listening skill, but songs also can be used to teach grammar. The lyrics of the song that has various structures can be used as media to teach grammar.

Every song lyric consists of different sentence structures that can be used to teach the certain form of language (Hancock, 1998). Song lyric can be used to teach simple past tense or any other tenses. In this case the song lyric will be used to teach conditional sentence.

“Every student has different intelligences” (Berk, 2008). When song is introduced, it covers all the intelligences that the students’ have. According to Core Intelligences, a theory by Gardner (1983) there are three intelligences first is Verbal/Linguistic, reading, writing, speaking, listening, debating, discussing, and playing word games are belong to this intelligence. Second is Visual/Spatial, seeing, imagining, drawing, sculpting, painting, decorating, designing graphic and architecture, coordinating color and creating mental pictures are belong to this intelligence. The last is Musical/Rhythmic, singing, humming, listening to music, composing, keeping time, performing and recognizing rhythm.

When the students learn using song, their all intelligences are covered. When the students read the lyric they use their Verbal Intelligences, when the students see the lyric and imagine the meaning of the lyric they use their Visual Intelligences, and when the students listening to the music they use their Musical Intelligences. This can increase the learning potential (Berk, 2008).

The Research Method

This chapter deals with the research methodology that has been discussed in chapter one. It covers the explanation of the research design, population and sample, the research instrument, the data analysis and the research procedure.

Research methodology covers the research design, the population and sample.

The writer uses the experimental design for the research. The experimental design means a research method that is used to find the effect of the certain treatment toward others in a controlled situation (Sugiyono, 2010:72). Specifically, the researcher uses Pre-Experimental research design that only has one group to be researched that is dependent group or can be called as One-Group Pretest-Posttest design (Sugiyono, 2010:74)

The population is the second grade of Senior High school of SMA N 1 Majalaya that consists of 10 classes, 6 classes of science and 4 classes of social. 8 classes consist of 42 students in each class. 2 classes consist of 40 students and

41 students, so the population is 417 students. One class will be taken randomly from the population. The choice falls into class science 5 (MIA 5) that has 41 students. Therefore the sample is 41 students.

Finding and Discussion

This chapter describes about the findings and discussion. It focuses on the result of the research according to the data analysis for answering the research questions.

The writer conducted the research on the 16th of September 2015 until the 23rd of September 2015 to the second grade students of senior high school. The research was about the effectiveness of songs used for teaching conditional sentences. For the first meeting the writer gave the students pre-test to know the basic competence of the students' knowledge about grammar especially the first conditional sentences and the second conditional sentences. Then the writer gave the treatments. After giving the treatment the writer gave the students posttest to know the result of the songs used for teaching teaching conditional sentences type 1 and 2. At the end of the meeting the writer gave the students questionnaire to know their responses towards the use of songs in teaching conditional sentences.

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