

CHAPTER I

INTRODUCTION

1.1 The Background of the Research

English is now the obligatory foreign language in Indonesian schools. Design English curriculum for all Indonesian school levels, from elementary to university. Indonesian schools teach English first. Many want to learn English. Allah stated in Qu'ran:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوُانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ
لِّلْعَالَمِينَ

“And among His signs in the creation of the heavens and the earth, and the difference of your language and skin colours. Verily, in that are indeed signs for men of sound knowledge”. (Ar-Rum: 22).

Teacher and students have done it in classroom exercises. Foreign language students must comprehend vocabulary, phonology, and structure or grammar. Everyone had trouble because English isn't their first language. Middle schoolers develop four language skills.

Grammar is important. Every speaker should know grammar. Grammar helps sentence construction, says Brown (word order, verb and noun system, modifiers, phrases, clauses, etc.). Grammar forms vocal and written sentences and texts. Successful English learners

master theory and rules.¹ Tenses, or the use of verbs based on time, are fundamental to grammar.

Grammar helps us construct a conceptual map of the English language's structure, so our writing and pronunciation are more structured.² According to Hinkel, tenses mark time and connect to activities or events at specified times.³

The researcher thinks grammar should be taught well. Surah Ibrahim: 24 says studying grammar is key to language acquisition.

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ

“Have you not seen how God sets forth a parable? A goodly word like a goodly tree, whose root is firmly fixed and its branches (reach) to the heavens”. (Ibrahim:24).

English tenses are present, past, and future. Many people struggle with the simple past tense in grammar. It happened because students often have issues with second-form regular and irregular verbs. Second, students confuse was/were and did. Third, the teacher still explicitly teaches the simple past tense formula, so students must recall formulas

¹ Brown, H. *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition*. (New York: Pearson Education Company, 2001).

² Irma Indriani. 2015. *Grammar itu Gampang*. (Jakarta: Dunia Cerdas), p. 2

³ Hinkel, E. *Teaching academic ESL writing: Practical techniques in vocabulary and Grammar*. (Routledge, 2003)

or patterns of positive, negative, and interrogative sentences. This makes learning less exciting and dull.

This research focuses on enhancing students' use of simple past tense. The researcher wants to know more about classroom learning, specifically simple past tense. A song is one way to teach Simple Tenses. International Conference Centre Kitakyushu Japan gave reasons and rules for utilizing songs to teach Simple Tenses.⁴ Teaching using song is fun because it relaxes and de-stresses students.⁵

Brewster et al. say using music as a learning resource is beneficial. First, music is linguistic. This research uses song to introduce a new language and increase grammar and vocabulary. Song provides emotional/psychological support. Songs can be fun and stimulate students to learn English. Students don't fear songs. Songs can enhance kids' confidence. Third, song's cognitive benefits. Songs promote memory, concentration, and coordination. Students learn to interpret rhyme. Songs can be social and cultural resources, too.⁶ The researcher used songs to help students learn simple past tense.

Sunarsih, a UNNES student, wrote "The Effectiveness of Using "The Click Five" Songs to Teach Listening to SMP Students." Her

⁴Tsai, H. Y & Lin, Y. L. *Using Music to Teach Simple Tenses*. (International Journal Conference, 2001) 371-375

⁵Kuran Puasa, (2008). *Teaching English Through Pop Song*., Bandung: CV Yrama Widya.

⁶Brewster, J., Ellis, G., Girard, D. *The Primary English Teacher's Guide*. (England: Penguin English, 2002)

research aimed to compare the achievement of students taught listening in English versus traditionally. This study included eighth-graders from SMPN 2 Jakean, Pati in 2008/2009. This research was experimental. Using the t-test formula, test results were examined. Approved working hypothesis. The difference is clear. Approved working hypothesis. The difference is clear. This project involves using Song to improve students' basic past tense. The study says using click five songs to teach listening is effective.⁷

Song made classroom engagement real. Evidence demonstrates the student made the interaction more meaningful. Song in the teaching-learning process creates a welcome environment to motivate students to learn, connects students to material topics, reduces learning stress, teaches pronunciation effectively, and stimulates imagination and creativity.

Given the aforementioned, the researcher interested to conducted a research about **“IMPROVING STUDENTS’ ABILITY IN USING PAST TENSE THROUGH SONG”**.

⁷Sunarsih, Anik. *The Effectiveness of Using English Songs by “the Click Five” as Media in Teaching Listening to SMP students*. (FBS Unnes: Unpublishing Paper, 2007).

1.2 The Identification of the Research

There are some problems that can be identified related to the research:

1. Students' ability of the simple past tense is still very low.
2. Students are still unable to differentiate between regular and irregular verbs when using the simple past tense.

1.3 The Limitation of the Research

Based on the research's context, the researcher intends to improve students' ability in using past tense through song. The researcher employs song as a medium.

1.4 The Formulation of the Research

The researcher intends to concentrate on answering the following questions: "How is the improvement of students' ability in using simple past tense through song"?

1.5 The Objective of the Research

The objective of research is based on the statement of the problem above: "To describe the improvement of students' ability in using past tense through song".

1.6 The Significance of the Research

A. Theoritically

This study describes how singing helps kids learn simple past tense. Other scholars performing English teaching-learning studies

cited this study. Students, teachers, and readers should benefit from this study's conclusions.

B. Practically

a. Student

This research should help students enhance their past tense abilities and enjoy learning simple past tense.

b. English Teacher

English teachers utilize songs to teach. Students can learn past tense through songs. The teacher can use the songs to teach students. This should boost students' interest in the teacher and make the information simpler to absorb.

