

Students' perceptions related to the use of English song in grammar learning

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ABSTRACT

Grammar is a subject that is considered difficult by many people, including students. The number of existing formulas makes students less interested in learning them. Therefore, we need a fun learning media to encourage student interest. One of them is by using English song media. This study aims to identify students' perspectives on the use of English songs in learning grammar. The song used in this study is a song from Imagine Dragons entitled Bad Liar. In this song, students will learn about the tenses in the lyrics of the song Bad Liar. This study uses a qualitative approach with six students as participants. These students come from various universities in Indonesia. Data was obtained through a questionnaire that had been filled out by students. This study shows that most students are motivated to learn grammar by using songs. From these results, the researcher suggests the use of songs as an effective medium in learning grammar.

Keywords: Grammar, Bad Liar, Learning Media

I. INTRODUCTION

Proficient grammar is a paramount element in the English language. The prowess of one's grammar plays a pivotal role in defining the quality of their writing. An English composition attains excellence when its grammatical structure aligns with established norms. Coherent use of tenses enhances the clarity and comprehension of the written content. Consequently, mastery of grammar is imperative for students in Indonesia. They are tasked with not only acquiring a diverse linguistic repertoire but also honing the skill of crafting essays that prioritize writing quality over mere language quantity.

Effective mastery of grammatical structure in a student's writing serves as a yardstick for the success of their learning endeavors. However, attaining this expectation can be notably challenging for various reasons. Grammar emerges as a formidable subject, with many students finding it particularly arduous. Two primary factors contribute to this perception. Firstly, students often lack enthusiasm for learning grammar, and secondly, the teaching methodology employed by educators plays a pivotal role. The impact of teacher-centered grammar instruction significantly influences students' interest in the subject (Agust, 2019).

As articulated by Hirai (2010), grammar functions as a means to organize sentences and cultivate effective language expression. Furthermore, Gerot and Wignel (1994) define grammar as the theoretical framework that elucidates the processes underlying language. Scott Thornbury (1999) expands on this, characterizing grammar as an analysis of sentence forms imbued with meaning. Crystal (2004) posits that grammar serves as the conduit for expressing our emotions through the structural framework of language.

Therefore, to address this challenge, a paradigm shift in the learning approach is imperative. We require a methodology that transcends the traditional teacher-centered model and embraces a more student-centered approach. This shift ensures active student involvement, transforming them from passive recipients of material explanations into engaged participants who provide valuable feedback to educators. The attainment of this objective necessitates a learning method supported by effective media tools.

In this pursuit, the adoption of user-friendly learning methods becomes crucial. This approach not only facilitates a more enjoyable learning experience but also aids in the retention of grammar formulas. An innovative strategy involves integrating media, specifically the analysis of English song lyrics, into grammar instruction (Hasanah, 2017). Such an approach aligns with the goals of the English 2013 curriculum, emphasizing the exploration of social functions and language elements within songs.

The incorporation of songs in the learning process adds an element of enjoyment, making the educational experience more engaging for students. In contrast to conventional methods reliant solely on textbook explanations, the use of songs enhances comprehension and retention. Additionally, this method provides numerous benefits for learners, enabling them to not only decipher the meaning of songs but also extract valuable messages. Recognizing grammar as a guide for constructing words and forming sentences, this innovative approach breathes new life into language instruction.

Song, a universally cherished medium, transcends age groups and is embraced by societies worldwide. Beyond its role as a source of entertainment, songs can serve as a valuable tool for grammar instruction. This research focuses on exploring the potential of utilizing the song "Bad Liar" by Imagine Dragons as an educational resource for learning English grammar. Songs possess unique advantages, not only captivating listeners but also offering a creative avenue for analyzing various subjects, including English grammar.

The chosen emphasis on English songs in this study stems from the desire to investigate the efficacy of this engaging approach to grammar education. Leveraging the popularity of music, especially among teenagers, offers a promising and enjoyable method for memorizing English grammar components through lyrics. The primary goal of this research is to facilitate English learners, particularly beginners, in comprehending verb tenses.

Additionally, the study aims to enhance the teaching methodology employed by educators in imparting English grammar knowledge through the incorporation of songs, exemplified by the use of "Bad Liar." The research addresses two key questions:

1. How does the integration of English song media influence students' interest in learning grammar?
2. What types of verb tenses do students identify in the song?

Through this investigation, the researcher seeks to uncover students' perspectives on grammar learning facilitated by English song media. The ultimate aspiration is that the proposed teaching method will not only spark students' enthusiasm for grammar but also alleviate the challenges they encounter during the learning process. Ideally, this approach will transform the perception of grammar from a daunting task to an engaging and accessible aspect of language acquisition.

Literature Review

Grammar is the first lesson that humans acquire since infancy. Because when we have studied word for word, later we will continue to learn to string words together into a sentence. In the Indonesian language itself, the notion of grammar is known as the SPOK rules or subject – predicate – object description. So that we can summarize if the notion of grammar is rule regarding the structure of words to form a sentence to be perfect. The importance of grammar of grammar in real life grammar skills are very useful in every aspect of life, from community social life, work, education. In fact, parents must be also smarter in grammar, you know, because they will be the first teacher for their children who will learn English.

Grammar is a lexicogrammatical resource for making meaning. In the process of making meaning, grammar changes both in form and meaning to ensure proper use in different situations (Nan, 2015). According to Hirai (2010), grammar is a way to organize the sentence and create a good language. Moreover, Gerot and Wignell (1994) defined grammar as the theory of language which shows the process of language happened. Besides that, Scott Thornbury (1999) said that grammar is an analysis of the form of the sentences which has meaning. Also, grammar is the forming of meaning from the combination of words and it describes the language works (Ur, 1991). Crystal (2004) argued that Grammar is the way to state our feeling through the structural form of language. Larsen, (1992) English grammar is not only a set of structural patterns, but also as an important source for making meaning and adapting language appropriately to the communicative context.

Grammar is concerned with the formation of sentences according to their structural rules. Mastery of grammar is very necessary for students because grammar supports students to be able to make correct writing in accordance with academic writing. If students have mastered grammar in writing, it will be easier for students to use English communicatively. Seeing how important grammar is, it is necessary to use a media that can help students understand grammar, especially grammar tenses. Therefore, in this study, researchers used English songs as a medium to increase students' motivation in participating in grammar learning. Researchers want to know whether the use of English song media can increase their motivation in learning grammar or not.

Song is something that is very popular all over the world. The use of songs as a medium for learning grammar has many benefits. For example, when students learn grammar by using songs, students will feel relaxed during the lesson (Saricoban & Metin, 2001). Students do not feel pressured by grammar tenses that are difficult to understand. Therefore, the use of songs as a medium for learning grammar is considered effective in increasing students' learning motivation. Therefore, the use of songs as a medium for learning grammar is considered effective in increasing students' learning motivation. Moreover, if the song used is a song that is currently popular, where everyone listens and sings the song so that this can support students' motivation to actively participate in the learning process.

In addition, there are several studies that have been conducted regarding the use of songs as a medium for learning grammar tenses. Ikrar et al, (2019) prove that the use of English songs in learning grammar tenses is very effective. This can be seen from the results of his research, which shows that learning grammar tenses with song media makes it easier for participants to understand tenses material. In addition, they also really enjoy the learning provided. In the same year, Paula (2019) also found the effectiveness of using English songs in learning grammar

tenses. From his research, students' ability to understand the use of simple and past tense in affirmative sentences increased after being supported by the use of songs as learning media.

In addition, there are two other studies that give positive results regarding the use of songs in teaching grammar tenses, namely (Asfi & Amalina, 2019; Lutfiana, 2019). Both studies used pre-test and post-test trials to determine the grammar skills of the participants. The results of the two studies show the effectiveness of using English songs in learning tenses. Asfi, (2001) also conducted a recent study related to the use of songs in learning grammar. This study aims to analyze the benefits of using songs in learning English so that the song media can be reviewed in its application in learning. From some of the research reviews above, it can be concluded that learning grammar tenses through the use of song media is an effective strategy to increase students' interest in learning grammar. This happened because students were easier to understand the material being taught because of the pleasant atmosphere they felt during the learning process, so this prompted researchers to conduct this research on five students from various universities in Indonesia.

II. METHODS

This study uses a qualitative approach with a cross-sectional research design. The cross-sectional research design is in accordance with the qualitative approach used and the design is actually similar to the research design by using an instrument in the form of distributing questionnaires to all participants. Through this research design, the researcher will start the research by distributing questionnaires to all participants. Participants will answer the questionnaire according to the list of questions that have been compiled in it. In the questionnaire, participants will also be invited to analyze the types of tenses in the song *Bad Liar* via the link provided.

Learning English, especially grammar, is less effective, there are still students who feel foreign to learning grammar. This can be seen from the low average achievement of student competence in mastering grammar itself. One of the reasons for the low achievement of these competencies is the low interest of students in participating in grammar learning using conventional media. Therefore, researchers are interested in conducting research on learning grammar by using media in the form of songs. Researchers want to know whether the use of song media can attract students' interest to learn grammar or not. Therefore, to find out 6 students were involved as participants in this study.

Researchers used data collection techniques in the form of questionnaires to obtain research results. The use of a questionnaire was chosen because this data collection technique is considered more efficient to obtain information with a large number of participants in a short time.

The research instrument used in this study is a list of questions contained in the questionnaire which will be distributed to students. The list of questions consists of 8 questions that have been prepared. Participants can choose a yes or no answer and also provide reasons for answering questions in the questionnaire, besides that the researcher also presents a video for the participants to observe.

After obtaining data from filling out the questionnaire, the researcher will analyze the data descriptively. Descriptive analysis is used to describe data that has been calculated in the form of numbers. Researchers will interpret the results of quantitative data, how many percent of

students agree that the use of song media can increase motivation to learn grammar and how many percent of students do not agree with the use of the media.

III. RESULTS AND DISCUSSIONS

Research Results

From this research, there are interesting samples in the questions, the first is “Do you think learning English from songs can improve your grammar skills? ” and 4 participants answered "yes" and two more participants answered "no". And then they were asked to give reasons for their answers, the first participant answered “because by listening to English songs often, we will automatically know the grammatical order in English”, and the second participant answered “because in the song there must be lyrics. , and the lyrics can have many tenses which will definitely improve our grammar skills”, the third participant answered “because every time we hear vocabulary we don't know we will find out, so it increases our knowledge”. The fourth participant answered “the more we listen to the lyrics, the more vocabulary we have which will improve our English grammar”. The fifth participant answered “So far, I rarely listen to songs using grammar”. Then the last participant answered "personal reasons, because learning through music or songs is difficult to learn".

After the researcher gave the question to the participants, the researcher gave an example of a video learning grammar through the bad wild song found on youtube, the participants were asked to listen to the learning video. After that, they were asked the question “After seeing the video, what do you think about learning grammar through bad wild songs? “then the first participant answered “very interesting and not boring”, the second participant answered “helps improve our grammar skills” the third participant answered “I think it helps”, the fourth participant answered “from bad wild songs, we can find grammar that we can learn like simple present”, the fifth participant answered “quite interesting”. And the last participant answered "perhaps if there was someone who explained like in the video learning through songs would be easier".

Then the researcher asked the question “Do you think learning grammar by using songs is very effective? The five participants answered “yes” and one of the participants answered “no”. then when asked the question again “do you feel relaxed when learning grammar through songs? "The six participants answered "yes".

And the last question is “can you learn good and correct English, especially grammar by listening to English songs? "Then the five participants answered "yes" and one of them answered "no".

So in this research result state that most students are not used to learning grammar through english song but students can add a lot of vocabulary in learning english. Some students feel comfortable and relaxed understanding the explanations on youtube they feel it doesn't make it boring, but some of them find it difficult to understand the material and still feel uncomfortable if they learn gramar english trough english songs because they think it is less effective.

Discussion

The following are the lyrics to Imagine Dragons' song Bad Liar:
Oh, hush, my dear, it's been a difficult year
And terrors don't prey on
Innocent victims

Trust me, darling, trust me darling

*It's been a loveless year
I'm a man of three fears
Integrity, faith and
Crocodile tears
Trust me, darling, trust me, darling*

*So look me in the eyes
Tell me what you see
Perfect paradise
Tearing at the seams
I wish I could escape
I don't wanna fake it
Wish I could erase it
Make your heart believe*

*But I'm a bad liar, bad liar
Now you know
Now you know
I'm a bad liar, bad liar
Now you know, you're free to go (go)*

*Did all my dreams never mean one thing?
Does happiness lie in a diamond ring?
Oh, I've been askin'
Oh, I've been askin' for problems, problems, problems
I wage my war, on the world inside
I take my gun to the enemy's side
Oh, I've been askin' for (trust me, darling)
Oh, I've been askin' for (trust me, darling)
Problems, problems, problems*

*So look me in the eyes
Tell me what you see
Perfect paradise
Tearing at the seams
I wish I could escape
I don't wanna fake it
Wish I could erase it
Make your heart believe*

*But I'm a bad liar, bad liar
Now you know
Now you know
That I'm a bad liar, bad liar*

Now you know, you're free to go

*I can't breathe, I can't be
I can't be what you want me to be
Believe me, this one time
Believe me*

*I'm a bad liar, bad liar
Now you know
Now you know
That I'm a bad liar, bad liar
Now you know, you're free to go*

From the research that has been done earlier, it can be said that most students feel motivated to learn grammar through the medium of English songs. They said that by learning grammar through songs, they would gain new knowledge from the lyrics in the song. This knowledge includes the types of tenses found, the correct grammatical order and the addition of English vocabulary.

There are several types of grammar found in the lyrics of the song *Bad Liar*, namely simple present tenses, present perfect tenses and present perfect continuous tenses. Simple present tenses are tenses used to express actions that always occur, repeated events, true events or facts and events that do not refer to the past or future (Aitken 1922). The following are sentences that contain simple present tenses in the lyrics of the song, namely "*Terrors don't prey*", "*I'm a man*", "*I don't wanna fake*", and "*Does happiness lie*".

The sentence "*Terrors don't prey*" is a negative form of the simple present tense. The sentence is formed from the words "*Terrors (plural) + don't (verb for subject plural Terrors) + prey*". The sentence "*I'm a man*" is a nominal sentence form of simple present tenses consisting of "*I (subject) + am (to be) + a man (compliment)*". The sentence "*I don't wanna fake*" is a negative form of the simple present tense which consists of "*I (subject) + don't (Verb for singular subject) + wanna fake*" and the sentence "*Does happiness lie*" is an interrogative sentence from simple present tenses which consists of "*Does (Auxiliary verb) + happiness (subject) + lie (Verb I)*".

The second type of tense found in the lyrics of the song titled *Bad Liar* is the present perfect tense. Present perfect tenses are tenses that are used to express an action that has been completed before the present, an action that has an influence on the present and an ongoing action within a certain period of time from the past to the present (Antula, 2016). The sentence containing the present perfect tenses in the lyrics of the song *Bad Liar* is "*It's been a difficult year*". The sentence "*It's been a difficult year*" basically comes from the sentence "*It has been a difficult year*" which consists of "*It (Subject) + has been (Auxiliary verb) + a difficult year (compliment)*".

The third type of tenses found in the lyrics of the song titled *Bad Liar* is the present perfect continuous tenses. The present perfect continuous tense is a type of tense that is used to express actions that occurred in the past and are still ongoing (Prasetyo, 2015). The sentence containing the present perfect continuous tenses from the lyrics of the song *Bad Liar* is "*I have been asking for*". The sentence consists of "*I (Subject) + have been (Auxiliary verb) + asking (Verb ing) + for*".

In addition to discussing the types of grammar and the rules for its use, the students also gained new knowledge about vocabulary. They got a lot of new vocabulary from the song entitled Bad Liar by Imagine Dragons. In addition to increasing the number of vocabulary mastery, they also found foreign vocabularies that they had never known before.

IV. CONCLUSIONS

Grammar is one of the subjects that is considered difficult by many people, including students. Grammar is considered a difficult learning because of the many formulas and rules in it. It is this difficult assumption that makes students reluctant to learn grammar even though, mastery of grammar is useful to support their writing skills. From these problems, it is necessary to have a fun learning media to encourage students' interest in learning grammar. One of them is by using English song media.

Song is a very popular medium in many countries, every element of society from old to young likes to listen to songs. Apart from being a medium of entertainment, songs can also be used as a medium for learning grammar. There are many studies examining the effectiveness and benefits of listening to songs to practice one's ability to learn grammar. The majority of the research revealed that most of the students agreed that the use of English songs could increase their motivation in learning grammar. For this reason, the researchers conducted this research. The song used as a medium for learning grammar in this research is the song Bad Liar belonging to Imagine Dragons. The song imagine Dragons is a song that is quite famous all over the world. The popularity of Imagine Dragons' song, Bad Liar, will certainly attract students' interest. After the song media was applied as a grammar learning medium in this study, it was found that the majority of students, five of the six students studied stated their agreement that the use of English song media in learning grammar was very effective. From the use of these media, they can learn and analyze the types of tenses that exist in a fun way so that they can understand the use of tenses more easily. From the results of this study, researchers recommend educators to use English song media in learning grammar in the future. The drawback of this study is the lack of a large number of participants involved so that it cannot get extensive data.

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