

ARTICLE

**THE IMPLEMENTATION OF TEACHING GRAMMAR USING SONG IN
BASIC LEVEL AT GENTA ENGLISH COURSE IN PARE-KEDIRI**



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2019



STATEMENT LETTER
ARTICLE SKRIPSI 2019




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ABSTRACT

The grammar language is the description of the ways which in words can change their forms and can be combined into sentences in the language. By teaching grammar effectively, the teacher will know the way to teach and the implemtation needed. Because of that grammar is one of important subject that should be mastered learning foreign language besides spoken. The teacher should have a good method and good preparation to make the students will not feel bored and more understanding bout the grammar. In this research, the researcher wants to present one of the method of teaching grammar by using song at basic level at Genta English Course. The researcher researches How is the teaching grammar using song in basic level at GENTA English Course?. This research uses descriptive qualitative design and employs observe, and interview. The subject of this research is the teachers in Genta English Course Pare Kediri that takes only one teacher who teaches Basic level. The research was done in four meetings. The data are collected using observastion, interview, and documentation. Teaching can become effective only by relating it to process of learning. Songs Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence, patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs

Key words: implementation, teaching grammar, using song.

I. BACKGROUND

Many English learners think learning English grammar is to learn a set of rules

which are complex and hard to remember. The most different part of English from the other language is its grammatical structures and senses of tenses. English has a

comparatively complexities of grammatical structure with tenses. To express the happening time in the sentence, a certain tense has to be used in the verb. Basically, there are nine tenses and two voices. In the category of present tense, there are simple present, present perfect, and present continuous tense. In future tense, there are simple future tense, future perfect and future continuous tense. Similar structures can be also found in the past tense such as simple past tense, past perfect, and past progress tenses. On the other hand, two voices include active voice and passive voice.

Basic sentence structure should be conveyed to our language learners. That is to say, typical sentence patterns of English should be displayed. For example,

The subject of a sentence is the person or the thing the person or the thing the verb is asking or telling about. The subject may be a noun or a pronoun. Every sentence must have at least one subject and one verb and express a complete thought. (Schwager & Campbell, 2003, p. 49)

From the perspective of learning standard English, without consideration of learning Pragmatics or Sociolinguistics, the usages of sentence structural items, such as subjects and verbs, commands and requests, prepositional phrases, direct objects of action verbs, pronouns used as subjects and objects, compound subjects, objects, and contractions should be taught in the English classroom.

English has a characteristic that includes articles. Articles of English contain the definite article “the” and the indefinite article “a, an.” In grammatical rules of article, nouns might need or must with or without an article. The article of English is quite different from articles of Chinese, which imply expresses the function, the shape or the materials of the related noun. Depending on the vowel and consonant pronunciations for the first sound of the noun, “a and an” thus can be decided.

Another important reason is that songs make up a powerful means of teaching grammar at all ages. Teachers can use songs as a classroom activity in order to enrich our students’ vocabulary or to improve their grammar and the different English accents. Bourke (2006: 281) asserts that a syllabus for young second language learners should be experientially appropriate and certainly contain songs, rhymes, and chants. Similarly, Martin (2000: 69) points out that songs and rhymes represent powerful features of primary language programs. It means that adding the rhymes and songs are basic elements of each human society does not constitute any update or novelty. They show many aspects of the culture of each society as they occur in all phases of our life, from birth to death. Since they play an important role in the process of learning and using our mother tongue, they are also quite important in the

learning of any foreign language, and especially for young learners.

In the study researcher chooses the location of study at Genta English Course Pare Kediri. The researcher has known that Genta English Course very success in teaching grammar using song in basic level to apply it in the classroom. Because every teacher created their own method for the song of material to make the beginner feel enjoy to learn English and easier to memorize, so that the researcher wants to research in Genta English Course.

The researcher has known that English was studied in all of the students' level elementary, junior, senior, and university or at informal education. Genta English Course Pare Kediri is one of English Courses in Pare Kediri. It is located in Kemuning Street 39 Tulungrejo Pare Kediri East-Java. It was founded in 2003 and has had many students

II. METHOD

The design that is used in this study is a descriptive qualitative. Descriptive qualitative is designed to obtain information relating to the current status of phenomenon and presented toward determining the nature of situation that happen at a time of the research activities, not giving them any treatment then describing the phenomenon as it exist naturally. In this research, the

and alumnus from almost all cities of Indonesia. Genta English Course has hundreds students and thousands alumnus, and many alumnus have made English Course in Pare and in their city. Genta English Course has been using song in teaching grammar since 2005.

Based on the background above, the researcher applied song in teaching Grammar. Applied song as media for teaching grammar can lead the student build their enjoyable, interesting, motivation and understanding while in teaching learning process. Furthermore, the student might be easy to memorize and understand the grammar lesson by the song as the media. Therefore, the researcher decides to design a problem to be researched with the title: "The Implementation of Teaching Grammar Using Song In Basic Level at Genta English Course In Pare Kediri".

Researcher describes the implementation of the song for teaching grammar in basic level that happen at Genta English Course Pare Kediri. The researcher directly observed the implementation of the song for teaching grammar in basic level that happen on there.

This research was using qualitative research. Qualitative research was characterized by its aims that relate to understanding some aspect of social life and it methods that generate word, rather than

number, as the data for analyzing Patton and Cochran (2002:2). Dornyei (2007:24) says:

“Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analyzed by qualitative content analyzing”.

III. FINDING AND DISCUSSION

Songs Since the meaning was an important device in teaching grammar, it was important to contextualize any grammar point. Songs were one of the most enchanting and culturally rich resourced that could easily be used in language classrooms. It could help the teacher to teach grammar easily which was making the student feel enjoy to learn grammar, feel comfortable and easy to memorize. Songs offer a change from routine classroom activities. The song that used in her material is from (wali band, the tittle is solawatan). Therefore, Bourke (2006: 281) asserts that:

“a syllabus for young second language learners should be experientially appropriate and certainly contain songs, rhymes, and chants”. Similarly, Martin (2000: 69) “points out that songs and rhymes represent powerful features of primary language programs”

Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms

they may constitute a powerful subculture with their own rituals.

IV. CONCLUSION

This research, The researcher found that The teacher used her own teaching grammar using song which is combinations of student’s book, it would be more effective. It would also help the student to become easier in memorizing material given. In this way, the teacher used the different song for each material.

The teacher is well prepared the design in teaching for the student. Beside the teacher created her own material in teaching grammar using song she also had a good skill to manage classroom, non-verbal communication is important too. When the teacher explained the material, she also used gesture and moved around the classroom. She moved around to check and make sure that all the students understand about the material.

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