

IMPROVING THE SEVENTH A GRADE STUDENT'S TENSE ACHIEVEMENT BY USING SONGS AT SMP NEGERI 1 JEMBER IN THE 2013-2014 ACADEMIC YEAR

Vrahita Sendang Wening, Wiwiek Eko Bindarti, Made Adi Andayani
English Language Education Study Program, Faculty of Teacher Training and Education, Jember University
Jln. Kalimantan 37, Jember 68121
E-mail: vrahita@gmail.com

Abstract

This research was classroom action research. The purpose of it was intended to improve the seventh A grade students' tense achievement and also the students' active participation by using songs. This research was conducted in two cycles and each cycle consisted of two meetings and followed by the tense test. The research subjects were the seventh A grade students at SMP Negeri 1 Jember in the 2013/2014 academic year. In this research, the students were taught tenses covering simple present and present continuous tense by using songs. The data collection method used were tense test and observation for the primary data, meanwhile, interview, and documentation for the supporting data. Tense test was conducted to collect the data about the students' tense achievement. Meanwhile, observatio in the form of observation checklist was used to collect the data about the students' active participation. Besides, interview and documentation were conducted to collect data about informations related to students previous scores, the name of research subjects, and the curriculum used in that school. Based on the students' tense test, the percentage results of this research showed that 51,35% or only 19 students of 37 students passed the standard score required, that is 75. Meanwhile, in the second cycle, the percentage result of the students' tense test improved to 89.18% or 33 students of 37 students passed the passing grade. Besides, the percentage of the students' active participation increased from 75.67% up to 78.37% in the first cycle. Meanwhile, in the second cycle, the percentage of the students who were active was the same in each meeting, that was 81.08%. It could be concluded that the use of songs could improve the students' tense achievement and active participation in the teaching and learning process of tenses.

Keywords: *songs, tense achievement, active participation, classroom action research*

Introduction

English is one of popular international languages, which is used in many parts of the world. Knowing the importance of English, Indonesia considers English as a foreign language that is generally taught at school. In teaching English, there are four language skills and three language components which are taught in integrated way. The four language skills are: listening, speaking, reading, and writing targeted to be mastered by the students. In order to master the four language skills, the students are also required to master the language components: vocabulary, pronunciation, and grammar.

Grammar is one of the language components which is very important in learning English. According to Ur (1988:4) knowledge of grammatical rules is essential for the mastery of a language. Thus, by mastering the grammar, the students will be able to produce the correct sentences. Tenses as a part of grammar are also very crucial to be mastered. Farbrain and Winch (1996:110) say that mastering tenses is also significant in order to be able to communicate in an acceptable standard English.

Thus, it is quite clear that mastering tenses is a very basic step to master the other language skills.

Mostly, the students in Indonesia are facing difficulties in learning English grammar especially about tenses. Considering the difficulties faced by the students, the use of media is really important. Song is a good medium to make the teaching and learning process of tenses easier for both the teacher and also the students. It brings about affective learning by providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interest, and motivating them to learn the target language. It was supported by Karim and Hasbullah (1986:6.25) who state that songs are very interesting, entertaining, motivating, and relaxing.

Research Methods

This classroom action research was intended to improve the seventh A grade students' tense achievement and also active participation by using songs. The research subjects were the seventh A grade students at SMP Negeri 1 Jember.

This class was chosen because it had the lowest score of tenses, that was only 61. Besides, according to the interview with the English teacher, the students' participation were also passive. In this research, the observation and tense test were used to get the primary data, meanwhile, interview and documentation were used to get the supporting data. This research was conducted in two cycles and each cycle consisted of two meetings and then followed by the tense test. Each cycle covered the four stages that include planning of the action, the implementation of the action, classroom observation and evaluation, data analysis and reflection. In constructing the test, the researcher made 20 items for multiple choice and 20 items for gap-filling. The test was administered after doing the actions. The number of the test was 40 items covering simple present and present continuous tenses administered in 80 minutes. The students' tense achievement were considered successful if at least 75% of the students got scores ≥ 75 . Meanwhile, observation instrument as the observation checklist was needed to record the students' participation in the teaching learning process of tenses by using English songs, whether they belonged to active or passive participants. The students were considered as the active participants if at least four indicators were fulfilled. The indicators covering the students' participation in asking questions, the students' participation in answering questions, the students' participation in singing the songs, the students' activity in doing the exercises given, and the students' activity in discussing the answers with their partners. The students were categorized as the active students if at least they fulfilled at least four indicators while the teaching and learning process was going on.

Research Results

Based on cycles conducted by the researcher, it was revealed that in the first cycle, the result of observation showed that only 75,67% of 37 students who was active in the first meeting and 78,37% in the second meeting. This showed that there was an improvement of the students' active participation in the first meeting to the second meeting. For the tense test in the first cycle, it was revealed that only 51,35% of 37 students got scores more than 75. From the data above, it could be concluded that the second cycle needed to be done although the indicators of the students' active participation fulfilled. It happened because the results of the students' tense test in the first cycle did not achieve the target required yet. That is why, the researcher decided to conduct the actions in the second cycle. In the second cycle, the result of observation in the first and the second meeting was the same, it was revealed that 81,08% of 37 students was active in both meetings in the teaching and learning process of tenses by using songs. Meanwhile, from the tense test results of the second cycle, it was known that 89,18 % of 37 students got above passing grade required, that is 75. The result showed that the students' tense scores improved and could achieve the

research objectives. Thus, the action was stopped and it could be concluded that the use of songs could improve both the students' active participation and the students' tense achievement in the teaching and learning process of tenses by using songs.

Discussion

From the cycles conducted by the researcher, it was revealed that songs could improve the students' tense achievement and also active participation. However, when the researcher was implementing the actions both in the first and the second cycles, there was a drawback of the research procedure used that the song was not used in all sequence of the teaching and learning process of tenses. In this case, the researcher only put it in the pre activity.

Based on the cycles conducted, it was revealed that the results of the students' tense test in the first cycle showed that only 51,35% of 37 students got scores more than 75. Meanwhile, the results of the students' tense test in the second cycle indicated that 89,18% of the students got scores more than 75. It means that the students' tense achievement had been improved, because the criteria of the success were determined by at least 75% of the students got scores ≥ 75 . Besides, based on the results of observation in the first and the second cycles, the students showed improvement in their participation while the teaching and learning process of tenses by using songs was implemented. The percentage of the students who were active in the first cycle was 75,67% up to 78,37%. Meanwhile, in the second cycle, the percentage of the students who were active was the same in each meeting, that was 81,08%. That means, teaching tenses by using songs could improve the students' active participation.

Based on the results of this research, the use of songs as media in English teaching and learning process, especially on tenses, could improve the students' tense achievement both in product and process achievement. It was supported by Karim and Hasbullah (1986:6.25) who state that songs are very interesting, entertaining, motivating, and relaxing. It was proven by more than 75% students who got the standard score required for the tense test, that is 75, and also more than 75% students who were active in the teaching and learning process of tenses using songs.

Conclusion and Suggestions

Based on the results of tense tests and observation, it can be concluded that teaching tenses by using songs could improve the seventh A grade students' tense achievement and their participation in teaching and learning process at SMP Negeri 1 Jember in the 2013/2014 academic year. It is suggested that the English teachers can enrich the students' learning experiences by using various media to make the teaching and learning process more interesting and attractive. One alternative way is by using songs. It is

due to the fact that songs could improve the students' tense achievement because songs are very interesting, entertaining, motivating, and relaxing. Future researchers are suggested to use the result of this research as references to conduct a further research dealing with the use of English songs, such as improving the students' speaking skill by using songs or the effect of using songs on the students' tense achievement.

References

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