



Enhancing the Students' Achievement of Simple Future Tense by Using Song

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Abstract

This study aims to determine whether songs can assist students in improving their achievement in the Simple Future Tense. The subject of the research is second semester EFL students at Bandar Lampung University. The research results reveal that students' skills in the Simple Future Tense significantly improve after the intervention. This suggests that songs may serve as an efficient resource for mastering Simple Future Tense.

Keywords: Simple Future Tense, Song, Enhance

INTRODUCTION

Lynch and Kenneth (2013) defined grammar is not only as the language rule system, but it is also as a resource for expressing meaning. This statement means to infer a meaning we need a rule system of language in which grammar takes an important role.

A phrase represents more than merely a group of words; it carries a meaning that the listener perceives as important. If we alter the arrangement of words in phrases, communication will suffer as it will change their meaning and how they relate to each other. Maulidita et al. (2023:26) stated grammar refers to the set of rules that govern the structure and use of language, including the rules for combining words into sentences and conveying meaning. It is indeed true, but at times we must know the structure of the language we use to know the complete meaning.

Setiyadi (2007:1.23) asserted that students studying English should be assessed accurately on their skills in language elements such as vocabulary and

grammar, in addition to their speaking, listening, writing, and reading capabilities.

Based on the two statements above, students need to learn grammar specifically as a component of the language to achieve proficiency in it. Nonetheless, the author's three years in junior high school showed that numerous students continue to have difficulties with grammar, especially regarding the correct use of fundamental past tenses in their writing.

According to the explanations provided, it is evident that grammar is a crucial element in the field of language studies. Without a grasp of proper grammar, it will be hard for someone to comprehend the meaning of sentences or they may seem meaningless. It can lead to individuals misinterpreting one another during communication.

According to the author's initial observation, first-year students at the University of Bandar Lampung. Grammatical problems, especially concerning the Simple Future Tense, are quite common in the English for General

Communication (EGC) class. Many students often believe that studying grammar is dull, and they frequently struggle to choose the right verb form, particularly in the Simple Future Tense, or they face difficulties in using tenses accurately in their sentences. Furthermore, they believed that grammar was quite daunting and exceptionally hard to master. This leads to students experiencing low motivation and boredom in their learning.

In relation to the previously mentioned concerns, the author intended to make an improvement toward the students' achievement in Simple Future Tense through musical works. According to Eken (1996, p. 46), to more directly tackle common learner mistakes, to encourage conversations about feelings and perspectives, to enhance creativity and imaginative thinking, and to establish a relaxed classroom atmosphere that enriches diversity and pleasure in the educational experience.

METHOD

Classroom Action Research involves observing the learning process and the actions that occur within the classroom (Arikunto 2006). This indicates that the teacher assigns an action, which students then carry out, allowing the teacher to monitor the learning process. In action research within the classroom, we examine the learning process.

This study involves a Classroom Action Research. This study aimed to determine if songs could enhance students' understanding of the Simple Future Tense after three teaching sessions. Consequently, the researcher implemented a pre-test and post-test design in this study. This indicates that a pre-test was conducted and a post-test was given after the second meeting. The researcher also performed trials to determine the test level and categorize it as difficult, medium, or easy. The English teacher assisted the writer, functioning as a

collaborator who provides guidance throughout the research to ensure it proceeds smoothly without issues.

The investigator implemented two cycles in this study. Every cycle included planning, action, observation, and reflection. The researcher would conduct the second cycle if the first cycle did not yield any meaningful results from the target. The subjects of this study were first-year EFL students at Bandar Lampung University. They were made up of 22 classes. The author selected only EGC 17 as the sample. The total for EGC 17 comprised 11 students, consisting of 4 males and 7 females. The author selected that course due to difficulties with structure, particularly in understanding the Simple Future Tense.

The methods employed for gathering the data included tests, observations, and questionnaires. The evaluations comprised an initial test and a final test. The author utilized 25 items for every examination.

The multiple choice consisted of four options (A, B, C, and D). The content of the exam was definitely in the Simple Future Tense. Observation was conducted during the teaching-learning process to assess students' engagement and challenges. The writer selected a questionnaire as a tool to gather students' opinions about the learning experience, particularly in acquiring Simple Future Tense through songs, and to evaluate overall atmosphere in the learning process, determining whether students felt happy or not.

The scoring system is a method employed by researchers to assign scores based on students' test results. In this study, the maximum score is 10 and the lowest score is 8. The researcher subsequently computed the pretest and posttest scores of the students to evaluate their advancement in mastering the Simple Future Tense.

RESULTS AND DISCUSSION

Results

The procedures were performed over two cycles. The results indicated that songs could enhance students' achievement of Simple Future Tense. The entire test results made it evident. From the pre-test, it was noted that the minimum score was 2.8 while the maximum score reached 7.6 (from one student). The mean score of the pre-test was 4.9. The lowest post-test score recorded was 5.8, while the highest score was 9.5 (only one occurrence), with the average score for post-test cycle I being 6.0. The data indicates that the average score in cycle I rose from 4.9 on the pre-test to 6.0 on the post-test. Thus, the rise in the average score from the pre-test to the post-test in cycle I was 1.1. It suggested that there was a rise, although success had not yet been achieved as only 63.6% of students scored above 7. It did not meet the success criteria of over 75% of students achieving a score of 7 on their test results. Additionally, following an intensive treatment, there was a notable increase.

Based on the outcome of the pre-test in cycle II, the maximum score was 10, the minimum score was 6.6, and the mean score was 6.9. The mean score for cycle II rose from 6.9 in the pre-test to 8.9 in the post-test. Consequently, the rise in the average score from the pre-test to the post-test in cycle II was 2.0. This indicates that the average test results from cycle I to cycle II rose steadily. The total of students scoring above 7 had achieved 100%. It signifies that the accomplishment met the requirements. There was a highly meaningful rise in students' achievement of the Simple Future Tense.

CONCLUSION

The writer concludes from the research findings that students' understanding of Simple Future Tense can

be enhanced through the use of songs. The findings support this, as the results from post-test cycle II showed a significant improvement in students' proficiency with the Simple Future Tense. Students can utilize the pattern effectively by means of songs. Songs can foster a constructive learning atmosphere that inspires students to be imaginative, fun-loving, and joyful.

Regarding a study conducted by Yeni et al. (2021) titled *The Influence of Music on Students' Proficiency in Simple Past Tense*. They found that employing Song in first grade at SMAN 01 Bangkinang Kota greatly influences students' understanding of Simple Future Tense. Moreover, Intani (2011) did a research about using song lyrics as a media to increase the understanding of the students on Simple Future Tense at SMP N 31 Semarang 2010/2011, and the result indicated that song lyrics are practically success to assist the students to more understand about Simple Future Tense. Additionally, Utami (2018) carried out a research to find out the connection of song lyrics and grammar understanding of the students. It revealed that song lyrics are interesting enough to get involved as the supported media in grammar teaching learning. Songs or song lyrics does not only impact the students' vocabulary, pronunciation and their listening skill, but it also positively gives significant effect on students' understanding in grammar learning.

Through comparison with prior studies, it can be determined that utilizing songs as a teaching medium enhances students' understanding of the Simple Future Tense. It encourages students to engage actively in classroom activities, and a song aids an individual in recalling their recent findings.

Based on the conclusion above, the writer would like to suggest some points both for the teachers and the students. The teaching aids and the material to be taught in

which teacher use should be more various. In this case, especially in learning structure Simple Future Tense, teacher is able to use songs as an alternative aids or another aids that reliable to the students. So that the students have motivation and are not bored to learn English structure. For the students, it is hoped that they should study hard not only in school, but they also should take English course to assist them mastering English, since English is very important for their future.

For the future researchers, it would be advantageous for the next individual to choose and explore a different genre of music, such as acoustic music, as a medium for learning. That aligned well with the learning content, particularly regarding with any other tense that could be possible to be investigated, which can enhance students' mastery in English both written and spoken significantly.

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