Proceeding of 1st Conference of English Language and Literature (CELL)

Literary Work: Students' Perception of Using English Song in Learning Grammar

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Abstract

Considering the fact that in senior high school High Order Thinking Skill (HOTS) should be applied in the classroom but learning grammar for high school students is not interesting yet difficult to be understood. In 2013 curriculum stated that learning process must be interesting. The researchers believe that using song is one of interesting ways to be used in learning grammar tenses. The study seeks to answer two research questions: (1) what are types of grammar in James Arthur's song entitled "Say You Won't Let Go"? (2) Whether learning grammar by using song is more effective for students? Through this study the researchers going to prove whether tenses analysis of song lyric entitled Say You Won't Let Go by James Arthur will encourage the students to learn grammar and as an enjoyable way or not. This research uses qualitative research method. The study's data is collected from the students in Senior High School. 75% of the students agree that using song lyric entitled Say You Won't Let Go by James Arthur is enjoyable and easy to understand. The result of this paper is using song lyrics as literature work to encourage the student skill in grammar and entertain them to learn grammar is an enjoyable way. In the end, the researchers recommend to use song's lyric to learn grammar tenses.

Keywords: grammar, James Arthur, Say You Won't Let Go song

Introduction

Nowadays, using song to learn English at the school has been applying for the 2013 curriculum in the syllabus. One of the aims of the English 2013 curriculum is mention the social function and the language elements in the song. This method is applied because when students learn using song it feels more fun, and gives good impact for the learning process. They are easier to understand rather than learning using convention method such as explaining from the book only. Beside that, using song to learning English also gives positives impacts for the children, they can also analyzing the meaning of the song and take the messages from the song. Grammar is an instruction for generating words and building sentences.

According to Hasanah (2017), the importance of studying grammar in English is undeniable. It needs help students to know about how to create words or sentences in English. As a beginner, easy method in studying grammar will be very beneficial. By utilizing it, the formulation in grammar will be easily memorized by them. This technique can be occupied from analyzing song lyrics in English to learn grammar easily and intensively. Song is popular with its benefits. It is not only to entertain the listener but also it can be the tool to learn something for example English grammar.

The researcher chose *song of James Arthur* entitled *Say You Won't Let Go* to be analyzed in learning grammar becausethe grammar structuresin the lyrics of the song are clear enough. The song is famous in the worldwide which almost every peoplein the world knowthe song. This song also rich in meaning and gives many advices for the listener who take attention in it. The song that is going to talk in this paper is English songs because this paper would like to analyze how English songs can be easy method to learn grammar. This technique will be easier because many people especially teenagers love to listen music. Thus, while enjoying the music or song, they can also memorize the formula of English grammar by its lyrics. This research is expected can help English beginner students to learn English grammar especially on verb tenses. In addition, this method can enrich the way teacher teaches English grammar to the students through English songs.

According to a book by Betty Schrampfer Azar entitled Understanding and Using English Grammar (1989), it is briefly described about twelve types of verb tenses in English. They are established in four different conditions, they are the simple tenses, the progressive tenses, the perfect tenses, and the perfect progressive tenses. Then, each of them is divided into three parts. They fit in to the present, past, and future. Thus the whole verb tenses in grammar that English students need to study. The researchers only discuss about certain types in grammar, there are present tense, past tense, future tense, past progressive tense, future progressive tense, and past perfect tense.

The present tense is the first tenses in grammar English for beginner students can learn. In Simple present tense. In general, the simple present expresses events or

Proceeding of 1st Conference of English Language and Literature (CELL) situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the (Azar, 1989:2). The simple present tense, it uses the main verb/base form of the verb (infinitive without to). Form Present Tense: Verbal: S + V-base (s/es) + O. Example: He usually comes on time. "He" represents subject, "usually" represents habitual, "comes" represents verb base + e/es, "on time" represents adverb of time. Non- verbal: S + to be (is, am, are) + Adj/Noun. Example: She is beautiful. "She" represents subject, "is" represents to be present, "beautiful" represent adjective.

The second verb tense is past tense. At one particular time in the past, this happened. It began and ended in the past (Azar, 1989:2). Form Past Tense: Verbal: S + V2 + O + Adv of time. Example: They went to Jakarta last week. "They" represents subject, "went" represents verb 2, "to Jakarta" represents object, "last week" represents the time when the event happened in the past. Non-verbal: S + to be (was/were). Example: He was rich. "He" represents subject, "was" represents to be past, "rich" represents adjective.

The other verb tense is future tense. It explains about one particular time in the future this will happen (Azar, 1989). Form Future Tense: Verbal: S + will + Verb base + O. Example: She will study abroad next year. "She" represents subject, "will" represents statement in the future, "study" represents verb base, "abroad" represents object, "next year" represents the time of the event happens in the future. Non-verbal: Subject + will + be + Adjective. Example: She will be fine. "She" represents subject, "will be" represents future tense (non-verbal), "fine" represents adjective".

The third verb tense is past progressive tense. At particular time in the past, it probably continued (Azar, 1989). Form Past Progressive Tense: Verbal: S + be (was/were) + present progressive (V-ing). Example: He was playing. "He" represents subject, "was" represents be (was/were), "playing" represents present progressive (V-ing).

The fourth verb is future progressive tense. This one is it will be in progress at particular time in the future (Azar, 1989). Form Future Progressive Tense: Verbal: S + will be + present participle (-ing). Example: He will be playing. "He" represents subject, "will be" represents future verbal 'will be', "playing" represents present participle (-ing).

The fifth verb is past perfect tense. This one mean that the perfect tenses all give the idea that one thing happens before another time or event (Azar, 1989). Form Future Progressive Tense: Verbal: S + will be + present participle (-ing). Example: He will be playing. "He" represents subject, "will be" represents future verbal 'will be', "playing" represents present participle (-ing).

Methodology

Qualitative research is used in this research. Patton and Cochran (2002) explain qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which generate words, rather than numbers, as data for analysis. Qualitative research is understanding of social phenomenon based on participant's point of view. In order to increase information into a certain phenomenon, such as an environment, a process, or a belief. The data are collected by giving questionnaires to participants. The data collection procedures of this study were started by giving the questionnaire, asking the participants to fill in the questionnaire and finally the researcher compiled the questionnaire that had been answered.

This method is influenced by (Cam and Tran, 2017) and (Kusumaningrum, 2018). It is adapted and combined both of them. After the data have collected, it will be analyzed and recognized. As Cam and Tran (2017) stated that the questionnaire is a quite useful collection method because researchers can reach many participants and respondents in a short time and it does not need cost so much.

The object of the study is a song from James Arthur entitled Say You Won't Let Go. Researcher read line by line the song to find many kinds of grammatical on it.In order to find out the student points of view on their ways to encourage their skill in tenses of grammar English,A structured questionnaire was given to the participants. As the purpose of this study was to investigate digital natives' ideas, 7 questions were prepared and asked each research group in detail. First, asked Ienjoy listening to English songs at home. Second,I enjoy listening to the songs in class. Third, were asked do you find English songs to be fun. Fourth, question were asked

do you think that English songs help you to learn English grammar, Fifth, were asked do you find it easy to learn English grammar through songs. Sixth, do you think that learning grammar by using English songs is more effective. Last, were asked do you think that learning English grammar by using English songs has disadvantages. In addition, those questions were prepared and asked to the fourty students of 10th until 12th grade of various Senior High School in Central Java and Jakarta.

In order to attract thestudentsnowadays in grammar English learning, the future teachers shouldhave some tricks to attract students' interest. It could be a conventional or modern method. However, for the conventional method, it will be difficult to attract them. In a study entitledLiterary Work: Students' Perception of Using English Song in Learning Grammar and in order to achieve the goals and objectives of the study. In this research method, the authors carried out the following steps:

The arrangement of this study consists of:

1. Research Subject

The research subjects were students in 10th grade until 12th grade in Senior High School, with 40 students.

2. Research Place

The study was conducted in various Senior High School, Central Java and Jakarta.

3. Research Time

This research was conducted in the 2018/2019 year.

Besides, the questions which are given to the participants are in the English language that the respondents answered are in English as well. Furthermore, it does impact the research. They could express their feeling easily and free. Not only that the questionnaire does not let the respondents write their real name. They could write their real name or the initial. Then the researcherswill named them as respondent one, two, and so on and it does not impact the data that have collected.

In reduction process the researcher chose Say You Won't Let Go song by James Arthur retrieved from https://genius.com/James-arthur-say-you-wont-let-go-lyrics. Researcher read line per line to identify the grammatical indicators. Then, the researchers put into checklist table's instruments that contain grammatical indicators. In the data representation, the researchers presented the data in checklist table.

Findings and Discussions

3.1. Findings
The Using of Songs in English Grammar class

It is clear that nowadaysstudents, the teacher and the future teachers need interesting way during the learning process in the class. It could help them, make it easy or attract students. Here the researcher introduces the fun way to learn grammar in the class. Inside of application, there is a feature which it will and could help digital native students. Through this feature, they will get a big chance to interact with each other intensively every day and every time.

When the respondents were asked whether they will implement this method or not when they teach the digital native students, the diagram shows that 85% or 34 English future teachers will implement it. It reveals that the method could be chosen.

In the song of James Arthur entitle "Say You Won't Let Go", researcher made the coding used letter (L) stands for line of lyrics, symbol Σ (Sigma) is referent for total of findings. "Say You Won't Let Go" song, there were found; seven (7) present tense, sixteen (16) past tense, twelve (12) future tense, one (1) past progressive tense, two (2) future progressive tense, and one (1) past perfect tense. Total of findings were 39 grammatical indicators which be discussed by the researchers. The most grammatical indicator was present tense.

The lyrics of Say You Won't Let Go song by James Arthur

[Verse 1]
I met you in the dark, you lit me up
You made me feel as though I was

enough
We danced the night away, we drank too much

I held your hair back when

You were throwing up

[Pre-Chorus]

Then you smiled over your shoulder

For a minute, I was stone-cold sober

I pulled you closer to my chest

And you asked me to stay over

I said, I already told ya

I think that you should get some rest

[Chorus 1]

I knew I loved you then

But you'd never know

'Cause I played it cool when I was

scared of letting go

I know I needed you

But I never showed

But I wanna stay with you until we're

grey and old

Just say you won't let go

Just say you won't let go

[Verse 2]

I'll wake you up with some breakfast

in bed

I'll bring you coffee with a kiss on

your head

And I'll take the kids to school

Wave them goodbye

And I'll thank my lucky stars for that

night

[Pre-Chorus 2]

When you looked over your shoulder

For a minute, I forget that I'm older

I wanna dance with you right now

Oh, and you look as beautiful as ever

And I swear that everyday'll get better

You make me feel this way somehow

[Chorus 2]

I'm so in love with you

And I hope you know

Darling your love is more than worth

its weight in gold

We've come so far my dear

Look how we've grown

And I wanna stay with you until we're

grey and old

Just say you won't let go

Just say you won't let go

[Bridge]

I wanna live with you

Even when we're ghosts

'Cause you were always there for me

when I needed you most

[Chorus 3]

I'm gonna love you till

My lungs give out

I promise till death we part like in our

vows

So I wrote this song for you, now

everybody knows

Finally it's just you and me till we're

grey and old

Just say you won't let go

Just say you won't let go

[Outro]   Oh, just say you won't let go

Just say you won't let go

Table 1: Grammar Indicator Presence

No.	Kind of Grammatical Indicators	Found in Line	Σ
1.	Present Tense	(L17), (L26), (L27), (L28), (L36), (L39), (L46)	7
2.	Past Tense	(L1), (L2), (L3), (L4), (L6), (L7), (L8), (L9), (L12), (L13), (L14), (L15), (L16), (L25), (L41), (L45)	16
3.	Future Tense	(L18), (L19), (L22), (L24), (L29), (L37), (L38), (L42), (L47), (L48), (L49), (L50)	12
4.	Past Progressive Tense	(L5)	1
5.	Future Progressive Tense	(L20), (L21)	2
6.	Past Perfect Tense	(L35)	1
	Total		39

Questionnaire

Statement	Yes	No
I enjoy listening to English songs at home.	92.9%	7.1%
I enjoy listening to the songs in class.	85.7%	14.3%
Do you find English songs to be fun?	97.6%	2.4%

Question	Yes	No	Reason
Do you think that English songs help you to learn English	92.9%	7.1%	• It is easier to be remembered.

grammar?			• It is more interesting because I like English songs. • I don't think so because it is less efficient.
Do you find it easy to learn English grammar through songs?	83.3%	16.7%	• It is easy because the lyric is easy to understand and remember. • It is difficult because I only enjoy the music.
Do you think that learning grammar by using English songs is more effective?	78.6%	21.4%	• It is fun and memorable. • Not all songs have the correct grammar.
Do you think that learning English grammar by using English songs has disadvantage(s)?	59.5%	40.5%	• I don't really like songs. • Songs are easier to understand.

Discussion

The researchers have reduced the data and found that Say You Won't Let Go mostly use metaphor. However, in song, James Arthur used some grammatical indicators. There were 7 kinds of grammatical indicators found in the song; 1) Present Tense, 2) Past Tense, 3) Future Tense, 4) Past Progressive Tense, (5) Future Progressive Tense,(6) Past Perfect Tense.

Table 1: Types of Grammar Indicator

Line	The Lyrics	Grammatical Indicator
1.	I met you in the dark, you lit me up	Past tense
2.	You made me feel as though I was enough	Past tense
3.	We danced the night away, we drank too much	Past tense

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4.	I held your hair back when	Past tense
5.	You were throwing up	Past progressive tense
6.	Then you smiled over your shoulder	Past tense
7.	For a minute, I was stone-cold sober	Past tense
8.	I pulled you closer to my chest	Past tense
9.	And you asked me to stay over	Past tense
10.	I said, I already told ya	Past perfect
11.	I think that you should get some rest	*None*
12.	I knew I loved you then	Past tense
13.	But you'd never know	Past tense
14.	'Cause I played it cool when I was scared of letting go	Past tense
15.	I know I needed you	Past tense
16.	But I never showed	Past tense
17.	But I wanna stay with you until we're grey and old	Present tense
18.	Just say you won't let go	Future tense
19.	Just say you won't let go	Future tense
20.	I'll wake you up with some breakfast in bed	Future progressive tense
21.	I'll bring you coffee with a kiss on your head	Future progressive tense
22.	And I'll take the kids to school	Future tense
23.	Wave them goodbye	*None*
24.	And I'll thank my lucky stars for that night	Future tense
25.	When you looked over your shoulder	Past tense
26.	For a minute, I forget that I'm older	Present tense
27.	I wanna dance with you right now	Present tense
28.	Oh, and you look as beautiful as ever	Present tense
29.	And I swear that everyday'll get better	Future tense
30.	You make me feel this way somehow	*None*
31.	I'm so in love with you	*None*
32.	And I hope you know	*None*
33.	Darling your love is more than worth its weight in gold	*None*

34.	We've come so far my dear	*None*
35.	Look how we've grown	Past perfect tense
36.	And I wanna stay with you until we're grey and old	Present tense
37.	Just say you won't let go	Future tense
38.	Just say you won't let go	Future tense
39.	I wanna live with you	Present tense
40.	Even when we're ghosts	*None*
41.	'Cause you were always there for me when I needed you most	Past tense
42.	I'm gonna love you till	Future tense
43.	My lungs give out	*None*
44.	I promise till death we part like in our vows	*None*
45.	So I wrote this song for you, now everybody knows	Past tense
46.	Finally it's just you and me till we're grey and old	Present tense
47.	Just say you won't let go	Future tense
48.	Just say you won't let go	Future tense
49.	Just say you won't let go	Future tense
50.	Oh, Just say you won't let go	Future tense

Results from questionnaire

The perceptions of English songs according to the students

There are 92.9% of the students agreed that they enjoy listening to English songs at home. While only 7.1% of the students disagreed that they enjoy listening to English songs at home. It shows that the majority of the students already familiar and enjoy listening to English songs at home. Only few of them don't enjoy listening to English songs at home.

There are 85.7% of the students agreed that they enjoy listening to English songs at class. While only 14.3% of the students disagreed that they enjoy listening to English songs at class. It shows that most of the students enjoy listening to

English songs at class. While only few of them don't enjoy listening to English songs at class. Compared with listening to English songs at home, there are more students who don't enjoy listening to English songs at class.

Most of the students agreed that English songs are fun. It is shown by 97.6% of the students said yes and 2.4% of the students said no. Very few students think that English songs are not fun. It means that the majority of the students have no problem with English songs whether it is listened at home or even at class.

The perceptions of using English songs to learn grammar

There are 92.9% of the students agreed that English songs help them to learn grammar. While 7.1% of the students disagreed that English songs help them to learn grammar. Most of the students agreed because by using English songs, the sentences or the lyric of the songs are easier to remember. It is easy to remember because basically the students already like to listen to the music and understand the meaning of the song so it is easier to remember. Few of them disagreed because it is less efficient for them to learn using English songs. They are difficult to focus on the grammar or they only focus to the music itself.

There are 83.3% of the students agreed that it is easy to learn English grammar through English songs. While 16.7 of the students disagreed that it is easy to learn English grammar through English songs. Most of them agreed because compared to the using of conventional book, the sentences or the lyric of songs are easier to understand. They are easy to understand the meaning of the songs then it is easier to analyze the grammar that is used. Few of them disagreed because they only enjoy the music or the song and still difficult to understand the grammar.

There are 78.6% of the students agreed that learning grammar by using English songs is more effective. While 21.4% of the students disagreed that learning grammar by using English songs is more effective. Most of the students agreed because they are more interesting in using song. It is fun so students are easy to memorize the grammar that they are learned on the songs. Few of them disagreed because not all English songs have the correct grammar. Sometimes there are gramatical errorrs in the songs so it will make them confuse.

More students agreed that using English songs to learn grammar has disadvantages. There are 59.5% said yes and 40.5% said no. More students think that it has disadvantages according to few students that do not like songs. For students who like songs do not have problem with that, but those students who do not like songs will be very difficult to learn grammar. Few students think that there are no disadvantages of the using of songs to learn grammar.

Conclusion

Based on the using of James Arthur's song entitle Say You Won't Let Go, to learn English grammar by analyzing the grammar indicators the researcher found some present tense, past tense, future tense, past progressive tense, future progressive tense, and past perfect tense on the lyrics. There are seven(7) present tense, sixteen (16) past tense, twelve (12) future tense, one (1) past progressive tense, two (2) future progressive tense, and one (1) past perfect tense. By using song and the lyrics to learn grammar is more fun, interesting to attract the students, and to dothe analysis in every parts of the lyric. The researchers chose Say You Won't Let Go song because the song is easy to be analyzed, it is full of meaning, thesong is very popular and really good to be heard.

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