

CHAPTER ONE

INTRODUCTION

This chapter presents an overview of the research. It contains the background of the study, statement of the problem, purpose of the study, significance of the problem, limitation of the study and organization of the study.

1.1 Background of the Study

Language is a medium that people need to connect with others universally. Labelled as an International Language, English is currently seen as the finest selection for communication amidst people from diverse language backgrounds (Kilickaya, 2009, p. 37). Harmer (2007, p. 15) agrees that English is used as a circumstance to switch over information of academic discourses around the world. In spite of its importance, “English is one of the most fascinating, controversial and challenging subjects of the school curriculum” (Wyse & Jones, 2001, p. 1). In Indonesia, English is considered as a challenging subject for Indonesian students

because it has different language features, including grammar, from those in *Bahasa Indonesia* (Panggabean, 2015, pp. 35-36).

Based on the statements above, therefore, teachers should find interesting ways to teach English to avoid students' boredom and to make a language classroom less stressful. One of the practical forms of media that teachers can use to make the teaching learning process more enjoyable and fun is song. Shen (2009, p. 93) states that by listening to English songs, grammatical structures in both students' conscious and unconscious memories are easily embedded. Moreover, Shen (2009, p. 94) points out that English songs are an excellent instrument by which students will develop their interests and high motivation in learning English as well as developing their linguistic intelligence and language awareness if the song is used appropriately by the teacher. Saricoban and Metin (2000, para. 8) identify that it is better to use more meaningful or popular songs to teach English to teenagers, such as junior secondary students.

Based on the standard competencies in curriculum 2013, junior secondary students are required to learn five kinds of texts in English subject, namely Descriptive, Recount, Narrative, Procedure and Report. However, based on the curriculum, only Descriptive, Recount and Narrative texts are required to be taught to the 8th grade students. These kinds of text contain such tenses as Simple Present, Present Progressive, Simple Past and Past Progressive.

Lukas Graham's song entitled *Mama Said* has been chosen to be analysed for its text content in this study. Aside from its popularity among teenagers, this song's lyric has some grammar features, especially tenses, which are appropriate

to be taught to junior secondary students in 8th grade. Tenses, as a part of English grammar, is mandatory material for students to master.

To teach students, teachers have to be capable of developing lesson plans which focus on grammar features to decide on the appropriate teaching methods, procedures and techniques. PPP (Presentation, Practice and Produce) is a type of method that has often been recommended to teachers for teaching grammar (Christison, Christian, Duff, & Spada, 2015, p. 217). PPP is recommended for students, as it can encourage and motivate them to reach their optimal language learning potential. Planning is a thinking skill in visualizing the lesson before it happens, which “involves prediction, anticipation, sequencing, organising and simplifying” (Scrivener, 2005, p. 109). In addition, he points out that by planning a lesson, teachers are able to enhance the number of teaching options and intensifying the chances of a successful lesson (p. 109).

Having reviewed the background of the study above, the researcher intends to investigate the tense features found in Lukas Graham’s song entitled *Mama Said*, which teachers can use to teach 8th graders. Also, this study aims at developing lesson plans related to the tense features to teach English.

1.2 Statement of the Problem

This study will be conducted to answer the following research questions:

1. In Lukas Graham’s song entitled *Mama Said*, what are the tense features that teachers can use to teach English to junior secondary students in 8th grade?

2. What lesson plans that are based on Lukas Graham's song entitled *Mama Said* can teachers prepare to teach certain English tenses to junior secondary students in 8th grade?

1.3 Purpose of the Study

According to the research questions, the purpose of the study is to present:

1. The tense features in Lukas Graham's song entitled *Mama Said* that teachers can use to teach English to junior secondary students in 8th grade.
2. The lesson plans based on Lukas Graham's song entitled *Mama Said* that teachers can prepare to teach English tenses to junior secondary students in 8th grade.

1.4 Significance of the Problem

The results of this research are hoped to contribute to the improvement of English teaching practice, especially in teaching English through songs. It is also expected that this study can be a useful source for those who wish to conduct further research focusing on how to teach English through songs and to help students improve their English learning skills.

1.5 Limitation of the Study

Although this study has been well prepared, there are some unavoidable limitations in this research. First, it discusses only the four types of tenses in Lukas Graham's song entitled *Mama Said* to write Descriptive, Recount and

Narrative texts. Therefore, this study proposes that *Mama Said* is appropriate to teach certain English tenses to junior secondary students in grade 8. Second, this study provides lesson plans to teach English tenses through only one song to teenagers, specifically junior secondary students in grade 8.

1.6 Organization of the Study

This study is organized into five chapters. Chapter One is Introduction, which provides information about the Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Problem, Limitation of the Study and Organization of the Study. Chapter Two is Theoretical Foundation, which focuses on some theories that are related with the topic of the study. Chapter Three is Research Methodology, which presents the Research Design, Data Collection Techniques and Data Analysis. Chapter Four is Findings and Discussion; this chapter explains the tense features found in the text and the discussion on the lesson plans that can be used in English teaching based on the lyrics of a song. Chapter Five is Conclusion and Recommendation; it shows the entire conclusion of the study and provides suggestion for further research. The five chapters are followed by Bibliography, which presents the list of references used in analysing this study, and Appendices, which contains the song lyric and some tables.