

## CHAPTER I

### INTRODUCTION

This part will elaborate on the background of the study, research question, purpose, significance, scope, conceptual framework, and methodology.

#### **A. Background to the study**

Teaching Grammar to young learners is not easy; However, it is not difficult to train it. One of the benefits of learning English grammar for young students is to make them avoid mistakes in constructing simple sentences. It is line with Abdullah and Shah (2014) that studying grammar allows language users to analyze patterns and avoid mistakes. Young beginners have their way of taking in new knowledge, and they tend to take it all with them. Teachers must find approaches and media that are accurate for teaching grammar. One appropriate approach to teaching grammar to young learners is to apply music.

Teaching Grammar to young learners can be fluent because young learners are quick to learn new languages. It is line with Beckman & Klinghammer (2006) that young learners are curious and usually willing to learn another language. They can get the most out of their language learning by enjoying activities and games that they find funny. Their success in learning a foreign language does not depend on their knowledge of Grammar. They can use grammatical structures very well and speak the speech clearly, but they cannot say why they use this or that structure. Some students can master simple Grammar at the age of ten or eleven. Teachers should be aware of Grammar and systems that they want their pupils to learn. It is important to teach basic Grammar and what is important, but older pupils should only be taught what is necessary. If teachers focus on teaching grammar, it is essential to do so in a context relevant to the students. For children, this means having plenty of opportunities and chances to use the new language in their everyday lives. Pupils need to learn and use new structures and rules in depth to feel confident using what they have learned in daily communication.

Vuvan, Lagrois, & Armony (2015) state that music and language have traditionally been considered independent psychological abilities. Patel (2003)

states that evidence of relationships between music and other disciplines, including language studies and academic achievement in other non-musical areas of learning, is growing. For example, by Roden et al. (2014), that primary school children who learn to play musical instruments show positive long-term effects on auditory working memory and verbal memory, social behaviour, and acculturation processes in migrant children.

Music and songs are recommended for ELT learning media or young learners. In a recent narrative review, Engh (2013) reported that teaching grammar using a theme to junior high school students was effective. In the digital era, music and songs have become popular and are easily accessed. They use music and songs for entertainment or to learn a foreign language. Further (2016) stated that younger students respond positively to group singing and are not pressured by voice breaks or other maturation effects.

In addition, Stanat, Becker, Baumert, Ludtke, & Eckhardt (2012) put forward that young learners can also benefit from a combination of implicit and explicit learning. Still, direct grammar instruction (e.g. explaining grammar rules) can be more difficult for older learners.

Based on the preliminary observations, the seventh grade of MTs Al-Aziz in Tasikmalaya, Indonesia. Many students have difficulty understanding Grammar, especially using nouns and pronouns. To cope with this, the research intends to apply the songs as an alternative teaching media for the teaching of Grammar. By applying this media, more specifically songs on Cocomelon's youtube channel, there are lots of videos containing sentences related to everyday life using Grammar that is more effective for young learners to learn English grammar. It is expected that they can learn Grammar quickly and be full of happiness.

## **B. Research Questions**

Based on the above explanation, the purpose of this study is to answer the following questions:

1. How is teaching grammar using English songs from the Cocomelon Youtube channel implemented in the EYL classroom?

2. What is the young learners' perception of using English songs from the Cocomelon Youtube channel for learning grammar?

### **C. Research Purposes**

Based on the research questions raised above, this study aims to achieve the following goals:

1. To describe the implementation of the teaching of Grammar using English songs from the Cocomelon Youtube channel implemented in the EYL classroom.
2. To identify young learners' perception of using English songs from Cocomelon Youtube channel for learning grammar.

### **D. Research Significances**

This study provides a solution for students to learn Grammar using a song. The Practical Significance for Students in this research can be a theoretical significance to improve their grammar mastery in English. Besides for students, This research also has practical importance for teachers to enhance and find out more techniques to make it easier for students to learn Grammar. Also, for future researchers, it provides additional information for other researchers who wish to further research in related fields, especially Grammar.

### **E. Research Scope**

Foreign language practitioners believe in the importance of learning grammar for young learners because it supports the foundations of their language development. The researchers conduct research on young learners about learning English grammar. Talking about Grammar might be too broad to be consumed directly by young learners; therefore, this study is limited to some parts of speech about nouns and pronouns. The researcher only focused on the 7<sup>th</sup>-grade students of Mts Al-Aziz.

### **F. Conceptual Framework**

Many experts characterize the word "young learners" with somewhat diverse definitions but still have the same meaning. Concurring to Phillips (1993), Young learners are children from the prior year of formal school, around 5-6 a long time ancient to 11-12 a long time old. Nunan (2005) states Young learners are

characterized as children between the ages of 5-12 for a long time. Scott and Ytrebreg (2001) describe Young learners as understudies aged between 5-10, a long time ancient. Kurniawati, Komariah, and Maolida (2018), cited in Pinter (2006), say there's an age restrain for young learners. In expansion, Brown (2001) limits the age bunch of youthful understudies from 5 to 14 extended time, which concludes that young learners can be characterized as understudies beneath the age of 14 for a long time (Kurniawati, Komariah, Maolida, 2018).

Somewhat distinctive from other specialists, Pinter (2011) uncovered numerous elucidations related to the term young learners, both from the law, science, and instruction, which have diverse definitions of the term young learners. From science instruction, children start to be called young learners when they begin pre-school or around three and conclude when they enter youth or early youth around the age of 13 Pinter (2011).

Aldabbus (2012) states within the instruction framework in Libya; that a young learner can be characterized as an individual or understudy who learns about essential instruction within the age run of 6 to 15, whereas a few instructors think that young learners are understudies who are beneath 12 years ancient. In expansion, Aldabbus (2012) said that reflecting on his involvement as an educator and a father. He unequivocally concurs that the assurance of the age of young understudies will be exceptionally distinctive from era to era and from one community to another, Aldabbus (2012). So, from the definitions of the term young learners over, it can be concluded that young learners are formal school children who mature between 5-14 years.

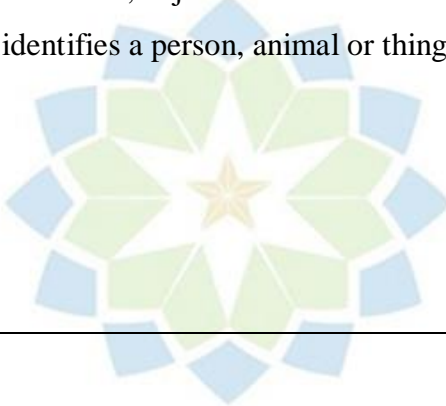
Young learners learn about English Grammar from an early age. Grammar teaching sometimes happens as a result of other work the students are doing – for example, when they study language in a text they have been reading or listening to, or when a grammar problem presents itself unexpectedly in the middle of a lesson. We feel we have to deal whit on the spot. Grammar teaching may grow directly from the tasks students perform or have just performed as part of a focus-on-form approach, Jeremy Harmer (2007).

Besides, Grammar happens as a result of other work; Grammar will happen if young learners enjoy learning Grammar, one of the ways young learners Learn Grammar is through songs. This way has some advantages in the young learner classroom as their flexibility. Songs can be used for several purposes, and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening and pronunciation, potentially allowing them to improve their speaking skills (Murphey, 2002). Songs can also be valuable tools in learning vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture, Murphey (2002).

There are so many songs that can apply for young students to know Grammar, one of which is on the Cocomelon YouTube video channel. Each video's lyrics contain language elements that can be used as examples in learning grammar. Cocomelon is an American YouTube channel and streaming media show acquired by British company Moonbug Entertainment and managed by American company Treasure Studio. Cocomelon specializes in 3D animated videos of traditional nursery rhymes and original nursery rhymes created by the company. Cocomelon is the most subscribed children's channel worldwide and the second most subscribed channel globally. Cocomelon videos cover babies, adults and animals interacting with each other in everyday life. The lyrics are present at the bottom of the screen in the same way on all displays.

In this study, the author researched two parts of speech, nouns and pronouns. In Cocomelon's youtube video, many words, including nouns and pronouns, can be used as examples when learning grammar for young learners.

**Table 1.1 Part of speech**

| <b>Part of Speech</b> | <b>The Function of Sentence</b>  | <b>The Example</b>   |
|-----------------------|--|--|
| <b>Nouns</b>          | <p>Nouns are one of the four major word classes, along with verbs, adjectives and adverbs. A noun identifies a person, animal or thing.</p>  | <ul style="list-style-type: none"> <li>• <b>Person:</b> man, woman, teacher, John, Mary</li> <li>• <b>Place:</b> home, office, town, countryside, America</li> <li>• <b>Things:</b> table, car, banana, money, music, love, dog, monkey</li> </ul> |
| <b>Pronouns</b>       | <p>Pronouns are words like <i>he, she, yourself, mine, who, this</i> and <i>someone</i>. Pronouns commonly refer to or fill the position of a noun or noun phrase.</p>   | <p>I, he, him, you, we, him, her, yours, theirs, someone, where, when, yourselves, themselves, oneself, is, hers, when, whom, whose, each other, one another, everyone, nobody, none, each, anywhere, anyone, nothing, etc.</p>                    |

**G. Previous Studies**

There are several previous studies relevant to the current research. The first previous study was by Haerunnisa (2017), who investigated the influence of English songs on the student's ability in the second year of MA Nuhiyah

Pambusuang. This researcher focuses on the effect of English songs on students' grammar skills. The researcher used a Quasi-Experimental research design. The researcher took two classes as the sample to get representative data. The selection of research was XI1 which consisted of 20 students as control class, and XI2, which consisted of 20 students as experiment class. The researcher used the two classes above because the researcher got data from the English teacher that class XI1 and class XI2 almost had the same ability in English. The instrument of the data uses a Test and Questionnaire. The result is In the post-test, there 44 9 (45%) students got a perfect score, there were 9 (45%) got a good score, and 2 (10%) students got a fair score. Haerunnisa concluded that using the English song technique in teaching was very useful for teachers and students because it could improve students' English language skills, especially Grammar. Every result of the previous research was beneficial 45 and motivated the students to learn English using songs. And the researcher has a research gap from the earlier studies above; this research focuses on the effect of English songs on students' grammar skills because, in today's classrooms, students encounter too many problems as they learn English, especially Grammar. There were too many barriers to understanding grammar, such as a poor environment, a lack of interest in students' learning English, and a lack of creativity by teachers. By facing and solving these problems, teachers expected the learning process to proceed smoothly.

The second previous study is by Muhammad Afhamul Ulum (2019), who investigated The Implementation Of Teaching Grammar Using Song At a Basic Level At a Genta English Course In Pare-Kediri. This researcher focuses on how the teaching of Grammar using the song at the primary level at Genta English Course was carried out. The result showed that using songs as media for teaching grammar can lead the student to build their enjoyment, interest, motivation and understanding while in the teaching-learning process. Furthermore, the student might quickly memorize and understand the grammar lesson by the song as the media. The researcher has a research gap from the previous studies above; the research uses songs as a medium for teaching grammar to lead students to build

their fun, interest, motivation, and understanding during the teaching process; however, the context is still very general.

The third previous study is by Riri Mardhatillah (2020), who investigated "An Analysis Of Students' Writing Ability On Parts Of Speech In Their Descriptive Text At Assalam Islamic Senior High School Naga Beralih Air Tiris Kampar Regency". The participant of the research was 69 students of first-year students of Assalam Islamic Senior High School Naga Beralih, who were selected using the total sampling technique. The data was collected by using the test in writing descriptive text. This researcher focuses on how the part of speech is used in students writing ability; the researcher applied the theory in Descriptive text. Furthermore, the student might quickly write the grammar lesson the Descriptive text. The researcher has a research gap from the previous studies above; the researcher uses the topic of students' writing skills; the researcher applies theory in the descriptive text to ensure students can quickly write grammar lessons with explanatory text. At the same time, this study discusses the songs used to understand Grammar, especially some parts of speech about nouns and pronouns focused on the 7<sup>th</sup> Grade Students of Mts Al-Aziz.

