Abstract: This study aimed at improving the students’ present continuous tense mastery of the fifth grade students of SDN 015 Tenggarong. This study used experimental design. The population of the study was the fifth grade students of SDN 015 Tenggarong in academic year 2016/2017 with the total number of the students was 51, and the sample taken was 30 students. The instrument of this study was a written test in the form of multiple choices on simple present tense. The data of the study were scores on present continuous tense. To analyze the data and to carry out the hypothesis testing, the researcher used t-test formula. The research revealed the following findings: Using English pop song significantly improved present continuous tense mastery of the fifth grade students of SDN 015 Tenggarong. It was proved by the value of t-computed which was greater than the value of t-table. From the result of computation by using t-test, it was found that the value of t-computed was 3.301, whereas the value of t-table at p=0.05 and degrees of freedom = Na + Nb – 2 = 15 + 15 -2 = 28 was 2.048. As the result, the value of t-computed was greater than the value of t-table (3.301 > 2.048). It meant that the alternative hypothesis (Ha) was accepted. Thus, the result of the research was read as: “Using English pop songs significantly improved present continuous tense mastery of the fifth grade students of SDN 015 Tenggarong.”

Keywords: English pop songs, present continuous tense, mastery

TO BE inspired from some researches about teaching and learning process of English as a foreign language, especially in grammar component, there are some obstacles faced by the students and teachers. The obstacles are such as using unsuitable strategies by the teacher and lack motivation from students. The teachers have to find the suitable strategy to motivate the students in order to make them interest in learning English.

Furthermore, grammar component is one of the basics of learning language and acquiring them is very important in language learning. Grammar of English is one of English components that is obviously required by the students to master, because by means of correct grammar, the students can write and speak a meaningful and intelligible English. Unfortunately, the students often face problems in English communication due to their lacks of grammar mastery, as the result they make errors in building correct English structures many times. Furthermore, it seems that one of the problems faced by the students, especially at elementary schools in learning grammar of English is how to
use tense into correct and acceptable ways, how to fix a proper form of verbs into proper context.

Based on my own observation in teaching and learning English process at SDN 015 Tenggarong indicated that the students’ comprehension about tense seems to be very weak. They make many errors in organizing the English tenses if they have to change one form into other forms. The serious problems soon appear when they have to fix a proper form of verbs into a proper context.

To facilitate the students learning a new language, the English teachers attempt to find ways, reduce, minimize, even overcome the students’ barriers in mastering English tenses including form and the usages of tenses. Thus specific strategies are used to help the students acquire a useful basic grammar, because they directly expose students to real experiences to the social situation in which the grammar problem likely occurred.

The English teacher should apply various kinds of teaching strategies which relate to the vision and supported by aids in order to overcome the students’ barrier in learning grammar and increasing the students’ mastery on grammar. For these purposes, one of the teaching strategies that can be used in presenting grammar, especially tenses is by using English pop song. Songs almost always contain authentic, natural language. It means that songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions, grammar and cultural aspects can be introduced through songs (Edward and Vallette, 2007).

Based on the explanation above, this study was intended to know whether the effect of using English pop song to improve present continuous tense mastery and the population selected as the subject of the research was the fifth grade students of SDN 015 Tenggarong in academic year 2016/2017.

REVIEW OF RELATED LITERATURE

1 English Song

Hornby (2001) defines that a song is a piece of music with words that is sung. A song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of the other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. Furthermore, Ammer (2004) describes that a song is a term used by scholars for a short musical composition for solo voice with or without instrumental accompaniment. According to Wikipedia (2017) a song means a composition for voice performed by singing. A song may be accompanied by musical instrument or it may be unaccompanied, as in the case of a cappella songs.

From those quotations above, it can be concluded that a song is a piece of music with words that is sung. A song may be accompanied by musical instrument or it may be unaccompanied. It is also a great language package that bundles culture, vocabulary, listening, grammar and a most of the other language skills in just a few rhymes. A song is suggested to include songs in language learning as well. Song with lyric can be used for teaching when focusing on grammatical patterns. Songs had heard by the people in the world since they are born until died. So, listening to the songs has been a habitual and liked by everybody. Beside of that, by songs we can provide a relaxed lesson on a hot boring day.
In further discussion on songs, Ammer (2004) classifies songs into art songs, folk songs, and popular (pop) songs. Each kind of songs are elaborated in the following descriptions:

a. Art Song
An art song is a song created for performance in their own right, usually with piano accompaniment, although it can also has other type of accompaniment, such as an orchestra or string quartet, and is always quartet. Generally, Art songs have an identified authors or composers. Art song features in many European cultures, including but not limited to Russian, German, Italian, French, Scandinavian, and Spanish. There are also highly regarded British and American art songs in the English language. Cultures outside of Europe that have a classical music tradition, such as India, may or may not feature art songs. For example: the songs of musicians in past time, like as Ludwig Van Beethoven’s, Wolfgang Amadeus Mozart’s, Johan Sebastian Bach’s work.

b. Folk Song
Folk songs are songs of often anonymous origin (or are public domain) that are transmitted orally, sometimes called as Lagu Daerah or Lagu Tradisional in Indonesia. There are frequently major aspects of national or cultural identity. Art songs often approach of folk songs when people forget who the author was. Folk songs are also frequently transmitted non orally (that is sheet music) especially in modern era. Folk songs exist in almost country in the world.

c. Popular (Pop) Song
Popular music belongs to any of a number of musical genres having wide appeal, and stands in contrast to art music, and traditional music which was disseminated orally. Although popular music sometimes is known as "pop music", the two terms are not interchangeable. Popular music is a generic term for music of all ages that appeals to popular tastes; on the other hand, pop music usually refers to a specific musical genre.

Pop-song usually performed by electrics guitar, bass guitar, drums, keyboards, acoustic guitar. Pop music has been and continues to be a melting pot that borrows and assimilates elements and ideas from a wide range of musical styles. Rock, R&B, country, disco, punk, and hip hop are all specific genres of music that have influenced and been incorporated into pop music in various ways over the past 6 decades.

In contrast to genres with clear origins and a traceable evolution, pop developed, and continues to expand, as a haphazard merging of styles. This section introduces the most significant tunes of each decade, and shows the progression of pop to its current form.

(1) 1950s era: in this era, the first song known as country songs, which are instrumental soloing, was de-emphasized and more prominent vocals added, commonly backed by a string section and vocal chorus. And this was also the decade of the advent of rock and roll, a massively influential genre that spawned innumerable changes in the social and cultural fabric of the US, and subsequently the World.

(2) 1960s era: This is the decade kicked off a style that is still recorded today, the novelty song, combining humorous or parody lyrics and simple. In this era, the boy bands and
the girl bands are born at the first time. As the result, Beach Boys group is the famous one in 1963.

(3) 1970s era: in this era, disco is the most popular music for enjoyed. Disco is a dance-oriented style with soaring, reverberated vocals, a steady beat and prominent, syncopated electric bass lines.

(4) 1980s era: The mutual benefits the film and music industries could afford each other were evidenced in this decade by the songs from movie soundtracks (usually known as OST or original soundtrack) that became chart-toppers. The rock genre delivered a good number of pop hits this decade, with bands otherwise protective of their roots delving briefly into commercialism. For example, I Love Rock and Roll, Every Breath You Take. Then, a new kind of release debuted in this decade, the charity record, aimed at raising funds for a particular cause held dear by the performers. The first of these came from the British Isles in 1984, "Do They Know It's Christmas?" followed in 1985 by "we Are the World", and by "That's What Friends Are for" in 1986.

(5) 1990s era: this is the decade of the female pop artist, their successful singles greatly outnumbering those of male performers. The few of the most significant are Hero by Mariah Carey in 1993 and Baby One More Time by Spears in 1999.

(6) 2000 to present day: this is similar with the previous decade. The female singer influenced by soulful ballads, hip-hop and dance' The few of the most significant are White Flag by Dido in 2003, You're Beautiful by James Blunt in 2005, umbrella by Rihanna in 2007, Lucky by Jason Mraz in 2008.

Using songs in English classes has some advantages including affective reasons, cognitive reasons, reasons, and linguistic reasons.

a. Affective reasons
   The teachers need to provide a positive atmosphere if language learning is to take place. Krashen in Sudrajat (2017) describes that affective filter hypothesis, optimal learning will only take place if the affective filter is weak. A weak affective filter means a positive attitude towards learning. The use of songs can help create a weak affective filter to promote language learning. Songs can be used to present a topic, a language point, lexical, etc, practice a language point, lexis etc, focus on common learner errors, stimulate discussion of attitudes and feelings, encourage creativity and the use of imagination, provide a relaxed classroom atmosphere, bring variety and fun to learning.

b. Cognitive reasons
   The main reason for using songs in the English classroom is for developing knowledge automaticity. Automaticity is a component of language fluency which involves both knowing what to say and producing language rapidly without pauses. Songs can definitely help automatic the language development process, particularly because they provide samples of authentic language and they are fairly repetitive in nature.
c. Linguistic reasons

Some songs provide good examples of colloquial English, for example, language used in informal conversation. Two studies, Domoney and Harris (1993) and Liffle (1983) in Edward and Vallette (2007) investigated the prevalence of pop music in the lives of EFL students. Both studies found that music is often the major source of English outside of the classroom. Other reasons, songs almost always contain authentic, natural language. It means that songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions. Grammar and cultural aspects can be introduced through songs. It means that, most if not all songs have a recurring theme or story. Students can experience a wide range of accents. It means that, a good thing about songs is that we can expose the students to many different kinds of English. British English, American English, Caribbean. English are all widely available through songs. Accents are too well represented by songs from different regions and in a variety of types and formats.

2. Present Continuous Tense

According to Pyle and Munoz (2001), present continuous tense is a tense to indicate present time (now). Present continuous tense expresses that an action is happening or occurring at the present time. In addition, Murphy (2006) describe that present continuous tense is a tense which is used to express activities, action or situations which are happening at present time, and it is also used to talk about something that has already been arranged to do. It can be concluded that that present continuous tense is a tense in English which is used to talk about or to express the action and situation that is happening at present time or something that has already been arranged to do. It is usually signed by an adjunct of time like: now, at present, right now, at this moment, etc.

Furthermore, Thomson and Martinet (2007) describe the forms of present continuous tense as follows: The affirmative or positive sentence of present continuous tense is formed by the auxiliary be (am, are, is) + the present participle (the –ing) form of the verb for all the subject of the sentence, as in exemplified below:

- I am studying English now.
- You are talking about the girl at the moment.
- We are listening to the radio right now.
- They are watching a film at this moment.
- He is writing a letter now.
- She is doing her home her work at present.
- My dog is sleeping on the sofa at this moment.

The negative form of present continuous tense is formed by using the auxiliary be (is, am, are) with the negative particle not. Is, am or are has no meaning in this construction and it is used with present participle (the –ing) form of the verbs. The negative constructions of present continuous tense are exemplified below:

- I am not studying English now.
- You are not talking about the girl at the moment.
- We are not listening to the radio right now.
- They are not watching a film at this moment.
- He is not writing a letter now.
- She is not doing her home her work at present.
- My dog is not sleeping on the sofa at this moment.

The Interrogative form of simple present tense is formed by using the auxiliary be (is, am, are) with the present participle (the –ing) form of the verbs. The auxiliary be (is, am, or are) is placed before subject of the sentence, for examples:
  - Am I studying English now?
  - Are you talking about the girl at the moment?
  - Are we listening to the radio right now?
  - Are they watching a film at this moment?
  - Is he writing a letter now?
  - Is she doing her home her work at present?
  - Is my dog sleeping on the sofa at this moment?

In addition, Soemedi (2008) together with Murphy (2006) describe that the usage of present continuous tense are as follows:

a. Present continuous tense is used to talk about something which is happening at the time of speaking, for examples:
   - Please be quiet. I am trying to concentrate.
   - Look! It is snowing.
   - Listen! Someone is knocking the door.
   - Let’s go out now. It isn’t raining.

b. Present continuous tense is used to talk about something which is happening around the time of speaking, but not necessary exactly at the time of speaking, for examples:
   - Silvia is learning English at the moment.
   - Ann is cooking in the kitchen now.
   - Have you heard about Tom? He is building his own house.

c. Present continuous tense is used to talk about a period around the present, for examples:
   - You are working hard today.
   - These days more and more people are learning foreign languages.
   - Tom is not playing football this season.

d. Present continuous tense is used to talk about changing situations, for examples:
   - The population of the world is rising very fast.
   - The English competence of the students is getting better.
   - Is your English getting better?

e. Present continuous tense is used to talk about something that has already been arranged to do, for examples:
   - She is going to the dentist on Tuesday morning.
   - We are having dinner with Ann on Friday.
   - He is playing tennis on Monday afternoon.
   - They are playing football on Friday

**RESEARCH METHODOLOGY**

This study used experimental design. The population of the study was the fifth grade students of SDN 015 Tenggarong in academic year 2016/2017 with the total number of the students was 51, and the sample taken was 30 students. The instrument of
this study was a written test in the form of multiple choices on simple present tense. The data of the study were scores on present continuous tense. To analyze the data and to carry out the hypothesis testing, the researcher used t-test formula. The formula of t-test is drawn by Sudrajat (2015) as follows:

\[
t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}
\]

Where:
- \(t\) : the significant ratio.
- \(M_x\) : the mean score of experimental group.
- \(M_y\) : the mean score of controlled group.
- \(X\) : the score of experimental group.
- \(Y\) : the score of control group.
- \(x_{x^2}\) : the sums of the square deviation from the means of the experimental group.
- \(x_{y^2}\) : the sums of the square deviation from the means of the control group.
- \(N_x\) : the number of sample experimental group.
- \(N_y\) : the number of sample controlled group.

The test of significance of the hypothesis is stated under 5% level of significance or \(p = 0.05\) with the degree of freedom (df) at \(N_a + N_b - 2 = 30 - 2 = 28\) that is gained the value of t-table = 2.048. Then, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected if the result of t-computed is smaller than the value of t-table (2.048). It means that using English pop songs improves present continuous tense mastery of the fifth grade students of SDN 015 Tenggarong in academic year 2016/2017. Otherwise, Ho is rejected and Ha is accepted if the result of t-computed is higher than of the same as the value of t-table (2.048). It means using English pop songs does not improve present continuous tense mastery of the fifth grade students of SDN 015 Tenggarong in academic year 2016/2017.

FINDINGS OF THE STUDY AND DISCUSSION

1. Findings on the Research

   The findings of the research were used to answer the research problem of the study stated as: “Does using English pop song improve present continuous tense mastery of the fifth grade students of SDN 015 Tenggarong in academic year 2016/2017?” To know the effect of using English pop song on the students’ present continuous tense mastery, the researcher used t-test formula. The scores of experimental group were labeled as Xa and scores of controlled group were labeled as Xb. The preparation table to employ the t-test formula was presented below.
Table 1 Preparation Table to Analyze the Data by Using t-test.

<table>
<thead>
<tr>
<th>No.</th>
<th>Xa</th>
<th>Xb</th>
<th>xa</th>
<th>xb</th>
<th>xa²</th>
<th>xb²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80.08</td>
<td>77.22</td>
<td>10.87</td>
<td>18.33</td>
<td>118.16</td>
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<td>74.36</td>
<td>10.87</td>
<td>15.47</td>
<td>118.16</td>
<td>239.32</td>
</tr>
<tr>
<td>3</td>
<td>77.22</td>
<td>71.5</td>
<td>8.1</td>
<td>12.61</td>
<td>64.16</td>
<td>159.12</td>
</tr>
<tr>
<td>4</td>
<td>74.36</td>
<td>62.92</td>
<td>5.15</td>
<td>4.03</td>
<td>26.52</td>
<td>16.24</td>
</tr>
<tr>
<td>5</td>
<td>74.36</td>
<td>60.06</td>
<td>5.15</td>
<td>1.17</td>
<td>26.52</td>
<td>1.37</td>
</tr>
<tr>
<td>6</td>
<td>71.5</td>
<td>60.06</td>
<td>1.94</td>
<td>1.17</td>
<td>3.76</td>
<td>1.37</td>
</tr>
<tr>
<td>7</td>
<td>71.5</td>
<td>60.06</td>
<td>1.94</td>
<td>1.17</td>
<td>3.76</td>
<td>1.37</td>
</tr>
<tr>
<td>8</td>
<td>71.5</td>
<td>57.2</td>
<td>1.94</td>
<td>-1.69</td>
<td>3.76</td>
<td>2.86</td>
</tr>
<tr>
<td>9</td>
<td>68.64</td>
<td>57.2</td>
<td>-0.57</td>
<td>-1.69</td>
<td>0.32</td>
<td>2.86</td>
</tr>
<tr>
<td>10</td>
<td>68.64</td>
<td>54.34</td>
<td>-0.57</td>
<td>-4.55</td>
<td>0.32</td>
<td>20.7</td>
</tr>
<tr>
<td>11</td>
<td>62.92</td>
<td>54.34</td>
<td>-6.2</td>
<td>-4.55</td>
<td>39.56</td>
<td>20.7</td>
</tr>
<tr>
<td>12</td>
<td>60.06</td>
<td>51.48</td>
<td>-9.15</td>
<td>-7.41</td>
<td>83.72</td>
<td>54.91</td>
</tr>
<tr>
<td>13</td>
<td>60.06</td>
<td>51.48</td>
<td>-9.15</td>
<td>-7.41</td>
<td>83.72</td>
<td>54.91</td>
</tr>
<tr>
<td>14</td>
<td>60.06</td>
<td>45.76</td>
<td>-9.15</td>
<td>-13.13</td>
<td>83.72</td>
<td>172.4</td>
</tr>
<tr>
<td>15</td>
<td>57.2</td>
<td>45.76</td>
<td>-12.01</td>
<td>-13.13</td>
<td>144.24</td>
<td>172.4</td>
</tr>
<tr>
<td>Total</td>
<td>1038.18</td>
<td>883.74</td>
<td></td>
<td></td>
<td>800.4</td>
<td>1256.42</td>
</tr>
</tbody>
</table>

Based on the table above, it was found that the value of $\sum X_a$ was 1038.18 with $M_a$ (mean score of group A) was 69.21, and the value of $\sum X_b$ was 883.74 with $M_b$ (mean score of group B) was 58.89. While the value of $\sum x_{a}^2$ was 800.4, and the value of $\sum x_{b}^2$ was 1256.42, the total number of $N_a$ and $N_b$ was 30 members. The data were then consulted to the t-test formula as follows:

$$t = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$t = \frac{69.21 - 58.89}{\sqrt{\frac{800.4 + 1256.42}{15 + 15 - 2} \left( \frac{1}{15} + \frac{1}{15} \right)}}$$

$$t = \frac{10.32}{\sqrt{\frac{2056.82}{28} \left( \frac{2}{15} \right)}}$$

$$t = \frac{10.32}{\sqrt{(73.46)(0.133)}}$$


\[ t = \frac{10.32}{\sqrt{9.77}} \]

\[ t = 3.126 \]

\[ t = 3.301 \]

2. Hypothesis Testing
   After the students’ mean score on present continuous tense test who were taught by using English pop song which was symbolized by Ma and the students’ mean score on present continuous tense test who were taught without using English pop song strategy which was symbolized by Mb were computed by using t-test formula, it was found that the value of \( t \)-computed was 3.301. By implementing \( t \)-table at the level of significance 5\% (\( p=0.05 \)) and degrees of freedom (df)= Na + Nb - 2 = 15 + 15 – 2 = 28, it was found that the value of \( t \)-table was 2.048.

   As the result, the value of \( t \)-computed was greater than the value of \( t \)-table (3.301 > 2.048). It meant that the alternative hypothesis (Ha) is accepted. Thus, the result of the research was read as: “Using English pop song significantly improves present continuous tense mastery of the fifth grade students of SDN 015 Tenggarong in academic year 2016/2017.”

3. Discussion
   Based on the computation by using t-test, it was found that the value of \( t \)-computed was 3.301, whereas the value of \( t \)-table at \( p=0.05 \) and degrees of freedom = Na + Nb – 2 = 15 + 15 – 2 = 28 was 2.048. As the result, the value of \( t \)-computed was greater than the value of \( t \)-table (3.301 > 2.048). It meant that the alternative hypothesis (Ha) was accepted. Thus, the result of the research was read as: “Using English pop song significantly improves present continuous tense mastery of the fifth grade students of SDN 015 Tenggarong in academic year 2016/2017.”

   The fact was supported by other findings, particularly on the value of mean score. It was found that the value of mean score of students taught by using English pop song was 69.21, meanwhile the value of mean score of students taught without using English pop song was 58.89. It was obviously indicated that there were 10.32 points higher of teaching present continuous tense by using English pop song than teaching present continuous tense without using English pop song. Referring to the research findings, it can be stated that using English pop song in teaching present continuous tense improved students’ mastery on present continuous tense. Teaching present continuous tense by using English pop song was one of the advantage strategies to improve the students’ mastery on present continuous tense of the fifth grade students of SDN 015 Tenggarong in academic year 2016/2017.

CONCLUSION

Based on the result of analysis using t-test formula it was found that the value of \( t \)-computed was 3.301 whereas the value of \( t \)-table at \( p=0.05 \) and degrees of freedom = Na
+ Nb - 2 = 15 + 15 - 2 = 28 was 2.048. As the result, the value of t-computed was greater than the value of t-table (3.301 > 2.048). From the result of computation by using t-test, it can be concluded that using English pop song significantly improved present continuous tense mastery of the fifth grade students SDN 015 Tenggarong in academic year 2016/2017. It meant that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. Thus, the result of the research was read as “Using English pop song significantly improved present continuous tense mastery of the fifth grade students of SDN 015 Tenggarong in academic year 2016/2017.

SUGGESTIONS

In accordance with the purpose, the scope and limitation, the significances of the study, and research finding, the following suggestions were proposed:

1. It was found that teaching present continuous tense by using English pop song significantly improved the mastery on present continuous tense of the fifth grade students of SDN 015 Tenggarong in academic year 2016/2017. It is suggested that the English teachers at the school use English pop song in teaching present continuous tense in order to improve the students’ mastery on English tense, especially in present continuous tense.

2. The students are supposed to improve their English competence as much time outside the school as possible, where they altogether may acquire useful conventions on English tenses. The students should aware that present continuous tense as one of grammar items is an important English component. And they should use various strategies to improve English tenses mastery.

3. The school is suggested to provide the educational media for the process of English learning and teaching. The school library, which is already possessed, should be enriched with as many English books containing English songs in order to facilitate the students to read outside the class.

REFERENCES


