

The Application of English Songs in Teaching Conditional Sentences through Google Classroom

Fitriyatul Ulyah¹, Khoirul Anwar², Nirwanto Maruf³

^{1,2,3}Universitas Muhammadiyah Gresik, Indonesia

bestie.threejournal@gmail.com, khoirulanwar@umg.ac.id, nirwanto.maruf@umg.ac.id

Abstract

This current research investigated the effectiveness of application English songs in teaching conditional sentences through google classroom as a variety of teaching among students to gain interest and motivation. An experimental approach with a pre-test and post-test was exploited. The data was collected through multiple choices test of conditional sentences. A small group of students as the experimental group (N= 32), and another small group as the control group (N=32). A questionnaire was also administered to measure students' perceptions toward Google classroom in learning conditional sentences through English songs. The finding indicated that there was differences in mean score of experiment and control group although in medium level. Meanwhile, students' perception towards implementation of GC bring positive effect to the students' motivation in learning conditional sentences through English songs. Overall, the research presents discerning implication to the body of research on teaching conditional sentences.

Keywords

English songs; conditional sentences google classroom



I. Introduction

Students centered learning (SCL) gives an impact in Communicative Language Teaching (Widdowson, 1979; Purwantoro, Asari, Maruf, 2021), to allow the students to experience the target language and use it in different contexts. According to Nunan (1991; 1998) this CLT as a new role is challenging. It requires the task-based language teaching principles that may bring active learning sense, e.g., using audio, video input, and listening to teachers and fellow students to complete their learning task. For Example, E-learning is a kind of media in the teaching-learning process, where the implementation can be quickly delivered by the teacher to their student and learn from their home. So that, Technology and education cannot be separated, they must be in line (Thompson, 1985) because e-learning is one way for lecturers or teachers and students to use technology (Harmer, 2001).

In the implementation of CLT in real teaching, teachers incorrectly adopt this principle by avoiding teaching grammar. Prabu (1987) emphasized that "...grammar teaching is impossible because the knowledge that a speaker needs to use a language is very complex. This avoidance of teaching such competence is due to several factors. One of the possible factors is teachers' lack of communicative competence in English (Maruf & Anjely, 2020; Purwantoro, Asari, Maruf, 2021). As a result, for teachers who do not have adequate communicative competence, there are two options. The first option is excluding teaching grammar in their lesson plan. In other words, teachers only emphasize on communicative activities without touching grammar at all. Another option is teaching grammar as a separate part of the lesson; for example, teaching conditional sentences then continues teaching the factual condition such as the type of conditional sentence (Prabu, 1987).

Conditional sentences are sentences that we use for factual or future conditions and imaginative condition (Maruf & Anjely, 2020; Purwantoro, Asari, Maruf, 2021). Furthermore, we put a comma for practicing it after we use if clause, then continuing with the result clause (Azar, 2002). He summarized that Conditional type one (1) could happen in the future. For example: If you study hard, you will pass the examination. Besides, type two (2) cannot occur in the present. For example, if you go to bed earlier, you would not be so tired. Lastly, type three (3) can happen in the past. For example: If the students had arrived earlier, the bus would have been here.

Conditional sentences grammar as one of complicated rules of English grammar and not many songs contain conditional sentences. Thus, catchy rhythm and lyrics can be the one factor that can boost our memory. So, the researchers decided to use English songs to conduct this study on teaching conditional sentences type 2 and 3. The researchers choose and implement English songs due to the many popular English songs use a conditional sentence is the first reason. Teachers can take advantage of this by using songs to introduce or reinforce the pattern, (Celce-Murcia,1999). The second reason for choosing and implementing English songs in teaching grammar is teachers can use songs as a classroom activity to enrich the students' vocabulary or to improve their grammar and different English accents. The expert asserts in the study (Badger, 2018) that a syllabus for young second language learners should be experientially appropriate and contain songs, rhymes, and chants. Similarly, the researchers points out that songs and rhymes represent powerful features of primary language programs (J. R. Martin, Ruth Wodak, 2000). It means that adding the rhymes and songs are fundamental elements of each human society that constitute any update or novelty. They are also quite important in learning any foreign language and for young learners in the eleventh grade to master grammar, especially for conditional sentences as a compulsory subject in their class (Maruf & Anjely, 2020; Purwantoro, Asari, Maruf, 2021). The third reason for choosing and implementing English songs in teaching grammar is learning English through songs also provides a non-threatening atmosphere, support it stated (Luu, 2012; Griffee, 2005) that the students who usually use the tense in English songs' lyric when speaking English in a non-formal classroom context.

Regarding those three reasons above, the researchers tries to bridge the gap between an error of conditional sentences and a challenge they might faced when it comes to producing those three types that are emphasized in the syllabus. Thus, the aim of this research is to investigate the effectiveness of teaching conditional sentences through English Songs as a variety of teaching among the students to gain interest and motivation.

II. Research Methods

2.1 Research Design and Procedures

This study classified as experimental research design, involving a non-equivalent control group and experimental group and pre-test/post-test design has been conducted. Both groups were administered by a pre-test followed by 12 meetings of treatment. An experimental group has given a treatment by teaching conditional sentences using English songs in google classroom, meanwhile control group was administered with conventional teaching using lecturing method. After 12 meeting of treatment, a post-test was employed to measure the comparison before and after treatments. Students of XI MIPA3 categorized as experimental group were given treatment by applying English songs in Google Classroom(X0) as much as 12 meetings. Meanwhile, students of XI IPS2 categorized as the control Group, were taught using conventional individual

teaching method (Y0) as much also as 12 meetings. To find out whether the treatment yields significant result, Posttest were given to both classes (X1, Y1). On the other hand, to find out the students' perception towards Google Classroom in learning conditional sentences through English Songs (X2) and towards conventional teaching (Y2).

2.2 Context and Participants

This study aims to investigate the effectiveness of implementation English songs using google classroom platform to teach conditional sentences for the eleventh-grade students of MA. Al-Ibrohimi Manyar, Gresik, east java, Indonesia (research objective no.1). Also, to find out students' perception towards Google classroom in learning conditional sentences through English songs (research objective no.2). A total of 32 students in grade XI MIPA 3 participated in experimental group, and 32 students from grade XI IPS 2 participated in control group. This study was applied to the eleventh (XI) grade students since they have average achievement, and considered as represent of all students in eleventh grade in MA. Al-Ibrohimi Manyar.

2.3 Data Collection and Analysis

The data was collected through test in the multiple choices format of conditional sentences. The students were expected to answer 25 multiple-choice questions in which provide in beginning called as pretest, and after treatment called as posttest. The reliability score was calculated using Cronbach's alpha, and the value was reported on 0.682. Descriptive statistics tests were applied to find out the normal distribution and the average scores of the data. The one sample t-test applied to see the scores of experimental group and control group from the pre-test to the post-test. In order to draw a comparison scores between the experimental group and the control group, an independent sample t-test was employed. Meanwhile, in order to measure students' perceptions towards Google classroom in learning conditional sentences through English songs, researchers administered questionnaire. It consisted of 10 questions. In order to analyze the data taken from questionnaire, the researchers used Likert scale measurement.

III. Results and Discussion

3.1 Effectiveness of Implementation English Songs Using Google Classroom Platform to Teach Conditional Sentences

Normality and homogeneity tests using the Kolmogorov-Smirnov test were examined to determine how normal the data distribution and variance of the data were. The results of these two tests are described in table 1 and 2.

Table 1. Normality Test Experimental and Control Groups

		Group 1	Group 2	Group 3	Group 4
N		32	32	32	32
Normal Parameters ^a	Mean	65.0000	73.3125	61.2500	69.9688
	Std. Deviation	13.40197	9.16669	13.02850	6.03476
Most Extreme Differences	Absolute	.137	.240	.135	.253
	Positive	.085	.166	.127	.253
	Negative	-.137	-.240	-.135	-.122
Kolmogorov-Smirnov Z		.774	1.359	.765	1.430
Asymp. Sig. (2-tailed)		.587	.050	.601	.033

Table 2. Homogeneity Test of pre-test and post-test.

	Levene Statistic	df1	df2	Sig.
Pre-test	1.148	7	22	.371
Post-test	1.366	6	22	.272

Table 1 and table 2 indicate the results of normality and homogeneity of the tests. The normality test result illustrates that the value was higher than the alpha value .05. This means that the data were normally distribute. Meanwhile, the result of homogeneity test shows that the significance of pre-test is .371 and the post-test is .272 these mean that both pre-test and post-test were homogenous.

The first objective of this study was to find out the effectiveness of application English songs using google classroom platform to teach conditional sentences. In order to find out the comparison between the results of pre-test and post-test, the researchers employed paired sample T-test. The results as show in table 3 and 4 below:

Table 3. Independent Samples Test experimental Group

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.359	.556	-3.684	18	.002	-8.75000	2.37537
Equal variances not assumed			-4.083	17.822	.001	-8.75000	2.14308

Table 4. Independent Samples Test control group

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.362	.546	-3.663	17	.002	-8.75000	2.37537
Equal variances not assumed			-4.103	21.672	.001	-8.75000	2.14308

Table 3 illustrates that the output of Independent T-test of experimental group, the p value is .002 and .001 in which are less than .005 (sig<0.05). Meanwhile, the calculated t value is -3.684 in which is greater than the critical t value. This indicated that there is significant difference in mean score of experiment.

Table 4 shows the output of Independent Sample T-test of control group. The p value is .002 and .001 which are less than .005 (sig<0.05). The calculated t value is -3.663 in which is greater that the critical t value. This indicates that there is significant difference in mean score of experiment and control group although is in medium level. Then it can be concluded that the experimental group is more effective than control group.

3.2 Students' Perception towards Google Classroom in Learning Conditional Sentences through English songs

In order to figure out students' perception towards Google Classroom (GC) in learning conditional sentences through English songs, the researchers also administered questionnaire as to answer the research objective number 2. The questionnaire was distributed to both groups. The questionnaire itself includes five indicators to measure students' motivation namely 1) expectation of success, 2) Encouragement and needs to study, 3) desire of good future, 4) appreciation of learning, and 5) interesting activity in learning.

The result shows that students' perception towards implementations of GC bring positive effect to the students' motivation in learning conditional sentences through English songs.

The result of present study suggests that towards GC in learning conditional sentences through English songs is significantly effective than teaching conditional sentences using conventional way. This present study along with previous studies suggested that the implementation of English songs in learning conditional sentences through google classroom has positive responds both in perception and educational setting. Students gain their interest, and are motivated in learning conditional sentences.

IV. Conclusion

Due to the research finding and discussion above, it could be concluded that students still had low understanding on mastering conditional sentences in the pre-test. Also, the students' prior ability is equal when the pre-test was given. Then, there was a significant difference of students' understanding of conditional sentences between those who were taught by using English Songs technique and to those who were taught without using English Songs technique for the eleventh grade students of MA AL-IBROHIMI Manyar. Thus, the effect of three party technique in teaching conditional sentences could be one of the factors in improving students' understanding in learning process.

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