AN INVESTIGATION OF THE EFFECTS OF SONGS ON GRAMMAR LEARNING

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ABSTRACT

Is English Language learning possible using songs? As far as second language learning is concern, there is still limited empirical support for music as a tool to acquire them although there are documents regarding the positive effects of music on rote memorization.

This study investigated the effects of songs on the learning of English grammar in a group of 20 chosen Year 5 students who have scored average scale of 40 – 80 marks based on their 2003 examination results and they have limited proficiency in the English language. A Pretest-Posttest Control Group Design, and classroom observation was selected for this investigation.

As a result of performing two-way analyses of variance, a hypothesis have been drawn and accepted. Consequently, these findings contradict past calims: A musical medium promotes language learning to the same extent as a non-musical medium. Definite patterns in the data were also observed: Sample mean gain scores were consistently higher for music. Therefore, music resulted in the largest grammar acquisition gains. Further investigation is needed in order to determine whether a musical medium may promote even greater grammar acquisition than a non-musical medium.

CHAPTER   1

INTRODUCTION

1.0   Overview

This section of the study discusses the overall purpose of the research, statement of the problem, significance of the study, research hypotheses, definition of terms, and finally limitation of the study.

There are several interpretations as to what grammar is as suggested by different researchers on the matter. Dykes (1995 p.7), states that grammar is about knowing how to put words together correctly to make sense. It is about knowing the part that each word plays in a sentence so that we can both understand it in reading and use it correctly in writing. Brown, (1994 p.347), also suggests that grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. He went on to say that grammatical competence is necessary for communication to take place. Larsen-Freeman (1991) p.348, pointed out that grammar is one of three dimensions of language namely, form or structures, semantics and pragmatics that are interconnected.

It is a fascinating and integral part of every culture for the love and passion for music. So far, there is no one culture that does not enjoy listening to and singing to music. The purpose of this research is to teach language

5.2 Conclusion

The findings and the data gathered from the study revealed that the method of using songs has positive effect to the test scores. It demonstrates a positive result to the groups being studied on. The considerably increase in the mean score for both control group and the experimental group in the post-test proves the positive result. Nevertheless, an excellent result for all the students in every aspect of the tasks administered is yet to be achieved. Therefore, this result will be discussed based on the research hypothesis.

5.2.1 Hypothesis: There is a statistically significant difference in the teaching and learning of grammar using songs compared to the traditional method.

The post-test result in the overall performance of the students in the control group and the experimental group gives an indication that there is an improvement in the achievement of the students after using songs for their written tasks. The tasks include filling in the blanks while listening to songs for the experimental group and without listening to songs for the control group, putting in correct sequence, writing the missing sentence in their respective small group of seven, and underlining the correct answers. Thus, this finding supports Beaton (1995), describes benefits of using music in the early childhood language classroom. She went on to say that