

**SONGS AS LEARNING REINFORCEMENT:
TEACHING SIMPLE PRESENT TENSE AND PRESENT
CONTINUOUS TENSE THROUGH SONGS TO THE
SECOND-YEAR STUDENTS OF JUNIOR HIGH
SCHOOL**

A THESIS

**A Partial Fulfillment of the Sarjana Pendidikan Degree in
the Faculty of Teacher Training and Education**



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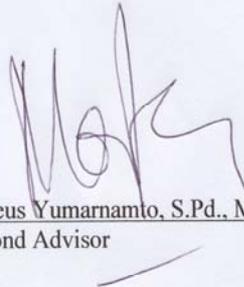
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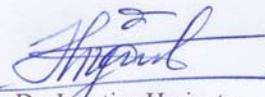


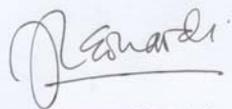
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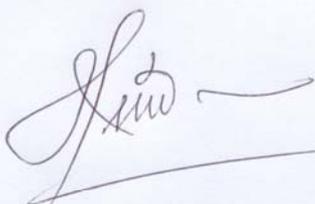
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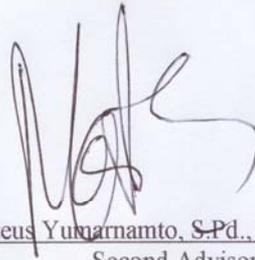
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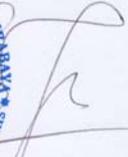

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ABSTRACT

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Keywords: Grammar, Songs

It is known that most students often find difficulties in learning English tenses and they seriously have problems in learning the Simple Present Tense and the Present Continuous Tense. Giving a learning reinforcement can be one of the solutions to strengthen the students' grammatical knowledge. In this study, the writer used songs as a learning reinforcement. Songs can give the students the feeling of joy while they are learning the Simple Present Tense and the Present Continuous Tense. This study was written to find out the students' responses, the teacher's, and the students' problems during the reinforcement process of the Simple Present Tense and the Present Continuous Tense using songs.

This study is in the form of a reflective research. The writer first observed and then participated in the English class as a teacher. The reflections were done in SLTPK Santo Yosef Surabaya, with the second-year students as the subjects of this study. The writer chose this school because it is the school where the writer conducted her Teaching Practice. To obtain the data, the writer first asked permission to the principal of SLTPK Santo Yosef Surabaya to conduct the reflections. The reflections were supported by the observers, observation lists, video, and interviews. After the data was obtained, the writer analyzed the data. Analyzing data was done by presenting the transcription of the recorded data, setting up categories of the students' responses, the teacher's problems, and the students' problems. Then, it was continued by classifying the data, presenting the findings, and the last was discussing the findings.

From the reflections, the writer found that songs as the learning reinforcement are very helpful and able to encourage the students in learning English grammar especially the Simple Present Tense and the Present Continuous Tense. They will be useful in developing the students' grammar acquisition. Grammar is no more frightening to study and no more difficult to understand. For further research, the writer expects that one day this study can be forwarded in form of quantitative research. From it, it is expected that we can know exactly the influence of using songs in teaching grammar toward the result of the students' learning. Finally, the writer hopes that this study will give some guidance for the English teachers who want to use songs in their teaching-learning process and also some help further research.