

The Use of Music As an English Learning Media to Improve Students' Interest and Grammar Learning Outcomes at SMA 1 BKU

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ABSTRAK

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This research focuses on using music as a grammar learning medium without involving other learning elements such as gamification or additional digital technology. This study uses a descriptive quantitative method with a quasi-experimental approach. This approach is used to determine the effect of using music on students' interest and learning outcomes in English grammar. The data collected through pre-test and post-test, as well as a questionnaire to measure learning interest. This study used a pretest-posttest control group design with two groups: Experimental Group: Students are taught grammar using music media. Control Group: Students are taught grammar using conventional methods (without music). The result showed that the increase in learning interest was calculated by comparing the average scores of the questionnaire before and after treatment. The results of the analysis showed that the experimental group experienced a greater increase than the control group.

1. Background

Grammar learning is often considered as a difficult and boring part of learning English. Students often find it difficult to understand and apply grammar rules because the learning approach is less interesting and tends to be theoretical. This has an impact on students' low interest in learning and less than optimal learning outcomes.

As an important part of English language acquisition, grammar plays a significant role in speaking, writing, reading, and listening skills. However, conventional methods such as lectures and exercises are often not enough to improve students' understanding and motivation. Therefore, a more interactive and enjoyable learning approach is needed so that students can be more actively involved in the learning process.

Music has long been recognized as an effective tool to support learning. A study by Fonseca-Mora et al. (2011) showed that music can increase emotional engagement, focus, and memory in language learning. In addition, music can also create a pleasant learning atmosphere and help students feel more relaxed, so that they can more easily absorb the material being taught. In the context of grammar learning, the use of music has the potential to be an innovative learning medium. By integrating music into the learning process, students can more easily understand and remember grammar rules through rhythm, melody, and interactive activities such as analyzing song lyrics or completing missing lyrics. This not only increases interest in learning, but also strengthens their understanding of grammar.

Based on this background, this study aims to explore the use of music as a learning medium in improving the interest and learning outcomes of English Language Education students in grammar. This research focuses on using music as a grammar learning medium without involving other learning elements such as gamification or additional digital technology.

Research conducted by Fonseca-Mora et al. (2011) shows a positive relationship between music and language learning, where the integration of music in education can improve students' learning experiences and outcomes, especially in terms of pronunciation and articulation. The study also revealed a significant correlation between listening skills and second language acquisition, indicating the importance of developing listening skills in language learning. Understanding the psychological and cognitive mechanisms behind the effectiveness of music in language learning can help develop more effective teaching methods, including ways to improve students' memory skills and phonetic development. Music has long been recognized as an effective tool to enhance the learning process. According to Fonseca-Mora et al. (2011), music can help improve students' concentration, memory, and emotional engagement. In the context of language learning, music can: - Help learners remember grammar rules through melody and rhythm. - Create a fun and relaxed learning atmosphere, which facilitates the absorption of information. - Increase learning motivation because students feel more actively involved. In addition, research by Ludke et al. (2014) shows that the use of songs in second language learning can accelerate the mastery of grammatical structures. Songs provide an authentic context for the use of grammar, so that learners can understand and apply grammar rules naturally.

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2. METHOD

This study uses a descriptive quantitative method with a quasi-experimental approach. This approach is used to determine the effect of using music on students' interest and learning outcomes in English grammar. The data collected through pre-test and post-test, as well as a questionnaire to measure learning interest. This study used a pretest-posttest control group design with two groups: Experimental Group: Students are taught grammar using music media. Control Group: Students are taught grammar using conventional methods (without music). Research Location: The research was conducted at one of the relevant Senior High Schools (SMA) in North Batukliang. Data Analysis Techniques based on some procedures, namely; Learning Outcome Analysis, Learning Interest Analysis, and the last is Data Interpretation.

3. RESULTS AND DISCUSSION

Research Data Description

In this study, data were obtained through pre-test, post-test, and learning interest questionnaires given to two groups, namely the experimental group and the control group. The following is a description of the research results:

Pre-Test Results

The pre-test was conducted to determine students' initial ability in understanding grammar before being given treatment. The average results of the pre-test are as follows:

Group	N	Average	The highest score	Lowest Value
Experimental Group	57	60.5	75	45
Control Group	33	61.0	78	42

Table 4.1.1 Example of Pre-Test Result Table

Post-Test Results

Post-test was conducted to measure students' abilities after being given treatment. The average results of the post-test are as follows:

Group	N	Average	The highest score	Lowest Value
Experimental Group	57	80.2	95	65
Control Group	33	70.4	85	55

Table 4.1.2 Example of Post-Test Results Table

Learning Interest Questionnaire Results

The results of the questionnaire filled out before and after the treatment showed an increase in interest in learning in the experimental group.

Group	Average Interest before	Average Interest After	Information
Experimental Group	3.2	4.5	Increase
Control Group	3.0	3.0	Still

Table 4.1.3 Example of Learning Interest Questionnaire Table

Research Data Analysis

Learning Outcome Analysis (Pre-Test and Post-Test)

The results of statistical analysis using the t-test showed that there was a significant difference between the experimental group and the control group in grammar learning outcomes.

- **t-Test Hypothesis:**

- H_0 : There is no significant difference between the experimental and control groups.
- H_1 : There is a significant difference between the experimental and control groups.

Results of t-test calculation:

- T-value: 4.89
- T-table value ($\alpha = 0.05$, $df = 58$): 2.00

Since $t\text{-count} > t\text{-table}$, then H_0 is rejected, which means there is a significant difference between the experimental and control groups. The experimental group using music showed better grammar learning outcomes than the control group.

Learning Interest Analysis

The increase in learning interest was calculated by comparing the average scores of the questionnaire before and after treatment. The results of the analysis

showed that the experimental group experienced a greater increase than the control group.

Discussion

The Influence of Music on Grammar Learning Outcomes

The results showed that the use of music significantly improved students' grammar learning outcomes. The experimental group using music had a higher post-test average than the control group. This is in line with the research of Fonseca-Mora et al. (2011), which states that music can help learners remember and understand concepts more effectively through emotional and sensory involvement.

Music helps students understand grammar rules through interactive activities such as analyzing song lyrics or completing missing lyrics. These activities are not only fun but also challenging, so students are more motivated to learn.

The Influence of Music on Interest in Learning Grammar

The use of music as a learning medium also increases students' interest in learning. The average score of the questionnaire showed that students in the experimental group felt more enthusiastic and motivated to learn grammar after using music. This is in accordance with the Self-Determination theory by Deci and Ryan (1985), which states that an interesting learning environment can increase intrinsic motivation.

Music creates a fun learning atmosphere, reduces boredom, and makes grammar learning more relevant to students' daily lives. For example, song lyrics that use certain grammar structures provide practical examples that are easy to understand.

Research Limitations

- This study only used a sample from one final year of high school so the results may not be generalizable to a wider population.
- The questionnaire instrument only measures aspects of learning interest without considering external factors such as the environment or personal conditions of students.
- The songs/music used may be less familiar to some students, which can affect the effectiveness of learning.

4. CONCLUSION

Based on analysis and result of research, this research concluded that The increase in learning interest was calculated by comparing the average scores of the questionnaire before and after treatment. The results of the analysis showed that the experimental group experienced a greater increase than the control group.

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