

*Research Article*

# A Distinctive Learning Innovation to Grasp English Grammar by Using “Make A Wish (Birthday Song)” Song by NCT U in Magnificent Way

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## Abstract

Learning English by using song is one of the most enjoyable and entertaining ways that has been substituted into the school syllabus at Junior High School and Senior High School for the 2013 curriculum. The goal of this research is to approach and reinforce or affirm grammar by using NCT U’s song entitled Make A Wish (Birthday Song) by analyzing the terms of grammar from its lyrics. The goal of the study is to seek the answer two research questions: (1) What are the types of grammar structure in NCT U’s song entitled “Make A Wish (Birthday Song)”? (2) What are students’ perspectives towards using of English songs in learning grammar? This research uses a qualitative research method. The study's data is being collected from the students in Senior High School. 76% of the students agreed that using song lyrics entitled Make A Wish (Birthday Song) by NCT U is engaging lessons with the model song will motivate students to learn grammar interestingly. The researcher concludes that the terms of grammar in NCT U's song are of a different kind because it has diversity of grammar, there are not only simple tense but also quoted speech, gerund, infinitive, and so forth which is interesting to learn. Therefore, using song lyrics as a creative function to inspire students' grammar skills and motivate them to study grammar is a really fun way to know. In a nutshell, the researcher recommends using the lyrics of a song to learn grammatical tenses.

## Keywords

EFL learners; grammar; learning English; NCT U; student’s perspectives.

## Introduction

Language is an important aspect the human being, by learning a language people can communicate with each other, get information from one to another, and interact. In addition, language plays an important part in human existence because it allows people to communicate with one another and establish relationships in their surroundings. According to Harmer (2007) language is commonly employed in

interaction among persons who do not share the same first (or even second) language. It indicates that language is very important to learn in human life.

Nowadays, the use of songs to teach English at school has been included into the 2013 curriculum for the school year, according to the syllabus. One of the objectives of the 2013 English curriculum is to describe the social role of the song as well as the linguistic aspects included within it. This strategy is used because when students learn via music, they have a more enjoyable experience and have a positive influence on the learning process overall. They are more understandable than studying via a traditional manner, such as merely reading from a book and explaining it to yourself. Another advantage of using songs in the classroom is that students may learn more about themselves while also analyzing and interpreting the songs' meanings. They can also take away messages from the songs.

According to Hasanah (2017), The significance of grammar studies in English cannot be overstated. It must assist pupils in learning how to produce words or phrases in English. As a novice, a simple approach to understanding grammar would be quite useful. They will indeed be able to remember the grammatical concept more readily if they use it. This strategy may be used to study grammar simply as well as thoroughly by examining song lyrics in English. The song is renowned because of its advantages. Its purpose is not merely to fascinate the listeners, but it may also be used to learn anything, for instance; grammar in English.

The researcher chose a *song of NCT U* entitled Make A Wish (Birthday Song) to be analyzed in learning grammar because the grammar structures in the lyrics of the song are clear enough. The song is famous in the world wide which almost every individual globally knows the song, especially the singer's are very popular. NCT U is a male group from Korea, there are seven members in that group which consist Lee Tae Yong (Taeyong), Kim Dong Young (Doyoung), Jung Jae Hyun (Jaehyun), Huang Xuxi/Wong Yuk-hei (Lucas), Na Jae Min (Jaemin), and Osaki Shotaro (Shotaro). They are the greatest singer in the world these days. This song has a lot of significance and delivers a lot of advice to the listeners who pay attention to it. It is a dance pop music with a hip hop tempo and a whistling sound that is really addictive. There is an advice from the song that can student's take for enhancing their motivation, throughout the song lyrics about constantly thinking that they are all linked and making a wish in order for their aspirations to come true. The song that will be discussed in this article is English songs since the purpose of this paper is to examine how English songs may be a simple way to learn grammar. This strategy will be simpler because many individuals, particularly teens, like listening to music. As a result, while enjoying the music or song, people may also memorize the English grammatical formula through its lyrics. This study is meant to aid English beginner students in learning English grammar, particularly verb tenses. Furthermore, this strategy can improve the way a teacher teaches English grammar to pupils by using English songs.

It is briefly detailed about twelve varieties of verb tenses in English in Betty Schramper Azar's book *Understanding and Using English Grammar* (1989). They are established in four different conditions, they are simple tenses, progressive tenses, perfect tenses, and perfect progressive tenses. Then, each of them is divided into three parts. They fit into the present, past, and future. As a result, English students must study all of the verb tenses in grammar. The researcher solely examines grammatical kinds such as present tense, past tense, future tense, past progressive tense, future progressive tense, and past perfect tense.

The present tense is one of the first tenses in English grammar that beginners can learn. In the simple present tense, in general, represents occurrences or situations that happen always, typically, regularly; they exist now, have occurred in the past, and will most likely exist in the future (Azar, 1989:2). The simple present tense, uses the main verb/base form of the verb (infinitive without to). Form Present



Tense: Verbal: S + V-base (s/es) + O. Example: He barely comes on time. "He" exemplifies subject, "barely" embodies customary, "comes" epitomizes verb base + e/es, "on time" represents adverb of time. Non-verbal: S + to be (is, am, are) + Adj/Noun. Example: She is stunning. "She" is the subject, "is" is the present, and "stunning" is the adjective. The past tense is the second verb tense. This occurred at one point in time in the past. It started and finished in the past (Azar, 1989:2). Form Past Perfect Tense: S + V2 + O + Adverb of time Verbal: S + V2 + O + Adverb of time for instance, they just returned from a trip to California. "They" is the subject, "went" is the verb 2, "to California" is the object, and "a couple days ago" is the time when the event occurred in the past. S + to be (was/were) in nonverbal. For example, he was ill. "He" stands for the subject, "was" stands for the past, and "ill" stands for the adjective.

The future tense is just the other verb form. It indicates what will happen at a specific point in the future (Azar, 1989). Form Future Perfect Tense: S + will + Verb base + O = Verbal. For example, he will begin piano lessons next month. "He" signifies the subject, "will" denotes a future assertion, "learn" signifies the verb base, "piano" denotes the object, and "next month" represents the time of the occurrence. Subject + will + be + Adjective (nonverbal) For example: She will be enraged. "She" is the subject, "will be" is in the future tense (nonverbal), and "crazy" is the adjective. The past progressive tense is the third verb tense. It most likely continued at some point in the past (Azar, 1989). Form Past Progressive Tense: Verbal: S + be (was/were) + present progressive (V-ing). Example: He was playing. "He" represents the subject, "was" represents be (was/were), "playing" represents present progressive (V-ing).

The fourth verb is the future progressive tense. This one is it will be in progress at a particular time in the future (Azar, 1989). Form Future Progressive Tense: Verbal: S + will be + present participle (-ing). Example: He will be playing. "He" represents the subject, "will be" represents future verbal 'will be', "playing" represents present participle (-ing). The fifth verb is past perfect tense. This one means that the perfect tenses all give the idea that one thing happens before another time or event (Azar, 1989). Form Future Progressive Tense: Verbal: S + will be + present participle (-ing). Example: He will be playing. "He" represents the subject, "will be" represents future verbal 'will be', "playing" represents present participle (-ing).

In addition, in this study, the researcher investigated the student's perspectives of learning English grammar towards using English song and also the researcher aims to seek the answer of two research questions: (1) What are the types of grammar structure in NCT U's song entitled "Make A Wish (Birthday Song)"? (2) What are students' perspectives towards using English songs in learning grammar? Those are the research questions.

## Method

Qualitative research is used in this research. Patton and Cochran (2002) Qualitative research are distinguished by its goals, which are related to comprehending some emphasis on social life, and its methodologies, which generate words as data for analysis instead of statistics. Qualitative research is a principle of social phenomena based on the perspectives of respondents. It has an aim is to gather more knowledge about a specific occurrence, along with an atmosphere, a procedure, or a mindset. Participants are given questionnaires to complete in order to collect data. The data collecting techniques for this study began with the distribution of the questionnaire, followed by the participant's completion of the questionnaire, and ultimately, the researcher assembled the questionnaire that had been replied to.

This scheme was prejudiced by (Cam and Tran, 2017). It is adjusted and joint both of them. After the data have been composed, it will be scrutinized and recognized. As Cam and Tran (2017, p. 55-71)



stated that the questionnaire is a quite useful collection method because the researcher can reach many participants and respondents in a short time and it does not need to cost so much.

The object of the study is a song by NCT U entitled *Make A Wish (Birthday Song)*. The researcher read line by line the song to find many kinds of grammatical on it. To find out the students' points of view on their ways to encourage their skill in tenses of grammar English, a structured questionnaire was given to the participants. As the purpose of this study was to investigate students' ideas, seven questions were prepared and asked each research group in detail:

1. First, asked I enjoy listening to English songs at home.
2. Second, I enjoy listening to the songs in class.
3. Third, were asked do you find English songs to be fun.
4. Fourth, question was asked do you think that English songs help you to learn English grammar,
5. Fifth, were asked do you find it easy to learn English grammar through songs.
6. Sixth, do you believe that studying grammar through the use of English songs is more effective?
7. Finally, we were asked if you believe that learning English grammar through the use of English music had any downsides.

Furthermore, such questions were created and administered to forty students from the tenth to the twelfth grades at several Senior High Schools in Central Java and Jakarta.

In order to attract the students nowadays in grammar English learning, the future teachers should have some tricks to attract students' interest. It could be a conventional or modern method. However, for the conventional method, it will be difficult to attract them. In a study entitled "*The Learning Innovation to Learn Grammar Using Make A Wish (Birthday Song) Song by NCT U in Enjoyable Way*" and in order to achieve the goals and objectives of the study. In this research method, the authors carried out the following steps:

The arrangement of this study consists of:

1. Research Subject  
The research subjects were students in 10th grade until 12th grade in Senior High School, with 40 students.
2. Research Place  
The study was conducted in various Senior High Schools, Central Java and Jakarta.
3. Research Time  
This research was conducted in the year of 2021.

Furthermore, the questions that are posed to the participants are in English, and the responses are also in English. Likewise, it has an effect on the research. They were able to express themselves freely and effortlessly. Not only that, but the questionnaire does not allow responders to use their true names. They might use their whole name or only their initials. The researcher will then refer to them as respondent one, two, and so on, with no effect on the data that has been obtained.

In a nutshell, in reduction process the researcher chose *Make A Wish (Birthday Song)* song by NCT U retrieved from <https://genius.com/Nct-u-make-a-wish-birthday-song-english-ver-lyrics>. Researcher read line per line to identify the grammatical indicators. Then, the researcher put into checklist table's instruments that contain grammatical indicators. In the data representation, the researcher presented the data in checklist table.



## Results

### The Using of Songs in English Grammar Class

It is clear that nowadays students, the teacher and the future teachers need interesting way during the learning process in the class. It could help them, make it easy or attract students. Here the researcher introduces the enjoyable way to learn grammar in the class. Inside of application, there is a feature which it will and could help digital native students. Through this feature, they will get a big chance to interact with each other intensively every day and every time.

When participants were asked regardless of whether they would use this strategy to educate digital native pupils, the diagram reveals that 85 percent, or 34 English prospective instructors, would. It demonstrates that the approach might be selected.

In the song of NCT U entitled "Make A Wish (Birthday Song)", researcher made the coding used letter (L) stands for line of lyrics, symbol  $\Sigma$  (Sigma) is referent for total of findings. "Make A Wish (Birthday Song)" song, there were found; eight (8) present tense, 10 (ten) present progressive tense, four (4) past tense, two (2) past progressive tense, and one (1) past perfect tense. Total of findings were 25 grammatical indicators which be discussed by the researcher. The most grammatical indicator was present tense and present progressive tense.

[Intro: Lucas]

Ooh, ayy  
Oh, yeah

[Verse 1: Taeyong, Lucas, Jaehyun]

See you looking right here, don't hesitate  
(Yeah)  
Fully booked up for you, I squeeze in a date (*I know*)  
Girl, you got me excited, I wanna play (*Ooh*)  
It's like I been at sea, the way I been on a wave  
I want you to come join me (Join me)  
Swimming in the money like royalty (Queen)  
She said, "Baby, you don't have to spoil me"  
She just want me to spoil her with royalty

[Refrain: Jaemin, Shotaro]

Sweet tooth, I eat all of the Skittles  
I like my donuts with jam in the middle  
*You're a great example of what I'm into*  
*I was thinking we could jam for a little, yeah*

[Pre-Chorus: Doyoung]

You're all that I want  
Let me show what I'm on

[Chorus: Taeyong, Jaehyun, Doyoung, Jaemin]

I can do this all night  
Back it up, back it up (*Yeah*)  
Yeah, girl, you just my type  
We should match it up, match it up (*You*

*should*)

Girl, you're lit, there ain't no one finer  
One in a million, yeah, you light the fire  
*Before I change my mind*

*It's your birthday, Make A Wish*

[Post-Chorus:

Shotaro, Jaehyun, Lucas, Jaemin]  
Ooh, you should *Make A Wish*  
I, I'll give you anything (Haha), *Make A Wish*  
*Let me do it for you*

[Verse 2: Xiaojun, Jaehyun, Taeyong]

Never take a break, you always working  
overtime  
Let's just run away (Away), memories to make  
(To make, ooh-oo)  
*You a diamond, see you glowing in the (Dark)*  
*That's why it's funny when you're calling me*  
*a (Star)*  
*You're my sugar rush, you really got*  
*me (Charged)*  
Really got me charged, star

[Refrain: Lucas, Jaemin]

Sweet tooth, I know how to nibble  
Ice cream, no flake, lemon drizzle  
*Chocolate milkshake, just a little*  
*Oreo, marshmallow with the sprinkles*

[Pre-Chorus: Xiaojun]

You're all that I want

Let me show what I'm on

[Chorus: Lucas, Shotaro, Taeyong, Jaehyun]  
 I can do this all night  
 Back it up, back it up (*Back it up*)  
 Yeah, girl, you just my type  
 We should match it up, match it up  
 Girl, you're lit, there ain't no one finer  
 One in a million, yeah, you light the fire  
*Before I change my mind*  
*It's your birthday, Make A Wish*  
 [Bridge: Xiaojun, Jaehyun, Doyoung, Taeyong]  
 Girl, your energy, it lifts me high (*Lifts me high*)  
 Put my heart and pride on the line (*I'll do it for you*)  
 I don't know why it took so long to realize  
*I should've seen it from before*  
 Been trying to tell you you're  
*It's your birthday, it's your birthday*  
*It's your birthday, it's your birthday*  
*Now Make A Wish*

[Breakdown:  
 Shotaro, Lucas, Doyoung, Jaehyun, \*Xiaojun\*,  
 \*\*Jaemin\*\*]  
 I can do this all night  
 (*I can do it, got the cash*)  
*You know I like to splash so throw in a bag*  
 Oh, oh, oh, that I want

*It's your birthday, it's your birthday*  
*It's your birthday, it's your birthday*  
*Now Make A Wish*  
*Girl, you're lit, there ain't no one finer*  
*One in a million, yeah, you light the fire (\*Ooh\*)*  
 (Uh) Before I change my mind  
 \*\*It's your birthday, Make A Wish\*\*

[Chorus: Xiaojun, Jaehyun, Taeyong, Shotaro]  
 I can do this all night  
 Back it up, back it up  
 Yeah, girl, you just my type  
 We should match it up, match it up (*You should*)  
 Girl, you're lit, there ain't no one finer  
 One in a million, yeah, you light the fire  
*Before I change my mind (Yeah)*  
*It's your birthday, Make A Wish*  
 [Chorus: Shotaro, Taeyong, Doyoung, Jaehyun,  
 \*Lucas\*]  
 Yeah, *Make A Wish* (It's your birthday, it's your)  
*Make A Wish* (I'll give you birthday cake)  
*Make A Wish (Yeah)*  
*I can do this all night*  
*Make A Wish*  
*It's your birthday, it's your birthday*  
*It's your birthday, it's your birthday*  
 Now \*Make A Wish\*

Table 1. Grammar indicator presence

No	Type of Grammatical Indicators	Found in Line	Σ
1.	Present Tense	(L3), (L4), (L9), (L10), (L11), (L12), (L14), (L16), (L20), (L23), (L29), (L31), (L35), (L37), (L41), (L44), (L45), (L47), (L50), (L51), (L52), (L53), (L56), (L57), (L58), (L59), (L62), (L63), (L67), (L70), (L73), (L74), (L75), (L76), (L77)	35
2.	Present Progressive Tense	(L27), (L30)	2
3.	Present Perfect Continuous	(L5)	1
4.	Simple Past Tense	(L22), (L43), (L61), (L69)	4
5.	Past Tense	(L3), (L4)	2
6.	Past Progressive Tense	(L13)	1
7.	Simple Future Tense	(L25), (L72)	2
8.	Modal Auxiliary Verb	(L19), (L24), (L40), (L48), (L66)	5
9.	Causative Verb	(L15), (L26), (L28), (L36)	4
10.	Quoted Speech	(L8)	1

11.	Gerund	(L7)	1
12.	Infinitive	(L6), (L54)	2
<b>Total</b>			<b>60</b>

Table 2. Questionnaires of respondents

No	Statement	Yes	No
1.	I like and enjoy listening to English songs at home.	92.9%	7.1%
2.	I feel enjoy listening to the songs in class.	85.7%	14.3%
3.	Do you think English songs is fun?	97.6%	2.4%
4.	I feel enjoy listening to English songs at home.	92.9%	7.1%

Table 3. Questionnaires of respondents

No	Question	Yes	No	Reason
1.	What is your point of view in using English songs can assist you to learn English grammar?	92.9%	7.1%	<ul style="list-style-type: none"> <li>• It is easier to be remembered.</li> <li>• It is more interesting because I like English songs.</li> <li>• I don't think so because it is less efficient.</li> </ul>
2.	Do you find it easy to learn English grammar by using English songs?	83.3%	16.7%	<ul style="list-style-type: none"> <li>• It is easy because the lyric is easy to understand and remember.</li> <li>• It is difficult because I only enjoy the music.</li> </ul>
3.	Do you think that learning grammar towards English songs is more effective?	78.6%	21.4%	<ul style="list-style-type: none"> <li>• It is fun and memorable.</li> <li>• Not all songs have the correct grammar.</li> </ul>
4.	Do you think that learning English grammar by using English songs has disadvantage(s)?	59.5%	40.5%	<ul style="list-style-type: none"> <li>• I don't really like songs.</li> <li>• Songs are easier to understand.</li> </ul>
5.	Do you think that English songs help you to learn English grammar?	92.9%	7.1%	<ul style="list-style-type: none"> <li>• It is easier to be remembered.</li> <li>• It is more interesting because I like English songs.</li> <li>• I don't think so because it is less efficient.</li> </ul>

## Discussion

The researcher has reduced the data and found that “*Make A Wish (Birthday Song)*” mostly use metaphor. However, in song, NCT U used some grammatical indicators. There were 5 kinds of grammatical indicators found in the song; (35) Present Tense, (2) Present Progressive Tense, (1) Present Perfect Continuous, (4) Simple Past Tense, (2) Past Tense, (1) Past Progressive Tense, (2) Simple Future Tense, (5) Modal Auxiliary Verb, (4) Causative Verb, (1) Quoted Speech, (1) Gerund, (2) Infinitive.

Table 4. Type of Grammatical Indicators

Line	Lyrics	Grammatical Indicators
1.	Ooh, ayy, Oh, yeah	-
2.	See you looking right here, don't hesitate ( <i>Yeah</i> )	-
3.	Fully booked up for you, I squeeze in a date ( <i>I know</i> )	Past tense & Present Tense
4.	Girl, you got me excited, I wanna play ( <i>Ooh</i> )	Past tense & Present Tense

5.	It's like I been at sea, the way I been on a wave	Present Perfect Continuous
6.	I want you to come join me (Join me)	Infinitive
7.	Swimming in the money like royalty (Queen)	Gerund
8.	She said, "Baby, you don't have to spoil me"	Quoted Speech
9.	She just want me to spoil her with loyalty	Present Tense
10.	Sweet tooth, I eat all of the Skittles	Present Tense
11.	I like my donuts with jam in the middle	Present Tense
12.	<i>You're a great example of what I'm into</i>	Present Tense
13.	<i>I was thinking we could jam for a little, yeah</i>	Past Progressive Tense
14.	You're all that I want	Present Tense
15.	Let me show what I'm on	Causative Verb
16.	I can do this all night	Present Tense
17.	Back it up, back it up ( <i>Yeah</i> )	None
18.	Yeah, girl, you just my type	None
19.	We should match it up, match it up ( <i>You should</i> )	Modal Auxiliary Verb
20.	Girl, you're lit, there ain't no one finer	Present Tense
21.	One in a million, yeah, you light the fire	None
22.	<i>Before I changed my mind</i>	Simple Past Tense
23.	<i>It's your birthday, Make A Wish</i>	Present Tense
24.	Ooh, you should <i>Make A Wish</i>	Modal Auxiliary Verb
25.	I, I'll give you anything (Haha), <i>Make A Wish</i>	Simple Future Tense
26.	<i>Let me do it for you</i>	Causative Verb
27.	Never take a break, you always working overtime	Present Progressive Tense
28.	Let's just run away (Away), memories to make	Causative Verb
29.	<i>You a diamond, see you glowin' in the</i> (Dark)	Present Tense
30.	<i>That's why it's funny when you're calling me a</i> (Star)	Present Progressive Tense
31.	<i>You're my sugar rush, you really got me</i> (Charged)	Present Tense
32.	Sweet tooth, I know how to nibble	None
33.	Ice cream, no flake, lemon drizzle	None
34.	<i>Chocolate milkshake, just a little, Oreo, marshmallow with the sprinkles</i>	None
35.	You're all that I want	Present Tense
36.	Let me show what I'm on	Causative Verb
37.	I can do this all night	Present Tense
38.	Back it up, back it up ( <i>Back it up</i> )	None
39.	Yeah, girl, you just my type	None
40.	We should match it up, match it up	Modal Auxiliary Verb
41.	Girl, you're lit, there ain't no one finer	Present Tense
42.	One in a million, yeah, you light the fire	None
43.	<i>Before I change my mind</i>	Simple Past Tense
44.	<i>It's your birthday, Make A Wish</i>	Present Tense
45.	Girl, your energy, it lifts me high ( <i>Lifts me high</i> )	Present Tense
46.	Put my heart and pride on the line ( <i>I'll do it for you</i> )	None





47.	I don't know why it took so long to realize	Present Tense
48.	<i>I should've seen it from before</i>	Modal Auxiliary Verb
49.	Been trying to tell you you're	None
50.	<i>It's your birthday, it's your birthday</i>	Present Tense
51.	<i>It's your birthday, it's your birthday</i>	Present Tense
52.	<i>Now Make A Wish</i>	Present Tense
53.	I can do this all night <i>(I can do it, got the cash</i>	Present Tense
54.	<i>You know I like to splash so throw in a bag)</i>	Infinitive
55.	Oh, oh, oh, that I want	None
56.	<i>It's your birthday, it's your birthday</i>	Present Tense
57.	<i>It's your birthday, it's your birthday</i>	Present Tense
58.	<i>Now Make A Wish</i>	Present Tense
59.	<i>Girl, you're lit, there ain't no one finer</i>	Present Tense
60.	<i>One in a million, yeah, you light the fire (*Ooh*)</i>	None
61.	(Uh) Before I changed my mind	Simple Past Tense
62.	**It's your birthday, Make A Wish**	Present Tense
63.	I can do this all night	Present Tense
64.	Back it up, back it up	None
65.	Yeah, girl, you just my type	None
66.	We should match it up, match it up ( <i>You should</i> )	Modal Auxiliary Verb
67.	Girl, you're lit, there ain't no one finer	Present Tense
68.	One in a million, yeah, you light the fire	None
69.	<i>Before I change my mind (Yeah)</i>	Simple Past Tense
70.	<i>It's your birthday, Make A Wish</i> Yeah, <i>Make A Wish</i> (It's your birthday, it's your)	Present Tense
71.	<i>Now *Make A Wish*</i>	None
72.	<i>Make A Wish</i> (I'll give you birthday cake)	Present Tense & Simple Future Tense
73.	<i>Make A Wish</i> (Yeah)	Present Tense
74.	<i>I can do this all night</i>	Present Tense
75.	<i>Make A Wish</i>	Present Tense
76.	<i>It's your birthday, it's your birthday</i>	Present Tense
77.	<i>It's your birthday, it's your birthday</i>	Present Tense

## Results from Questionnaire

### *The Perceptions of English Songs According to The Students*

Therefore, there is 92.9 percent of student said that listening to English music at home is enjoyable. Only 7.1% of students disagreed that they like listening to English music at home. It demonstrates that the majority of student are already acquainted with and like listening to English music at home. Only a minority of them dislike listening to English music at home.

There is 85.7 percent of students said that listening to English music in class is enjoyable. While just 14.3 percent of student disagreed that listening to English music in class is enjoyable. It demonstrates that the majority of student love listening to English music in class. While just a few of them dislike hearing English music in class. Students dread listening to English songs in class more than they dislike listening to English music at home. The majority of the pupils believed that English music are enjoyable. It is demonstrated by the fact that 97.6 percent of students replied yes and 2.4 percent of students said

no. Few pupils believe that English songs are boring. It indicates that the majority of kids have no issue listening to English music at home or in class.

### ***The Perceptions of Using English Songs to Learn Grammar***

In addition, there is 92.9 percent of students believed that listening to English music helps them learn grammar. While 7.1% of students felt that English songs assist them understand grammar, the majority of the pupils concurred because by using English songs, the sentences or the lyric of the songs are easier to remember. It is easy to remember because basically the students already like to listen to the music and understand the meaning of the song so it is easier to remember. Few of them disagreed because it is less efficient for them to learn using English songs. They lack concentration on grammar, and instead prefer to listen to music.

Furthermore, 83.3 percent of students believed that learning English grammar through English music is simple. Whereas, 16.7 percent of students believed that learning English grammar via songs is simple, most of them agreed because compared to the using of conventional book, the sentences or the lyric of songs are easier to understand. They are easy to understand the meaning of the songs then it is easier to analyze the grammar that is used. Few of them disagreed since they merely liked the music or song and found the grammar difficult to grasp.

Additionally, there is 78.6 percent of students believed that studying grammar through English music is more actual and applicable. While 21.4 percent of students thought that learning grammar through the use of English songs is more effective. Most of the students granted because they are more interesting in using song. It is fun so students are easy to memorize the grammar that they are learned on the songs. Few of them disagreed because not all English songs have the correct grammar. Sometimes there are gramatical errors in the songs so it will make them confuse. More students agreed that using English songs to ascertain English grammar has disadvantages. There are 59.5% said yes and 40.5% said no. More students think that it has disadvantages according to few students that do not like songs. For students who like songs do not have problem with that, but those students who do not like songs will be very difficult to learn grammar. Few students think that there are no disadvantages of the using of songs to learn grammar.

### **Conclusion**

Based on the using of NCT U's song entitle "*Make A Wish (Birthday Song)*", to learn English grammar by analyzing the grammar indicators the researcher found some present tense, present progressive tense, past tense, past progressive tense, and past perfect tense on the lyrics. There are thirty-five (35) Present Tense, two (2) Present Progressive Tense, one (1) Present Perfect Continuous, four (4) Simple Past Tense, two (2) Past Tense, one (1) Past Progressive Tense, two (2) Simple Future Tense, five (5) Modal Auxiliary Verb, four (4) Causative Verb, one (1) Quoted Speech, one (1) Gerund, two (2) Infinitive. By using song and the lyrics to learn grammar is more fascinating and interesting to attract the students, and to do the analysis in every parts of the lyric. The researcher chose "*Make A Wish (Birthday Song)*" song because the song is easy to be analyzed, it is full of meaning, the song is very popular and really good to be heard. The qualitative research approach is being used in this study. The data for the research is being gathered from students in their senior year of high school. Students agreed that utilizing song lyrics from NCT U's *Make A Wish (Birthday Song)* is an engaging way to teach grammar. They also agreed that using the example song would push students to learn grammar in an intriguing way. The study believes that the grammatical words in NCT U's song are of a distinct sort since it has a variety of grammar; for example, there is not only basic tense but also quoted speech, gerund, infinitive, and so on, all of which are fascinating to learn. In order to inspire students' grammatical abilities and encourage them to study grammar, song lyrics may be used as a creative function to urge them to learn grammar.



In a nutshell, the researcher suggests that students acquire grammatical tenses by listening to the lyrics of a song.

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