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 Schrampfer 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
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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 ways 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 Σ (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  
(Yes)  
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 loyalty

[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-ooh)  
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, 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
Now *Make A Wish*

Table 1. Grammar indicator presence

<table>
<thead>
<tr>
<th>No</th>
<th>Type of Grammatical Indicators</th>
<th>Found in Line</th>
<th>Σ</th>
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<tbody>
<tr>
<td>1.</td>
<td>Present Tense</td>
<td>(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)</td>
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<td>2.</td>
<td>Present Progressive Tense</td>
<td><em>(L27), (L30)</em></td>
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<td>3.</td>
<td>Present Perfect Continuous</td>
<td>(L5)</td>
<td>1</td>
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<td>4.</td>
<td>Simple Past Tense</td>
<td>(L22), (L43), (L61), (L69)</td>
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<td>5.</td>
<td>Past Tense</td>
<td>(L3), (L4)</td>
<td>2</td>
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<td>6.</td>
<td>Past Progressive Tense</td>
<td>(L13)</td>
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<td>7.</td>
<td>Simple Future Tense</td>
<td>(L25), (L72)</td>
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<td>8.</td>
<td>Modal Auxiliary Verb</td>
<td>(L19), (L24), (L40), (L48), (L66)</td>
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<td>9.</td>
<td>Causative Verb</td>
<td>(L15), (L26), (L28), (L36)</td>
<td>4</td>
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<td>10.</td>
<td>Quoted Speech</td>
<td>(L8)</td>
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11. Gerund (L7)  
12. Infinitive (L6), (L54)  

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<th>Table 2. Questionnaires of respondents</th>
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**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.

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<th>Table 4. Type of Grammatical Indicators</th>
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5. It’s like I been at sea, the way I been on a wave

6. I want you to come join me (Join me)

7. Swimming in the money like royalty (Queen)

8. She said, "Baby, you don't have to spoil me"

9. She just want me to spoil her with loyalty

10. Sweet tooth, I eat all of the Skittles

11. I like my donuts with jam in the middle

12. You’re a great example of what I'm into

13. I was thinking we could jam for a little, yeah

14. You're all that I want

15. Let me show what I'm on

16. I can do this all night

17. Back it up, back it up (Yeah)

18. Yeah, girl, you just my type

19. We should match it up, match it up (You should)

20. Girl, you're lit, there ain't no one finer

21. One in a million, yeah, you light the fire

22. Before I changed my mind

23. It's your birthday, Make A Wish

24. Ooh, you should Make A Wish

25. I, I’ll give you anything (Haha), Make A Wish

26. Let me do it for you

27. Never take a break, you always working overtime

28. Let’s just run away (Away), memories to make

29. You a diamond, see you glowin' in the (Dark)

30. That’s why it's funny when you're calling me a (Star)

31. You're my sugar rush, you really got me (Charged)

32. Sweet tooth, I know how to nibble

33. Ice cream, no flake, lemon drizzle

34. Chocolate milkshake, just a little, Oreo, marshmallow with the sprinkles

35. You’re all that I want

36. Let me show what I'm on

37. I can do this all night

38. Back it up, back it up (Back it up)

39. Yeah, girl, you just my type

40. We should match it up, match it up

41. Girl, you're lit, there ain't no one finer

42. One in a million, yeah, you light the fire

43. Before I change my mind

44. It’s your birthday, Make A Wish

45. Girl, your energy, it lifts me high (Lifts me high)

46. 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. I'm trying to tell you're. It's your birthday, it's your birthday. It's your birthday, it's your birthday. Now Make A Wish. I can do this all night. 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*) (I can do it, got the cash). Present Tense Modal Auxiliary Verb None Present Tense Present Tense Present Tense Present Tense None Infinitive None Present Tense Present Tense Present Tense Present Tense Present Tense None Simple Past Tense Present Tense Present Tense None None None Modal Auxiliary Verb Present Tense None Simple Past Tense Present Tense None Present Tense & Simple Future Tense Present Tense Present Tense Present Tense Present Tense Present Tense 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...

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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 grammatical 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.

References


