

# The Effectiveness of Using Song in Teaching Subject-Verb-Agreement Among Year 6 Pupils

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**Abstract:** *In line with 21st century learning, most teachers believe that the use of song had been an effective English teaching and learning strategy especially in teaching grammar. Some researchers had investigated on how the rhyme and music in the song can help the pupils to learn well. Therefore, this action research investigates the effectiveness of using song in teaching Subject-Verb-Agreement among Year 6 pupils. The results should assist teachers to discover whether the song can effectively encourage the pupils to understand and learn Subject-Verb Agreement well. The data collected from document analysis shows the improvement of the pupils' marks in the exercises given. The pupils also give the positive respond through the interview and observation conducted. The research indicates that the songs is positively accepted among the pupils in learning Subject-Verb Agreement.*

**Keywords:** song, teaching grammar, Subject-Verb Agreement

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## 1. Introduction

21st-century learning is an education system that emphasizes active learners in learning and applies the latest teaching strategies to ensure the students are not passively in class. Nowadays, creative and innovative teaching approaches are said to be the most critical medium in the world of teaching. It is because today's education gives more emphasis on the effectiveness of learning and teaching mainly in the second language learning context to achieve excellent performance in education, especially in English learning.

Most of the Malaysian pupils faced difficulty in understanding grammar, including Subject-Verb Agreement as that they are confused with differentiating the singular and plural subjects. They could not differentiate the rules of Subject-Verb Agreement in Bahasa Malaysia and English. In Malay sentences, the subjects do not influence the verb, whereas, in the rules of Subject-Verb Agreement for English, the verbs should agree with its subjects. Therefore, this interference of pupils' first language leads to the pupils' confusion in understanding the Subject-Verb Agreement rules.

Learning grammar is complicated and needs more time for the students to understand well. It will be exhausting for drilling for the same grammar pattern, and later, it will make the students feel unmotivated to learn English. Therefore, teachers should be creative and innovative in choosing the best teaching strategy to create a conducive learning environment and encourage them to be motivated in the English lesson. Thus, the teachers can introduce the Subject-Verb Agreement rules in a more encouraging environment to gain the students' commitment and interest in learning grammar through the simple English song.

The song is a soul for young people, and many researchers had taken steps to investigate how the rhyme and music in the song can help the pupils to learn well. As I realised that most of my pupils had a problem understanding the rules of Subject-Verb Agreement, so I tried to investigate how I can help my pupils. As teaching through song has been a trend among English teachers, so I chose this approach to see how it can help my pupils to improve their grammar, especially in Subject-Verb Agreement. This study's findings will help teachers better understand how the use of songs can significantly impact grammar teaching among their students. It can also be a reference for teachers who need guidance and motivation to make their teaching more useful and engaging.

### **Research Objectives**

The objectives of this research are to:

- 1) identify the effectiveness of using the song in helping the Year 6 pupils to understand and memorize the rules of Subject-Verb Agreement
- 2) identify how the Year 6 pupils perceive the effectiveness of using the song to understand and memorize the rules of Subject-Verb Agreement?

### **Research Questions**

- 1) How does the use of song help the pupils to understand and memorize the rules of Subject-Verb Agreement among Year 6 pupils?
- 2) How the Year 6 pupils perceive the effectiveness of using the song in understanding and memorizing the rules of Subject-Verb Agreement?

## **2. Literature Review**

### **2.1 Song and Memory Recall**

For the language learning, song is a powerful memory aid. Salcedo (2002) stated that the use of songs positively affects imagination, memory, and imitation ability, which is known to be one of the most meaningful language learning approaches. Falioni (1993) claimed that most of the learners always recall better the rhythm and rhyme well than the regular speech. Schön (2008) indicated that a recall aid may be offered by a repetitive, simple melody. In the initial learning stage and in the delayed-recall task, music promotes recall; literally recall of the text is better when the text is sung than when it is spoken.

In the method of the Contemporary Music Approach (CMA) initiated by Anton (1992), song is using as a memory booster. Anton claimed that song is one of the most powerful memory aids available to us especially for remembering grammatical structures (Salcedo, 2002). The Contemporary Music Approach enhances the different types of music and rhythms associated with the other grammar lessons because Anton felt that a particular beat and rhythms remind the students of the song, and the song reminds them of the grammar in exchange. In order to eliminate barriers and allow the pupil to understand and recall those grammatical characteristics, the CMA uses a step-by-step approach to merge active and nonverbal processes of the right hemisphere of the brain with verbal and logic-based processes controlled by the left hemisphere (Anton, 1990).

### **2.2 Song and Language Development**

Eady and Wilson (2004) claimed that the encouragement, academic achievement, and creative growth of a learner are influenced by music and song. Stansell (2005) mentioned that the language accent, grammar, and memory could be affected positively by music and song. According to Kirsch (2008), by using rhymes and songs in language classes, the learners will

benefit from promoting positive feelings, facilitating learning, developing good listening and speaking skills. As studied by Nurnadirah and Azlina (2020) on using action songs in developing vocabulary among pupils, they concluded that the intervention helped the pupils' speech and showed improvement in learning English vocabulary. It indicates that the song effectively affects the teaching process and influences the pupils to learn English. It can be seen through the pre and post-test conducted. The post-test showed the increasing total mean score, and this data supports that the song manages to improve pupils' ability in English.

Carol (2014) explained that the song increases the understanding and acquisition of vocabulary, rhymes, and chants by youngsters. Other than that, Schoepp (2001) also stated that songs often provide opportunities for automatic improvement, which is the key cognitive justification for using songs in the classroom. Noor Arina and Melor (2016) also believed that the song is an useful and effective alternative for young, low-competency ESL learners to teach English. They also acknowledged that songs require repetition, and since they need to listen to the rhythm and recall the words to sing them, the students need to be very attentive. Therefore, the repetition in the song helps the pupils to memorize what they learned better.

### **2.3 Song and motivation**

Stansell (2005) claimed that the mood, motivation, and enjoyment can be enhanced by music and song too. As communication through music can benefit everyone, the language teachers should encourage the learning environment with these natural partners. Rumley (1999) stated that in language learning, it is important that learners feel inspired and enjoy the lesson whenever they like the music and song. The good experience of engaging in the activities would encourage positive attitudes to grow. Gasma (2017) claimed that the song motivated the students to learn language.

In the research, Israel (2013) concluded that music and song help enhance academic achievement, self-esteem, and self-confidence. Carol (2014) stated that the song supports optimistic behaviours and encouragement to learn a foreign language. Orlova (2003) states that for the last two decades, English as a Foreign Language (EFL) has been consciously using songs and music in class and it is supported by Cakir (1999) who claimed that music can be a great platform for studying languages. Shazwani (2008) claimed that the song also managed to develop a positive attitude and motivation of the pupils towards learning English. Faliyanti (2017) stated that song can be used efficiently in the learning process to increase the pupils' motivation in learning language.

### **2.4 Song and Interest**

Song has been said as one of the effective teaching strategies as it creates a fun and active classroom environment that attracts the students to involve with the learning process. The benefits of incorporating music, songs, and rhymes into ESL teaching and learning have been discovered and acknowledged by numerous researchers. They concluded that to learn more and more effectively, the music helps us. Music aims to provide education with advantages. Based from the research conducted by Nurnadhirah and Azlina (2020), they stated that the pupils gave positive feedback in the observation and interview conducted when the lesson was using the song. It helps that the song changes the English lesson atmosphere as it improves pupils' interest in being engaged in English lessons. Gasma (2017) also suggested that the teacher use song to teach English vocabulary to attract students' attention towards the lesson.

## **2.5 Subject-Verb Agreement**

Subject-Verb Agreement is a part of grammar. It plays a crucial role in English, especially in creating the correct syntax. However, it had been discussed in a few kinds of research how the agreement affected the syntactic process. Nayan and Jusoff (2009) stated that some Malaysian students have had issues with the written Subject-Verb Agreement. According to English Language rules, the subject must agree with the verb in the sentence. A singular verb is acceptable if the subject is singular. A plural subject, on the other hand, takes a plural verb. In Simple Present Tense, this rule is widely applicable (Nayan and Jusoff, 2009).

Stapa and Izhar claimed that it was still difficult for even the level of post-graduate learners to understand the Subject-Verb Agreement. Shazwani (2008) stressed that in learning English grammar, understanding the rules of Subject-Verb Agreement is important. Hashino et al. (2010) stated that the agreement between subject and verb in a sentence can be a simple rule. However, the highly good speakers in their native language also make mistakes in agreement more frequently than should be predicted.

## **3. Methodology**

### **3.1 Research design**

I choose qualitative research in the form of action research to meet this purpose. Without losing complexity and context, the features of qualitative research help me simplify and analyse results. This research will display natural and holistic perceptions that focus on studying young learners' natural settings and finding out the classroom's actual interaction.

Implementing the action research is considered as the excellent opportunity for the research as it is an investigative procedure which makes the individuals identify effective and suitable ways to solve the real problems faced in daily life (Hine & Lavery, 2014). In other words, it helps to study the young learners to within particular contexts that would provide answers to the research questions. The main objective of the research is to explore how songs help the pupils to understand the rules of Subject-Verb Agreement well. Therefore, the action research is seen suitable, as it would show the actual perceptions of the pupils and how they perceive the effectiveness of song in learning Subject-Verb Agreement, from the words of the pupils themselves.

This action research was conducted based on the Kemmis and McTaggart's (1988) Action Research Model. The approach is cyclical, and it is structured to facilitate a deeper understanding of the conduct of action research. This model is completed in four steps; planning, action, observation and reflection. These steps are the basic steps in a spiralling process that involve creating a critically informed action plan to strengthen what is already happening, to act to execute the plan, to analyse the impacts of critically informed action and to represent the basis for further planning on them.

More than that, I selected the triangulation method as qualitative researchers generally use this technique to increase the credibility of findings by improving the validity. The multiple collecting data methods are using to facilitate a more in-depth understanding of the research. This study applies the methodological triangulation to ensure the consistency and validity of findings produced by different data collection methods like document analysis (test), observation and interviews with pupils.

### 3.2 Research Procedure

In this study, I conducted the research in two cycles which aim to explore the effectiveness of using ‘My Subject-Verb’ songs in teaching the rules of Subject-Verb Agreement. I ran each process with four steps; planning, action, observation and reflection. I started the cycle with an initial survey to identify the situation or the problem. Then, it was followed by planning for the action on solving the problem. As I found out the suitable action plan, I implemented the action plan to the situation. Action implementation was accompanied by data collection and data analysis to evaluate the consequence of the action (Goh, 2012). In this research, I analysed the data and came out with the findings. I made a conclusion based on the findings of the effectiveness of the songs in teaching the rules of Subject-Verb Agreement. Based on the reflection made, I continued with the new action plan based from the situation, and the process was kept to continue until the problem was solved.

### 3.3 Research Instruments

To collect the data, I used three instruments for this research. A document analysis of the pupils’ exercise, semi-structured interviews and the observation on the songs implemented. I conducted the document to record how the pupils reacted to the questions given in the exercises after the songs were implemented. The exercises were given to see the pupils’ performance in the exercises given. The data analysed would show whether the songs helps to improve the pupils’ understanding or otherwise.

I also carried out a semi-structured interview with all five participants individually. The participants were managed to share some information needed to be correlated to the research questions that much more in-depth and gave the clear view on the areas that were not covered through the data gathered from other two instruments gathered. The observation was conducted to gain more precise data that will be used to support the data gathered from the other two instruments in completing the triangulation process. The observation will be covered on the pupils’ attitude in the class during the lesson conducted.

## 4. Research Findings

In this chapter, I will synthesis the findings according to the elements that affect the pupils. The elements are (4.2) the pupils’ performance, (4.3) the pupils’ perception and (4.4) the pupils’ attitude.

### 4.1 The pupils’ performance in the tests

Two tests were given for the pupils to answer to see how the song can help the pupils to score well in the Subject-Verb Agreement.

**Table 4.1: Pupils’ marks in two tests**

Participants	Preliminary investigation			Cycle 1		
	Test 1 (10 questions)	Test 2 (15 questions)	Percentage %	Test 1 (10 questions)	Test 2 (15 questions)	Percentage %
A	5	8	52%	10	15	100%
B	6	9	60%	10	15	100%
C	7	8	60%	7	9	64%
D	5	5	40%	9	14	92%
E	4	8	48%	8	13	84%

Table 4.1 displays the marks scored by five participants in the test after the intervention of song was implemented in teaching the rules of Subject-Verb Agreement in the first cycle. The marks recorded shows that Participant A and Participant B scored the full marks in both tests after they learned the rules of Subject-Verb Agreement through song. Participant C got the lowest marks for both tests. He only scored seven marks for Test 1 and nine marks for Test 2. Participants D lost one mark for each test. He got nine marks in Test 1 and 14 marks in Test 2. Moreover, Participant E answered two questions incorrectly for each test. In Test 1, he scored eight marks, and in Test 2, he got 13 marks.

Participant A and Participant B managed to get 100% for the tests. Participant D got the second-best percentage as he scored 92%. Participant E got 84% as he was the third-best scorer, and Participant C got the lowest percentage as he scored 64%. However, all participants managed to score more than 50%. Generally, all the participants showed the improvement in their marks compared to the marks in tests conducted for the preliminary investigation.

As the conclusion, the marks recorded in both tests showed the improvement of all five participants. They managed to score more than 50% in the tests. However, the participants still had problems to understand well the rules of Subject-Verb Agreement. The second cycle was conducted and this cycle gave more focus on Participant C, D and E as they did not achieve 100% for the tests. After the intervention implemented, the data was collected again. For this cycle, the data was limited due to the constraint of Covid-19. The data was collected from the tests only.

**Table 4.2 Pupils' marks in two tests (First Cycle and Second Cycle)**

Participants	Cycle 1			Cycle 2		
	Test 1 (10 questions)	Test 2 (15 questions)	Percentage %	Test 1 (10 questions)	Test 2 (15 questions)	Percentage %
C	7	9	64%	10	15	100%
D	9	14	92%	10	15	100%
E	8	13	84%	10	15	100%

Table 4.2 displays the total marks scored for both tests in Cycle 1 and Cycle 2. Participant C, D and E showed that they managed to get the full marks in both tests in Cycle 2. All of them got 100% for their test. Based from the analysis from the table, all participants showed the improvement in the tests. Participant C managed to increase his percentage from 64% to 100%. He showed the great change as he scored the full marks even though he got the lowest percentage in Cycle 1. Participant D added another 8% from 92% that he scored in Cycle to achieve 100%. Participant E also showed some improvement as his percentage also accelerated from 84% to 100%. Therefore, Cycle 2 helped the participants to strengthen their understanding on the rules of Subject-Verb Agreement.

#### **4.2 Pupils' perception**

The interview was conducted with the participants to gain more deep understandings on how they respond to the use of song in learning the rules of Subject-Verb Agreement. The data collected from the interview would help to see the reflection for the intervention implemented based from pupils' perspective.

**Table 4.3: The Analysis of the Interview Conducted to Five Participants**

Participants	Answers given by the participants	
	Do the use of Subject-Verb song that you memorised help you to memorise and understand the rules of Subject-Verb Agreement? Why?	Do you like to use this song in learning Subject-Verb Agreement? Why?
A	<p><i>Membantu.</i> (It helps me.) <i>Sebab senang, seronok.</i> (It's because it is easy and fun.) <i>Lagi sebab saya suka menyanyi jugak.</i> (Other than that, I like singing too.) <i>Senang nak hafal.</i> (It is easy to memorise.) <i>Seronok.</i> (It is fun.) <i>Tak susah macam yang kotak.</i> (It is not hard than using the table.) <i>Lagi tinggal tampal jer, tak perlu buat kotak-kotak.</i> (It just needs to paste and no need to draw tables.)</p>	<p><i>Suka.</i> (I like it.) <i>Sebab dia, apa tu senang nak hafal.</i> (It is easy to memorise.) <i>Tak keliru.</i> (I'm not confused.) <i>Seronok.</i> (It's fun.)</p>
B	<p><i>Ya.</i> (Yes.) <i>Menarik</i> (It is interesting.) <i>Seronok.</i> (It is fun.) <i>Lirik lagu ini simple.</i> (The lyric is simple.)</p>	<p><i>Saya suka.</i> (I like it.) <i>Sebab mudah nak hafal.</i> (It's easy to memorise.) <i>Sebab senang nak faham.</i> (It's easy to understand.) <i>Saya lebih suka lagu sebab lirik mudah dan senang untuk ingat.</i> (I like song more because the lyric is easy to remember.)</p>
C	<p><i>Ya, sebab dia senang nak ingat. Lepas tu, mudah nak baca.</i> (Yes, it is because it is easy to remember. Then, it is easy to read.) <i>Menarik, lirik lagu lebih simple.</i> (It's interesting. The song lyric is simple.) <i>Macam senang nak hafal, macam tak keliru.</i> (It's easy to remember and it's not confusing.)</p>	<p><i>Saya suka.</i> (I like it.) <i>Sebab menarik.</i> (It's interesting.) <i>Sebab saya suka menyanyi.</i> (It's because I like singing.)</p>
D	<p><i>Ya.</i> (Yes.) <i>Saya dapat faham.</i> (I can understand.) <i>Saya dapat ingat.</i></p>	<p><i>Ya.</i> (Yes.) <i>Sebab saya senang faham.</i> (It is because it is easy for me to understand.)</p>

	(I can memorise.) <i>Saya suka menyanyi.</i> (I like singing.)	<i>Lagu ini sangat simple dan seronok, mudah senang dihafal.</i> (This song is simple and fun, it is easy to memorise.)
E	<i>Ya.</i> (Yes) <i>Sebab lagu ni menarik, mudah untuk dihafal.</i> (It is because this song is interesting and easy to remember.) <i>Simple.</i> <i>Sebab sikit.</i> (It is not many.)	<i>Ya.</i> (Yes.) <i>Simple nak hafal.</i> (It's simple to remember.) <i>Lagu yang sangat menarik.</i> (The song is interesting.)

Table 4.3 shows the analysis of the data gained from the interview conducted from each participants. The data collected was used to identify the perception of the participants towards the use of song in learning the rules of Subject-Verb Agreement. Each participants were asked a few questions and the interview was recorded for me to analyse the data. Based from the data collected, generally I can see that all the participants gave the positive feedback on the use of Subject-Verb song in learning the rules of Subject-Verb Agreement.

#### 4.3 Pupils' attitude during English lesson

In this research, I also want to see how the song can help to improve the attitude of the pupils during English lesson. The observation was conducted and the pupils' attitude had been observed by other English teacher.

**Table 4.4: The observation notes for each participants**

Participant	The notes
A	-PA was paying attention when teacher is explaining the rules using the song. -PA looked very happy singing the song. -PA raised his hands to answer the questions asked. -PA could sing the song well when the teacher asked him to sing. -PA answered three questions asked by teacher correctly. -PA tried to teach his friends the song. -PA looked motivated to complete the work given. -PA asked his teacher to give more exercises.
B	-PB looked boring at the beginning of the class. -PB enjoyed singing the song with friends. -PB tried to dance while singing as she enjoyed the song. -PB could answer three questions asked by teacher.

	<p>-PB could explain the rules very well.</p> <p>-PB completed the work given in a few minutes.</p>
C	<p>-PC was playing when the teacher wanted to start the lesson.</p> <p>-PC smiled and motivated when the teacher used the song to learn the rules.</p> <p>-PC sang the song excitedly.</p> <p>-PC answer one of three questions asked incorrectly. (The question: Ali walk to school.)</p> <p>-PC could sing the song well when teacher asked him to sing.</p> <p>-PC tried to sing the song during completing the work given.</p>
D	<p>-PD looked not prepared to start the class.</p> <p>-PD was playing with his pencil and did not give the attention to teacher.</p> <p>-PD looked excited to sing the song.</p> <p>-PD raised his hands to answer the questions asked.</p> <p>-PD could sing the song well when the teacher asked him to sing.</p> <p>-PD answer three questions asked correctly.</p>
E	<p>-PE did not pay attention when the teacher started the lesson.</p> <p>-PE looked excited when the teacher used the song to learn the rules.</p> <p>-PE could not answer a question asked by teacher. (The question: I go/goes to school.)</p> <p>-PE could sing to song well when the teacher asked him to sing.</p>

Table 4.12 shows the notes wrote by the observer when she observed the lesson conducted. Based from the notes, I can conclude that the participants showed the positive attitude when the teacher started the lesson using the song. All participants looked excited and motivated when the teacher used the song to teach the rules of Subject-Verb Agreement. From the observation made, all participants showed the encouraging and positive attitude that made them enjoyed the lesson.

## 5. Discussion and Conclusion

This section will answer the research questions by referring to the findings recorded. The research questions are 1) How does the use of songs help the pupils understand and memorize Subject-Verb Agreement rules among Year 6 pupils? and 2) How the Year 6 pupils perceive the effectiveness of using the song to understand and remember the rules of Subject-Verb Agreement?

### **5.1 How does the use of songs help the pupils understand and memorize Subject-Verb Agreement rules among Year 6 pupils?**

Based on the analysis made from the participants' exercises, they showed improvement in their marks in the first cycle and second cycle. In the first cycle, two participants scored the full and highest marks. Another three participants showed some improvements in their exercise, but they still could not achieve the maximum marks. After I implemented two songs in the second cycle, all three participants managed to score the exercises' full marks. The analysis shows that the use of song helps the pupils memorize and understand the Subject-Verb Agreement rules well. Eady and Wilson (2004) agreed that music and song support learning more and more effectively. Kirsch (2008) stated that the students would gain many benefits, such as promoting positive feelings, facilitating learning, and developing good listening and speaking skills using rhymes and songs in language classes. Nurnadirah and Azlina (2020) also concluded that the action songs' intervention helped the pupils' learning the language.

Palmer and Kelly (1992) mentioned that the proper combination of words and music helps to keep songs together and enhance the capacity of the mind to remember them. The distinction between an unforgettable and a forgotten song can be captured by a minor shift in the alignment between words and music. Fonseca-Mora et al., (2011) suggested that the use of song can develop children's language development, more specifically pronunciation. In a relaxing classroom environment, the song can promote comprehensive and active listening and stimulate creativity and imagination (Sevik, 2011). Other than that, Schoepp (2001) also stated that songs often provide opportunities for automatic improvement, which is the key cognitive justification for using songs in the classroom.

I saw that the songs as a great tool to help the learners memorize the rules of Subject-Verb Agreement as the participants managed to apply the rules well when answering the exercises. Salcedo (2002) stated that the use of songs positively affects imagination, memory, and imitation ability, which is known to be one of the most meaningful language learning approaches. Anton (1992) claimed that song is one of the most powerful memory aids available to us especially for remembering grammatical structures. He mentioned the Contemporary Music Approach as it enhances the different types of music and rhythms associated with the other grammar lessons because he felt that a particular beat and rhythms remind the students of the song, and the song reminds them of the grammar in exchange.

Claerr and Gargan (1984), suggested the value of music as calming and encouraging and they also agreed that this linking hemisphere of the brain motivates students to improve language practice. Stansell (2005) mentioned that the language accent, grammar, and memory could be affected positively by music and song. Kirsch (2008) mentioned that as songs are repetitive, significant, and delivered in consistent rhythms and larger chunks, pupils are more likely to recall new words and structures.

### **5.2 How the Year 6 pupils perceive the effectiveness of using the song to understand and remember the rules of Subject-Verb Agreement?**

The interview conducted also shows that the participants love to use the song in learning the rules of Subject-Verb Agreement. Most of the participants gave the positive feedback on the use of song in learning the rules. They thought that the songs was simple and it was easy for them to memorise the lyric. Singing the song while learning and memorizing the rules of Subject-Verb Agreement was fun and interesting. It motivates the pupils' to sing and memorise the songs as they were highly motivated. Stansell (2005) claimed that the mood, motivation, and enjoyment can be enhanced by music and song too. Gasma (2017) claimed that the song

motivated the students to learn language. Israel (2013) concluded that music and song help enhance academic achievement, self-esteem, and self-confidence.

The song is a motivation booster as the participants love the concept of learning the rules of Subject-Verb Agreement through songs. Shazwani (2008) claimed that the song also managed to develop a positive attitude and motivation of the pupils towards learning English. Faliyanti (2017) stated that song can be used efficiently in the learning process to increase the pupils' motivation in learning language. Maimunah and Melor (2019) stated that song is a great catalyst of learning, while it encourages learners to engage actively in the process of learning. Since music helps increase the participation of learners, they thus establish enhanced attitudes toward the class itself.

From the observation conducted in the research, all the participants showed a positive attitude towards the Subject-Verb Agreement lesson. They looked cheerful and enjoyed the lesson well. They responded to the teacher actively and motivated to complete the work given. Rumley (1999) stated that in language learning, it is important for learners to feel inspired and to enjoy the lesson whenever they like the music. The good experience of engaging in the activities would encourage better attitudes to grow. Lusi (2012) also stated that songs may inspire learners and boost the environment of ESL classrooms when they will minimize the dreariness of the typical of ESL teaching and learning. Saricoban and Metin (2000) indicated that in regular classroom lessons, songs can give a great transformation. Other than that, Schoepp (2001) also stated that songs often provide opportunities for efficient growth in language learning, which is the main cognitive purpose for the classroom's use of songs. Nesamalar Chitravelu et al. (2005) stressed that in grammar teaching, songs are popular because they are fun, soothing, and foster a non-threatening and friendly environment.

Therefore, based from the discussion made, it shows the song successfully changes the pupils' learning, perception towards English lessons, and learning grammar. This action research managed to prove that the song worked to help the learner to understand and memorise the rules of Subject-Verb Agreement effectively. This research can help other teachers see how the song can positively impact their teaching and pupils' learning. The song is a useful teaching tool as it has many advantages that will help achieve effective teaching and efficient language learning.

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