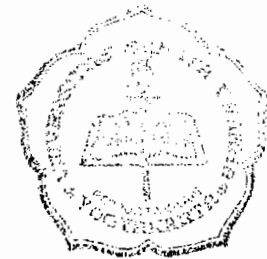


THE USE OF SONGS
TO INCREASE THE GRAMMATICAL COMPETENCE
OF SENIOR HIGH SCHOOL SECOND GRADE STUDENTS

A THESIS

**Presented as Partial Fulfilment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Education**



By

MURRAYA THEARENGA

Student Number : 961214025

Student Registration Number : 960051120402120025

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA

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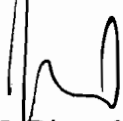
Major Sponsor,



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April ,2001

Co-Sponsor,



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Prepared and Written by

**MURRAYA THEARENGA
Student Number : 961214025
Student Registration Number : 960051120402120025**

**Was defended before the Board of Examiners
on May 26, 2001
and was declared acceptable**

Board of Examiners

**Chairman : Dr. A. M. Slamet Soewandi
Secretary : Drs. P. G. Purba, M. Pd.
Members : Dr. Fr. B. Alip, M. Pd., M. A.
Dr. J. Bismoko
Drs. P. G. Purba, M. Pd.**

Signature

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**Yogyakarta, June 2001
Faculty of Teacher Training and Education
Sanata Dharma University
Dean,**

Dr. Paulus Suparno, S. J., M. S. T.

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ABSTRACT

Thearenga, Murraya.(2001).*The Use of Songs To Increase the Grammatical Competence of Senior High School Second Grade Students*. A Thesis. Yogyakarta: English Education Study Programme. Sanata Dharma University.

This study was an attempt to investigate the use of songs to increase the grammatical competence of senior high school second grade students.

In order to achieve the purpose of the study, a number of theories are reviewed. The basic theory in this thesis is the Mallison's theory that says that **grammar and syntax are never easy, but if they are taught sensibly, progressively, meaningfully-with a human and not an arid touch, the students will not regard the mastery of a grammatical rule as the sinister activity.** Music is proved to have many advantages for human's body and brain and therefore, it helps learners to learn English.

The object under this study, songs was not assigned randomly because, as Wilson says that the song can serve as illustrations of the use of the grammatical structure. Songs can also be a reinforcement to promote the mastery of English. The songs are chosen from the MTV Asia Hitlists and The 100 Greatest Pop Songs because the students will learn best when the materials meet the learners' need and interest.

The writer conducted the analysis by presenting some criteria of songs which can be used for teaching grammar. The criteria are based on the learning level of the students, they are the speed of song, the length of song, the certain grammar pattern contained, the frequency of the pattern occurrence, the vocabulary used in the songs, and the clarity of the singer's voice in the songs. The criteria are made to make the analysis easier and clearer.

In this thesis, the writer also give some ways of the songs' presentations that are the modification of the previous language practices. The writer made some variations with the practices so that the songs can be used with those practises. The songs come before the pattern discussed since the presentation is using the inductive approach which the students can figure out the grammar pattern themselves. These song presentations are made to help the students to be more understand about the use of grammar pattern in the sentences.

On the basis of findings in data analysis, some conclusions were drawn. Songs can be used as a material for teaching grammar for senior high school second grade students since they have some potentials to increase the students'

grammar competence. The songs show the students the use of certain grammar patterns in sentences so that they can practise their grammatical competence in order to improve their communicative competence. Based on the conclusions of the study, recommendations are proposed. The writer hopes that the English teachers using songs to teach grammar, however, the English teachers must do it carefully both on the analysis and the class presentation.

ABSTRAK

Thearenga, Murraya.(2001).*The Use of Songs To Increase the Grammatical Competence of Senior High School Second Grade Students*. A Thesis. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Tujuan dari penelitian ini adalah untuk mengetahui kegunaan lagu untuk meningkatkan kemampuan tata bahasa (*grammatical competence*) bagi murid kelas II SMU.

Sejumlah teori disajikan untuk mencapai tujuan penelitian ini. Dasar teori dalam skripsi ini antara lain teori Mallison yang mengatakan bahwa tata bahasa dan syntax tidak mudah, tetapi jika diajarkan dengan baik, maju, dan penuh arti-dengan sentuhan kemanusiaan, maka murid-murid tidak akan merasakannya sebagai suatu pelajaran yang tidak diinginkan. Sementara itu, musik terbukti memberikan banyak keuntungan bagi tubuh dan otak manusia. Maka, penganalisaan lagu-lagu dilakukan.

Obyek dari penelitian ini, yaitu lagu tidak ditentukan secara acak karena lagu dapat dijadikan sebagai ilustrasi dari kegunaan fungsi suatu struktur tata bahasa. Lagu juga dapat menjadi suatu penguatan (*reinforcement*) dalam mendukung kemampuan berbahasa Inggris. Lagu-lagu tersebut dipilih melalui daftar-daftar lagu dari MTV Asia Hitlist and The 100 Greatest Pop Songs karena para murid dapat belajar sangat baik jika materi pelajaran sesuai dengan kebutuhan dan minat para murid.

Penulis menjaiarkan analisa lagu dengan cara menentukan beberapa kriteria mengenai lagu yang dapat digunakan untuk mengajar tata bahasa. Kriteria-kriteria tersebut berdasarkan tingkat kemampuan belajar murid. Kriteria-kriteria tersebut adalah kecepatan lagu, panjang lagu, bentuk-bentuk tata bahasa yang tercakup dalam lagu, frekuensi dari bentuk tata bahasa yang muncul dalam lagu, kosa kata yang digunakan, dan kejernihan suara penyanyi di dalam lagu.

Dalam skripsi ini penulis juga memberikan beberapa cara dalam menyajikan lagu di kelas yang merupakan modifikasi dari latihan-latihan tata bahasa yang sudah ada dengan lagu-lagu tersebut. Penulis membuat beberapa variasi sehingga lagu dapat digunakan bersama dengan latihan-latihan tata bahasa yang sudah ada. Dalam penyajiannyadi kelas lagu diputar sebelum penjelasan karena presentasi lagu berdasarkan pendekatan induktif (*the inductive approach*) dimana para murid dapat menarik kesimpulan sendiri melalui contoh-contoh kalimat dalam lagu tersebut.

Berdasarkan penemuan-penemuan dalam analisa data, maka ditarik kesimpulan berikut; Lagu dapat digunakan untuk mengajar tata bahasa bagi murid

kelas II SMU karena lagu memiliki potensi untuk meningkatkan kemampuan tata bahasa murid-murid. Lagu memperlihatkan kegunaan dari bentuk-bentuk tata bahasa dalam kalimat sehingga mereka dapat melatih kemampuan tata bahasa mereka untuk meningkatkan kemampuan berkomunikasi menggunakan bahasa Inggris. Berdasarkan kesimpulan-kesimpulan tersebut, ada beberapa rekomendasi yang diusulkan penulis. Penulis mengusulkan agar para guru bahasa Inggris di SMU-SMU menggunakan lagu untuk mengajarkan tata bahasa, dan dalam menganalisa maupun penyajian di kelas, para guru harus melakukannya dengan teliti dan baik.

CHAPTER I

INTRODUCTION

A. Introduction

This is an analysis of the use of songs to increase the grammatical competence of senior high school second grade students. For the purpose of the analysis here undertaken, chapter I briefly discusses the Background, Problem Formulation, Problem Limitation, Research Objectives, and Research Benefits.

B. Background

According to *Garis-Garis Besar Pedoman Pengajaran 1994 / The Guidelines for the Teaching Program*, the English teaching for senior high school students is based on the communicative approach which is now familiarized under the term meaning-based approach. The purpose of this policy is to develop students' language competence so that they can communicate in English well. It is accomplished in the forms of reading comprehension and speaking practices.

Although it is possible to communicate in speech without much knowledge of grammar (Burton, 1982: 128), we still need grammar because the knowledge of grammar is a handy tool. We all have to communicate with a great variety of people and in varied circumstances. Therefore, a knowledge of grammar helps to choose and use the form of language best suited each particular situation. Johns (1988: 1) points out that a concern with the communicative function of language does not imply neglecting grammar for “there is no opposition or incompatibility between a concern with function and a concern with linguistic form.” In the same vein, Widdowson (1988: 154) argues that the communicative approach does not involve the rejection of grammar. On the contrary, it involves a recognition of its central mediating role in the use and learning of language. An understanding of grammar speeds up learners’ language learning. Wilkins (1976), the proponent of the functional and notional approach, believes that the acquisition of the grammatical system of a language is still the most important element in second language learning. Knowledge of grammar helps them to understand why some ways of using language are more efficient than others. It widens the range of linguistic resources available to a language learner.

To support the successful learning of English language competence, students must have the communicative competence that meets the need of effective communication. However, communicative

competence includes the pragmatic competence which is interrelated with and is supported by the organizational competence that consists of the grammatical and textual competence. The effectiveness of communication, however, requires to acknowledge the importance of grammar of the language (Bachman: 1990).

As Wilkins points out that in learning English as a second language, grammar is placed as an important part. However, teaching grammar is a difficult task in the process of teaching English to Indonesian students because English is genetically different from Indonesian. According to *The Cambridge Encyclopedia of Language* by David Crystal, English is genetically categorized as Germanic languages and Indonesian and Javanese are Eastern Austronesian languages- genetic classification is a historical classification, based on the assumption that languages have diverged from a common ancestor. Therefore it usually requires a great effort to really understand and use it.

An English teacher must not only have a complete knowledge of English grammar, but also have the ability to help the students to understand the grammar and to use it in speaking. Very often, students know the patterns but they cannot use them in communication. They are often confused as how to use the correct pattern when they want to express something in their minds.

In order to get used to the new grammar patterns, students have to practice a lot. The correct use of the patterns is a matter of habit and not a matter of knowledge or information. It is not enough just knowing the patterns by heart, but the students must also know how to use them correctly in communicating with people through a lot of practises.

In conducting the teaching activities, sometimes teachers use some media to help them explain the lesson toward the students. There are various teaching media which are used to make the students understand about the lesson better, such as pictures, textbooks, videos, computers, games, songs, et cetera. Songs, as one of the teaching media are valuable to increase the effectiveness of teaching since they can also be a relaxation for the students and make them interested in the lesson. Songs can serve as a material for listening, speaking through discussion, reading comprehension, and grammar practise. They can also make the students enjoy the lesson and improve teacher-student and student-student relationships in class.

Despite the benefits, however, there are not many teachers of senior high school who use songs in teaching English. There are many possible reasons for this. They might not be aware of the remarkable results of songs as a teaching material could give in class or else they might assume that giving songs as teaching materials to class is wasting time since they only have limited time to finish many materials. They

will only use songs for class intermezzo to refresh students' mind and give them in a moment without any lessons in it. If there are some teachers who use them as teaching materials, it is usually limited only for listening and speaking materials usage. Few teachers use them as grammar practice materials.

Seeing these phenomena, the writer is interested in doing the research to find out the potentiality of songs as a grammar teaching material for Indonesian students and how to present the songs in classroom so that they can be an interesting material.

C. Problem Identification

The Grammar Translation method is not used for this recent English learning for senior high school anymore. It can be seen in *Garis-Garis Besar Pedoman Pengajaran 1994 / The Guidelines for the Teaching Program* that the method which is used for teaching English is the communicative approach which focuses on the reading practise. However, grammatical competence still plays an important role for supporting students' language learning and helping them to choose and use the language form best suited to each particular situation in communication.

Many senior high school students still find difficulties in making correct and appropriate English sentences. They are still confused of how to use the right language form when they want to express something in their mind. Feeling afraid of making mistakes in having the communication, the students do not have enough confidence to speak English even for speaking practice in the classroom.

Besides grammatical competence, the listening ability is also an important role for communicative competence. Only a few teachers who are aware of this and give their students listening comprehension practices. The most senior high school students are rarely given this practice. Eventhough the listening practice is given, they do not practise their listening ability in the real native conversations. Consequently, students could not conduct a good English communication.

Teachers of senior high school still face problems in teaching English grammar to their students. In teaching English grammar a lot of time and efforts are needed since teaching grammar involves theories and drilling practices which can make the students get bored easily. The boredom and difficulty in following the lesson which are found by the students create a kind of unwillingness to study.

Although there are many grammar practise materials which have been designed in order to draw students' attention and encourage them to study grammar teachers still need many kinds of them. Teachers need

more variations in designing kinds of grammar practice materials to keep students' interest in learning English grammar.

D. Problem Limitation

Due to the limited time and experience, the problems discussed are also limited. This research deals with the senior high school second grade students since their knowledge of English is sufficient so that they will not be easily confused with a new material. The songs that are analyzed are also limited. Only those the senior high school students like.

The research focuses on the use of songs as grammar teaching materials for senior high school second grade students and for increasing their grammar competence. Based on the criteria that the writer have established, the songs are examined to find out whether or not they could give opportunities to teachers of senior high school especially second grade teachers to apply the materials that encourage their students to learn English grammar.

The writer also presents the methods of using songs in teaching English grammar in the classroom by describing why and how to use them for classroom purposes. And therefore, in order that they can be a success, some problems in teaching grammar using songs will also be discussed.

E. Problem Formulation

As the research is concerned about the potentiality of songs in increasing grammar competence of senior high school second grade students, the thesis tries to answer the following questions :

1. Do the songs that senior high school second grade students like have the potential to be an effective instrument to teach grammar ?
2. What songs are potential for teaching grammar for senior high school second grade students ?
3. How can songs be used to teach grammar ?

F. Research Objectives

The reseach is conducted to meet the three objectives stated in Problem Formulation. First, the research is to find out if songs that senior high school second grade students like can be an effective instrument to increase the students' grammatical competence. Second, to identify the songs which potentially increase grammatical competence of senior high school second grade students through some criteria of an appropriate song to teach grammar for senior high school students.

Third, to find out the ways of presenting the songs to be an interesting material to teach grammar.

G. Research Benefits

The research findings are expected to provide information about songs which have grammar potentials in order to teach senior high school second grade students so that the readers can take some benefits from reading this thesis.

For teachers, the writer hopes that this research can give some ideas for them to begin using songs in class. By knowing the procedures of using songs for teaching grammar from this thesis, teachers may accelerate their creativities in making new and more interesting presentations for their students' learning proggression.

For the English learners in Indonesia, the writer hopes that they will have a perception that grammar is still an important feature in supporting their fluency of English communication and they do not give up increasing their grammatical competence by using songs.

CHAPTER II

THEORETICAL REVIEW

A. Introduction

This chapter presents detailed discussion about theories as a theoretical base of study outlined in chapter I. The chapter is divided into three sections. The first deals with review of related literature. The second deals with theoretical framework and the fourth deals with the hypothesis. In the theoretical framework the writer discussed the analogy of several song presentations.

B. Review of Related Literature

Oxford Advanced Learner's Dictionary of Current English tells the definition of song as music for singing. It means that in the music there is a lyric which is sung by the singer. Music is an important thing in every culture. It gives some useful effects for human body and mind; pleasure, health, relaxation, helps to express feelings, teaching, and so on. Through listening to music people can get a lot of advantages. A clinical study which has been done by some therapists shows that music, indeed, can give positive responses to the brain. Music can organize some body

functions, synchronize motoric skills, and stimulate our brain activity, even can make us cleverer. (*Sartika Fit magazine*, October 1998: 50-53).

According to Robbins, one of the founders of Nordoff-Robbins Music Therapy centre in University of New York, New York, USA, human's brain neurological structure and organic muscles function have something which are rhythmical and musical. In the non-verbal level, music will activate the mind, accelerate attention, and organize some body functions. With its tempo, rhythm, melody and harmony, music stimulate human's brain in many ways, based on the study held in the USA. It can reduce worrines and depression, accelerate creativity, train human's motoric muscles, et cetera. For these facts, no wonder that many people use music or songs as an instrument to overcome depression and a tool for relaxation. This statement is supported by Deforia Lane, Phd., director of Music Therapy in Irish Cancer Centre, university hospital in Cleveland, USA.

In the relation with teaching-learning activities in the classroom, songs can help students to relax after a period of intensive learning – releasing them from the tense atmosphere during the learning process. Through listening or singing songs they can also restore their interest in learning the lesson and raise their concentration. Songs can show them the fact that they can learn and practice English outside the class too and encourage the students to do so. Papa and Iantorno state

that singing a song can raise the interest and motivation of students, although they do not mean to claim that all the problems concerning motivation can be solved by introducing songs in the classroom. Songs can also be a reinforcement to promote the mastery of English however, songs must support the materials the students have learned then teachers can exploit the song to be used for reinforcing.

Songs provide teachers a wide range of meaningful activities for teaching English as second language. Ken Wilson, the writer of *Mister Monday and Other Songs for the Teaching of English* (1972) supports this statement. Songs offer the possible usage such as for presenting a new point of grammar pattern, discussion, comprehension, and drills. According to Wilson, The song should not be used when a new structure is introduced to the class for the first time; but they can serve as illustrations of the use of the structure soon afterwards (Wilson, 1972: 5). Songs can serve as illustrations for the use of a grammar pattern. Besides, they also make students active and can implant confidence in them which will strengthen their motivation in learning.

As a teaching material, the presentation of songs has to be carefully done and teachers must not forget about some considerations in choosing and presenting materials for teaching. The materials that are relevant to the students' needs and interests would activate and stimulate students' learning. The learners learn best when the materials meet the

learners' need and interest. Chen Chang Yi in *FORUM magazine* said that it would be better if the teacher can find topics of common interest (Chen, 1989: 30). When teaching techniques and students' interest can be combined, in this case, songs, the students are going to enjoy his language work and draw from it the cultural values.

However, we cannot deny that grammar is an important feature in increasing students' English communicative competence. The functional or communicative approach with no grammar focus can not achieve communicative competence in learners in any formal language learning experience.

We know that grammar lesson is not an easy lesson and not the interesting activity in learning a language because learners are studied different structural forms of language from their native language. It needs a strong effort and high perseverance. Since grammar is always considered as a difficult and boring subject of learning a language, teachers must introduce it in an easy way of lesson explanation and presentation. There are many different ways of doing the grammar presentation which do not only involve the transmission of grammar rules. It is certainly possible to teach aspects of grammar. Since in the reality, language use is often untidy and cannot be automatically reduced to simple grammar pattern. Students need to be aware of all language possibilities.

“Grammar and syntax is never easy, in any language. But if it is taught sensibly, progressively, meaningfully with a human and not an arid touch – the pupil is not going to regard the mastery of a grammatical rule as the sinister activity some of his prospectors either seem or want to believe it to be” (Mallison, 1949; 87)

According to Yalden, (1987: 23) the aim of teaching grammar should be to ensure that students are communicatively efficient with the grammar they have at their level.

In developing the given material, Finocchiaro (1969; 91) points out that the teacher should start at the students' level of achievement as a basic for further development. The material should not be too easy or too difficult for the students. Too easy will reduce the students' motivation. Too difficult materials cause the students frustrated. The materials should fit the level of students' competence. The materials should also give challenge to the students. They should not go too far beyond the students' reach. The challenging materials can encourage students to get the essence of information. When grammar is presented, it tends to give students tidy pieces of language work with. Teachers should be prepared to use a variety of techniques to help their students learn and acquire grammar. Sometimes this involves teaching grammar rules, sometimes it means allowing students to discover the rules for themselves.

“In teaching grammar points it is better to be as inductively as possible. Obviously, the inductive approach gives the students the correct attitude towards language study in that it shows them that rules are derived from language. Equally obviously it is the ideal

method of approach to the learning of a foreign language” (Mallison, 1949; 73)

Other things that should be considered in presenting grammar point, especially the new one, according to Mallison in his book *Teaching a Modern Language* are :

1. We must sure that there are no vocabulary difficulties in the way
2. Never give too heavy a dose at a time
3. Keep the presentation absolutely simple and deal with only one point at time
4. Having taught a rule, do not give the exceptions straight away, but deal with them quite naturally as they occur
5. Have copious examples illustrative of the rule, but let these examples as far as possible be suggested by the students themselves
6. Always recapitulate – immediately after the point has been taught

Since not every English songs can be used to teach grammar therefore teachers should be very careful in choosing songs for the teaching purpose so that the presentation will be effective. Finnochiaro said that the type of song you teach to your class will depend on the age, interest, and learning level of the students (1958: 145).

According to *Garis-Garis Besar Pedoman Pengajaran 1994/ The Guidelines for Teaching Program*, senior high school second grade students have to acquire fourteen grammar points. These materials are

related to the themes and functions in order to make students easier in using them in daily conversation.

1. The use of SHOULD and OUGHT TO to express expectations
2. The use of Modal Perfective : WILL + HAVE + V3
3. Noun groups to describe people and things
4. Verbs in relation with our senses
5. The use of LET and MAKE
6. Present Perfect Continuous Tense to express duration
7. The use of IN ORDER TO to express purposes
8. The use of CAN and WOULD to offer help
9. WOULD RATHER and PREFER to express preferences
10. Passive voice
11. Reported speech
12. Past Perfect Tense
13. Noun clause to give information
14. Conditional If

To learn grammar, students need exercises since explanation is never enough to make them understand. Exercises are given in order to train the body, physic, or mental. In school, teachers give exercises, homework, drills tests, et cetera. As a common teaching techniques, drilling is often presented to the students in the purpose that the students can get used to certain grammar patterns. It is a kind of exercise which

asked the students to repeat the given patterns or materials in a high frequency. Although this technique is proved to be efficient – students can memorize the patterns – but it also can make them get bored easily since repeating the same pattern with a few variations in it will decrease their energy and concentration. However, there are still more types of exercise which are commonly used in helping students to understand the grammar points such as translation, rearranging jumbled sentences, completion, restatement, transposition in word order, expansion, integration, transformation, correcting the verb form, et cetera. Listening to the song that are contained particular grammar can also be an exercise for the students to practice their listening ability and develop their grammar knowledge.

C. Theoretical Framework

Music is universal. Most people in the world listen to music and sing everyday. Music gives a lot of advantages for human body and mind. Being aware of the use of music, nowadays people start to involve music in their jobs. Doctors and therapists use music to help their patient recoveries, managers plays music in the office to make their employees relax, teachers involve songs in their material presentations in class, and so on.

Giving songs can be one of many different ways in teaching grammar in the classroom. Certain songs as media for teaching grammar serve the illustration of the use of a particular grammar pattern in sentences. They contain particular grammar patterns which can be used in teaching-learning process.

The purpose of doing the presentation of new language structure (aided by the materials) is to give the students with clear information about the language and how it is used also to show the students the grammatical form of the language and how it is said and/or written. However, language is a difficult thing and it is often used very inventively by its speaker. Therefore teachers must help students to raise their awareness about the creative use of grammar amongst other things by asking students to discover ways in which language is used teachers help to raise their awareness about creative use of grammar. (Yalden, 1987: 23)

Using the inductive approach in presenting songs as the teaching material can be useful for students.

The inductive approach lays before a pupil a text in which certain grammatical difficulties occur, seeks ideally that the pupil should sense the difficulties that beset him, directs his attention by leading questions which will show him what to look for and will put him on the right track, and then asks him to formulate his own rule for future guidance (Mallison, 1946: 80).

Teachers give a song lyric and play the song once or twice then he asks to his students to recognize the grammar pattern which is used mainly in the song. In examining the lyric, students' attention is focused on the grammar pattern and the use of it and on finding the answers by using their grammar knowledge. By asking the students to recognize the grammar pattern through songs, teachers have practised the inductive approach toward students.

When the teacher gives a reading passage or dialogue and asks his students to find out the grammar pattern that often appear in the text, it shows that he wants to measure the students' understanding about grammar pattern which has been taught. The songs can replace the reading passages to teach grammar. The particular grammar pattern in the lyric can be an effective instrument to show the use of certain grammar pattern in the real situation and will enrich the students' vocabulary.

Teachers usually give grammar exercises in increasing their students' grammatical competence. One of grammar exercise types which is oftenly used is rearranging jumbled sentences practice. The way of conducting this practice is by giving the text contains of some jumbled sentences and asking the students to rearrange the sentences. This exercise will lead the students to the use of particular grammar pattern in sentences. The lyric of song can also be arranged so that the students can practise their grammar knowledge by rearranging it to a correct lyric.

Repeating the concept of particular grammar pattern helps the students to memorize and get used to it. This drilling technique can be applied in songs since the song will repeat the lyric for several times. Wilson and Dakin in the book *Songs and Rhymes for the Teaching of English* (1985) holds that songs give a new dimension to drilling. Songs make the drilling more natural and meaningful since they are close to everyday life. Song can also be a natural drill because by singing it outside the classroom, the students are also doing the drilling technique without any recognition that they are actually learn the grammar pattern since they do it for pleasure. The students will still remember the grammar pattern long after the lesson finished. When they find a difficulty in particular structure, they will soon recognize their mistake when the words do not fit the music. For example, a student who has learned about verb-form and get an exercise through song "Sad Movies", found a difficulty in deciding what verb-form to use after the word 'make'. However, he remembered one of the song's line: "Sad movies always make me cry..." so he got the idea that the appropriate verb-form after 'make' is verb 1. Therefore, song can be a drilling exercise and it is more natural in practice. Dakin argued that rhymes and songs thus occupy an intermediary position between mechanical drills, if they are used at all, and practice in simulated situations (Dakin, 1985: 5)

Usually song is used for listening material because students can practice their listening ability. It is presented in an incomplete lyric and students are asked to fill in the blanks by listening to it. In grammar practise, students are also introduced with the completion practise where they are asked to complete the form of an utterance. However, song for grammar practise can be presented as the same as the listening material.

Another activity on practising the grammatical competence is by making the students to correct the verb-form. The procedures can be the same as the listening practise, but in this way teachers are focusing the lesson in the grammar pattern used in the song played. This activity will lead the students to recognize the common errors that people usually make and by listening to the song, they are helped to know the correct answers in the unique way of work correction.

In translation practise, an Indonesian text is given and students are asked to translate it into English. This exercise develops the writing skill and helps students' understanding of grammar pattern usages. Listening to the song to translate the lyric will be a fun activity for the students. They will be relaxed by listening to it and complete the translation task with curiosity and easier since the song has provided the vocabulary. For the teachers, song provides the exact answer and they should not have to be very dominant in the class since the students can check their task result by listening the song.

D. Hypothesis

Songs is one of many things that senior high school students interested in. Songs have an influence in teenagers' lives. Songs give good and bad effects to their lives. They can affect teenagers' thoughts and actions, their spirits, their feelings, and their point of view about something like love, life et cetera. Many of them have certain lifestyles because of the music they like such as the punk generation, the rasta generation, the hippies, et cetera.

In teaching-learning process, songs offer some possible usages such as discussion, comprehension, presenting a new point of grammar, and drills. They can be a material for teaching grammar, listening, pronunciation, speaking, and reading because songs serve context which is a major source in language presentation.

From the analogy above, it is shown that songs can be used as a material for teaching grammar since they have the potentials to be an effective instrument for increasing grammatical competence of Senior High School of second grade students. The songs can be a variation of material presentation in the classroom especially in teaching grammar which need many exercises. The development of songs as an instrument to teach grammar have the similar functions with the grammar exercises

like recognizing grammar pattern contained in a text, correcting the verb-forms, rearranging jumbled-sentences, translation, and drilling, et cetera.

By practising English grammar through listening to the songs, students' learning motivation can be raised. Their curiosities in knowledge and creativities will be developed since they can learn from the object they liked. Giving songs as an instrument to teach grammar will also increase students' listening ability, develop their writing and reading competence, practice their pronunciation, enrich their vocabulary, and so on. It helps students to learn other cultures and supports the teacher-students relationship and student-student relationship in the classroom. Finding such advantages, the writer can say that song is one of the teaching materials which has good potentials in teaching English, in this case English grammar.

CHAPTER III

RESEARCH METHODOLOGY

A. Introduction

This chapter presents a discussion of the method used in the analysis. The discussion includes the Methods, Object, Procedures, and Data Analysis. In the Method, the writer told the readers about the methods used for the analysis. The Object discussed the object of the research and in the Procedures, the writer showed the steps that were going to be done in the analysis. The last part in this chapter, Data Analysis would informed the readers how the data collected are analyzed.

B. Methods

This reseach is concerned with the problems stated in Chapter One. In order to answer the questions, the writer uses the document analysis method of research. The writer is about to analyze the songs which are potential for increasing grammatical competence of senior high school second grade students : grammar pattern contained, frequency of the grammar pattern occurrence, the length of the song, the tempo, the vocabulary used, and the clarity of singer's voice. To measure the tempo

of the songs, the writer uses a special tool called metronome, and for the length of the songs the writer will use stopwatch. These criteria are based on the writer's literature study about teaching and learning English as a foreign language and teaching experience.

There will be an analysis of songs potential in increasing grammatical competence in this thesis based on the criteria. Therefore, the songs which are not fulfill all the six criteria are considered do not have the potential to be an effective instrument to teach grammar. The result of the analysis will be presented in a table. However, the writer will make it brief and easy to understand for the readers. The result will be seen as follows :

SONG	GRAMMAR FOCUS	PATTERN OCCURRENCE	LENGTH	SPEED	SINGER'S PRONUNCIATION

C. Object

The object of this research is the songs. The writer gathers many songs that most students like from the MTV program broadcasted in Anteve, Indonesia. MTV Asia Hitlist represents songs which people of



Asia includes Indonesia like. It lists songs from the results of the album selling and song requests from the listener. And so do the radio stations. Based on the writer's interview with some Disc Jockeys (DJ) in Gajahmada Radio Station and Imelda Radio Station in Semarang, most of the requests are come from teenagers especially senior high school students.

D. Procedures

When the writer analyzes the songs, the criteria have set are used for the basic analysis. Grammar pattern which is mostly used in a song is considered as a pattern that can be taught in the classroom. However, before deciding the grammar pattern, the writer will analyze the vocabulary used in the lyric and the singer's voice. Students must know most of the vocabulary that is used in a song which are going to be presented.

If the singer's pronunciation is not American or British and the voice is not as clear as the music background, it is considered that the song is not appropriate for teaching because the students will get confused in listening the song since they are not used to hear different accent of pronunciation from American or British pronunciation.

For the further steps of the analysis, the writer will count the tempo and the minutes in the song's lyric to decide the length of the song. If the tempo is more than 120 MM (*Metronome Maerzel*) it means the song is too fast and if it is less than 70 MM it means that the song is too slow. The appropriate speed is 70 – 120 MM. For the length of the song, the writer decides that if it is more than 5 minutes the song is not appropriate for teaching because it is too long and will make the students bored – the average length of the song is about 2.40 minutes until 4.50 minutes. Beside it will make the students get bored easily, the writer is also considering the limited time that the teacher has in the classroom.

The writer will select songs which are suitable based on the criteria. She will find out whether certain songs are potential or not for teaching grammar and how they can be used in the classroom.

To answer the last Problem Formulation about the way songs be used, the writer makes analogy in several kinds of practise that usually used by teachers in testing students' understanding about the lesson. The writer will show the practise that students usually have and tries to implement songs in it. In presenting the lyric for teaching grammar the writer tries to modify the lyrics to be an interesting material for the students in learning grammar. The material is developed from the previous teaching practises such as drilling, making students to rearrange jumbled sentences, translating, asking the students to correct the verb

forms, et cetera. By this way, teachers will not need to introduce the new teaching procedures to the students since the students are got used to with the methods.

However, the material presentations that the writer made are not fixed– in the meaning that everyone is allowed to create his/her own modification material. The new material is made to entertain students and to give them challenge and a new method in learning English.

E. Data Analysis

This part presents how the data are analyzed. The data obtained from the analysis which are put into the table. The data will show the grammar focus which is included in the analyzed songs, the frequency of pattern occurrence, the speed of songs, the length of the song, and the singer's pronunciation as shown in the report sheet example above.

The analogy of several language practices that the writer made will lead us to the logical conclusion about the use of songs for teaching grammar.

CHAPTER IV

RESEARCH FINDINGS

A. Introduction

Chapter four presents the research findings and discussion. This chapter divided into four major sections. The first deals with the data description. The second explains the analysis result. The third is the discussions about the answers, and the fourth section is about the practical suggestions for teaching English using songs.

B. Data Description

In analyzing data the writer is conducting three steps of activities, namely: determining the criteria of songs potential for teaching grammar for senior high school second grade students, selecting the songs, and finding the interesting ways in presenting them in class.

In the relation with the definition of song stated in Chapter II, the writer concludes that “ the appropriate song “ for teaching grammar is a kind of song that has clear voice of the singer so that the listeners can listen

easily, it can be sung, and includes certain grammar points. The criteria that the writer uses in determining the potential songs are the speed of song, the length of the lyric, the clarity of singer's voice, the repeated appearance of particular grammar pattern in the song, and the vocabulary used in the songs.

Speed of songs has a relationship with the beats and the rhythm of the songs. The reason of determining the speed of song as one of the criteria below is the students' competence in listening. As mentioned before in Chapter I, teachers of senior high school rarely use songs for teaching, and that the students' competence in listening is quite poor since it has been never practised. So by giving the song which has 'the average speed' (*Adante*) – not too slow and not too fast – hopefully the students can follow the song and the purposes of giving the song as to anticipate the students' interest are fulfilled. Songs should be simple in nature- meaning that they have easy melody to follow- so that after listening once or twice, the students are able to sing the song in accordance with the natural drilling.

The length of the song important subject to consider in selection of songs for teaching grammar material because the longer the song, the more complicated sentences and many vocabulary in it. For students, a long song can mean much effort spent for learning the song, and as a result students will feel tire and hence decrease their interest and participation in

class. For teachers, a long song is regarded as a difficult one and therefore it occupies a lot of time to use it in class. So, the songs which are going to be presented should fit the time allotted for teaching.

The appearance of the grammar pattern in a song is also important in determining the song potential in teaching grammar. It is hard to gain the students' understanding about the lesson if the material does not give enough information about it. Like drilling practise, songs train the students to be get used to the grammar pattern contained by listening to it. In the particular song the particular grammar pattern which frequently appears helps the students to more understand the use of the pattern and hopefully they are confident to use it in daily conversation. By singing the song outside the class automatically the pattern will remain in the students' mind and can be used as a reminder if they forget the pattern.

To prevent the students from frustration, the writer considers establishing another criteria of the potential songs for increasing students' grammar competence. According to Finnochiaro (1969), the material should fit the students' level of competence. The material which is too easy will reduce the students' motivation. On the other hand, too difficult material will cause them frustrated. When the teacher presents the song which is contained many new vocabulary and idioms the students will find it difficult

to understand the teaching point, for the result they will be frustrated and refuse to continue the lesson. This will cause the failure of achieving the teaching objectives. Since the purpose of giving songs is to teach grammar patterns, the teacher should not focus on the vocabulary. By giving the simple songs which have simple sentences and clear sound, the students will be happy and find it easier to figure out and understand the grammar patterns given and the teaching objectives will be achieved.

All of the criteria above are based on the awareness of students proficiency in English and the language of the songs. The writer considers the level of their understanding about English and the language used in the song. We must be sure that the songs use good English, not broken English to avoid confusion since the students might use them for reinforcement or recall. All the criteria support each other as an unity. Each of them cannot stand alone because they have been confirmed as the factors which determine the use of songs to increase grammatical competence of senior high school second grade students. That is why in choosing the songs to analyze the writer will use the criteria to decide whether the song is useful or not to teach grammar. They guide her to decide the speed of the song , the length of the lyric, the grammar pattern contained, the frequency of grammar

pattern occurrence, the choice of vocabulary, and the clarity of the singer's voice.

The writer only takes the songs which are popular among senior high school students. There are several kinds of music that the senior high school students like such as pop, rock, disco, alternatives, rap, and R & B. However, not every song has potentials to increase students grammatical competence. Having the criteria, the writer selects the songs which are appropriate to teach grammar. She also analyzes old songs in order to add the collection of song materials. Since songs are always changed time to time, it is expected that the reader can conduct their own analysis since the writer has given examples and guidance.

There is a close relationship between the material and the way of presenting it. A good material will be useless if the teacher cannot present it well. A material presentation determines the success of learner's learning process. So in the analysis result, the writer will also give the possible teaching techniques in order to show some of the alternative ways of presenting the songs as an interesting material.

C. Analysis Result

1. The Answer for Problem 1

In Chapter I the writer has formulated three problems in the form of questions. The first question is that do songs that students like have the potentials to be an effective instrument to teach grammar? This question is related with the ways of making the grammar lesson more interesting for the students so that they can digest the lesson quicker and easier.

The kinds of songs that students like are represented by the international music television, MTV; it broadcasts around Asia including Indonesia. MTV programs are focused on the music for teenagers. MTV as it names, Music Television serves the audience a complete information about music and issues around teenage world. In Indonesia MTV gets a good response from the first time it broadcasted in Anteve. Its song charts become a barometer for song popularity in all over Indonesia.

The writer gathers the songs from the weekly music charts in MTV Asia Hitlist every Saturday 12.30 p.m. and in radio stations in Semarang and also from The 100 Greatest Pop Songs which are taken from MTV and Rolling Stone magazine websites. The list is compiled from the record sales and radio airplays around the world, and for MTV Asia Hitlist chart is from record sales and radio airplay around South East Asia; MTV

viewer requests and MTV airplay. The songs which teenagers like are mostly pop songs. and the readers can see the lists in the appendix.

From the analysis that the writer conducts to find the answer to the question of whether or not that songs that students like have the potentials to be an effective instrument to teach grammar, she finds that most of them have the potentials to be an effective instrument to teach grammar. Songs from Westlife, N'sync, Mariah Carey, Christina Aguilera, Ricky Martin, and many other singers contain certain grammar pattern which can be used for teaching grammar since their songs are adequate with the criteria that have been established.

2. The Answer for Problem 2

As in the Problem 1, the writer states that most of the songs that the students of senior high school like have the potentials to be an effective instrument to teach grammar. The potentials are the important subjects for determining which songs are appropriate for teaching grammar. In the table below we can see the criteria such as grammar focus, frequency of grammar pattern occurrence, and the song's speed. All of the songs in this table are potential for teaching grammar for senior high school second grade students.

Table 4.1. Table of The Songs That are Potential to Increase Grammatical Competence

NO.	SONG	GRAMMAR FOCUS	PATTERN OCCURRENCE	LENGTH (minutes)	SPEED (MM)	SINGER'S PRONUNCIATION
1	<i>A Love Before Time</i>	Future Tense Conditional if	6 times 4 times	3.36	80	American
2	<i>Against All Odds</i>	Noun Clause	9 times	3.32	70	American
3	<i>Baby One More Time</i>	Noun Clause	6 times	3.05	108	American
4	<i>Better Man</i>	To/For	7 times	2.57	72	British
5	<i>Born To Make You Happy</i>	To	12 times	4.02	100	American
6	<i>Breathless</i>	Make To/For	5 times 5 times	2.43	120	American
7	<i>Bridge Over Troubled Water</i>	Future Tense	11 times	2.47	80	American
8	<i>Can We Talk</i>	Noun Clause Can	8 times 4 times	3.11	90	British
9	<i>Can't Fight The Moonlight</i>	Future Tense	15 times	3.06	104	American
10	<i>Can't Smile Without You</i>	Noun Clause	8 times	2.53	86	American
11	<i>Can't Take That Away</i>	Can	12 times	4.16	70	American
12	<i>Change The World</i>	Conditional if	5 times	3.59	98	American
13	<i>Come On Over</i>	Future Tense Would/Could	9 times 4 times	3.09	100	American
14	<i>Could I Have This Kiss Forever</i>	Could	12 times	3.57	96	American
15	<i>Dancing Queen</i>	Adjectives Sense Verbs For	11 times 5 times 7 times	3.02	104	American
16	<i>Do You Really Want To Hurt Me</i>	Noun Clause	10 times	3.41	96	American
17	<i>Don't Say You Love Me</i>	Reported Speech	5 times	2.47	100	American
18	<i>Don't Tell Me</i>	To Reported Speech	10 times	4.36	96	American
19	<i>El Condor Pasa</i>	Would rather	6 times	2.38	100	American
20	<i>Everytime I Close My Eyes</i>	Noun Clause	6 times	4.02	96	American
21	<i>Good Vibration</i>	Adjectives	5 times	3.12	96	American
22	<i>Goodbye</i>	Future Tense	12 times	4.07	84	American

23	<i>Hero</i>	Noun Clause	9 times	4.11	72	American
24	<i>How Can I Not Love You</i>	Can	12 times	3.55	76	American
25	<i>How Come , How Long</i>	Reported speech	5 times	4.38	90	American
26	<i>I Believe I Can Fly</i>	Can	12 times	4.02	72	American
27	<i>I Could Fall In Love</i>	Can	5 times	2.45	88	American
28	<i>I Do (Cherish You)</i>	Future Tense	7 times	3.53	86	American
29	<i>I Drive Myself Crazy</i>	Noun Clause	9 times	4.01	84	American
30	<i>I Turn To You</i>	For / To	25 times	4.34	84	American
31	<i>I Wanna Be With You</i>	To (purpose)	7 times	3.58	76	American
32	<i>I'll Be There For You</i>	Future Tense & For	20 times	4.16	70	American
33	<i>If</i>	Conditional If	5 times	2.34	72	American
34	<i>If Dreams Came True, Dear</i>	Conditional If	5 times	3.01	80	American
35	<i>If I Let You Go</i>	Noun Clause	7 times	3.32	104	American
36	<i>If She Only Knew</i>	Conditional If	9 times	3.01	100	American
37	<i>If That Were Me</i>	Sense verbs	6 times	4.33	86	British
38	<i>I Miss You</i>	Sense verbs To	5 times 10 times	3.27	80	American
39	<i>Iris</i>	Sense verbs To	8 times 18 times	3.44	82	American
40	<i>It Might Be You</i>	Sense verbs Noun Clause	6 times 5 times	2.56	82	American
41	<i>Let Love Lead The Way</i>	Let	7 times	4.53	82	British
42	<i>Let The Music Heal Your Soul</i>	Let Conditional If	7 times 4 times	4.07	84	American
43	<i>Like A Virgin</i>	Make	7 times	3.35	90	American
44	<i>Lucky</i>	Adjectives	9 times	3.17	96	American
46	<i>More Than Words</i>	Reported speech	5 times	3.14	104	British
47	<i>Music Of My Heart</i>	Noun Clause To/For	8 times 15 times	4.04	80	American
48	<i>My Love</i>	To/For	12 times	3.31	80	American
49	<i>One Sweet Day</i>	Future Tense	11 times	4.13	75	American
50	<i>Oops I Did It Again</i>	Noun Clause	6 times	3.24	104	American
51	<i>Pretty Boy</i>	Make/Let	6 times	4.3	76	American
52	<i>Reflection</i>	Sense verbs Noun Clause	5 times 9 times	3.32	76	American

53	<i>Right Here Waiting</i>	Future Tense Sense verbs	7 times 6 times	2.51	76	American
54	<i>Secret Garden</i>	Future Tense Conditional If	12 times 4 times	3.59	80	American
55	<i>Shape Of My Heart</i>	Let	5 times	3.57	104	American
56	<i>Show Me The Meaning of Being Lonely</i>	To/For Sense verbs	8 times 6 times	3.53	76	American
57	<i>Sometime</i>	Noun Clause	10 times	3.48	80	American
58	<i>Swear It Again</i>	Future Tense	13 times	4.0	75	American
59	<i>Sweet Child O'Mine</i>	Adjectives Sense verbs	8 times 5 times	3.55	112	American
60	<i>Tears In Heaven</i>	Conditional If	6 times	3.46	76	American
61	<i>Tell Him</i>	Reported speech To	3 times 6 times	3.57	76	American
62	<i>Thank You For Loving Me</i>	For/To	16 times	4.12	76	American
63	<i>That I Would Be Good</i>	Conditional If	20 times	3.59	72	American
64	<i>That's The Way It Is</i>	Future Tense	6 times	3.36	112	American
65	<i>Then You Look At Me</i>	Sense verbs Reported speech	10 times 2 times	3.27	86	American
66	<i>This I Promise You</i>	Future Tense	9 times	4.03	88	American
67	<i>To Love You More</i>	Future Tense	12 times	4.25	100	American
68	<i>Truly Madly Deeply</i>	Future Tense	15 times	3.47	96	British
69	<i>Untill I Find You Again</i>	Future Tense	11 times	2.56	76	American
70	<i>We Can Make It</i>	For/To	8 times	4.15	72	British
71	<i>What A Girl Wants</i>	Noun Clause	8 times	3.21	92	American
72	<i>When You Believe</i>	Can	6 times	4.13	76	American
73	<i>When Can I See You</i>	Can	7 times	4.22	86	American
74	<i>You Make Me Love You</i>	Make Noun Clause	4 times 5 times	3.03	104	American
75	<i>You Were Made For Me To Love</i>	Passive voice	7 times	3.34	80	American

From the table 4.1., we can see that most of the songs are pop songs which have *Adante* tempo. There is no rap music in the table because rap uses Black-English pronunciation and it is sung in high speed with very long sentences. The table does not contain alternative and rock music since the musical instruments of both are louder than the singers' voice, and the topics of the songs are not suitable for senior high school students. The topic of the songs in the table mostly about love and friendships.

Many of songs in the table are using future tense, noun clause, and modal 'can', none is using the future perfect tense.

3. The Answer for Problem 3

After the presentation in the table above about songs potentialities for teaching grammar for senior high school second grade students, the writer gives the answer of how those songs can be used to teach grammar at school.

There are many practises that can be adapted in the songs presentation for teaching grammar. In using the songs as a material for teaching grammar, the writer adapts some of the practises which have been familiarized by the students. The adaption is not only from the grammar practise materials, but also from the reading , listening, and writing practise materials.

a. Drilling

A song can be a good material for drilling. Naturally, when we hear a new song the part that we remember and sing it is the chorus- the repeated verse(s). It happens because the chorus is repeatedly sung by the singer. With this same procedure we can drill the students to remember the grammar pattern given.

b. Showing the pattern

Testing structure at a recognition level is a relatively simple matter which can be solved satisfactorily under any of the usual conditions found in testing. (*Language Testing*, Lado; 150) The case of this test is to present to the students an utterance containing the structure problem and to check whether or not they understand. The writer implements this practice material in the song presentation as a device to teach grammar.

The procedures in conducting the recognising grammar pattern practice are firstly teacher distributes the lyric to the students. Second, the teacher asks the students to read the lyric and give a little introduction of the song to them. Third, the teacher plays the song once

or twice. Fourth, the students are asked to underline or answer the questions about grammar pattern used and the structure problems.

Example : *I'll be there for you, these five words I swear to you*
When you breath I want to be the air for you,
I'll be there for you
I'd life and I'd die for you, steal the sky from the sky for you
Words can't say what love can do, I'll be there for you
 (taken from "***I'll Be There For You***" by Bon Jovi)

c. Asking students to complete the lyric

In creating this practice, the writer adapts the reading comprehension testing material namely Cloze Test. (*Communicative Language Testing*, Weir; 46) Cloze test procedure is by deleting the words from a text after allowing a few sentences of introduction. The deletion rate is mechanically set and the candidates have to fill the blanks by supplying the words they think has been deleted.

This practice is similar with the Cloze test since the writer substitutes the reading text with the song and the parts of the lyric being deleted are the grammar pattern which are introduced or practiced.

Example : *And I _____ you in my arms*
And _____ you right here you belong
'Till the day my life is through
This I promise you 2x

(taken from "*This I Promise*" by N'sync)

First, the students are asked to listen the song. Second, the teacher distributes the uncomplete lyrics to the students. Third, the teacher plays the song and asks the students to complete the lyric. Fourth, the song is played once again to correct the students' result. Fifth, the teacher holds the class discussion about the grammar pattern contained.

d. Making students to correct the verb forms

The common material of grammar teaching testings is putting the verbs in the right form. The students are asked to fill in the blanks with a correct verbs form in the brackets. In order to make this activity more interesting the writer combines the material with the song.

Example : _____ (will) you _____ (know) my name

If I _____ (see) you in heaven

_____ (will) it _____ (be) the same

If I _____ (see) you in heaven

I must be strong and carry on

'Cause I know I don't belong

Here in heaven

(taken from "*Tears In Heaven*" by Eric Clapton)

The procedures for this activity will be, first, the teacher distributes the uncompleted lyric. Second, the students are asked to put

the correct forms of the verbs in the brackets by listening to the song.

Third, the students discuss the grammar pattern contained.

e. Making students to rearrange jumbled sentences

This practice procedure is putting the parts of a sentence are listed in random order and the students are asked to construct a sensible sentence with them. In *Language Testing* by Lado, the form of a jumbled sentences is like this :

1. English 2. You 3. Understand 4. Do
The answer is written by giving only the numbers. (4 2 3 1)

The writer just simplifies the mechanics of the item by put the words in every sentence in the lyric in random order without the numbers. However, she types one bold and italics word in every line as a sign for the students that it is the first word in a sentence.

Example : a – *Everyday* – if – I – it's – play – as – part

now – am – *I* – world – a – in

heart – have – hide – my – to – *Where* – I

in – *And* – I – believe – what

the – somehow – I – *But* – will – world – show

heart – *What's* – my – inside

who – loved – I – be – *And* – am – for

(taken from "*Reflection*" by Christina Aguilera)

There is also a different way of presenting this task. We can put numbers under every words and the students will only write the numbers order beside the sentences so that there will be not much time spent in re-write the sentences. However, this form does not look economical and simple as the first one since teachers will need more paper and there are too many numbers for one lyric.

Example: a - Everyday - if - I - it's - play - as - part
 1 2 3 4 5 6 7 8
now - am - I - world - a - in
 1 2 3 4 5 6
heart - have - hide - my - to - Where - I
 1 2 3 4 5 6 7
in - And - I - believe - what
 1 2 3 4 5
the - somehow - I - But - will - world - show
 1 2 3 4 5 6 7
heart - What's - my - inside
 1 2 3 4
who - loved - I - be - And - am - for
 1 2 3 4 5 6 7
 (taken from "*Reflection* " by Christina Aguilera)

There are several steps for presenting this task in the classroom. First, the lyric is distributed to the students. Second, the song is played once to introduce it to the students. Third, the teacher asks the students to arrange the sentences by listening to the song. Fourth, the lyric is discussed by the teacher and students.

f. Translating

Another technique which has been used indiscriminately is one in which the students translates the key utterance into his native language(*Language Testing*, Lado; 160). However, since the purpose of giving songs to the students is to practise their English grammatical competence, the writer makes the task for practising the grammatical competence by translating the students' native language into English.

Example : Tidak dapat menyentuh, tidak dapat berpelukan, tidak dapat bersama
Cannot touch, cannot hold, cannot be together
Tidak dapat mencinta, tidak dapat mencium, tidak dapat saling mencintai
Cannot love, cannot kiss, cannot love each other
Harus kuat dan kita harus merelakan
Must be strong and we must let go
Tidak dapat mengatakan apa seharusnya diketahui oleh hati
Cannot say what a heart must know
 (taken from "*How Can I Not Love You*" by Joy Enriquez)

The writer makes five possible steps in conducting the presentation in the classroom. First, the translated lyric is distributed to the students. Second, the teacher plays the song once. Third, the students are asked to translate the lyric into English. Fourth, the song is played twice and pause in every verse in order to check the students' work result. Fifth, the grammar pattern is discussed in the classroom.

g. Making students to change sentence patterns

In the transforming the pattern task, the students are asked to transform the pattern given. For instance, the teacher gives the grammar practice material of reported speech. In the practice activity of making some reported sentences, the students are asked to change or transform the direct speech into indirect speech.

Example : *“Mirror mirror hanging on the wall
You don’t have to tell me who’s the biggest fool of all
Mirror mirror I wish you could lie to me and bring my baby
back
Bring my baby back to me”*
(taken from “ **Mirror Mirror**” by M2M)

There are three simple procedure steps for presenting this activity. First, the teacher distributes the lyric. Second, the song is played twice. Third, the students are asked to transform the structural grammar pattern into other forms in the same structural grammar pattern.

D. Discussion

A teaching material is a medium for teachers in giving the lesson. They use it to help them in explaining the lesson. There are many kinds of

teaching material and there are also many ways in presenting the materials. Teachers have to creatively develop materials by using many variations in order to make it interesting to their students. One of the teaching materials that we have discussed so far is song.

From the research findings above, we can see that songs can be used as a material in teaching grammar to increase the grammatical competence of senior high school second grade students. However, when songs are not presented well enough they will not be able to draw students' attention in learning grammar. As a new material for teaching grammar, a song doesn't have to be presented in a new way. It can be implemented into the ways of giving grammar practices, such as recognising grammar pattern, translating, conducting drilling, correcting the verbs, rearranging jumbled sentences, completing the sentences, question- answer activity, et cetera.

Showing the pattern that is mainly used by a certain song is an easy task to do for the students. It is easy since the teacher has introduced the pattern before he/she gives the song. This task can be presented for the classroom which the students are still confused with the concept of the pattern and/or in early level of listening task.

Making students to complete the song lyric can be very challenging because the students have to complete the lyric by listening to the song. They

are challenged in practising both their listening ability and grammatical competence and become interesting because the material is related with one of their interests.

However, it needs more time than other teaching activities, in conducting the completing the lyric activity. As we see in the procedures above, the first and third step in teaching procedure spends about 3 - 4 minutes for introducing the song to the students. For the second step we need more or less 5 minutes since we have to stop for 5 – 8 seconds in every verse in order to give the students a chance to write the words in the blanks. If there are 4 verses in the song it means that we spend 4.32 minutes for this step. In "*This I Promise*" song, it is 4.03 minutes long. This means that when we use this song for completing the lyric activity it will spend more or less 12 – 15 minutes. However, we also have to consider the students' need in completing the task. In the writer's experiences in conducting this activity, they will ask the teacher to play the song once again since they still can not catch up the words. Since the objective of this activity is to practise students' grammar competence instead of listening competence so it will be better if the teacher follows the students' need. This means that the activity steals 4 – 5 minutes from the lesson time. For a whole, it needs 20 – 25 minutes to help students finishing the task- "*This I Promise You*" needs 35 minutes. The time is only

considered the time for the first until the fourth step in the procedure, not include the time for explaining and making the conclusion.

The students' level of listening takes the important thing in this activity. When their level is low maybe this task is not as easy as their friends in higher level will feel. Automatically, when the students' level is low, teacher should add the repetition in playing the song. Teacher should aware of this since this thing will effect the smoothness in presenting the teaching – learning activity. To avoid in wasting many times the teacher can choose a short song (2 – 3 minute long) to present it for teaching grammar in the classroom. So there are enough time for discuss and practise the grammar pattern. And if there are still a little time, the song can be sung in the class.

In this task, the focus is the ability of arranging words into a good sentences. The students who have understood the concept of grammar pattern given will do the task easily although it is not done with the song.

Translating would be a more difficult task than other tasks. Beside grammar competence, it also trains the writing skill, listening skill, and vocabulary. Teachers have to focus the activity in practising using the grammar pattern given since giving translating activity is to make students understand about grammar lesson easier.



The other thing to remember in giving the translation task is the level of students. The teacher cannot give this task to the students who do not have good understanding in the lesson. It will give them a burden in finishing the task and the activity of listening the song will not be an interesting activity anymore.

There are still many ways of presenting the song. The writer uses a transformational grammar method in this song presentation. For instance, when teacher explains about reported speech. After introducing and practising the pattern from the book, the teacher can give a song for a further practice. Like in the “ *Mirror Mirror* “ song, the singer tells the audience what she has done with her boyfriend and how she was sorry for doing that by using direct speech pattern. Through this song we can ask the students to report the song in indirect speech pattern.

Although songs are not related directly with the transformational grammar practise, it serves as an attraction for the next practise activities. The students will be more interested in the song lyric than in the several questions about the grammar. They will be enthusiastic in doing the tasks that have something related with their interests.

All the song presentations that the writer has been discussed are carried out in the simple ways in order to make it easy for the students and the teachers. She makes the presentations based on the communicative approach. The main focuses in making these presentations are to increase the students' competence in arranging the words into a correct sentence and that they can use it in daily conversation. The writer wants to help the students to be more confident in speaking English and to make the students active and can promote confidence in them which will strengthen their motivation in learning. The material presentations above help the students not only to increase their grammar competence but also to practice their intergrated skills such as listening, writing, and reading comprehension. For instance, in completing the lyric task, the students also practise their listening skills. In translation task, the students' writing skills are practiced and in transforming the pattern task, the students' reading comprehension skill is sharpened.

The song presentations as a material for increasing grammatical competence of senior high school second grade students are not only what the writer has presented in this chapter. There are still a lot of possible ways in making the song presentations that the writer does not discuss here because of the limited time. The basic of the song presentations is that the students progression and interest after getting the task. Whatever the ways of

presentations are, as long as the students are interested and their fluencies in grammar are increased, it can be used for teaching.

E. Practical Suggestions For Teaching English Using The Songs

Song is a new material for teaching grammar. In using it, we have to be careful in order to avoid misconducting the lesson. The analysis of certain song has to be carried out carefully since we do not want to mislead the students. The purpose of using song in practising grammar pattern is to make the students interested in grammar lessons and to practice their listening ability. Therefore, the task will be more useful if it does not test only their grammar understanding but also accelerating their listening ability. However, teachers must stay in focus when they teach using songs. When they want to focus in grammar teaching, it is better if the song presentation also focuses in the grammar pattern discussed, does not focus in the other practises such as listening, vocabulary or speaking practises.

In showing students the grammar pattern in a song, teachers can combine it with another activity like drilling, speaking or reading, the procedures can be added with activities like conversion of one pattern to

another— positive sentence to negative, interrogative to positive sentence and so on - , or discussion about the song.

The teacher can also use the activity of showing students the grammar pattern in a lyric through song to introduce a new pattern of grammatical structure. After listening and completing the task, teacher can continue the discussion which are concentrates on the verb forms, the use of the verb form in the daily conversation, analyses every sentence in the lyric, et cetera. The discussion will be done in the form of question and answer and whenever the students get the right answers, the teacher can confirm by giving more explanation. It can not be denied that this activity is time consuming, but if it is well carried out, it will bring a new dimension to both the teaching-learning process and interaction. It can also combine with other activities such as speaking, reading comprehension, et cetera.

A translating task is suitable for the students who are used to have translating activity for their practice to give them a challenge to sharpen their grammar competence. The students who are not used to it will get bored easily and the activity will not be sucesfully carried out.because it is not easy to translate many sentences at once however, there is a chance for the students who are not used to in translation task. The teacher can give the short lyric to them and give the list of word meanings under the lyric.

One thing to be aware of in giving translation task is the Indonesian translation. Although it will seem awkward both in meaning and form, but it is better if teachers try to give the Indonesian translation lyric as same as the English one in order to prevent the confusion during the activity. When the lyric has several new vocabulary, it is fine for the teacher to write the English vocabulary after the new words or to give the vocabulary list below the text in order to keep the students' concentration in grammar pattern given.

In giving the song presentation, the writer suggests to make a combination between the verb form practice with the lyric completing task in order to save the time. This combination will seem more like grammar teaching material than a listening material and it will help the students to understand more about grammar without finding any difficulties in listening. It also helps teachers to avoid wrong presentation of the material.

These song presentations can also be combined with other language skills practices such as speaking, writing, pronunciation practice, et cetera. When students still have some spare time before the lesson is over, the teacher can conduct a discussion about the song, or lead a speaking activity about related topics based on the song or let his students express their feeling by writing a lyric according to the song's theme, and so on.

With the combination above, song can be a review for the grammar lesson. It can act as a test to know the students' levels of understanding in learning grammar. There are many songs contain more than one pattern of grammar in a song. Like in "*Dancing Queen*" by A*Teen, it contains adjectives, sense verbs, and "for" preposition. It is almost possible to teach more than one lesson at once so songs which have more than one grammar pattern can be used as a review.

The song presentations as a material for increasing grammar competence of senior high school second grade students are not only what the writer has presented in this chapter. There are still a lot of possible ways in making the song presentations that the writer does not discuss here because of the limited time. With many combinations and variations, teachers can make an interesting presentation for their students.

The important thing in presenting the song is the time management. Teachers must avoid time wasting since this song presentation, indeed, need more times than the others. However, teachers should not need to be very strict in giving more times to the students to complete the task. If it is possible for them to have another chance for listening the song more than what they should have and it will help them, the writer thinks that the teacher must give

them an enlargement as long as the main goal- increasing students' grammatical competence- is fulfilled.

One of the advantages of using songs as a material to teach grammar is that the activity is conducted inductively. The songs have provided the answers that help the students to discover themselves. The class does not need dominant teachers' role. However, teachers' role is still important to give brief explanation about the grammar pattern, and to conduct the presentation.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Introduction

This chapter presents the conclusions and the recommendations for the readers. The conclusions are drawn from the data analysis and the research findings.

B. Conclusions

Music gives many advantages for people in their live including to help teacher gives a material for teaching. Since its nature is to entertain people, music can be a medium to avoid a boredom in learning. Many teachers use it for listening and singing in the class. However, songs do not only act as an entertainment for students but also as a teaching material. Several experts support this idea. Songs can be a good material for listening, speaking, discussion, and reading comprehension. Songs can make a class atmosphere to be fun and enthusiastic, also increase student-student and students-teacher relationships in class.

From the results of the analysis, the writer concludes that song can be used as a material for teaching grammar for senior high school second grade students. The evidences have proved in Chapter IV. The many popular songs among students-represented by MTV have potential for increasing grammar competence of senior high school second grade students. They contained grammar patterns which are taught in school. By learning grammar through an interesting medium, students can get an understanding of the lesson easily.

However, grammar pattern is not the only criteria that has to be considered in analyzing the songs to be used for teaching grammar, there are some other things which are important too. The frequency of grammar pattern occurrence, the speed and the length of song, the loudness and pronunciation of the singer, and the vocabulary used in the song are the other criteria that support the song to be a good material for teaching grammar in class. By these criteria, teachers are helped to select an appropriate song to be used for teaching grammar. Other important things in presenting songs are the theme of the song, and the language use in the song.

In presenting songs, teacher do not have to create a new way. By combining previous grammar materials with songs and other language skill practises, we can develop a new interesting material which is unique and

challenging for students to do it. In conducting the grammar presentations, **teachers can use songs as the center of the teaching activities.** By listening to the song teachers are showing the grammar pattern to students, making students to rearrange jumbled sentences contained in the lyric and to complete the lyric are some of the song presentations which can be given.

C. Recommendations

There are not every song that students like can be a material for teaching grammar in classroom. The analysis has to be carefully carried out because songs are complicated. They usually use more than one grammar patterns and everyday language instead of standard English.

Songs presentation can be done in many ways, what the writer presents in Chapter IV are just some of the several ways in developing songs to be use for teaching grammar. The development of teaching material depends on the level of the students.

The writer expects that after reading this thesis and recognizing the result of the songs analysis, teachers realize that songs can be used in helping the students to learn English especially English grammar. So that from now on, songs can be one of the materials given in class

The writer realizes that because of the limited time and experiences, this thesis is not perfect. The songs analyzed here are very limited in number. The writer does not want to say that the results of her analysis are the only answers for the problems stated. There are still other answers for the problems and what the writer has done is still have many weaknesses. The writer hopes that the readers can use this thesis as an inspiration for developing interesting materials for teaching English.

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APPENDICES

Appendix 1: The MTV Asia Hitlist Chart #51

The MTV Asia Hitlist Chart #51
January 1, 2001

This Week	Number of Weeks	Title	Artist
1	9	Shape Of My Heart	Backstreet Boys
2	6	Independent Woman Part 1	Destiny's Child
3	4	Beautiful Day	U2
4	7	This I Promise You	N*Sync
5	1	Can't Fight The Moonlight	LeAnn Rimes
6	2	Don't Tell Me	Madonna
7	3	The Way You Make Me Feel	Ronan Keating
8	8	My Love	Westlife
9	2	Same Old Brand New You	A1
10	1	Let Love Lead The Way	Spice Girls
11	1	Sunset (Bird Of Prey)	Fatboy Slim
12	1	You Took My Heart Away	MLTR
13	1	By Your Side	Sade
14	1	Rollin'	Limp Bizkit
15	1	If That Were Me	Melanie C
16	1	Better Man	Robbie Williams
17	1	Walking Away	Craig David
18	5	Music Is My Radar	Blur
19	1	Last Resort	Papa Roach
20	1	Please Stay	Kylie Minogue

*The MTV Asia Hitlist Chart is compiled from record sales & radio airplay around South East Asia; MTV viewer requests and MTV airplay.

Appendix 2: The 100 Greatest Pop Songs Chart

"Here it is ... the definitive list from MTV and RollignStone. The 100 Greatest Pop Songs of our time. Click on the song titles to see the video clips and read more about the artists. MTV will be airing the countdown throughout the week of 11.20 and MTV.com will be rolling out show recap clips as well—so keep checking in to see the highlights."

100	TAINTED LOVE	Soft Cell
99	JUST A FRIEND	Biz Markie
98	SHE DRIVES ME CRAZY	Fine Young Cannibals
97	LOVE SHACK	B-52's
96	PHOTOGRAPH	Def Leppard
95	GOOD TIMES	Chic
94	ALL THE SMALL THINGS	Blink 182
93	STAYIN' ALIVE	Bee Gees
92	YOU SHOOK ME ALL NIGHT LONG	AC/DC
91	NO DIGGITY	Blackstreet
90	THE BOY IS MINE	Brandy and Monica
89	CARELESS WHISPER	Wham!
88	GONE 'TILL NOVEMBER	Wyclef Jean
87	BRASS IN POCKET	The Pretenders
86	DON'T YOU WANT ME	Human League
85	SURRENDER	Cheap Trick
84	WONDERWALL	Oasis
83	I WANT TO KNOW WHAT LOVE IS	Foreigner
82	ROCK WITH YOU	Michael Jackson
81	DON'T SPEAK	No Doubt
80	I NEED LOVE	LL Cool J
79	NASTY	Janet Jackson
78	LONGVIEW	Green Day
77	LET'S STAY TOGETHER	Al Green
76	CREEP	Radiohead
75	HOT FUN IN THE SUMMERTIME	Sly and The Family Stone
74	TINY DANCER	Elton John
73	DO YOU REALLY WANT TO HURT ME	Culture Club
72	FREE FALLIN'	Tom Petty
71	I WANNA BE SEDATED	The Ramones
70	GOOD VIBRATIONS	The Beach Boys
69	JUST CAN'T GET ENOUGH	Depeche Mode
68	ONLY HAPPY WHEN IT RAINS	Garbage
67	MY NAME IS	Eminem
66	TIME AFTER TIME	Cyndi Lauper

65	JUST WHAT I NEEDED	The Cars
64	BENNIE AND THE JETS	Elton John
63	MMM...BOP	Hanson
62	PAPA DON'T PREACH	Madonna
61	THE ONE I LOVE	R.E.M
60	JUST THE WAY YOU ARE	Billy Joel
59	YOU ARE THE SUNSHINE OF MY LIFE	Stevie Wonder
58	ONE HEADLIGHT	The Wallflowers
57	OUR LIPS ARE SEALED	The Go-Gos
56	I WILL SURVIVE	Gloria Gaynor
55	BYE, BYE, BYE	N*Sync
54	UNDER THE BRIDGE	Red Hot Chilli Peppers
53	FAITH	George Michael
52	MAYBE I'M AMAZED	Paul McCartney/Wings
51	JUST MY IMAGINATION	The Temptations
50	LITTLE RED CORVETTE	Prince
49	TANGLED IN BLUE	Bob Dylan
48	JEREMY	Pearl Jam
47	JUMP	Van Halen
46	THE TRACKS OF MY TEARS	The Miracles
45	TEARS IN HEAVEN	Eric Clapton
44	DANCING QUEEN	ABBA
43	MISS YOU	The Rolling Stones
42	EVERY BREATH YOU TAKE	The Police
41	PROUD MARY	Creedence Clearwater
40	I WILL ALWAYS LOVE YOU	Whitney Houston
39	IRIS	Goo Goo Dolls
38	CHANGES	David Bowie
37	OPP	Naughty By Nature
36	WATERFALLS	TLC
35	BORN TO RUN	Bruce Springsteen
34	YOU OUGHTA KNOW	Alanis Morissette
33	MY GENERATION	The Who
32	(SITTIN' ON THE) DOCK OF THE BAY	Otis Redding
31	SMOOTH	Santana
30	YOUR SONG	Elton John
29	BOHEMIAN RHAPSODY	Queen
28	IN MY LIFE	The Beatles
27	WHEN DOVES CRY	Prince
26	GO YOUR OWN WAY	Fleetwood Mac
25	BABY ONE MORE TIME	Britney Spears
24	WHAT'S GOING ON	Marvin Gaye
23	OH, PRETTY WOMAN	Roy Orbison
22	BEAT IT	Michael Jackson
21	BROWN EYED GIRL	Van Morrison
20	LIKE A ROLLING STONE	Bob Dylan
19	VOGUE	Madonna
18	LOSING MY RELIGION	R.E.M
17	SUPERSTITION	Stevie Wonder

16	NOTHING COMPARES 2 U	Sined O'Connor
15	IMAGINE	John Lennon
14	BROWN SUGAR	The Rolling Stones
13	SWEET CHILD O' MINE	Guns N' Roses
12	WHERE DID OUR LOVE GO	Supremes
11	HOTEL CALIFORNIA	The Eagles
10	I WANT IT THAT WAY	Backstreet Boys
9	I WANT YOU BACK	Jackson Five
8	ONE	U2
7	RESPECT	Aretha Franklin
6	I WANT TO HOLD YOUR HAND	The Beatles
5	BILLIE JEAN	Michael Jackson
4	LIKE A VIRGIN	Madonna
3	SMELLS LIKE TEEN SPIRIT	Nirvana
2	(I CAN'T GET NO) SATISFACTION	The Rolling Stones
1	YESTERDAY	The Beatles

Appendix 3: The Song Lyrics

A Love Before Time (Coco Lee)

If the sky opened up for me and the
mountains disappeared
If the seas ran dry turned to dust and the
sun refused to rise
I would still find my way
By the light I see in your eyes
The world I know
Fades away but you stay

As the world turns if time
And the cycle starts a new
We'll stay always
In the love that we have
Shared before time

If the years take away every moment that
I have
I would still know the way that would
Lead me back to your side
The north star may die
But the light that I see in your eyes
Will burn there always

If the love we have
Shared before time

When the forest turns to jade and the
stories that we've made
Dissolve away
One shining light will still remain

When we shed our earthly skin
And when our real life begins
There'll be no shame
But the love that we have made before
time

Against All Odds (Mariah Carey)

How can I just let you walk away
Just let you leave without a trace
When I stand here taking every breath
with you
You're the only one who really knew me
at all
How can you just walk away from me
When all I can do is watch you leave
'Cause we've shared the laughter and the
pain
And even shared the tears
You're the only one who really knew me
at all

Chorus

So take a look at me now
There's just an empty face
And there's nothing left here to remind
me
Just the memory of your face
Take a look at me now
'Cause there's just an empty space
And you coming back to me is against all
odds
And that's what I've got to face

I wish I could just make you turn around
Turn around and see me cry
There's so much I need to say to you
So many reasons why
You're the only one who really knew me
at all

Chorus

Baby One More Time (Britney Spears)

Oh baby how was I supposed to know
 That something wasn't right here
 Oh baby I shouldn't have let you go
 And now you're out of sight
 Show me how you want it to be
 Tell me baby 'cause I need to know now
 Oh because

Chorus

My loneliness is killing me (and I)
 I must confess I still believe (still believe)
 When I'm not with you I lose my mind
 Give me a sign
 Hit me baby one more time

Oh baby the reason I breathe is you
 Boy, you got me blinded
 Oh pretty baby there's nothing that I
 wouldn't do
 That's not the way I planned it
 Show me how you want it to be
 Tell me baby 'cause I need to know now
 Oh because

Chorus

Oh baby how was I supposed to know
 Oh pretty baby I shouldn't have let you go
 I must confess that my loneliness is
 killing me now
 Don't you know I still believe that you
 will be here and give me a sign
 Hit me baby one more time

Chorus

Better Man (Robin William)

Send someone to love me
 I need to rest in arms
 Keep me safe from harm
 In pouring rain

Give me endless summer
 Lord I fear the cold
 Feel I'm getting old
 Before my time

As my soul heals the shame I will grow
 through this pain
 Lord I'm doing all I can to be a better
 man

Go easy on my conscience
 'Cause it's not my fault
 I know I've been taught to take the blame

Rest assured my angels
 Will catch my tears
 Walk me out of here I'm in pain
 Once you've found that lover
 You're homeward bound
 Love is all around
 Love is all around

I know some have fallen on stony ground
 But love is all around

Born To Make You Happy
(Britney Spears)

I'm sitting here alone up in my room
And thinking about the times that we've
been through
I'm looking at a picture in my hand
Tying my best to understand
I really want to know what we did wrong
With the love that felt so strong
If only you were here tonight
I know that we could make it right

Chorus

I don't know how to live without your
love

I was born to make you happy
'Cause you're the only one within my
heart

I was born to make you happy
Always and forever you and me
That's the way our life should be
I don't know how to live without your
love

I was born to make you happy

I know I've been a fool
Since you've been gone
I'd rather give it up then carry on
'Cause living in a dream of you and me is
not the way my life should be
I don't want to cry a tear for you
So forgive me if I do
If only you were here tonight
I know that we could make it right

Chorus

I'd do anything, I'd give you my world
I'd wait forever to be your girl
Just call out my name I will be there
Just to show you how much I care
Chorus

Breathless (The Corrs)

The daylight's fading slowly
The time with you is standing still
I'm waiting for you only
The slightest touch and I feel weak

I cannot lie, from you I cannot hide
And I'm losing the will to try
Can't hide it, can't fight it

Chorus

So go on, go on, leave me breathless
Tempt me, tease me, until I can't deny
This loving feeling make me long for
your kiss

Go on, go on

And if there's no tomorrow
And all we have is here and now
I'm happy just to have you
You're all the love I need somehow
It's like a dream although I'm not asleep
And I never want to wake up
Don't lose it, don't leave it
Chorus

Bridge Over Troubled Water

When you're weary, feeling small
 When tears are in your eyes
 I'll dry them all I'm on your side oh
 When the times get rough and friends just
 can't be found
 Like a bridge over troubled water I will
 lay me down 2x

When you're down and out
 When you're on the street
 When evening falls so hard
 I will comfort you
 I'll take your part when darkness comes
 and pain is all around
 Like a bridge over troubled water I will
 lay me down 2x

Sail on silver girl, sail on by
 Your time has come to shine
 All your dreams are on their way
 See how they shine oh
 If you need a friend
 I'm sailing right behind
 Like a bridge over troubled water I will
 lay me down 2x

Can We Talk (Code Red)

Last night I saw you standing
 And I started, started pretending
 That I knew you and you knew me too

And just like irony you were too shy
 But you weren't the only one 'cause so
 was I

And I've dreamed of you ever since
 Now I've built up my confidence
 Girl next, next time you come my way
 I'll know just what to say

Chorus

Can we talk for a minute
 Girl I want to know your name
 Can we talk for a minute
 Girl I want to know your name

I started to write you a letter
 But I wanted to be more clever
 I wanted to get down and have sweet talk
 with you

And I think of it every night
 How I just could not get it right
 If we ever come close again
 I'll know just what to say then

Chorus

Oh girl, one more chance
 With you again
 I will never let it go
 Oh please, give me just one more chance
 For love
 Chorus

Can't Fight The Moonlight

(LeAnn Rimes)

Under a lover's sky going to be with you

And no ones going to be around

If you think that you won't fall

Well just wait until,

'Til the sun goes down

Underneath the starlight, starlight

There's a magical feeling so right

It will take you in tonight

Chorus:

You can try to resist

Try to hide from my kiss

But you know, but you know

That you can't fight the moonlight

Deep in the dark you'll surrender your heart

Don't you know, don't you know

That you can't fight the moonlight

No, you can't fight it

It's going to get to your heart

There's no escape from love

Once the gentle breeze weaves it's spell upon your heart

No matter what you think

It won't be too long

'Til you're in my arms

Underneath the starlight, starlight

We'll be lost in a rhythm so right

Feel it steal your heart tonight

Chorus

No matter what you do

The night is going to get to you

Can't fight it, it don't try it

You're never going to win

'Cause underneath the starlight, starlight

there's a magical feeling so right

it will steal your heart tonight

Chorus

Can't Smile Without You

(Barry Manilow)

Chorus

You know I can't smile without you

I can't smile without you

I can't laugh and I can't sing

I'm finding it hard to do anything

You see I feel sad when you're sad

I feel glad when you're glad

If you only knew what I'm going through

I just can't smile without you

You came along just like a song and brighten my day

Who would believe that you were part of a dream

Now it all seems light years away

And now you know I can't smile without you

Chorus

Now some people say happiness takes so very long to find

Well, I'm finding it hard leaving your love behind me

I can't smile without you

Chorus

Can't Take That Away (Mariah Carey)

They can say anything they want to say
 Try to bring me down
 But I will not allow
 Anyone to succeed hanging clouds over
 me
 And they can try hard to make feel
 That I don't matter at all
 But I refuse to falter
 In what I believe or lose faith in my
 dreams

Chorus

'Cause there's a light in me that shines
 brightly
 They can try
 But they can't take that away from me

They can do anything you want to you
 If you let them in
 But they won't ever win if you cling to
 your pride
 And just push them aside

See I have learned there's an inner peace
 I own
 Something in my soul that they cannot
 possess
 So I won't be afraid and darkness will
 fade
 Chorus

No they can't take this precious love
 I'll always have inside me
 Certainly the Lord will guide me where I
 need to go
 Chorus

Change The World (Babyface)

If I could reach the stars
 Pull one down for you
 Shine it on my heart
 So you could see the truth
 That this love I have inside
 Is everything it seems
 But for now I find
 It's only in my dreams

Chorus

If I can change the world
 I would be the sunlight in your universe
 You would think my love was really
 something good
 Baby if I could change the world

And if I could be king
 Even for a day
 I'd take you as my queen
 I'd have it no other way
 And our love would rule
 In this kingdom we have made
 'Til then I'd be a fool
 Wishing for the day

Come On Over (All I Want Is You)
(Christina Aguilera)

Hey boy, don't you know
I've got something going on
All my friends are going to come
Going to party all night long
I know, you know I just want us to go
The fun we'll have
Fun you'll never be alone
So boy, won't you come?
We will party 'till the dawn. Listen to me

Chorus

All I want is you
(Come on over here baby)
All I want is you
(you make me go crazy)
All I want is you
(you better cross the line)
I'm going to love you right
(All I want is you)

Come on over, come on over baby

I want you to know
You could be the one for me
You've got all I'm looking for
You've got personality
I know, you know I'm going to give more
But boy you know,
I never felt this way before
So boy won't you come?
So boy won't you come
and open the door?

Chorus

I want you, I need you
You know that I believe you
We got it, you know it
So, if it's real, just show it
Chorus:

Could I Have This Kiss Forever
(Whitney Houston & Enrique I.)

Dame un beso para siempre
Over and over I look in your eyes
You are all I desire you have capture me
I want to hold you I want to be close to
you
I never want to let go

I wish that this night would never end
I need to know

Chorus

Could I hold you for a lifetime
Could I look into your eyes
Could I have this night to share this night
together
Could I hold you close beside me
Could I hold you for all time
Could I, could I have this kiss forever

Over and over I've dreamed of this night
Now you're here by my side you are next
to me

I want to hold you and touch you and
taste you
And make you want no one but me
I wish that this kiss could never end
Oh baby please

Chorus

I don't want any night to go by
Without you by my side
I just want all my days
Spent being next to you
Lived for just loving you
And baby oh by the way

Chorus

Do You Really Want To Hurt Me

Give me time to realize my crime
 Let me love and steal
 I have danced inside your eyes
 How can I be real

Do you really want to hurt me
 Do you really want to make me cry
 Precious kisses
 Words that burn me
 Lovers never ask you why
 In my heart the fire's burning

Choose my colour find a star
 Precious people always tell me
 That's a step, a step too far
 Chorus

Words are few I have spoken
 I could waste a thousand years
 Wrapped in sorrow words are taken
 Come inside and catch my tears
 You've been talking
 But believe me

If it's true you don't know
 This boy loves without a reason
 I'm prepared to let you go

If it's love you want from me
 Then take it away
 Everything is not what you see
 It's over again

Don't Say You Love Me (M2M)

Got introduced to you by a friend
 You were cute and all that, baby you set
 the trend yes you did oh
 The next thing I know we're down at the
 cinema
 We're sitting there, you said you love me
 What's that about?

You're moving too fast, I don't
 understand you
 I'm not ready yet, baby I can't pretend
 No I can't...
 The best thing I can do is tell you to talk
 to me
 It's possible, eventual love will find a way
 Love will find a way

Chorus
 Don't say you love me
 You don't even know me
 If you really want me
 Then give me some time
 Don't go there baby not before I'm ready
 Don't say your heart's in a hurry
 It's not like we're going to get married
 Give me, give me some time

Here's how I play, here's where you stand
 Here's what to prove to get any further
 than where it's been
 I'll make it clear not going to tell you
 twice
 Take it slow, you keep pushing me away
 Pushing me away...

Chorus



Don't Tell Me (Madonna)

Don't tell me to stop
 Tell the rain not to drop
 Tell the wind not to blow
 'Cause you said so mmm

Tell the sun not to shine
 Not to get up this time, no
 Let it fall by the way
 But don't leave me where I lay down

Chorus

Tell me love isn't true
 It's just something that we do
 Tell me everything I'm not
 (first time:) But please don't tell me to
 stop
 (all other time:) But don't ever tell me to
 stop

Tell the bed not to lay
 Like the open mouth of a grave
 Not to stare up to me
 Like a calf down on its knees

Chorus

El Condor Pasa

I'd rather be a sparrow than a snail
 Yes I would, if I could I surely would
 I'd rather be a hammer than a nail
 Yes I would, if I could I surely would

Away... I'd rather sail away
 Like a swan that's here and gone
 A man gets tied up to the ground
 He gives the world its saddest sound
 Its saddest sound

I'd rather be a forest than a street
 Yes I would, if I could I surely would
 I'd rather feel the earth beneath my feet
 Yes I would, if I could I surely would

Good Vibrations (The Beach Boys)

I, I love the colorful clothes she wears
 And the way the sunlight plays upon her
 hair
 I hear the sound of a gentle word
 On the wind that lifts her perfume
 through the air

I'm pickin' up good vibrations
 She's giving me excitations
 I'm pickin' up good vibrations
 She's giving me excitations
 Good good good good vibrations
 She's giving me excitations
 Good good good good vibrations
 She's giving me excitations

Close my eyes
 She's somehow closer now
 Softly smile, I know she must be kind
 When I look in her eyes:
 She goes with me to a blossom world

Got to keep those lovin' good vibrations
 A happenin' with her
 Got to keep those lovin' good vibrations
 A happenin' with her
 Got to keep those lovin' good vibrations

Everytime I Close My Eyes (Babyface)

Girl, it's been a long, long time comin'
 But I, I know that it's been worth to wait
 It feels like springtime in winter
 It feels like Christmas in June
 It feels like heaven has opened up it's
 gates for me and you

Chorus

And every time I close my eyes
 I thank the lord that I've got you
 And you've got me too
 And every time I think of it
 I pinch myself 'cause
 I don't believe it's true
 That someone like you
 Loves me too

Girl, I think that you're truly somethin'
 And you're, you're every bit of a dream
 come true
 With you baby, it never rains and it's no
 wonder
 The sun always shines when I'm near you
 It's just a blessing that I have found
 somebody like you

To think of all the nights
 I've cried myself to sleep
 You really ought to know
 How much you mean to me
 It's only right that you be in my life right
 here with me
 Oh baby, baby

Goodbye (Spice Girl)

Listen little child there will come a day
 When you will be able able to say
 Never mind the pain all the aggravation
 You know there's a better way
 For you and me to be

Look for the rainbow in every storm
 Fly like an angel heaven sent to me

Chorus

Goodbye my friend
 (I know you're gone, you said you're gone
 but I can still feel you here)
 It's not the end
 (you got to keep it strong before the pain
 turns into fear)
 So glad we made it, time will never
 change it no no

Just a little girl, big imagination
 Never letting no one take it away
 Went into the world, what a revelation
 She found there's a better way for you and
 me to be

Look for the rainbow in every storm
 Find out for certain love's going to be
 there for you
 You always be someone's baby
 Chorus

The times that we would play about
 The way we used to scream and shout
 We never dreamed you'd go your own
 sweet way

Look for the rainbow in every storm
 Find out for certain love going to be there
 for you
 You'll always be someone's baby

Hero (Mariah Carey)

There's a hero
 If you look inside your heart
 You don't have to be afraid
 Of what you are
 There's an answer
 If you reach into your soul
 And the sorrow that you know will melt
 away

Chorus

And then a hero comes along
 With the straight to carry on
 And you cast your fear aside
 And you know you can survive
 So when you feel like hope is gone
 Look inside you and be strong
 And you'll finally see the truth
 That a hero lies in you

It's a long road
 When you face the world alone
 No one reaches out of hand for you to
 hold
 You can find love
 If you search within yourself
 And the emptiness you felt will disappear
 Chorus

Lord knows dreams are hard to follow
 But don't let anyone
 Tear them away, hold on
 There will be tomorrow
 In time you'll find a way

How Come, How Long (Babyface)

There was a girl I used to know
 She was oh so beautiful
 But she's not here anymore
 She had a college degree
 Smart as anyone could be
 She had so much to live for
 But she fell in love
 With the wrong kind of man

He abused her love and treated her so bad
 There was not enough education in her
 world
 That could save the life of this little girl

Chorus

How come, how long
 It's not right, it's so wrong
 Do we let it just go on
 Turn our backs and carry on
 Wake up, for it's too late
 Right now, we can't wait
 She won't have a second try
 Open up your hearts
 As well as your eyes

She tried to give a cry for help
 She even blamed things on herself
 But no one came to her aid
 Nothing was wrong as far as we could tell
 That's what we'd like to tell ourselves
 But no, it wasn't that way
 So she fell in love
 With the wrong kinda man
 And she paid with her life
 For loving that man
 So we cannot ignore
 We must look for the signs
 And maybe next time
 We might save somebody's life

I on occasion met that guy
 He stirred up bad feelings deep inside
 Something about him wasn't right
 The way he proves himself a man
 By beatin' his woman with his hands
 Oh I wish she'd seen the light
 How can someone like that
 Call himself a man
 In reality he's far more less than that
 And we cannot ignore
 Whenever we see the signs
 'Cause any kind of abuse
 God knows isn't right

I Believe I Can Fly (R. Kelly)

I used to think that I could not go on
 And life was nothing but an awful song
 But now I know the meaning of true love
 I'm leaving on the everlasting arms

If I can see it, then I can do it
 If I just believe it, there's nothing to it

Chorus:

I believe I can fly
 I believe I can touch the sky
 I think about it every night and day
 Spread my wings and fly away
 I believe I can soar
 I see me running through that open door
 I believe I can fly, I believe I can fly
 I believe I can fly

See I was on the verge of breaking down
 Sometimes silence can seem so loud
 There are miracles in life I must achieve
 But first I know it starts inside of me

If I can see it then I can be it
 If I just believe it, there's nothing to it
 Chorus

I Could Fall In Love (Selena)

I could lose my heart tonight
 If you don't turn and walk away
 'Cause the way I fell I might
 Lose control and let you stay
 'Cause I could take you in my arms
 And never let you go

Chorus:

I could fall in love with you
 I could fall in love with you

I could only wonder how
 Touching you would make me feel
 But if I take that chance right now

Tomorrow will you want me still
 So I should keep this to myself
 And never let you know
 Chorus

I Drive Myself Crazy (N*Sync)

Lying in your arms so close together
 Didn't know just what I had
 Now I toss and burn 'cause I'm without
 you
 How I'm missing you so bad
 Where was my head?
 Where was my heart?
 Now I cry alone in the dark

Chorus

I lie awake, I drive myself crazy
 Drive myself crazy thinking of you
 Made a mistake when I let you go baby
 I drive myself crazy
 Wanting you the way that I do

I was such a fool I couldn't see it
 Just how good you were to me
 You confessed your love, undying
 devotion
 I confessed my need to be free
 And now I'm left with all this pain
 I've only got myself to blame

Chorus

Why didn't I know it?
 (how much I loved you baby)
 Why couldn't I show it?
 (if I had only told you)
 When I had a chance
 Oh I had a chance

Chorus

I Turn To You (Christina Aguilera)

When I'm lost in the rain
 In your eyes I know I'll find the light to
 light my way
 When I'm scared losing ground
 When my world is going crazy
 You can turn it all around
 And when I'm down you're there
 Pushing me to the top
 You're always there giving me all you've
 got

Chorus

For a shield from the storm
 For a friend, for a love to keep me safe
 and warm
 I turn to you
 For the strength to be strong, for the will
 to carry on
 For everything you do
 For everything that's true
 I turn to you

When I have the will to win
 I just reach for you and I can reach the
 sky again
 I can do anything
 'Cause your love is so amazing, 'cause
 your love inspires me
 And when I need a friend you're always
 on my side
 Giving me faith, taking me through the
 night

Chorus

For the arms to be my shelter through all
 the rain
 For truth that will never change
 For someone to lean on
 For a heart I can rely on through anything
 For a one who I can run to

I Wanna Be With You (Mandy Moore)

I try but I can't seem to get myself to
 think, of anything...but you
 Your breath on my face your warm gentle
 kiss I taste the truth, I taste the truth
 We know what I came here for
 'Cause I won't ask for more

Chorus

I wanna be with you if only for tonight,
 To be the one who's in your arms to hold
 you tight
 I wanna be with you there's nothing more
 to say
 There's nothing else I want more than
 To feel this way

So I'll hold this night like I would've if
 you were mine to hold forever more
 And I'll savour each touch that I wanted
 so much to feel before, feel before...
 How beautiful it is, just to be like this

Chorus

Oh baby, I can't fight this feeling
 anymore
 Drives me crazy when I try to
 So call my name, take my hand
 Can you make my wish
 Baby your command

I'll Be There For You (Bon Jovi)

I guess this time you're really leaving
I heard your suitcase says goodbye
And as my broken heart lies bleeding
You say true love is suicide

You say you've cried a thousand rivers,
and know you're swimming for the shore
You left me drowning in my tears and
you won't save me anymore
Now I'm praying to God you'll give me
one more chance girl

Chorus

I'll be there for you these five words I
swear to you
When you breathe I want to be the air
for you
I'll be there for you
I'd live and I'd die for you
Send the sun from the sky for you
Words can't say what love can do
I'll be there for you

I know you know we've had some good
times
Now they have their own hiding place
I can promise you tomorrow
But I can't buy back yesterday

And baby you know my hands are dirty
But I wanted to be your valentine
I'll be the water when you get thirsty
baby
When you get drunk I'll be the wine

Chorus

I wasn't there when you were happy
I wasn't there when you were down
I didn't mean to miss your birthday, baby
I wish I'd seen you blow those candles out

Chorus

If

If a picture paints a thousand words
Then why can't I paint you
The words will never show
The you I've come to know

If a face could launch a thousand ships
Then where am I to go
There's no one home but you
You're all that's left me too

And when my love for life is running dry
You come and pour yourself in me

If a girl could be in two places at one time
I'd be with you
Tomorrow and today beside you all the
way

If the world should stop revolving
Spinning slowly down to die
I'd spend the end with you
And when the world was through
And one by one stars would all go out
Then you and I would simply fly away

If Dreams Came True, Dear

My darling my lover
 If dreams came true dear
 I'd dream you everything
 That you would always be happy as a
 king

If dreams came true dear
 No trouble would you see
 Just song and laughter
 To keep you company

My darling my lover
 In your heart you would soon discover
 Song and laughter ever after
 From the dreaming I do
 If dreams came true

If dreams came true dear
 I'd dream you paradise
 A moon lit garden
 And stars to match your eyes

But as for me dear
 My world is all a gleam
 For I have you dear
 And have no need to dream

My darling my lover
 In your arms is where I'd discover
 More than moonlight more than starlight
 More than dreaming could do
 If dreams came true

If I Let You Go (Westlife)

Day after day, time pass away
 And I just can't get you off my mind
 Nobody knows, I hide it inside
 I keep on searching but I can't find
 The courage to show to letting you know
 I've never felt so much love before

And once again I'm thinking about
 Taking the easy way out

Chorus

But if I let you go I will never know
 What my life should be
 Holding you close to me
 Will I ever see you're smiling back at me
 How will I know, if I let you go

Night after night I hear myself say
 Why can't this feeling just fade away
 There's no one like you
 You speak to my heart
 It's such a shame we're worlds apart

I'm too shy to ask, I'm too proud too lose
 But sooner or later I got to choose
 Chorus

If She Only Knew (98 Degrees)

If she only knew what I knew but
 couldn't say
 If she could just see the part of me that I
 hid away
 If I could just hold her in my arms again
 and just say I love you
 But she's gone away, maybe she'd stay
 If she only knew

If she could just feel with I feel here in
 my heart
 She'd know it was real
 Pure and true right from the start
 But I'm just a man who didn't understand
 What she was going through
 But she's gone away, maybe she'd stay
 If she only knew, yeah only knew
 And how, how did I let her get away
 'Cause love, love is so easy to feel but the
 hardest thing to say

If she could just see what I see when I
 close my eyes
 All that I dream surely she would realize
 But like a fool I waited much too long
 To let her know the truth
 She's gone away, maybe she'd stay
 If she only knew
 Won't you tell me how did I let her get
 away
 'Cause I guess that love is so easy to feel
 but the hardest thing to say

If That Were Me (Melanie C.)

Where do they go and what do they do ?
 They're walking on by. They're looking
 at you
 Some people stop, some people stare
 But would they help you
 And do they care?

Chorus

How did you fall, Did you fall at all ?
 Are you happy when you are sleeping
 underneath the stars ?
 When it's cold is it your hope that keeps
 you warm ?

A spare bit of change is all that I give
 How is that going to help when you've
 got nowhere to live ?
 Some turn away so they don't see
 I bet you'd look if that were me

How did you fall, Did you fall at all ?
 Is it lonely where you are sleeping in
 between parked cars ?
 When it thunders where do you hide from
 the storm ?

Could you ever forgive my self-pity ?
 When you've got nothing and you're
 living on the streets of the city
 Couldn't live without my phone but you
 don't even have a home.

How did we fall, Did we get up at all ?
 Are we happy when we are on our lonely
 little star ?
 When it's cold is it your hope that keeps
 you warm ?

Miss You (Westlife)

I can't sleep I just can't breathe
 When your shadow is all over me
 Don't want to be a fool in your eyes
 'Cause what we had was built in lies

And when our love seems to fade away
 Listen to me hear what I say

Chorus

I don't want to feel the way that I do
 I just want to be right here with you
 I don't want to see, see us apart
 I just want to say it straight from my heart
 I miss you ...

What would it take for you to see
 To make you understand that I'll always
 believe
 You and I can make it through
 And I still know I can't get over you

And when our love seems to fade away
 Listen to me hear what I say
 Chorus

Iris (Goo Goo Dolls)

And I'd give up forever to touch you
 'Cause I know that you feel me somehow
 You're the closest thing to heaven that
 I'll ever be and I don't want to go home
 right now

And all I can taste is this moment
 And all I can breathe is your life
 But sooner or later it's over
 I just don't want to miss you tonight

Chorus

And I don't want the world to see me
 'Cause I don't think that they'd
 understand
 When everything's made to be broken
 I just want you to know who I am

And you can't fight the tears that are not
 coming or the moment of truth in your
 lies
 When everything feels like the movies
 Yeah you bleed just to know you're alive
 Chorus

It Might Be You

Time, I've been passing time watching
 trains go by
 All of my life, lying on the sand watching
 seabirds fly
 Wishing that would be someone's waiting
 home for me

Something telling me it might be you
 It's telling me it might be you

All of my life, looking back as lovers go
 passing by
 All of my life, wondering how they met
 and what makes it last
 If I found a place would I recognize the
 face

Something telling me it might be you
 It's telling me it might be you

So many quiet walks to take
 So many dreams to make
 And we've so much love to make
 I think we're going to need some time
 Maybe all we need it's time

Something telling me it might be you
 It's telling me it might be you

I've been saving love songs for lullabies
 And that so much more
 No one ever heard before

Something telling me it might be you
 It's telling me it might be you

Let Love Let The Way (Spice Girl)

What makes this world go round
 Will the answer let her down
 She is so sweet and young
 and her life has just begun
 What does her future hold that's the story
 left unknown .
 Will she make it through her days
 Let our love let the way
 Part of me laughs,part of me cries
 Part of me wants to question why
 What good is their joy
 And why is there pain

No matter what we must go on
 Just keep the faith
 And let love let the way
 Everything will work out fine
 If you let love let the way
 Sitting there all alone
 In the window of her room
 Watching the world go by
 Brings tears to her eyes
 All she sees is hurt and pain,she wants to
 break the chain
 She'll keep pressing everyday and she'll
 find her own sweet way
 Part of me laughs,part of me cries
 Part of me wants to question why

One day you're here next you are gone
 No matter what we must go on
 Just keep the faith and let love lead the
 way
 You can be all that and still can be who
 you are
 You got to know for sure that it isn't
 make believe
 You may feel weak but you are strong
 Don't you give up if you keep holding on
 You'll never be wrong
 Just close your eyes cause it lies deep in
 your heart
 Part of me laughs,part of me cries

Part of me wants to question why

Everything will work out fine
 If you let love lead the way
 Love lead the way

Let The Music Heal Your Soul (N*Sync)

If someone writes a song
 With a simple line
 Just a song where his feeling shows
 And if someone feels the same about the
 simple song
 Sometimes, you can hear them say
 Music gives you happiness or sadness
 But it also, it also heals your soul

Chorus

Let the music heal your soul
 Let the music take control
 Let the music give you
 The power to move any mountains

If someone plays piano
 With some simple chords
 So melodic and endearing too
 You know if someone plays
 Guitar with the old piano
 Then maybe you can hear them say
 Music gives you happiness or sadness
 But it also, it also heals your soul
 Chorus

Like A Virgin (Madonna)

I made it through the wilderness
 Somehow I made it through
 Didn't know how lost I was
 Until I found you

I was beat incomplete
 I'd been had I was sad and blue
 But you made me feel
 You made me feel shiny and new

Chorus

Like a virgin
 Focused for the very first time
 Like a virgin
 When your heart beats next to mine

Gonna give you all my love, boy
 My fear is fading fast
 Been saving it all for you
 'Cause only love can last

You're so fine and you're mine
 Make me strong, you make me bold
 Your love thawed out
 What was scared and cold
 Chorus

You're so fine and you're mine
 I'll be yours 'til the end of time
 'Cause you made me feel
 You made me feel I've nothing to hide
 Chorus

Lucky (Britney Spears)

This is a story about a girl named Lucky

Early morning she wakes up
 Knock, knock, knock on the door
 It's time to make up, perfect smile
 It's you they're all waiting for
 They go
 "Isn't she lovely, this Hollywood girl?"
 And they said

Chorus

She's so lucky, she's a star
 But she cries, cries, cries in the lonely
 heart thinking
 If there's nothing missing in my life
 Then why do these tears come at night

Lost in an image, in a dream
 But there's no one there to wake her up
 And the world is spinning and she keeps
 on winning
 But tell me what happen when it stop
 They go

Chorus

"Best actress, and the winner is, Lucky
 I'm Roger Johnson for Pop News
 Standing outside the arena waiting for
 Lucky. Oh my God, here she comes!"

Chorus

More Than Words (Westlife)

Saying 'I love you' it's not the words I
want to hear from you
It's not that I try to not to say but if you
only knew
How easy it would be to show me how
you feel
More than words, it's all you have to do to
make it real
Then you wouldn't have to say that you
love me 'cause I already know

What would you do
If my heart was torn in two
More than words to show you feel
That your love for me it's real
What would you say
If I took those words away
Then you couldn't make things new
Just by saying 'I love you'

Now that I've tried to talk to you and
make you understand
All you have to do is close your eyes
And just reach out your hands
And touch me, hold me close
Don't ever let me go
More than words is all I ever needed you
to show
Then you wouldn't have to say that you
love me 'cause I already know

Music Of My Heart (N*Sync)

You'll never know what you've done for
me
What your faith in me has done for my
soul
And you'll never know the gift you've
given me
I'll carry it with me, yeah

Through the days ahead to think of days
before
You made me hope for something better
You made me reach for something more

Chorus

You taught me to run, you taught me to
fly
Helped me to free the me inside
Helped me hear the music of my heart
Helped me hear the music of my heart
You opened my eyes, you opened the
door
To something I've never known before
And your love is the music of my heart

You were the one, always on my side
Always standing by, seeing me through

You were the song that always made me
sing

I'm singing this for you
Everywhere I go I think of where I've
been

And of the one who knew me
Better than anyone ever will again

Chorus

What you taught me
Only your love could ever teach me
You got through where no one could
reach me before
'Cause you always saw in me all the best
that I could be
It was you who set me free

One Sweet Day (Mariah Carey)

Sorry I never told you
All I wanted to say
And now it's too late to hold you
'Cause you've flown away
So far away

Never had I imagined
Living without your smile
Feeling knowing you hear me
It keeps me alive, alive

Chorus
And I know you're shining down on me
From heaven
Like so many friends we've lost along the way
And I know eventually we'll be together
One sweet day

Darling, I never showed you
Assumed you always be there
Took your presence for granted
But I always cared and I missed the love
We shared

Chorus

Although the sun will never shine the same
I'll always look for a brighter day
Lord I know when I lay me down to sleep
You will always listen as I pray

Chorus

Oops! ... I Did It Again (Britney Spears)

I think I did it again
I make you believe we're more than a
friend oh baby
It might seem like a crush
But I don't mean that I'm serious
'Cause to lose all my senses
That is just so typically me oh baby, baby

Chorus

Oops, I did it again
I play with your heart,
Got lost in the game oh baby baby
Oops, you think I'm in love
That I'm sent from above
I'm not that innocent

You see my problem is this
I'm dreaming away
Wishing that heroes, they truly exist
I cry watching the days
Can't you see I'm a fool
In so many ways
But to lose all my senses
That is just so typically me

Chorus

"All aboard"
"Britney, before you go, there's something
I want you to have."
"Oh it's beautiful, but wait a minute, isn't
this..?"
"Yeah, yes it is."
"But I thought the old aldy dropped it into
the ocean in the end."
"Well baby, I went down and got it for
you."
"Oh, you shouldn't have."

Chorus

Pretty Boy (MEM)

I lie awake at night
 See things in black and white
 I've only got you inside my mind
 You know you have made me blind

I lie awake and pray
 That you will look my way
 I have this longing in my heart
 I knew it right from the start

Chorus

Oh my pretty pretty boy I love you like I
 Never ever loved no one before you
 Pretty pretty boy of mine
 Just tell me you love me too
 Oh my pretty pretty boy I need you
 Oh my pretty pretty boy I do
 Let me inside, make me stay
 Right beside you

I used to write your name
 And put it in a frame
 And sometime I think I hear you call
 Right from my bedroom wall

You stay a little while
 And touch me with your smile
 And when can I say to make you mine
 And reach out for you in time

Chorus

Reflection (Christina Aguilera)

Look at me, you may think you see
 Who I really am
 But you'll never know me
 Everyday it's as if I play a part I am now
 In a world where I have to hide my heart
 And what I believe in
 But somehow I will show the world
 What's inside my heart and be loved for
 who I am

Who is that girl I see
 Staring straight back at me ?
 Why is my reflection someone I don't
 know ?
 Must I pretend that I'm
 Someone else for all time ?
 When will my reflection show who I am
 inside ?

There's a heart that must be free to fly
 That burns with a need to know the
 reason why

Why must we all conceal
 What we think, how we feel ?
 Must there be a secret me
 I'm forced to hide ?
 I won't pretend that I'm
 Someone else for all time
 When will my reflection show
 Who I am inside ?
 When will my reflection show
 Who I am inside ?

Right Here Waiting (Richard Marx)

Oceans apart day after day
 And I slowly go insane
 I hear your voice on the line
 But it doesn't stop the pain

If I see you next to never
 How can we say forever

Chorus

Wherever you go whatever you do
 I'll be right here waiting for you
 Whatever it takes or how my heart breaks
 I will be right here waiting for you

I took for granted all the times
 That I thought would last somehow
 I hear the laughter, I taste the tears
 But I can't get near you now

Oh can you see it baby
 You've got me going crazy

Chorus

I wonder how we can survive
 This romance
 But in the end if I'm with you
 I'll take the chance

Oh can you see it baby
 You've got me going crazy

Chorus

Secret Garden (Bruce Springsteen)

She'll let you in her house
 If you come knocking late at night
 She'll let you in her mouth
 If the words you say are right
 If you pay the price
 She'll let you deep inside
 But there's a secret garden she hides

She'll let you in her car
 To go driving round
 She'll let you into the parts of herself
 That'll bring you down
 She'll let you in her heart
 If you got a hammer and a vise
 But into her secret garden, don't think
 twice

You've gone a million miles
 How far would you get
 To that place where you can't remember
 And you can't forget

She'll lead you down a path
 There'll be tenderness in the air
 She'll let you come just far enough
 So you know she's really there
 She'll look at you and smile
 And her eyes will say
 She's got a secret garden
 Where everything you want
 Where everything you need
 Will always stay a million miles away

Shape of My Heart (Backstreet Boys)

Baby please try to forgive me
 Stay here don't put out the glow
 Hold me now don't bother
 If every minute it makes me weaker
 You can save me from the man I've
 become

Chorus

Looking back to the things I've done
 I was trying to be someone
 Play my heart, and keep you in the dark
 Now let me show you the shape of my
 heart

Sadness is beautiful, loneliness is tragical
 So help me, I can't win this war
 Touch me now don't bother
 If every second it makes me weaker
 You can save me from the man I've
 become

Chorus

I'm here with my confession
 Got nothing to hide no more
 I don't know where to start
 But to show you the shape of my heart

I'm looking back on things I've done
 I never want to play the same old part
 Keep you in the dark
 Now let me show you the shape of my
 heart
 Show you the shape of my heart

Show Me The Meaning Of Being Lonely (Backstreet Boys)

Show me the meaning of being lonely
 So many words for the broken heart
 It's hard to see in a crimson love
 So hard to breathe
 Walk with me, and maybe
 Nights of light so soon become
 Wild and free I could feel the sun
 Your every wish will be done
 They tell me

Show me the meaning of being lonely
 Is this the feeling I need to walk with
 Tell me why
 I can't be there where you are
 There's something missing in my heart

Life goes on as it never ends
 Eyes of stone observe the trends
 They never say
 Forever gaze, if only
 Guilty roads to an endless love
 There's no control are you with me now
 Your every wish will be done
 They tell me

There's nowhere to run
 I have no place to go
 Surrender my heart,
 Body and soul
 How can it be you're asking me to feel the
 things you never show

You are missing in my heart
 Tell me why can't be there where you are

Sometimes (Britney Spears)

You tell me you're in love with me
 Like you can't take your pretty eyes away
 from me
 It's not that I don't want to stay
 But everytime you come too close I move
 away

I want to believe in everything that you
 say
 'Cause it sounds so good
 But if you really want me, move slow
 There's things about me you just have to
 know

Chorus
 Sometimes I run, sometimes I hide
 Sometimes I'm scared of you
 But all I really want is to hold you tight,
 treat you right
 Be with you day and night
 Baby all I need is time

I don't want to be so shy
 Everytime that I'm alone I wonder why
 Hope that you will wait for me
 You'll see that you're the only one for me

I want to believe in everything that you
 say
 'Cause it sounds so good
 But if you really want me, move slow
 There's things about me you just have to
 know

Chorus

I'll just hang around and you'll see
 There's nowhere I'd rather be
 If you love me, trust in me
 The way that I trust in you

Chorus

Swear It Again (Westlife)

I want to know
 Who ever told you I was letting go
 Of the only joy that I have ever known
 Girl they were lying
 Just look around and all the people that
 we used to know
 Have just given up they want to let it go
 But we're still trying

So you should know this love we share
 Was never made to die
 I'm glad we're on this one-way street
 Just you and I, just you and I
 Chorus

I'm never going to say goodbye
 'Cause I never want to see you cry
 I swear to you my love would remain
 And I swear it all over again
 All over again

Some people say
 That everything has got its place and time
 Even the day must give way to the night
 But I'm not buying
 'Cause in your eyes I see a love that
 burns eternally
 And if you see how beautiful you are to
 me, you'll know I'm not lying

Sure there'll be times we want to say
 goodbye but even if we tried
 There are some things in this life won't
 be denied
 Won't be denied

Sweet Child O' Mine (Sherly Crow)

She's got a smile that it seems to me
Reminds me of childhood memories
Where everything was as fresh as the bright
blue sky
Now and then when I see her face
She takes me away to that special place
And I staid too long I'd probably break
down and cry

Oh sweet child o'mine
Oh oh sweet child o'mine

She's got eyes of the bluest skies
As if they thought of rain
I hate to look into those eyes and see an
ounce of pain
Her hair reminds me of a warm safe place
Where as a child I'd hide
And pray for the thunder and the rain to
quietly pass me by

Oh sweet child o'mine
Oh oh sweet child o'mine

Oh sweet child o'mine
Oh oh sweet child o'mine

Tell Him (Celine Dion)

I'm scared so afraid to show I care
Will he think me weak
If I stumble when I speak
What if
There's another one he's thinking of
Maybe he's in love I'd feel like a fool
Life can be so cruel

I don't know what to do

I've been there
With my heart out in my hands
But what you must understand
You can't let the chance to love him pass
you by

Tell him
Tell him that the sun and moon rise in his
eyes
Reach out to him
And whisper tender words so soft and
sweet
Hold him close to feel his hear beat
Love will be the gift you give yourself

Touch him with the gentleness you feel
inside
Your love can't be denied
The truth will set you free
You'll have what's mean to be
All in time you'll see

I love him of that much I can be sure
I don't think I could endure
If I let him walk away
When I have so much to say
Chorus

Love is light that surely glows
In the hearts of those who know
It's a steady flame that grows
Feed the fire with all the passion you can
show

Tonight love will assume its place
This memory time cannot erase
Blind faith will lead love where it has to
go
Chorus

Never let him go

Thank You For Loving Me (Bon Jovi)

It's hard for me to say the things I want to
say sometimes

There's no one here but you and me
And that broken old street light
Lock the doors we'll leave the world
outside

All I've got to give to you are these five
words when I

Chorus

Thank you for loving me
for being my eyes when I couldn't see
for parting my lips when I couldn't
breathe

Thank you for loving me
Thank you for loving me

I never knew I had a dream until that
dream was you

When I look into your eyes the sky's a
different blue

Cross my heart I wear no disguise
If I tried you'd make believe
That you believe my lies

Chorus

You pick me up when I fall down
You ring the bell before they count me
out

If I was drowning you would part the sea
And risk your own life to rescue me

Chorus

That I Would Be Good

(Alanis Morissette)

That I would be good even if I don't have
nothing

That I would be good even if I got
thumbs down

That I would be good even if I got and
stayed sick

That I would be good even if I gained ten
pounds

That I would be fine even if I went
bankrupt

That I would be good even if I lost my
hair and my youth

That I would be great if I was no longer
queen

That I would be grand if I was not all
knowing

That I would be loved even when I numb
myself

That I would be good even when I am
overwhelmed

That I would be good when I was funning
That I would be good even if I was clingy

That I would be good even if I lost sanity

That I would be good whether with or
without you

That I would be good even if I did
nothing

That I would be good even if I got the
thumbs down

That I would be good even if I got and
stayed sick

That I would be good even if I gained ten
pounds

Repeat verse 3 & 4

That's The Way It Is (Celine Dion)

I can read your mind and I know you're
story

I see what you're going through
It's an uphill climb and I'm feeling sorry
But I know it will come to you
Don't surrender 'cause you can win in
this thing called love

Chorus

When you want it the most there's no
easy way out
When you're ready to go and your heart's
left in doubt
Don't give up on your faith
Love comes to those who believe it
And that's the way it is

When you question me for a simple
answer I don't know what to say
But it's plain to see if you stick together
You're going to find the way
So don't surrender 'cause you can win
In this thing called love

Chorus

When life is empty with no tomorrow
And loneliness starts to come
Baby don't worry forget your sorrow
'Cause love's going to conquer it all
Chorus

Then You Look At Me (Celine Dion)

Laugh and cry, life and die
Life is a dream we are dreaming
Day by day I find my way
Look for the soul and the meaning

Chorus

Then you look at me and I always see
What I have been searching for
I'm lost I can be then you look at me
And I am not lost anymore

People run sun to sun
Caught in their lives ever flowing
Once begun, life goes 'till it's gone
We have to go where it's going

Chorus

To Love You More (Celine Dion)

Take me back into the arms I love
Need me like you did before
Touch me once again and remember
when there was no one that you wanted
more

Don't go you know you'll break my heart
She won't love you like I will
I'm the one who'll stay
When she walks away
And you know I'll be standing here still

Chorus

I'll be waiting for you here inside my
heart
I'm the one who wants to love you more
You will see I can give you
Everything you need
Let me be the one to love you more

See me as if you never knew
Hold me so you can let go
Just believe in me I will make you see
All the things that your heart needs to
know

Chorus

Some ways all the love that we had can
be saved
Whatever it takes we'll find the way

Chorus

Until I Find You Again (Richard Marx)

Lately I've been trying
 To fill up my days since you're gone
 The speed of love is blinding
 And I didn't know how to hold on
 My mind won't clear I'm out of tears
 My heart's got no room left inside

Chorus

How many dreams will end
 How long can I pretend
 How many times will love pass me by
 Until I find you again

Will the arms of hope surround me
 Will time be a fairweather friend
 Should I call out to angels
 Or just drink myself sober again
 I can't hide it's true I still burn for you
 Your memory just won't let me go

Chorus

I'd hold you tighter closer than ever
 before yeah
 No flame would burn brighter if I could
 touch you once more
 Hold you once more

Chorus

We Can Make It (Code Red)

I've been waiting for the girl like you to
 come my way
 I've been waiting for a girl to shine some
 light on my days
 I've been searching for that someone who
 could understand me
 Someone who's not afraid to laugh and
 cry and share that with me

I've been waiting for a boy like you to
 hold my hand
 I've been waiting for a boy like you to
 give me a chance
 And I've been longing for that feeling of
 being complete
 You have shown me just how good love
 is when two minds meet
 I know, I know, I know

Chorus

We can make it if we try
 We can make it you and I, we can ...
 A love like ours can be denied
 We can make it if we try
 If we believe in you and I, we can ...
 We can make it if we try
 A love like ours can't be denied

Could you be the kind to love
 unconditionally
 Could you the kind to overlook the faults
 in me
 We don't have to last forever just for the
 rest of our lifetime
 If you're feeling what I'm feeling
 Now this is the right time

Chorus

Well I guess that it was worth the waiting
 'Cause now you see what you mean to me
 Well this time there'll be no hesitating
 If I was blind, I'd still see you as mine

What A Girl Wants
(Christina Aguilera)

What a girl wants, what a girl needs
Whatever makes me happy
And sets you free
What a girl wants, what a girl needs
Whatever keeps me in your arms
I want to thank you for giving me time to

I like a rock, you waited so patiently
While I got it together while I figure it out
I only looked but I never touched
Cause in my heart was a picture of us
Holding hands, making plans
And lucky for me you understand

Chorus

What a girl wants, what a girl needs
Whatever makes me happy
And sets you free
And I'm thanking you for knowing
exactly
What a girl wants, what a girl needs
Whatever keeps me in your arms
And I'm thanking you for being there for
me

Somebody sensitive and tough
Somebody there when the going gets
rough
Every night he'll be giving his love
To just one girl, one girl, one
Somebody cool but real tender too
Somebody baby just like you
Can keep me hanging around with
The one who always knew
And I'm thanking you for being there
with me.

Chorus

When You Believe (Whitney Houston)

Many nights we pray
With no proof anyone could hear
In our hearts a hopeful song
We barely understood

Now we are not afraid
Although we know there's much to fear
We were moving mountains long
Before we knew we could

Chorus

There can be miracles when you believe
Though hope is frail it's hard to fall
Who knows what miracles you can
achieve
When you believe somehow you will
You will when you believe

In this time of fear
When prayer so often proves in vain
Hope seems like the summer birds
Too swiftly flown away
And now I'm standing here
My heart's so full I can't explain
Seeking faith and speaking words
I never thought I'd say

Chorus

They don't always happen when you ask
And it's easy to give in to your fear
But when you're blinded by your pain
Can't see your way safe through the rain
Thought of a still resilient voice
Says love is very near

Chorus

When Can I See You (Babyface)

When can my heart beat again
 When does the pain ever end
 When do the tears stop from running over
 When does you'll get over it begin

I hear what you're sayin'
 But I swear that it's not making sense
 So when can I see you

Chorus

When can I see you again
 When can my heart beat again
 When can I see you again
 And when can I breathe once again
 And when can I see you again

When does my someday begin
 When I'll find someone again
 And what if I still am not truly over
 What am I supposed to do then

Please hear what I'm sayin'
 Even if it it's not making sense
 So when can I see you

Please hear what I'm sayin'
 Even if it it's not making sense
 So when can I see you

You Make Me Love You ... More (Don't Diplo)

Chorus

You make me love you, night after night
 I don't know what you do but you sure do
 it right
 There's no mistaking oh what my love is
 for
 You make me love you
 All I want to do is love you ... more

Like the sunshine warms my body
 Like a low song soothes my soul
 Like this feeling deep inside me
 There are some things I just can't control

It happens so naturally, girl as you live
 and breathe

Chorus

I see forever when you kiss me
 It's like heaven when we touch
 Every whisper makes me shiver
 Seems we never can get close enough, no
 I can't count the stars in the sky for all the
 reasons why

Chorus

Girl I'm besidemyself!
 'Cause I know no one else has this effect
 on me
 Every time you're need next to me
 Chorus

You Were Made For Me To Love

Seas were made for fishes to swim
 The skies were made for birds to fly
 But you were made for me to love
 Yes to love
 I could never love another

Flowers were made for little girls to pick
 Trees were made for birds to rest their
 wings
 But you were made for me to love
 Yes to love
 I could never love another

I never thought that I'd fall in love
 And with a girl as sweet as you
 But now it's true what can I say
 'Cause I - oh yes, I love you so

so if you're wondering why you're here
 I'll let you know just once more
 That you were made for me to love
 Yes to love
 I could never love another

Appendix 4: The Examples of Song Presentation

I. Making students to complete the lyric

TEARS IN HEAVEN (Conditional II) - Eric Clapton

..... (will) you (know) my name [would ; know]

If I (see) you in heaven [saw]

..... (will) it (be) the same [would ; be]

If I (see) you in heaven [saw]

I must be strong and carry on

'Cause I know I don't belong, here in heaven

..... (will) you (hold) my hand [would ; hold]

If I (see) you in heaven [saw]

..... (will) you (help) me stand [would ; help]

If I (see) you in heaven [saw]

I'll find my way through night and day

I just can't stay, here in heaven

Time can bring you down, time can bend your knees

Time can break your heart, have you begging please

begging please

Beyond the door there's peace I'm sure

And I know there'll be no more tears in heaven

..... (will) you (know) my name [would ; know]

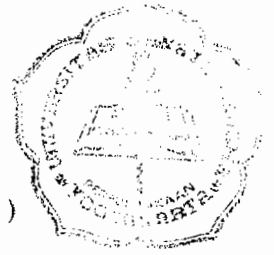
If I (see) you in heaven [saw]

..... (will) it (be) the same [would ; be]

If I (see) you in heaven [saw]

I must be strong and carry on

'Cause I know I don't belong, here in heaven

THIS I PROMISE YOU (Future tense) - N*sync

When the visions around you bring tears to your eyes.

your strenght. _____ you hope (*I'll be ; I'll ; give*)

your faith when it's gone (*Keeping*)

The one you should call was standing here all along

Chorus : And I _____ you in my arms (*will ; take*)

And _____ you right here you belong (*hold*)

Till the day my life is through

This I promise you 2x

I've loved you forever in the lifetime before

And I promise you _____ you hurt anymore (*never ; will*)

I _____ you my words, I _____ you my heart (*give ; give*)

This is the battle we've won

And with this vow, forever has now begun

Chorus

Just close your eyes each loving day

I know this feeling _____ away (*won't ; go*)

Till the day my life is through

This I promise you 2x

Over and over I fall when I hear you call

Without you in my life, baby

I just _____ living at all (*couldn't ; be*)

Chorus

2. Making students to rearrange jumbled sentences

REFLECTION (Noun Clause) - Christina Aguilera

me - *Look* - atsee - you - think - *You* - mayI - *Who* - really - amme - you'll - know - never - *But*a - *Everyday* - if - I - it's - play - as - partnow - am - *I* - world - a - inheart - have - hide - my - to - *Where* - Iin - *And* - I - believe - whatthe - somehow - I - *But* - will - world - showheart - *What's* - my - insidewho - loved - I - be - *And* - am - foris - girl - *Who* - I - the - seeme - *Staring* - back - at - straight - ?know - someone - *Why* - I - don't - is - reflection - my - ?all - else - *Must* - pretend - I'm - time - someone - I - that - for - ?my - will - *When* - show - reflection - inside - am - who - I - ?be - a - *There's* - must - that - heart - fly - free - towhy - the - *beans* - a - to - reason - need - with - know - *That*we - *Why* - conceal - must - allfeel - how - we - think - *What* - we - ?hide - I'm - forced - to - me - be - secret - a - *Must* - there - ?pretend - won't - *I* - that - for - all - else - I'm - time - someonemy - will - *When* - show - reflection - who - am - inside - I - ?my - will - *When* - show - reflection - who - am - inside - I - ?

DANCING QUEEN (To / For) - A-Teen

dance - *You* - can , you - jive - can , time - your - having - the - life - of girl -
See - that , scene - watch - the , dancing - the - in - dig - queen

and - night - low - are - the - *Friday* - lights
 go - *Looking* - for - to - the - out - place
 right - play - *Where* - music - they - the , the - getting - swing - in
 a - for - come - *You* - king - in - look - to
 guy - that - *Anybody* - be - could
 high - the - *Night* - music's - young - and - is
 of - music - bit - *With* - rock - a , is - fine - everything
 mood - for - *You're* - dance - the - a - in
And - chance - you - when - a - get

Chorus:

queen - are - dancing - the - *You* , and - sweet - seventeen - young - only
 queen - *Dancing* , beat - tambourine - feel - the - from - the
 dance - *You* - can , you - jive - can , time - your - having - the - life - of girl -
See - that , scene - watch - the , dancing - the - in - dig - queen

teaser - on - *You're* - them - a - turn
 burning - and - them - *Leave* - gone - then - you're
 another - out - *Looking* - for , will - anyone - do
 mood - for - *You're* - dance - the - a - in
And - chance - you - when - a - get

Chorus

3. Translating

HOW CAN I NOT LOVE YOU (Can) - Joy Enriquez

Tidak dapat menyentuh, tidak dapat berpelukan, tidak dapat bersama
Cannot touch, cannot hold, cannot be together
 Tidak dapat mencintai, tidak dapat mencium, tidak dapat saling mencintai
Cannot love, cannot kiss, cannot love each other
 Harus kuat dan kita harus merelakan
Must be strong and we must let go
 Tidak dapat mengatakan apa seharusnya diketahui oleh hati
Cannot say what a heart must know

Chorus

Bagaimana bisa saya tidak mencintaimu ?
How can I not love you
 Apa yang saya katakan pada hatiku ?
What do I tell my heart
 Kapan saya tidak menginginkanmu, di sini di dalam hatiku ?
When do I not want you, here in my heart
 Bagaimana ini berjalan menjauh dari semua kenangan
How does it walk away from all of the memories
 Bagaimana saya tidak merindukanmu ketika kamu pergi
How do I not miss you when you're gone

Tidak bisa berimprovisasi, tidak bisa berbagi saat - saat manis dan lembut (tender)
Cannot dream, cannot share sweet and tender moments
 Tidak bisa merasakan apa yang kita rasa, harus berpura-pura ini sudah selesai
Cannot feel how we feel, must pretend it's over
 Harus berani dan kita harus maju
Must be brave and we must go on
 Harus tidak mengatakan apa yang sudah kita ketahui lama
Must not say what we've know for long

Chorus

MY LOVE (To / For) - Westlife

Sebuah jalani kosong, sebuah rumah kosong
An empty street, an empty house
 Sebuah lubang di dalam hatiku
A hole inside my heart
 Aku sendirian, ruangan - ruangan mengecil
I'm all alone, the rooms are getting smoder
 Verse 2 : Aku heran bagaimana, aku heran mengapa
I wonder how, I wonder why

Aku heran dimana mereka

I wonder where they are

Hari-hari yang kita punya, lagu-lagu yang kita nyanyikan bersama

The days we had, the songs we sang together

Verse 3 : Dan oh cintaku aku bertahan selamanya (= hold on)

And oh my love I'm holding on forever

Menggapai untuk sebuah cinta yang kelihatannya sangat jauh

Reaching for a love that seems so far

Chorus : Jadi aku mengucapkan sebuah doa kecil

So I say a little prayer

Dan berharap impian-impianku akan membawaku ke sana

And hope my dreams will take me there

Dimana langit-langit berwarna biru untuk melihatmu sekali lagi, cintaku

Where the skies are blue to see you once again, my love

Melewati laut-laut dan dari pantai ke pantai (= coast)

Over seas and coast to coast

Untuk menemukan sebuah tempat yang sangat saya cintai

To find a place I love the most

Dimana padang-padang berwarna hijau untuk melihatmu sekali lagi,
cintaku

Where the fields are green to see you once again, my love

Aku mencoba untuk membaca, aku pergi bekerja

I try to read, I go to work

Aku tertawa bersama teman-temanku

I'm laughing with my friends

Tapi aku tidak bisa berhenti untuk membuat diriku sendiri tetap berpikir

But I can't stop to keep myself from thinking

Back to verse 2 & 3

Chorus

Untuk memelukmu dalam lengan-lenganku

To hold you in my arms

Untuk menjanjikannya cintaku

To promise you my love

Untuk memberitahumu dari hati kaulah semua yang aku pikirkan

To tell you from the heart you're all I'm thinking of

Aku menggapai untuk sebuah cinta yang kelihatan sangat jauh

I'm reaching for the love that seems so far

Chorus

