Teaching Tense through Modified Song Lyrics

for Junior High School

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Abstrak. Tujuan penelitian ini adalah (1) untuk menemukan apakah ada peningkatan signifikan secara statistik atas pemahaman siswa terhadap penggunaan tense setelah diajar menggunakan lirik lagu yang dimodifikasi; (2) tipe tense dan (3) jenis kalimat apa yang lebih dikuasai siswa pada sebelum dan setelah pembelajaran. Penelitian ini merupakan penelitian kuantitatif yang menggunakan pola *one group pretest-posttest*. Subyek penelitian ini adalah 31 siswa SMP Negeri 3 Sukoharjo Prigsewu. Data penelitian diperoleh menggunakan tes grammar yang disajikan dalam bentuk pilihan ganda. Hasil penelitian ini mengungkapkan bahwa (1) pemahaman siswa terhadap tense meningkat signifikan setelah diajar menggunakan lirik lagu yang dimodifikasi dengal hasil p=0.00<0.05; (2) siswa lebih menguasai simple present tense pada sebelum dan sesudah diajar mengunakan lirik lagu yang dimodifikasi. Selain itu, (3) siswa lebih menguasai kalimat nominal dibanding kalimat verbal pada sebelum dan sesudah diajar menggunakan lirik lagu yang dimodifikasi. Hasil penelitian ini mengindikasikan bahwa lirik lagu yang dimodifikasi adalah media yang baik untuk mengajar tense.

The aims of this study were to (1) find out whether there was statistically significant improvement of the students' achievement on tenses after they were taught through modified song lyrics; (2) which type of tenses and (3) which type of sentences they mastered better before and after being taught through modified song lyrics. This research was quantitative study which employed one group pretest-posttest design. The subjects were 31 students of SMP Negeri 3 Sukoharjo Pringsewu. The data were collected by using grammar test in the form of multiple choice. The findings revealed that (1) the students' achievement on tenses was significantly improved after they were taught through modified song lyrics, with p=0.00<0.05; (2) they mastered simple present tense better than simple past tense before and after being taught through modified song lyrics. Furthermore, (3) they mastered nominal sentences better than verbal sentences before and after being taught through modified song lyrics. In view of this, it obviously indicates that modified song lyrics is a good media to improve the students' achievement in using tense.

Keywords: tense, nominal and verbal sentences, modified song lyrics.

INTRODUCTION

Tense is one of the grammatical features that has to be mastered in learning English. Tense is important to be learnt in the early stage of learning since it is the basic rule of English which deals with the rules of expressing time of an event or situation in the text or conversation. English tense is generally divided into three types; present, past, and, future. According to Arifin (2016), students have to be able to use tense accurately and correctly. Without having sufficient knowledge of tense, learners may find some difficulties in constructing sentences which are grammatically correct since tense helps them to express their ideas in English. Setiyadi (2006), points out that English tends to be very difficult to learn for Indonesian learners because Indonesian language has no tense which is similar to English tense. In Indonesian, the verb of the sentence does not change even if the time of the event changes. While the use of verb in English always changes depending on the time of the event happen. It may confuse the students since each of those languages has discrete rules.

In order to overcome such problem, Murphey (1990), says that many English teachers have used song and music in language classes since a long time ago with the assumption that they work better than the other media to teach language to the ESL or EFL students. Thus, many researchers conducted the research to prove this assumption. Hidayat (2013), tried to teach listening through songs. He found that the use of songs in listening class improved the students' listening skill significantly. However, he also found that some problems were faced related to the use of songs in the class, for instance, the class noisy condition and the upbeat lyrics, which means that the teacher should be selective in choosing songs to teach listening in English class.

The further studies were also conducted in order to find out the effect of teaching language through song lyrics and they commonly used two techniques. First, using the song lyrics directly without any modification and keeping it as an authentic material.Second, modifying song lyrics first and using the modified version as a media to teach language. They do not intended to keep it as an authentic material because of several reasons concerning their learning goals. As Intani (2012) proved in her study, song lyrics is one of the authentic material classified as an appropriate and good media to teach language. She utilized song lyrics to teach simple future tense for the seventh grade students and found that the students got higher score on the posttest, and they got more excited in group discussion because of the media used. While Intani (2011), chose to modify song lyrics first and used it as a media to teach vocabulary to the elementary school students. Modifying song lyrics is meant to harmonize the learning media and learning goals that would be achieved in teaching learning activities by making a good yet interesting media. As a result, she found that modified song lyrics helps the students memorize vocabulary easily, and it successfully grabbed

the students' attention and lead them to follow the whole class activities with joy.

The use of song and song lyrics in improving the students' listening skill, tense, and vocabulary have been conducted. But, the use of song in teaching tense by using modified song lyrics is not revealed yet. Hence, the researcher conducted the research entitled Teaching Tense through Modified Song Lyrics for Junior High School.

METHOD

This research employed one group pretest-posttest design. The population of this research was the second grade students of SMP Negeri 3 Sukoharjo Pringsewu. The sample of this research was VIII B class of SMP Negeri 3 Sukoharjo Pringsewu. The instrument used was grammar test by taking form of multiple choices test. The researcher chose and arranged the material based on the 2013 English curriculum for Junior High School, and the grammar test implemented was based on theories of tense by Muntaha and Alimin (2009). In measuring the reliability of the test, the researcher used split half technique. The Pearson Product Moment was used in order to find out the coefficient of the reliability between odd and even number of the test. Then, the researcher used Spearman Brown's Prophecy formula to find out the reliability of the whole test. Furthermore, the author used the following procedures in collecting the data: administering the try out test, administering pretest, conducting the treatment, administering the posttest, analyzing the data, and concluding and reporting the result of the data analysis.

RESULTS AND DISCUSSION

This part deals with two major points: the result of the data analysis and the discussion of the findings that will be elaborated in the following sections. The objectives of this research were (1) to find out whether there is statistically significant improvement of the students' achievement on tense before and after they were taught through modified song lyrics, (2) type of tenses and (3) type of sentences better performed by the students before and after being taught through modified song lyrics. The result of them will be described below.

The Students' Achievement in Using Tense Before and After being Taught through Modified Song Lyrics

The researcher gave the grammar test in pretest and posttest to the 31 second grade students of SMP Negeri 3 Sukoharjo Pringsewu. The following table shows the students' improvement in using tense before and after they got the treatment.

Table 1. Students' improvement in using tense before and after getting the treatment

		Paired Differences						
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest – Posttest	16.355	6.364	1.143	14.020	18.689	14.308	30	.000

The table above shows that the mean score of the pretest and the posttest was 16.355, with standard deviation 6.364. The t-value of the data was 14.308 points, it is higher than the t-value for df. 30 (two tailed) 2.042, with the significant value 0.00<0.05.

It means that there is statistically significant improvement of the students' achievement in using tense after they were taught through modified song lyrics.

Type of Tenses Better Performed by Students Before and After being Taught through Modified Song Lyrics

In order to find out which tense better performed by the students before and after they were taught through modified song lyrics, the author compared the mean scores of simple present tense and simple past tense on the pretest and the posttest. The result of this comparison will be explained in the tables below:

Table 2. Comparison of the mean scores of simple present tense and simple past tense on pretest

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Simple Present on Pretest	49.03	31	11.791	2.118
	Simple Past on Pretest	35.97	31	11.286	2.027

The table above shows that the mean score of simple present tense on the pretest was 49.03 with standard deviation 11.791; while the mean score of simple past tense was 35.97 with standard deviation 11.286.

Consequently, it evidences that the students mastered simple present tense better than simple past tense before they were taught through modified song lyrics.

Table 3. Comparison of the mean scores of simple present tense and simple past tense on posttest

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Simple Present on Posttest	63.23	31	9.179	1.649
	Simple Past on Posttest	55.65	31	8.635	1.551

As can be noticed in Table 3 above, the mean score of simple present tense on the posttest was 63.23 with the standard deviation 9.179; while the mean score of simple past tense on the posttest was 55.65 with the standard deviation 8.635. It is now obvious that the students mastered simple present tense better than simple past tense after they were taught through modified song lyrics. Nonetheless, it does not mean that the students' achievement on simple past tense was worse than their achievement on simple present tense. It was since their achievement on simple past tense improved the most. It can be seen from the gap of the mean scores of simple present tense before and after the students got the treatment and the mean scores of simple past tense before and after they got the treatment (Table 3. and Table 4.) with each 14.20 and 19.68 points.

After comparing the mean scores of the students' achievement on simple present tense and simple past tense before and after the treatment, therefore, the researcher concluded that the simple present tense was better performed by the students than simple past tense before and after they were taught through modified song lyrics.

Type of Sentences Better Performed by the Students Before and After being Taught through Modified Song Lyrics

The researcher discovered the type of sentences which better performed by the students both on the pretest and the posttest by comparing the mean scores of the nominal and the verbal sentences on the pretest and the posttest by using T-test. The result of this comparison will be explained in the tables below:

Table 4. The comparison of mean scores of nominal and verbal sentences on pretest

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Nominal on Pretest	49.52	31	13.314	2.391
Verbal on Pretest	34.68	31	13.474	2.420

The table above shows that the mean score of the nominal sentences on the pretest was 49.52 with the standard deviation 13.314, while the mean score of the verbal sentences on the pretest was 34.68 with the standard deviation 13.474.

It shows the gap of 14.84 points with the nominal mean score was higher than the verbal mean score. Based on the data above, the researcher hence concluded that the nominal sentences were better performed by the students than the verbal sentences before they were taught through modified song lyrics.

Table 5. The comparison of mean scores of nominal and verbal sentences on posttest
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nominal on the Posttest	69.84	31	10.761	1.933
	Verbal on the Posttest	53.71	31	12.313	2.212

The table above shows that the mean score of the nominal sentences on the posttest was 69.84 with the standard deviation 10.761, while the mean score of the verbal sentences on the posttest was 53.71 with the standard deviation 12.313. The nominal mean score was 16.13 points higher than the verbal mean score. It means that the nominal sentences were better performed by the sudents after they were taught through modified song lyrics. Furthermore, by looking at the whole time, the students' achivement on nominal sentences was better than their achievement on verbal sentences with the slice gap of 1.29 points. In brief, the nominal sentences were better performed by the students than the verbal sentences before and after they were taught through modified song lyrics.

DISCUSSION

The findings of this research were explained and related to the theories by the experts and the findings of the previous studies in the parts below.

The Students' Improvement in Using Tense

The result of this research shows that the use of modified song lyrics as a media can significantly improved the students' achievement on tense. The mean score significantly improved after they were taught through modified song lyrics (see Table 1). It can be said so by looking to the mean score of the pretest 42.87 points, which increased to 59.23 points on the posttest. Thus, this finding has answered the first research question of this study. In regard with the finding, it can be stated that there is statistically significant improvement of the students' achievement on tense after they were taught through modified song lyrics.

According to Intan (2012), song lyrics can be used as a model for students in acquiring their target language easily than the other media in learning language process. She states that by using song lyrics will help both teacher and students engage together to get better achievement and also help the students to learn some language

features by themselves. This statement supports the finding of this research in which the students' achievement on both simple present tense and simple past tense increased significantly after being taught through modified song lyrics. The use of modified song lyrics as a media to teach tense helped the students to analyze and comprehend the sentences that were given to them (written form) easily by categorizing the types of tense from the time table and verb used to express those sentences.

In line with the gap of the students' mean scores on the pretest and the posttest, it is also supported by the previous research finding of Intani (2011), who found that the students' mean scores on the first cycle, second cycle and third cycle significantly improved after they were taught through song lyrics with the total improvement of 35.3 points. Furthermore, Sangadah (2011), found that the third grade of Elementary school students in the experimental class got the higher mean score than the students on the control class in mastering English article after they got the treatment through song with the mean gap of 6.916 points. All of the research findings above show the positive effects of using song include song lyrics in the class, hence, the author concludes that song is a good media to teach English. It can be said so because song lyrics represents the real situation of the target language which contained by daily vocabulary used, grammatical rules, the culture of related country, and the representative of art and literature itself.

The Type of Tenses Better Performed by the Students Before and After They were Taught through Modified Song Lyrics.

In this study, the researcher also found that the simple present tense was better performed by the students than the simple past tense before and after they were taught through modified song lyrics. It was shown by the students' mean scores of the simple present tense on the pretest and posttest which reached 49.03 and 63.23 points (see table 2. and 3.). It was higher compared with the mean scores of the simple past tense which only reached 35.97 and 55.65 points on the pretest and posttest. It was in line with the theory which is stated by Tian (2015), that most of the EFL students mastered simple present tense in the early stage of learning even if it is not taught in the formal situation yet. While according to Pinter (2011), simple past tense is quite difficult to be mastered by young learners because of the usage of the irregular verb in its sentences. It means that simple present tense is easier to compare with the other tenses including simple past tense since it uses the original verb form on its sentence. This theory was clearly proved by the phenomenon appearing on this research which most of the students got the higher scores on the simple present tense than their score on the simple past tense before and after they got the treatment although they got the same time proportion in the treatment.

The Type of Sentences Better Performed by the Students Before and After Treatment

The last finding of this research was the nominal sentences were better performed by the students than the verbal sentences before and after they were taught through modified song lyrics. It can be concluded after the researcher compared the mean scores of the nominal sentences and the verbal sentences before and after they got the treatment (see Table 5. and Table 6.) The nominal mean score was 14.84 points higher than the verbal mean score on the pretest, while the verbal mean score was 16.13 points lower than the nominal sentences mean score on the posttest. It is supported by the finding of Samingan (2016), who found that although the common EFL students have difficulties in using the nominal and the verbal sentences, but they tend to perform better in the nominal sentences than the verbal sentences.

Furthermore, Visti, Husna, and Tanjung (2016), also found that the students have more serious problem in using the verbal sentences than the nominal sentences on writing skill. According to Biber and Gray in Aarts, Close, Leech and Wallis (2013), this phenomenon may happen because the students more familiar with the nominal sentences than the verbal sentences since the nominal sentences more commonly used in learning material than the verbal sentences. Thus, this finding has supported the previous research finding and proved the expert's theory by looking at the students' higher achievement on the nominal than the verbal sentences. Evidently, modified song lyrics as a learning media could improve the students' achievement on tense.

CONCLUSIONS

In line with the discussion of the research findings, some conclusions are drawn as follows: a) modified song lyrics is a good media to teach every element and skill of English; b) the song lyrics is a good, suitable, and sufficient media to learn English easily. It can be used to teach language in classroom for all of the school grades.

SUGGESTIONS

After analyzing the result and investigating the strength and the weaknesses of this research, the researcher proposes some worthwhile suggestions as follows: 1) for English teachers: English teachers can provide music in the classroom and let the students hear it in the last ten minutes to reduce their stress and show them the original lyrics version. Besides, they also can arrange modified song lyrics prettily to attract the students' interest; 2) for the further researcher: related to the multiple choice test, the researcher suggests the further researcher to make good distractors, and use Iteman analysis to prove that the

distractors made are good; moreover, the further researcher better provides several sentences with different kinds of tenses and sentences and ask the students to classify them whether they belong to which tense and which sentence.

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