

# **THE INFLUENCES OF USING SONG LYRICS IN GRAMMAR LEARNING**

THESIS

**Submitted by:**

DATIIN DIBYA TRI UTAMI

Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg. No: 231324246



FACULTY OF EDUCATION AND TEACHER TRAINING

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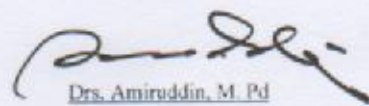
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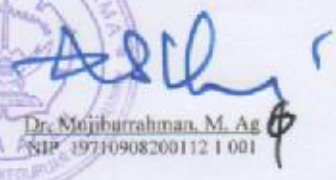
Member,

  
Andriansyah, S. Pd.L., M.Sc

Certified by:

The Dean of Faculty of Education and Teacher Training  
Ar-Raniry State Islamic university  
Darussalam – Banda Aceh



  
Dr. Mujiburrahman, M. Ag  
NIP. 19710908200112 1 001

THESIS

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Ar-Raniry State Islamic University Darussalam Banda Aceh  
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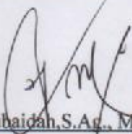
By:

**DATIIN DIBYA TRI UTAMI**

Student of Faculty of Education and Teacher Training Department of  
English Language Education  
Reg. No: 231324246

Approval by:

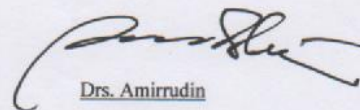
Main Supervisor,



Zuhaidah S. Ag., MEd

197004242001122001

Co-Supervisor,



Drs. Amirrudin

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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email: pbi.fkk@ar-raniry.ac.id, Website: <http://pbi.ar-raniry.ac.id/>

**SURAT PERNYATAAN**

Saya yang bertanda tangan dibawah ini :

Nama : Datin Diba Tri Utami  
NIM : 231324246  
Tempat/Tgl. Lahir : Meulaboh/23 Agustus 1995  
Alamat : Jl.Nek Mon Raya, Kajhu, Baitussalam, Aceh Besar.  
Judul Skripsi : The Influences of Using Song Lyrics in Grammar Learning

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## **ABSTRACT**

Song is one of the media that has been used in language learning. Some research found that song can improve students' vocabulary, pronunciation, speaking, and listening skills. However the study about the influence of song lyrics and students' grammar learning still need to be investigated. This research was aimed at identifying 1) the influence of song lyrics towards their understanding of grammar, and 2) how they recognize the grammar on the song lyrics. The study employed quantitative research methods. The sample of this study was 70 students in the first year of English language education department. This study used grammaticality judgment test and questionnaire. The grammaticality judgment test was used to measure students' understanding of grammar in song lyrics and questionnaire was applied to find their ways in identifying grammar patterns in song lyrics. To differentiate students' level of understanding of grammar, 5 criteria were used: Very good, Good, Sufficient, Insufficient, and Poor. The result indicated that 55% of the students can recognize the grammar patterns in the song lyrics. On the other hand, identified verb and to be (47,2%) as the most applied by the students to recognize the grammar on the song lyrics.

Keywords : *Song Lyrics, Grammar.*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Listening to English song has become a delighted hobby for teenagers. They can spend their time all day just for listening to music. Nowadays, there are songs created for teenager oriented. They can be found and listened easily on the radio or *Youtube* channel. Boothe and Jeff (2003) state that popular music is related to people of all ages. This genre of music is of particular interest to young people across the globe who are enthusiastic about top music artists and bands. Domoney and Harris (1993:241) and Little (1983) investigate the prevalence of pop music in the lives of EFL students. These studies found that music is frequently the major source of ELL external to the classroom.

Teenagers' hobby in listening to the music especially English song has lead them learn foreign language unconsciously. Most of them are not only able to understand the meaning of English sentences in the lyrics but they can pronounce the English words and improve vocabulary and even they can sing the English songs as native speakers do. In this regard, Millington's research (2011) indicates that songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable.

The case which was mentioned above shows that there are good impacts of the song and its lyrics for teenagers as the student in learning foreign language especially English language. Moreover, In English language must load the meaning and grammar itself. According to Pullum (2012) language is systematic which has the rule that make it become well-structured to be expressed. While in another hand, Nababan (1984:13) argues that there are two aspect of language that cannot be disregarded, they are form aspect which covers the sound, writing, structure, and meaning as well including lexical and functional, and structural. However, a lot of English songs disregard the concept such as it does not input the correct grammatical sentence in the lyrics. Besides, some English songs use words which are not appropriate to be listened to the teenager and it is not suitable for Eastern cultures. In another case, instead of using grammatical sentences the song that actually should comply grammar's rule in the fact many English songs ignore it, for instance, the unsuitable apostrophe in some words of song, incorrect conjunction, incomplete sentences, and etc. Actually if the song lyrics have correct grammatical sentences, the teenager will be easy to learn grammar from it.

In reality the first year students of English Language Department of UIN Ar-Raniry like listening to the music, too. Most of them delight in listening to the English songs even more than other students do. Moreover, this hobby is supported by some classes in the collage that often use English songs during lecturing such as Listening class, Vocabulary and Pronunciation class. And at the same semester the students also learn grammar in the Basic Grammar class, one of obligatory subject

that must be taken by first year student of English language department. Yet, whether they really know the song lyrics contents so that they can analyze based on its grammatical or not.

Referring to the previous stated problem, the researcher is interested in conducting the study to investigate the connection of song lyrics and grammar understanding of the students. The study will involve first year English Department students of UIN Ar-raniry in Banda Aceh.

### **B. Research Question**

After going through related literature, researcher comes up with the following research question:

1. Is there any influence between using song lyrics and grammar learning?
2. How do they indentify grammar tenses in song lyrics?

### **C. Aims of Study**

Referring to the research question above, the aim of this study is to find out the correlation between song lyrics which are popular among the teenagers and their understanding in grammar that has been learnt in the classroom.

### **D. Hypothesis**

Regarding to the research question, the researcher should propose alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ) as below:

( $H_0$ ) there is no any influence of using song lyrics in grammar learning.

(Ha) There is an influence of using song lyrics in grammar learning. The more the students know and sing English songs, the better they understand grammar patterns.

### **E. Significances of Study**

There are several advantages which provide in learning grammar by using song or song lyrics. Tarwiyah (2008) argues that song in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. The present study can be used theoretically and practically for everyone who involves in this case. Theoretically, this study can be beneficial to increase the knowledge and to add a fun way in grammar learning. And then practically, this study can be an idea to conduct further research in another point of view.

### **F. Terminology**

To provide clearer information regarding the particular discussed topic, the researcher explains some terminologies related to the present study, they are:

#### **1. Influences**

According to Rashotte (2011), influence is the capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself; In this study the influence which is meant is the influences of using song lyrics for grammar learning to the students.

## **2. Song Lyrics**

According to Oxford Learner's Pocket Dictionary, song is short piece of music with words that you sing. Song in general is music for singing a song at a very low price song and dance unnecessary fuss. Teaching by using song is actually very enjoyable because suggestion of song music can make students to relaxed situation and free from pressure. While Intani (2011:5) states that Lyric is expressing direct personal feelings of or for singing. The researcher use song lyrics as a media to stimulate students to study English. Furthermore, in this research, the song lyrics refer to the song plus its lyrics which are popular among the students, that they can sing its song and familiar with it.

## **3. Grammar**

According to Chomsky (2002:91) Grammar is as a system of rules that generates exactly those combinations of words that form grammatical sentences in a given language. In this study, Grammar is understood as the grammar tenses which are taught and learnt for first year students of English Department in UIN Ar-Raniry particularly the basic tenses such as Simple Present Tense, Simple Past Tense, and Simple Future.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides some related literatures on using song lyrics in grammar teaching. The definition and types of grammar defined from experts and also explained in this section. To support this research, some relevant previous studies are also presented.

#### **A. Definition of Grammar**

Grammar plays the important role in language learning process. The role of grammar cannot be separated in language skills either speaking or writing. Every language skill needs grammar to make the sentences of the language becomes structural. Linguists define the grammar slightly different but finally they come to the same conclusion.

Grammar usually refers to studying about sentence structure. According to Brown (2007:420), grammar is “the system of rules governing the conventional arrangement and relationship of words in a sentence”. Technically, grammar refers to sentence-level rules only and not to rules governing the relationship among sentences, which we commonly refer to as discourse. While Chomsky (1959) argues that a grammar can be regarded as a device that enumerates the sentences of a language.

Ur (2007:4) states that Grammar may be roughly defined as “the way language manipulates and combines words (or bits of words) in order to form longer units of meaning”. It means that grammar is study of how to combine words in a sentence to make the sentence meaningful.

According to Richards and Schmidt (2010: 251-252) grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. Meanwhile, Larsen-Freeman (2009:518) states that the definition of grammar when associated with language learning has some meanings.

They are:

1. Mental systems that generate and interpret novel utterances
2. A set of prescription and proscription about language forms and their use for a particular language
3. Description of language behavior by proficient users of a language
4. The focus of a given linguistic theory
5. A work that treats a major structures o f a language
6. Structures and rules that are compiled for instructional and assessment purposes
7. Structures and rules that are compiled for instructional purposes of the teacher

Based on those experts' statements about the definition of grammar above, definition of grammar can be drawn as the elements of a language and the rules of how to arrange these elements into a meaningful unit. From many definitions that have been mentioned, the closest definition about grammar which is related to this research is stated by Richards and Schmidt (2010) "grammar is the rule of language that makes the unit of words become sentences".

## **1. Types of Grammar**

Generally, grammar is grouped into various types. Each type is argued by different experts for instance the type of grammar which are stated by Cook (2008) and Chomsky (1959). Cook (2008: 19-24) classifies grammar into 5 (five) types, namely:

- a. Prescriptive grammar: is a way to explain how someone should say something, not explaining how someone says something.
- b. Traditional grammar: a system of how sentence structures are used in schools, based on the classical language grammar.
- c. Structural Grammar: a system for describing language sentence based on the preparation of smaller structures into a larger structure.
- d. Linguistic/grammatical competence: seen from this angle, grammar is the knowledge of a person (speaker) about the structure of a language that has regularity. The owner of a language knows how to use grammar without studying it.
- e. EFL grammar: a person who is not a native speaker of a language will know the grammar of a language by studying it. Therefore this type combines elements of traditional and structural grammar.

In another side, Chomsky (2002) also reveals that type of grammar is classified into 4 types. They are:

- a. Prescriptive prescribes authoritative norms for a language

- b. Descriptive attempts to describe actual usage rather than enforce arbitrary rules
- c. Formal a precisely defined grammar, such as context-free
- d. Generative a formal grammar that can “generate” natural language expressions

From the type of grammar mentioned above, the second type mentioned by Cook namely traditional grammar is the type of grammar which is related to this study. The writer focuses on identifying grammar structures that has been taught to the learners and their comprehension about it which is applied in song lyrics.

## **2. Functional Grammar**

Functional Grammar is not new in the field of language teaching. It has been employed for a long time. Functional Grammar, according to Mackenzie (1993) is a general theory of grammatical organization of natural language that has been developed for more than two decades.

Furthermore, Akhwan (2011) argues that “generally, functional grammar is a theory that explains a natural grammar in term of its functionality. Thus, this theory focuses on 3 counts which are correlated one another. They are: natural language functionality, relation functionality which happens on several grammar stages, and the goal to be reached. The use of this theory is as a tool to analyze language aspects and language usage.

In this regard, Halliday (2014) states that the development of functional grammar theories must require 3 adequacy standards:

- a. Pragmatic adequacy. It refers to the formulation which leads the understanding and effectiveness of idiom usage in interactive communication.
- b. Typology adequacy. It refers to principles and rules in this theory that can be applied in every natural language.
- c. Psychology adequacy. It refers to the term that states “everything which has been claimed in functional grammar must be matched with things that have been known about psychology process mechanism which has been taken place in the use of natural language”.

Because the idea about functionality places the urgent part in functional grammar, so the functional grammar's rules and principles are formulated in functional terms (Kay, 1979) as cited in Akhwan (2011), in functional grammar, there are three stages function which are the main interest, they are:

- a. Semantic function (agent, patient, recipient, etc). This function defines the role played by the participants in one event or an action as showed by predicate.
- b. Syntactic function (subject and object). It defines the background of a moment or an action which is formed by the language expression.
- c. Pragmatic function (theme and tail, topic and focus). This function defines the constituent information status of language expression and connecting it to

ongoing discourse in status as speaker, addressee, in ongoing verbal interaction.

Kay (1979) as cited in Akhwan (2011) added that “in order to be used as analysis tool in language aspects and language usage, functional grammar maximizes the typology sufficiency and minimize its abstraction standard of linguistics analysis”. This way is done by reducing abstraction standard (regulation, function, and procedure), thus, the distance between postulated structures in a particular language based on this theory and the actual language expressions which are formed by using the terms of this theory can be narrowed. Abstraction limitation is served by agreeing these following principles:

- a. Avoiding transformation (structures changes)
- b. Avoiding empty elements in the main structure which does not have expression
- c. Refusing filter devices
- d. Not applying abstractive lexical decomposition (to alternate it, inter-semantic relation is served by meaning definition).

The introduction to functional grammar in this chapter is necessary since it is the element in studying language and its function that become a key to understanding linguistics processes and structures. Functional grammar focuses on the way a language is used in real communicative context, not only in written but also in spoken.

### **3. Grammar Structures**

Grammar consists of some aspects in language that should be taught completely, one of those aspects is grammar is about tenses. Betty (1989:29) argues that there are four forms of tenses that indicate the certain time of action. They are present, past, future and perfect.

#### **a. Present Tense**

Present tense describes habitual action, routine or thing that are generally or always true. Using time expression as follow: always, often, sometimes, seldom, every day, every year, etc.

#### **b. Future Tense**

Future tense describes the action that happened in the future time. Using time expression as follow: tomorrow, next week, next month, etc.

#### **c. Past Tense**

Past tense is used to express actions that happened in the past. The time signals which used in the past tense are; yesterday, ago, last week, last month, for three years ago, etc.

#### **d. Perfect Tense**

Perfect tense is used to express actions that happened before another time or even.

These four tenses are the basic grammar tenses which must be mastered by the students due to those all are the most common tenses that are always found and used

in language written or oral. Even though, there are other grammar tenses or tense combinations grouped and taught in grammar classifications, yet they rarely used in daily written and spoken English as well as in song lyrics particularly

## **B. Teaching and Learning Grammar**

Grammar is not a new term for language learners. In the country which English is learned as second or foreign language, grammar, as the aspect of English, has been so familiar for the learners. Many studies on grammar teaching have been done to reveal the effectiveness in teaching grammar and how to increase students' interest and understanding on grammar and also the approaches used in teaching grammar.

Ur (2007:5) states that Grammar may furnish the basis for a set of classroom activities during which it becomes temporarily the main learning objective. But the key word here is temporarily. The learning of grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole, not as an end of itself.

According to the study of language learning which includes a focus on learning grammar (form-focused instruction), grammar teaching convincingly shows more effective results than teaching focusing only on the meaning. Learning focuses on grammar, according to Long can be divided in two. The first FOFs (focus on forms) and FoF (focus on form). The first model of learning focused on studying grammar. In this model, the grammar is taught separately from the context. The second model of learning is focused on the meaning and on the grammar that appears on the material being studied (Nassaji and Fotos, 2007: 11-12).



There are several approaches used in teaching and learning grammar such as deductive, inductive, structural and communicative approach. According to Harmer (2007: 81-82) in the learning of grammar, there are two common approaches contrasted: deductive and inductive approach. In the deductive approach to learning grammar, students will be given an explanation or grammar formulas. Based on this explanation students then create a phrase or sentence in the language he had learned. Inductive approach is the opposite of the deductive approach. On learning grammar with inductive approach students do not learn the formula used but students are given examples of sentences first. From these examples students will try to find the formulas of the sentences.

### **C. Grammatical Learning Difficulty**

In learning grammar, there are some difficulties encountered by the learners especially for second language learners. This truth also applies to those who are studying English in different levels of education. Hulstijn (1995) in Li Ju Shiu (2011:7-10) states that it is frequently assumed that grammatical difficulty is in part dependent on the inherent complexity of rules; that is, the more complex the rules of a grammar form are, the more difficult it is for L2 learners to learn. In line, Housen, et al., (2005) strengthen previous statement by adding the examples of it. There are differences in definitions of the complexity of rules with respect to (1) what “rules” refers to, (2) how “complexity” is defined, and (3) how the complexity of rules is determined. According to Larsen-Freeman (2003), a grammar feature can be easy

with respect to one aspect, but difficult with respect to another. For example, the form of the English passive is easy to learn, but its use is more difficult. In Brief, Li Ju Shiu (2011:7) discussed grammatical difficulty in the SLA literature with reference to several other factors, including:

- (1) inherent complexity of rules,
- (2) salience of a grammar form in the input,
- (3) communicative force of a grammar form,
- (4) input processing strategies in L2 learning,
- (5) the L2 learner's developmental stage,
- (6) L1 transfer, and
- (7) individual differences in language aptitude.

Furthermore, Widianingsih & Gulo (2016:142), the issues occur in learning grammar are about plurality, articles or determiners, verbs, and tenses. Since grammar is an important aspect in language learning, students do not have any choices to not study it. So they should deal with the difficulties in grammar learning.

#### **D. Song Lyrics as Teaching Learning Media**

There are several studies which states that song lyrics is very helpful in language teaching learning process. According to Boothe&Jeef (2003) music lyrics and songs not only provide tools to strengthen and reinforce vocabulary, comprehension, listening, speaking and writing, but increase learning and grammatical variations with auditory skills and rhythmic patterns that stimulate brain activity and encourage imagination. Furthermore, they added that song lyrics encourage and increase

cognitive learning by integrating multiple dimensions that will engage students of varying abilities. In addition, Lems (2018) clearly argues that music offers special benefits for those learning a new language, in the way listening to songs and singing is a natural and enjoyable way to practice new sounds, words, and phrases. Of course, this is not a little thing which we can get from learning through song, lyrics, and music. Besides, increasing students' motivation and enjoyment during learning, song is also beneficial to improve students' understanding and strengthen their skills in language aspect.

### **1. The Definition of Song Lyrics**

There are several definitions related to song and song lyrics stated by some experts. According to Zahro (2010) lyric is simple word of song. The lyric or song texts do not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song. It can also make sense be stable. To know the sense of the song, we can feel the rhythm and melody, harmony and voice of the singer by the singing of the song. In addition, Suzanne Langer (1959) as cited in Russo (2004) argues that "when words and music come together in song, music swallows words...song is not a compromised between poetry and music...song is music. That is, song lyrics should be interpreted merely as one of the texture of the music". Furthermore, Jajuli (2011:32) states that "a song is a short of piece in one concise movement for the medium of solo voice and piano". He adds that a song is a group of arrangements which consists of lyrics and elements of

music like rhythm, melody, harmony and expressions. Moreover, a song is a musical composition for the voice of several voices. A song is a short poem whether intended to be sung or not; a lyric or ballad.

Based on the some statements above about song lyrics stated by some expert, the researcher sums up that song lyrics is the more than the element of the song, it is complement in the song which makes a song becomes more valuable and meaningful. And in this research, song lyrics refer to the texts which have meaningful sentences that consist of the grammatical contents.

## **2. Song as Pedagogical Tools**

Millinton (2011) argues that one advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation.

He added that there are several reasons why some particular songs might be suitable for language learning purposes. The lyrics of the song are made up of

monosyllabic words, many of which are repeated several times. The phrases are short with relatively long pauses between each one and are comprised of simple vocabulary. The song also has a repetitive rhythm with a recurring beat that is similar to the stress patterns of spoken English.

### **E. Studies on Song Lyrics**

There are some previous studies on song lyrics used in learning language, namely, a study conducted by Intani (2011) on using song lyrics to improve students' understanding on simple future tense for junior high school level in Semarang and she found that there was a significant improvement of students' understanding on simple future tense by using song lyrics. She also argues that teaching learning process by using song lyrics can attract students' interest and motivation. Moreover, this technique can lead students to identify the sentences which have form of simple future tense well. Another research was conducted by Sangadah (2011) to investigate the effectiveness of using song in teaching English articles. The subjects for this study were 48 junior high school students of Semarang. She reported that song lyric has some positive influences on the students' understanding in using English articles. She further argues that using English song in teaching English articles is effective and it helps the students release their boredom in classroom teaching learning process.

In another research conducted by Jajuli (2011) to investigate the use of song to improve students understanding in conditional sentence shows that the significant improvement of students' achievement in learning conditional sentences by using song. The use of song in learning process proves that students interest and

achievement in learning increase. The study was done in three times test and treatments. The result of the test reveals that there are significant improvements of each test from the student in understanding the lesson. They also became more active in expressing their idea about conditional sentence orally in the classroom.

Kusnierek (2016) states that very often music is the main source of English outside the classroom. Thus, using it in the lesson seems to be a good idea. There can be distinguished affective and cognitive rationale for playing a song during a lesson.”

There are many studies using song to figure out the effectiveness of song in language learning. Another study had been conducted by Kusnierek (2016) related to song in language learning process. The study was aimed to examine to what extend teaching English vocabulary with the use of songs has impact on better vocabulary memorization. The result was reported that 86 % of the participants in the group (that is 24 students) were of the opinion that learning vocabulary through songs was a good method; for the rest it was rather a good method (14 % of the learners), nobody said that this was not a good method. She added that Pop and disco music are the kinds of music which learners mostly opted for.

Furthermore, Millington’s research (2011) indicates that songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable. Unfortunately, despite these advantages, simply singing songs will not teach learners how to communicate in another language. Using songs

as tasks might be one way of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools. Adapting existing children's songs is one method that teachers can use to increase their repertoire of songs, thus giving them more opportunity to use songs in their teaching contexts.

From several previous studies on song lyrics, researcher can sum up that song is often used and chosen as language learning media since it provides many advantages not only to entertain learners in language learning process but also it contains the interest to motivate learners to achieve learning process goals. Furthermore, song can be used as media to improve language in skills such as listening, speaking and to increase the language aspects like grammar, vocabulary and pronunciation. Every previous study on song lyrics indicated that it is effective as a teaching media in language class.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter deals with the research design which consist of research method, setting, and research participant, data and sources of data, research instrument and data analysis.

#### **A. Research Design**

The research design in this study used quantitative research. According to Creswell (2009, p. 233) “Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures”. Aliaga and Gunderson (2002) state that quantitative research is ‘explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)’ The researcher used quantitative research in this study in order to find out the relationship or the influences between song lyrics and student’s understanding grammar learning and this research contains numeral data as the research result.

The data are retrieved from students’ recognizing of grammar tenses in song lyrics would be trough the paper test and questionnaire. The process of this eliciting data would be done through statistic calculation and percentage score. According to Agresti & Finlay (1997) statistics is the methodology for collecting, analyzing, interpreting and drawing conclusions from information. Putting it in other words,



statistics is the methodology which scientists and mathematicians have developed for interpreting and drawing conclusions from collected data. In addition, the primary purpose of a questionnaire is to help extract data from respondents.

## **B. Population and Sample**

### **1. Population**

According to Creswell (2012, p. 142) “population is a group of individuals who have the same characteristic”. In line, Williams (2001:166) states that population as "a collective term used to describe the total quantity of cases of the type which are the subject of your study". It means that population consist of objects, people or events. And the population in this study is all the English department students of UIN Ar-Raniry Banda Aceh by the reason that all students of English department have taken Basic Grammar subject where this subject strongly supports to this research. In this regard, Basic Grammar which has been learnt by the students makes them more understand how to participate in this study.

In particular, the analysis of the influence of using song lyrics in grammar teaching would be held at Basic Grammar class. Shortly, Basic Grammar is one of obligatory subjects taught to first year students. The main objective of this Basic Grammar subject is to introduce students to the main and basic material of English theory that must be mastered by every English department students. Further, the research is required in order to reveal how far the students' comprehension of

grammar lesson in the class and the application of their understanding through song lyrics.

## **2. Sample**

There are several definitions stated by some experts, namely: Sugiharto (2003) who argues that sample is some of chosen population using certain procedure so that can be expected to represent its population. Sampling is the process done to choose and take sample correctly from population so that it can be used as valid representative to the population. In addition a sample is also defined as a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). The sample in this study is first year students of English department. Total number of them is 236 students. The reason is supported because they are on the semester which Basic grammar still on going. However, because the number of sample is too many and the time for conducting the research is limited the researcher decided to use Slovin Formula  $n = \frac{N}{1 + Ne^2}$  to limit the number of the samples. The result of the formula indicated that the researcher should take 70 students as the samples of this research. To choose the participants, convenience technique sampling was employed.

Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of non-probability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study. (Dörnyei, Z.:2007).

## **C. Data collection**

### **1. Grammatical Judgment Test**

According to Bee Hoon Tan (2014) grammaticality judgment test (GJT) is one of the many ways to measure language proficiency and knowledge of grammar. It was introduced to second language research from the mid-70s. According to Rimmer (2006: p246), GJTs are “a standard method of determining whether a construction is well-formed ... where subjects make an intuitive pronouncement on the accuracy of form and structure in individual decontextualised sentences”. GJT is premised on the assumption that language proficiency comprises two types of language knowledge: receptive knowledge or language competence (i.e. knowing the grammar or metalinguistic awareness), and productive knowledge or language performance (i.e. using the language). Such tests are useful for the investigation of L2 learners’ competence (abstract knowledge) not their performance (actual use of language in contexts) (Gass, 1994). Hence, GJT data reflect what the learners know and not what they do. In a GJT test, learners judge and decide if a given item, usually taken out of context, is grammatical or not.

### **2. Questionnaire**

Questionnaire is a way of getting data about students’ interest and how far they understand grammar on song lyrics to strengthen their answer on the paper test about tenses. According to Krathwohl (1998:361) questionnaire gathers large amounts of data from many respondents very inexpensively. In this research it is constructed to answer the research question purposed in chapter one. In another word, questionnaire

is written instrument consist a set of questions which are distributed to the respondent to get some information. In addition, questionnaire is needed to reveal the students' understanding of grammar patterns that they have identified in song lyrics. Their answer will be analyzed as their true comprehending in grammar lesson which are tested by using song lyrics which is familiar with them.

#### **D. Data Analysis**

##### **1. Test Analysis**

There will be 20 items in this test that have to be identified its classification based on its grammar tenses' name and ungrammatical lyrics detection. As to the scoring procedure for each item, 1 point is assigned to every correct answer. Grading system is as follows:

- 1 point for correct answer from each item
- If the classification of grammatical tenses' name and ungrammatical lyrics is not correct, the participant will not get any point.

To calculate the test achieved by each participants, the result test will be calculated using the following formula.

$$S = CA/N \times 100$$

Where:

S : Final test score

CA : Number of correct answer

N : Number of Questions

(Mirzaei et al 2011 cited in Hayyi 2014)

In order to measure the influence of using song lyrics in grammar learning, the researcher differentiated the score into three categories: High, Medium, and Low. The score between 80-100 was defined as High influence, the score between 65-79 was defined as Medium influence, and the score between 0-64 was defined as Low influence. The distribution of frequency of the influence of using song lyrics in grammar learning is shown in table 3.1

**Table 3.1 The distribution of frequency of the influence of using song lyrics in grammar learning.**

Category	Score
Excellent	86-100
Very good	72-85
Good	60-71
Poor	< 59

To analyze the category of the influence level, the researcher used percentage formula.

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = percentage that will be found  
 F = frequency  
 N = the number of students.  
 100% = constant value

To determine high, medium, and low percentage of using song lyrics in grammar learning, the researcher used:

Category	Percentage (%)
High	$\geq 60$
Medium	40-59
Low	$\leq 39$

## 2. Questionnaire Analysis

Second, to analyze the data from questionnaire, the researcher uses percentage score. It can be formulated as follows:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = percentage that will be found  
 F = frequency  
 N = the number of students.  
 100% = constant value

To interpret a large percentage obtained from tabulation data, the researcher uses interpretation method of Sutrisno Hadi (1990).

80% - 100% : Generally  
 60% - 79% : Mostly  
 50% - 59% : More than half  
 40% - 49% : Less than half  
 20% - 39% : minority  
 0% - 19% : rarely

## **CHAPTER IV**

### **ANALYSIS AND DISCUSSION**

This chapter discusses the analysis of the data collected through paper test and questionnaire from the first year students of English department in UIN Ar-raniry. The findings are then discussed further in order to answer the purposed research questions.

#### **A. Analysis**

This section highlights the analysis of the test and questionnaire. Each of these types of data is thoroughly explained in turn.

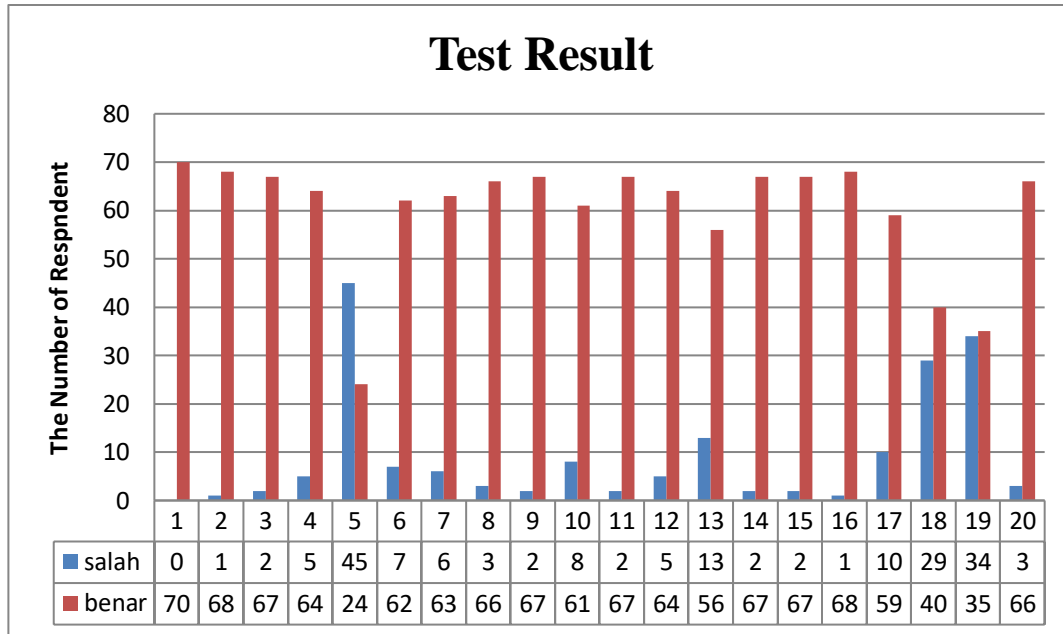
##### **1. The Analysis of Test**

The test was done by distributing a number of questions to the first year students of English department for 7 days. The questions given in the test paper were formed in song lyrics which were familiar with the respondents. Each of them had to identify the grammar pattern that they have already learned in Basic Grammar class. The grammar patterns which are meant to be identified in the song lyrics are the simple present tense, simple past tense and simple future tense, besides the grammatical lyrics, the student also had to identify the ungrammatical ones as well.

##### **a. The Overall Result Test of the Respondents**

The English song lyrics which were tested to the respondents consisted of 20 questions from three different songs. In the following, the bar graph shows the overall result of test from the respondents.

**Chart 4.1 Test Result**



Based on the graph above, it can be stated that most of respondent could answer the questions correctly. This was proved by the number of the correct answers in each question. At the first question, all respondents could answer correctly yet most of them got wrong at the question number 5. It might be caused the pattern of the sentence which was mixed with noun clause made them confused.

**b. The individual Result Test of the Respondents**

The test which involved 70 respondents with 20 questions from 3 different songs had 5 points for each correct answer and 0 point if the answer was incorrect. In the following, there is a table of test result from individual respondents.



**Table 4.1 Result of Test from Individual Respondents**

<b>No.</b>	<b>Name</b>	<b>Score</b>	<b>Category</b>
1	DIP	85	Very good
2	CH	80	Very good
3	MF	100	Excellent
4	CNM	95	Excellent
5	NF	100	Excellent
6	KHA	85	Very good
7	NDP	70	Good
8	IR	90	Excellent
9	IAM	100	Excellent
10	AT	90	Excellent
11	NS	85	Very good
12	ID	100	Excellent
13	AT	60	Good
14	DMI	85	Very good
15	STN	95	Excellent
16	CRM	80	Very good
17	PF	90	Excellent
18	NAJ	85	Very good
19	NH	100	Excellent
20	MS	90	Excellent
21	MU	65	Good
22	NS	100	Excellent
23	AS	70	Good
24	TU	95	Excellent
25	YR	75	Very good
26	RA	70	Good
27	NR	75	Very good
28	DB	90	Excellent
29	RI	95	Excellent
30	MA	100	Excellent
31	MP	100	Excellent
32	AM	100	Excellent
33	LN	95	Excellent
34	WS	85	Very good
35	FH	85	Very good
36	G	95	Excellent
37	M	80	Very good
38	DA	75	Very good
39	SNH	65	Good

40	CNS	85	Very good
41	HFK	80	Very good
42	SA	90	Excellent
43	ASA	85	Very good
44	DN	95	Excellent
45	NW	90	Excellent
46	SH	70	Good
47	KH	80	Very good
48	MRA	85	Very good
49	M	65	Good
50	A	80	Very good
51	FU	80	Very good
52	SRJ	95	Excellent
53	RZA	90	Excellent
54	PM	95	Excellent
55	AZ	90	Excellent
56	PII	100	Excellent
57	RR	100	Excellent
58	H	85	Very good
59	UH	90	Excellent
60	Z	85	Good
61	NI	100	Excellent
62	MR	95	Excellent
63	ZQ	100	Excellent
64	PYS	90	Excellent
65	ME	85	Very good
66	MI	85	Very good
67	TT	90	Excellent
68	LQ	95	Excellent
69	MK	95	Excellent
70	SER	95	Excellent

Based on the table above, it can be concluded that the percentage of students who were in excellent amount was 54,28%, and then 32,85% were in level very good, and the last 12,85% were in level good. Meanwhile, there was no any student (0%) was in level poor. So that it can be summed up that more than a total number of

respondents can identify the grammar pattern in song lyrics was in medium level. The influence of using song lyrics in grammar learning was only wedged in medium level. It means that the using of song lyrics did not influence the grammar learning majorly. Students' grammar mastery was not affected in their pleasure of listening and singing English songs.

## 2. The Analysis of Questionnaire

The questionnaire was designed to help the writer to get more information of the students' interest and they way they identify grammar pattern on the test given previously. The data analysis of the questionnaire was shown on the following tables.

**Table 4.2 I often listen to English song**

No	Option	Frequency	Percentage
A	Strongly agree	38	54,3%
B	Agree	29	41,4%
C	Disagree	3	4,3%
D	Strongly disagree	0	0%
	Total	70	100%

From the table above, it shows that more than half of respondents are familiar with English songs. English songs are not something strange for them. And the way they listen to English song is also supported by its song lyrics that they read and search during listening to the song.

**Table 4.3 I read or search for the lyrics during listening to the song**

No	Option	Frequency	Percentage
A	Strongly agree	25	36%
B	Agree	36	51%
C	Disagree	7	10%
D	Strongly disagree	2	3%
	Total	70	100%

The questionnaire above clearly supports previous statement that if we see the option A and B and mix them to be one can be interpreted that generally the students searched and read the song lyrics while listening to the music. This activity was got better since there are some music online applications like JOOX, the most popular music online application for mobile phone, provides the song complete with its lyrics. So it helps people to read the lyrics during listening to the music.

**Table 4.4 I unconsciously learn English tense through listening and reading the song lyrics**

No	Option	Frequency	Percentage
A	Strongly agree	10	14%
B	Agree	32	46%
C	Disagree	25	36%
D	Strongly disagree	3	4%
	Total	70	100%

Based on the table above and it is vividly shown that less than half of respondents think that they accidentally learn English grammar particularly tense from song lyrics which they read during listening to the song.

**Table 4.5 Learning activity using English song lyric can help to increase my understanding in grammar learning**

No	Option	Frequency	Percentage
A	Strongly agree	14	20%
B	Agree	40	57,1%
C	Disagree	14	20%
D	Strongly disagree	2	2,9%
	Total	70	100%

Increasing the understanding of grammar through song lyrics was an appropriate way for most of the students. It was proven by numerous participants who

agree that song lyrics are good activity to increase their understanding of grammar patterns.

**Table 4.6 In your opinion, how easy to identify grammar in song lyrics? (please give the reason)**

No	Option	Frequency	Percentage
1	Quite easy	9	12,9%
2	Easy	20	28,6%
3	Difficult	23	32,8%
4.	Very difficult	5	7.1%
5.	Other...	13	18,6%
	Total	70	100%

This table provided the result of an open ended questionnaire. This questionnaire let participants gave answers by their own words freely, so it made the answer became more various. Every answer then was grouped based on its similarity. At least there were 3 general answers taken from the answer-list and each answer was supported by their reasons. The students who thought identifying grammar pattern on song lyrics was easy and they were who vice versa were slightly different. There were only 1,6% difference between both options. The participants who stated that it was easy mostly had the reason because they had learnt the grammar pattern previously. So by determining the verb and to be applied in the grammatical sentence of song lyrics, they could have known as soon as possible what tenses that were. The supported statements were like “Ya, *karena saya sudah mempelajari grammar sebelumnya*”, “*Iya mudah, dengan mengetahui tenses yg ada dalam bahasa inggris dapat mempermudah mengenali tenses yg ada di lirik lagu*” and “*Lumayan mudah. Karena sudah belajar dan agak paham dgn maksud dari lagu*”. However, the

opposite statements had the reason that the difficulty to identify grammar pattern in song lyrics were caused such as, ungrammatical sentence, their interest, and grammar mastery. They stated that *“Tidak mudah, karena saya mendengar lagu untuk kesenangan saja. Dan kadang hanya ingin mengetahui tujuan yang ingin disampaikan oleh lagu tanpa terlalu memerhatikan grammar didalamnya”, “Tidak, karena mungkin saya belum terlalu menguasai grammar tenses”* and *“Tidak, karena setiap kalimat yang ada di lirik lagu umumnya tidak disusun dengan grammar yang benar”*.

In the other hand, the participants who said indentifying grammar pattern on song lyrics neither too hard nor too easy were about 13 students (18,6%). Their reason was based on the fact that a lot of English songs do not use grammatical pattern on its sentences *“Iya, cukup mudah dgn melihat subject verb agreement. tapi terkadang beberapa lagu tidak menggunakan grammar yang sesuai”*. In addition the apostrophe also became the popular reason in this case. They stated, *“Sebagian mudah. Sebagian lagi tidak, misalkan ketika ada kata seperti here's, it's, kalau tidak paham konteks, saya tidak akan tau itu present, past, atau perfect.*

**Table 4.7 How did you recognize the grammar pattern on the song lyrics given?**

No	Option	Frequency	Percentage
1	Based on Verb and To Be	33	47,2%
2	Adverb of Time	5	7,1%
3	I analyzed the lyrics	21	30%
4	Guessing	7	10%
5	Other...	4	5,7%
	Total	70	100%

The second open ended questionnaire's table has more various answers and their supported reasons of each student. To ease the researcher conclude the result, the answers which had the same meaning and word were grouped into several options. Verb and To Be are the strongest factor why participants could recognize the grammar pattern in song lyrics. It was 33 of participants who stated the same. Then 21 participants of 70 chose lyrics analyzing as the way to recognize the grammar pattern in song lyrics. Adverb of time was also helpful for the 5 participants in recognizing the grammar pattern, but this percentage was not more than the option guessing to identify the name of tense on the test. The number of participants who honestly admitted that they were just guessing to answer the question was about 7 participants of the total number of students who participated in this research. The rest, they claimed that to identify on the song lyrics were by remembering the grammar lesson which has been learnt before, identifying the sentences, and asking friends.

**Table 4.8 Learning grammar patterns by using song lyrics is fun**

No	Option	Frequency	Percentage
A	Strongly agree	29	41,4%
B	Agree	38	54,3%
C	Disagree	2	2,9%
D	Strongly disagree	1	1,4%
	Total	70	100%

Learning grammar by using song lyrics is admitted fun by less than half of the participants. They agree that song and the lyrics can increase the enjoyment in the process of learning grammar. Besides fun, learning grammar by using song lyrics is also interesting for them. It was shown on the following table.

**Table 4.9 learning grammar pattern through song lyrics is interesting**

No	Option	Frequency	Percentage
A	Strongly agree	13	18,6%
B	Agree	43	61,4%
C	Disagree	10	14,3%
D	Strongly disagree	4	5,7%
	Total	70	100%

It is clear that, mostly the participants who chose option A and B and if we mixed both option to be one assumed that English song lyrics which they familiar with are fun and interesting to be used in grammar learning. Yet if it is seen on the option A particularly, we can conclude that the statement that said learning grammar pattern through song lyrics is interesting was not dominant since rarely of students agreed it.

**Table 4.9 what do you think if the English teacher/lecturer teach grammar pattern taken from the song lyrics?**

No	Option	Frequency	Percentage
A	Strongly agree	23	32,9%
B	Agree	37	52,9%
C	Disagree	9	12,9%
D	Strongly disagree	1	1,4%
	Total	70	100%

Based on the questionnaire above, the using of song lyrics for teaching grammar pattern is needed to be applied in grammar class by the English teachers or lecturers due to participants' respond which was dominated that they agreed if song or song lyrics is also used for grammar learning in the classroom or during teaching-learning grammar process.



## **B. Discussion**

Based on the data analysis that was collected and analyzed from the students of English Department UIN Ar-raniry Banda Aceh, the researcher would like to answer the research questions as stated before. It consisted of two questions involving to find out whether there is any influence between song lyrics and grammar learning and how they determine the name of tenses in song lyrics that they answered. In addition, to answer research question, the researcher was supported by the result of data analysis including grammatical judgment test and questionnaire.

The first research question was “is there any influence between using song lyrics and grammar learning?” the result shows that there was an influence of using song lyrics in grammar learning but the influences was in medium level not to the high one. Song lyrics influences students’ grammar learning but it did not influence majorly. Their grammar mastery did not depend on their pleasure of English songs which were popular among them even though 54,28% of them could excellently understand the grammar patterns on the song lyrics but that percentage number could not be claimed as the highest achievement. They were averagely in level of medium.

And then the second research question was “How do the students identify the grammar tenses in the song lyrics?” The purpose was to find out their way in answering the questions on the test. Eventually, the researcher found that there were some ways to recognize the name of grammar pattern on song lyrics according to the result gotten from questionnaire, such as indentifying its verb and to be, adverb of time, analyzing its lyrics, remembering the grammar lesson which has been learnt

before, identifying the sentences, asking friends, and guessing. The students also stated that identifying grammar pattern in song lyrics was not too easy nor too hard, it depends on grammar mastery level and their interest in English songs. In addition, half of them admitted that they liked listening to the English song and they also listened to the song by reading its lyrics. Further, they argued that this activity unconsciously helped them learnt English grammar and increasing their understanding in grammar learning. Besides, song lyrics in grammar learning were also fun and interesting for them. Those results could be concluded as the positive influence of the song lyrics in grammar learning. The last they were interested if grammar teaching-learning activity in the class is supported by song lyrics.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter concludes the overall findings of the present study conducted at English Department in UIN Ar-Raniry. Some salient findings and suggestions are provided for teacher, students and future researchers.

#### **A. Conclusion**

Based on the discussion of the result of this research, the researcher got the conclusion from the research. The conclusion is explained below.

Firstly, song lyrics are interesting enough to get involved as the supported media in grammar teaching learning. It can be applied to give students the example of grammar patterns that have just learned before. Song lyrics whose simple and correct grammatical sentences are easy to be identified its names for students. Furthermore, it can be a helpful media to separate each grammar pattern's names and to compare the grammatical sentences and ungrammatical sentences as well to the students in grammar class since not all song lyrics contain perfect grammatical sentences.

The last, songs or song lyrics does not only influence toward students' improvement of vocabulary and pronunciation and their listening skill, furthermore, song or song lyrics also positively impact toward students' understanding in grammar learning. Mostly, they argued that song lyrics are fun and interesting media to learn grammar especially to the songs which are familiar and popular for them. Besides, because the students often listen to the song by reading its lyrics as well, they learn

English tenses automatically. All of the reasons stated refer to the summery that song lyrics can be a good supported media to teach grammar pattern for the students.

### **B. Suggestions**

After getting the conclusion, the researcher provides the suggestion the suggestion for the students, the teachers, and hopefully this research can be reference for later study. The suggestions are drawn as follows:

#### **1. The students**

The researcher hopes this research can be benefit for the students who love listening to English songs yet still confuse about grammar pattern which is learnt in the classroom. In the other hand, song lyrics can be used for the students who get difficult and bored in learning grammar. Students can compare each sentence which contains different grammar patterns and it grammatically correct or not like a game. So it must be so fun learning grammar while listening and singing the song you like.

#### **2. The teachers**

Teachers have important role in leading language learning process become more joyful and interesting. One of many ways is by using song. Song is not only effective and interesting to increase students' understanding in listening skill and vocabulary and pronunciation mastery but also it can be useful to increase students' understanding in grammar learning. Nevertheless, this is the most important point, since not all English songs have suitable lyrics to be presented to the students, teachers must be careful to choose the proper ones. In addition this research result was for university level whose students took grammar class particularly.

### 3. The next researcher

The researcher believed that this study is still incomplete and imperfect. The researcher suggests that future researcher about the influence of using song lyrics in grammar teaching may add in conducting this research to senior high school and junior high school level as well. Moreover, the future researcher needs to conduct the research directly in the classroom and observe the process and outcome of this way in order to get better result or information needed.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-4175/UN.08/FTK/KP.07.6/04/2017**  
**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

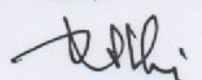
**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 05 April 2017

**MEMUTUSKAN**

- Menetapkan :  
PERTAMA : Menunjuk Saudara:
1. Zubaidah, S.Ag., M.Ed. Sebagai Pembimbing Pertama
2. Drs. Amiruddin Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Datin Diba Tri Utami**
- NIM : **231324246**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Influences of Using Song Lyrics in Grammar Learning**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 25 April 2017  
An. Rektor  
Dekan,

  
**Mujiburrahman**

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : B- 484 /Un.08/TU-FTK/ TL.00/01/2018

10 Januari 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Datiin Dibya Tri Utami
N I M	: 231 324 246
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Laksamana Malahayati Ds. Kajhu Kec. Baitussalam Kab. Aceh Besar

Untuk mengumpulkan data pada:

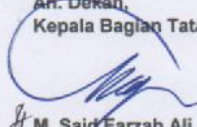
**Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Influences of Using Song Lyrics in Grammar Teaching**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Kepala Bagian Tata Usaha,

  
M. Said Farzah Ali

BAG. UMUM BAG. UMUM

Kode 6055



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-155/UN.08/KJ.PBI/TL.00/04/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-484/Un.08/TU-FTK/TU-FTK/01/2018 tanggal 10 Januari 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Datin Diba Tri Utami  
NIM : 231 324 246  
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

**The Influences of Using Song Lyrics in Grammar Teaching**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 03 April 2018

Ketua Prodi Pendidikan Bahasa Inggris



T. Zulfikar

### Instrument of Research (Song Lyrics Test)

Name :  
Student Reg :  
Direction : **Underline and identify grammatical or ungrammatical sentences in the song lyrics bellow. If you find the grammatical lyrics please name the tense and if the lyrics are ungrammatical just write UG and correct it to be the grammatical ones!**

#### All I ask

Adele

I will leave my heart at the door

I won't say a word

They've all been said before, you know

So why don't we just play pretend

Like we're not scared of what is coming next

Or scared of having nothing left

Look, don't get me wrong

I know there is no tomorrow

All I ask is

If this is my last night with you

Hold me like I'm more than just a friend

Give me a memory I can use

Take me by the hand while we do what lovers do

It matters how this ends

Cause what if I never love again?

I don't need your honesty

It's already in your eyes

And I'm sure my eyes, they speak for me

No one knows me like you do

And since you're the only one that matters

Tell me who do I run to?

Let this be our lesson in love

Let this be the way we remember us

I don't wanna be cruel or vicious

**You Belong With Me  
Taylor Swift**

You're on the phone with your girlfriend

She's upset

She's going off about something that you said

'Cause she doesn't get your humor like I do

I'm in my room

It's a typical Tuesday night

I'm listening to the kind of music she doesn't like

And she'll never know your story like I do'

But she wears short skirts

I wear T-shirts

She's cheer captain

And I'm on the bleachers

Dreaming about the day when you wake up

And find that what you're looking for has been here the whole time

If you can see I'm the one who understands you

Been here all along so why can't you see

You belong with me

You belong with me

Walkin' the streets with you and your worn-out jeans

I can't help thinking this is how it ought to be

Laughing on a park bench, thinking to myself

She's cheer captain and I'm on the bleachers

Dreaming about the day when you wake up

And find that what what you're looking for has been here the whole time

If you can see that I'm the one who understands you  
Been here all along so why can't you see  
You belong with me

### **Call Me Maybe**

I threw a wish in the well, don't ask me, I'll never tell  
I looked to you as it fell and now you're in my way  
I trade my soul for a wish, pennies and dimes for a kiss  
I wasn't looking for this, but now you're in my way

Your stare was holdin', Ripped jeans, skin was showin'  
Hot night, wind was blowin'  
Where you think you're going, baby?

Hey, I just met you and this is crazy  
But here's my number, so call me, maybe?  
It's hard to look right at you, baby  
But here's my number, so call me, maybe?

You took your time with the call, I took no time with the fall  
You gave me nothing at all, but still, you're in my way  
I beg, and borrow and steal, have foresight and it's real  
I didn't know I would feel it, but it's in my way

Before you came into my life  
I missed you so bad  
I missed you so bad  
I missed you so, so bad

### Questionnaire

This questionnaire is designed to find out students' comprehension of grammar lesson in the class and the application of their understanding through song lyrics and the influence of song lyrics. *Your assistance in completing the following questions is greatly appreciated.*

Name :

Student ID :

Unit :

**1. I often listen to English song**

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly Disagree

**2. I read or search for the lyrics during listening to the song**

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly Disagree

**3. I unconsciously learn English tense through listening and reading the song lyrics**

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly Disagree

**4. Learning activity using English song lyric can help to increase my understanding in grammar learning**

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly Disagree

**5. In your opinion, how easy to identify grammar in song lyrics? (please give the reason)**

- a) Quite easy



- b) Easy
- c) Difficult
- d) Very Difficult
- e) Other....

Reason :

**6. How did you recognize the grammar pattern on the song lyrics given?**

- a) Based On The Verb And To Be
- b) Adverb Of Time
- c) Analyzing The Lyrics
- d) Guessing
- e) Other....

**7. Learning grammar patterns by using song lyrics is fun**

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly Disagree

**8. learning grammar pattern through song lyrics is interesting**

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly Disagree

**9. what do you think if the English teacher/lecturer teach grammar pattern taken from the song lyrics?**

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly Disagree

## **AUTOBIOGRAPHY**

Name : Datiin Dibya Tri Utami  
Place/date of Birth : Meulaboh/ 23 Agustus 1995  
Sex : Female  
Religion : Islam  
Nationally : Indonesia  
Marital Status : Single  
Occupation : Student  
Address : Jl. Nek Mon Raya, Blok i No. 5, Kajhu, Baitussalam,  
Aceh Besar.

Phone Number : 082277222575

### **Educational Background**

SD : SD N 18 Meulaboh (2007)  
SLTP : SMP N 1 Meulaboh (2010)  
SLTA : SMA N 1 Meulaboh (2013)  
Department : English Department of Tarbiyah Faculty of  
UIN Ar-Raniry 2013-2018  
Student's Number : 231324246  
Father's Name : Subiarto  
Father's Occupation : Police officer  
Mother's Name : Nadiya, S.E.  
Mother's Occupation : Swasta  
Address : Jalan Tgk. Chik Dirundeng no. 007, Meulaboh

Banda Aceh, 18 July 2018

Researcher

Datiin Dibya Tri Utami