TEACHING TENSES THROUGH MODIFIED SONG LYRICS AT THE SECOND GRADE OF SMP NEGERI 3 SUKOHARJO PRINGSEWU

A Script

By
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ABSTRACT

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The aims of this study were (1) to find out whether there was significant improvement of the students' achievement in using tenses after they were taught through modified song lyrics; (2) to know the type of tenses and (3) to investigate the type of sentences they mastered better before and after being taught through modified song lyrics. This research was quantitative study which employing one group pretest-posttest design. The subjects of this research 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 in using 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, and (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 tenses.

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in
English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty

FACULTY OF TEACHER TRAINING AND EDUCATION
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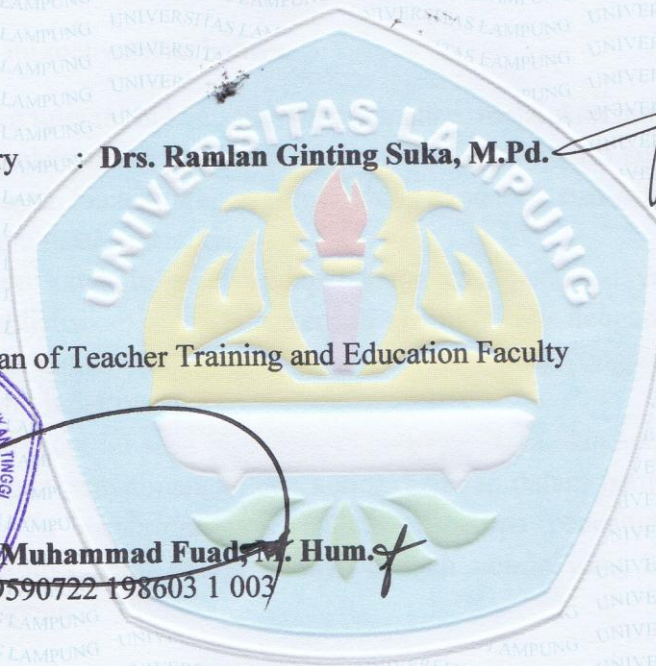NIP. 19620203 198811 1001

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CURRICULUM VITAE

The researcher's name is Hesti Karlina. She was born on July 15 1995 in Waringinsari Barat, Sukoharjo, Pringsewu. She is the youngest child of Tukijo and Karmini.

Her educational background started at TK Aisyiah Bushtanul Athfal Waringinsari Barat in 2000 and graduated in 2001. Then, she continued her study in SDN 1 Waringinsari Barat in 2001 and graduated in 2007. After that, she registered in SMPN 1 Sendang Agung, and graduated in 2010. Then, in 2010, she studied in SMAN 1 Sukoharjo and graduated in 2013.

She was accepted in English Education Study Program of Teacher Training and Education Faculty in Lampung University through SBMPTN in 2013. She accomplished her KKN-KT in July to August 2016. She taught English in SMPN 3 Padang Ratu, Lampung Tengah.

DEDICATION

I proudly dedicate this script to:

My beloved parents: Tukijo and Karmini

My brother: Junaedi

My Almamater: Lampung University

MOTTO

Stop hating yourself for everything you are not.
Start loving everything you are.
(Steve Maraboli)

Every human is born with his/her own character.
Copying someone else is like suiciding yourself.
(Anonymous)

THE LIST OF TABLES

ACKNOWLEDGEMENTS

Hopefully, this script will give a positive contribution to the educational development and also for those who want to carry out further research.

Bandar Lampung, 13 December 2017

Hesti Karlina

CONTENT

THE LIST OF APPENDICES

I.   INTRODUCTION

This chapter discusses about background, research questions, objectives of the research, use of the research, scope of the research, and definition of terms.

1.1. Background

Grammar is an essential component that should be learnt in order to master a language. The use of incorrect grammatical pattern in constructing a sentence may cause a tendency that makes the sentence will constitute different meaning from what it is intended, or even meaningless. According to Thornbury (2002) grammar is called as "sentence-making machine" which means that, even though someone has sufficient number of vocabulary, but without having good grammar mastery, he/she will find problem in arranging those vocabularies into good sentences.

Grammar is a continuity element of a language because it relates to all of four skills that have to be mastered in learning language. Murcia and Freeman in Arifin (2016) state that grammar influences the students' four skills of language: listening, speaking, reading, and writing. English grammar rules offer learners with a set of primary systems that is allowing them to construct acceptable English sentence. Hence, the explanation above proves that grammar is very

complex and meaningful in terms of making use of target language both spoken and written forms effectively and correctly. Mastering grammar not only helps us to construct the sentences but also understand the meaning of those sentences. Thornbury (2002) states that another function of grammar is to make the speaker's or writer's meaning clear when contextual information is lacking. Grammar helps the students to reduce the possibility of misunderstanding in meaning. In other words, we can say that English grammar represents the system of the language and the students should start their learning process by mastering the grammar.

Tenses is one of the grammatical features that has to be mastered in learning English. Tenses is important to be learnt in the early stage of learning since it is the basic rules of English which deals with the rules of expressing time of an event or situation in the text or conversation.

The English tenses is generally divided into three types, present, past, and future. According to Arifin (2016) the students have to be able to use tenses accurately and correctly. Without having sufficient knowledge of tenses, the learners may find some difficulties to construct grammatically correct English sentences since tenses helps them to express their ideas in English. Cowan in Rahman and Ali (2015) states that the use of verb form is one of the three most difficult areas for EFL students including Indonesian learners to express the time of an event in the target language. This difficulty may appear because of the different rules between English and Indonesian in ordering sentences. Setiyadi (2006) points out that English tends to be very difficult to be learned by Indonesian learners because the Indonesian language has no tenses which is similar to the tenses of English. In

Indonesian, the verb of the sentence never changes even the time of the event changes. While the verb in English always changes following the time of the event happen. It may be confused for the students since those languages have their own rule.

In order to overcome this problem, Murphey (1990) says that many English teachers have used song and music in language classes with the assumption that they work better than the other media to teach language to the ESL or EFL students. Song and music are not only the work art but also a language art which contains by language grammatical rule, vocabularies, social culture, and etc. Thus, many researchers conducted the research to prove this assumption. Hidayat (2013) tried to teach listening by using songs and analyze the students' score after given the treatment. He found that the uses of songs in listening class improve the students' listening skill significantly. However, he also found that some problems faced related to the uses of songs in the class, for instance, the class noisy condition and the upbeat lyrics, which means the teacher should be selective in choosing songs to teach listening in English class. The second researcher who conducted the similar research was Melisa (2014). She utilized song to teach article for Elementary students. After the treatment was given, she found that the use of songs in English class can grab the students' attention to follow the whole activities in the class and song is one of the best techniques to improve the students' vocabulary. The third researcher who conducted similar research was Pimwan (2012). He taught pronunciation through songs. After the treatment

given, he found that the students in experimental class can pronounce the English words more accurately than the students in control class.

The further studies were also conducted to find out the effect of teaching language through song lyrics. There are two techniques used by the researchers. First, used the song lyrics directly without any modification and keep it as an authentic material. Second, modified song lyrics first and used the modified version as a media to teach language. They did not intended to keep it as an authentic material because of several reasons concerning with their learning goals. Modifying song lyrics is meant to harmonize learning media and learning goals that would be achieved in teaching learning activity by making a good yet interesting media. Intani (2011) proved song lyrics is one of the authentic material that is 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 the students more excited in group disscussion because of the media used. Intani (2012) also conducted the similar research, but she chose to modify song lyrics first and used it as a media to teach vocabulary to the elementar students. She found that modified song lyrics helps the students to memorize vocabulary with ease, and modified song lyrics was succesfully grabbed the students attention and lead them to follow the class activity with joy.

The uses of song and song lyrics in improving listening skill, article, pronunciation, tenses, and vocabulary have been conducted. But, the uses of song

in teaching grammar especially tenses through modified song lyrics not revealed yet. Hence, the researcher conducted the research entitled Teaching Tenses through Modified Song Lyrics at the Second Grade of SMP Negeri 3 Sukoharjo Pringsewu.

1.2. Research Questions

Based on the background above, the researcher formulated the problems as follows:

1. Is there any significant improvement of the students' achievement in using tenses after they were taught through modified song lyrics?
2. What type of tenses is performed better by the students before and after being taught through modified song lyrics?
3. What type of sentences is performed better by the students before and after being taught through modified song lyrics?

1.3. Objectives

In accordance with the formulation of the problem mentioned above, the objectives of this research were to find out:

1. Whether there is significant improvement of the students' achievement in using tenses after they were taught through modified song lyrics
2. Type of tenses is performed better by the students before and after being taught through modified song lyrics?

3. Type of sentences is performed better by the students before and after baing taught through modified song lyrics?

1.4. Uses of the Research

The researcher hoped that this study would have some benefits as follows:

1. for the teachers

This research is expected to obtain the finding which can be used as an reference for English teacher to create or modify media of teaching tenses to the students.

2. for the further research

The result of this research is expected to be able to help the further researcher who wants to conduct the similar observation with this research.

1.5. Scope

This research was conducted at the second year students of SMP Negeri 3 Sukoharjo, Pringsewu. The limited material that has been taught in the class dealt with simple present and simple past tense which was taught through modified song lyrics.

1.6. Definition of Terms

There are some terms used by the researcher and the researcher gives the definition:

    a. Grammar

        Grammar refers to the rules of making sentences in a language.

    b. Tenses

        Tenses refers to the rules of expressing time both in utterance and sentence.

    c. Modified Song Lyrics

        Modified song lyrics refers to the lyrics of songs which has been edited by replacing some original words that exist in the song for some purposes.

Briefly, those are the explanations of the background of the research including research questions, objectives of the research, use of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter explains several concepts of grammar and its related aspects. It deals with concept of grammar, teaching grammar, song, modified song lyrics, teaching grammar through modified song lyrics, procedures of teaching grammar through modified song lyrics, advantages and disadvantages of teaching grammar through modified song lyrics, theoretical assumption, and hypotheses of the research.

2.1. Grammar

Grammar is one of language components that has to be mastered in learning language. It is very important for English language learners since it is one of the important aspects to master communicative skills, especially in written communications. According to Brown (2001) grammar is the system of rules that constructs the formation and connection of every word in a sentence. Grammatical competence occupies a prominent position as a major component of communicative competence, with the functions of specifying which word sequences, and which are not in the infinite set of its sentences. Robert (1999) states that envisioned of grammar is the description of a language by means of a general definition of 'sentence' in that language.

Another definition is from Trask (1999) who mentions that grammar is the rules for constructing words and sentence in a particular language, or the branch of linguistics studying this. Brown (2001) adds that grammar as the system of rules governing the conventional arrangement and relationship of words in a sentence. Doff (2000) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences. Furthermore Long and Richards in Widodo (2006) add that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks. From all of the definitions and explanations about grammar above, show us that mastering grammar helps us to communicate and understand the target language well and properly.

2.2. Tenses

Tenses is the rule of verb changes that is used based on the time of the events happen. McKay in Mustafa (2016) states that the term tense means time, and tenses shows the time of the action happen that is described by the verb. It means that by mastering tense helps us to understand the meaning of the sentence correctly. The function of tenses is to show the action's progress, whether it is completely happen, still continuously happen, or it is not happen yet. Generally, there are three basic tense found in English include the past, present and future. The difference of these three tense is on the verb usage. The present form uses first form of verb with the addition suffix –s or –es if the subject are she, he, it. The past form uses the second form of verb, and the future form uses the modal will or shall and followed by the first form of verb.

According to Muntaha and Mualimin (2009) there are four types of verb form that is used in the sentence, they are present, progressive, past, and participle. Present verb (V1) is used to describe an action that is happen repeatedly or general truth (simple present tense), it is also used if there is a modal comes after the subject (simple future). Past verb (V2) is used to describe an action that happened in the past (simple past tense). Participle verb (V3) is used to describe an action that is completely happen in the past (past perfect), and to describe passive verb. While progressive verb (V.ing) is used to describe an action that is still happen when the conversation is on (present continuous), to describe two past actions that is happen in the same time (past continuous tense).

2.3. Simple Present Tense

Simple present tense is one of the tenses which is often used in English. According to Muntaha and Alimin (2009) simple present tense usually used to express many kind of ideas such as habitual action, general truth, and as a substitute for some verbs which cannot be expressed in continuous form (agree, believe, like, etc). There are two kind of sentence in simple present tense. The first is verbal sentence. The verbal sentence uses present verb (V1) with extra suffix -s or -es if the subject is the third single person (she, he, it). It usually uses three kind of adverb including adverb of time (every day, every week, every month, every year, every time, every Sunday, every morning, every night, etc), adverb of frequency (always, usually, ever, never, often, sometimes, once a day, twice a day, etc), and adverb of place (in Indonesia, in the market, in the living room, etc).

Here are the examples of simple present tense:

    a. She goes to the school every day (habitual action)

    b. The sun rises in the East and sets in the West (general truth)

    c. I agree with you (as a substitute for verb "agree" that cannot be expressed in continuous form).

In verbal sentence, we need an action verb plus suffix -s or –es after the subject or person to make a question sentence. This rule is only applied for making question that questioned subject or person. While to make a question who questioned object, we need an auxiliary verb "do or does" after the subject.

For example:

    a. Who goes to the mosque every day?

    b. Who speaks English every day?

    c. Where do you live? (Asking for the location)

    d. Why do you love Science? (Asking for the reason)

    e. When does this store usually open? (Asking for the time)

The second is nominal sentence. It does not use action verb in the sentence but replace it by using To Be (am, is, are) as the linking verb that is followed by adjective, noun, or adverb.

For instance:

    a. She is beautiful (To Be followed by adjective)

    b. My mother is a teacher (To Be followed by noun)

c. She is here (To Be followed by adverb)

In nominal sentence, we need an auxiliary verb after the subject to make a question sentence.

For example:

a. What is your name? (Asking for the object)

b. Where is Anggi? (Asking for the location)

c. What is he looks like? (Asking for the characteristics)

2.4. Simple Past Tense

Simple past tense is another tense which is often used in daily conversation. According to Muntaha and Alimin (2009) simple past tense is used to express the event which happens in the past but the time of event happen has accurately known or to express the daily activities that is done in the past time. There are two kinds of sentence in simple past tense. The first one is verbal sentence. In verbal sentence, we used past verb (V2) after the subject. Simple present tense usually use adverb of time such as yesterday, last night, last week, last Sunday, last month, last year, last century, two days ago, two weeks ago, last year, last month, etc.

For example:

a. She wrote a poem yesterday (expressing event that happen in the past)

b. I always drank a glass of milk in the morning when I was child (expressing daily activity in the past).

In verbal sentence, we need to put past verb (V2) after the subject to make an interrogative sentence. This rule is only applied for making question that questioned subject or person, while to make a question that questioned object, time, location, reason, and etc. We need to put auxiliary verb "did or did not" after the question tag.

For example:

    a. Who drank three bottles of milk last week? (Asking for person)

    b. Who did he visit last year? (Asking for object)

    c. When did you see her for the last time? (Asking for the time)

    d. Where did he go yesterday? (Asking for the location)

    e. Why did you do that? (Asking for the reason).

In the other hand, we need past To Be (was, were) to make a question in nominal sentence.

For example:

    a. Where were you last night?

    b. What were you doing last week?

2.5. Teaching Grammar

Grammar is one of the language aspects taught in school generally. In teaching grammar, teachers usually divide grammar lessons into three phases: presentation, practice and production. According to Kruticova (2015) one of the best ways of helping students to reach the objectives of the lesson is to introduce the new language well in the first phase of the lesson which called the presentation phase.

Then, students need to have plenty of activities to help them to practice the new language. This is the practice phase. Lastly, the students need time to use the new language they have learned in order to communicate with each other. This is the production phase.

Harmer (2001) says that presentation of grammar is the first phase of the stage at which students are introduced to the form, meaning and issue of a new piece of language. Students learning a new grammar should apply this new rule to themselves. This experience is known as personalization. Presentation should be clear, efficient, lively, interesting, appropriate and productive. To achieve all these characteristics the teacher can use various teaching aids e.g. charts, dialogues, mini-situations, text for contrast or for grammar explanation etc.

Riemer and Henrici in Kruzicova (2015) say that teachers can choose 3 different ways of grammar presentation. They are inductive approach, deductive approach, and analytic-deductive approach.

a. Inductive Approach

Students must first meet with a specific example from which they derive a new grammatical rule. The benefit of this method is the fact that students must think actively about the language, it is motivating and this way of presentation leads to independence and self-activity of learners. But on the other hand, it takes a long time and sometimes it is difficult for students to derive the new rule without any help.

b. Deductive Approach

The teacher formulates at first a grammatical rule that students practice then on examples. This approach is faster than inductive method. It is more systematic and therefore easier to implement. But if the students are passive, they have only a little motivation and therefore it is not an effective way of teaching.

c. The analytic-deductive approach

The students work with example sentences and then formulate and analyze the grammatical rule together with their teacher. This rule is then practiced in different exercises. The analytic-deductive method is very creative, interesting and effective for pupils but it requires very careful preparation of teachers and for starting teachers it can be difficult.

The first and third approaches are called discovery techniques. Harmer (2001) explains them as those where students are given examples of language and told to find out how the language works to discover grammar rules rather than to be told them. Students can be asked to look at some sentences and say how the meaning is expressed and what the differences between the sentences are. The teacher can use preview, matching techniques, text study, and problem-solving as a discovery technique.

2.6. Song

Song is very helpful in the language learning process. It is good not only for audio visual but also for kinesthetic learners. It gives good training in any activities of language learning process. It is the best means to learn different accent and improve pronunciation, enrich vocabulary, add new knowledge about the culture, the structure of the language, listening, and other learning activities.

Song consists of lyrics or poetic text. The lyrics and the text are various. Redlich (1975) adds that song is short composition usually for one voice, based on lyrics poem. According to Weikart (1988) song is a short poem or a sequence of verses which is composed with music and intended to sing. Song, which belongs to genre including both lyrics and music, can be added to list. They are marked by richness of content, poetical metaphor and symbol that emotionally reflect the world we live in. Songs can motivate a positive emotional influence on listener and then the listener, in this case young students, try to express what on their thought in spoken form after listen, comprehend the lyrics of the song and in this case, they can analyze the type of tenses that is used in the song lyrics.

The lyrics in the songs that are sung by the singer can be heard and imitated by the listener, and actually it is considered good in English language teaching grammar especially in improving their skill in using verb tenses, because when students are accustomed to listening to English songs they would recognize the utterances of the singer and they know about the topic or the message that the singer wants to deliver by the song easily it will also be the perfect material for

the students to discover the tenses that is used to delivered those lyrics . That is why the researcher used songs teach tenses at the second grade of SMP Negeri 3 Sukoharjo Pringsewu. It is generally known that students mostly have special interest in the lyrics and the message of English songs.

The facts are in line with Doren (1980) who stated that song is short musical work set to a poetic text with equal importance given to the musical and in the words. Coe (1972) states that Poems and songs can be used as interesting material for teaching grammar. They should contain common words and sentence pattern, and should follow the stress patterns of ordinary spoken English. It agrees with the point of teaching grammar that teaches the students to express sentences based on the time table of the events happen. Songs also can motivate a positive emotional influence on listener. It is noticed that students will often recite the words of the song while singing it and makes the students unconsciously organize their thought in a meaningful and logical sequence and use the language as mean of expressing values and judgments in order to understand the content of the songs. It eventually developed their active understanding of the songs.

Despite all of the positive effects of using songs in teaching language in the class, there are some criterias of selecting song that should be carried out. According to Coromina (1993) not all of the songs are good to teach language in the class because of the several reasons. Thus, she made list of criteria of the song that would be good in teaching language. There are two principles of selecting song.

they are "what to look for" and "what to avoid", which can be explained as follows:

1. What to look for

   It means that in selecting the songs to be presented, the teacher must be careful and consider some requirements as follows:

   a. The song must carry some sort of massage or at least tell an interesting story.

      It is absolutely needed to grab the students' attention. Teaching learning activities will be easier if we get the students' attention, so the students will understand the material that given by the teacher.

   b. The words of the song should be simple.

      In selecting songs as a learning media in the class, we have to consider the level of vocabulary in the song with the students' level. The students will be bored if the lyrics that are used in the song are too difficult and not familiar to them.

   c. Each word must be clearly pronounced.

      Selecting song which the lyrics is clearly pronounced by the singer is meant to help the students to find out the correct way to pronounce each word in the song.

2. What to avoid

   There are certain types of songs that should be avoided by the teacher, they are:

a. Songs that are too fast paced

Song that are too fast paced may be more fun to applied in the class, but the students would miss the important things since they got more anthusiasm in the since they busy have fun by theirselves.

b. Songs in which the lyrics are too long

Long lyrics song may be the bad song to applied in the language class. It because the students would be tired of analysing the lyrics and would not finished it maximally.

c. Songs in which the music burned the singer's voices.

This kind of music would be annoying to be applied in the language class.

d. Songs in where there is no substance in the lyrics.

It will be good choice if we use song that has some idiomatic sentences. Idiom is always connected with the culture of a country. It is also important for the students to find out some idiom from English speaking country and it will enrich their background knowledge about English. But we have to consider the students' level in English before we use this kind of songs.

e. Songs that verge on obscene or that include lyrics that are discriminatory (for instance, song that mock religious beliefs).

The most important part in selecting song as the media in teaching learning activities is that song should be appropriate with the students' age. Never use the song which has the harmful issues in its lyrics, such as the violence, mock, religious, cursing, and profane issues.

By looking at the criteria of selecting song as a learning media above, hence, the researcher chose some songs which considered as appropriate media to teach tenses (see appendix 11-14).

2.7. Modified Song Lyrics

Songs contain by authentic language, easily obtainable, provide vocabulary, grammar and cultural aspects. They can provide valuable speaking, listening and language practice in and out of the classroom. But sometimes song is not appropriate to teach some elements of language such as grammar. It is because song is not concerned with the grammatical rules. The singer or the song author is focus to the things that corncern to the songs element such as rhyme, rhythm, melody, and etc. They do not consider whether the sentences they used are following the grammatical rules or not, they just focus to the combination of those words with the rhyme, rhythm and melody, whether it is good to listen or not.

For example:

1. *I've got something you need to see*.

   It is wrong because the usage of helping verb 'have' before past participle verb 'got'.

   It should be: I have something you need to see.

2. *It's time for spin the bottle.*

   It is wrong because the usage of the conjunction 'for' which followed by verb one, and it is not an appropriate conjunction as well.

It should be: It is time to spin the bottle.

3. Not gonna talk about it tomorrow.

It is wrong because there is no subject in this sentence, and the usage of informal form of going to 'gonna'.

It should be: I am not going to talk about it tomorrow.

(Avril Lavigne, Hello Kitty 2013)

Despite of the fact above is clearly reminded, some teachers has been drawn serious attention for songs and its lyrics to make an interesting yet good media in teaching language currently. The fact that it is not only could be used to teach adult, adolescents, but also children as well encourage them to use song lyrics in language class.

There are two techniques used by the teachers in delivering material by using song lyrics. First, use the song lyrics directly without any modify and keep it as an authentic material. Second, modify song lyrics first and use 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 with their learning goals. Modifying song lyrics is meant to harmonize learning media and learning goals that would be achieved in teaching learning activity by making a good yet interesting media.

Intani (2012) found that modified song lyrics can help the young learners to understand and memorize material given and vocabulary used in the lyrics better

after given the treatment. She also found that song and its lyrics are good combination to grab the students' attention and lead them to follow the whole class activities with ease and full of joy.

2.8. The Rules of Modifying Song Lyrics

Modifying song lyrics sometimes needed to teach language which concerned with the grammatical features such as tenses, word classes, and etc. There are two common ways of modifying song lyrics. First, translating song lyrics from mother tongue to target language, but still used the same rhythm of the original song. Second, developing the new lyrics to match it with the learning theme and learning material but use the old rhythm to make it familiar. There are some considerations of teaching language through music. Coromina (1993) suggests some criterias for good songs to teach language in the class, here are:

  a. The song must carry some sort massages or at least tell an interesting story.

  b. The words of the song should be simple.

  c. Each word must be clearly pronounced.

After reading the theory above, the researcher make some consideration of modifying song lyrics by fitting it with the learning goals that would be achieved in this research. And those considerations is described in the following list:

  1. The sentences that would be used should be grammatically correct. If you found some ungrammatical sentences in the song lyrics then make it correct.

It is important if the material that would be teach concerned with the rules of language such as tenses and the structure of language itself.

For example:

  a. I was thinking that you could be trusted (Taylor Swift, Bad blood).

  It should be: I thought that you could be trusted.

  b. There is no other one that can take your place (Weezer: My best friend).

  It should be: There is no one who can take your place.

2. Used the nice and formal sentences. Remove any slank words in the song lyrics and replace it with the better words. It is because slank tend to hear more rude sometimes and also make the students confused.

For example:

  a. *Not gonna talk about it tomorrow* (Avril Lavigne, Hello Kitty).

  It should be: I am not going to talk about it tomorrow.

  b. *Did you think we'd be fine?* (Taylor Swift, Bad blood).

  It should be: Did you think we would be fine?

  c. *When everything is wrong I'll come talk to you. You make things alright when I'm feeling blue* (Weezer: My best friend).

  It should be: When everything is wrong, I will come to talk to you, because you make things alright when I am feeling blue.

3. The words of the song lyrics should be simple. Try to edit a complicated yet wind sentences into the simple sentences, especially if the target students are young learners.

For example:

  a. *I feel happy inside when I see your face* (Weezer, My best friend).

It should be: I am happy when I see your face.

4. Consider the level of word to the students' learning level. One or two difficult words maybe good to enrich the students vocabulary size but too many difficult words makes the students bored. If there is a good song lyrics (has good moral value for students) but has so many difficult words in it, just try to change them into another words which has the same inference with them.

For example:

a. *Do you believe in your governor if he's from the splendid Mars?* (Big Baby Driver, Your sun is stupid).

It should be: Do you believe in your governor if he comes from the wonderful Mars?

b. *You are such a blessing and I wont be messing with the one thing that brings light to all of my darkness* (Weezer: My best friend).

It should be: You are a blessing for me, and I will never be messing with the one thing that brings light to all of my darkness.

2.9. Teaching Grammar through Modified Song Lyrics

One of the problems happens in grammar class is caused by the difference rules of Indonesian and English in making sentence. Setiyadi (2006) points out that English tends to be very difficult to be learned by Indonesian learners because the Indonesian language has no tenses that are similar to the tenses of English. This problem requires the teacher to make a good and attractive media in the language class especially to teach tenses. In this study, the researcher used modified song

lyrics as the media to teach tenses for junior high school students. the uses of song lyrics here is not as the authentic material. it because song lyrics is concerned with the rhythm and the song writers are tend to use ungrammatical and sometimes rude sentences in writing song lyrics. That is why the researcher decided to modify song lyrics and used it as a learning media in the class.

The findings of previous study that has been conducted by Intani (2012) said that the uses of modified song lyrics to teach English especially vocabulary shows the positive impact to the students. Here are the students' positive appreciations through the treatment given; first, all of the students enjoyed the learning activities. Second, all of the students were eager to sing and do the gestures. Third, most of the students paid attention to teacher's explanation, and fourth, most of the students understood the materials. Based on the findings above, the researcher assumes that modified song lyrics would give the positive impact if it is used to teach tenses.

However, not all of the songs are appropriate to teach English, because some songs lyrics have harmful issues on it. The teacher has to be selective if he or she wants to use songs as a learning media. In this study, the researcher would use modified song lyrics as the media to teach tense for junior high school students. The use of song lyrics here is not as the authentic material. It because song lyrics is concerned with the rhythm and usually used informal expression, rude sentences, etc. That is why the researcher decided to make some modification in song lyrics that would be used as a learning media in language class.

2.10. Procedures of Teaching Grammar through Modified Song Lyrics

In teaching tense by using modified song lyrics, the researcher follows the following procedures:

1. Previewing

   The previewing activities would be associated with developing learner's achievement strategies or stimulating student's background knowledge. The researcher told to the students what they would discuss that day, then the researcher asked them about what the most favorite singer they like to listen to and why they like it. After that, the researcher asked the students about the related song and singer which would be used as a teaching media that day. That would be good if the students know the song or the singer because it help them to follow the material perfectly and full of joy. Then, the researcher distributed hard copies of modified song lyrics to the students. After that, the researcher asked the students to read the modified song lyrics, and to give their opinion about the song by asking them questions below:

   a. According to you, what the song is talking about?

   b. According to you, when is the story happen?

   c. Can you mention the word that indicates it happened in the past time?

2. While viewing

   The second step was while viewing. In this step, the researcher asked the students to make some groups consist of two students (the students were

asked to work in group in the ood day and they were asked to work individually in the even day). After that the researcher starts to explain short explanation about the function of the related tenses taught. The researcher started to explain the related tenses rules by analyzing the example that is written in the whiteboard. The researcher showed the specific characteristics of verb tense that would be taught by underlining it. For instance, when the topic is simple present tense, the researcher says that the specific characteristics of simple present tense is use the first form of verb plus suffix –s or –es if the subject is the third person such as, she, he, it. Then, the researcher asked the students to analyze the whole lyrics. They have to find sentences that were expressed by using simple present tense, for example, by underlining its specific characteristics (in group). This step was concerned with the students' reasoning process. They have to practice more in order to build their basic background knowledge of tenses.

3. Post viewing

Post viewing activities were connected with the researchers' feedback of the students' achievement. It is needed to reduce the students' misunderstanding of the material given. In this step, the researcher asked some students to write their group work on the whiteboard, and asked the other students about their opinion about their friends' work. By asking the students' opinion about their friends' work, the students were expected to get more clarification about their knowledge.

After that, the researcher asked the students' problem in understanding the material related to tenses. The teaching learning activities was ended by

asking the students about the cultural value or moral value they got from the song lyrics. This is the last step in the teaching learning activities.

Those are the steps in teaching grammar that would be used by the researcher. By following the steps above, the researcher hoped that the students' would understand and the students would be able to use simple present tense and simple past tense properly.

2.11. Advantages and Disadvantages of Teaching Grammar through Modified Song Lyrics

Every media used in the teaching learning process has its own advantages and disadvantages. The purpose of making a list about media's advantages and disadvantages is for minimalizing its negative effects, and warning the consequences of using it in the class. Here are some advantages and disadvantages of using modified song lyrics in the class:

1. Advantages

    a. It will be the new challenge for the students since it is different from the task or presentation that is usually given by their teacher. The students will not be bored easily in the class since the material given is used in the real life. English song and its lyrics are not a new thing for them. They have to listen, read, and sung it following their favorite singer. When the students know exactly what they will learn, they will give high interest and attention in the class.

b. The students would understand the material and remember the characteristics of tense easily since the material used is modified song lyrics, as we know the current students love to listen to English songs and they tend to look for their lyrics on internet. When we used modified song lyrics in the class, the students would be challenged to do an exercise at home by finding the tense used in the song lyrics by their own want.

c. The students will automatically learn about the singer country's culture. Although we do not use authentic material in the class, the students still learn about the culture of the singer's country since we just need to modify the lyrics of song. It does not change the culture that is implicitly or explicitly exist in the

d. Make learning English fun for learners. They create a relaxed atmosphere and get learners motivated with enthusiasm for learning.

2. Disadvantages

a. Teaching grammar by using modified song lyrics is a new thing for the students. It is also seen an enjoyable activity for student, it might create a threat to classroom atmosphere which can lead to destruction of normal discipline of the classroom.

b. The students may be confused when they read the verb tenses formulas that will be given by their teacher in the future class, since they do not taught it in this research.

Those are the advantages and disadvantages of teaching grammar through modified song lyrics. By understanding the advantages and disadvantantages of media that we use, helps us to choose the media which is sppropriate to our students and help us to modify the media in order to reduce its disadvantages.

2.12. Theoretical Assumption

In this research, there are some techniques that can help the teacher to reach the aim of teaching learning process. Grammar in English class has been a difficult subject for students. It happens because the teacher tends to give the formula of the tenses and the students asked to make example based on the formula given. It even is not reflected to the text that they usually read in the textbook. Whereas teach students subconsciously through more suitable media that they face every day will be more important and memorable for them.

In this research, modifying song lyrics technique would be chosen as a media in teaching grammar, especially tenses. Referring to literature review and explanation above, the researcher assumes that modifying song lyrics is a good media in developing the students' achievement in using tenses. The uses of modified song lyrics here is hoped can change the learning atmosphere in the class and reduce the students' mental block.

2.13. Hypotheses

The researcher proposes the following hypotheses:

1. There is significant improvement of the students' achievement in using tenses after they were taught through modified song lyrics.

2. Simple present tense is performed better by the students before and after being taught through modified song lyrics.

3. Nominal sentence is performed better by the students before and after being taught through modified song lyrics.

Briefly, those are the explanation about several concepts of grammar and its related aspects. Including concept of grammar, teaching grammar, song, modified song lyrics, teaching grammar through modified song lyrics, procedures of teaching grammar through modified song lyrics, advantages and disadvantages of teaching grammar through modified song lyrics, theoretical assumption, and hypotheses of the research.

III. METHOD

This chapter discusses the methods used in this study, those are: Research design, population, and sample, procedures, data collecting technique, validity, reliability, scoring system, and data analysis.

3.1. Research Design

This research was a quantitative study which used one group pretest posttest design. The researcher was interested in finding out whether there is significant improvement on students' achievement toward tense after being taught by using modified song lyrics or not and investigated the type of verb tense improved the most after being taught by using modified song lyrics. The research design used can be represented as follows:

T1 X T2

Note:

T1: pretest

T2: posttest

X: treatment

(Hatch and Farhady, 1982)

3.2. Population and Sample

The population of this research was the second grade students of SMP Negeri 3 Sukoharjo. The simple random sample method of collecting sampling was used in this research by using lottere since there were three classes at the second grade. It was applied based on the consideration which every student has the same opportunity to be chosen as a subject in order to avoid the subjectivity in this research (Setiyadi, 2006). The sample of this research was VIII B class of SMP Negeri 3 Sukoharjo, Pringsewu. The researcher conducted the try out test in VIII C class and was participated by 27 students and conducted the pretest, treatment and posttest in VIII B class and was participated by of 31 students.

3.3. Procedures

In collecting the data, the researcher used the following procedures to get the result of this research:

1. Determining the sample of the research

   The sample of the research was selected by using random sampling technique, which used lottery. The researcher took VIII B class of SMP Negeri 3 Sukoharjo as the research sample which all of them received pre-test, treatment and post-test.

2. Modifying the material

   The researcher selected some song lyrics from internet and then modified it before used it as a learning media to the students.

3. Administering try out

   Tryout was given in order to measure that the instrument used in this research is valid and to make sure that the task given had good quality to measure the students' achievement in using tenses before and after the treatment given.

4. Administering pretest

   Pretest was given in order to find out how far the students' achievement in using tenses before the treatment. There were 40 items of questions that should be answered in 90 minutes.

5. Conducting the treatment

   After the pretest conducted, the researcher administered four meetings of treatment to the students which took 90 minutes for each meeting. The researcher taught tenses that focused on simple present tense and simple past tense by using modified song lyrics.

6. Administering the posttest

   The posttest was given in order to evaluate the students' achievement in using tenses after they were taught through modified song lyrics.

7. Analyzing the data

   There were three research questions that have to be answered in this research. First, the researcher has to make sure the improvement of the students' achievement in using tenses before and after they were taught

through modified song lyrics. And the researcher used repeated measures t-test to answer the first research question by comparing the mean scores of the students' result in the pretest and posttest. Second, the researcher have to analze type of tenses is performed better by the students before and after the treatment given. And third the author have to find out type of sentences is performed better by the students before and after they got the treatment. And in order to answer the two lasts research questions, the researcher also used repeated measures t-test to compare the mean scores of simple present tense and simple past tense and nominal and verbal sentences on the pretest and posttest.

8. Concluding and reporting the result of the data analysis.

   After analyzing the result of both pretest and posttest, the researcher made the conclusion and reported it in the script including the researcher's suggestion.

3.4. Instrument

The Instrument used in this research was:

1. Grammar Test

   The researcher gave grammar test to the students to gain the data. There were 40 questions in this test. There were 20 questions dealing with simple present tense and 20 questions dealing with simple past tense. The test was given in the form of multiple choice test. It gave two times, in the pretest

and posttest. The detail of the questions described in the table of spesification below:

Table 3.1. Table of Grammar Test spesification

No.	Kind of Tense	Items' Number	Total of item	Percentage
1.	Simple Present Tense	1, 2, 3, 4, 9, 10, 12, 14, 15, 17, 18, 19, 20, 21, 22, 26 ,29, 30, 37, 40	20 Items	50%
2.	Simple Past Tense	5, 6, 7, 8, 11, 13, 16, 23, 24, 25, 27, 28, 31, 32, 33, 34, 35, 36, 38, 39	20 Items	50%
			40 items	100%

By considering the requirement of valid research instrument above to make this research instrument, therefore, the researcher concludes that this research instrument is valid.

3.5. Data Collecting Techniques

In collecting data, the researcher used the following procedures:

1. Pretest

   The pretest was conducted before the students got the treatment. It was held on 13rd April 2017 in SMP N 3 Sukoharjo, Pringsewu and pasticipated by 31 students of VIII B class. It was held in order to see the students' achievement in using tenses before they got the treatment. The students were asked to answer 40 questions which consist of twenty questions about simple present tense and twenty questions about simple past tense within 90 minutes.

2. Posttest

The posttest was conducted after the treatments given. It was held on 17th Mei 2017 in SMP N 3 Sukoharjo, Pringsewu and pasticipated by 31 students of VIII B class. It was held in order to find out the improvement of the students' comprehension in tense. The students were asked to answer 40 questions which consist of twenty questions about simple present tense and twenty questions about simple past tense within 90 minutes.

3.6. Validity

The test can be considered valid when it can measure what should be measured (Setiyadi, 2006) there are five types of validity; face validity, content validity, predictive validity, construct validity, and concurrent validity. In this research, the researcher used content validity and construct validity.

A. Content validity

Content validity concerns with all of the indicators that are exist in each item of the instruments. It would be examined whether questions in the test actually reflect what have to be measured or not. In this research, the researcher focused on grammar especially on tense. It means that the researcher has to write and make the test that exactly measures the students' achievement in using tenses. In order to measure the instrument have fulfilled the content validity, the researcher arranged the grammar test based

on the 2013 curriculum for second grade students. The basic competences used as the foundation of content validity are as follows:

3.1. Applying the text structure and linguistic element to carry out the social function in expressing and questioning the action that still continuously happen/repeatedly happen/general truth which appropriate with the correct content.

4.7. Arranging an oral and written text to make an expression and question of an or event that still continuously happen/repeatedly happen/general truth by paying attention on text structure, appropriate linguistic element and correct context.

3.1. Applying the text structure and linguistics element to carry out the social function in expressing and questioning the action or event that has been done/happen in the past time, appropriate with the usage context.

4.13. Arranging an oral and written text to make an expression and question of an action or event that has been done/happen in the past time by paying atention on social function, text structure, and the correct linguistics element and appropriate with the context.

B. Construct validity

Construct validity is the reflection of the test and theory of the language features that we want to measure. This research used grammar test as the research instrument which has indicators that have to be used in order to make sure that the students have mastered tense well. According to Muntaha

and Alimin (2009) states that there are two kinds of sentence in tense, nominal and verbal. Hence, people can be said mastered tense perfectly if they are not only able in making verbal sentences but also nominal sentences. In order to fullfil the construct validity, the researcher makes this research instrument with the consideration of this theory. The detail of construct validity of each number would be explained in the table below:

Table 3.2. The Distribution of Nominal and Verbal Sentences on The Test

Nominal Sentences	Total and Percentage	Verbal Sentences	Total and Percentage
1, 6, 7, 9, 10, 12, 13, 14, 15, 19, 22, 23, 24, 25, 26, 28, 29, 30, 37, 38,	20 (50%)	2, 3, 4, 5, 8, 16, 17, 18, 20, 32, 33, 31, 33, 34, 35, 36, 39, 40	20 (50%)

3.7. Reliability

Reliability of test can be defined as the extent to which a test produces consistent result when administrated under similar conditions (Hatch and Farhady, 1982). This research used split half technique to measure the reliability of the test. In which the reability is determined by finding out realibility of odd and even numbers first as the half reability of the test, and then the reability of the whole test was measured by using Spearman Brown's Prophecy formula.

The formula used were as follows:

$$r1 = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

Where:

$r1 : Reliability\ between\ odd\ and\ even$

$x\ \ : The\ total\ number\ of\ odd\ number\ items$

$y\ \ : The\ total\ number\ of\ even\ number\ items$

After getting the reliability of half test, the researcher then used Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to determine the reliability of the whole test as follows:

$r\_k = (2r\_xy)/(1 + r\_xy\ )$

Where:

$r_k\ \ : The\ reliability\ of\ the\ whole\ test$

$r_{xy} : The\ reliability\ of\ half\ test$

The criteria of the reliability were:

0.90-1.00　　: High

0.50-0.89　　: Moderate

-.49　　　　: Low

The Calculation of Realibility of The Test

a. Realibility of the half Test

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

$$r_{xy} = \frac{1638}{\sqrt{(1768)(1785)}} = \frac{1638}{\sqrt{3155880}} = \frac{1638}{1776.5}$$

$$r_{xy} = 0.922$$

b. Realibility of the whole test

$$r_k = (2r_{xy})/(1 + r_{xy})$$

$$r_k = (2 * 0.922)/(1 + 0.922)$$

$$r_k = (1.844)/(1.922)$$

$$r_k = 0.959$$

From the result above, it can be concluded that this research instrument is reliably high.

3.7.1. Level of Difficulty

In order to find out the level difficulty of the test items, the researcher used the following formula:

$$LD = \frac{R}{N}$$

LD : Level of difficulty

R : the number of students who answer correctly

N : the number of students who join the test

The Criteria were:

    <0.30   : Difficult

    0.30-0.70   : Average

>0.70   : Easy

<div align="right">(Shohamy, 1985)</div>

The analysis of level of difficulty for each test items would be attached in appendix 3.

3.7.2. Discrimination Power

The discrimination power was used to discriminate between weak and strong examinees in the ability being tested. The students of try-out class were divided into two groups, they were upper and lower students. The upper students were the students who answered the questions correctly and the lower students were students who answered the questions wrongly. To determine the discrimination power of the test, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

DP : discrimination power

U : the proportion of upper group students

L : the proportion of lower group students

N : total number of students

The criteria of discrimination power were:

  0.00 – 0.19: poor

  0.20 – 0.39: satisfactory

  0.40 – 0.69: good

  0.70 – 1.00: excellent

  - (negative): bad items must be omitted

(Shohamy, 1985)

The analysis of discriminating power in for each test items would be attached in appendix 4.

3.8. Data analysis

After collecting data through pretest and the posttest, the researcher analyzed the data in order to make sure that there is significant improvement of the students' achievement in using tenses after being taught through modified song lyrics and to discover type of tenses is performed better by the students after being taught through modified song lyrics. The researcher used four steps below to examine the data:

  a. Scoring the pretest and posttest result in general first. And then grouping the question given based on the tense used before scoring on both in simple present tense and simple past tense by using formula:

$$Final\ Score = \frac{\text{Total Score}}{\text{Total Questions}} x100$$

(Arikunto, 1997)

b. Tabulating the pretest and posttest score and finding the mean scores of pretest and posttest, and also calculating the mean scores of simple present tense and simple past tense in the pretest and posttest. It was calculated by using repeated measure t-test on SPSS 16.0 for Windows.

d. Making conclusion from tabulated results of the pretest and posttest that have been analyzed by using SPSS (Statistical Program for Social Sciences) in order to see the students' improvement in using tenses and type of tenses and type of sentences is performed better after they were taught through modified song lyrics.

3.9. The Result of Tryout Test

The tryout test was conducted on 7th April 2017 on VIII C class of SMP Negeri 3 Sukoharjo, Pringsewu. It was held in order to find out the quality of the test items used. And the result got were as follows:

Table 3.3. The Level of Difficulty and Discrimination Power of Tryout Test

No.	Items Number	Level of Difficulty	Items Number	Discrimination Power
1.	1, 3, 9, 10, 12, 13, 15, 17, 22, 23, 26, 27, 29, 30, 31, 37, 38, 39	Easy	6, 12, 17, 22, 39	Poor
2.	4, 6, 14, 16, 18, 19, 20, 21, 23, 24, 25, 28, 32, 33, 35, 36, 41, 43, 44, 45	Average	1, 3, 4, 7, 8, 9, 10, 11, 13, 15, 18, 24, 26, 27, 29, 30, 37, 38, 40, 41, 42	Satisfactory
3.	2, 5, 7, 8, 11, 25, 34, 40, 42	Difficult	2, 5, 14, 20, 21, 25, 28, 31, 32, 33, 34, 35, 44, 45	Good
4.	-	-	16, 23, 36, 43	Excellent

From the data above, there were 17 numbers which classsified as easy, 7 numbers classified as difficult and there were 15 numbers classified as average in relation with the level of difficulty criteria, while in relation with the discrimination power, there were 18 numbers classified as satisfactory, there were 12 numbers which classified as good, there were 5 numbers which classified as an excellent aand there were 5 numbers which classified as poor. After analyzing the result above, the researcher decided to drop out five test items on number 5, 12, 17, 22, 39.

3.10. Hypotheses Testing

The hypotheses testing was needed to find out whether the hypotheses proposed by the researcher were accepted or not. The hypotheses were analyzed by using repeated measures T-test of Statistical Package for Social Sciences (SPSS) windows version 16.0. The researcher used the level of significance 0,05 in which

the hypothesis is approved if sign < α. It means that the probability of error in the hypothesis is only 5%.

The hypotheses of this research were:

H_1: There is significant improvement of the students' achievement in using tenses after they were taught through modified song lyrics.

H_{01}: There is no significant improvement of the students' achievement in using tenses after they were taught through modified song lyrics.

H_2: Simple present tense is performed better by the students before and after being taught through modified song lyrics.

H_{02}: Simple present tense is not performed better by the students before and after being taught through modified song lyrics.

H_3: Nominal sentence is performed better by the students before and after being taught through modified song lyrics

H_{03}: Nominal sentence is not performed better by the students before and after being taught through modified song lyrics.

Briefly, those are the explanations of the methods of the research including research design, population and sample, instruments, data collecting techniques, procedures of data collecting techniques, scoring criteria, validity, reliability, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the research and also the suggestion from the researcher to the further researchers, and English teachers who want to use the finding of this research as the guide of their further studies and to teach tense through modified song lyrics.

5.1. Conclusion

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.

5.2. Suggestion

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.

Briefly, this is the last chapter in this script. The conclusion and suggestion explained were based on the findings of this research and related previous research and also the researcher's field experience in collecting the data.

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