# THE USE OF POP SONGS AS MEDIA TO IMPROVE ELEVENTH GRADERS' SPEAKING ABILITY IN PERFORMING MONOLOGUE USING SIMPLE PAST TENSE

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**Abstrak**

*Tense* merupakan bagian dari tata bahasa yang juga perlu dipahami oleh siswa. Pada kenyataannya, saat ini pengajaran tense masih saja kekurangan media yang sesuai. Sejalan dengan permasalahan tersebut, penulis menyuguhkan lagu pop sebagai media alternatif untuk mengajar *tense*. Tense yang diajarkan dalam konteks ini adalah simple past tense. Pada penyusunan penelitian ini, peneliti menggunakan beberapa teori  yang menyatakan bahwa lagu pop dapat membuat para siswa memahami *tense* dengan mudah. Penelitian ini ditujukan untuk menemukan apakah ada perbedaan yang signifikan atau tidak pada kemampuan berbicara siswa dalam menampilkan monolog menggunakan simple past tense antara siwa yang diajar dengan menggunakan lagu pop dan siswa yang diajar tanpa menggunakan lagu pop. Selain itu, penelitian ini juga berjuan untuk mengetahui respon siswa terhadap penggunaan lagu pop untuk mengajar *simple past tense*. Metode penelitian yang digunakan adalah eksperimental. Instrumen yang digunakan berupa tes dan kuesioner. Hasil yang diperoleh dari penelitian ini yaitu terdapat perbedaan yang signifikan pada kemampuan berbicara siswa dalam menampilkan monolog menggunakan simple past tense siwa yang diajar dengan menggunakan lagu pop dan siswa yang diajar tanpa menggunakan lagu pop sebagai medianya. Selain itu, para siswa merespon dengan sangat baik terhadap penggunaan lagu pop untuk mengajar simple past. Mereka merasa tertarik, termotivasi, dan terbantu dengan penerapan lagu pop sebagai media pembelajaran simple past tense.

**Kata-kata kunci**: teaching simple past tense, speaking, and pop songs


**Abstract**

Tense is a part of grammar which also should be understood by the students. In fact, most of the tense learning is lack of media. In line with the case, the researcher provided pop songs as alternative media to teach tense. One of the tenses that was taught by using pop songs is simple past tense. In conducting the research, the researcher uses some theories which stated that pop songs enable students to understand tenses easily. This research was purposed to find out whether there is significant difference or not in the students' speaking ability in performing monologue using simple past tense between the students who are taught by using pop song and those who are taught without using pop song.  It was also purposed to know the students' responses toward pop songs to teach simple past tense. In this case, the researcher used experimental research. Furthermore, the instruments used were test and questionnaire. In addition, it can be known as the research result that there is significant difference in the students' speaking ability in performing monologue using simple past tense between the students who are taught by using pop song and those who are taught without using pop song. Moreover, the result show that the students' responses toward pop songs were very good. They were interested and motivated in the use of pop songs in tense learning process.

**Keywords:** simple past tense, speaking, and pop songs

**INTRODUCTION**

Recently, English becomes a compulsory language. It is needed to learn. The fact, it is possible for the students find difficulty to learn it since they should learn four skills and also some components in English. The skills are listening, speaking, reading, and writing. Listening and reading are receptive skills since students just receive information. Meanwhile, speaking and writing are productive skills since students produce something in these skills. Especially in speaking skill, it involves active participation on the part of the students (Vallet, 1972:152). Furthermore, there are also language components which consist of pronunciation, vocabulary, and grammar which support the development of four skills. To master English, the students should achieve not only the language skills but also the components.

From the components, grammar is a definition of the language forms and pattern we use in communication (Conlin-Herman : 2003). It is needed to study in order to help the students to understand how their language communicates. When the students are able to use language effectively, they will communicate well with other people.

In addition, the problem concerns with the location of time called tenses. It is to indicate when the situation takes place. Tense is the grammatical structure of time reference, and in general is understood to have the three delimitations of "before now", i.e. the past; "now", i.e. the present; and "after now", i.e. the future. The mastery of tenses becomes compulsory in the language teaching and learning process since this grammar part is a requirement to make a good structural sentence.

Various techniques and media have been used to the students to understand more about tenses. In this case, pop songs are chosen since grammar can be effectively presented or practiced through this song.. Besides, it is likely to appeal to the learners. By doing so, the learners will feel relax and open to the learning process. They are able to get the learning point easily. Moreover, Saricoban and Metin (2000:02) point out that the teaching of grammar can be supported effectively by using songs which are familiar to the students. The teacher can meet challenges of the students

needs in the classroom since songs are highly memorable and motivating. Besides, Chunxuan Shen (2009:88) states that the nature of songs is fairly repetitive and consistent. After listening to songs, students will easily memorize the simple sentences. They tend to use them in their own conversation and even correctly produce their own sentences. Fagerland (2006 :44) also says that when the lyrics are modified slightly spoken to the students with equal emotion, the students also improve in their use of the structure.

Based on the explanation above, the researcher wants to find out about the effectiveness of pop songs in teaching simple past tense. That is why, the researcher conducts a research which related to it. In the case, SMKN 2 Tuban is chose as the location of the research since the teacher teaches simple past tense commonly to the students. Thus, it is an appropriate location to conduct a research which entitled "The Use of Pop Songs as Media to Improve Eleventh Graders' Speaking Ability in Performing Monologue Using Simple Past Tense".

**METHOD**

This research was quantitative research, especially experimental research. Maksum (2012:65) defined that experimental research refers to conceptual framework which is done in order to find out cause and effect of something. This research aims to find out whether or not pop songs are effective to be applied in teaching simple past tense to the eleventh graders. In line with the purpose, the researcher used randomized group pre-test post-test design.

**Table 3.1**
**The Design of Experimental Research**

| Group | Pre-test | Treatment | Post-test |
|-------|----------|-----------|-----------|
| A | $Y_1$ | X | $Y_2$ |
| B | $Y_1$ | - | $Y_2$ |

In which:

| | |
|---|---|
| A | : Experimental group |
| B | : Control group |
| $Y_1$ | : Pre-test |
| $Y_2$ | : Post-test |
| X | : Treatment using pop songs |

There were some steps to do the research. First, the researcher took two groups, experimental and control group. Second, the researcher gave pre-test to the both groups. Then, treatments were conducted. In this research, the treatments were conducted twice. After the treatment conducted, post-test was given to both groups in the end of treatment. Then, the researcher computed the result from the mean of both groups and compared the t-test from both groups from the result of post-test. The steps above were done in order to find out whether or not pop songs are effective to be implemented in teaching simple past tense to the eleventh graders.

In this research, the researcher chose eleventh graders of SMKN 2 Tuban as the population of the research. Furthermore, to get the real data, it is necessary to specify the large group into the smaller one. It is called sample. To select the sample in the research, the researcher used cluster random sampling. By using this sampling, the researcher got two classes as the sample. They were XI APK 2 and XI APK 3. After getting the sample, the researcher used randomly to decide the experimental and control group. As the result, XI APK 2 was the experimental group and XI APK 3 was the control group.

Since the research is experimental method, the researcher used test to obtain data. According to Brown (2004:3), a test is a method of measuring person's ability, knowledge, or performance in a given domain. In this research, the tests were divided into two parts. They were pre-test and post-test which had the same material. Here, Pre-test was given before the treatments were conducted. The treatments were conducted twice. After the second treatment was held, post-test was given to both groups. The posttest material was same as the pretest material.

Beside a test, questionnaire was needed in order to know the percentage of the students' responses toward the media to answer the second research question. According to Maksum (2012:130), questionnaire is a group of questions which is used to stated information that can be opinion or fact. The questionnaire was in the form of structured questionnaire. It consisted of statements and alternative answers for the students. There were three main topics occurs in the questionnaire sheet. They were the students'

mind about simple past tense, the students' interest toward pop songs, and the students' understanding toward simple past tense in speaking by using pop songs. The questionnaire could be the useful confirmation tool.

To gain the data, the researcher did some steps. First, the researcher conducted try out test on May 20th 2013 to measure the content validity and reliability of the pre-test and post-test. The try out was given to the group outside the control and experimental group. Then, the researcher held pre-test to measure students understanding in simple past tense before pop songs were implemented. Pre-test was given to the experimental and control group on May 21st 2013. Third, the researcher conducted the first treatment after conducting pre-test. The treatment was given to the experimental group in which the researcher uses pop songs which contain simple past tense in the lyrics. Then, the second treatment was conducted in the next day, exactly on May 22nd 2013. After that, the researcher held the post test in the next week, exactly on May 29th 2013, to measure students understanding in simple past tense. The test was given to the experimental and control groups. The scores of pre-test and post-test are the main data of the research.

The data from the test were arranged from the highest to the lowest one. Moreover, the data from pre-test and post-test were analyzed to find of the out either the results of the tests between two groups were similar or different. After the data were completely collected, the researcher found out the mean and the standard deviation. Furthermore, to know the effect given to the experimental group, researcher must measure the test by using t-test. Here are the steps to count the t-test:

1. Tabulating the scores from pre-test and post-test of each group.
2. Computing Mean
   Here is the pattern to compute mean.

$$\overline{x} = \frac{\sum X}{N}$$

   In which:
   $\overline{x}$ = Mean of the students' scores
   $\sum X$ = the total score of students' test
   $N$ = the amount of population
   (Hatch and Farhady 1982:126)

3. Computing Standard Deviation

Here is the pattern to compute standard deviation

$$S = \sqrt{\frac{\sum X^2}{N} - \overline{X}^2}$$

In which:

S = Standard deviation

$\sum X$ = The sum of students' score

$\overline{X}$ = Mean

3. Computing Standard Error of the Differences

Here is the pattern to compute standard error of the differences

$$S_{Dx} = \sqrt{\frac{N_1 S_1^2 + N_2 S_2^2}{N_1 + N_2 - 2} \left[ \frac{1}{N_2} + \frac{1}{N_2} \right]}$$

In which:

$S_{Dx}$ = Standard error of the differences

$S_1$ = Standard deviation of the first sample

$S_2$ = Standard deviation of the second sample

$N_1\ N_2$ = The sizes of the respective sample

4. Computing degree of freedom

Here is the pattern to compute degree of freedom

$N_1 + N_2 - 2$

5. Computing t-test

In order to prove whether or not the hypothesis proposed by the researcher is acceptable, researcher used t-test, the pattern of hypothesis test (t-test) is:

$$t = \frac{\overline{X_1} - \overline{X_2} - 0}{S_{Dx}}$$

In which:

t = t-value

$X_1$ = mean of experimental group

$X_2$ = mean of control group

$S_{Dx}$ = standard error of the differences

The criteria are:

Ho = t-ratio < t-table or t-ratio = t-table is accepted

Ha = t-ratio > t-table is rejected

(Hatch and Farhady 1982:126)

So the result would be shown by the scores, where:

- There is a significance different if the $t > t_{0.5}$
- There is no significance different if the $t > t_{0.5}$

6. To collect the data about the students' responses toward the use of pop songs in learning simple past tense in speaking, the researcher used the questionnaire. After the results of questionnaire had been collected, they were analyzed by using percentage formula. Here, the following formula:

Percentage =

$\frac{\text{The number of students' answer each question}}{\text{The number of the students}} \times 100\%$

## RESULT AND DISCUSSION

This section mainly consists of two parts, result and discussion. The first presents the data gained from the test and questionnaire. The data are elaborated based on the research questions which are stated in the first chapter. The second section is a discussion on the data to investigate whether the research finding is relevant to the theories of using pop songs on increasing students' understanding in simple past tense in speaking.

### Results

This section focuses on the data gained from the test and the questionnaire. The data of this research were presented and analyzed by using t-test procedure and percentage analysis. Briefly, it is explained below;

### The Improvement of Eleven Graders' Speaking Ability in Performing Monologue Using Simple Past Tense by Using Pop Song

This section focuses on the data gained from the test. The data of this research are presented and analyzed by using t-test procedure. It describes the effectiveness of pop song on increasing students' understanding in simple past tense in speaking.

The data were taken from the test; pretest and posttest. In this research, there were two classes used as samples. They were XI APK 2 as the experimental group and XI APK 3 as the control group. Pretest was held before conducting the treatment while posttest was conducted after the treatments. Therefore, the analysis focuses on each test and the correlation of the two. Briefly, the result of pretest and posttest of those classes are described below:

**Table 4.1**
**The Result of t-test**

| Class | N | Mean Pretest | Mean Posttest | SD | SD$_x$ | t .01 | t-value | Significant |
|---|---|---|---|---|---|---|---|---|
| Experimental | 31 | 72.18 | 78.22 | 8.44 | 1.79 | 2.660 | 2.93 | Significant |
| Control | 31 | 71.77 | 72.98 | 5.64 | | | | |

To ensure whether pop song is effective or not to teach simple past tense in speaking, t-test calculation is used from the score of students in the posttest. T-test can be used to test hypothesis about differences between two means (Bachman, 2005:235). There are some steps taken into the calculation. First, means of the post test from the two groups have to be defined. Besides, the standard deviation, standard error of differences and t-value are calculated. The table above shows that the means of both groups are not exactly the same. Pretest mean of control group is 71.77, while the pretest mean of experimental group is 72.18. It shows that the pretest mean of experimental group is higher than the control group's pretest mean.

The treatments which held twice were given to the experimental group by using pop songs. On the other hand, the control group was not given the treatments. In fact, the both were given the same material which was about simple past tense.

After giving the treatments to the experimental group, the researcher did posttest to the both groups. It was used in order to know whether the treatments which had been given were effective or not. The test was same as the previous pretest. From the result of posttest, it was got that the mean of the experimental group is 78.22, while the mean of control group is 72.98. The result shows that the experimental group's score is higher than the control group's. It also can be known from the table below:

**Table 4.2**
**The Comparison Mean between Experimental Group and Control Group**

| Group \ Test | Mean Pretest | Mean Posttest |
|---|---|---|
| Experimental Group | 72.18 | 78.22 |
| Control Group | 71.77 | 72.98 |

From the table and chart above, it can be seen that there is increasing mean of the experimental group. The increasing mean of the experimental group proves that the treatments by using pop songs are effective to teach simple past tense in speaking. In addition, to know whether the increasing score is significant or not, the researcher measures it by conducting t-test. As stated before, the research is conducted to find out the significant difference between the students who are taught simple past tense in speaking by using pop songs and the students who are taught without using pop songs. From the t-test result, it shows that t-value is 2.93, which is higher than t-table .01 which is 2.660. It means that the mean difference between the experimental and control groups after the treatments held, is significant. So, the alternative hypothesis is accepted. It is stated that there is significant difference in the score of simple past tense in speaking between students who learnt by using pop songs and those who did not.

**The Students' Responses**

This section focuses on the data gained from the questionnaire. The data are analyzed in percentage in order to know the students' responses toward pop songs from the first meeting until the last meeting. To prove all the effects of the application of pop songs, questionnaire is administered to experimental class. The students' eagerness in experimental class during all the sessions has indicated their good responses toward the effectiveness of pop songs. These responses are briefly shown in the table below. Option 1 to 4 shows category of students' responses that are indicated less to high appreciation.

**Table 4.3**
**The Result of Students' Responses**

| Question Number | Option 1 Σ | Option 1 % | Option 2 Σ | Option 2 % | Option 3 Σ | Option 3 % | Option 4 Σ | Option 4 % | Total Σ | Total % |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 0 | 0 | 0 | 19 | 61,29 | 12 | 38,71 | 31 | 100 |
| 2 | 2 | 6,45 | 8 | 25,81 | 18 | 58,06 | 3 | 9,68 | 31 | 100 |
| 3 | 0 | 0 | 2 | 6.45 | 13 | 41,93 | 16 | 51,61 | 31 | 100 |
| 4 | 0 | 0 | 1 | 3,23 | 6 | 19,35 | 24 | 77,42 | 31 | 100 |
| 5 | 0 | 0 | 3 | 9,68 | 6 | 19,35 | 22 | 70,97 | 31 | 100 |
| 6 | 0 | 0 | 2 | 6,45 | 14 | 45,16 | 15 | 48,39 | 31 | 100 |
| 7 | 0 | 0 | 1 | 3,23 | 13 | 41,93 | 17 | 54,84 | 31 | 100 |
| 8 | 0 | 0 | 0 | 0 | 11 | 35,48 | 20 | 64,52 | 31 | 100 |
| 9 | 0 | 0 | 1 | 3,23 | 13 | 41,93 | 17 | 54,84 | 31 | 100 |
| 10 | 0 | 0 | 1 | 3,23 | 12 | 38,71 | 18 | 58,06 | 31 | 100 |

Ten questions above are classified into three main questions categories. They are the students' mind about simple past tense (A), the students' interest towards pop songs (B), students' understanding in simple past tense by using pop songs (C).

**Table 4.4**
**The Result of Students' Responses Based on Categories**

| Categories | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | | 2 | | 3 | | 4 | |
| | $\Sigma$ | % | $\Sigma$ | % | $\Sigma$ | % | $\Sigma$ | % |
| A | 2 | 2 | 10 | 11 | 50 | 54 | 31 | 33 |
| B | 0 | 0 | 2 | 2 | 30 | 32 | 61 | 66 |
| C | 0 | 0 | 7 | 6 | 45 | 36 | 72 | 58 |

The chart below shows the students' mind about simple past tense. It consists the result of percentage of question number 1, 2, and 3.
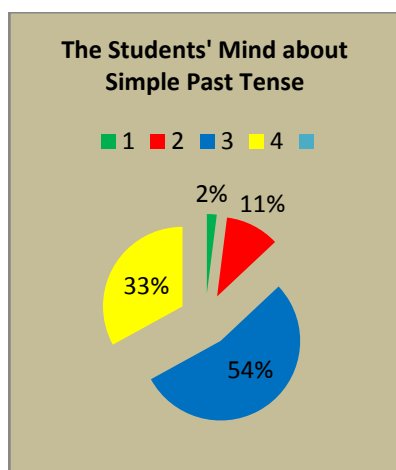


**Category A**

The chart above shows that 2 % of students' choices shows that one student does not know about simple past tense, 11% of students' choices shows that four students little bit know about simple past tense, 54% of students' choices shows that seventeen students know enough about simple past tense, and 33% of students' choices shows that eleven students know more about simple past tense very well.

Meanwhile, the chart below shows the comparison of the students' interest towards pop songs. It consists of the percentage result of question number 4, 7, and 8.
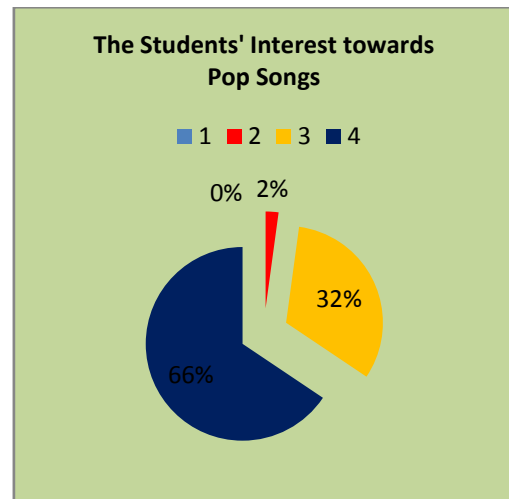


**Category B**

It can be read from the chart that 0% of students' choices shows that no one is not interested in pop songs, 2% of students' choices shows that one student is not interested in pop songs, 32% of students' choices shows that ten students are interested in pop songs, and 66% of students' choices shows that twenty students are very interested in pop songs.

In addition, the students' understanding in simple past tense by using pop songs is shown as the following chart.
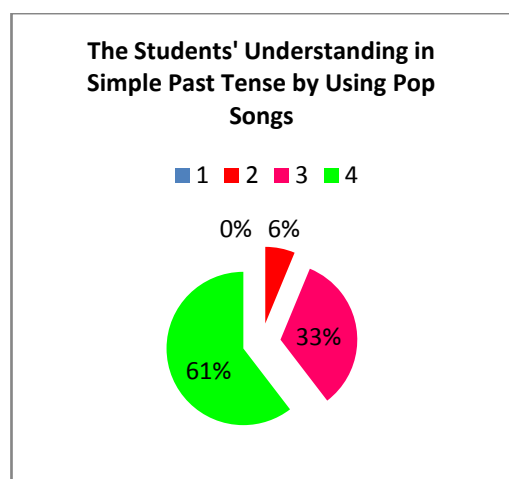


**Category C**

Based on the chart above, 0 % of the students' choices shows that no one do not

understand simple past tense by using pop songs, 6 % of the students' choices shows that two students have less understanding in simple past tense, 36 % of the students' choices shows that fifteen students understand enough in simple past tense, and 58% of the students' choices shows that twenty four students understand more in simple past tense by using pop songs very well.

Simply, based on the tables and charts above, most students respond that pop songs are effective media for learning simple past tense in speaking. They were interested, motivated, helped to learn simple past tense in speaking by using pop songs.

## Discussion

This section aims to analyze the finding based on theories related to the research. The analysis is underlined on the research questions: the score of the students who are taught by using pop songs is higher than those who are not as well as the percentage of pop songs contribution in teaching simple past tense in speaking. Moreover, the discussion is elaborated as follows.

The posttest result shows that there are differences in the mean values of the experimental and control groups in which the experimental group's mean is higher than the control group's mean.

Furthermore, from the t-test result, it can be found that t-value is 2.93 which is higher than t-table .01 that is 2.660. The result of the t-test indicates that there is significant difference in simple past tense understanding in speaking between the experimental and control groups. It shows that pop song is effective to teach simple past tense in speaking. By doing so, the advantages of pop song as Saricoban and Metin (2000:02) stated is proven. It is familiar to the students. The teacher can meet challenges of the students needs in the classroom since song is highly memorable and motivating. Moreover, the statement of Philips in Fagerland (2006 :44) ) is also proven. She stated that music and rhythm make it much easier to imitate and remember language than words which are just spoken. In line with Philips, Fagerland (2006 :44) said that when the lyrics were modified slightly spoken to the students with equal emotion, the students also improved in their use of the structure.

Furthermore, the research result also shows that alternative hypothesis is accepted. Meanwhile, null hypothesis is rejected.

Based on the theory, the researcher asked the students to conduct the monologue in past form and to answer the question which given. In the pretest, the most students still felt difficult in using simple past tense in speaking, especially in performing monologue. First, the students gave the wrong answer, but then they corrected it without hesitation (Valette, 1977 : 139).

While the treatments, the researcher were playing pop songs and providing lyrics in form of slideshows before they were asked to perform the monologue. The monologue is about past event. It can be anything that happened in the past. In the treatments, the researcher used different pop songs. There were two pop songs which used in the treatments. The first song is "I Remember" by Mocca. The last song is "Because You Loved Me" by Celline Dion. At that time, the students seemed interested in the songs. They enjoyed the songs very much, even they wanted to listen to the music again and again.

In the postest, mostly the students in experimental group seemed relaxed in doing the test. They enjoyed the activity. By doing so, they could perform the monologues and answer the question by using correct structure, although there are some students who still felt hesitate in performing them. It means that they began understanding about simple past tense by using pop songs. On the other hand, the control group still found difficulty to perform monologues and answered the question by using correct structure. They were confused in performing them. It means that they had not understood about simple past tense.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

This research is aimed to find out the improvement of the eleven graders' speaking ability in performing monologue using simple past tense by using pop song . To find out it, the researcher uses t-test. After conducting t-test, it can be known that t-value is 2.93 and t-table .01 is 2.660. T-value is higher than the critical value. From the result, it shows that alternative

hypothesis at p ≥ .01 is accepted. Meanwhile, it rejects null hypothesis. It means that there is significant difference in students' understanding in simple past tense between the experimental and control groups. The research result above proves that pop songs are effective to teach simple past tense in speaking.

In addition, the result of questionnaire showed that most of the students' responses were in the level of advance (option 4). The students' responses toward the use of pop songs to teach simple past tense in speaking were interested, motivated, and helpful. It means that the students like the use of pop songs in learning simple past tense in speaking. By doing so, it proves that pop songs are effective media for teaching and learning simple past tense in speaking.

**Suggestion**

Based on the previous explanation, the researcher believes that pop songs are effective to teach simple past tense in speaking to the eleventh graders. Thus, in this section, the researcher wants to give some suggestions which are divided into two parts, as follow:
- The Teacher

It is suggested for English teachers who teach eleventh graders to use an effective media like pop songs to teach simple past tense. However, in line with the use of pop songs, the teachers should pay attention to the criterion of the songs that are suitable for the students. They relate to lyrics, themes, and also grammatical structures. Besides, the teachers also should pay attention to technique in presenting the songs. The teachers should play the songs twice or three times in order to make the students easy to get the points.
- The Other Researchers

It is suggested for the other researchers to develop the effectiveness of pop songs to teach simple past tense in speaking. It is also recommended for them to conduct deeper researches which are related to pop song but applied it in other language skills or components in order to reach the best outcomes in learning English.

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