

**THE EFFECT OF USING SONG LYRICS ON STUDENTS' ENGLISH PHRASAL
VERBS MASTERY**

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Abstract: *The objective of this study is to get the empirical data about the effect of using song lyrics on students' English phrasal verbs mastery one ten graders of SMK Perpajakan Riau especially in X Banking class. The method used in this thesis was a quantitative method using pre-experimental design. This study used all of the tenth-grade students of SMK Perpajakan Riau. The sampling technique used in this study was simple random sampling. The sample of this study was X Banking A of class consist of 32 students. In collecting data, the writer conducted a post-test about the phrasal verb using song lyrics test. The test consisted of 20 multiple choices and 10 matching words. In this research, there were six meetings for treatments including a pre-test and a post-test that used the song lyrics as the main subject for learning phrasal verbs in the class. It was found that mean scores of the pre-test and the post-test were 40.6931 and 82.4175 consecutively. The difference of the mean score between the pre-test and the post-test was 41.72. The gap of the mean score showed a significant effect of students' phrasal verb mastery test.*

Keywords: *Effect, Song lyrics, English Phrasal Verbs*

PENGARUH PENGGUNAAN LIRIK LAGU PADA PENGUASAAN FRASA KATA KERJA BAHASA INGGRIS SISWA

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Abstrak: Tujuan dari penelitian ini adalah untuk mendapatkan data empiris tentang pengaruh penggunaan lirik lagu pada penguasaan frasa kata kerja bahasa Inggris siswa di kelas sepuluh SMK Perpajakan Riau khususnya di kelas X Perbankan. Metode yang digunakan dalam tesis ini adalah metode kuantitatif desain pra-eksperimental. Penelitian ini menggunakan semua siswa kelas X SMK Perpajakan Riau. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah simple random sampling. Sampel penelitian ini adalah kelas X Banking A yang terdiri dari 32 siswa. Dalam mengumpulkan data, penulis melakukan post-test tentang kata kerja frasa yang menggunakan tes lirik lagu yang terdiri dari 20 pilihan ganda dan 10 pencocokan kata. Dalam penelitian ini, ada enam pertemuan termasuk pre-test dan post-test yang menggunakan lirik lagu sebagai subjek utama untuk belajar frasa kata kerja di kelas. Nilai rata-rata pre-test adalah 40,6931 dan post-test adalah 82,4175. Perbedaan skor rata-rata antara pre-test dan post-test adalah 41,72. Kesenjangan skor rata-rata menunjukkan efek tes penguasaan kata kerja phrasalsiswa.

Kata kunci: *Effect, Song lyrics, English Phrasal Verbs*

INTRODUCTION

English is the most commonly used foreign language among people in this world to communicate. To make a good communication, students have to understand the language. Then, in order to understand a language, students have to be skilled in vocabulary. If the students have lack of vocabulary, they can not express their ideas and opinions. In other words, vocabulary is one important element to understand English.

There are some common techniques that students can do to enrich vocabulary, such as memorizing, repeating, using and recalling the words frequently in daily life. As stated by Janne (2007) "Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.". Therefore, to deliver about what to say in English, students have to know a lot of vocabulary in written or spoken language.

Based on the problem above, the researcher assumed that students at SMK Perpajakan Riau were still hard to understand and learn vocabulary especially in phrasal verbs. Based on what a researcher has observed in that school, there were some factors that researcher found regarding the problem. They had less motivation; the student's environment did not support to learn. From the observation, it was found that the students were actually highly motivated, but, both variation in teaching methods and materials were not supporting their learning motivation. Therefore, to make students motivated and enjoy to study phrasal verbs, it is good for the teachers to use the varieties strategies in teaching and learning. One of strategies that can be used is using media to support the teaching-learning process. One of the media is *English song lyrics*.

Toward students' difficulties in phrasal verb, song lyrics can help enrich their English phrasal verbs. According Purcel (1992) "Often as students learn song, there will be number of vocabulary" (p. 195-196). Then with song lyrics, it is expected to help students interested, confident, motivated and easy to follow an activity of English classroom with fun and meaningful way and also easy in memorizing, repeating, using and recalling the word with comfort and interested in learning language of phrasal verbs.

Therefore, based on description above, the researcher formulated the topic in her thesis with the title: "The Effect of Using Song Lyrics on Students' English Phrasal Verb Mastery".

METHODOLOGY

The Research Design

This research was conducted at SMK Perpajakan Riau (Vocational School) at the tenth grade located on Jl. Purnama No. 5 Tanah Merah, Siak Hulu. The research was carried out in one month begun in August 2019 by making it into six meetings including the arrangement of pre-test and post-test.

According to Sugiyono (2017), there are some kinds of experimental designs, such as pre-experimental true-experimental, factorial experimental and quasi experimental. In this research the researcher will use pre-experimental design. Arikunto (2006) states that population is all subjects of a research. The population of this research was all of the tenth

grade students of SMK Perpajakan Riau. They consist of five classes; Banking 1, Accountant 2, Office Administration 1, Management Logistic 2, and Computer Engineering and Networking 1. After choosing the population, the writer decided the sample of the research. Gay (1987) states if the population is more than 100, the sample should be 10-15% of the population. The sample of this research was X Banking A of class consisting of 35 students, but some were absent at the time of data collection. Then the researcher only used 32 students as sample in this research.

Data Collection Technique

In this study the writer used the form of test related to phrasal verbs. The test was given to measure the students' competency or students' learning achievement. The form of test as the instruments was to get the data issuing multiple choices and matching word tests.

In addition, the data was taken from the result of pre-test and post-test. The data had to be valid and reliable in order to obtain the data related to the learning topic. The pre-test was conducted before the treatment. The purpose was to know how the students' achievement in phrasal verb before the treatments carried out. Meanwhile the post-test was conducted after the treatments were conducted. The purpose was to know the students' achievement in phrasal verb after the treatments were carried out.

The data used in this research was the data of the students' phrasal verb mastery that could be seen from their scores on the tests. Then research used objective test and matching words as an instrument. The subjects required to choose the correct answer of the provided questions. In the objective test there were twenty items of multiple choices. Then, in the matching words consist ten items of words based on the text that students were currently studying. Thus, there were 30 (thirty) items in the test. The duration time to do the test was 45 minutes.

Data Analysis Technique

In this research, the data was calculated by using statistical method. This method was used to find the difference on the students' phrasal verb learnt before and after teaching by using Song Lyrics. It could be found from the comparison of students' scores in pre-test and the post-test. It was analyzed by checking and counting the students' answer using Microsoft Excel 2010 and SPSS 23.0.

To interpret the level of students' phrasal verbs mastery, the researcher used the score classification as follow:

Table 1. Classification of Students' Score

Interval	Categories
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21 – 40	Poor
0 - 20	Very Poor

(Hughes, 1993)

RESEARCH FINDINGS

1. The Presentation of TryOut

Before the pre-test was given to the students at class X Banking A, a try out was carried out at class X Accountant at the same school. It was aimed to measure the validity and reliability of the test. The tryout consisted 30 (thirty) items of phrasal verbs. Based on the calculation, it was found that there were five items that should be changed or revised. The result showed that the mean score was 13.43, the standard deviation was 3.29, and the reliability of the test was 0,29.

2. The Presentation of Post-test

As stated previously, before using Song Lyrics in the learning process, the researcher conducted a pre-test before Song Lyrics was applied. The test consisted of 30 items of phrasal verbs. The test was a multiple choice and matching words type. After collecting the data and computing the students' score, the result of pre-test showed that students' phrasal verbs mastery was still low. The result can be seen from following table as following.

Table 2. Descriptive Statistic of Pre-test

	N	Mean	Median	Mode	Std. deviation
Pretest	32	40.6031	39.9600	39.96	8.56890
Valid N (leastwise)	32				

Based on the table 4.1, the mean score of 32 students is 40.6031. According to the table criteria students' score, the mean is at poor qualifications. Meanwhile, the median score is 39.96 and the most frequent score is 39.96 as the mode. Furthermore, the score that students got in the pre-test can be seen in table 3.

Table 3. The Student's Scores in Pre-test

No	Range Score	Frequency	Percentage	Category	Mean Score
1	81-100	0	0%	Excellent	40.6031
2	61-80	0	0%	Good	
3	41-60	13	40.62%	Mediocre	
4	21-40	19	59.37%	Poor	
5	0-20	0	0%	Very Poor	
Total		32	100%		

The table 3 showed that there were no students who achieved good and excellent. While, there were 13 students (40.62%) who achieved mediocre level, and 19 students (59.37%) who achieved poor level. Thus, the mean score of the pre-test is 40.6031.

After analyzing the students' score in general of the pre-test, the researcher analyzed the mean score of each aspect of phrasal verbs score of phrasal verbs questions in pre-test can be shown in the following table:

Table 4. The Students' Mean Score of Each Aspect of Phrasal Verbs test in Pre-test.

No	Aspects of Phrasal Verbs	Mean Score
1	Transitive	33.92
2	Intransitive	45.08
3	Separable	44.14
4	Inseparable	40.23
Average Total Score		40.60

Table 4 shows that the lowest score of the five aspects of vocabulary mastery in the pre-test is transitive with 33.92 as mean score and the highest one is intransitive with 44.14 as main score.

3. The Presentation of Post-test

After all stages through four meetings in treatment, the post- test was conducted in order to know students' phrasal verbs mastery after being taught by applying SongLyrics. Finally, the data was computed and the result was found. The details could be seen in following table.

Table 5. Descriptive Statistic of Post-test

	N	Mean	Median	Mode	Std. deviation
Posttest	32	82.4175	84.9150	79.92	12.19860
Valid N (leastwise)	32				

Based on the table 5, the mean score of post-test is 82.4175. According to the table criteria students' score, the mean was at excellent qualification. Meanwhile, the median score was 84.9150 and the most frequent score is 79.92 as the mode. Furthermore, the score that students got in the post-test could be seen in table 4.5.

Table 6. The Students' Scores in Post-Test

No	Range Score	Frequency	Percentage	Category	Mean Score
1	81-100	18	56.25%	Excellent	82.4175
2	61-80	11	34.37%	Good	
3	41-60	3	9.37%	Mediocre	
4	21-40	0	0%	Poor	
5	0-20	0	0%	Very Poor	
Total		32	100%		

The table of 6 shows that there were 3 students (9.37%) who achieved

mediocre level, 11 students (34.37%) who achieved good level and 18 students (56.25%) who achieved excellent level. There were no students who achieved poor and very poor level in the post-test with percentage 0%. Besides that, the mean score of the post test is 82.4175.

After analyzing the students score in post-test, the researcher analyzed the mean score of post-test for five aspects of Phrasal Verb test. The students' phrasal verbs mean score in each aspect of vocabulary test in post-test can be seen in the following table:

Table 7. The students' Mean Score of Each Aspect of Phrasal Verbs in the Post-test

No	Aspect of Vocabulary	Mean Score
1	Transitive	81.69
2	Intransitive	77.67
3	Separable	83.98
4	Inseparable	85.93
Average Total Score		82.41

Based on table 4 and 7, it was found that there were differences between students' score in pre-test and post-test. The mean score in pre-test was 40.6031, while in post-test become 82.4175 with 18 students in "Excellent" level. The researcher found that the mean score in post-test (after treatment given) was higher than pre-test.

4. The Presentation of Normality Test

After presenting the pre-test and post test result, the normality of the data is analyzed. Normality test is used to determine if the data of the students' score on phrasal verb test in the pre-test and post-test was well-modeled by normal distribution. If the sample data was normal, then the sampling distribution was also normal.

Table 8. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	8.54285013
	Absolute	.108
Most Extreme Differences	Positive	.108
	Negative	-.070
Kolmogorov-Smirnov Z		.613
Asymp. Sig. (2-tailed)		.846

a. Test distribution is Normal.

b. Calculated from data.

Table 8 shows that the value of Asymp. Sig. (2-tailed) is 0.846. the result showed that Asymp. Sig. (2-tailed) is higher than 0.05 (the value of α). It means that the distribution is normal.

5. The Presentation of Linearity

After presenting the normality of both pre-test and post-test, linearity of the data was analyzed. Linearity is the property of relationship or function that assesses whether one independent variable explain the dependent variable. In this research, univariate analysis of variance was used to test the data of variable. The result can be seen in the following table:

Table 9. The Result of Analysis of Variance of Both the Pre-test and the Post-test

			Sum of Squares	df	Mean Square	F	Sig.
posttest* pretest		(Combined)	2140.897	10	214.090	1.819	.119
	Between	Linearity	28.009	1	28.009	.238	.631
	Groups	Deviation from Linearity	2112.888	9	234.765	1.994	.093
		Within Groups	2472.085	21	117.718		
		Total	4612.982	31			

Table 9 shows that the value sig. of deviation from linearity is 0.093. It means that the value is higher than 0.005. Based on the criteria, if the value sig was > 0.05 , then

there was linearity between dependent variable and independent variable in this research.

Hypothesis Testing

In performing pre-experimental research, hypothesis was required to see whether or not there was a significant difference after the activities was completely performed. The mean score of pre-test (O1) achieved by the first year students was 40.6031. Besides that the main score of the post-test (O2) was 82.4175.

Table 10. Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	82.4175	32	12.19860	2.15643
	pretest	40.6931	32	8.56890	1.51478

Based on the table 10, the mean score of pre-test was 40.6931 and the post-test was 82.4175. The difference of the mean score between pre-test and post-test is 41.72. The gap of mean score showed an effect of students' phrasal verb mastery test. Standard deviation is a values spread in the sample while standard error mean is an estimate of standard deviation, derived from a particular sample used to compute to estimate. The spread of values in the sample of standard deviation of pre-test was 8.56890 while standard error of mean was 1.51478 and then standard deviation of post-test was 12.19860 and standard error of mean of post-test was 2.15643.

Table 11. Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest - pretest	41.724 38	14.35067	2.53686	36.55041	46.89834	16.447	31	.000

Based on the table above, the results showed that t-test was 16.447, meanwhile t-table from 32 students was 2.045. The comparison between t-test and t-table was 16.447 > 2.045. It means that t-test was higher than t-table. So that, the alternative hypothesis of this research was accepted and null hypothesis was rejected. It can be concluded that there was significant effect of using English Song Lyrics to enrich the Phrasal Verbs of the first year students of SMK Perpajakan Riau.

Discussion

This research was done in six meetings; one meeting for pre-test, four meetings for treatment and one meeting for post-test. Before the pre-test, treatment, and the post-test was given, the try out was conducted to the students which aimed to measure validity and

reliability of the test. The result of try out showed that there five items from 30 items of phrasal verbs test should be changed or revised. There were three items rejected because the index of difficulty level value under 0.70 which were in "difficult" classification, and two items above 0.70 which were in "easy" classification. Furthermore, the mean score of the try out was 13,43, the standard deviation was 3.29. The mean score and standard deviation of the test were needed to calculate the reliability of the test. The reliability of the test was 0,28 that categorized in sufficient.

After the try out was done, the researcher conducted the pre-test. The result of pre-test showed that the students' phrasal verb mastery was still low. It can be seen from the mean score of pre-test 40.6031 that in „poor“ qualification. Moreover, based on the data analyzed, the high score of the students' test was „mediocre“ (with 13 students) and the lowest score was in „poor“ level (with 19 students). Besides that, the highest aspect of the students' phrasal verbs master was „Transitive phrasal verbs“ and the lowest one was „Inseparable phrasal verbs“.

The next step was treatment. In this treatment, the researcher gave a list of phrasal verbs, analyzed all the phrasal verbs, and reviews all the phrasal verbs and tried to memorize all the phrasal verbs that was thought. After the students understood about the list of phrasal verbs, then the researcher started to give the students song lyrics based on the material that they have studied.

In the last meeting, the post-test was given to check whether students' achievement in learning phrasal verb through song lyrics increased or not. The result showed that the mean score of post-test is 82.41 that in „Excellent“ qualification. Furthermore, the highest score of the students' test was in „Excellent“ level with 18 students, and the lowest score was in „Mediocre“ level with 3 students. Besides that, the lowest score of those four aspects in post-test result was „intransitive phrasal verbs“. It happened because they got confused about the meaning of particular aspect and did not understand well how to classify the intransitive phrasal verbs. On the other hand, the highest score was „inseparable phrasal verbs“ because the students were familiar with the phrasal verbs that already mentioned in the song lyrics before.

Based on the description of data above, it can be seen that the mean score of post-test was higher than pre-test ($82.4175 > 40.6031$). The result also showed that t-test was higher than t-table ($16.447 > 2.045$). After analyzing the t-test and the t-table, the result showed that the alternative hypothesis of this research is accepted and null hypothesis is rejected. In other words it could be said that song lyrics is effective in mastering phrasal verbs. It was proven that the result of post-test was better than the result of pre-test and that indicated the improvement of student's English phrasal verbs.

CONCLUSIONS

Conclusions

In teaching and learning phrasal verb subject it is important to select the good technique to enhance the students' skill. According the data, using song lyrics to enrich students' English phrasal verb is effective and it was proved on the first grade of SMK Perpajakan Riau. Based on statistic calculation at the Chapter IV, it shows that the mean score of pre-test is 40.6031. After conducting song lyrics technique and analyzing the result of post-test, the mean score became 82.4175. It means that the mean score of post-test was higher than the mean score of pre-test.

The result also shows that the value of the t-test 16.447 was higher than t-table 2.045. It means that the Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. It may be interfered from the findings that song lyrics technique is effective to enrich students' English phrasal verb mastery.

The experiment was an effort to find out the significant effect in teaching phrasal verbs to the first year students of the vocational senior high school by using song lyrics technique. Teaching phrasal verbs through song lyrics is a good and effective for first year students of SMK Perpajakan Riau 2018/2019.

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