CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method of the research in details. It covers research questions, research design, variables, research hypothesis, population and sample, data collection and instrument, research procedures, data analysis, and clarification of terms.

3.1 Research Questions

The questions of the research are stated as follows:

1. Does teaching English grammar through English Language songs give significant effect on English grammar accuracy of Senior High School students?
2. What are the students' responses to the use of songs in teaching English grammar?

3.2 Research Design

The method employed in this study was quantitative method. It is because this study wants to seek the improvement of students' grammar accuracy after learning

grammar through songs as the expected result by conducting fixed procedures. It is relevant with the statement of Arikunto (2010) that the quantitative research has clear procedures and expected result. Thus, the quantitative method is appropriate to be used in this research.

The experimental research was applied in this study. Sukmadinata (2005) suggests that the experimental research directly tests the affect of one variable to another variable. This study was trying to find out whether the use of songs as the independent variable gives effect to the improvement of students' grammar accuracy as dependent variable. The type of experimental research type in this research was quasi-experimental research. The quasi-experimental research was chosen as the demand of the true experimental, controlling the whole variables involved and forming a new group from fully randomized sample, was hard to fulfill.

In experimental design, two groups are chosen to be tested namely experimental group and control group (Coolidge, 2000). In this study, two classes were chosen to be divided into two groups, control group and experimental group. The experimental group was the class that received the grammar teaching through songs while the control group was the class that received the grammar teaching through conventional teaching.

The pre-test and post-test were employed in this study. The pre-test was employed to assure that the initial ability of the students of both classes were

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equivalent while the post-test was used to find out whether the use of songs in teaching grammar gives significant effect to students grammar accuracy or not. The following formula was employed to describe the process of the research:

	Pre-test	Treatment	Post-test
Group A	O	—— X ——	O
Group B	O	——————	O
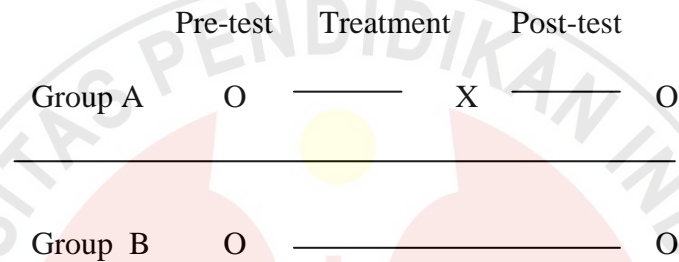
(Creswell, 2010:242)

3.3 Variables

Two variables were classified in this research; independent variable and dependent variable. The independent variable can be stated as manipulated variable to see whether it affects the dependent variable while the dependent variable itself can be seen as the test to measure the participants (Coolidge, 2000). The independent variable of this research is the use of songs in teaching grammar. The dependent variable is the students' grammar accuracy score.

3.4 Research Hypothesis

In this study, the hypothesis are stated as follows,

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Ho: The use of songs in teaching grammar does not give significant improvement than the use of conventional teaching to students' grammar accuracy.

H_1 : The use of songs in teaching grammar gives significant higher improvement than the use of conventional teaching to students' grammar accuracy.

Thus, when the research showed significant improvement, the null hypothesis will be then rejected.

3.5 Population and Sample

Population can be defined as "a set (or collection) of all elements possessing one or more attributes of interest" (Encyclopedia of Educational Evaluation in Arikunto, 2010:173). The population of this research was second grade students of a public school in Padalarang. The second grade students were chosen as conditional sentence and phrasal verb are usually taught in second grade in this school. Moreover, The senior high school students were chosen as they fulfilled the criteria as older learners. An older learner was relevant for the sample. As Saville-Teoike (2006:84) says, "Greater analytical ability might also be advantage for older learners, at least in short run, since they are able to understand and apply explicit grammatical rules".

Sample, according to Sukmadinata (2005), sample can be stated as a small group that we investigate and take the result. This research took XI IPS 1 and XI IPS 3 as the sample. XI IPS 1 was labeled as experimental group while XI IPS 3 was labeled as control group.

3.6 Data Collection

3.6.1 Research Instrument

There were some instruments employed to gain the data in this research. In details, the instruments of this research are teaching material, pre-test, post-test, and questionnaire. They are going to be explained in the next paragraphs.

3.6.1.1 Teaching Materials

Teaching material of this research were textbooks and songs. There were two textbooks used as teaching material in this research, *Super Intensif IPA BY Ganesha Operation;* and *Exercises in verb patterns by Agus Hundari.*

The materials given in this research were Conditional Sentence and Phrasal Verb.

Conditional Sentence

There are three forms of Conditional Sentence given,

1. Future Real Condition

    Future real condition is a conditional sentence to convey that something is probable to happen in the future if the condition is accomplished.

    Pattern:

    if + subject + simple present + future tense

    example:

    If Bertha Comes, I will give her the message.

2. Present-Unreal Condition

    The present-unreal condition is a conditional sentence that says improbable condition as the sentence is contrary to the fact.

    Pattern:

    If + subject + simple past….. + subject + would + verb 1

    Example:

    If I were rich, I would give my money to the poor.

    (the real meaning is "I am not rich and it's impossible for me to give my money to the poor).

3. Past-Unreal Condition

    The third type of conditional sentence describes an event that contrary to the past. Thus, this type is also called impossible condition.

    Pattern:

If + subject + past perfect … + subject + would/could/might + have + past participle

Example:

If I had known her number, I would have called her.

(the real mening is "I didn't have her telephone number and I never called her)

(Ganesha Operation, 2008)

Phrasal Verb

Phrasal verb is a combination of adverbial particles or preposition and create a new meaning (Hudari, 1982). The form of adverbial particles and preposition are similar, they only differ in function (Hudari, 1982). According to Hudari (1982), adverbial particle modifies verbs while preposition governs noun or pronoun follows it.

There are three types of phrasal verb introduced in this research,

1. Separated Phrasal Verb

    Separated phrasal verb is a phrasal verb that consists of a verb and an adverbial verb. Thus, when the object is a pronoun or a relatively short noun, the adverbial verb follows it.

    e.g. Turn off (He turns the TV off)

2. Non-separated Phrasal Verb

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Non-separated phrasal verb consists of a verb and a preposition. The verb and the preposition cannot be separated by the object. The preposition always precedes the object.

e.g. Look for (I am looking for a book)

3. Three words phrasal verbs

Three words phrasal verb consists of a verb and two adverbial verbs/prepositions. This type of phrasal verb cannot be separated by the object.

e.g. Stick up for (She sticks up for her believe)

Furthermore, the teaching materials given were the songs. The songs chosen were the songs that fulfill three condition; no harsh word, contain grammar needed, and clearly spelled. The songs used were *If by Bread, If I Fell by the Beatles,* and *If I were a Boy by Beyonce*. The complete lyric of the songs can be seen on the lesson plan in Appendix 1.

3.6.1.2 Pre-Test and Post-Test

Pre-test was conducted to find out the initial ability of the students. It enabled this research to conduct the first step in a research, fixing two groups that have similar initial ability in understanding conditional sentence and phrasal verb to be the

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experimental group and the control group. In this research, fifteen questions in multiple choices form had been given as the pre-test instrument.

Post-test was administered to find out the improvement of students' grammar accuracy after receiving the treatment. Thus, the study could find out the improvements of students' grammar accuracy of both classes. Furthermore, the result of the post-test of both classes could be compared to answer the question whether or not the use of songs could improve students' grammar accuracy. The questions of pre-test and post-test can be seen in the Appendix 2. The indicators of the items can be seen in the table below.

Table 3.1

Indicators of Items in the Pre-Test and Post-Test

No.	Aspect	Indicators	Number of Items	
			Pre-test	Post-test
1.	Grammar	Understanding the pattern of conditional sentence	1, 2, 3, 5, 7, 8	1, 2, 3, 5, 7, 8
2.	Grammar	Choosing the type of conditional sentence to use in a condition	1, 2, 3, 5, 7, 8	1, 2, 3, 5, 7, 8
3.	Grammar	Understanding the meaning conveyed by a sentence using	6, 9	6, 9

		conditional sentence		
4.	Grammar	Arranging a conditional sentence based on the situation given	4, 10	4, 10
5.	Grammar	Understanding the rule in placing a pronoun in a phrasal verb	2	2
6.	Grammar	Understanding the rule in placing long noun phrase in a phrasal verb	1	1
7.	Grammar	Choosing a correct phrasal verb to use in a sentence	3	3
8.	Grammar	Understanding the difference between separated and non-separated phrasal verb	4	4
9.	Grammar	Understanding the placing of a pronoun in three words phrasal verb	5	5

3.6.1.3 Questionnaire

Questionnaire is one of the techniques in collecting data indirectly (Sukmadinata, 2005). This research administered the questionnaire to find out students' responses to the use of songs in teaching grammar. The questions of questionnaire cover four aspects of students' responses to the use of songs in learning

grammar; students' technique in learning grammar, students' perspective on grammar and songs, students' perspective on the use of songs in learning grammar, and students' perspective on the effectiveness of the use of songs in learning grammar. The questionnaire employed six closed-questions. A closed-question was chosen in order to lead the students to answer the required answer. Furthermore, closed-question was employed to avoid the students of confusedness in answering the questionnaire. The questions of the questionnaire can be seen in Appendix 2, while the indicators of students' responses to the use of songs in improving student's grammar accuracy are presented in following table.

Table 3.2

Indicators of Students' Responses toward the Use of Songs in Learning Grammar

No.	Indicators	Number of Items
1.	Students perspective on song and grammar	1, 2, 3
2.	Students' technique in learning grammar	4
3.	Students' perspective on the use of songs in learning grammar	5
4.	Students' perspective on the effectiveness of the use of songs in learning grammar	6

3.7 Procedures of the Research

There were six procedures in conducting this research. The procedures consist of preparing the instrument, administering try out test, conducting pre-test, giving treatments, conducting post-test and distributing questionnaire. The procedures are explained as follows;

3.7.1 Preparing the Instrument

Preparing the instrument was the first procedure conducted in this research. In this procedure, the instruments of the research were prepared. The instruments prepared were teaching material (including lesson plan), pre-test questions, post-test questions, and questionnaire.

3.7.2 Try-out Test

The try out test was administered to examine the feasibility of the instrument before it was carried out for the pre-test and the post-test. There were four points to reveal in the try out test namely difficulty index, validity, reliability, and discrimination power.

Fifteen questions were distributed to thirty students of second grade students of a public school in Padalarang in June 21st 2012. The students were selected randomly from different classes of the equal grade.

3.7.3 Pre-Test

The purpose of conducting pre-test was to measure students' prior ability on conditional sentence and phrasal verb before receiving the test. Thus, the initial ability of the students is revealed.

The pre-test was conducted at July 18 2012. This test was distributed to two classes of second grade of public senior high school in Padalarang. The test was given to thirty students of each class. The students were asked to answer fifteen questions that were similar to the try out test.

3.7.4 Treatment

The fourth procedure of this research was the treatment. The treatment used songs as the media in teaching grammar. The use of songs as a media in teaching grammar was only conducted in the experimental group. However, the control group also got treatment with non-song treatments to learn the same material.

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The treatment was conducted in four meetings. The duration of each meeting was ninety minutes. Two materials were given in the four meeting. The topic of the first and second meeting was conditional sentence while the topic of the third and fourth meeting was phrasal verb. The detail of the activities of the experiment can be seen on the lesson plan in Appendix 1. The indicators of lesson plans of experimental group can be seen in following table;

Table 3.3

Indicators of Lesson Plans of Experimental Group

Materials	Meeting	Indicators	Songs
Conditional Sentence (Narrative Text)	1	Identifying the patterns of conditional sentences. Understanding the use of conditional sentence in a situation.	If by Bread
	2	Understanding the message of a text in if conditional form.	If I fell by the Beatles
Phrasal Verb (Functional Text)	3	Identifying phrasal verb in imperative sentence.	If I were a boy by Beyonce
	4	Understanding the use of phrasal verb in imperative sentences.	If I were a boy by Beyonce

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3.7.5 Post-Test

The post-test was conducted in both experimental group and control group. The purpose of this test was to find out students' improvement after receiving grammar teaching. Thus, the result can be analyzed whether or not the use of songs gave significant effect in improving students' grammar accuracy.

The test was conducted on August 08 2012. The post-test given contained fifteen multiple choices questions. The form and the indicators of the questions were similar to the pre-test questions.

3.7.6 Questionnaire distribution

The questionnaire was given to the experimental group to discover students' responses to the use of songs in learning grammar. The questionnaire was distributed on August 08 2012. In total, six questions were given in the questionnaire distributed. The following table shows the schedule of the research.

Table 3.4

Schedule of the Research

No.	Control Group		No.	Experimental Group	
	Date	**Material**		**Date**	**Material**
1.	18-07-12	Pre-test	1.	18-07-12	Pre-test
2.	25-07-12	Conditional Sentence (Listening: Narrative) Song: If by Bread	2.	25-07-12	Conditional Sentence (Listening: Narrative)

3.	28-07-12	Conditional Sentence (Reading: Narrative) Song: If I Fell by The Beatles	3.	27-07-12	Conditional Sentence (Reading: Narrative)
4.	01-08-12	Phrasal Verb (Reading: Functional Text Warning) Song: If I Were A Boy by Beyonce	4.	01-08-12	Phrasal Verb (Reading: Functional Text Warning)
5.	04-08-12	Phrasal Verb (Writing: Functional Text Warning) Song: If by Bread	5.	03-08-12	Phrasal Verb (Writing: Functional Text Warning)
6.	08-08-12	Post-test	6.	08-08-12	Post-test Distributing questionnaire

3.8 Procedures of Data Analysis

3.8.1 Scoring System

There are two kinds of scoring system, scoring system with punishment (denda) and scoring system without punishment (tanpa denda) (Arikunto, 2007). The scoring system of this research is non-punishment one.

The formula is as follow:

$$S = R$$

3.8.2 Test Instrument Analysis

To test the feasibility of the instrument in this research, there were four analyses to administer. They are validity analysis, difficulty analysis, discrimination index, and reliability analysis.

3.8.2.1 Validity Analysis

The validity test is a test that measures what it purpose to measure (Encyclopedia of Educational Evaluation in Arikunto, 2007). The Pearson Product-Moment Correlation Coefficient was used as the formula to measure the validity of the instrument of this research. This formula is the most common type of correlation to measure relationship between two continuous variables (Coolidge, 2000). The formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Note:

r_{xy} : coefficient correlation between X and Y

X : item which its validity is assessed

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Y   : total score gained by the sample

According to Arikunto (2007), the accepted criteria are the criteria whose score above

0.20. The criteria of validity test can be seen in following table,

Table 3.5

Classification of Test Item Validity

Raw Score	Interpretation
1,00	Perfect
0,80-0,99	Very high
0,60-0,79	High
0,40-0,59	Moderate
0,20-0,39	Low
0,00-0,19	Very low

(Arikunto, 2007:75)

3.8.2.2 Difficulty Analysis

To measure the degree of difficulty, difficulty index analysis was administered. The range of difficulty index is $0,00 - 1,00$. The formula to calculate the difficulty index is as follows:

$$P = \frac{\sum X}{SmN}$$

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Note :

P   : index of difficulty

$\sum X$: sum of students that answer the item correctly

Sm   : maximum score

N   : the number of students that taking the test

The interpretation of difficulty index can be seen in following table,

Table 3.6

Interpretation on difficulty index

Difficulty Index	Interpretation
0.00 – 0.3	Difficult
0.31 – 0.70	Moderate
0.71 – 1.00	Easy

(Arikunto, 2007:210)

3.8.2.3 Discrimination Index

The research administered discrimination index analysis to examine the ability

of the item in discriminating the high achiever students and low achiever students.

The range of discrimination index is -1,00 to +1,00. The formula of discrimination index is as follow:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Dengan,

D : Discrimination Index

B_A : Sum of right answer of upper group

$\bar{B}_B$: Sum of right answer of lower group

J_A : Number of students in upper group

J_B : Number of students of lower group

The following table shows the criteria of discrimination index,

Table 3.7

Criteria of Discrimination Index

Discrimination Index	Interpretation
negative	removed
0 - 0.20	poor
0.20 - 0.40	satisfactory
0.40 - 0.70	good
0.70 - 1	excellent

(Arikunto, 2007: 218)

3.8.2.4 Reliability Analysis

Reliability is related to the level of stability or consistency of the result of measurement (Sukmadinata, 2005). Thus, to assure that the instrument was reliable to be applied in the pre-test and post-test, reliability analysis was conducted.

The formula used to calculate the reliability in this test was Spearman-Brown formula. The Spearman-Brown formula was chosen as the instrument was in multiple choices form. The formula of Spearman-Brown is as follow,

$$r_{11} = \frac{2\, r_{\frac{1}{2}\frac{1}{2}}}{(1 + r_{\frac{1}{2}\frac{1}{2}})}$$

r_{11} $\quad$ = reliability

$r_{\frac{1}{2}\frac{1}{2}}$ $\quad$ = correlation between scores in each group of the item

<div align="right">(Arikunto, 2007: 93)</div>

The significance of the reliability test can be found out by comparing the value of r obtained with the value of r table. The reliability test is significant if the value of r obtained > r table at p=0.05.

To interpret the reliability measurement, the following range of interpretation can be used.

Table 3.8

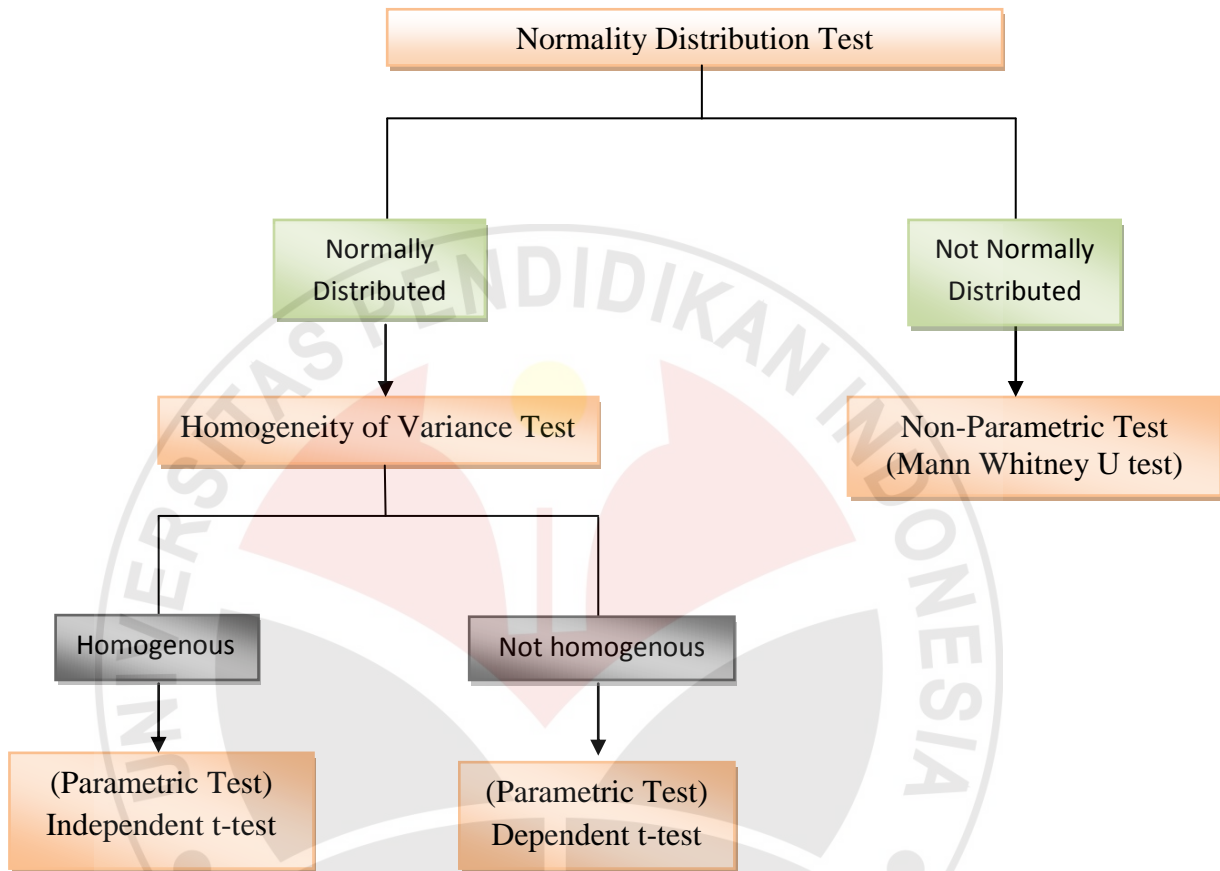**Interpretation of Reliability Measurement**

Reliability Score	Interpretation
$r_{11} \leq 0{,}20$	Very low
$0{,}20 \leq r_{11} < 0{,}40$	Low
$0{,}40 \leq r_{11} < 0{,}70$	Moderate
$0{,}70 \leq r_{11} < 0{,}90$	High
$0{,}90 \leq r_{11} \leq 1{,}00$	Very high

(Arikunto, 2007: 75)

3.8.3 Pre-Test and Post-Test Data Analysis

Before the data of the Pre-test and the Post-test were analyzed, the descriptive statistic analysis was conducted. The descriptive statistic analysis captures general information of the data such as mean and variance. SPSS 17.0 for windows was employed to compute the analysis.

The following processes to analyzing the data of pre-test and post-test are drawn in following diagram,

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                    ┌─────────────────────────────┐
                    │  Normality Distribution Test │
                    └─────────────────────────────┘
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| Normally Distributed | Not Normally Distributed |

| Homogeneity of Variance Test | Non-Parametric Test (Mann Whitney U test) |

| Homogenous | Not homogenous |

| (Parametric Test) Independent t-test | (Parametric Test) Dependent t-test |

The pre-test was hold after the analysis of the instrument showed the result of feasibility. The pre-test was conducted in both control group and experimental group. As the first step in analyzing the pre-test data, the normality distribution test was conducted. When the data analyzed is normally distributed, the homogeneity of variance test is employed. From the homogeneity test, the variance of both groups can be seen, whether they are homogenous or not. When the result is homogenous, the independent t-test is employed. When the data is not homogenous, the dependent t-test is conducted.

When the pre-test data is not normally distributed, to find out the initial ability of the control group and the experimental group, a non-parametric test is conducted. When the result of Mann-Whitney U test shows the ability of both groups is equal, the raw score of the post-test can be analyzed. However, when the Mann-Whitney U test of the pre-test data shows the ability of the students is not equal, the post-test score must be converted into the normalized gain before it is analyzed.

The measurement of the normality of distribution test, the non-parametric test, the homogeneity test, the independent t-test, the dependent t-test, and the effect size test were administered by employing SPSS 17.0 for windows.

3.8.3.1 Normality of Distribution test

The normality of distribution test was held to assure that the value of population was normally distributed. The calculation of the normality of distribution test employed Shapiro-Wilk formula.

The hypothesis of the formula is as follows,

H_0 : the data is normally distributed

H_1 : the data is not normally distributed

The calculation of normality distribution test employed SPSS 17.0 for windows.

3.8.3.2 Homogeneity of Variance test

To check the homogeneity of two classes, the homogeneity of variance test was hold. The homogeneity of variance test was hold after calculating the variance of each class. The formula of homogeneity of variance is as follow,

$$F = \frac{s^2 b}{s^2 k}$$

$s^2 b$ = higher variance

$s^2 k$ = lower variance

To see the value of F in the table of degree of freedom the following formula was employed $\boxed{Df = n-1}$

The interpretation of homogeneity test can be seen by these guidelines,

$F < F_{table}$ = the sample is homogenous

$F > F_{table}$ = the sample is not homogenous

To calculate the data by using SPSS 17.0, the homogeneity test can employ Levene test. The hypothesis is as follows,

$H_0 : \sigma^2{}_t = \sigma^2{}_c$

(*variance of eksperiment class = variance of control class*)

$H_1 : \sigma^2{}_t \neq \sigma^2{}_c$

(*variance of eksperiment class is not equal with control class*)

3.8.3.3 The Independent T-Test

Before conducting the independent t-test, there are some assumptions that have to be considered. According to Coolidge (2000), there are three assumptions to fulfill to use independent t-test appropriately. The assumptions are as follows:

1. Independent groups

   It means that the participants of each group must be different

2. Normality of Dependent variable

   It means that the value of population normally distributed.

3. Homogeneity of Variance

   It means that the variance of the two groups must be homogenous.

Therefore, the normality of distribution test and homogeneity of variance test should be administered before administering independent t-test as the analysis of pre-test output and/or post-test output.

The independent t-test is usually employed to discover causative relationship between independent variable and dependent variable (Coolidge, 2000).

The formula for independent t-test

$$t_{obt} = \frac{M1 - M2}{S_{M1-M2}}$$

(Kranzler & Moursund: 1999)

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Note:

M1   : mean of group 1

M2   : mean of group 2

S   : variance

The hypothesis index is interpreted by comparing the result with the degree of significance at level 0,05. If the result > table at level 0,05, the null hypothesis is rejected (Coolidge, 2000).

3.8.3.4 The Dependent T-Test

According to Coolidge (2000:156), "dependent t-test is used to analyze the difference between two groups' means in experimental design where the participants in both groups are related to each other in some way." Thus, by using this t-test, the output of pre-test and post-test of the control group and the experimental group can be compared. Furthermore, from the calculation, the difference between the control group and the experimental group can be found. When the result of calculation shows a significant difference, the null hypothesis will be rejected.

The formula of dependent t-test

$$t_{obt} = \frac{M_D}{\sqrt{\dfrac{n \sum D^2 - (\sum D)^2}{n(n-1)}}}$$

Note   :

$\sum D$: the sum of post-test score – pre-test score

M_D : the mean difference

n   : the number of pairs scores

After the calculation done, the t_{obt} must be compare with t critical. As it is dependent test, the degree of freedom must be found before comparing to the table.

$$Df \quad : n - 1$$

If the t_{obt} is greater than t critical the null hypothesis will be rejected and conclude that the result is significant in the chosen level of α (0,05).

3.8.3.4 The Calculation of Effect Size

"Effect size refers to the effect of the influence of independent variable upon the dependent variable" (Coolidge, 2000:151). Therefore, the effect size test should be conducted after calculating dependent t-test to discover how strong the independent variable influences dependent variable. Thus, we can concluded whether the experiment worked well or not. Formula of effect size,

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

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The following table presents the value of the effect size.

3.9

Value of Effect Size

Effect size	r value
Small	0.100
Medium	0.243
Large	0.371

(Coolidge, 2000:151)

3.8.3.5 Mann-Whitney U Test

Mann-Whitney U test is used to compare the ability of the students of both groups when the data is not normally distributed. The hypothesis of the test is as follow,

$H_0 : \mu_1 = \mu_2$

$H_0 : \mu_1 \neq \mu_2$

Thus, it can be decided whether the score of the pre-test can be directly analyzed or it has to be converted first into normalized gain (NG). According to Hake (in Meltzer, 2002), the NG formula is as follow,

$$NG = \frac{post\ test\ score - pre\ test\ score}{maximum\ score - pre\ test\ score}$$

The criteria of Normalized Gain can be seen in following table,

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Tabel 3.10

N-Gain Criteria

N-Gain	Criteria
$NG > 0,70$	High
$0,30 < NG \leq 0,70$	Moderate
$NG \leq 0,30$	Low

3.8.4 The Data Analysis of Questionnaire

The questionnaire was given in closed-ended form. Therefore, the interpretation can be seen from the frequency of students' answer. The formula in calculating students' answers in questionnaire is as follows.

$$P = \frac{F \; x \; 100\%}{N}$$

Note :

P : percentage

F : frequency

N : Response

100% : constant

The interpretation of the percentage can be seen in following table,

Table 3.11

Percentage Interpretation

Percentage	Interpretation
0%	None
1% - 25%	Small number of
26% - 49 %	Nearly half of
50%	Half of
51% - 75%	More than half of
76% - 99%	Almost all of
100%	All of

(Ningrat in Sari, 2012)

3.9 Clarification of Terms

a. Effectiveness in this research refers to better improvement of students' English grammar accuracy through the use of English language songs.

b. "Grammar is the rules that say how words are combined, arranged and changed to show different meaning" (Swan, 1996: xxiii).

c. Grammar Accuracy in this research is defined as the accuracy in combining, arranging, and changing the words in order to convey different meaning.

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d. Older learner in this study refers to young adults. According to Brown (2001), young adult is equal to high school-aged students, which the range is about twelve to eighteen years old.

e. Senior High School in this research refers to secondary education that is equal to grade ten to twelve.

f. A song is group of words that go with a short piece of music (Cambridge Learners' Dictionary, 2004). Songs in this research are selected English language songs that contain structures needed and well-structured lyric that are appropriate to use as a teaching material to teach English grammar.

g. Students' responses in this research cover the level of students' satisfaction to learning result and the level of students' enjoyment during learning activity.

h. Teaching refers to giving lessons in a particular subject at a school, university, etc (Cambridge Learners' Dictionary, 2004).

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