

# USING ‘BECAUSE YOU LOVED ME’ SONG TO TEACH PAST SIMPLE IN EFL CLASSROOMS

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## Abstrak

Studi ini ditujukan untuk mencari tahu keefektifan lagu bahasa Inggris berjudul ‘Because You Loved Me’ untuk mengajarkan past simple. Past simple sendiri merupakan salah satu jenis tense yang penting tetapi sering menjadi masalah bagi para pembelajar. Penelitian ini menggunakan model quasi-eksperimen pretest-post-test. Populasi dari riset ini adalah lima kelas dari siswa kelas satu SMA. Karena tingginya jumlah populasi, studi ini hanya menggunakan dua kelas sebagai sampel – satu kelas sebagai kelompok eksperimen dan satu kelas lainnya sebagai kelompok kontrol. Penelitian ini dilaksanakan melalui empat tahapan, yaitu pre-test, penerapan perlakuan, post-test dan analisis data. Hasil studi menunjukkan bahwa lagu ‘Because You Loved Me’ efektif untuk mengajarkan past simple. Nilai dari t-tes lebih tinggi dari pada nilai t-tabel. Hasil dari t-tes adalah 1,91 dan nilai t-tabel adalah 1,67. Secara keseluruhan, lagu berjudul ‘Because You Loved Me’ efektif untuk mengajarkan past simple dan penggunaan lagu di kelas EFL juga memungkinkan terjadinya proses pembelajaran yang nyaman dan menarik.

Kata Kunci: *past simple; lagu bahasa Inggris; kelas EFL; penelitian eksperimen*

## Abstract

*This study was aimed at investigating the effectiveness of an English song entitled ‘Because You Loved Me’ to teach past simple. Past simple itself is one of the necessary yet problematic tenses for learners. The research employed was*

*quasi-experimental pretest-post-test design was employed in this research. The population of this study was five classes of the first grade students of senior high school. Due to the high number of the population, this research only used two classes as the sampling - one class as the experimental group and the other one as the control group. This research was carried out through four stages namely pretest, treatment implementation, post-test and data analysis. The result of the data analysis showed that 'Because You Loved Me' song is effective for teaching past simple. The value of t-test was higher than the t-table. The result of t-test formula was 1.91, and the t-table was 1.67. Overall, English song entitled 'Because You Loved Me' is effective to teach past simple and using songs in EFL classrooms may also provide comfortable and interesting teaching and learning process.*

*Keywords: past simple; English song; EFL classrooms; experimental study*

### ملخص البحث

يهدف هذا البحث إلى تحديد فعالية الأغاني الإنجليزية بالعنوان "Because You Loved Me" لتعليم الزمان الماضي. الزمان الماضي هو الفعل الماضي، وهو من الأفعال المهمة ولكنه في كثير من الأحيان يمثل مشكلة للمتعلمين. استخدم هذا البحث شبه-تجريبية الاختبار قبل والبعد. لسبب كثرة عدد مجتمع هذا البحث هو خمسة فصول من طلاب الصف الأول من المدرسة الثانوية. وبسبب كثرة عدد هذا المجتمع، تطبق الباحثة في هذا البحث فصلين؛ الفصل التجريبي والفصل المراقبي. تم إجراء هذا البحث من خلال أربع مراحل، وهي الاختبار قبل، وتطبيق العلمية، والاختبار البعد وتحليل البيانات. ويظهر البحث أن أغنية "Because You Loved Me" فعالة لتعليم الزمان الماضي. وقيمة اختبار t أعلى من قيمة جدول t. نتيجة الاختبار t هي ١,٩١ وقيمة الجدول t هي ١,٦٧. بشكل عام، تعتبر الأغنية التي تحمل عنوان "Because You Loved Me" فعالة في تعليم أزمنة الماضية. استخدم الأغاني في فئة اللغة الإنجليزية كلغة أجنبية أيضاً عملية تعليمية مريحة ومثيرة للاهتمام.

الكلمة الرئيسية: الزمان الماضي، الأغاني الإنجليزية، الطبقة EFL، البحوث التجريبية

## A. Introduction

English which has become a common international language is very essential to be learnt. According to Reddy (2016), English plays an important role in our everyday life; there is Great utility of English in modern world (p.181). Comrie (2009) adds that beyond its uses as a first and second language in ordinary intercourse, English is the lingua franca of much scholarship, particularly of a scientific and technical nature. In addition, throughout the world are English-speaking universities in which instruction and textbooks use English as a principal medium (p. 60). In Indonesia, English is a compulsory subject for junior and senior high school students. English is also examined in national examination which is necessary for students' graduation. Even in kindergarten and elementary school, English is started to be taught as the local content. Overall, learning English is considered as a necessary matter.

In learning English, there are four skills which have to be well mastered, they are; speaking, listening, reading, and writing. Developing the four skills has to be supported with the mastery of language components; vocabulary, pronunciation and grammar. All of those elements are necessary especially grammar.

Grammar is commonly known as the rules of arranging words into sentences. English has its own grammar system. Grammar is considered as the description of ways in which words are combined into larger component named sentences (Harmer, 2002; Wang, 2010; Debata, 2013). Grammar knowledge is important for every language learner. Harmer (2002) says that if grammar rules are to carelessly violated, communication may suffer (p.10). Wang (2010) also states that grammar has always been playing a role in foreign language teaching and learning. In short, English grammar plays an essential role in communication as well as teaching and learning process.

One of parts in English grammar is tense. The grammar mastery especially tenses will definitely help students to comprehend the content of language. The students will face difficulties in mastering English if they do not have any sufficient notion about tenses. One of English tenses which is necessary yet problematic is past simple.

Past simple itself is normally used to express an activity started and ended in the past time. The most basic use of past tense is to describe one completed action in the past (Peterson, 1989; Azar, 1999; Pyle & Page, 2002; Bourke, 2003; Uchiyama, 2006). Peterson (1989, p. 64) adds that it is very easy to give an exact time for a punctual verb in the past tense. Common time markers are: yesterday and its combinations (yesterday morning, yesterday afternoon, yesterday evening); combinations with last (last night, last month, last year); combinations with ago (two days ago, two weeks ago, three years ago); and specific points in time with the preposition in, on and at (in 1978, on Monday, at 9:10).

Based on the researchers' experience, past simple is quite difficult to be mastered due to several reasons. First, some students are still confused about forms of past simple and past participle. Second, they are also confused about the functions of past simple. The similar argument is also stated by Rahman & Ali (2015, pp. 132-133). They point out that EFL learners sometimes make mistakes in the proper use of verb forms as they attempt to express the time of an event in the target language. They are also found to form expression in which time itself is confused.

In EFL context, every English teacher has responsibility to keep looking for effective ways to teach past simple so that the teaching and learning process will be more effective and more pleasant. One of many purposed ways is using media like songs. Most students enjoy listening songs. Songs play a significant role in motivating students to learn a language. In addition, songs often offer a new atmosphere in classroom activities.

According to Roslim (2011), using songs for teaching grammar in language classrooms is said to have many benefits (p. 118). Tsai & Lin (2001) add that like ice and fire, both grammar and songs are divergent in nature: One is full of regularities and even ice-cold boredom, while the other is full of fire-like emotions and inspirational melodies that enchant one. Nevertheless, the marrying of these two radically different elements into the family of language instruction has been proved successful. In addition, songs are precious media to teach four skills in English namely speaking, reading, listening and writing as well as the elements of English like vocabulary and grammar (Abidin, et.al, 2001; Neila, 2013). It can be concluded that English songs are very possible to be brought as a teaching medium in EFL classrooms. Overall, bringing songs into EFL classrooms is believed to be effective and interesting way of teaching.

Based on the aforementioned explanations, it can be concluded that past simple as a part of English tenses is essential yet problematic for learners. Then, the investigation of a certain song as recommended medium is still required. As stated by Tsai & Lin (2001) that despite widespread adoption in EFL classes, songs have rarely been used with specific reference to the acquisition of grammar. In short, an experimental study to find out the effectiveness of a certain song to teach past simple is needed. That is why the researchers chose 'Because You Love Me' sung by Celine Dion to be examined in this study.

To find out the effectiveness of the song, there were two groups employed in this study namely experimental and control group. According to Arikunto (2007, p. 207), there are two types of experimental research, True Experiment and Quasi Experiment. This study itself is quasi experiment which used "pretest - post-test control group design". The design of pretest - post-test control group is as follows:

$$E : 0_1 \times 0_2$$

$$P : 0_1 \quad 0_2$$

Where:

E = Experimental group

P = Control group

01= Pretest

02= Post-test

X= Treatment

Two classes – X-3 and X-4 class- of seventy-four students in the first grade of senior high school in Purwokerto were involved in this research. The X-3 class was the experimental group, and X-4 class was the control group. These two classes have fairly equal ability in English. This condition made them become the participants of this research. In short, the purposive sampling technique was used in this research.

There were also two kinds of test in this research: pretest and post-test. These tests were in the form of multiple choices consisted of past simple questions. Then, the data obtained was analyzed by using t-test. It was a technique used to compare the mean of two scores from two independent samples. According to Arikunto (2010, p. 354), the formula of t-test is as follow:

$$t = \frac{|Mx - My|}{\sqrt{\left\{ \frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2} \right\} \left\{ \frac{1}{Nx} + \frac{1}{Ny} \right\}}}$$

Where:

t = coefficient

Mx = mean of the experiment class

My = mean of the control class

$\Sigma X^2$  = deviation of each value of X2 and X1 of experiment class

- $\Sigma Y^2$  = deviation of each value of Y2 and Y1 of control class  
 $N_x$  = subjects of experiment class  
 $N_y$  = subjects of control class

Overall, past simple as one of substantial yet problematic tenses in English has to be taught effectively. One of proposed media is song which is still required to be examined using clear and trusted test like experimental study. By doing this study, the English song chosen can be examined clearly. This study might also be useful for every English teacher as a possible source of teaching medium.

## B. Finding

After the results of pretest and post-test of the two groups were obtained, all of the data were counted using t-test formula. After the t-test result known, it was consulted into t-table. The t-test result was 1.91, and the t-table at significance level 0.05 with d.f is 1.67. The t-test result was higher than the value on t-table. It means that English song is effective to teach past simple. The song has sufficient content about past simple especially verbal sentence, nominal sentence, and the forms of past participle of irregular verbs. Here is the complete calculation:

**Table 1. Complete Calculation**

Mean of the Experiment Class	$M_x = -4.86$
Mean of the Control Class	$M_y = 2.16$
Deviation of Each Value of X2 and X1 of Experiment Class	$\Sigma x^2 = 8734.32$
Deviation of Each Value of Y2 and Y1 of Control Class	$\Sigma y^2 = 9227.03$
Subjects of Experiment Class	$N_x = 37$
Subjects of Control Class	$N_y = 37$
$d.f = N_x + N_y - 2$ $= 37 + 37 - 2$ $= 72$	

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left\{ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}} \\
 &= \frac{-4.86 - 2.16}{\sqrt{\left\{ \frac{8724.32 + 9227.03}{37 + 37 - 2} \right\} \left\{ \frac{1}{37} + \frac{1}{37} \right\}}} \\
 &= \frac{+7.03}{\sqrt{\left\{ \frac{17951.35}{72} \right\} \left\{ \frac{2}{37} \right\}}} \\
 &= \frac{+7.03}{\sqrt{\{249.32\} \left\{ \frac{2}{37} \right\}}} \\
 &= \frac{+7.03}{\sqrt{\{249.32\} \{0.05\}}} \\
 &= \frac{+7.03}{3.67} \\
 &= 1.91
 \end{aligned}$$

### C. Discussion

Based on the aforementioned statistic result, it can be concluded that teaching past simple as a part of grammar can be well performed through something joyful like a song. The song utilized in this research helped the students to comprehend the concept of past simple. This result can be explained using the theories from previous studies. Tsai & Lin (2001) argue that the marrying of songs and grammar which are radically different elements into the family of language instruction has been proved successful. In addition, songs are precious media to teach four skills in English namely speaking, reading, listening and writing as well as the elements of English like vocabulary and grammar (Abidin, et.al, 2001; Neila, 2013).

'Because You Loved Me' song itself has some substantial elements of past simple. Here are the instances.

1. Verbal sentences (S + Past Participle)
  - a. You gave me wings and made me fly.
  - b. You stood by me.
  - c. I lost my faith, you gave it back to me.
2. Nominal Sentences (S + To Be + Comp)
  - a. You were my strength when I was weak.
  - b. You were my eyes.
3. Past Participle of Irregular Verbs  
Stood, made, brought, held, saw, gave, lost, had, etc.

Another interesting finding is the atmosphere which appeared in the classrooms. The students in control group looked bored due to the old-fashioned way of teaching past simple. Some of them said that the patterns were difficult to be memorized. Meanwhile, the students in experimental group looked happy and relaxed. This result might be in line with several theories about the power of songs in creating fun and enjoyable circumstances. According to Džanić & Pejić (2016), songs certainly belong to the group of fun activities which serve as useful tools for learning the language and which do not put pressure on students to immediately produce the language but to start doing it only when they are ready (p. 40). Saricoban & Metin (2001) also argue that songs entertain and relax the learners while they are learning or practicing a structure, they authenticity and context they make the grammar points more understandable and easy.

#### **D. Conclusion**

The result of this study showed that 'Because You Loved Me' song is effective for teaching past simple. The value of t-test (1.91) was higher than t-table (1.67). The song is effective especially for teaching verbal sentence, nominal sentence, and form of past participle. Besides working effectively to teach the concepts of past simple, the song has given pleasure and experience to the students. In short, a simple but useful media like song can be utilized to teach a prominent element of tenses like past simple.

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