Improving Simple Past Tense Mastery Used in Recount Text Through the Use of English Songs at the Eleventh Grade Students of SMA Negeri 2 Sigi

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Abstract

The objective of this research is to prove that the use of English songs can improve simple past tense mastery used in recount text. The researcher used quasi experimental research design. The population of this research is the eleventh grade students of SMA Negeri 2 Sigi, and the samples were the students of XI IPS 2 and XI IPS 4 with the total number of students is 53. The researcher applied purposive random sampling technique. The data were collected through the complement test that consisted of pre-test and post-test. The data were analyzed statistically in order to find out the significant difference of the students' achievement before and after treatments. The mean score of the pretest of experimental group is 33.78, while the control group is 32.04. The mean score of the posttest of experimental group 74.74, and the control group is 42.27. After analyzing the data t-counted (15.98) is greater than t-table (1.676) by applying 0.05 level of significance and 51 degree of freedom (df). Based on the result of research, it means that the hypothesis is accepted. In conclusion, using English songs can improve students' simple past tense mastery used in recount text of the eleventh grade at SMA Negeri 2 Sigi

Keywords: *Simple Past Tense, English Songs, Recount Text*

Introduction

Grammar is a Technique for connecting words, but we have talked little about meaning. Grammar gives language users control over their expression and communication in everyday situations. Grammar is concerned with the structure of sentences as well as smaller components like as clauses, phrases, and words. Furthermore, grammar has an impact on written communication. People cannot share their opinions with others if they cannot communicate with one another. Grammar is a comprehensive set of signs that a language uses to express its meaning or overall grammatical structure. In order to make the subject, especially grammar, fun, simple, and memorable for the students, the teacher should provide them with innovative ways. Grammar is crucial because it allows the speaker to organize thoughts and properly convey their message. The foundation of language learning is grammar.

Nowadays, grammar learning, especially simple past tense, can be taught through recount text. Recount text aims to tell readers about events that have occurred in the past. Because it happened in the past, the tense used is past tense. Telling about events in the past is not only found in recount text but also in songs. There are many songs that

contain simple past tense. English songs can be a medium for students to learn grammar, especially simple past tense. For this reason, researchers took songs as a medium to develop simple past tense mastery for students using recount text through the use of English songs.

Based on the 2013 curriculum, the objective of teaching recount text for students is the students are expected to be able to produce recount text by using the correct grammar, diction, punctuation, and spelling. The students are also expected to be able to develop and organize ideas so that they can produce a good text. The students could describe the generic structure and the purpose of recount text. Furthermore, in the English syllabus mentioned that recount text includes in basic competency 4.5.2, which is about arranging and making recount text.

Previous research that discussed the use of song as a media to improve students' simple past tense mastery was carried out by Sahiruddin (2021). The researcher concludes that the song method is effective in increasing students' understanding in mastering simple past tense. According to Richard Middelton, there are several benefits of using song method which is effectively in improving students' mastery of grammar (Simple Past Tense). In other words, the song method is effective in understanding and making students more active in the teaching and learning process.

The researcher has seen the difficulties faced by students when they started to write. First, the students were still confused about grammar especially simple past tense. They did not know how to arrange the sentences correctly, they were still confused in determining subject verb agreement and their knowledge of regular and irregular verbs was very lacking. English song was chosen as a media to improve students' mastery of simple past tense because of song, when compiling sentences students can understand the grammar easily especially simple past tense.

Method

The design of this study is quasi experimental research to find out the result of a certain technique. The researcher decided to choose quasi-experimental research because the number of population in the school was appropriate with the number of sample expected by researcher. Moreover, the researcher decided to choose quasi experimental design because the participants were organized well in the class. The researcher gave different treatment to both group, the first group was experimental group which used English song as media in learning and teaching process, while the second group was control group which used conventional method and did not use English song as a media.

In conducting research, the researcher needs population as the subject of the research. Cresswell (2008) stated, "Population is any group of individuals that have one or more characteristics in common are interested in the researcher." The population of this research was the eleventh grade students of SMA Negeri 2 Sigi. The number of population was 233 students from 8 groups. Furthermore, from 8 groups, the researcher took two groups as the sample. The first group was an experimental group (IPS 4) and the second group was control group (IPS 2). The researcher used cluster random sampling technique.

In collecting data, the researcher used a test as the instruments in this research, which was given twice. The first was pre-test that used to measure students' mastery in simple past tense before getting treatment. The second was post-test that used to measure the students' mastery after had the treatment. Experimental group and control

group got a pre-test for the first meeting and got a post-test for the last meeting. Group experimental received song as the treatment in their English class and control group received conventional method in their English class.

The researcher proceeds to calculated and analyzed the test results. The researcher then analyzed the students' scores in both the pre-test and post-test using statistical methods. To determine the scores of individual students, the researcher applied the formula suggest by Arikunto (2013), as follow

$$\Sigma = \frac{X}{N} \: X \: 100$$

Where:
Σ = Individual score
X = obtained score
N = Maximum Score 100 = Constant score

After the researcher got the standard score, the researcher calculated the average score using the formula proposed by Arikunto (2013):

$$M = \frac{\Sigma x}{N}$$

M = Mean score
Σx = Sum of the score
N = Number of students

Furthermore, researcher determine the average value of the experimental group and control group, researcher calculated the average deviation value using the formula written by Arikunto (2013):
The formula used for the experimental and control groups

$$\Sigma x2 = \Sigma y2 - \frac{(\Sigma Y)2}{N}$$

Where:
$\Sigma x2$ = Sum of square deviation of experimental group
$\Sigma y2$ = Sum of square deviation of control group
N = Number of students

After that, the researcher calculated all the data above, using the t-count formula proposed by Arikunto (2013):

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

Where:
t = Value of test
Mx = Mean score of experimental group
My = Mean score of control group

Nx = Number of students in experimental group
Ny = Number of students in control group

Results

In this study, data collection involved pre-test and post-test where students identified the simple past tense they have already learned. The researcher analyzed the collected data statistically. The pre-test occurred in January, 2024 followed by the post-test in February, 2024 administered to both the experimental and control groups. The primary goal of the pre- test was to evaluate the students' initial knowledge. Subsequent to the pretest and the intervention, a post- test was carried out on both groups to examine the effectiveness of the English songs method in improving students' grammar mastery especially simple past tense.

The Result of the Pre-Test

The primary objective of the pre- test was to evaluate student's simple past tense ability before implementing the English songs method for the experimental group and the conventional technique for the control group, a method commonly used in school.

Student's Score on Pre- test in experimental group

No	Initials	Student's scores	Obtained score	Max. score	Standard score
1	R	5	5	15	33
2	HFS	6	6	15	40
3	IR	6	6	15	40
4	MF	5	5	15	33
5	E	4	4	15	27
6	FSI	4	4	15	27
7	A	4	4	15	27
8	D	6	6	15	40
9	DA	5	5	15	33
10	EK	5	5	15	33
11	F	6	6	15	40
12	FS	5	5	15	33
13	FNA	5	5	15	33
14	H	6	6	15	40
15	IP	4	4	15	27
16	MI	5	5	15	33
17	N	4	4	15	27
18	R	5	5	15	33
19	R	4	4	15	27
20	RD	6	6	15	40
21	RI	6	6	15	40
22	RCR	5	5	15	33
23	SCL	3	3	15	20
24	V	7	7	15	47
25	VWA	5	5	15	33

26	RA	6	6	15	40
27	SL	5	5	15	33
				Total	**912**
				Mean	**33.78**

Based on the table above, the researcher conducted a pre- test for 26 students. As can be seen the highest score in the experimental group was 47, while the lowest score was 20. Students in the experimental group only achieved the highest score of 40 in the pre- test and there were no students passed the standard score (>70) because the students had difficulty in comprehend of simple past tense was low. The students struggled with determined verb 2 and to be (was/were) in simple past tense. The researcher calculated the average pre- test score using the formula by Arikunto (2013) as follows:

$$M = \frac{\sum x}{N}$$
$$M = \frac{912}{27}$$
$$M = 33.78$$

After calculating the data, it was determined that the average score of the pre-test in the experimental group was 33.78. This suggests that the pre- test scores in the experimental group remained relatively low. Additionally, the researcher examined the pre- test scores in the control group in the following table:

Student's Score on Pre- test in control group

No	Initials	Student's scores	Obtained score	Max. score	Standard score
1	MA	4	4	15	27
2	AN	4	4	15	27
3	MZ	3	3	15	20
4	MFD	5	5	15	33
5	MR	6	6	15	40
6	SR	4	4	15	27
7	Y	5	5	15	33
8	NN	6	6	15	40
9	MD	3	3	15	20
10	RNF	4	4	15	27
11	FA	6	6	15	40
12	AA	3	3	15	20
13	DF	6	6	15	40
14	HJ	5	5	15	33
15	NPR	4	4	15	27
16	I	5	5	15	33
17	RI	6	6	15	40
18	AS	6	6	15	40
19	F	5	5	15	33
20	RS	4	4	15	27

21	IA	6	6	15	40
22	AR	5	5	15	33
23	MA	6	6	15	40
24	NAP	3	3	15	20
25	AS	5	5	15	33
26	ASN	6	6	15	40
				Total	**813**
				Mean	**32.04**

The researcher administered a pre- test to 26 students in the control group. Upon reviewing the results of the control group pre- test, it was observed that the highest score was 40, and the lowest score was 20. Students in the control group only achieved the highest scores of 40 on the pretest due to difficulties in comprehend of simple past tense. The students struggled with determined verb 2 and to be (was/were) in simple past tense. After summing up the overall scores of the students, the researcher obtained an average score. The mean score of the control group is 32.04. The methods for obtaining the average score of students in the control group are as follows:

$$M = \frac{\sum x}{N}$$
$$M = \frac{813}{26}$$
$$M = 32.04$$

The Result of the Post-Test

After conducting the pre-test, the researcher conducted a posttest to measure the student's simple past tense ability after implementing the treatment. The post-test was administered to both the experimental and control groups on February 14, 2024. The post-test had the same format as the pre-test but with different words. The results of the post- test are presented as follows:

Student's Score on posttest in Experimental Group

No	Initials	Student's scores	Obtained score	Max. score	Standard score
1	R	10	10	15	67
2	HFS	11	11	15	73
3	IR	11	11	15	73
4	MF	11	11	15	73
5	E	10	10	15	67
6	FSI	11	11	15	73
7	A	10	10	15	67
8	D	13	13	15	87
9	DA	11	11	15	73
10	EK	12	12	15	80
11	F	11	11	15	73
12	FS	9	9	15	60
13	FNA	11	11	15	73
14	H	12	12	15	80
15	IP	12	12	15	80

16	MI	12	12	15	80
17	N	11	11	15	73
18	R	12	12	15	80
19	R	9	9	15	60
20	RD	12	12	15	80
21	RI	12	12	15	80
22	RCR	11	11	15	73
23	SCL	9	9	15	60
24	V	14	14	15	93
25	VWA	12	12	15	80
26	RA	12	12	15	80
27	SL	12	12	15	80
				Total	**2018**
				Mean	**74.74**

Based on the table 4.3, it is evident that the post- test results range from a minimum score of 60 to a maximum score of 93. This indicates that, subsequent to implementing the technique in the experimental group, the majority of students experienced an improvement in their scores. To determine the mean score of students in the post- test, the researcher utilized the same formula as previously mentioned, outlined as follows:

$$M = \frac{\sum x}{N}$$
$$M = \frac{2018}{27}$$
$$M = 74.74$$

The average score of the posttest in the experimental group showed an increase to 74.74, indicating improvement compared to the scores in the pre- test.

Student's score on posttest in Control Group

No	Initials	Student's scores	Obtained score	Max. score	Standard score
1	MA	6	6	15	40
2	AN	6	6	15	40
3	MZ	6	6	15	40
4	MFD	8	8	15	53
5	MR	7	7	15	47
6	SR	7	7	15	47
7	Y	5	5	15	33
8	NN	7	7	15	47
9	MD	5	5	15	33
10	RNF	5	5	15	33
11	FA	6	6	15	40
12	AA	5	5	15	33
13	DF	8	8	15	53
14	HJ	8	8	15	53

15	NPR	4	4	15	27
16	I	7	7	15	47
17	RI	6	6	15	40
18	AS	6	6	15	40
19	F	7	7	15	47
20	RS	8	8	15	53
21	IA	8	8	15	53
22	AR	5	5	15	33
23	MA	6	6	15	40
24	NAP	6	6	15	40
25	AS	7	7	15	47
26	ASN	6	6	15	40
				Total	**1099**
				Mean	**42.27**

Based on table, it can be observed that the control group's highest post- test score was 53, while the lowest score was 27. The researcher employed subsequent formula to calculate the mean score of the control group in the post- test.

$$Mx = \frac{\sum x}{N}$$
$$Mx = \frac{1099}{26}$$
$$Mx = 42.27$$

So, the mean score of control group was 42.27

Moreover, the average scores for the experimental and control groups were 74.74 and 42.27, respectively, compared to the pre-test mean scores of 33.78 and 32. This suggests that there was an increase in the mean score of the experimental group after the treatment.

Deviation Score

The researcher calculated the deviation and squared deviation of the student scores after calculating their achievement on the pre- test and post- test. The results are shown in the table below.

Deviation and Squared Deviation of Experimental Group

NO.	Initials	Scores		Deviation	Square Deviation
		Pretest	Posttest		
1	R	33	67	34	1156
2	HFS	40	73	33	1089
3	IR	40	73	33	1089
4	MF	33	73	40	1600
5	E	27	67	40	1600
6	FSI	27	73	46	2116
7	A	27	67	40	1600
8	D	40	87	47	2209
9	DA	33	73	40	1600
10	EK	33	80	47	2209
11	F	40	73	33	1089
12	FS	33	60	27	729

13	FNA	33	73	40	1600
14	H	40	80	40	1600
15	IP	27	80	53	2809
16	MI	33	80	47	2209
17	N	27	73	46	2116
18	R	33	80	47	2209
19	R	27	60	33	1089
20	RD	40	80	40	1600
21	RI	40	80	40	1600
22	RCR	33	73	40	1600
23	SCL	20	60	40	1600
24	V	47	93	46	2116
25	VWA	33	80	47	2209
26	RA	40	80	40	1600
27	SL	33	80	47	2209
			Total	**1106**	**46252**
			Mean	**41**	**1713**

After calculating the data, it was discovered that the experimental group's sum of deviation score was 1106, and the experimental group's sum of squared deviation score was 46252. Furthermore, the researcher calculated the results of deviation scores of the control group, which can be seen in the table below.

Deviation and Squared Deviation of Control Group

| NO. | Initials | Scores | | Deviation | Square Deviation |
		Pretest	Posttest		
1	MA	27	40	13	169
2	AN	27	40	13	169
3	MZ	20	40	20	400
4	MFD	33	53	20	400
5	MR	40	47	7	49
6	SR	27	47	20	400
7	Y	33	33	0	0
8	NN	40	47	7	49
9	MD	20	33	13	169
10	RNF	26	33	6	36
11	FA	40	40	0	0
12	AA	20	33	13	169
13	DF	40	53	13	169
14	HJ	33	53	20	400
15	NPR	27	27	0	0
16	I	33	47	14	196
17	RI	40	40	0	0
18	AS	40	40	0	0
19	F	33	47	14	196
20	RS	27	53	26	676

21	IA	40	53	13	169
22	AR	33	33	0	0
23	MA	40	40	0	0
24	NAP	20	40	20	400
25	AS	33	47	14	196
26	ASN	40	40	0	0
		Total	**266**	**4412**	
		Mean	**10**	**170**	

Based on the calculation above, the group's sum deviation score was 266, and the sum squared deviation score was 4412. After calculating all of the scores, the researcher calculated the mean deviation using Arikunto's formula (2013).

Experimental Group

$Mx = \frac{mx}{N}$

$Mx = \frac{1106}{27}$

$Mx = 40.96$

Control Group

$My = \frac{\sum y}{N}$

$My = \frac{266}{26}$

$My = 10.23$

After determining the mean deviation for both groups, it was that the experimental group had a mean deviation of 40.96, while the control group had a mean deviation of 10.23. Subsequently, the researcher proceeded to calculate the variance of the scores using the Arikunto formula (2013).

a. Experimental Group:

$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$

$\sum x^2 = 46252 - \frac{(1106)^2}{27}$

$\sum x^2 = 46252 - \frac{1223236}{27}$

$\sum x^2 = 46252 - 45305.03$

$\sum x^2 = 946.97$

b. Control Group

$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$

$\sum y^2 = 4412 - \frac{(266)^2}{26}$

$\sum y^2 = 4412 - \frac{70756}{26}$

$\sum y^2 = 4412 - 2721.385$

$\sum y^2 = 1690.615$

The result of the variance of the experimental group was 946.97, and the variance of the control group was 1690.615.

Furthermore, using Arikunto (2013) formula, the researcher calculated the t-counted or significant difference between the mean score of the post-test of both groups.

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

$$t = \frac{40.96 - 10.23}{\sqrt{\left(\frac{946.97 + 1690.615}{27 + 26 - 2}\right)\left(\frac{1}{27} + \frac{1}{26}\right)}}$$

$$t = \frac{30.73}{\sqrt{\left(\frac{2637.59}{51}\right)\left(\frac{1}{27} + \frac{1}{26}\right)}}$$

$$t = \frac{30.37}{\sqrt{(51.72)(\frac{53}{702})}}$$

$$t = \frac{30.37}{\sqrt{(51.72)(0.07)}}$$

$$t = \frac{30.37}{\sqrt{3,62}}$$

$$t = \frac{30.37}{1.90}$$

$$t = 15.98$$

Based on the calculation, it was obtained that t-counted value of the research was 15.98

Discussion

The objective of this research is to find out whether or not the use of English songs can develop the grammar mastery especially simple past tense of the eleventh grade students at SMA Negeri 2 Sigi. The researcher limited her scope of research on verb agreement, regular and irregular verbs. In this research, the researcher used experimental design by using pretest and posttest. The tests were administered twice to the experimental group and control group. The test was in the form of complement test. The students need to fill in missing tests by choosing several of the available options.

To measure the students' prior ability in simple past tense, the researcher conducted a pretest to both of experimental group and control group. The test was contained 15 number complement tests. The researcher asked the students to choose the most appropriate answer from 4 choices based on the recount text that provided by the researcher. Both of experimental and control group, none of the students passed the test. The mean score of pretest of the experimental group is 33.78 and the mean score of pretest of control group is 32.04. The researcher found that both groups had similar ability in simple past tense, because there was no students who passed the passing grade (>70). The problem was regular and irregular verbs. The students' knowledge in knowing the past form of verbs from basic verbs was still lacking.

Based on the problem in pretest, the researcher conducted the treatment to experimental group by using English song a media. The treatment was six meetings. The researcher taught about simple past tense in the teaching learning process. Started from first until sixth meeting the researcher asked the students to listen to the song and observe the song lyric and fill in the gaps in the text using past tense verbs. In implementing English song as a media in teaching simple past tense, the researcher focused on the subject verb agreement, regular and irregular verbs.

It can be stated that the findings of this study aligned with the findings of previous study as conducted by Yeni et al (2021) which examined the effectiveness of songs towards students' mastery on simple past tense. The findings revealed a significant difference in students' mastery on simple past tense using song versus traditional technique (conventional). A similar study conducted by Ramadhanti & Haryudin (2021). The research revealed that the implementation of teaching grammar especially simple past tense through songs has been implemented successful. It means that by implementing teaching simple past tense through songs makes the ability of students to understand the material is good enough. The research conducted by Sahiruddin (2021) which investigated that the pop songs can improve students understanding on simple past tense. The study revealed that the pop song was effective in improving students' understanding in mastering simple past tense.

The result of posttest showed that the experimental group had an

improvement. In the posttest, there were no students who did not get improvement. The students' mean score increased from 33.78 into 74.74. Furthermore, the number successful students of the control group students also got an increase but it was not too significance. The students' mean score changed from 32.04 into 42.27. The result of test proved that the students' simple past tense mastery improved after the treatment by using English songs.

From the data above, it showed that the simple past tense mastery of students in experimental group which taught by using English songs got higher achievement that the control group which taught by using conventional technique as the teacher in the school. In other words, English song is effective in improving students' simple past tense mastery.

Conclusion

The use of English songs can improve students' mastery of simple past tense at the eleventh grade students of SMA Negeri 2 Sigi. It can be seen in the result of data analysis in the previous chapter where the (Ho) is rejected and the (H1) is accepted. This conclusion is supported by the results of the pre- test and post-test data analysis, where in the test value amounted to 15.98, surpassing the t- table value of 1.676. Hence, the t-test exceeded the critical t-table value, providing empirical evidence for the efficacy of English song in improving student's simple past tense.

Suggestion

Based on the results of the data analysis, discussions, and conclusions above, the researcher would like to give some suggestions which will be hopefully beneficial for students, English teachers/lecturers, and future researchers: 1) For the students, the researcher hopes this research can be benefit for the students who love listening to English songs yet still confuse about simple past tense pattern which is learnt in the classroom. In the other hand, songs can be used for students who get difficult and bored in learning grammar. 2) For the teachers, teachers have important role in leading language learning process become more joyful and interesting. One of many ways is by using song. Song is not only effective and interesting to improve students' understanding in listening skill and vocabulary and pronunciation mastery but also it can be useful to increase students' mastery in grammar learning especially simple past tense. 3) For future researchers, the researcher believed that this study is still incomplete and imperfect, the researcher suggest that future researcher about the influence of using songs in simple past tense teaching may add in conducting this research to senior high school. Moreover, the future researcher needs to conduct the research directly in the classroom and observe the process and outcome of this way in order to get better result or information needed.

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