

THE EFFECTIVENESS OF ENGLISH SONG LYRICS IN TEACHING READING

(A study on the eleventh grade students of Madrasah Aliyah Putra Al-Islahuddiny Kediri)

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Abstract: *This research is focused In learning Language of English for eleventh grade students of Madrasah Aliyah Putra Al-Islahuddiny Kediri. This research deeply concerned with the use of English song lyrics in teaching reading. In collecting the data, the researcher used reading test. From the test, the researcher got 3 learners can be classified very good, 19 learners have good classification, 41 learners have sufficient classification, 4 learners are bad. Based on score test collected, there was indication that achievement in learning Reading Comprehension with English song lyrics, the eleventh grade students of Madrasah Aliyah Putra Al-Islahuddiny Kediri can indicate very great details for the result of the test taken by the learners. Therefore, it can be seen that the use of English song lyrics in learning Reading Comprehension can influence the teacher's success in increasing his learners' learning achievement.*

Keywords: *Effectiveness, English Songs Lyrics and Reading Comprehension*

INTRODUCTION

Reading is very important as the student of English department, because there are many advantages from study reading. By reading, students will be able to increase their knowledge. If students read every English they will have a lot of knowledge and information+. In this modern digital era, students are demanded to facilitate the development of their knowledge in any sectors in order to be able to adapt for any complicated problems related to the progress of any digital development.

In Indonesia as developing country puts the education aspect as essential and dominant points. In line with the development of education aspect, the ministry of Education and Culture also tried hard to improve students skills by having in – service training for the teachers to facilitate teachers to use a lot of methods, approaches, strategies and technics for their teaching activity. Especially for English teachers, the ministry train them to be good at using digital media in their teaching activities. One of technics that might be applied in teaching English is using English song lyrics especially in teaching reading.

To get a good achievement for English reading skill, students need to enjoy the learning atmosphere. In this case students are demanded to have a hobby in reading and practice to read happily. That is why the teachers' help is absolutely needed to develop students achievement.

Based on the reasons above, the writer intends to hold a research to know “whether the English song lyrics effective or not in teaching reading for the eleventh grade students of Madrasah Aliyah Putra Al-Islahuddiny Kediri in academic year 2023/2024.”

Since this writings is focused on the eleventh grade students of Madrasah Aliyah Putra Al-Islahuddiny Kediri, the writer limits his research just teaching reading comprehension using English Song Lyrics. The problem limitation should be stated here to avoid misunderstanding regarding this scientific writings.



DISCUSSION

B.1 The Nature of Teaching Reading

There are four skills in English which should be mastered, they are: reading, speaking, listening and writing and it cannot be denied that reading is one of the most important. According to Harmer in *The Practice of English Language Testing* (1985:153) "Reading is an exercise dominated by the eyes and the brain". Specifically, Nunan (1989:17) in his book also said that "Reading is a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences)".

Based on explanation above, the writer concludes that reading is a process to grasp the message or information from a well-structured symbols. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader.

B.2 Reading Comprehension

According to Singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

In comprehending a topic, the readers interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful techniques that will help the reader become a better reader.

1. Skimming

Skimming is a technique used to look for the "gist" of what the author is saying without a lot of detail (Kustaryo, 1988:5). This reading technique is used if one wants to get a general impression of a book, essay, article and determine whether or not to read it more carefully. Moreover, Yorkey (134) defines that there are two purposes of skimming: to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material. Azies & Alwasilah (1996:114) said "Aktifitas skimming melibatkan proses membaca, sekalipun dengan kecepatan melebihi kecepatan membaca pada umumnya".

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

2. Scanning

Scanning is quickly reading to find the specific information Brown (2001:308) stated that, scanning is quickly searching for some particular piece or pieces of information in a text.

By scanning, a reader mean glancing rapidly through a text either a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose", Nuttall in Kahayanto (2005:11). When

scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or a specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she needs, also, he or she should have the strong belief where he or she will find such information needed from the text.

B.3 Schema Theory Background and Knowledge in Reading

Schema Theory is the source of some questions like: How do readers construct meaning? How do they decide what to hold on to, and having made that decision, how do they infer a writer's message? The reader brings information, knowledge, emotion, experience, and culture – that is, schemata (plural) – to the printed word, Brown (2001: 299).

Beside that, this idea also support by Clarke and Silberstein in Brown (2001) capture the definition of schema theory as follows:

“Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories.....Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world”.

There are two categories of schemata, as follows:

1. *Content Schemata* include what we know about people, the world, culture, and the universe
2. *Formal Schemata* consist of our knowledge about discourse structure.

In line with the explanation above, the writer conclude that the use of pre-questioning is to build readers' content schemata which are related to the background of knowledge.

B.4 Cognitive Factors in Reading

According to Harris and Sipay (1980:251) there are several cognitive factors in reading such as perception, attention, memory, and cognitive style.

B.4.1 Perception

Perception starts with the stimulation of sense organs such as the eyes and ears, but it is far more than simple sensing. In perceiving, the brain selects, groups, organizes, and sequences the sensory data so that people perceive meaningful experiences that can lead to appropriate responses. Among the important characteristics of perception, several seem to have particular relevance for reading, such as follows:

1. Figure and Ground

Normally, one major unit or group of units is perceived clearly against a background that is more vaguely perceived.

2. Closure

The abilities to get the correct meaning of a sentence in which not all the words are recognized, and to pronounce a word correctly when some letters are blotted out, are examples of closure.

3. Sequence

In reading, all the stimuli are on the page and sequence is imposed by the reader.

4. Learning

Perception becomes meaningful units as they become associated with learned concepts and their verbal labels.

5. Set

One's immediate mind set provides an anticipation of what is likely to come that is helpful when the anticipation is correct, but leads to errors when the anticipation is incorrect.

6. Discrimination

The abilities to analyze a whole perception into its parts, and to synthesize the parts correctly are basic to success in visual and auditory discrimination of words.

B.4.2 Memory

Psychologists distinguish between iconic memory, the fraction of a second that a sensory impression lasts before it fades out. Short term memory, which lasts a view second and long term memory. A distinction is also made rote memory, in which the material may be without structure (as in a sequence of digits), and memory for meaningful material.

B.4.3 Attention

According to Harris and Sipay (1980:277) attention based on the cognitive is the ability to attend and concentrate is basic to efficiency in perception, learning, and memory.

Related to this study, it means the person can maintain focus on particular stimuli and disregard or suppress other stimulation that reaches him at the same time, thus maintaining a stable figure in the focus of attention, against a non interfering background.

B.4.4 Cognitive Style

Cognitive style refers to the tendency to prefer certain ways of handling cognitive tasks to other ways. The preferred may be a relatively strong aptitude or a fairly consistent behavioral tendency. Some explorations of cognitive style seem relevant to the understanding of reading disabilities.

B.5 Reading as a Process of Predicting

Reading has been considered only as a visual activity, because we do with the eyes. But, in *The Book of Study Skills for Students of English*, Yorkey (1982:100) stated reading is not only a visual activity. It is more than just simply run your eyes accumulating information as each words, phrase, and sentences is progressively recognized. Reading is also an active process of predicting what is likely to come next. Our brain processes the visual information from our eyes, rapidly forming and revising hypotheses about the form and content of what you are reading.

Thus, in this study the writer conclude that pre-questioning as the strategy to build up and to rise the students' skill in predicting what will face by them in the whole text.

5.1 Some Factors that Influence Students' Reading Comprehension Achievement

There are two factors that influence the students' reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

- The Internal Factor

The internal factor means the factor which come from the reader himself (Kahayanto, 2005:13). Or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

- Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text. Brown (2001:75) divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

Edward Deci in Brown (2001:76) defined intrinsic motivation, as follow:

“Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.”

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

- Interest

Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer interested to use pre-questioning to build up the students' motivation and interest, and also want to see the effect of using pre-questioning in relationship with the students' reading comprehension achievements. Because, it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

- The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

- Reading Material

The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students. The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

B.6 Enhancing Reading Skill Through English Song Lyrics

Using song lyrics to improve students English language skills especially in reading skill that the learning offers a multifaceted approach in learning that combines enjoyment with effective practice. Engaging with music allows students to enhance various aspects of language acquisition, from vocabulary and pronunciation to comprehend and cultural understanding. By choosing songs students might love and focusing on elements such as new vocabulary, pronunciation, idioms, and lyric analysis, students can create a dynamic and enjoyable learning experience. Repetition through reading and singing further reinforces students skills, making language learning a more interactive and memorable process. This method might not only boosts students' language proficiency but also deepens on students' appreciation of the art and culture embedded in the music. They are 8 steps that might implemented while learning English reading through English song lyrics that will elaborate as follows:

1. Choose Songs Students Enjoy

Selecting songs that students genuinely like is a crucial first step in using music to improve students' English language skills. The primary reason is motivation—if students enjoy the music, students more likely to stick with the learning process. When students connect emotionally with a song, whether it's because of its rhythm, melody, or lyrics, students engage more deeply with the content. This emotional connection can make the learning experience feel less like a task and more like a pleasurable activity.

Moreover, starting with familiar genres and artists can ease the learning curve. If students already have favorite songs or musicians, use their work as students study material. Students will be more inclined to read repeatedly, which is beneficial for reinforcing vocabulary and phrases. For instance, if students love pop music, creating a playlist of students' favorite pop songs and reading to it regularly can make the learning process enjoyable and sustainable.

Additionally, enjoying the music provides a natural context for the language. Songs often reflect cultural nuances, idiomatic expressions, and real-life conversations. By choosing songs students like, students expose students them-self to language as it is naturally used, which can improve students' understanding of context and usage. This approach not only makes learning more enjoyable but also more practical, as students are likely to remember and use words and phrases students learn from songs students love.

2. Look Up the Lyrics

Reading song lyrics can be a treasure trove of new vocabulary. As students immerse them-self in the lyrics, students will inevitably come across words and phrases that are unfamiliar. This presents a fantastic opportunity to expand students' vocabulary. Whenever students encounter a new word, take the time to look it up in a dictionary or use an online resource to understand its meaning, pronunciation, and usage. Keeping a notebook or digital document where students jot down these new terms can be very helpful. This personalized vocabulary list can serve as a valuable reference for future study and practice.

Understanding new vocabulary in the context of a song can also enhance students' memory and retention. Words are often easier to remember when they are tied to a melody or a particular emotional experience. Moreover, songs provide a rich context that helps students' understand how words and phrases are used in real-life situations, including slang and idiomatic expressions. After looking up the meanings, try to use these new words in students' own sentences or conversations. This active use of new vocabulary can significantly improve students' language skills, making the words more than just entries in a list but a functional part of students' active vocabulary.

3. Read Along

Reading to how words are promoted in songs is an excellent way to improve students' reading in English. Songs often emphasize the natural symbol of the language, making it easier to grasp how words should read by. By reading the lyrics of a song, students can match the written words with their spoken forms. This exercise helps students notice subtle nuances in written form and symbol that might be missed in regular conversation or written text.

Additionally, singing along with the song can be a highly effective practice method. When students try to mimic the singer's words and symbol, students not only practicing the symbol of the language but also its linguistics symbol. This can significantly improve students' fluency and the natural flow of students' reading ability.

Pay close attention to how the singer punctuations, stresses certain syllables, and links words together smoothly. These are all critical aspects of reading that contribute to sounding more like a native speaker.

Moreover, understanding the correct punctuation helps with reading comprehension. The more familiar students are with how words are supposed to symbolize, the easier it becomes to understand written English in various contexts, such as movies, conversations, and of course, more songs. This dual benefit of improving both students' reading and enriching students' vocabulary that makes paying attention to read through song lyrics a highly effective and enjoyable learning strategy.

4. Understand the Meaning

Songs are a rich source of common phrases and idiomatic expressions, providing an authentic glimpse into everyday conversational English. Unlike textbook English, which can be formal and structured, song lyrics often reflect the informal, colloquial language used in daily interactions. By studying these lyrics, students can learn how native speakers express themselves in a variety of contexts, from emotions and relationships to social commentary and storytelling.

When students come across idioms and phrases in songs, take the time to understand their meanings and usage. Idioms, in particular, can be tricky because their meanings aren't always clear from the individual words. For example, the phrase "hit the road" means to start a journey, not literally striking the pavement. Understanding these expressions requires looking beyond the literal meaning and grasping the cultural or contextual significance behind them. This can be achieved by researching their meanings or asking native speakers for explanations.

Incorporating these phrases and idioms into students' own speech and writing can greatly enhance students' language skills. Not only will students' sound more fluent and natural, but students will also be able to understand and participate in conversations with greater ease. Songs often repeat certain phrases, making it easier to remember and internalize them. As students read to a song lyric, students will begin to recognize these expressions and understand how they fit into different contexts. This practical knowledge is invaluable for achieving a higher level of language proficiency.

5. Sing-Along

Singing along with songs is a powerful and enjoyable way to improve students' English language skills. When students read a song lyric, students actively engage with the language, practicing pronunciation, intonation, and rhythm in a fun and memorable way. This method allows students to internalize the syllables of English, making it easier to replicate them in students' own skill..

One of the key benefits of singing along is that it helps with pronunciation. By mimicking the singer, students can learn how to form the correct sounds and accents. This is especially helpful for tricky consonant and vowel sounds that may not exist in students' native language. Singing along also forces students to practice the natural flow and cadence of English, helping students to speak more fluently and with better intonation.

Additionally, singing along with songs can improve students' reading skills. As students try to keep up with the lyrics, students become more attuned to the nuances of written English. This heightened awareness can improve students' ability to understand native speakers in various contexts, such as conversations, movies, and other forms of media. Repeat to read is another advantage. To read and to and sing the same

song multiple times helps reinforce new vocabulary and phrases, making them easier to remember.

Moreover, singing along is an enjoyable activity that can reduce the stress and monotony often associated with traditional language learning methods. It allows students to practice English in a relaxed and entertaining way, which can boost students' motivation and confidence. Whether students being singing alone or with friends, this method can make students' language-learning journey more dynamic and effective.

6. Analyze the Lyrics

Analyzing song lyrics goes beyond merely understanding the words; it involves delving into the deeper meaning, themes, and emotions conveyed through the music. This practice can significantly enhance students' comprehension skills and provide valuable cultural insights. Songwriters often use metaphors, similes, and poetic language to express complex ideas and emotions, making songs a rich source of language learning.

To start, read through the lyrics carefully and try to understand the literal meaning of each line. Then, consider the context of the song—what is the overall message or story? What emotions is the singer trying to convey? For example, a love song might explore themes of joy, heartbreak, or longing, while a protest song might address social or political issues. Understanding these underlying themes can give students a deeper appreciation of the language and its nuances.

Discussing the lyrics with others can also be very beneficial. Sharing interpretations and perspectives can provide new insights and enhance students' understanding. Students might discover different layers of meaning that students had not considered before. Writing a summary or an analysis of the song's message in students' own words can further solidify students' comprehension and help students practice expressing complex ideas in English.

Analyzing lyrics also introduces students to cultural references and idiomatic expressions that are unique to English-speaking cultures. This knowledge can improve students' ability to understand and participate in conversations with native speakers. Additionally, it can enrich students' vocabulary with words and phrases that are commonly used in a more artistic or emotional context.

By engaging deeply with the lyrics, students are not only improve students' language skills but also gain a greater appreciation for the art of songwriting and the cultural context in which the music was created. This multifaceted approach makes analyzing lyrics a powerful tool in students' language-learning.

7. Translate if Necessary

Translating song lyrics from English into students' native language is an effective way to deepen students' understanding of the language. This exercise forces students to engage with the text on a more detailed level, helping students grasp the meaning and nuances of words and phrases. By translating, students actively compare and contrast the structure and vocabulary of both languages, which can enhance students overall linguistic awareness.

To begin, choose a song with lyrics that interest students. Read to the song lyric several times to familiarize students them-self with its rhythm and flow. Then, read through the lyrics and translate them line by line into students' native language. Pay attention to idiomatic expressions and cultural references, as these can often be challenging to translate directly. For instance, English idioms like "break a leg" (meaning "good luck") might require students to find a similar idiomatic expression in students' language rather than a literal translation.

While translating, note any difficulties students encounter, such as unfamiliar words or complex grammatical structures. Look up these words and try to understand their context within the song. This process not only improves students' vocabulary but also helps students appreciate the subtleties of English syntax and grammar. Translating metaphors and figurative language can be particularly enlightening, as it reveals how different cultures express similar concepts in unique ways.

Once students have completed the translation, compare it with the original lyrics. Reflect on any differences in meaning or tone that arise due to linguistic and cultural variations. This comparison can provide deeper insights into both languages and improve students' translation skills. Additionally, discussing students' translation with others can offer new perspectives and enhance students' understanding.

By translating lyrics, students actively engage with the language, making connections between words, meanings, and cultural contexts. This hands-on approach not only reinforces students' comprehension and vocabulary but also develops students' ability to convey ideas accurately across languages, an invaluable skill in language learning.

8. Repeat and Review

Reading with exotically is a powerful tool for language learning, and read to the same song lyrics multiple times can significantly reinforce new vocabulary and phrases. This method helps to imprint the sounds, meanings, and structures of the language into students' memory, making it easier to recall and use them in different contexts. By repeatedly exposing students them-self to the same lyrics, students become more familiar with the language patterns and nuances, which can enhance students' overall fluency and comprehension.

Start by choosing a song students enjoy, as reading will be more engaging if students like the music. Read to the song lyrics actively, paying close attention to the lyrics each time. As students become more familiar with the words and phrases, try to sing along. This not only helps with memorization but also improves students pronunciation and rhythm. Singing along forces students to practice speaking at a natural pace, which can be beneficial for developing smoother and more fluent speech.

Each time students read to the song lyrics, focus on different aspects of the language. In the beginning, concentrate on understanding the general meaning of the lyrics. As students become more comfortable, pay attention to specific vocabulary and phrases. Write down any new words or expressions and look them up if necessary. Revisit these notes periodically to reinforce students' learning.

Repetition also aids in recognizing and understanding idiomatic expressions and colloquial language. The more students read these phrases in context, the more natural they will be familiar to students, and the easier it will be to incorporate them into students' own reading ability. Additionally, re read helps students pick up on subtle written details and symbol that might be missed during a single reading.

Moreover, read overall can reveal new layers of meaning in the lyrics. With each reading, students might notice different emotions, themes, or cultural references that students had not picked up on before. This deeper understanding enhances students' appreciation of the language and its cultural context.

Incorporating read overall into students' language learning routine makes the process more interactive and enjoyable. By regularly reading to and singing along with students' favorite songs, students create a fun and effective way to reinforce students' language skills.

B.7 Reading Habit

Attitudes toward reading will influence the male and female linguistics ability. For examples male likes talking spontaneously and has courage to do that. Meanwhile, female, though talkative, is not firm in making decision. But, the female could see the cases that male could not see. It is because male has problem in reading and writing has problems in reading and writing. Supported by Maubach and Morgan in article of Editorial Jurnal Pendidikan dan Kebudayaan (2002: 472) says, "Men have more problems on reading and writing field."

Haris in the article of Editorial Jurnal Pendidikan dan Kebudayaan (2002: 471), "Men choose the factual information and only look for the definite information that they want than read from start to finish."

B.8 Learning Achievement.

Actually there are some meanings and understanding from learning achievement, but here the writer will take one of the understandings from that statement. Learning achievement is the result having been reached by the learners after achieving learning activities. It is logical that learning is the learners' problem even for everybody from their childhood until adult. Learning is the most important thing for humans' life.

Related to the above opinion, therefore it can be understood that every change obtained by the learners is not thoroughly called learning. That change, however appears from his maturity or his age. Some say that learning is mark or score gained from what the learners have done by themselves, in relation to the hobby and communicative practice with the method used by the teacher in presenting Reading Comprehension to his learners.

For such concern, the motivation to study reading comprehension through English song lyrics for eleventh grade students of Madrasah Aliyah Putra Al-Islahuddiny Kediri will have the most important role in attaining successful learning for the learners especially in learning reading comprehension.

B.9 3.3- Population and sample

Population is the entire observed object. The population of this research is all of the eleventh grade students of Madrasah Aliyah Putra Al-Islahuddiny Kediri then the population reduced into sample then the writer got 30 students.

The place of research where the writer did was in Madrasah Aliyah Putra Al-Islahuddiny Kediri. The writer chose this school because very possible to have a research.

The time of research was 5 days, from the 3rd of February until 7th of March 2024. The process of research was by getting information and collecting data from the students and English teachers.

The data collection technique used in this research was reading tests. the tests used to know whether students were successful or not with their learning activity especially in learning reading comprehension by the students of Madrasah Aliyah Putra Al-Islahuddiny Kediri.

The data analysis was used to draw the conclusion of the research data. In analyzing, the writer used statistical technique especially in analyzing the main data of score which the result answers sheet of the eleventh grade students of Madrasah Aliyah Putra Al-Islahuddiny Kediri.

The result will be described quantitatively in the form of number which will describe its variable. The procedures of the data analysis are:

To rank score attained by each student or respondent. The way to determine the score by using the following:

$$P = \frac{S}{S I} \times 100 \%$$

Notes

P = Presents

S = Score attained by student

S I = the high score

According to the title there are two variable in research they are: independent variable and dependent variable. Independent variable is ' Teaching Reading Comprehension with English Song Lyrics ' and as its dependent variable is ' Learning achievement of the eleventh grade students of Madrasah Aliyah Putra Al-Islahuddiny Kediri.

In obtaining the data of Learning Reading Comprehension, the writer used test method. The writer used the objective test in collecting the needed data.

From the result of the tests, the teacher will managed than to classify the learners' achievement, the good ones and the bad ones in Learning Reading Comprehension. Then, the writer used criterion research that the correct answer got 5 score for each objective test item. The total numbers of those items were 20. So the total scores of the tests are 100 for the learners who answer all the tests correctly, and for the learners who answers all the tests wrongly will get zero score (0).

To know the range of the classification the writer used the following criteria:

- A. 90 – 100 : very good
- B. 70 – 89 : good
- C. 60 – 69 : sufficient
- D. 40 – 59 : insufficient/bad
- E. 0 – 39 : very bad

Based on the above classification, it can show the learners who got the lowest scores had bad learning achievement.

From the above, data the total score giving been achieved by the eleventh grade students of Madrasah Aliyah Putra Al-Islahuddiny Kediri in Reading Comprehension by using English song lyrics is : 2160. From the total score, we can see its average Mean from the following formula:

$$\text{Mean} = \frac{\text{Total Score}}{\text{Total learners}} \text{ so from the total learners : 30}$$

$$\text{So Mean} = \frac{2160}{30} = 72$$

Based on the data in Table 4.2, the learners' capability in Reading Comprehension using English song lyrics can be classified as follows:

- 3 learners can be classified very good
- 19 learners have good classification
- 41 learners have sufficient classification
- 4 learners are bad.

After the writer knew the result of data analysis, the interpretation of data analysis conclusion can be classified as follows:

Based on score test collected, there was indication that achievement in learning Reading Comprehension with English song lyrics, the eleventh grade students of Madrasah

Aliyah Putra Al-Islahuddiny Kediri can indicate very great details for the result of the test taken by the learners. Therefore, it can be seen that the use of English song lyrics in learning Reading Comprehension can influence the teacher's success in increasing his learners' learning achievement.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of research on the eleventh grade students of Madrasah Aliyah Putra Al-Islahuddiny Kediri in 2024, the score of the test between 90 to 100. It can be concluded that on all average success range of learners can be given score mark (limit score). Based on the data collected from the Table, all learners classification to the limit classification between 0 – 39. It is a manner that very important role in teaching reading comprehension, because:

- The lesson will be very interesting.
- Educational process will be variegated.
- In practice, the teacher is able to change situation especial and quickly.
- The teacher is able to give the real understanding to the students.
- It can motivate the students to study more diligent.
- Student concentration will be focused to the lesson.

As like explained by the researcher above that English Song Lyrics has important role in teaching reading comprehension, but the researcher still pay attention to the role of the other important manner, such as library and students creation. So that, it is clear that English song lyrics teaching method, reading and practice communication will grow learners' interest of the success in Learning Reading Comprehensions process.

Suggestions

Based on conclusions above, it can be said that teaching reading comprehension by use English Song Lyrics was good enough, in order that the researcher suggest, follow:

- It is better if the teacher use English Song Lyrics intensively in teaching reading comprehension.
- The teacher has to be able increase motivation of the students as maximally as possible and the teacher has to realize that high motivation will be increase attention of the students for study English especially reading comprehension.

Finally by the use of English Song Lyrics we do hope teaching reading comprehension can be reached as it is well hoped.

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