

## LYRIC LINES IN ENHANCING STUDENTS' READING COMPREHENSION

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### ABSTRACT

*This research aims to identify the significant effect of lyric lines to teach students' reading comprehension. The population was a senior high school in Samarinda. This research employed a quasi-experimental design with treatment in a single group of students. The researchers used SPSS to analyse the data. To find out the result of the standard deviation and the main score of the variables in a single class, the data analysis procedure in this research used inferential statistics. The result showed that Lyric lines significantly enhanced the students' reading comprehension that was given to a single class and the class had been treated twice, with and without song lyrics. The fact that the second post-test had a mean score (85,364) while this score was higher than first the post-test (76,364). Proved that the lyric lines gave a significant effect which post-test 2 > post-test 1. The paired sample score showed the significant value (2-tailed) is  $0.00 < 0.05$ . In the words, ( $H_0$ ) was rejected and ( $H_a$ ) was accepted. So, it can be concluded that there is a significant effect of using learning strategies of lyric lines in enhancing reading comprehension for English lesson.*

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### I. INTRODUCTION

English is a global language and has become the most necessary language. Most people claim that English is a crucial language that should be down so as to create them engaged within the citation. Nowadays, English is also utilized in some aspects of life like education, entertainment, sport, technology, etc. According to Rao (2019), English serves the aim as a typical language and an international language. Not only is it the language that is most commonly used by researchers, commercial organisations, and the Internet, but it is also the language that is most commonly used in the tourist and higher education industries. In light of the fact that English is the language of choice in the majority of fields in the modern, globalised world, it is necessary to explore the function that English performs as a global language. Thus, people recently are competitive to find out and be able to speak English. In learning English, there are 4 main skills namely listening, speaking, reading, and writing. Reading can play an important role in learning English using lyrics lines. Song lyrics can be particularly useful for developing several key skills, including listening, speaking, reading, and writing. Yuhariah (2023) Song

lyrics can be used to improve listening and speaking skills by providing authentic and engaging materials for learners. For example, students can listen to English songs and follow along with the lyrics to improve their pronunciation and comprehension. Furthermore, his research revealed Song lyrics can also be used to enhance reading skills by providing learners with a variety of texts to read and analyze. This can help learners improve their vocabulary, grammar, and comprehension. In addition, Song lyrics can be used to teach and learn phrasal verbs, which are a challenging aspect of English for many learners. By analyzing the frequency of phrasal verbs in different genres of music, learners can gain exposure to these constructions and improve their mastery, (Akbari et al., 2018).

At this point in time, reading is the most essential ability for people who are learning a language. Brown (2003) stated that reading is the most important skill for all educational contexts and remains a skill of paramount importance as we create an assessment of general language ability. Possessing the ability to comprehend written English is really significant. Reading proficiency is crucial for academic achievement as it serves as a fundamental tool for education. Reading proficiency becomes increasingly crucial at university as students actively seek to acquire written knowledge. Therefore, possessing strong reading comprehension skills is advantageous for achieving success in university.

Among the English skills that can be characterised at different periods and developmental stages as a thinking process is reading. Being able to read English textbooks, journals, articles, references, and other materials is mostly dependent on reading abilities. Many students understand that they find it difficult to understand the English-language textbooks and references, consequently they usually get their literature translated. It would be better if they can do it by themselves, than depend on their English teachers (Rahmaniah, 2019).

The problem of the study is formulated, Do the lyric lines give a significant effect to enhance students' reading comprehension? The study's objective is intended to identify the significant effect of lyric lines to enhance students' reading comprehension.

This research was an experimental design. It was quasi-experimental with a single group of students that were treated twice. The researcher limited the problem of this study to two variables, those are lyric lines as the independent variable and reading comprehension as the dependent variable.

### **Literature Review**

Reading can be understood in a variety of different ways. There are several definitions of reading that have been provided by various specialists. Some of these definitions state that reading is the process of acquiring, comprehending, and capturing the material of the reading by the reader. In addition, there are a few individuals who believe that reading is a process that involves determining a representation of meaning. This process involves more than simply recognising the word that is written on a page; rather, what is required is a knowledge of the entire sequences that can be found in a phrase. According to Jhonson (2008), reading is making meaning which is practiced through the text. The text will be distributed to students with the expectation that they will be able to comprehend it effectively. If students consistently apply themselves at school, home, and numerous other locations, their reading comprehension will be enhanced. According to Patel and Jain (2008), reading can serve as a purposeful activity for individuals who wish to refresh their comprehension. By reading frequently, we can be certain that our knowledge and comprehension of a subject will be enhanced. Reading activities are not limited to specific locations, such as libraries and bookstores; they can be conducted at any time and from any location. The act of reading is the reader's attempt to extract the desired meaning from textual sources. Kennedy (2010) says that reading is the ability of an individual to acknowledge a visible type, associate the form with a sound and or meaning acquired in the past, and based on past experiences, perceive and interpret its meaning. Whereas Lado (2009) stated that reading in a foreign language consists of grasping the meaning of that language through its

written representation. It can be seen that reading is not only looking at the word in the form of graphic symbols but additionally getting meaning from word to word or line to line to understand what we tend to read. It means that reading is a process to understand the content and to get information. From those definitions from many experts above, the researcher concludes that reading is an incredibly necessary skill that ought to be mastered by individuals to feature the knowledge in their brain. By reading, people can know something new about the world.

In reading texts, these skills help students in enhancing their reading interests. The study by Finochiaro (1989) identified that there are some main skills in reading text:

Scanning: scanning is a reading ability to search out specific information from reading. Students will be provided with the text with the expectation that they will be able to read it effectively. If students consistently apply themselves at school, home, and numerous other locations, their reading comprehension will be expanded. Patel and Jain (2008) asserted that reading can serve as a purposeful activity for individuals who wish to refresh their comprehension. We can be certain that our knowledge and comprehension of a subject will be enhanced by reading frequently. This reading activity can be conducted at any time and in any location, not just in specific locations like the library and bookstores. The reader's intent is to extract the desired meaning from textual sources through the act of reading. The power to predict depends on each background knowledge of the reader and also the content of the text. 1) Guessing: this is the skill of informing the meaning of a word by considering its context. The reader going available to try this by approximation the meaning from the context in which the word is used. 2) Paraphrasing: paraphrasing is a valuable tool to determine how clear a reader's understanding is. It is the ability to restate the writer's idea in sentences in simple and a lot of concise ways. 3) Summarizing the writer's idea: it is a skill of telling the writer's main point of the text. The readers ought to tell the aim of the writer in his or her text.

There are several teaching steps using lyrics lines in this study. Firstly, the students will be given the lyrics texts. It is used to learn what the content about is. Second, the students will be invited to read line by line. Third, the song will be played and heard by the students in the last row. It will be played two times to experience listening to the proper pronunciation of the words. Fourth, after listening to the song, the students will be invited to read line by line and translate them. The students will be asked what the line talks about. After finishing all the lines to read and translate, the lyric lines will be discussed. Also, the students will be invited to compare their experiences with the content of the lyrics.

The song lyrics are familiar things and popular in society not only in general society but also in an educated society. Most people like many different kinds of music. Here are some strengths of teaching using song lyrics: make relaxed thinking and opening to learn, creating feelings and positive associations of the learner, motivates learning sensory, makes the learning process more fun, helps students absorb the material

Besides the strength, there are also weaknesses in teaching using English songs, here is some weakness in teaching using song lyrics: students do not take song lyrics seriously. Some students get too excited, or they just listen to the song and not doing the exercise given that the teacher gave. Here is some weakness in teaching using song lyrics: students have different tastes in music and may not like the songs the teacher chooses, the lyrics in pop songs have a poor vocabulary, too much slang, and bad grammar, and many songs express violence and sexism in content, many songs do not have clear pronunciation or they have too much instrumental background and are difficult to understand.

According to the strengths and weaknesses above, the researcher concludes that teaching using song lyrics in the learning process has good effects and bad effects. It contains great effects to make a relaxed condition in the learning method and makes the students understand and helps students to memorize the lesson easier.

A hypothesis is a basic assumption of how the result of the research will be. According to Creswell (2012), a hypothesis is a prediction the researcher makes about the expected relationships among variables. The hypothesis of this research as follows:

Ha: there is a significant effect of the use of lyric lines to the students' reading comprehension.

Ho: there is no significant effect of the use of lyric lines of the students' reading comprehension.

## II. METHODS

A population is a group of people or items from which the data are collected (Arikunto, 2006). While Fraenkel and Wallen (2000) stated that the population is the group to which the results of the study are intended to apply. The population in this study were students in the tenth grade of SMA Tunas Kelapa Samarinda, where this school had 1 class of the tenth grade, the students in class X at SMA Tunas Kelapa Samarinda were approximately 22 students.

Arikunto (2006) stated that a sample is a group of people or things that are chosen out of a larger number and are asked questions or tested in order to get information about the larger group. The researcher used simple random sampling that the sample in this study was class X which was conducted only in a single class and the students were treated twice for the first 4 meetings they were taught using without songs then in the second 4 meetings were taught using songs.

Everything which is determined by the researcher to be studied so that can obtain information on the cases, then capture the conclusion is called a variable (Sugiyono, 2017). There are two kinds of variables in this research: Independent variable: The Independent variable in this research is Lyric Lines. The lyric lines were selected based on the reading material taught in the classroom of grade ten. Dependent variable: The dependent variable in this research was reading comprehension. The texts are adapted from the students' handbook.

Data is an assembly of information or information obtained from observations and searches in specific sources. The data obtained is then processed through research or experiments, so the data could be in more complex forms such as information or solutions to complete a specific problem. In this study, the researcher got the data from students in the form of scores on reading comprehension tests. Data collection is a procedure that should not be missed in research, this research data is obtained by:

Treatment: the treatment conducted in a single class which the class treated twice; First, the class had been taught using reading material with the conventional method for 4 meetings. Second, the class had been taught using songs for 4 different meetings. After each treatment, a reading posttest had been applied which then be compared to see the impact of applying the song to the same sample. Post-test: post-test was conducted after treatment was done. The procedure of the post-test was given twice. After 4 meetings and the second post-test after the following 4 meetings. Students' scores prior to conduct this research were taken from previous teacher scores, it is used as base line scores before gave treatment.

The main point to consider in constructing a test of reading comprehension is to select aims that a test is going to measure. Spolsky (1985) finds that testing items depend upon the things which are going to be measured. The research instrument was adapted from the English handbook for Senior High School. The instrument consists of 30 items and the items relate to the aspect of reading: Distinguishing the main point, Understanding Vocabulary, Identifying Details. The purpose of this research was to identify the significant effect of lyric lines to enhance students' reading comprehension. The researcher used SPSS to analyze the data.

### III. RESULT AND DISCUSSION

#### Result

A normality test aims to determine whether or not the distribution of data in a collection of data or variables is normally distributed by performing the test. The normality test was helpful for identifying data that had been acquired from a normal population or that had been distributed normally. It's simple to assess a data set's normalcy used the standard deep technique. The result of the normality test can be seen, as follows:

**Table 1: One-Sample Kolmogorov-Smirnov Test**

			Post Test 1	Post Test 2
N			22	22
Normal Parameters <sup>a,b</sup>	Mean		76,364	85,364
	Std. Deviation		8,3241	5,4296
Most Extreme Differences	Absolute		,212	,258
	Positive		,122	,202
	Negative		-,212	-,258
Test Statistic			,212	,258
Asymp. Sig. (2-tailed)			,011 <sup>c</sup>	,001 <sup>c</sup>
Monte Carlo Sig. (2-tailed)	Sig.		,235 <sup>d</sup>	,090 <sup>d</sup>
	99% Confidence Interval	Lower Bound	,224	,083
		Upper Bound	,246	,098

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 926214481.

In the table of the one sample Kolmogorov Smirnov normality test, it can be seen that the data is normally distributed because the Sig. value in the Monte Carlo line is above 0.05.

**Table 2: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post Test 1	76,364	22	8,3241	1,7747
	Post Test 2	85,364	22	5,4296	1,1576

In the table above we are shown a summary of the descriptive results of the two samples studied, namely the Post Test (1) and Post Test (2) scores. For the Post Test (1) value, the mean is 76.364. As for the Post Test (2) scores, the mean is 85.364. The number of students used as the research sample was 22 students. for the Std. Deviation in the Post Test (1) is 8.3241 and the Post Test (2) is 5.4296. The last is the value of Std. The error Mean for the Post Test (1) is 1.7747 and for the Post Test (2), it is 1.1576.

Because the mean in the Post Test (1) is  $76.364 < \text{Post Test (2)} 85.364$ , then it can be said descriptively that there is a difference in the mean between the Pre Test and Post Test results.

**Table 3: Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Post-Test 1 & Post Test 2	22	,555	,007

Based on the table above, it is known that the correlation is 0.555 with the Sig. value of 0.007. Because of the Sig. value is  $0.007 < \text{probability } 0.05$ , it can be said that there is a correlation between the Post-Test (1) and the Post-Test (2) variables.

**Table 4: Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post Test 1 - Post Test 2	-9,0000	6,9693	1,4859	-12,0900	-5,9100	-6,057	21	,000

Based on the table above, it is known that the value of Sig. (2-tailed) is  $0.00 < 0.05$ , then (Ho) was rejected and (Ha) is accepted. So it can be concluded that there is an average difference between the learning outcomes of the students' post-test (2), which means there is an effect of using learning strategies using lyric lines in enhancing reading comprehension for English lessons in grade 10 students of SMA Tunas Kelapa Samarinda.

## Discussion

The purpose of this research was to identify the significant effect of lyric lines to enhance students' reading comprehension. The "Paired Sample Test" output table above also contains information about the "Mean Paired Differences" value of -9.000. This value indicates the difference between the average Post Test learning outcomes or  $76.364 - 85.364 = -9.000$  and the difference between these differences is between -12.0900 to -5.9100 (95% Confidence Interval of the Difference Lower and Upper). Results of the two samples studied, namely the Post Test (1) and Post Test (2) scores.

For the Post Test (1) value, the mean is 76.364. As for the Post Test (2) scores, the mean is 85.364. The number of students used as the research sample was 22 students. for the Std. Deviation in the Post Test (1) is 8.3241 and the Post Test (2) is 5.4296. The last is the value of Std. The error Mean for the Post Test (1) is 1.7747 and for the Post Test (2), it is 1.1576. Because the mean in the Post Test (1) is  $76.364 < \text{Post Test (2)} 85.364$ , then it can be said descriptively that there is a difference in the mean between the Pre Test and Post Test results. The improvement was also proven during the reading test by answering 30 questions that had been given. Before the treatment, students' answers did not follow the reading aspect, resulting in low scores. Meanwhile, after being given treatment, the researcher found an enhancement in students' reading comprehension using lyric lines.

The result of the study was in line with some previous studies conducted by Asna Suardin (2017) and Rina Fitriani (2017). A study by Asna Suardin (2017) revealed that the use of the lyrics of a song is effective to enhance students' writing skills. It was revealed by the result of the test (23.576) was higher than the table (2.093). Additionally, the research from Rina Fitriani (2017) shows song lyric give a significant effect on the students' writing skill especially in descriptive text. It revealed by the total score gained from the posttest was 2505 with a mean 71.57 while the pretest was 2050 with a mean 58.57.

#### IV. CONCLUSION

The goal of this research was to prove if Lyric lines of English songs could work to help SMA Tunas Kelapa Samarinda tenth grade students enhance their reading comprehension. This research used the quasi-experimental which was given extensive treatment 8 meetings. Before and after treatment, the students sat down to be given a Post-Test (1) and Post-Test (2) and the test results were used for statistical data analysis. Based on the data of chapter IV, it shows that the application of song media significantly enhances students' reading comprehension.

This can be seen from the statistical data of Post-Test (1) and Post-Test (2) of students underwent treatment using song method. Additionally, the fact that the Post-Test (2) had a mean score (85,364) which this score was higher than the Pots-Test (1) mean score (76,364) before using lyric lines to teach reading comprehension. This indicates that the use of Lyric lines significantly enhances students' reading comprehension, as the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected.

The researcher came to the final conclusion that employing Lyric lines significantly enhancing the students' reading comprehension in the tenth grade at SMA Tunas Kelapa Samarinda during the academic year 2022-2023.

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