

CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

The writer collected the data through Likert scale questionnaire sheet. The questionnaire was consisted of 13 items statement in which the students had chosen the appropriate answer from the provided options based on their own perception. Those items statement were divided into three parts, 4 questions for student's evaluation about the judgement or assess the result which have been achieved in learning English song lyric from YouTube, 5 questions for student's memory about student's experience when they are learning song lyric by using YouTube, and 4 questions about student's impression towards the implementation of YouTube in learning English song lyric.

The writer created the questionnaire items statement based on the theory from Marcae and Bodenhausen (2001). Then, the writer consulted the items of questionnaire with the first and second lecturer advisors. After that, the writer tested the validity of the data that had been collected from the questionnaire used. It was helpful for the writer to know whether the items of questionnaire are valid or invalid. Below is the result of validity test:

a. Validity Test

Validity test was to know whether items in questionnaire are valid or invalid. The writer used Bivariate Pearson Correlation in SPSS version 16.0. The questionnaire items in validity test declared valid of $r_{xy} > r_{table}$ in the significance

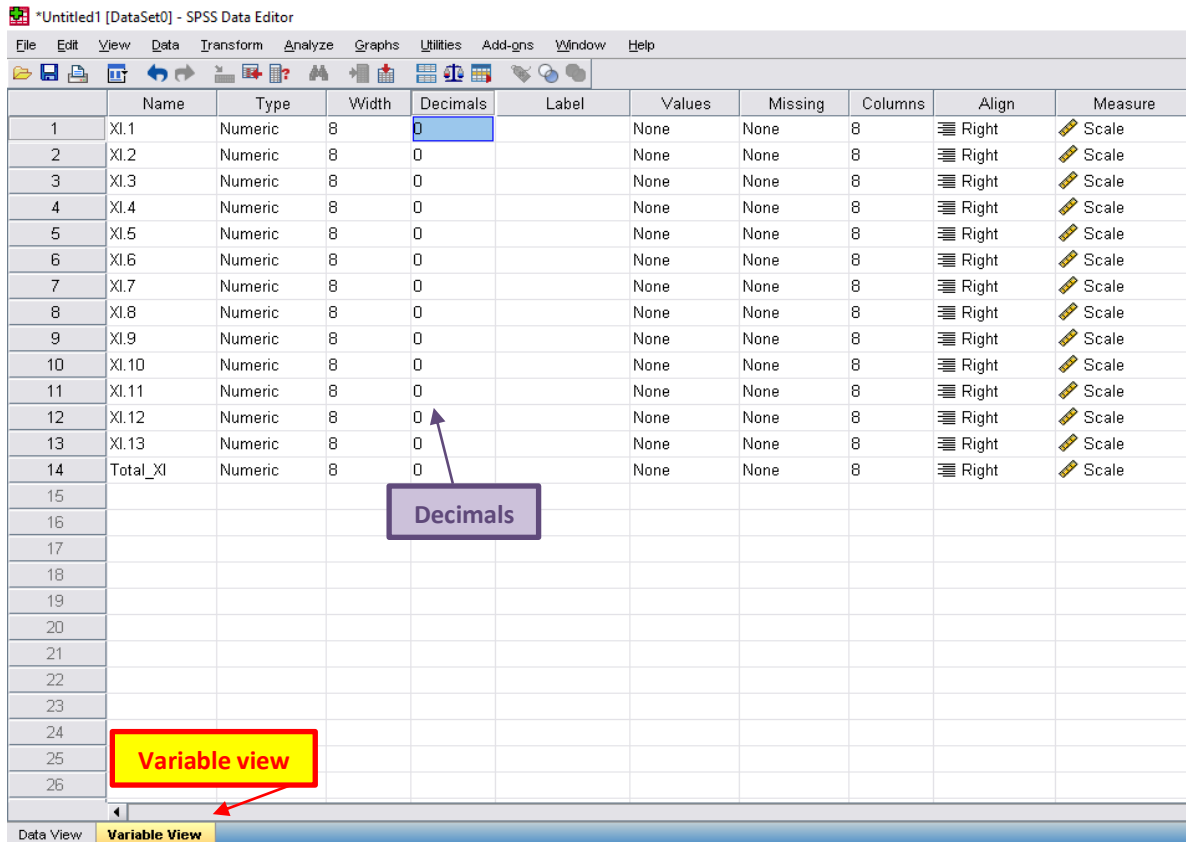
score of 5%, in other words the questionnaire items are invalid if $r_{xy} < r_{table}$ in the significance level of 5%. The writer tested the validity of the questionnaire item's statement in XI-Science 1 and XI-Science 4 at SMAN 1 Cerme. The procedure was:

1. The writer input all the data from the questionnaire item statement's result in Microsoft Excel 2010.

No Resp	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	Total Xi
1	5	4	4	3	3	4	4	4	4	4	4	4	5	52
2	4	4	4	5	5	5	4	4	4	4	3	4	5	55
3	4	4	4	4	2	4	2	4	4	4	4	4	5	49
4	5	5	4	5	3	3	5	4	5	4	5	4	5	57
5	5	5	4	3	3	5	5	5	5	4	3	4	5	56
6	4	5	5	5	5	3	5	4	4	4	4	4	5	57
7	4	5	5	4	5	5	4	5	4	4	4	4	4	57
8	4	5	5	5	4	3	4	4	5	5	4	4	5	57
9	4	5	3	4	4	4	4	3	5	5	4	4	4	53
10	4	5	5	5	3	4	4	5	4	5	4	4	5	57
11	4	5	5	5	3	5	3	5	5	5	5	4	4	58
12	4	5	5	4	5	5	5	5	4	5	5	4	5	61

Picture 4.1.1 Table of Questionnaire item statement result validity

2. Open SPSS version 16.1. Then click **Variable View** and type in the *Name* Column (XI.1, XI.2, XI.3, . . . , XI.13, Total_XI), change the decimals into 0 (zero).



Picture 4.1.2 Variable View in SPSS 16.1

3. Move to **Data View** column, the column set based on variable view format data.

4. Copy all the data number from XI.1 until Total XI then paste it into SPSS column.

*Untitled1 [DataSet0] - SPSS Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

1: Visible: 14 of 1

	XI.1	XI.2	XI.3	XI.4	XI.5	XI.6	XI.7	XI.8	XI.9	XI.10	XI.11	XI.12	XI.13	Total_XI	var
1	5	4	4	3	3	4	4	4	4	4	4	4	5	52	
2	4	4	4	5	5	5	4	4	4	4	3	4	5	55	
3	4	4	4	4	2	4	2	4	4	4	4	4	5	49	
4	5	5	4	5	3	3	5	4	5	4	5	4	5	57	
5	5	5	4	3	3	5	5	5	5	4	3	4	5	56	
6	4	5	5	5	5	3	5	4	4	4	4	4	5	57	
7	4	5	5	4	5	5	4	5	4	4	4	4	4	57	
8	4	5	5	5	4	3	4	4	5	5	4	4	5	57	
9	4	5	3	4	4	4	4	3	5	5	4	4	4	53	
10	4	5	5	5	3	4	4	5	4	5	4	4	5	57	
11	4	5	5	5	3	5	3	5	5	5	5	4	4	58	
12	4	5	5	4	5	5	5	5	4	5	5	4	5	61	
13	3	4	5	4	5	5	4	4	5	3	4	4	4	54	
14	4	4	5	4	5	4	4	4	4	4	4	4	4	54	
15	4	4	5	5	3	5	2	5	4	4	3	4	4	52	
16	4	5	5	5	4	5	4	5	5	5	5	4	4	60	
17	4	4	5	5	4	3	4	4	5	5	5	4	4	56	
18	3	5	5	5	4	4	5	4	4	4	4	4	5	56	
19	5	5	4	4	5	5	4	5	5	5	5	5	4	61	
20	3	5	4	4	5	4	4	4	4	4	4	4	5	54	
21	5	5	5	4	3	3	4	4	4	4	4	4	4	53	
22	5	4	4	4	3	4	5	3	4	3	5	4	5	53	
23	4	4	4	4	4	4	5	4	5	5	4	3	4	54	
24	5	4	4	4	5	5	4	4	4	4	4	4	4	55	
25	3	5	3	3	3	4	4	4	4	4	4	4	4	49	

Data View Variable View

Table 4.1.3 Data View in SPSS 16.1

5. In menu bar of SPSS 16.1, Click **Analyze** → **Correlate** → **Bivariate**

*Untitled1 [DataSet0] - SPSS Data Editor

File Edit View Data Transform **Analyze** Graphs Utilities Add-ons Window Help

1: Visible: 14 of 1

	XI.1	XI.2
1	5	
2	4	
3	4	
4	5	
5	5	
6	4	
7	4	
8	4	
9	4	
10	4	
11	4	
12	4	
13	3	
14	4	
15	4	
16	4	
17	4	
18	3	
19	5	

Analyze menu:

- Reports
- Descriptive Statistics
- Tables
- Compare Means
- General Linear Model
- Generalized Linear Models
- Mixed Models
- Correlate**
 - Bivariate...**
 - Partial...
 - Distances...
- Regression
- Loglinear
- Neural Networks
- Classify
- Data Reduction
- Scale
- Nonparametric Tests
- Time Series
- Survival
- Missing Value Analysis...
- Multiple Response
- Complex Samples
- Quality Control
- ROC Curve...

Table 4.1.4 Validity test procedure

6. Block XI.1 – Total_XI, then moved it into variables column, click Pearson, Two-Tailed, Flag significant correlations, and OK.

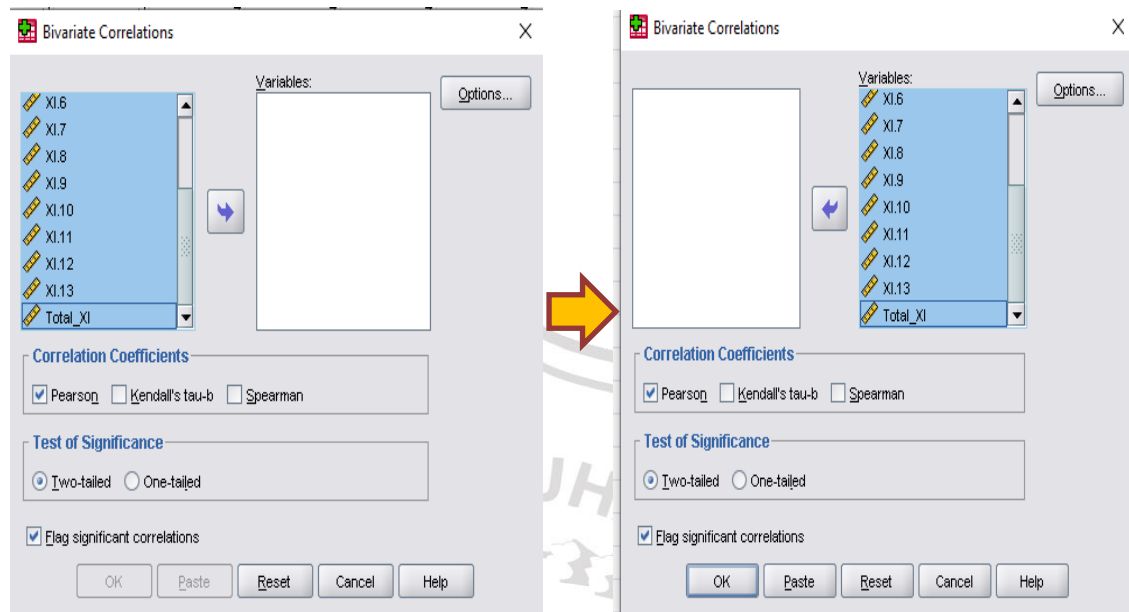


Table 4.1.5 Bivariate Correlations

7. Then it processed and the result showed in the new page.

Correlations														
	XI.1	XI.2	XI.3	XI.4	XI.5	XI.6	XI.7	XI.8	XI.9	XI.10	XI.11	XI.12	XI.13	Total_XI
XI.1	Pearson Correlation	1	.004	-.028	.006	-.005	.014	.045	.084	.036	.064	.163	.115	.248
	Sig. (2-tailed)		.976	.833	.963	.970	.918	.735	.525	.785	.630	.214	.380	.056
	N	60	60	60	60	60	60	60	60	60	60	60	60	60
XI.2	Pearson Correlation	.004	1	.155	.078	-.020	-.110	-.023	.151	-.042	.147	.094	.067	.096
	Sig. (2-tailed)	.976		.236	.553	.879	.401	.861	.248	.752	.262	.475	.612	.463
	N	60	60	60	60	60	60	60	60	60	60	60	60	60
XI.3	Pearson Correlation	-.028	.155	1	.265	.041	.019	.075	.264	.099	.152	.186	.079	.045
	Sig. (2-tailed)	.833	.236		.041	.758	.887	.567	.041	.453	.245	.156	.548	.732
	N	60	60	60	60	60	60	60	60	60	60	60	60	60
XI.4	Pearson Correlation	.006	.078	.265	1	.137	.012	.012	.146	.131	.014	.123	.073	.125
	Sig. (2-tailed)	.963	.553	.041		.297	.925	.929	.267	.319	.913	.349	.578	.341
	N	60	60	60	60	60	60	60	60	60	60	60	60	60
XI.5	Pearson Correlation	-.005	-.020	.041	.137	1	.319	.235	.075	.013	.023	.079	.017	.091
	Sig. (2-tailed)	.970	.879	.758	.297		.013	.071	.570	.920	.860	.547	.898	.491
	N	60	60	60	60	60	60	60	60	60	60	60	60	60
XI.6	Pearson Correlation	.014	-.110	.019	.012	.319	1	.033	.169	.073	-.064	-.066	.177	.102
	Sig. (2-tailed)	.918	.401	.887	.925	.013		.802	.198	.581	.627	.619	.177	.440
	N	60	60	60	60	60	60	60	60	60	60	60	60	60
XI.7	Pearson Correlation	.045	-.023	.075	.012	.235	.033	1	.033	.238	.105	.047	-.140	.060
	Sig. (2-tailed)	.735	.861	.567	.929	.071	.802		.801	.068	.426	.721	.286	.650
	N	60	60	60	60	60	60	60	60	60	60	60	60	60
XI.8	Pearson Correlation	.084	.151	.264	.146	.075	.169	.033	1	.273	.272	.011	.170	-.061
	Sig. (2-tailed)	.525	.248	.041	.267	.570	.198	.801		.035	.035	.935	.193	.643
	N	60	60	60	60	60	60	60	60	60	60	60	60	60

Table 4.1.6 The result of Validity Test

8. The writer took 60 students, the significant score was 5% from 60 students was 0.254. We can see the items of questionnaire are valid if $r_{xy} > r_{table}$ in the significance score of 5%. The result can be seen below:

Item	r_{xy}	r_{table}	Result	Item	r_{xy}	r_{table}	result
X1.1	0.307	0.254	VALID	X1.8	0.520	0.254	VALID
X1.2	0.260	0.254	VALID	X1.9	0.484	0.254	VALID
X1.3	0.454	0.254	VALID	X1.10	0.435	0.254	VALID
X1.4	0.409	0.254	VALID	X1.11	0.388	0.254	VALID
X1.5	0.460	0.254	VALID	X1.12	0.285	0.254	VALID
X1.6	0.366	0.254	VALID	X1.13	0.335	0.254	VALID
X1.7	0.410	0.254	VALID				

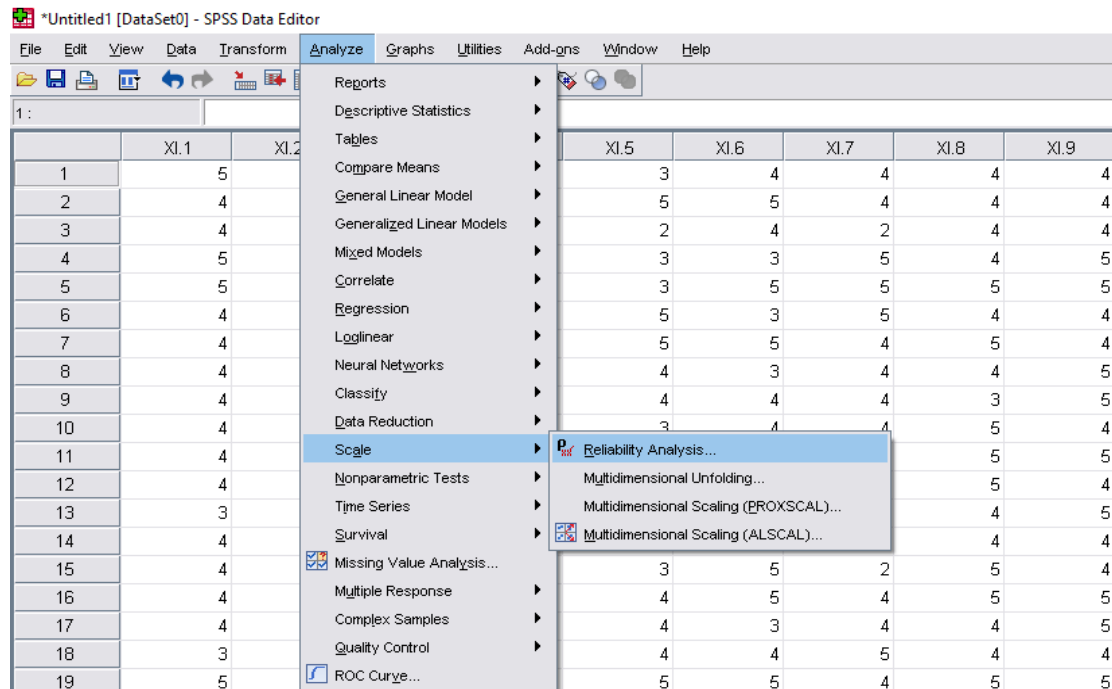
Table 1. The result of questionnaire's item in validity test

Based on the table above, it showed that $r_{xy} > r_{table}$ in significance level of 5%. For the result, it can be concluded that all the items in the questionnaire are valid and can be used as research instrument.

b. Reliability Test

Reliability test uses *alpha* formula. Significance test was done in the level of $\alpha = 0,05$. This instrument declared reliable if the level of *alpha* bigger than r_{table} (0.254). Below is the procedure to check reliability of the questionnaire items statement:

1. In Menu Bar, click **Analyze → Scale → Reliability Analysis**



Picture 4.1.7 Reliability Analysis Procedure

- Then, do the same thing with validity test that is changing the variables XI.1 – XI.13 (**without Total_XI**) into variables column. Then clicked OK.

Reliability

[DataSet0]

Scale: ALL

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded ^a	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.549	13

Picture 4.1.8 Reliability analysis result

Variable	R_{xy}	$r_{table\ 5\% (60)}$	Result
X1	0.549	0.254	Reliable

Reliability test result score was 0.893. Based on reliability coefficient score, it can be concluded that the questionnaire in this research is reliable, so that it can be used as research instrument.

The next step is the writer analyzed the data that had been collected from the questionnaire using SPSS. It was helpful for the writer to know student's perception toward the Implementation of YouTube in Learning Song Lyric in SMA Negeri 1 Cerme.

After the writer knew the result of questionnaire, the writer did interview to 7 students who had been chosen by purposive sampling method. The function of interview was to ensure and to gain more information deeply towards the result of questionnaire that had been conducted by the writer. The writer dug one by one the question to the respondent. The writer analyzed the result of interview from three aspects of student's perception (evaluation, memory, impression).

4.1.1 Evaluation

Evaluation is basic level of perception. In this study, the writer evaluated student's perception during process of learning song lyric through YouTube from student's answer in questionnaire. Then, the writer did interview to subjects to get the data that were not gained in questionnaire section. The explanation could be seen in the table below.

Table 4.1 Tabulation of Evaluation

No	Item	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
EVALUATION						
1	Learning English song lyric from YouTube is more effective than from books because it attracts my interest in learning English.	41,6	58,3	0	0	0
2	Learning English song lyric in a group is more effective for me, so that I can share something I don't understand with my member of group.	37,5	58,3	4,1	0	0
3	The process of learning English song lyric from YouTube facilitate me to accelerate in mastering the language component in song lyric.	12,5	59,7	22,2	5,5	0
4	The class activity in learning song lyric from YouTube crates the students more active and creative.	48,6	51,3	0	0	0

As we know that the selection of YouTube as the learning media in English song lyric is very effective, it can be seen from the table above there were 88,8% agreed with this statement. Based on the interview result, seven students stated that YouTube was very good media because it was interesting and related with nowadays millennial student. They always used it in every single minute, of course it attracts their interest to learn English. Moreover, watching and listening to YouTube song video was a very good stimulation for students, it could activate their brain and create fun and meaningful class. While the use of book in

learning English song lyric was too monotonous, it would make the students bored with the lesson. It could be proven from the result of interview with the students below:

Writer : Why do you state that YouTube is effective in learning English song lyric? Explain it clearly to me!

Student : It is effective because it can make the students become interest to follow the activities in learning English song lyric, different with previous meeting, the teacher always used book as learning media, it is too monotonous and the class is not meaningful.

This dialogue was taken in 24 January 2020

In questionnaire item statement point 2, There were 100% of the students who agreed with this statement. Group discussion is the exchange of information, opinion, and ideas. It is a very good technique in learning process, it aims to make the students able to communicate with others in sharing their ideas with their member of group. The students who have been interviewed by the writer stated that they were more assisted by group discussion because they could discuss or share something that they did not know and solve the activity task together. Group discussion provides an opportunity for students to be more actively engaged in learning and also enhance students' cooperation and social skills. Below is the explanation from questionnaire item statement point 2.

Writer : Did you find some difficulties during the learning process? Did you solve it with your group?

Student : Of course. Sometimes I am afraid to ask my teacher about something I do not understand, for example in identifying the grammatical used in song lyric, and I did not understand about it, my group member helped me to solved it. Not only that, group discussion is very good technique for me because it facilitated me to explore new knowledge from my friends. By group discussion, we are required to communicate with others so I tried to speak up more.

This dialogue was taken in 24 January 2020

In questionnaire item statement point 3, there were 91,6 % of the students who agreed with this statement. Learning English song lyric from YouTube also able for the students to learn its language component. There are three major of language component, those are syntax, morphology, and phonology. Syntax is the rules for the structure of a sentence. Syntax such as sentence organization, it has relationship between words, clauses, and elements of sentence. It should be containing a noun phrase and verb phrase. While Morphology is the organization of words. Morphemes are the smallest grammatical units. There are two kinds of morpheme, free morpheme and bound morpheme. Free morpheme is independent, such as girl, beautiful, and happy. While bound morpheme, should be added with un-, non-, -ly, -s. The last is Phonology, it is the sound of speech and the shaping of syllables. From the result of the questionnaire, 93% of the students agreed with this statement, it can be proven with the result of the interview below:

Writer : Did you learn noun phrase and verb phrase from English song lyric? Can you mention some noun phrase and verb phrase that you have learnt?

Student : Actually yes, but not too many examples of noun phrase and verb phrase. So, I cannot give example miss.

Writer : How about the morpheme? Did you also learn about it? Can you give example of free morpheme and bound morpheme?

Student : Yeah, of course. For free morpheme example; beautiful, thousand, year. While for Bound morpheme, such as; directly, unconditionally, loves.

Writer : How about phonology?

Student : I learn it when I listen to the song, I know the vocabulary also how to pronounce it correctly.

This dialogue was taken in 24 January 2020

In questionnaire item statement point 4, there were 100 % students agreed with this statement. The activity in learning English song lyric in the classroom created the students to be more active and creative. Almost the students stated that they became more active because the teacher asked them to be active and creative in following every activity conducted in the classroom. Students were required to speak in front of the class to present their work with their member of group, they also learned in group discussion so it made them actively in communicate with their friends, the teacher asked them to be creative in making a sentence from difficult words. It could be shown from the interview result below:

Writer : What kind of activity that make you more active and creative during learning English song lyric?

Student : The activity conducted in the classroom such as filling the blank words, group presentation, and many other

This dialogue was taken in 24 January 2020

4.1.2 Memory

Memory is one of the most important ways which analyzed the student's histories, their current action, and past experience. Memory is retaining information related to student's experience, usually for present and future purposes. In this study, the writer wants to examine whether the student's memory about the past experience influenced their analysis to fulfill the questionnaire item statement about student's perception in learning song lyric from YouTube. There were 5 statements in this questionnaire.

Table 4.2 Tabulation of Memory

No	Item	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
EVALUATION						
5	The activity in learning English song lyric through YouTube improve my ability in listening	32,8	68,5	1,4	0	0
6	The activity in Learning English song lyric through YouTube make me get correct pronunciation from native speaker	24,2	57,1	18,5	2,8	0
7	Using YouTube in learning English song lyric make me get easy to learn the grammatical structure and pattern of the English Language	7,1	58,5	18,5	18,5	0
8	I know and learn some accents in English by listening to English song lyric from YouTube	22,8	52,8	21,4	5,7	0
9	Listening and Watching to the song video in YouTube make the new vocabularies stay longer in mind	78,5	24,2	0	0	0

In point 5, the activity in learning English song through YouTube improved the student's ability in listening. There was no student who disagrees with this statement. Listening to English song from YouTube made the English words became more familiar to the students. Therefore, it would improve the students' listening accuracy. Actually, listening skill is a great start to learn English. Based on (Nation, 2014 in Ranggen 2016), a useful thing to do the very early stages of learning another language is to listen to the way in which the language is spoken, even when you don't understand anything at all. Listening might be the most obvious skill that would improve the students were listening to a song in learning song lyrics. Practically, students listened to the song and heard every words or sentences from the song. While listening, students could read song lyrics so that the students could understand the words and its pronunciation. This surely increased students' listening skill.

Writer : Based on your opinion, is learning English song lyric is really helpful for improving your listening skill? Can you give the example of the listening activity that you think it is really helpful for you in improving your listening skill?

Student 1 : Yes, of course. My listening ability was improved by English song from YouTube. The activity was given by the teacher is listening to English song and filling the blank words in song lyric. This activity is good for me because I have to listen the detail word.

Student 2 : Learning English song lyric from YouTube gives us many advantages, one of it is in improving our listening skill. In the class, the teacher asked us to listen to English song lyric from YouTube and fill the blank words in the appropriate column.

This dialogue was taken in 24 January 2020

Students also got some challenges when they listened to the English song from YouTube, the writer had revealed that the use of song lyrics might have several distractions and challenges on poor quality of sound system. In other words, when the audio and video

were heard or listened to were not in a good quality, the students could not get the pronunciation of certain words in a song.

Writer : Did you find difficulties during listening English song lyric from YouTube?

Student 1 : Sometime the audio quality of the video is not clear enough, but YouTube have many video covers, so if I cannot listen clear lyric from YouTube, I play the other videos which has good quality.

Student 2 : Sometimes the class is noisy. Moreover, when the pronunciation getting difficult, they students liked to ask each other and this makes me get distracted and less concentration

This dialogue was taken in 24 January 2020

Learning English song lyric from YouTube also might be distracted by class environment. This study also had revealed that students tended to be noisy in class which used song as learning media. From the statement, it could be concluded that students got challenges from the class environment when they were using song lyric in English learning. Actually, the same idea had been explained by Murphey (1992) that in the classroom, the teacher had a role to control the students, by using songs in the classroom, the students would feel enthusiast and attractive to follow the material delivered by using songs. Besides that, students would be automatically more crowded because songs created noisy classroom, so that the teacher might lose the control. Shortly, using song lyric in English learning might have some challenges because of the class environment.

From listening activity, students also got better pronunciation of the words. Similar with listening skill itself, pronunciation skill could be improved by listening to a song and reading the song lyric in one time. The process of acquiring this advantage was almost as same as improving listening skill. When the students heard a word or phrase on a song and

read the word in song lyric, the students could understand easily how to speak the word or phrase. In other words, student's speaking skill, especially pronunciation aspect was also increased. The participants of this research were in agreement to this statement:

Student 1 : I enjoy the most knowing how to pronounce a word. So, if the song comes from native speaker, they pronounce it very well. So, I can understand how to say the words in correct pronunciation.

Student 2 : I listen and also practice my pronunciation.

Student 3 : I could be more sensitive to the song; one is the grammar and also is how to pronounce. So, the point is it makes me more confident when I listen to the English context.

This dialogue was taken in 24 January 2020

From the participants' statement, it is obvious that using song from YouTube in learning song lyric could give the students advantages towards their pronunciation skill. In a further analysis, the researcher found some experts' finding which is in line with current research's finding. Ramírez (2013) stated that a song from YouTube can be used to develop all language skills as integrated, including improving students' pronunciation skill. This phenomenon had been found in this research. Brewster, Ellis, and Girard (2002) said that song gave the incredible effects to learning pronunciation. Some important features such as stress and rhythm, pronunciation, and intonation are also trained naturally through song from YouTube.

Grammar is also a linguistic resource that can be learned from English song lyric from YouTube. This research showed that students' grammar mastery is improved by learning with song lyrics. For instance, students can make good sentence when they understand the grammar well. Since students' grammar is improved by learning English

using song lyrics, the students' ability to make sentence is also improved. There were 46 students (65,7 %) who agreed with the statement of point 7.

Writer : Is learning English song very helpful for you in learning the grammatical structure and pattern of English language?

Student : Yes, it is. we can take a look to the song lyrics that we listened we can practice how to make a good sentence; we also identify the grammatical structure in song lyric.

This diaogue was taken in 24 January 2020

From the statement above, the writer found that grammar is one of the advantages of using YouTube in learning English song lyric. XI-Science 3 and 7 students' grammar mastery could be improved through learning song lyric from YouTube. In further analysis, the researcher also found other experts' finding that is in accordance with this finding. According to Brewster, Ellis, and Girard (2002), song is a media to introduce new language, and also as a media to evaporate grammar and vocabulary. This ensures that learning song lyric from YouTube had advantages towards students' grammar skill. Based on Sharpe (2001) in Ranggen (2016), the power of song on learning grammar makes the students gradually internalize the structures and patterns of the foreign language as well as the spesific language items that the teacher wants them to learn. Schoepp (2001) in Ranggen (2016) also believed that songs are valuable as it contributes to fluency and the automatic use of meaningful language structures. There were 26 students (37,1 %) who disagreed with the questionnaire item statement point 7 about grammatical structure.

Writer : Did you find difficulties in identifying the grammatical pattern?

Student : if we look at the lyrics carefully, sometimes it feels like it does not have the verb, no subject. Whereas what we learn is that the sentence should have subject and verb. So, it sometimes makes us little bit confused.

This dialogue was taken in 24 January 2020

From the statements above, it is clear that song lyrics' grammar or structure may sometimes be confusing for the XI-Science 3 and 7 students. The researchers further analyzed this finding. The result was that indeed in a song, the artist sometimes did not put attention to grammatical structure of the lyrics. According to Murphey (1992), sometimes, songs have grammatical error because the musicians are not really focus on the grammar. Thus, this can lead to making mistakes. According to Terhune (1997), some songs are not scientific. Therefore, some students did not think that they are effective tools in education. Moreover, songs which are not grammatically correct or those involving complicated sentence structures may confuse students.

The other challenges of XI-Science 3 and 7 students faced while learning English with song lyric are song's accent. This research had found that due to variety of accent in a song, the students could get difficulties in getting the lyric of the song because they simply did not hear well the song. This was explained by the students.

Writer : Can you differentiate between the usage of American accents and British accents in learning English song lyric from YouTube?

Student 1 : The difficulties, sometimes I do not get at all what the singer said because perhaps the accent is just too genuine, either British or American accent which make me difficult to get what the singer said".

Student 2 : I cannot differentiate, because sometimes the intonation was too fast so that I cannot get the meaning of the words, the native speaker accents is not too clear enough to be heard

This dialogue was taken in 24 January 2020

From the statements above, it was clear that in XI-Science 3 and 7, students also faced challenges when learning English using song lyrics because of song's intonation and

accents. Learning English song lyric from YouTube also gave advantages to the students to enrich their vocabulary. All the students agreed with the statement point 9. This study had found that vocabulary is one of English parts that might be improved when students are learning English song lyrics from YouTube. It is believed that using YouTube in learning English song lyric can be easy, rather than other methods, to improve students' vocabularies. Not only sharpening the students' known vocabularies, using YouTube in learning English song lyrics can ease students to enrich and memorize new vocabularies. This is proven by the statement of the students in interview:

Writer : What did you do with the new vocabulary that you get during learning English song lyric?

Student 1 : I sing the song lyric again and again to remember the vocabulary.

Student 2 : I write new vocabulary and lists it in my notebook, then I look at dictionary to see the meaning.

This diaogue was taken in 24 January 2020

Every student has their own way in remembering the vocabulary to stay longer in their mind. Such as singing the song and listing the new vocabulary then finding the meaning. songs are great way to remember many words. It helps students in remembering the new words easier. According to Wallace (1994) in Ranggen (2016) on his study result, it revealed that music is repeated, simple and easily learned can make a text more easily learned and better recalled than when the same text is learned without any melody. It means that songs are able to make the process of learning the new words easier.

4.1.3 Impression

Impression is the overall effect of implementing YouTube in learning English song lyric activity. Impression refers to the process in which individual attempt to influence their opinions or perceptions. The writer examines the impression of the students about implementing YouTube in learning English song lyric. There were 4 item statements in impression.

Table 4.3 Tabulation of Impression

No	Item	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
EVALUATION						
10	The activity in learning English song lyric from YouTube can give me more understanding about English language	37,1	54,2	11,4	0	0
11	Using YouTube in learning song lyrics make me more enthusiastic in following the activity	57,1	45,7	0	0	0
12	I enjoy learning English by using YouTube as the learning media because it gives chance to see language in use as well as I hear it	21,4	72,8	8,5	0	0
13	The random selection of song title in each group is great	75,7	27,1	0	0	0

activity because I will know some English song					
--	--	--	--	--	--

In questionnaire item statement point 10, there were 100 % students agreed with this statement. From the questionnaire result, the students stated that learning English song lyric from YouTube gave them understanding in learning English. It can be seen from the result in tabulation of evaluation and memory result, also the finding of evaluation and memory. The students who were easier in understanding English language could be caused of some factors, such as the effectiveness of YouTube as the learning media, the activity in learning song lyric from YouTube such as group discussion, fill the blank lyric, and make sentence from difficult words.

In questionnaire item statement point 11, there were 95,8 % of the students who agreed with this statement. Students become more enthusiastic because learning song lyric with song creates the class more fun and meaningful. Song also removed the students stress, and improved their motivation in learning English (Molinsky, 2000).

In questionnaire item statement point 12, there were 72,2 % students agreed with this statement and there were 27,7 % of the students who disagreed. Every activity in learning English song lyric from YouTube, gave the students chance to see the language use in English as well as they hear it.

In questionnaire item statement point 13, there were 100% students agreed with this statement. Learning English song lyric from YouTube allowed them know many English song. Based on the result of interview, 7 students stated that they learnt about 5 songs in learning English song lyric.

Writer : How many song titles used in learning English song lyric?

Student 1 : For about 4 songs, count on me, photograph, heal the world, and a thousand year

Student 2 : 5 songs, count on me, heal the world, photograph, a thousand year, and Perfect.

This dialogue was taken in 24 January 2020

It can be concluded that their list of English songs is enriched during learning English song lyric from YouTube.

4.2 Discussion

Based on the data analysis that was collected and analyzed from the students of XI-Science 3 and 7, the researcher would like to answer the research questions as stated before. It consisted of a question involving to find out the research question “What is the students’ perception on the implementation of English song video in YouTube for learning song lyric at eleventh grade students in SMA Negeri 1 Cerme?”. The result showed that the students had good perception gave positive respond in every activity conducted in the classroom because the song made the class became more conducive, fun, and meaningful, so it improved their ability in listening well. Moreover, they also mastered the component of language in English, such as grammar, vocabulary, and pronunciation. The result of questionnaire and interview, the percentage from students who disagreed that learning English song lyric improved their understanding in identifying grammatical structure. Even though they have learnt grammar for many times, but they still have difficulties in grammatical structure. Not only that, students also have difficulties in differentiating the

native speaker accent, such as American accent and British accent. Students were also weak in imitating the sound of speech. It was because the native speaker speaks fast, so that they could not get the word easily, they still repeated the English song many times. Teacher also used group discussion technique in learning English song lyric from YouTube. It made the students more active in communicating and sharing ideas with their friends.

