

**THE EFFECTIVENESS OF USING RAP SONG AS A MEDIUM TO
IMPROVE MASTERY OF IRREGULAR PAST SIMPLE VERBS:
A CASE STUDY AT SMPN 47 MAKASSAR**



A THESIS

*Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial
Fulfillment of the Requirement to Obtain Bachelor Degree In English Department*

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**ENGLISH DEPARTMENT
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
MAKASSAR**



2024

LEGITIMATION

THESIS

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IMPROVE MASTERY OF IRREGULAR PAST SIMPLE VERBS:
A CASE STUDY AT SMPN 47 MAKASSAR

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It has been examined before the Board of Thesis Examination on Friday, July 5th 2024
and is declare to have fulfilled the requirements.

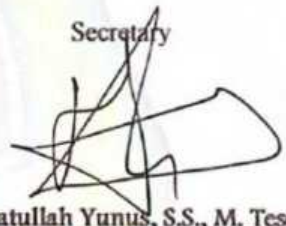
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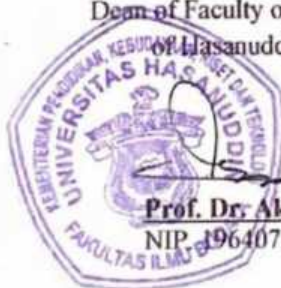
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AGREEMENT

On Friday, 05 July 2024, the Board of Thesis Examination has kindly approved a thesis by Adhe Annisa Pramestya (F041201115) entitled *The Effectiveness of Using Rap Song as a Medium to Improve Mastery of Irregular Past Simple Verbs: A Case Study at Smpn 47 Makassar* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University

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The thesis by ADHE ANNISA PRAMESTYA (F041201115) entitled, **THE EFFECTIVENESS OF USING RAP SONG AS A MEDIUM TO IMPROVE MASTERY OF IRREGULAR PAST SIMPLE VERBS:A CASE STUDY AT SMPN 47 MAKASSAR**, has been revised as advised during the examination on Friday, July 5th 2024 and is approved by the Board of Undergraduate Thesis Examiners.

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With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1805/UN4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Adhe Annisa Pramestya (F041201115) to be examined at the English Literature Study Program of Faculty of Cultural Sciences

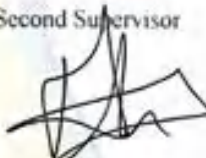
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STATEMENT OF ORIGINALITY

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Department/Faculty : English Literature Study Program/ Cultural Sciences

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, 5 July 2024

The writer,



Adhe Annisa Pramestya



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The writer has many people to knowledge for their support and guidance over the years. First and foremost, all praises and gratitude to Allah SWT for His blessings and opportunities given to the writer to successfully complete her undergraduate thesis, with the title **THE EFFECTIVENESS OF USING RAP SONG AS A MEDIUM TO IMPROVE MASTERY OF IRREGULAR PAST SIMPLE VERBS:A CASE STUDY AT SMPN 47 MAKASSAR.**

Second, sincere appreciation and thanks are expressed to the two supervisors **Dra. Ria Rosdiana Jubhari, M.A., Ph.D.** and **Hidayatullah Yunus, S.S., M. Tesol.** as the first and second supervisors, for all their guidance and encouragement in carrying out this research project. It is a valuable thing to be able to discover new knowledge from both supervisors in the process of completing this research.

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Finally, the writer always hopes that this research can be useful for all parties. Amin.

Makassar, 5 July 2024

The Writer

Adhe Annisa Pramestya



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ABSTRACT

ADHE ANNISA PRAMESTYA. 2024, The Effectiveness of Using Rap Song as a Medium to Improve Mastery of Irregular Past Simple Verbs:A Case Study at SMPN 47 Makassar.

(Supervised by : Ria Rosdiana Jubhari & Hidayatullah Yunus).

This research investigates the effectiveness of using rap songs as a medium to improve mastery of irregular past verbs in class VIII students at SMPN 47 Makassar. The motivation for this research comes from the difficulties students face in memorizing and understanding irregular verbs, which only uses conventional teaching methods and fails to engage them.

This research uses a qualitative case study method approach. The rap song "Past Tense Irregular Verb Song" by Edward Cornwall is used as the main teaching tool. The results showed that rap song significantly improved students' ability to remember and use irregular verbs in the past tense correctly. Students reported increased motivation and engagement during lessons, attributing this to the rhythmic and repetitive nature of rap music, which aids memory retention.

These findings suggest that incorporating rap song into language teaching can be a valuable strategy for improving grammar skills, particularly in mastering irregular past verbs.

This research contributes to the broader field of language pedagogy by highlighting the potential of integrating music, particularly rap, into English language teaching to increase students' grammatical competence and engagement.

Keywords : Irregular Past Verbs, Rap Song, Language Teaching.



ABSTRAK

ADHE ANNISA PRAMESTYA, 2024, Efektivitas Penggunaan Lagu Rap Sebagai Medi untuk Meningkatkan Penguasaan Kata Kerja Masa Lampau Tak Beraturan: Studi Kasus di SMPN 47 Makassar. (dibimbing : Ria Rosdiana Jubhari & Hidayatullah Yunus).

Penelitian ini menyelidiki efektivitas penggunaan lagu rap sebagai medium untuk meningkatkan penguasaan kata kerja masa lampau tak beraturan pada siswa kelas VIII di SMPN 47 Makassar. Motivasi penelitian ini berasal dari kesulitan yang dihadapi siswa dalam menghafal dan memahami kata kerja tidak beraturan, khususnya dalam bentuk lampau yang hanya menggunakan metode pengajaran konvensional dan gagal melibatkan siswa.

Penelitian ini menggunakan pendekatan metode studi kasus kualitatif. Lagu rap "*Past Tense Irregular Verb Song*" oleh Edward Cornwall digunakan sebagai alat pengajaran utama. Hasil penelitian menunjukkan bahwa lagu rap secara signifikan meningkatkan kemampuan siswa dalam mengingat dan menggunakan kata kerja tidak beraturan dalam bentuk lampau dengan benar. Siswa melaporkan peningkatan motivasi dan keterlibatan selama pelajaran, menghubungkan hal ini dengan sifat musik rap yang berirama dan berulang, yang membantu retensi memori.

Temuan ini menunjukkan bahwa memasukkan lagu rap ke dalam pengajaran bahasa dapat menjadi strategi yang berharga untuk meningkatkan tata bahasa yang mengintegrasikan musik, khususnya keterampilan, khususnya dalam menguasai kata kerja bentuk lampau yang tidak beraturan.

Penelitian ini berkontribusi pada bidang pedagogi bahasa yang lebih luas dengan menyoroti potensi rap, dalam pengajaran bahasa Inggris untuk meningkatkan kompetensi dan keterlibatan tata bahasa siswa.

Kata Kunci : Kata Kerja Masa Lampau Tak Beraturan, Lagu Rap, Pengajaran Bahasa Inggris.



CHAPTER 1

INTRODUCTION

1.1 Background

English is currently a language that must be studied because English has become a global language. Rao (2019) says that English, possessing universal attributes, has gained recognition as the global language among speakers of myriad languages. Therefore, students must learn English as early as possible. In fact, students may have difficulty learning it because they need to master four talents in addition to several English components. Speaking, listening, reading and writing are skills. Because students only obtain information, reading and listening are receptive skills. On the other hand, speaking and writing are productive skills. When students engage in speaking activities, they produce spoken language, such as conversations, presentations, or discussions. Likewise, in writing activities, students create written texts, including essays, reports, emails, or creative works. Students must participate actively in order to improve their speaking skills in particular. Additionally, there are language components that help the development of four skills. These components include grammar, vocabulary, and pronunciation. Students must master both the language abilities and the components of English in order to be considered proficient.

The simple past tense is one of the grammars that students need to learn. The simple past tense is employed to convey actions or forms from the past. Both regular and irregular verbs can be found in the simple past tense. And irregular verbs are what require a great deal of focus and practice. Students get confused when they encounter

irregular verbs. distinct from regular verbs. Students only add ed to normal



verbs after verbs 2 and 3. As for irregular verbs, students must exercise critical thinking because verbs 1 through 3 differ greatly from one another.

In fact, students at SMPN 47 Makassar where the writer teaches, the students still lack enthusiasm and seem uninspired when faced with grammar material. They have difficulty working on grammar questions. Moreover, when faced with simple past tense lessons. They are confused about changing the past simple into an irregular verb form and they seem to have lost motivation to learn grammar. One of the reasons is that teachers still often use conventional methods. It can be concluded that teachers must find ways to teach grammar. Teachers are required to be able to deliver learning material using interesting media so that students can understand the material easily.

In this case, the songs were picked because they are a good way to teach or practice grammar. Additionally, the students are likely to find it appealing. The students will feel at ease and receptive to the learning process if this is done. They have no trouble understanding the lesson. Songs often contain unique and grammatical structures, and the lyrics using some irregular verb forms. Songs can also help improve memory, making it easier for you to remember irregular verb forms and the most important thing is that songs often have an emotional element, so learning using songs can increase engagement and motivation to learn.

According to Sevik (2011) songs that are familiar to students can be the best way to promote grammar teaching. He note that songs that are familiar to students can be the best way to promote grammar teaching. And while teaching at SMPN 47 Makassar, the writer often noticed that during breaks in class, they often played songs in their class. It proves that they are interested and like listening to songs and it will be fun if

their favorite things as a medium for learning English.



The writer utilize rap song to aid students in mastering grammar, specifically irregular verbs, due to their rhythmic and repetitive nature, which facilitates vocabulary memorization. In addition to the rhythmic advantages, rap song exclusively feature irregular verbs, enhancing students' focus during the memorization process. Medina (2002) supports the integration of rap songs in language teaching, noting that their fast-paced rhythm may be stored in long-term memory, aiding memorization. By incorporating rhythm and melody into language learning, students can more effectively transfer words into their linguistic memory. Medina (2002) emphasizes the indispensability of memory in language acquisition. The writer aim to leverage rap songs to facilitate eighth-grade students' grammar proficiency with irregular verbs.

After observing the description above, it can be concluded that teachers must find ways to teach grammar. Teachers are required to be able to deliver learning material using interesting media so that students can understand the material easily. Finally, the writer chose a rap song entitled "*Past tense irregular verbs song*" by rapper Edward Cornwall as a way to solve the grammatical problem of simple past tense in the form of irregular verbs.

Therefore, the writer use the research title: "**The Effectiveness of Using Rap Song as a Medium to Improve Mastery of Irregular Past Simple Verbs: A Case Study at SMPN 47 Makassar**".

1.2 Identification of Problem

Based on the background explained previously, there are several problems that need to be identified to achieve the objectives of this research. Identification of the problems described below will help in formulating appropriate strategies and methods to improve the students' understanding of English grammar, especially in mastering



irregular verb forms through the use of rap songs. The problem identification in this research is as follows:

1. Students difficulties in learning and memorizing past simple verbs in the form of irregular verbs.
2. Lack of Student Motivation and Enthusiasm in learning English.
3. Low Application of Interesting Learning for students.
4. Limitations of an Interesting Learning Medium for Students.

1.3 Scope of the Problem

This research investigates the effectiveness of using rap songs to improve students' mastery of past irregular verbs at SMPN 47 Makassar. The focus is on "Past Tense Irregular Verb Song" by Rapper Ed from his YouTube channel "Learn English with Beats." The scope includes:

1. Students' Difficulty in Learning and Memorizing Past Simple Verbs, overcoming the challenges of learning and memorizing irregular past simple verbs.
2. Limitations of Interesting Learning Mediums for Students, explore the need for an engaging learning medium and assess whether rap song can simplify learning, increase retention, and make grammar lessons more enjoyable.

1.4 Research Question

In relation to the background of the previous study above, the problem of the study can be formulated as this following question :

1. What are the effectivenesses of Rap song of improve for Irregular past simple verbs?
2. What are students' perceptions about the use of rap song to increase students' ar past verbs knowledge in class?



1.5 Objective of the Research

1. To assess the effectivenesses of rap song in improving students' mastery of irregular past verbs.
2. To explore students' perceptions regarding the utilization of rap song as a mean to enhance irregular past verbs knowledge in the classroom.

1.6 Significant of the Research

1. Academic Significance: This research can show how song can help students understand and remember the concept of irregular past verbs, thereby potentially improving English language learning methods at school.
2. Practical Significance: The findings of this study can be useful for other researchers who examine the relationship between various genres of songs and students knowledge of irregular simple past verbs.



CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

After reading several topics regarding this research, the writer found that learning irregular simple past using figurative style media was interested to discuss. The relevant research was conducted by some researchers.

The first study was done by Kumayas (2020) research in titled "*The Effect of Familiar Songs' Tune to Improve Students' Understanding in Irregular Verbs*" focuses on fourth semester students majoring in English at FBS UNIMA in Tondano, Indonesia, with the assumption that their low English language competency may be caused by a lack of self-confidence in achieving.

Kumayas's research and the writer's research have the same goal, namely that they both want to increase students' knowledge in learning irregular verbs, but, in the case of the Kumayas research investigated use of different genre song like familiar songs, such as "*Are you sleeping, Brother John*" can improve students' understanding of irregular verbs. It shows that the effect of Familiar Songs' Tune improves students' understanding of irregular verbs and makes the classroom atmosphere lively and students enjoy learning English by singing. Learning English by singing is fun.

Other researchers also conducted research on the use of songs to improve speaking ability in conducting monologues using simple past tense. Sadida (2013) examined "*The Use of Pop Songs as Media to Improve Eleventh Graders' Speaking Ability in Performing*

Using Simple Past Tense". In this research, researchers did not use familiar as media like previous research. Researchers used pop genre song media to



find out whether there was a significant difference or not in students' speaking abilities in performing monologues using simple past tense between students who were taught using pop songs and students who were taught without using pop songs. The findings indicate that students reacted positively to the utilization of pop songs in teaching the simple past tense for speaking. They expressed interest, motivation, and found it helpful. Therefore, this confirms that pop songs serve as an effective tool for teaching the simple past tense in speaking.

A study by Monica (2023) research investigated the impact of using the Memrise application to improve students' memorization of irregular verbs, with a focus on tenth grade students at SMAN 3 Mandau. The results of the research showed a significant effect of using the Memrise application to improve the memorization of irregular verbs for class X students at SMAN 3 Mandau.

Then, the fourth study was conducted by Agustina (2017) from STKIP Nurul Huda Sukaraja entitled Teaching Irregular Verbs Through Drill Technique. Researcher use Pre-experimental method to investigate the effectiveness of the application of response drill in teaching irregular verbs to tenth-grade students at SMA Negeri 1 Buay Madang OKU Timur. The result of this research show that drill technique is effective to teach irregular verbs at the tenth year students of SMA Negeri 1 Buay Madang.

Savitri (2016) conducted a study titled "The Use of Rap Music to Improve Students' Vocabulary Mastery at The First Grade Students of SMPN 2 Papalang Mamuju Regency" at UIN Alauddin Makassar. The objective of her research was to examine the effectiveness of Rap Music in enhancing students' vocabulary mastery, particularly

irregular verbs. In this study, the researcher utilized an irregular verb rap e results indicated that the vocabulary mastery of irregular verbs among first-



grade students at SMPN 2 Papalang improved through the use of Rap Music, as evidenced by the increase in mean score in the experimental class.

Another researcher, Hamoud (2015), investigated the utilization of rap music in English Language Teaching in a study titled "The Humanizing Potential of Using Rap Music in English Language Teaching: The Hip-hop Method" published in English Language and Literature - A Tool for Humanizing. Unlike the previous study that focused on using pop songs, this research employed rap songs. Specifically, the researcher utilized the "Stick Stuck Stuck" Rap Song by Jason R Levine as the teaching medium. However, the findings indicated that rap songs were not effective in this context due to cultural and technological influences in India.

On the other hand, Guzel (2024) also recently explored the use of rap songs in English Language Teaching (ELT) to young adult students. This research found that incorporating rap music into language teaching can be very beneficial. This research highlights that the use of rap songs in ELT can improve listening skills, expand vocabulary, develop critical thinking skills, and increase cultural awareness among students. However, this research also confirms that although there are several disadvantages in using rap songs in ELT, including potentially violent and misogynistic lyrics, the benefits of including rap music in language teaching outweigh the disadvantages.

Segal (2014) in his research entitled "Teaching English as a Second Language through Rap Music: A Curriculum for Secondary School Students" shows that the use of rap music in teaching English as a second language can provide various positive results.

These include lowering affective filters, increasing engagement, improving memory, improving language skills and confidence, aiding prosody, pronunciation, and cultural understanding, creating a positive learning environment, and helping English language learners in language acquisition. Overall, this research



suggests that integrating music, particularly rap, into language learning can be a successful method for engaging students, teaching grammar and vocabulary, and improving language acquisition.

The significant similarities between my research and the previous studies above are related to the same field and research objectives. This research aims to increase students' knowledge about English language teaching using media. While there are some minor issues, such as the limitations of songs in improving vocabulary, particularly irregular verbs, there are particular concerns about the suitability of certain songs in particular contexts. For example, in India, the Rap song faces challenges due to the cultural preference for Indian music over rap and the lack of technological advancement, as not everyone has access to smartphones or laptops. However, it should be noted that Rap songs are easily accessible via internet downloads.

In this research aims to use the Rap song from Rapper Edward Cornwall "*Past tense irregular verbs song*" to be applied at junior high school level in Indonesia. It might be good, because Indonesia also uses technology in the teaching process, especially several schools in big cities, especially in Makassar which has been supported by technology in education. So hopefully this song can be sung smoothly without any obstacles. This song is a rap song about irregular verbs that we found on the internet and can be applied in the learning process. We can find other irregular verb songs but all of them are in the pop genre and irregular verb pop songs only provide a few irregular verb songs. This is different from the song by Rapper Edward Cornwall which focuses on Irregular Past Simple verbs, making it easier for students to memorize irregular verb vocabulary and



direct examples of usage in sentences in the song. Rap songs are good for irregular verbs and can influence the mastery of irregular verb grammar as

well because rap songs have a fast rhythm and good rhythm, making the learning process more interesting and energetic.

2.2 Theoretical Framework

This theoretical framework refers to theories and studies from various scientific disciplines which include the categories of irregular verbs, songs as a teaching medium and songs in English Language Teaching. In line with Howard Gardner (1991) theory, Multimodal Learning and Multiple Intelligences. The theory states that individuals have various types of intelligence that used in the learning process. In this research, the writer focuses on musical intelligence which can improve the ability to understand, create and appreciate music. Students with high musical intelligence will find it easier to understand and remember information through the medium of music. The main aim of this theoretical framework is to gain an understanding of irregular verbs and Rap song in language teaching. Irregular verbs are one part of the grammatical verb category which is included in the verb section and Rap song are one of the media applied in language teaching. Further explanation to understand this topic will be provided in the explanation below:

2.2.1 Simple Past

Simple past tense is a grammatical form of a verb used to indicate an action that occurred or took place at a specific time in the past, or to describe habitual actions that were regularly performed in the past. Simple past tense is the past tense which is used to express actions or events that have occurred in the past. This form has an important role in conveying information about the time sequence and chronology of events in language.

Handayani and Isyam (2013) stated simple past tense is employed to convey actions or



occurred in the past. Furthermore, the past form serves a distinct purpose in speech or thought.

Furthermore, Halim (2018) believed that understanding the Simple Past Tense is crucial for students. The writer realizes that learning simple past tense is not an easy thing for some students and requires a special way to teach it to students.

2.2.2 Irregular Verb

It's crucial for students to distinguish between regular and irregular verbs, as this knowledge greatly aids in grammar learning. Regular verbs are easily identified by their consistent forms in both past tense and past participle. In contrast, irregular verbs present a greater challenge due to their unpredictable forms, making them more complex than regular verbs (Nofifah, 2011).

An irregular verb deviates from the standard practice of adding "-ed" to create its past tense and past participle forms. Rather, irregular verbs possess distinct forms for these tense constructions, necessitating individual memorization. According to Monica (2023) An irregular verb is a type of verb that exhibits variability in its form across the three principal parts. While some irregular verbs maintain the same form, others undergo changes, leading to unpredictability in their conjugation.

Moreover, irregular verbs exhibit unpredictable changes in their past tense and past participle forms. Therefore, it is essential to simultaneously use or practice both types of irregular verbs to ensure proficiency (Agustina, 2017).

2.2.3 Song as Teaching Medium

Utilizing medium in the teaching process is essential to encourage active student participation and foster enjoyable learning experiences. As per Andriana (2021) definition, media encompasses any tool employed to convey messages from senders to receivers. Therefore, it has the potential to stimulate learners' thoughts, emotions, and thereby enhancing their engagement in the learning process. In summary,



Andriana (2021) says that media can effectively stimulate students' interest in studying English.

Song is important to human's life. It is inseparable to any elements of people: from children to adults. They like to listen to the song whenever and wherever they want to. Songs can be an effective medium in education because they have the potential to attract students' attention, increase their engagement in learning, and help strengthen their understanding of subject matter. Kumayas (2020) highlighted the advantages of using songs in English Language Teaching (ELT) she explains that songs, especially those with repetitive refrains or rhythmic passages, are effective in aiding memory retention, as they often trigger spontaneous remixes by young listeners.

Teachers of young language learners believe that exposure to these rhythmic speech patterns helps strengthen word memory. Children tend to repeat words in a manner similar to singing songs, especially when the words are part of rhyming word groups (Griffiee 1992, p.3).

Therefore, writer used a rap genre song from rapper-ED because songs can stimulate students' memory and this rap song only contains lyrics, examples of changes and examples of the use of irregular past simple verbs. According to Andriana (2021) Students can identify and learn these irregular verbs from the song's lyrics, as well as see how they are used in different contexts. Kumayas (2020) also explained that the effect of using songs with irregular verbs along with the function of the lyrics was successful not only in increasing students' English competence and achievement but also in encouraging students to enjoy learning English by singing.



English Language Teaching (ELT)

ence of incorporating songs into English language teaching has been
Songs and their subcomponents, such as rhythm, have been proven beneficial

in the memorization process. Siregar (2018) concluded in her research that incorporating songs into English language teaching would increase students' enthusiasm and increase their proficiency in learning the language.

Another statement from Sevik (2011) says that songs offer a chance and a setting for repeated reinforcement of listening and speaking skills, as all children must focus throughout the activity. Lastly, students often have a strong motivation to learn the lyrics to a new song or old favorite.

Besides, Beasley and Chuang (2008) do not support that idea by stating that “EFL educators do not allow students to choose favorite songs based on what they like. They like it because not all song genres are easy to understand based on their level of understanding and teaching material.

Based on the explanation above, the writer had chosen for a rap song characterized by a lively rhythm and straightforward lyrics, facilitating easy memorization and fostering a comfortable listening experience for students. This deliberate choice reflects the writer's intention to leverage the engaging qualities inherent in rap music as an effective medium for imparting knowledge. By selecting a rap song as the medium, the writer aims to create an immersive and enjoyable learning environment that encourages active participation and enhances students' retention of irregular past verbs.

2.2.5 Rap Song

Rap is a genre of song that is currently popular. Subekti et al (2023) Rap music is not just about saying fast words through lyrics, but to express feelings, emotions, and also to express ideas, thoughts, and imagination in the lyrics. to beautify a meaning, so that a lyric



re interesting and not boring. The fairly fast rhythm and repetitive but regular rap song popular among various groups. This is an opportunity for teachers to ; as a method for teaching English.

Lestari (2020) explain that learning English with rap music has the advantage that students can be more relaxed and not feel anxious during English learning sessions. It can help create a pleasant classroom atmosphere and reduce the tension that usually occurs during English learning.

The writer identifies whether there is an increase or not when using rap song with irregular verbs as a medium that can influence knowledge about irregular past simple verbs. However, there are various approaches to teaching English using different genres that are in harmony with the teaching materials. It is important to understand the characteristics of each genre and assess its suitability for the content. On the other hand, Andriana (2021) explains that rap songs are ideal for teaching recount texts and improving students' understanding of irregular verbs because of their fast tempo, thus helping in fast memorization.

The following factors may be taken into account when using rap song to teach English: verse clarity, articulation, relevance to learners, social appropriateness, educational value, repetition and catchiness, and song length (Adams, 2009).

1. Clarity of verses: The verses ought to be clear and simple to get it, with a clear lexicon and linguistic use. This will offer assistance to learners to take along and get it the meaning of the melody.
2. Elocution: The elocution of the rapper ought to be clear and simple to get it. This will aid learners in improving their articulation and emphasis when speaking English.
3. Pertinence to understudies: Choosing melodies that understudies are likely to appreciate and interface with will help preserve their interest and engagement within
ing handle.



appropriateness: Lyrics and themes of the songs are required to be appropriate
lassroom setting and do not contain offensive language or themes.

5. Educational value: Songs with relevant vocabulary, idioms, or expressions that students can use in everyday conversation should be preferred.
6. Repetition and catchiness: Songs that have repetitive lyrics and catchy melodies can help students remember new vocabulary and grammar structures easily.
7. Length of the song: Too long or complex songs can overwhelm students and make it difficult for them to focus on the language learning aspect. Therefore, the length of the song should ideally not be too long.

For this reason, the writer used a rap song from one of the rappers, namely Edward Cornwall. Rapper Ed is not like rappers in general like Eminem, Nicki Minaj and other commercial rappers. Rapper-Ed is a rapper who creates his own lyrics and arrangements specifically made to educate people who want to learn English with a rap method that he created himself and uploaded on his personal platform namely Learn English with Beats. The writer took one of rapper-Ed's songs which was uploaded on.

Below are examples of several verses of the lyrics of this rap song by rapper-Ed entitled his social media platform entitled "Past Tenses Irregular Verbs Song" which contains many past simple verbs and examples of the use of words in the sentences used in the song. "Past Tenses Irregular Verbs Song" which contain past tense irregular verbs :

*When i say **Go** you say **Went**
Go... Went....Go.....went
 I **went** down to the beach at the weekend (at the weekend..at the weekend)*

*When i say **Buy** you say **Bought**
Buy....Bought....Buy....Bought
 I **bought** an ice cream with raspberry sauce (raspberry sauce...raspberry sauce)*

*When I say **See** ... you say **Saw**
See... Saw..... See... Saw
 I **saw** a turtle right by the seashore (by the seashore)*

*When I say **Think**... you say **Thought**
Think... Thought...Think...Thought
 I **thought** it was incredible I stood in aw*

