

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion.

A. Findings

The researcher successfully collected the data obtained from tests and questionnaires. The tests were used to measure students' mastery of English Past Tenses before and after instruction using the MSAL technique. Meanwhile, the questionnaire was used to identify the students' responses after learning English Past Tenses using MSAL toward the learning method. This research involved 28 students of Class X-B at MA Manbaul A'laa in the 2025/2026 academic year. The researcher used IBM SPSS Statistics 27 to help analyze the data.

Before conducting the main study, the researcher first tested the validity and reliability of the research instruments to ensure that they were appropriate for data collection. The pilot test involved 61 students from Class X, selected from two senior high schools. Twenty-five students were from Class X-4 of MAN 1 Grobogan, while the remaining 36 students were from another senior high school with comparable academic characteristics. The participants in the pilot test were considered appropriate because they were at the same educational level (Class X) and had studied similar English grammar material aligned with the national curriculum.

The validity test was conducted using the Pearson Product-Moment correlation with IBM SPSS Statistics 27. The researcher developed 40 test items. After the validity test, 4 items were removed because they did not meet the validity criteria. The test items were considered valid when the r -count exceeded the r -table value. Therefore, the final test consisted of 36 valid items. Furthermore, the reliability test using Cronbach's alpha yielded a coefficient of .923, indicating that the instrument had excellent reliability and was consistent in measuring students' mastery of English Past Tenses. The detailed results of the validity and reliability tests are presented in the Appendix B on the Table B1 and B2.

1. The Statistically Significant Difference Between Students' Pretest and Posttest Scores After the Implementation of MSAL

This section presented the findings on the first research question, the effectiveness of MSAL in improving students' mastery of English Past Tenses. The analysis began with data preparation, followed by descriptive statistics, a normality test, N-gain score analysis, and finally effect size analysis. The results are presented below:

a. Students' Pre-Test and Post-Test Scores

Before conducting further statistical analysis, the researcher first presented students' pre-test and post-test scores. The pre-test was administered before the MSAL treatment, and the post-test after the MSAL treatment. The purpose of these tests was to measure students' mastery of

English Past Tenses and to identify improvements after learning through MSAL.

Table 4.1 shows students' scores on the pre-test and post-tests. Most students improved after implementing MSAL. This improvement was evident from the higher scores obtained on the post-test. Furthermore, only one student obtained the same score on both tests, while no students obtained lower scores on the post-test.

Table 4. 1 Pre-Test and Post-Test Scores

NO	NAME	NILAI	
		PRE-TEST	POST-TEST
1	AAA	17	67
2	AAN	22	64
3	AFKA	61	94
4	ASH	56	64
5	ASMR	56	92
6	DAM	64	92
7	GOP	17	69
8	GTMP	56	78
9	JDN	64	94
10	KAA	56	64
11	MFKH	33	83
12	MGA	22	64
13	MHH	31	33
14	MI	33	92
15	MKR	14	92
16	MM	58	81
17	PNK	50	69
18	QAP	58	75
19	RARA	64	81
20	RDA	33	69
21	RHM	28	28
22	TM	64	89
23	TPP	72	100
24	UA	25	89
25	VLA	61	92
26	ZDM	22	72
27	ZIA	72	94
28	ZNM	50	89

b. Descriptive Statistics of Pre-Test and Post-Test

The researcher conducted a pre-test before implementing MSAL and a post-test after the treatment. The purpose of the tests was to measure students' mastery of English Past Tenses before and after instruction using MSAL.

Table 4. 2 Descriptive Statistics of Pre-Test and Post-Test

	<i>N</i>	Minimum	Maximum	<i>Mean</i>	<i>SD</i>
Pretest MSAL	28	14.00	72.00	44.96	18.97
Posttest MSAL	28	28.00	100.00	77.50	17.58

Note. *SD* = Standard Deviation. Primary data processed using IBM SPSS 27.

Based on Table a total of students completed both the pre-test and post-test assessments. Prior to the intervention, the pre-test scores ranged from 14.00 to 72.00, with a mean score of 44.96 ($M = 44.96$, $SD = 18.97$). The post-test scores ranged from 28.00 to 100.00, yielding a higher mean score of 77.50 ($M = 77.50$, $SD = 17.58$). These results show that students' mastery of English Past Tenses significantly improved after the implementation of MSAL.

c. Normality Test

A normality test was conducted to determine whether the data were normally or not normally distributed. The researcher used the Shapiro-Wilk test in SPSS 27 because the sample consisted of only 28 students. The Shapiro-Wilk test was recommended for studies with fewer than 50 participants.

Table 4. 3 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Difference_Score	.073	28	.200*	.981	28	.875

Note. This is a lower bound of the true significance. ^aLilliefors Significance Correction.
Primary data processed using IBM SPSS 27.

The criteria of the normality test are:

- a) If the significance value (Sig.) is greater than 0.05, the data are normally distributed.
- b) If the significance value (Sig.) is lower than 0.05, the data are not normally distributed.

To verify the assumption of normality, a Shapiro-Wilk test was conducted on the difference scores between the pre-test and post-test. As shown in Table 4.3, the Shapiro-Wilk test yielded a statistic of $W(28) = .981$, $p = .875$. Because the p -value exceeds the standard significance threshold of .05, it can be concluded that the data were normally distributed, satisfying the assumption required for parametric analysis.

d. Hypothesis Testing

Hypothesis testing was conducted to determine whether MSAL was effective in improving students' mastery of English Past Tenses. Because the data were normally distributed, the researchers used the paired-sample t-test.

The hypotheses are stated as follows:

H_0 (Null hypothesis) : There is no statistically significant difference between the students' pretest and posttest scores on English Past Tenses after the implementation of MSAL.

H_a (Alternative hypothesis): There is a statistically significant difference between the students' pretest and posttest scores on English Past Tenses after the implementation of MSAL.

Table 4. 4 Paired Samples Statistics

		Mean	N	SD	SE
Pair 1	Pretest MSAL	44.96	28	18.97	3.59
	Posttest MSAL	77.50	28	17.58	3.32

Note. *SD* = Standard Deviation; *SE* = Standard Error of Mean.

Table 4. 5 Paired Samples T-Test

		Paired Differences					<i>t</i>	<i>df</i>	<i>p</i>
		Mean	<i>SD</i>	<i>SE</i>	95% CI of Difference				
					Lower	Upper			
Pair 1	Pretest MSAL	-32.54	18.83	3.56	-39.84	-25.23	-9.14	27	<.001
	- Posttest MSAL								

Note. *SD* = Standard Deviation; *SE* = Standard Error of Mean; CI = Confidence Interval.

The criteria of hypothesis testing are:

- a) H_a is accepted if the significance value is lower than 0.05.
- b) H_0 is accepted if the significance value is greater than 0.05.

A paired-samples t-test was conducted to determine the effectiveness of MSAL in improving students' mastery of English Past Tenses. Pre-test scores ($M = 44.96$, $SD = 18.97$) were significantly lower than posttest scores ($M = 77.50$, $SD = 17.58$). There was a statistically significant difference between the two scores, $t(27) = -9.14$, $p < .001$. These results indicate that the students' mastery of the English Past Tenses improved significantly after the implementation of MSAL.

e. Effect Size Analysis

After determining the significance of the treatment using the paired-sample t-test, the researcher conducted an effect size analysis to measure the magnitude of the treatment's effect. Effect size analysis is important because it not only indicates whether the treatment is statistically significant but also indicates how strong its effect in practice. In this study, Cohen's d was used to determine the effectiveness of MSAL in improving students' mastery of English Past Tenses. The result of the effect size analysis was presented in the following table.

Table 4. 6 Paired Samples Effect Sizes

			Standardizer ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	Pretest MSAL -	Cohen's <i>d</i>	18.83	-1.73	-2.31	-1.13
	Posttest MSAL	Hedges' correction	19.10	-1.70	-2.28	-1.11

Note. ^a. The denominator used in estimating the effect sizes. Cohen's *d* uses the sample standard deviation of the mean difference. Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

To measure the magnitude of the MSAL, the effect size was calculated using Cohen's *d*. The analysis yielded a Cohen's *d* value of 1.73. Based on Cohen's criteria, an effect size greater than 0.80 represents a large effect. These results indicate that the implementation of the MSAL had a large effect on improving students' mastery of English Past tenses.

f. N-Gain Analysis

The N-gain analysis was conducted to measure the improvement of students' mastery of English Past Tenses scores after the MSAL was implemented.

Table 4. 7 N-Gain Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	28	.00	1.00	.60	.264
NGain_Persen	28	.00	100.00	60.35	26.47
Valid N (listwise)	28				

Note. Primary data processed using IBM SPSS 27.

Based on the results, the mean N-gain score was .60, which falls in the moderate category according to Hake's (1998) N-gain classification.

Table 4. 8 N-Gain Category by Hake (1998)

Category	N-Gain Range
High	$g \geq .70$
Moderate	$.30 \leq g < .70$
Low	$g < .30$

Table 4. 9 Distribution of Students' N-Gain Categories

Category	N-Gain Range	Number of Students	Percentage
High	$g \geq .70$	12	42.86%
Moderate	$.30 \leq g < .70$	12	42.86%
Low	$g < .30$	4	14.29%
Total		28	100%

The N-gain analysis showed a mean score of .60, which is classified as moderate. The distribution of N-gain scores showed that 4 students (14.29%) were in the low category, 12 (42.86%) in the moderate category, and 12 (42.86%) in the high category. These results indicate that most students showed moderate to high improvement after learning through MSAL.

Although the overall results showed a significant improvement in students' mastery of the English Past Tenses, not all students improved by the same amount. MHH improved only from 31 to 33, while RHM's score remained 28. Based on the researcher's classroom observations and

attendance records, both students attended only two of the six MSAL learning sessions. This suggests that differences in attendance and participation in learning activities may have influenced students' learning outcomes.

The statistical analysis results demonstrated a statistically significant difference in students' mastery of English Past Tenses before and after being taught using MSAL. The mean score increased from 44.96 ($M = 44.96$, $SD = 18.97$) in the pretest to 77.50 ($M = 77.50$, $SD = 17.58$) in the posttest. A paired-samples t test showed a statistically significant difference between the pretest and posttest scores, $t(27) = -9.14$, $p < .001$. The effect size was large, with Cohen's $d = 1.73$, indicating a substantial difference in students' scores. In addition, the mean N-gain score was .60, which was classified as moderate. Taken together, this result provide evidence of substantial pre-post improvement after the implementation of MSAL in students' mastery of English Past Tenses. Overall, these findings confirm that MSAL is an effective teaching technique for helping students better understand, memorize, and retain English Past Tenses structures.

2. Students' Responses to the MSAL in Learning English Past Tenses

The second part of the findings discussed students' responses to the MSAL in learning English Past Tenses. The researcher collected data through questionnaires administered to the students after all treatment sessions were completed. This analysis showed the students' opinions, feelings, and overall responses to the learning process using MSAL.

Table 4. 10 The Grouping of the Questionnaire Items

Construct	Operational Definition	Item Number
Perceived Usefulness	Students' perceptions of the usefulness of MSAL in improving their understanding and mastery of English Past Tenses.	1, 6, 9
Enjoyment	Students' feelings of enjoyment and positive learning experiences while learning through MSAL.	2
Learning Motivation	Students' enthusiasm, engagement, and willingness to participate in learning activities using MSAL.	4, 8
Memory Support	Students' perceptions that MSAL helps them memorize, retain, recall, and differentiate English Past Tense patterns.	3, 5, 7

Before being administered to respondents, the questionnaire was also tested for validity and reliability to ensure it accurately and consistently measures students' perceptions of MSAL. The results showed that 9 out of 10 items were valid, with calculated *r*-values greater than the critical *r*-value of .396. The questionnaire also obtained a Cronbach's alpha of .801, indicating very high reliability. These findings confirm that the instrument meets the required standards and is suitable for collecting students' response data in this study. The detailed results on the questionnaire's validity and reliability are presented in the Appendix H on the Table H1 and H2.

The questionnaire was administered to 28 students after the treatment. The results of the questionnaire analysis are shown in the following table.

Table 4. 11 Questionnaire Analysis

INTERVAL	CATEGORY	F	%
38-45	Very Good	20	71,43%
31-37	Good	7	25,00%
24-30	Neutral	1	3,57%
17-23	Poor	0	0%
9-16	Very Poor	0	0%
TOTAL		28	100,00%

Based on the interval questionnaire analysis table, the majority of respondents showed positive responses to the implementation of MSAL. Twenty respondents (71.43%) rated MSAL's implementation categorized as very good, seven (25.00%) categorized as good, and only one (3.57%) categorized as neutral. Not a single respondent gave poor or very poor responses.

Based on the questionnaire data, most students responded positively to MSAL. The students stated that learning English Past Tenses through songs made the material easier to remember and more enjoyable. The students also felt more motivated and enthusiastic during the learning process. Through songs, students could more easily memorize the patterns of the Simple Past Tense, Past Continuous Tense, Past Perfect Tense, and Past Perfect Continuous Tense.

In addition, the students explained that using mnemonic songs helped them reduce boredom during English-learning activities. Overall, the

questionnaire results showed that MSAL created a positive learning atmosphere and improved students' interest in learning English grammar, especially English Past Tenses.

B. Discussion

This study aimed to identify the effectiveness of MSAL in improving students' mastery of English Past Tense and to examine the responses of class X students at MA Manba'ul A'laa Purwodadi after being taught using MSAL. To collect data, the researcher used a test and questionnaire. The students took a pre-test at the beginning of the meeting and a post-test at the end of the learning sequence. This section discusses the research findings based on the data analysis. The purpose of this discussion is to answer the problem statements. The findings are discussed as follows;

1. The Statistically Significant Difference Between Students' Pretest and Posttest Scores After the Implementation of MSAL

This discussion aims to answer the first research question: whether there is a statistically significant difference between students' pretest and posttest scores after the implementation of MSAL. To answer this question, the researcher analyzed the pre-test and post-test results using descriptive statistics. The descriptive statistics showed that the students' pre-test scores ranged from 14.00 to 72.00, with a mean score of 44.96 ($M = 44.96$, $SD = 18.97$). The post-test scores ranged from 28.00 to 100.00, yielding a higher mean score of 77.50 ($M = 77.50$, $SD = 17.58$). These results show that MSAL helped the students understand and remember the English Past Tenses better than before. This improvement might have occurred because the students did not memorize the rules of English Past Tenses one by one. Instead, they learned the rules through

the song's rhythm and repetition. Learning through songs made the material easier to understand and recall than traditional memorization.

These findings support previous studies that showed songs can improve English learning. Studies by Mariana et al. (2021), Zaharani (2023), Magelang et al. (2023) and Sukha et al. (2025) also found that students' learning outcomes improved after songs were used as a learning medium. However, those studies mainly focused on learning vocabulary. In contrast, this study extends those findings by using a mnemonic song not only as a learning medium but also as a memory aid to help students learn and remember the four types of English past tenses simultaneously.

This study is different from Embogama (2023), who focused only on the present perfect tense, and Meisa et al. (2024), who focused only on the Past Continuous Tense. Both studies taught only one tense. Likewise, the studies by Yeni et al. (2021), Asylva (2024) and, Hartiwi and Sutiwi (2024), used songs only to teach the Simple Past Tense. Those studies consistently showed that using songs helped students improve their ability more than the conventional teaching method. They explained that the rhythm, repetition, and lyrics in songs helped students understand verb changes and remember sentence patterns more easily. In contrast, this study offers a new approach by combining the four types of English Past Tenses into a single learning medium. Thus, this integration helps students understand the relationships among tenses.

However, unlike previous studies that mainly focused on vocabulary or only one tense, this study combined the four English Past Tenses Simple Past Tense, Past Continuous Tense, Past Perfect Tense, and Past Perfect Continuous Tense into one mnemonic song. The song was adapted from the melody of “*Laskar Pelangi*”. This is supported by the theory of Paskalisa and Sadikin (2022), who stated that using familiar audiovisual media can keep students’ attention, make them feel more comfortable during learning, and help them understand the material more easily. Therefore, this study extends previous findings by showing that a single mnemonic song can help students learn and remember several English past tenses simultaneously.

Next, to ensure that the improvement in students’ learning outcomes was statistically significant following the implementation of MSAL, the researcher conducted a paired-samples t-test. This test was chosen because the normality test showed that the data were normally distributed. A paired-samples t-test showed a statistically significant difference between the pretest and posttest scores, $t(27) = -9.14, p < .001$. This indicates that the significance value was lower than 0.05. These results indicate that the students’ mastery of the English Past Tenses improved significantly after the implementation of MSAL.

The mnemonic technique is not only useful for learning English but also for improving Indonesian vocabulary mastery. This was shown by Wahdian and Khoiri (2023), that mnemonic techniques combined with music helped students store information in long-term memory through a process called chunking,

grouping information into smaller, easier parts. This finding is supported by the theory of Simbolon et al. (2022), who stated that rhyme, rhythm, and chunking are effective mnemonic strategies for helping people remember information. Although the study by Wahdian and Khoiri (2023) focused on Indonesian vocabulary, the basic idea of mnemonic learning remains relevant to this study. In the present study, MSAL also used rhythm and repetition to help students understand and remember the four types of English Past Tenses more easily.

Besides using the paired-sample t-test to examine the significance of the difference, this study also analyzed the effectiveness using the N-gain score. The results showed that the N-gain score was .60, which is classified as Moderate. Many students still had difficulty distinguishing the functions and sentence patterns of each type of English Past Tenses. They also found it difficult to remember the many changes in verb forms and the different grammar rules for each tense. This finding is in line with Yeni et al. (2021), who stated that the many changes in verb forms and the different patterns of each tense are some of the main reasons why students have difficulty mastering English grammar. Moreover, this study covered the four types of English Past Tenses: Simple Past Tense, Past Continuous Tense, Past Perfect Tense, and Past Perfect Continuous Tense. Each tense has a different function, sentence pattern, and verb form, making the material more challenging for students. This is supported by the theory of Adejare (2022), who explained that learning tenses requires students not only to understand changes in verb forms but also to understand the

relationship between time and aspect in a sentence. Therefore, although the students showed good improvement, they still needed sufficient time and regular, repeated practice.

In addition to examining the significance of the difference and the effectiveness of the learning method, this study analyzed the effect size to measure the extent to which MSAL influenced students' mastery of the English Past Tenses. The results showed that Cohen's d was 1.72, which is classified as a very large effect. This means that MSAL had a very strong influence on improving the students' mastery of the English Past Tenses. In other words, the students' improvement was not only statistically significant, but it also had strong practical value in the learning process. Therefore, MSAL can be considered an effective learning strategy that has a real and meaningful impact on improving students' mastery of English Past Tenses.

The strong effect of MSAL can be explained by Belleza's (1996) Mnemonic Theory. According to Belleza (1996), a mnemonic is a cognitive tool that helps organize information into a simpler form, making it easier to understand, store, and remember. This idea is supported by Akpan et al. (2021), who explained that mnemonic techniques help students simplify complex information by grouping it into meaningful patterns or creating clear associations. In addition, Siagian et al. (2023) stated that mnemonic techniques organize information in a structured way, making it easier to store information in long-term memory. In this study, the tense patterns of the Simple Past Tense, Past

Continuous Tense, Past Perfect Tense, and Past Perfect Continuous Tense were not taught separately. Instead, they were combined into the lyrics of a song with rhythm, repetition, and easy to remember patterns. This made the English Past Tenses rules easier for students to learn.

This study is also supported by the theory of Seuleanu (2025), who explained that mnemonic techniques work by creating strong connections between new information and learners' existing knowledge. In this study, the mnemonic song was adapted from the popular Indonesian song "*Laskar Pelangi*". Because most of the students were already familiar with the melody, they could more easily connect the new information about the English Past Tenses with what they already knew. As a result, the students were able to understand and remember the grammar rules and the functions of the four English Past Tenses more quickly than if they had learned them by traditional memorization.

The findings of this study can also be explained by the memory processing theory of Atkinson and Shiffrin (1968). They stated that information is stored in long-term memory through three stages: encoding, storage, and retrieval. In the encoding stage, the English Past Tenses rules were changed into song lyrics. This made the grammar rules, which are usually difficult and abstract, easier for students to understand. Next, during the storage stage, the students repeated the song many times during the lessons. This repetition helped the information stay longer in their long-term memory. Finally, when the students

took the post-test, the melody and lyrics of the song worked as retrieval cues. They helped the students remember the English Past Tenses patterns that they had learned. This explanation is also supported by Paivio's (2006) dual coding theory, which posits that people learn information more easily when it is processed through two channels simultaneously: the verbal channel (song lyrics) and the nonverbal channel (melody). Using both channels together made it easier for students to store and remember the grammar rules than relying solely on traditional memorization.

In simple terms, the learning process in this study is based on several theories that support one another. According to Belleza (1996), mnemonic techniques help organize information into a simpler form, making it easier to understand and remember. This process works by creating meaningful connections between new and existing knowledge, as explained by Seuleanu (2025). These connections help students store information in a more organized way in their long-term memory, as stated by Siagian et al. (2023). This idea is consistent with the memory model of Atkinson and Shiffrin (1968), which explains that information that passes through the encoding and storage stages can be recalled more easily during the retrieval stage.

The findings of this study are also consistent with the study by Octaviani (2024), which found that combining songs with mnemonic strategies helped strengthen students' memory retention. Similar findings were reported by Embogama (2023), who stated that the rhythm and repetition in songs helped

students understand and remember the present perfect tense through a more natural learning process. However, both studies used songs to help students learn only one aspect of grammar or vocabulary. In contrast, this study was developed by combining the four types of English Past Tenses into one mnemonic song called MSAL.

Overall, the results of the descriptive statistics, paired-sample t-test, N-gain, and effect size analyses show that MSAL was effective in improving students' mastery of the English Past Tenses. These findings support previous studies that reported the effectiveness of songs and mnemonic techniques in English language learning. In addition, this study offers a new contribution by using one specially designed mnemonic song that combines the four types of English Past Tenses into a single learning by showing that there was a significant difference in students' mastery of the English Past Tenses before and after they were taught using MSAL.

2. Students' Responses to the MSAL in Learning English Past Tenses

This discussion aims to answer the second research question: What are the students' responses to the MSAL in learning English Past Tenses. To answer this question, the researcher analyzed the data collected from the questionnaire. The questionnaire was given to all students after the learning activities using MSAL had been completed. It was used to find out the students' perceptions of using MSAL in learning the English Past Tenses.

The results of the questionnaire analysis showed that most students gave positive responses to the use of MSAL in learning the English Past Tenses. Specifically, 71.43% of the students were in the very good category, 25.00% were in the good category, and only 3.57% gave neutral responses. No students gave responses in the poor or very poor categories. These findings show that, overall, MSAL was very well accepted by the students as a strategy for learning English grammar.

The large number of students in the very good category shows that they felt clear benefits from using MSAL. These positive responses indicate that combining songs with mnemonic techniques created a learning environment that was more interesting, enjoyable, and less monotonous. In addition, using songs encouraged students to participate more actively in the learning process, making it easier for them to learn the English Past Tenses. Therefore, MSAL not only served as a learning medium but also as a learning technique that increased students' engagement during the lessons.

These findings can be explained by the song-assisted learning theory, which states that songs can increase students' attention and motivation as well as create a more positive learning environment. Paskalisa and Sadikin (2022) explained that using familiar songs helps keep students' attention, making the learning process more comfortable and less boring. In addition, according to Paivio's (2006) dual coding theory, students learn information more easily when it is presented through two channels simultaneously. In this study, the lyrics

provided verbal information, while the melody provided nonverbal information. This combination helped students understand and remember the English Past Tenses more easily.

The findings of this study support the results of previous studies by Mariana et al. (2021), Anuyahong and Pengnate (2023), Rahayu et al. (2024), and Roxas et al. (2024). These studies found that using songs can increase students' motivation, create a more enjoyable classroom atmosphere, and encourage students to participate more actively in the learning process. They also found that songs help students remember the learning material more easily. These findings are also consistent with the studies by Wahdian and Khoiri (2023), Octaviani (2024), and Embogama (2023), which showed that combining songs with mnemonic techniques strengthens students' memory through rhythm, repetition, and meaningful associations. In addition, this study supports the findings of Yeni et al. (2021), Asylva (2024), Hartiwi and Sutiwi (2024), who reported that songs help students understand grammar patterns more effectively. However, those studies generally used songs to teach only one type of tense. In contrast, this study developed one mnemonic song that combines the four types of English Past Tenses into a single learning medium. Therefore, in this study, the song was not only used as an enjoyable learning medium but also as a cognitive tool that helped students understand and remember grammar more easily.

Based on the questionnaire analysis, it can be concluded that the students gave very positive responses regarding the use of MSAL. Most students felt that the learning process was more interesting, enjoyable, and easier to understand. They also believed that MSAL helped them remember the patterns of the English Past Tenses more easily. Therefore, this study successfully answers the second research question by showing that students responded positively to the use of MSAL in learning English Past Tenses.