



**LEARNING ENGLISH SLANGS THROUGH  
A POP SONG LYRIC**

**BY**

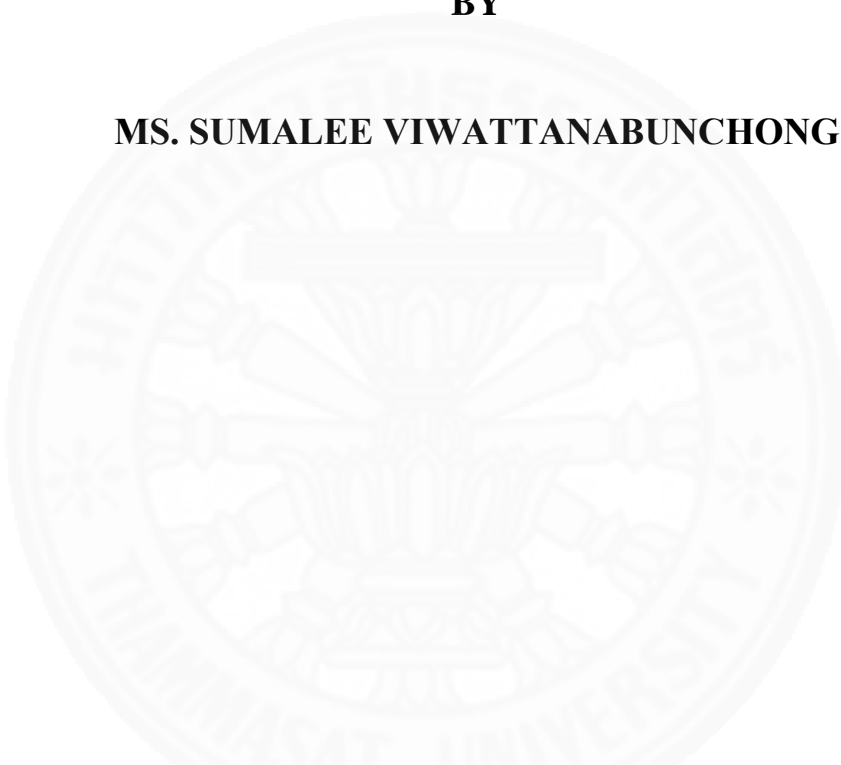
**MS. SUMALEE VIWATTANABUNCHONG**

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN CAREER ENGLISH FOR  
INTERNATIONAL COMMUNICATION  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2017  
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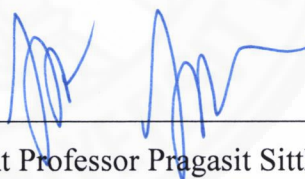
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LEARNING ENGLISH SLANGS THROUGH A POP SONG LYRIC

was approved as partial fulfillment of the requirements for  
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## ABSTRACT

This research study aimed to explore the learning of English slangs through a pop song lyric. It aimed to determine if a group of learners could identify slang from song lyrics and whether English song lyrics helped the participants to improve their English slang knowledge. The participants in this study were 30 undergraduate volunteer students studying EL 321 (English for Business) at Thammasat University, Rangsit campus. The researcher used the convenience method to select the participants. The instruments of the study were questionnaire and paired sample t-test. The findings revealed that most of the participants who took the pre-test to identify English slang words in song lyrics showed the lower score ( $\bar{x} = 3.07$ ) based on the academic grading system. However, after the treatment they had a higher score on post-test ( $\bar{x} = 9.73$ ). Moreover, most of the participants agreed that song lyrics could help EFL learners learn English slang.

**Keywords:** Learning, English slang, pop song, lyric

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Ms. Sumalee Viwattanabunchong

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# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND OF STUDY

“*Slang* is an informal nonstandard variety of speech characterized by newly coined and rapidly changing words and phrases” (Nordquist, 2017, Introduction section, para. 1). “The most significant characteristic of slang overlaps with a defining characteristic of jargon: “slang is a marker of in-group solidarity, and so it is a correlate of human groups with shared experiences, such as being children at a certain school or of a certain age, or being a member of a certain socially definable group, such as hookers, junkies, jazz musicians, or professional criminals” (Allan & Burridge, 2006, p.70). In addition, “the expression *slanguage* has been in the English language for well over a hundred years and has an entry in reputable dictionaries such as the *Macquarie* and the *Oxford*. One of its first written appearances was as early as 1879, and since that time it has been in regular use--'The "slanguage" of a sporting reporter is a fearful and wonderful thing,' to give just one early example. The word **slang** has given rise to quite a number of wonderful blended or compounded words, such as *slanguage*, and many of them have been in the language a very long time” (Burridge, 2012). Moreover, Dumas and Lighter (1978) state that people use slang as a substitution of formal language to create an original expression or vivid feeling.

Slang plays a role in different forms such as informal conversations, books, the Internet, movies and songs (Kaewman, 2013). Kaewman (2013) mentions that English speakers or native speakers, in general, have no problem learning or using slang words. However, there are problems when native speakers use English slang to communicate with non-native speakers. Furthermore, Lestari’s (2016) study found that a number of English songs have slang words in the lyrics such as most of Bruno Mars’ songs. He also determined that EFL learners usually get confused about the meaning of slang words in song lyrics because they cannot find the definition in a regular English Dictionary.

In this paper, the researcher focused on the perception of English slang in song lyrics because English songs are popular worldwide; thus, knowing the meaning of slang in songs can be helpful for EFL (English as Foreign Language) learners in learning English language and being able to communicate with native speakers. For EFL learners, slang is rarely taught at school even though it can be seen in advertising or public speaking. Huang (2004) studied Chinese students, from a very different educational system and cultural environment that took a listening course at an American University. He found that most of students did not understand the lecture in the classroom when American professors used colloquial and slang expressions. In addition, Rahmawati's (2015) study revealed that the dominant type of slang words used in Jay-Z's song lyrics was abbreviate words. However, there have been only a few studies that have investigated EFL learners' knowledge of slang words in English song lyrics.

Based on the researcher's experience, an understanding of English slang is useful and important in learning a foreign language especially for communicating with native English speakers. This research will investigate EFL volunteer students studying EL 321 (English for Business) at Thammasat University- Rangsit campus. The reason that the researcher used this sample was because a business career requires fluent speaking skills and slang can often be found in English conversations. The findings about the knowledge of English slang words in song lyrics of Thai EFL learner could be useful information that assists Thai EFL learner to improve their English to communicate with native speakers. Moreover, the findings will enable English teachers to comprehend important of slang words in English song lyrics.

## **1.2 RESEARCH QUESTIONS**

This research aimed to answer the following questions:

- 1.2.1 Can this group of participants identify slang from a song lyric?
- 1.2.2 Can song lyrics help EFL learners learn slang?

### 1.3 OBJECTIVES OF THE STUDY

1.3.1 To investigate whether the group of learners can identify slang from a song lyric.

1.3.2 To explore whether song lyrics help EFL learners learn slang.

### 1.4 DEFINITION OF TERMS

**Slang words** refer to the informal adaption of language used by specific groups of people.

**Learning** refers to Thai EFL learners' knowledge or skills gained through experience, study, or being taught.

**Standard language** refers to a language variety used by a population for public purposes that has undergone standardization.

**Songs** refer to a piece of music usually employing a verbal text, composed for the voiced especially one intended for performance by a singer.

**Lyrics** are the words that the songwriters have written and consist of verses and choruses.

**Pop song** is the genre of popular music that produces the most hits.

**English as a Foreign Language (EFL)** refer to non-native speakers in countries where English is generally not the local medium of communication.

### 1.5 LIMITATIONS OF THE STUDY

This study was limited to investigating Thai EFL students' learning of English slang. However, the research could not survey the entirety of Thai EFL learners in our society; thus, only thirty undergraduate volunteer students who were studying EL 321 (English for Business) at Thammasat University- Rangsit campus were used as the participants of this study. Additionally, it could cover all types of slang and the number of songs was also limited because of the short time for data collection.

## **1.6 SIGNIFICANCE OF THE STUDY**

To be successful in communicating with native speakers, understanding the meaning of words that appear in conversations especially slang is very important because most native speakers use slang in conversations. The results of this study will determine whether song lyrics can help EFL learners learn English slang.

The researcher firstly hopes this study will benefit EFL learners to identify slang used in song lyrics. Secondly, the study can probably be of help EFL learners in terms of improving their knowledge of slang. It will also benefit English teachers who use songs as a tool to teach students about slangs Finally, this study may motivate other researchers to study more about English slang.

## **1.7 ORGANIZATION OF THE STUDY**

There are five chapters in this study.

Chapter One: Introduction containing of Background, Research questions, Objective of the study, Definitions of terms, Limitations of the study, Significance of the study, and Organization of the study.

Chapter Two: Review of the literature.

Chapter Three: Methodology containing the participants, the research instrument, the procedures, and the data analysis.

Chapter Four: Results and discussion of the study containing three parts: Demographic Data, Test, and Questionnaire.

Chapter Five: Conclusion and recommendations.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter is divided into three main sections. The first section gives a brief overview of the definition of slang including types of slang. The second section explores standard English including the difference between slang and standard English. The third section provides the definitions of song and lyric. The last section presents relevant research studies.

#### **2.1 SLANG**

##### **2.1.1 SLANG DEFINITIONS**

“Slang is an independent part of the national language characterized by specific denominations of non-literary strata realized in a communication act (half-informal or informal) of people linked with identical occupational environment or interests; and use as a medium for specific communication usage, as a medium expressing a belonging to that environment or interests” (Hubacek, 1988 as cited in Burdová, 2009, p.9).

Furthermore, “Slang is usually short-lived, and often belongs to a specific age or social clique. It is used, like fashion, to define in-groups and out-groups. Jargon is the specialized language of an occupational or interest group, and functions as often to exclude as to include. Cant is the secret language of the thieves and beggars, and is used for deception and concealment. Flash is used with specific reference to the fashionable slang of London’s eighteenth-and nineteenth century demi-monde. The boundaries between these types of language cannot be clearly defined, and individual terms move easily between categories as they are adopted by new sets of speakers. Cant and slang both sometimes means jargon, and flash sometime means slang, sometimes cant. The link between all of these language types is that they do not belong to what is now known as Standard English” (Coleman, 2004, p.2).

### **2.1.2 SLANG TYPES**

According to Burke (2001), slang words can be divided into twelve categories including abbreviations, various slang, slang in American television programs, particular phrases and idioms.

#### **a. ABBREVIATIONS**

Abbreviations are used in writing such as novels, comics, magazines, films, and songs. They are popular with American people. However, Burke (2001) remarks that only some of abbreviations are slang. For instance: “Ain’t” means “I am not”.

#### **b. VARIOUS SLANG**

In this category, Burke (2001) separates slang into nine types.

1. Numeral  
Example: “Zero” means no redeeming qualities.
2. Names of humans  
Example: Roger, we will be with you in five minutes.  
“Roger” means your message has been received and understood.
3. Animals  
Example: She is a great looking chick.  
“chick” means young women
4. Color  
Example: Wow! You look like you are in the pink today.  
“pink” means healthy.
5. Clothes  
Example: Let’s skirt on out of here.  
“skirt” means to go leave or exit.
6. Streets and cars  
Example: The traffic was bumper to bumper all the way to the office.  
“bumper to bumper” means extremely heavy.
7. Food  
Example: Can you find the answer? Use your noodle!



“noodle” means brain.

8. Parts of body

Example: Talk about heinous. Could that girl, Elly, look more toe.

“toe” means ugly

9. Vegetables and Fruit

Example: Stop being an apple.

“apple” means native American who act like European, being red on the outside and white on the inside, just like apple.

### **c. SLANG IN AMERICAN TELEVISION PROGRAMS**

Burke (2001) also separates slang in American television programs into various functions, some of which are as follows:

- Entertainment word

Example: “bit” means funny and short show.

- Exclamation in cartoons, comic books and baby expressions

Example: “birdie” means bird.

- Foreign words

Example: “kung fu” means a Chinese martial art.

- Rap slang

Example: “boost” means steal.

### **d. PARTICULAR PHRASES AND IDIOMS**

Burke (2001) mentions slang in particular phrases and idioms in four ways including comparison of sound/content, word repetition, proverbs, and phrases and words used by criminal or police.

## **2.2 STANDARD ENGLISH**

### **2.2.1 STANDARD ENGLISH DEFINITION**

Trudgill and Hannah (2008) mention that “Standard English is the variety whose grammar has been described and given public recognition in grammar books and dictionaries, with its norms being widely considered to be ‘correct’ and constituting ‘good usage’”. Moreover, Thomas and Wareing (2004) describe in *Language, Society and Power*, that “part of the ideology of Standard English is that it is the ‘correct’ form of the language and the varieties are ‘incorrect’”. Lewis (2008) maintains that standard language is accepted by and serves as a model for larger speech, codified from language and consequently can be both formal and informal.

According to Panichkul and Wadsorn (2008), national language means a language that most of the people in a nation-state use or a performance of a symbol of ethnic identity. That is to say, standard language does not mean a nation’s language.

Additionally, Home (2001) views that standard language can assist in the integration of individuals and groups into a large community. It also helps to divide one community from other communities as well as give prestige to those who can use it. Standard language gives diverse societies a means of measuring “correctness”, and it is sometimes seen as the only legitimate variety in society.

### **2.2.2 THE DIFFERENCES BETWEEN ENGLISH SLANG AND STANDARD ENGLISH**

Slang refers to the use of the words, which is non-standard English language, and it is also classified as one part of language in society (Wulandari & Ardi, 2012). Apart from standard English, Fromkin and Rodman (1983) explain that slang represents a kind of informal language that expands rapidly with new words that are used to make communication more productive and simpler for people. There are several functions as follows:

1. Slang is used to show unity and belongingness to a group.
2. Slang is used to show familiarity among users.

Furthermore, Akmajian(1984) describes others features of slang as follows:

1. Slang is informal styles of language use.
2. Slang is similar to clothing fashions and pop music that change quickly. Slang words can appear and disappear rapidly in a few years or even months.
3. Specific areas of slang are often connected with particular groups of people.

As mentioned above, slang itself can be identified as deviating from standard language use and found in various forms such as words, phrases and whole sentences. It is non-standard use of words in language and rapidly expanding among young people. Media such as television, radio or the Internet is a cause of slang and has more influence today.

## **2.3 SONGS AND LYRICS**

### **2.3.1 SONGS**

Hamlen (2012) explains that a “songs are contained within song environments. In music, a song was a composition for voice performed by singing or alongside musical instruments. A choral or vocal song might be accompanied by musical instruments, or it might be unaccompanied, as in the case of a cappella song” (p.7). He also mentions that although song are sometimes performed in a big group of vocal forms such as opera and oratorio, a song might be for a solo singer, a duet, trio, or large ensemble involving more voices. Song can be classified into different forms. However, Hamlen (2012) makes a distinction between art songs, pop songs, and folk songs. Other divisions include sacred and secular, by style such as dance and ballad, or by time of origin such as Renaissance or contemporary.

### 2.3.2 LYRICS

The definition of lyric according to dictionary.com (2017) is “a kind of poetry, generally short, characterized by a musical use of language. Lyric poetry often involves the expression of intense personal emotion. The elegy, the ode, and the sonnet are forms of the lyric poem”.

### 2.4 RELEVANT RESEARCH STUDIES

Badingah (2016) studied the effectiveness of the use of song lyrics toward students' ability in identifying parts of speech at SMPN 1 Sumbergempol Tulungagung. The population of this research was 32 grade eight students. The researcher used paired sample t-test (pre-test and post- test) to test participants in identifying the part of speech. The findings showed the participants' post-test scores, after being taught by using song lyrics were higher than the pre-test scores. In addition, using song lyrics affected participants' learning of the parts of speech.

Lestari (2016) investigated slang words in the song lyrics of Bruno Mars' songs. Yule (1986) theory in the book “the study of language” was used to analyze the formation process of each slang word in fifteen songs lyrics of Bruno Mars. The results found only five processes of slang word-formation that were used in the lyrics. The most dominant slang words found in this research was clipping. However, the least frequent type of slang word was acronyms.

Kaewman (2013) studied the comprehension of English slang and the learning sources, methods, and objectives of graduated students. The population was 50 second-year MEC (Master of Arts program in English of careers) at Thammasat University consisting of 43 females and eight males. The results revealed that second-year MEC students' comprehension was a “fail” in the overall level based on the academic grading system. In addition, the favorite sources that participants used to learn slang were movies, followed by Internet, and song lyrics. For slang learning methods, guessing the meaning of slang words from context was found to be the most effective learning

method. Furthermore, the participants learned slang to understand movies and song lyrics and also to communicate with native speakers.

Berananda (2014) investigated western pop music's effects on Thai youths of undergraduate age in their learning of the English language. The sample was 300 undergraduate Thammasat University students between 19 and 22 years old. The researcher used a questionnaire to gather the data. The findings presented that most of the participants strongly agreed that listening to western pop songs helped them improve their listening reading and speaking ability.

Lieb (2009) explored why EFL learner should learn slang words. The results of the research found that EFL learners learn slang to help them to understand English speakers. In contrast, learning foreign language slang was more challenging. Moreover, he recommended that EFL learners should learn something when they were interested and it concerned their life.

Charkova (2007) studied language without borders: English slang and Bulgarian learners of English. The sample of this research was 101 Bulgarian learners of English, 58 high school students, and 43 university students. The researcher used quantitative and qualitative methods to explore the knowledge of English slang and questions about attitudes, reasons, sources, and methods that affected participants' learning of English as a foreign language slang. The findings revealed that age has an effect on learning English slang, with younger students doing better on productive tasks than older students. In contrast, older students did a better job on receptive tasks. However, gender did not influence slang comprehension. Moreover, the findings also showed that the desire to express themselves better in English was the reason for high school student to learn slang followed by the need to understand song lyrics and movies and wanting to effectively communicate in chat rooms. Furthermore, university students learned slang because they wanted to understand song lyrics, book, movies and communicate with English speakers effectively.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes: (1) the participants, (2) the research instruments, (3) the research procedures and (4) the data analysis.

#### **3.1 PARTICIPANTS**

The participants in this study were thirty undergraduate volunteer students who were studying EI 321 (English for Business) at Thammasat University, Rangsit campus including both males and females. There were 15 females and 15 males. The participants were selected through convenience or opportunity sampling that Dornyei describes (2007, p. 98-99) as follows: “The most common sample type in L2 research is the ‘convenience’ or ‘opportunity sample’, where an important criterion of sample selection is the convenience of the research: members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer”. There were two factors that convinced the researcher to select these participants. First, all of them studied English for Business. Second, they studied business and their career requires fluent speaking skills, and slang can be found in English conversations.

#### **3.2 RESEARCH INSTRUMENTS**

The purpose of this section is to describe the instruments and techniques used in the study. The instruments used in the study were questionnaires and paired samples t-test for getting the data from participants, which were divided into three parts as follows:

Part one of the questionnaire contained demographic data of the participants such as gender, year of study, faculty, English proficiency, fan or non-fan of listening English songs, attitude towards English songs, types of music, and how much they know about English slang.

Part two was a paired t-test. The test aimed to identify slang in song lyrics to measure the participants' perceptions of slang in song lyrics in the form of circling the slang in the song lyric. The tests were a pre-test and post-test. Each test consisted of 12 items. The tests were used for collecting the data before and after giving the answers and listening to the song. The song used was "The Lazy Song" by Bruno Mars. The reason why the researcher selected this song was because it was on the US "Billboard Hot 100 chart", "Billboard's Pop Song chart", and "Adult Top 40 chart". Moreover, the websites "The ABA Journal", "FluentU" and "Urbandictionary" were used to confirm the slang in the song lyrics. In the test, the items on the pre-test and post-test were the same slang words for measuring participants' perception to identify slang in song lyrics. The t-tests were divided in two parts as follows:

1. Pre-test

The pre-test was employed to answer research question one (Can this group of participants identify slang from a song lyrics?) and it contained English slang in song lyrics in order to explore the perceptions of English slang. Participants were asked to identify English slang and circle 12 items of slang that they could find in the song lyrics.

2. Post-test

The post-test was given to the participants after getting the answers and listening to the song. The test was employed to answer research question two (Can song lyrics help EFL learners learn slang?). Participants were asked to give the best answer to identify the meaning of the same 12 slang words that appeared in the pre-test. To prevent participants from guessing the meaning from the context, the researcher presented the 12 slang words in simple sentences.

Part three was the questionnaire. The participants were asked to rate degree of agreement towards slang perceptions. A five-point Likert scale was used to rate from strongly agree to strongly disagree. The five-point Likert scale was as follows:

1 = strongly disagree    2 = disagree    3 = neutral    4 = agree    5 = strongly agree

### 3.3 RESEARCH PROCEDURES

The study was designed to use a questionnaire and paired t-tests (pre-test, post-test). A pilot study was conducted in order to test the reliability of the instrument. Eighteen undergraduate students who took an English class at Thammasat University, Rangsit campus were selected to conduct the pilot study to find unclear questions. The results of pilot study were satisfactory. Using the convenience sampling method, the instruments were distributed to the target group.

The data collection of study is presented as follows:

First, participants listened to "The Lazy Song" by Bruno Mars. After that, the researcher asked the participants to answer the demographic data questions in part one, which were written in a Thai version to prevent misunderstanding of the participants.

Second, the participants were asked to do the pre-test within 15 minutes, in order to identify slang words by circling the slang that they found in the song lyric. Then, the researcher gave the participants the treatment by explaining the definitions of English slang and showed the correct answers of the pre-test to the participants.

Finally, the participants were requested to do the post-test (write the best answer) and answer the three close-ended questions by rating their degree of agreement towards slang perception.

### 3.4 DATA ANALYSIS

The Statistical Package for the Social Sciences (SPSS) was used to interpret and analyze the quantitative data, questionnaire and paired t-tests. The results are shown in the form of statistics that consist of frequencies, percentages and mean scores.

The frequencies, percentages and paired sample t-tests were used to analyze participants' demographic data, pre-test and post-test scores, which were interpreted based on Thammasat University's grading system criteria as follows:



**Table 3.1** Grading System Criteria

<b>Grade</b>	<b>Score</b>	<b>Percentage</b>
A	4.0	80 - 100
B+	3.5	75 - 79
B	3.0	70 - 74
C+	2.5	65 - 69
C	2.0	60 - 64
D+	1.5	55 - 59
D	1.0	50 - 54
F	0.0	0 - 49

The mean scores ( $\bar{X}$ ) were used to interpret data collected from the questionnaire section of agreement towards slang perception.

The degrees of responses in the questionnaire were based on each range of the mean scores ( $\bar{X}$ ) as follows:

4.21 – 5.00 = the highest agreement

3.41 – 4.20 = high agreement

2.61 – 3.40 = neutral agreement

1.81 – 2.60 = low agreement

1.00 – 1.80 = the lowest agreement

In conclusion, this chapter explained the research methodology used in this study and described the participants, research instruments, research procedures and data analysis. The next chapter will present the results of the study.

## CHAPTER 4

### RESULTS/FINDINGS

The previous chapter explicated the methodology including the participants, the research instruments, the research procedures and the data analysis. This chapter presents the results of the study divided into four parts based on the questionnaire and paired sample t-tests. The Statistical Package for the Social Sciences (SPSS) was used to compute the data for the paired t-tests, frequency, percentage and mean.

#### 4.1 PERSONAL INFORMATION OF THE PARTICIPANTS

This part shows the frequency and percentage of the demographic data of the participants in this research study including gender, year of study, faculty, English proficiency, fan or non-fan of listening to English songs, attitude towards English songs, types of music, and how much they know about English slang.

Table 4.1 shows the total number of participants was 30 undergraduate students, consisting of 15 male participants or 50%, and 15 female participants or 50%, who responded to the questionnaires and paired t-tests.

**Table 4.1** *Gender of participants*

Gender	Frequency	Percentage
Male	15	50
Female	15	50
Total	30	100.00

Table 4.2 illustrates the participants' year of study. The majority was third-year students, consisting of 16 participants or 53.3%, followed by second-year students, nine participants or 30.0% and fourth-year students, five participants or 16.7%, while there were no first-year students in the group of the participants.

**Table 4.2** *Year of study of the participants*

<b>Year of study</b>	<b>Frequency</b>	<b>Percentage</b>
Second-year students	9	30.0
Third-year students	16	53.3
Fourth-year students	5	16.7
Total	30	100.00

Table 4.3 presents the faculty of the selected participants. Almost all of the participants were studying in Faculty of Commerce and Accountancy, consisting of 29 participants or 96.7 %. In contrast, only one participant or 3.3% was studying in Liberal Arts.

**Table 4.3** *Faculty of the participants*

<b>Faculty</b>	<b>Frequency</b>	<b>Percentage</b>
Commerce and Accountancy	29	96.7
Liberal Arts	1	3.3
Total	30	100

Table 4.4 provides the participants' English proficiency. Most of the participants thought that their English proficiency was fair at 18 participants or 60%, good for four participants or 13.3%, poor for four participants or 13.3%, very poor for three participants or 10.0% and lastly, very good for one participants or 3.3%.

**Table 4.4** *The participants' English proficiency*

<b>English proficiency</b>	<b>Frequency</b>	<b>Percentage</b>
Very good	1	3.3
Good	4	13.3
Fair	18	60.0
Poor	4	13.3
Very poor	3	10.0
Total	30	100.00

Table 4.5 reveals the number of the participants who were fans or non-fans of English songs. Based on 30 participants who replied to the questionnaire, most of them were fans of English song, whereas only eight participants or 26.7 % were non-fans of English songs.

**Table 4.5** *The number of participants who were fans or non-fans of English songs*

<b>English song Fans</b>	<b>Frequency</b>	
<b>Percentage</b>		
Fans	22	73.3
Non-fans	8	26.7
Total	30	100.00

Table 4.6 shows the participants' attitudes towards English songs. The overall responses to this question were very positive. Based on 30 participants, almost all of them had positive attitudes towards English songs at a percentage of 90% or 27 participants, 10% or three participants were neutral, and no negative attitudes were found.

**Table 4.6** *The Participants' attitude towards English songs*

<b>Attitude towards English song</b>	<b>Frequency</b>	
<b>Percentage</b>		
Positive (+)	27	90.0
Neutral (o)	3	10.0
Total	30	100.00

Table 4.7 describes types of music that the participants listened to. The results, as shown in the table below, indicated that most of the participants listened to pop music (34.9%) followed by R&B (23.8%), Rap and Hip Hop (14.3%), Rock (11.1%), Jazz

(9.5%), and 6.3% mentioned some other type of music such as Indie, Funk, Classic and Bossa nova.

**Table 4.7** *Type of music that the participants listened to*

Type of music	Frequency	Percentage
Pop	22	34.9
Rock	7	11.1
R&B	15	23.8
Jazz	6	9.5
Rap and Hip Hop	9	14.3
Other	4	6.3
Total	63	100.00

Table 4.8 illustrates the background knowledge of English slang. The majority of the participants thought they knew very little about English slang (63%). Next, was 33.3% fair and 3.3% well, while nobody thought they knew about English slang very well.

**Table 4.8** *Knowledge of English slang*

Knowledge of English slang	Frequency	Percentage
Well	1	3.3
Fair	10	33.3
Little	19	63.3
Total	30	100.00

## 4.2 THE RESULTS OF THE PRE-TEST

This part shows the results of participants' perception in identifying English slang by circling the slang words in the "The Lazy Song" by Bruno Mars before giving the treatment in the form of the pre-test. The pre-test consisted of 12 slang words.

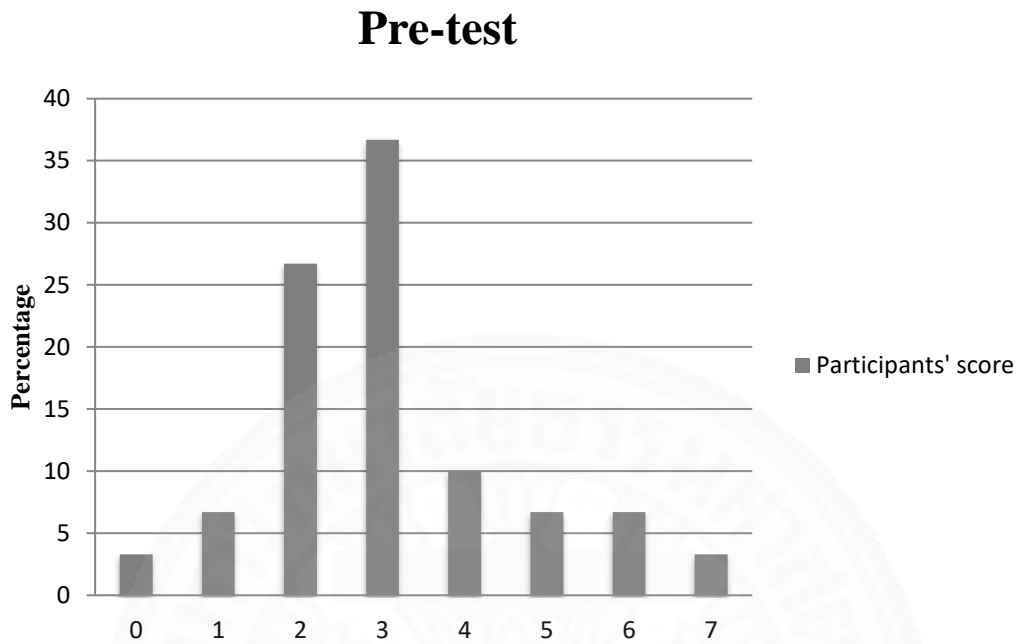
Table 4.9 and figure 4.1 illustrate the results of participants' pre-test scores. The highest score was seven and the lowest score was 0. The mean score of the pre-test was 3.07. Based on the data of table 4.9, most of the participants got a score of

three on the pre-test at a percentage of 36% or 11 participants, 26.7% or 8 participants had a score of 2, 10.0% or three participants had a score of four, 6.7% or two participants had a score of 5, 6.7% or two participants had a score of six, 6.7% or two participants had a score of one, and 3.3% or one participant had a score of 0. Moreover, the single striking result to emerge from the data is that the participants could not get a score above seven. It can be interpreted that most of participants failed at identifying English slang.

**Table 4.9** *Participants' pre-test scores*

Participants' score		Frequency	Percentage	Cumulative Percent
<b>Valid</b>	0	1	3.3	3.3
	1	2	6.7	10.0
	2	8	26.7	36.7
	3	11	36.7	73.3
	4	3	10.0	83.3
	5	2	6.7	90.0
	6	2	6.7	96.7
	7	1	3.3	100.0
<b>Total</b>	<b>Mean</b>	<b>N</b>	<b>100.0</b>	
	3.07	30		

*Figure 4.1 Participants' pre-test scores*



Percentage	Grade	Points	Frequency	Percentage	Definition
80-100	A	4.0	0	0	Excellent
75-79	B+	3.5	0	0	Very Good
70-74	B	3.0	0	0	Good
65-69	C+	2.5	0	0	Fairly Good
60-64	C	2.0	0	0	Fair
55-59	D+	1.5	1	3.33	Poor
50-54	D	1.0	2	6.67	Very Poor
0-49	F	0.0	27	90	Fail
<b>Total</b>			<b>30</b>	<b>100</b>	

### 4.3 THE RESULTS OF THE POST-TEST

This part reviews the results of the post-test on participants' perception of English slang after the treatment by giving the meaning of the slang words. The post-test consisted of 12 slang words.

Table 4.10 presents the results of participants' post-test scores. The highest score was 12 and the lowest score was four. The mean score of the post-test was 9.73. Based on the data in table 4.10, nine participants or 30% got a score of 11, six participants or 20.0% got a score of nine, 16.7% or five participants got a score of 12, 16.7% or two participants had a 10 score, 6.7% or two participants got a score of six, 3.3% or one participant had a score of eight, 3.3% or one participant had a score of five, and 3.3% or one participant had a score of four.

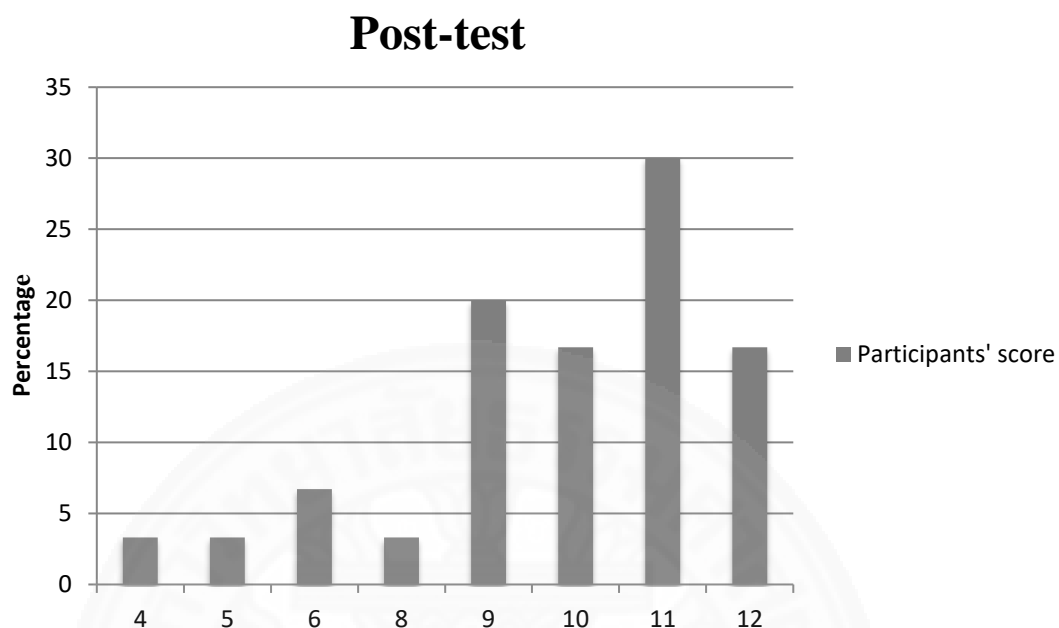
Surprisingly, it can be seen from the data in table 4.10 and figure 4.2 that after the treatment five participants or 16.7% got full scores. Overall, the post-test scores indicated that most of the participants improved their English proficiency in terms of identifying English slang, as shown by an excellent or A grade, and very good (B+), respectively.

*Table 4.10 Participants' post-test scores*

Participants' score		Frequency	Percentage	Cumulative Percent
<b>Valid</b>	4	1	3.3	3.3
	5	1	3.3	6.7
	6	2	6.7	13.3
	8	1	3.3	16.7
	9	6	20.0	36.7
	10	5	16.7	53.3
	11	9	30.0	83.3
	12	5	16.7	100.0
<b>Total</b>	<b>Mean</b>	<b>N</b>	<b>100.0</b>	
	9.73	30		



**Figure 4.2** Participants' post-test scores



Percentage	Grade	Points	Frequency	Percentage	Definition
80-100	A	4.0	19	63.33	Excellent
75-79	B+	3.5	6	20	Very Good
70-74	B	3.0	0	0	Good
65-69	C+	2.5	1	3.33	Fairly Good
60-64	C	2.0	0	0	Fair
55-59	D+	1.5	0	0	Poor
50-54	D	1.0	2	6.67	Very Poor
0-49	F	0.0	2	6.67	Fail
<b>Total</b>			<b>30</b>	<b>100</b>	

Table 4.11 provides the results of Paired Samples Statistics. The scores of the participants' who took the test before and after the treatment showed that the mean score of the pre-test was 3.07, while the mean score of the post-test was 9.73. In addition, the standard deviation of the pre-test was 1.552 and standard deviation of the post-test was 2.116. Furthermore, the standard error mean of the pre-test was 0.283 and the standard error mean of the post-test was 0.386.

Taken together, these results suggested an association between the pre-test and post-test. In this study, the participants' scores increased after treatment in terms of mean scores of pre-test  $\bar{x} = 3.07$  and post-test  $\bar{x} = 9.73$ . A possible explanation for these results may be the great improvement of English slang perception.

**Table 4.11** *The results of Paired Samples Statistics*

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	30	3.07	1.552	.283
Post-test	30	9.73	2.116	.386

#### 4.4 THE RESULTS OF PAIRED SAMPLE T-TEST

Table 4.12 presents the results of output paired sample t-test. From this data, it can be seen that the participants' scores from the pre-test were found to be significantly different from that of the participants' scores from the post-test:  $t(29) = -15.71$ ,  $p \leq 0.01$ . The mean score of both tests (pre-test and post-test) was found to be significantly different. That is, the participants' pre-test scores were significantly lower than those from post-test score.

**Table 4.12** *The results of paired sample T-Test*

Paired Sample Test					
	Paired Differences		t	df	Sig. (2tailed)
	99% Confidence Interval of the Difference				
	Lower	Upper			
Pair 1 Pre-test – Post-test	-7.836	-5.497	-15.71	29	.000

#### **4.5 THE RESULTS OF THE DEGREE OF AGREEMENT TOWARDS SLANG PERCEPTION**

The last part in this study aimed to investigate the learning of English slang toward song lyrics. This section of the questionnaire required participants to give opinions by rating their agreement to English slang perception, which are presented as follows:

Table 4.13 describes the degree of agreement towards slang perception. The results are shown in table below. The findings indicated that most of participants agreed with all three statements of slang perception. It was found that participants mostly agreed that song lyrics could help EFL learners learn slang as indicated by the mean score of  $\bar{x} = 4.13$ . Interestingly, a high percentage of the participants at 40% neither agreed nor disagreed about the difficulty of English slang ( $\bar{x} = 3.33$ ). The most striking result to emerge from the data was that 90% of participants agreed that the knowledge of English slang increased after the treatment ( $\bar{x} = 4.10$ ).

**Table 4.13** *The degree of agreement towards slang perception*

Statement	Agreement level					Mean	S.D
	1	2	3	4	5		
1. Can song lyrics help EFL learners learn slang?	1	0	3	16	10	4.13	0.86
	3.3%	0%	10%	53.3%	33.3%		
2. Before the test, I thought it was not difficult to understand English slang words	0	6	12	8	4	3.33	0.96
	0%	20%	40%	26.7%	13.3%		
3. My knowledge of English slang increased after learning	0	0	3	21	6	4.10	0.55
	0%	0%	10%	70%	20%		

Table 4.14 shows the relationship between attitudes and t-test scores. The differences between the participants' attitudes and mean scores on the pre-test, post-test and the total mean scores of the pre-test and post-test are shown in table 4.14. Three participants had a neutral attitude, which can be seen in the mean scores of pre-test  $\bar{x} = 3.33$ , post-test  $\bar{x} = 8.67$  and the total mean scores  $\bar{x} = 6.00$ , while 27 participants had positive attitudes as shown by the mean scores of the pre-test  $\bar{x} = 3.04$ , post-test  $\bar{x} = 9.85$ , and the total mean scores  $\bar{x} = 6.44$ .

Interestingly, the only mean scores where the neutral attitude was higher than the other positive attitude mean scores was the pre-test ( $\bar{x} = 3.33$ ).

**Table 4.14** *The relationship between attitude and t-test scores*

<b>Participant's Attitude</b>	<b>Frequency</b>	<b>Mean (pre-test)</b>	<b>Mean (post-test)</b>	<b>Total Mean</b>
Neutral (o)	3	3.33	8.67	6.00
Positive (+)	27	3.04	9.85	6.44
Total	30			

#### **4.6 PARTICIPANTS' COMMENTS AFTER THE TEST**

Table 4.15 illustrates an overview of the results of participants' comments after test. This section of the questionnaire required participants to comment on this study. The comments were divided into five themes. Only 12 participants gave comments. The theme was divided into four categories: participants who had neutral feelings, participants who gave suggestions, participants who liked the song and were interested in the research method, and participants whose knowledge of English slang increased, as represented in the number of participants at 1, 2, 3 and 6, respectively.

**Table 4.15** *The results of participants' comments after the test*

<b>Theme</b>	<b>Frequency</b>
1. The participants had neutral feelings.	1
2. The participants gave suggestions.	2
3. The participants liked the song and were interested in the research method.	3
4. The participants' knowledge of English slang increased.	6

## **CHAPTER 5**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

This chapter presents (1) a summary of the study, (2) a summary of findings, (3) discussion of the finding, and (4) recommendations for further research.

#### **5.1 CONCLUSION OF THE STUDY**

This section summarizes the important parts of the study such as the objectives, the participants, materials and procedures.

##### **5.1.1 Objectives of the Study**

The main objectives of the study were to explore the learning of English slang through a pop song lyric, determining if the group of participants could identify slang from song lyrics and if English song lyrics could help the participants to improve their English slang knowledge. This study was focused on these objectives as follows:

- To determine if the group of learners could identify slang from a song lyrics
- To determine if song lyrics help EFL learners learn slang

##### **5.1.2 Participants, Materials, and Procedures**

###### **5.1.2.1 Participants**

The participants of this study were 30 undergraduate volunteer students studying EL 321 (English for Business) at Thammasat University - Rangsit campus. The researcher used convenience sampling method to select the participants.

###### **5.1.2.2 Materials**

A questionnaire and paired sample t-test were used to collect the participants' data in order to investigate the perception of the participants toward English slang usage in song lyrics. The demographic data of the participants and participants' level of agreement with English slang perception were obtained from close-ended questions and a five-point Likert scale. Moreover, paired sample t-test

(pre-test and post-test) was employed in order to investigate their perception of English slang.

### **5.1.2.3 Procedures**

The questionnaires and t-test were distributed to 30 participants who were studying EL 321 on April 5<sup>th</sup> 2018. They were requested to complete the questionnaires and test before the class started and return them to the researcher immediately after they had finished each part. After the data were completely collected, the researcher transformed the data into numbers and used the Statistical Package for the Social Sciences (SPSS) to analyze the results of questionnaire and t-test in form of frequency percentage, means and standard deviation.

## **5.2 CONCLUSION OF THE FINDINGS**

The results of the study are summarized as follows:

### **5.2.1 Personal Information of the Participants**

In this study, the total number of participants was 30 students studying EL 321 (English for Business) at Thammasat University- Rangsit campus consisting of 15 females (50%) and 15 males (50%). When separating the participants according to their year of study, more than half of the participants were third-year students (53%), followed by second-year students (30%), fourth-year students (16%). Most of them studied in the Faculty of Commerce and Accountancy (96.7%) and only one participant studied in Fine and Applied Arts (3.3%). In terms of English proficiency, 60% of the participant evaluated themselves at a fair level, good and poor levels were at the same percentage of 13.3%, 10% were at a very poor level and only 3.3% of the participant was at a very good level. The findings revealed that 73.3% of the participants regularly listened to English song while 26.7% of participants occasionally listened to English songs. Interestingly, the participants' attitude towards English song was 90% positive and 10% neutral. Moreover, the majority of the participants (63.3%) had little knowledge of English slang followed by fair and well, at 33.3% and 3.3%, respectively.

### **5.2.2 The Results of the Pre-Test**

The results found that the participants “failed” to identify English slang in the pre-test as shown in table and figure 4.9. Surprisingly, 90% of the participants’ scores were in the range of 0 – 49 percent, meaning that the participants received a “F” in the academic grading system. However, only a small number (10%) of the participants “passed” in identifying the English slang, with the range of participants’ scores being 50 - 54 and 55 - 59 or a “D+” and “D”.

### **5.2.3 The Results of the Post- Test**

The results revealed that most of the participants “passed” with an excellent score in identifying English slang in post-test as shown in figure 4.10. Interestingly, 63.33% of the participants’ scores were in the range of 80 – 100 percent, meaning that the participants received an “A” in the academic grading system. Meanwhile, two participants (6.6%) “failed” to identify of English slang.

### **5.2.4 The Results of the Paired Sample T-Test**

The results found that the significance value was 0.00. At the 99% Confidence Interval of the Difference if  $\text{sig} > 0.01$  then  $H_0$  is accepted while,  $\text{sig} < 0.01$  then  $H_0$  is rejected. As shown in this study, the sig (pre-test and post-test) was .00, meaning that the scores of both tests (pre-test and post-test) were found to be significantly different.

### **5.2.5 The Results of the Degree of Agreement Towards Slang Perception**

The results showed that 53% of the participants agreed that song lyrics helped EFL learners learn slang ( $\bar{x} = 4.13$ ), 40% of the participants felt neutral before the test ( $\bar{x} = 3.33$ ), and thought it was not difficult to understand English slang words; meanwhile, 70% of the participants agreed that their knowledge of English slang increased ( $\bar{x} = 4.10$ ).



### **5.2.6 The Results of the Relationship Between Attitude and T-Test Scores**

Referring to table 4.14, there was significant difference in the level of attitude toward English song between neutral attitude and positive attitude. As shown by the results from the t-test, the participant who had a positive attitude ( $\bar{x} = 6.44$ ) had a higher total mean score than those with neutral attitudes ( $\bar{x} = 6.00$ ).

### **5.2.7 The Results of Participants' Comments After the Test**

Most of the participants gave positive comments that can be categorized into four themes. First, the participants had neutral feelings. Second, the participants gave suggestions. Third, the participants liked the song and were interested in the research method. Lastly, the participants' knowledge of English slang increased.

## **5.3 DISCUSSION**

In order to answer the two research questions in chapter one, this part demonstrates the discussion about whether this group of participants could identify slang from a song lyric and if song lyrics could help EFL learners learn slang?

### **5.3.1 Can this Group of Participants Identify Slang from a Song Lyric?**

The results of this study indicated that most of the students (90%) who took the pre-test to identify English slang words in song lyrics failed. This finding corroborates the results of Kaewman (2013) who found that student could not comprehend the meaning of English slang. However, students' scores increased after the treatment of giving the meaning of slang words (post-test). The most surprising aspect of the data was the full scores gotten by 63.33% of students. This result may be explained by the fact that there is a strong possibility that students could identify slang from the song lyrics. The results of this study will now to be compared to the findings of previous work. Badingah (2016) found that most students got very good scores after being taught (post-test) by using song lyrics in order to identify parts of speech.

### **5.3.2 Can Song Lyrics Help EFL Learners Learn Slang?**

As revealed by the results of the paired sample t-test, it can be seen that students' scores on the pre-test and post-test were found to be significantly different. The scores of the post-test showed a higher level of the perception of slang words in song lyrics. Based on the findings in table 4.13, most students agreed that song lyrics could help EFL learners learn slang. This result may be explained by the fact that students got very high scores in post-test might have gained confidence to learn English slang. In addition, over 60% of the students agreed that after learning their knowledge of English slang increased. It is difficult to explain this result, but it might be related to the scores of pre-test and post-test. These results agree with the findings of other studies, which found that after the treatment of listening to western pop songs, students agreed that this treatment helped their language proficiency in terms of listening, reading, and speaking (Berananda, 2014).

## **5.4 RECOMMENDATIONS FOR FURTHER RESEARCH**

Based on the findings and conclusion of this study, the following recommendations are made for further research.

5.4.1 Since the participants of this study were only undergraduate students, further research should collect data from various participants such as high school students, graduate students or participants who from different careers.

5.4.2 Further research should study different kinds of media such as advertising, movies or newspapers.

5.4.3 Further research should use a larger sample size to increase the generalizability.

5.4.4 The current research included a small number of slang word. Further research should include a larger number of slang words to increase the reliability of the findings.

5.4.5 According to the limit time of data collection, this study could not cover all types of slang. Therefore, further research should add more types of slang.

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**APPENDICES**



## APPENDIX A

### QUESTIONNAIRE

#### LEARNING ENGLISH SLANGS THROUGH A POP SONG LYRIC

This questionnaire is part of the research paper partial fulfillment of the requirements of the Master of Art Program in Careers English for International Communication (CEIC), Language Institute, Thammasat University. The aim of this questionnaire is to survey the perception of Thai EFL learner with English slang usage in English song lyrics at Thammasat University (Rungsit campus). Your response and your test scores will be confidentially treated and kept secretly and use for the independent study only. According to the ethic code, participants are voluntarily invited to get involved in the study. Therefore, if this is against your will, you can leave the questionnaire blanked.

**Instructions:** This questionnaire consists of three parts as follows:

Part I: **Demographic Data**

Part II: **Song lyric exercise (Pretest)**

Part III: **Slang exercise (Post-test)**

#### Part I: Demographic Data

Please provide your exact information by marking (✓) for the chosen answer and write your answer where necessary.

Gender  Male  Female

Year of study  1st Year  2nd Year  3rd Yea  4th Year

Faculty \_\_\_\_\_

English Proficiency

Very good  Good  Fair  Poor  Very Poor

Are you an English song fan?

Yes  No

What is your attitude towards English songs?

- Positive (+)                       Neutral (o)                       Negative (-)

What types of music do you listen to?

- Pop                                       Rock                                       R&B  
 Rap and Hip Hop                       Jazz                                       Others \_\_\_\_\_

How much do you know about English slang?

- Very well                       Well                                       Fair                                       Little

## Part II: Slang in song lyrics test

From the song lyric below, please **CIRCLE** words or phrases that you think they are “**SLANG**”.

### "The Lazy Song" by Bruno Mars

Today I don't feel like doing anything

I just wanna lay in my bed

Don't feel like picking up my phone

So leave a message at the tone

'Cause today I swear I'm not doing anything. Uh!

I'm gonna kick my feet up

Then stare at the fan

Turn the TV on, throw my hand in my pants

Nobody's gonna tell me I can't

I'll be lounging on the couch,



Just chillin' in my snuggie  
Click to MTV, so they can teach me how to dougie  
'Cause in my castle I'm the freaking man  
Oh, yes I said it  
I said it I said it 'cause I can  
Today I don't feel like doing anything  
I just wanna lay in my bed  
Don't feel like picking up my phone  
So leave a message at the tone  
'Cause today I swear I'm not doing anything  
Nothing at all!  
Ooh, hoo, ooh, hoo, ooh, ooh-oo  
Nothing at all  
Ooh, hoo, ooh, hoo, ooh, ooh-oo  
Tomorrow I'll wake up, do some P90X  
Meet a really nice girl, have some really nice sex  
And she's gonna scream out: 'This is Great' (Oh my God, this is great!) Yeah  
I might mess around, and get my college degree  
I bet my old man will be so proud of me  
But sorry pops, you'll just have to wait Haha  
Oh, yes I said it I said it  
I said it 'cause I can

Today I don't feel like doing anything  
I just wanna lay in my bed  
Don't feel like picking up my phone  
So leave a message at the tone  
'Cause today I swear I'm not doing anything  
No, I ain't gonna comb my hair  
'Cause I ain't going anywhere  
No, no, no, no, no, no, no, no, no  
I'll just strut in my birthday suit  
And let everything hang loose  
Yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah

**Scores**

**Identification the meaning of slang words in song lyric.****Part III: Slang exercise**

Directions: Write the best answer.

Filling standard meaning of the slang words in the space provided.

1. I woke up late this morning **'cause** I slept late last night.

---

2. I'm **gonna** use the bath room.

---

3. She **loungin** in a quiet park.

---

4. We are just **chillin**.

---

5. She is wearing **snuggie** during the winter.

---

6. John always **Dougie** when he is at the party.

---

7. Those people **ain't** got a clue.

---

8. **My old man** teaches me everything about fixing cars.

---

9. James's **pop** bought him a new computer.

---

10. He loves to wear **Birthday suite** while he is alone in the house.

---

11. Prisoners want to **hang loose**.

---

12. I'm going out of my **freaking** mind.

---

**Scores**



**Statement of slang perception.**

For each of the following statements, please put  the answer that corresponds to the degree of your agreement, according to the response scale as following:

- 5 Strongly Agree**  
**4 Agree**  
**3 Neutral**  
**2 Disagree**  
**1 Strongly Disagree**

Statement of slang perception.		5	4	3	2	1
1	Song lyrics can help you learn slang					
2	Before the test, I think it was not difficult to understand English slang words					
3	My knowledge of English slang increases after learning					

COMMENT

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APPENDIX B  
แบบสอบถามเพื่อการวิจัย

LEARNING ENGLISH SLANGS THROUGH A POP SONG  
LYRIC

แบบสอบถามนี้เป็นส่วนหนึ่งของงานวิจัยตามหลักสูตร ปริญญาโท สาขาวิชาภาษาอังกฤษเชิงอาชีพเพื่อการสื่อสารนานาชาติ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ วัตถุประสงค์ในการทำงานวิจัยนี้เพื่อสำรวจการรับรู้ของนักศึกษาไทย ที่เรียนวิชาภาษาอังกฤษเป็นภาษาต่างประเทศ เกี่ยวกับ สแลง (อังกฤษ) ในเพลงสากล ข้อมูลทุกอย่างของท่านจะถูกปิดเป็นความลับและใช้ในงานวิจัยนี้เท่านั้น ท่านสามารถไม่ตอบคำถามได้ในกรณีที่ท่านไม่สะดวกในการตอบคำถาม

ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

โปรดทำเครื่องหมาย (✓) ลงในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด.

เพศ  ชาย  หญิง

ชั้นปีการศึกษา  ปี1  ปี2  ปี3  ปี4

คณะ \_\_\_\_\_

ท่านคิดว่าความรู้ภาษาอังกฤษของท่านอยู่ในระดับใด

ดีมาก  ดี  ปานกลาง  อ่อน  ไม่แข็งแรง

ท่านเป็นแฟนเพลงสากล(อังกฤษ) หรือไม่

ใช่  ไม่ใช่

ท่านมีความคิดเห็นอย่างไรกับเพลงสากล(อังกฤษ)

ชอบ (+)

เฉยๆ(0)

ไม่ชอบ (-)

ท่านฟังเพลงแนวใด

Pop

Rock

R&B

Rap and Hip Hop

Jazz

อื่นๆ\_\_\_\_\_

ท่านมีความรู้เกี่ยวกับเพลง(อังกฤษ)เพียงใด

ดีมาก

ดี

พอใช้

นิดหน่อย

## ส่วนที่ 2: Slangs in song lyric test

From the song lyrics below, please **CIRCLE** words or phrases that you think they are “**SLANG**”.

### "The Lazy Song" by Bruno Mars

Today I don't feel like doing anything

I just wanna lay in my bed

Don't feel like picking up my phone

So leave a message at the tone

'Cause today I swear I'm not doing anything. Uh!

I'm gonna kick my feet up

Then stare at the fan

Turn the TV on, throw my hand in my pants

Nobody's gonna tell me I can't

I'll be lounging on the couch,

Just chillin' in my snuggie  
Click to MTV, so they can teach me how to dougie  
'Cause in my castle I'm the freaking man  
Oh, yes I said it. I said it. I said it 'cause I can  
Today I don't feel like doing anything  
I just wanna lay in my bed  
Don't feel like picking up my phone  
So leave a message at the tone  
'Cause today I swear I'm not doing anything  
Nothing at all!  
Ooh, hoo, ooh, hoo, ooh, ooh-oo  
Nothing at all  
Ooh, hoo, ooh, hoo, ooh, ooh-oo  
Tomorrow I'll wake up, do some P90X  
Meet a really nice girl, have some really nice sex  
And she's gonna scream out: 'This is Great' (Oh my God, this is great!) Yeah  
I might mess around, and get my college degree  
I bet my old man will be so proud of me  
But sorry pops, you'll just have to wait. Haha  
Oh, yes I said it. I said it. I said it 'cause I can  
Today I don't feel like doing anything



I just wanna lay in my bed  
Don't feel like picking up my phone  
So leave a message at the tone  
'Cause today I swear I'm not doing anything  
No, I ain't gonna comb my hair  
'Cause I ain't going anywhere  
No, no, no, no, no, no, no, no, no  
I'll just strut in my birthday suit  
And let everything hang loose  
Yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah

**Scores**

**Identification the meaning of slang words in song lyric.****Part III: Slang exercise**

Directions: Write the best answer.

Please describe the meaning of the slang words (**bold**) in the space provided.

1. I woke up late this morning ‘**cause** I slept late last night.

---

2. I’m **gonna** use the bath room.

---

3. She **loungin** in a quiet park.

---

4. We are just **chillin**.

---

5. She is wearing **snuggie** during the winter.

---

6. John always **Dougie** when he is at the party.

---

7. Those people **ain’t** got a clue.

---

8. **My old man** teaches me everything about fixing cars.

---

9. James's **pop** bought him a new computer.

---

10. He loves to wear **Birthday suite** while he is alone in the house.

---

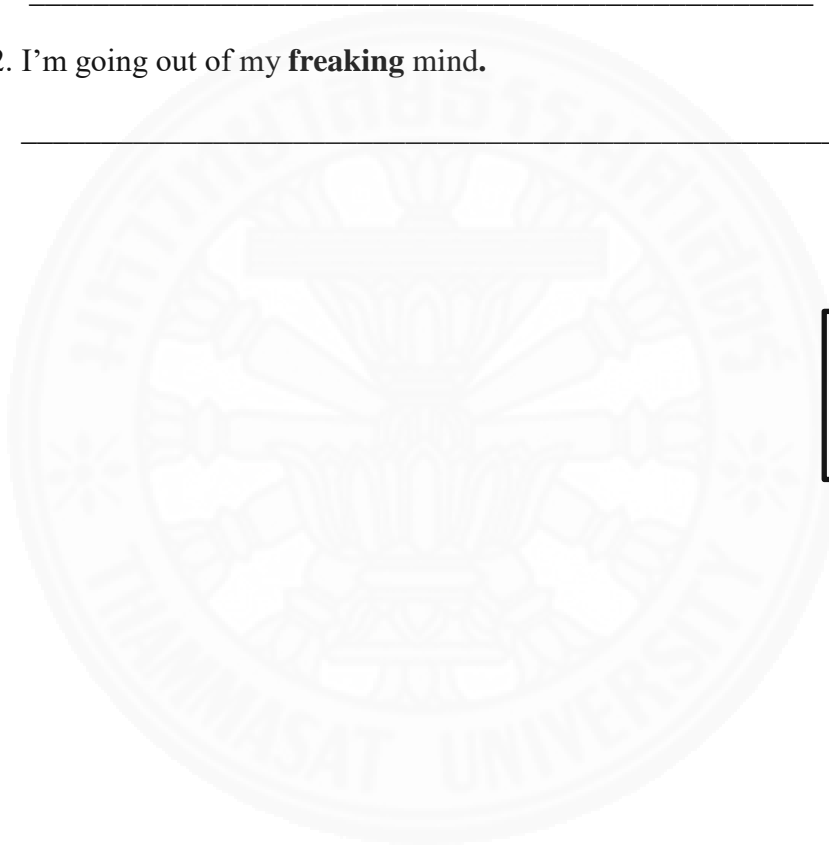
11. Prisoners want to **hang loose**.

---

12. I'm going out of my **freaking** mind.

---

**Scores**



**Statement of slang perception.**

For each of the following statements, please put  the answer that corresponds to the degree of your agreement, according to the response scale as following:

- 5 Strongly Agree**  
**4 Agree**  
**3 Neutral**  
**2 Disagree**  
**1 Strongly Disagree**

<b>Statement of slang perception.</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Song lyrics can help you learn slang					
2	Before the test, I think it was not difficult to understand English slang words					
3	My knowledge of English slang increases after learning					

COMMENT

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**BIOGRAPHY**

Name	Ms. Sumalee Viwattanabunchong
Date of Birth	July 14, 1977
Educational Attainment	2001: Bachelor of Arts (Communication Arts) Phranakhon Rajabhat University
Work Position	International and Domestic Business Promotion Manger Kokiet Production Co., Ltd
Work Experiences	March 2017 – present : International and Domestic Business Promotion Manager at Kokiet Production Co., Ltd 2016 – present : Free lance tour guide 2007 – 2013 : General Manager at Jasmine Thai Cuisine, California,United States