

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Finding

In this finding of the research, the researcher used two kinds of instruments which were observation checklist, and assessment. For the first instrument, The researcher uses the observation checklist to observe the students and the teacher during the learning to implement songs in teaching regular & irregular verbs on 22<sup>nd</sup> February 2021. For the second, the researcher gave the assessment on 1<sup>st</sup> March 2021 to know the student's competence in using regular and irregular verbs.

##### 4.1.1. Implementation Using Song in Teaching Regular & Irregular Verb to The 7<sup>th</sup> Grade Students

###### 4.1.1.1 The First Meeting

The observation was held on Monday, February 22<sup>nd</sup>, 2021. The class started from 14.00 to 15.00. Before the class started at 13.30, the researcher spoke with the English teacher in the Islamic Junior High School of Mamba'ul Hikam to explain some of the strategies that would be applied during the learning process. Around 14.00 the teacher came into the classroom. Meanwhile, the researcher followed the teacher to enter the classroom. Before learning begins, the teacher introduces the researcher to the students. After that, the researcher took the back seat to observe the learning process until it was finished.

## **Opening**

Teacher : “*Assalamualaikum Wr. Wb. Good evening students.*”

Students : “*Wa’alaikumsalam Wr. Wb. Good evening ma’am.*”

Teacher : “*How are you today? Apakah hari ini ada yang tidak hadir?*”

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Student 1 : “*Amazing ma’am.*”

Student 2 : “*Super ma’am.*”

Student 3 : “*Tidak ma’am semuanya hari ini hadir.*”

Teacher : “*Okay thank you.*”

## **While Activity**

The teacher leads a prayer to start the learning process.

Teacher : “*Before we start today's study let us pray first.*”

The teacher, the researcher, and all the students pray together.

Teacher : “*Finish, amin.*”

Students : “*Amin.*”

Teacher : “*Oke ada banyak sekali kata kerja dalam bahasa inggris bisakah kalian menyebutkan satu persatu?*”

Student 1 : “*Walk*”

Student 2 : “*Eat*”

Student 3 : “*Buy*”

Teacher : “*Good lalu bagaimana caranya mengubah kata kerja tersebut menjadi bentuk lampau? Ada yang bisa?*”

Student 1 : “*walked*”

Student 2 : “*Ate*”

Student 3 : *“tidak hafal ma’am”*

Teacher : *“baik anak-anak itu tadi yang kalian sebutkan namanya adalah regular & irregular verb, fungsinya adalah menunjukkan bahwa kegiatan tersebut sudah dilakukan.. Biasa disebut dengan past tense. Apa itu*

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*past tense? Past tense digunakan untuk kegiatan yang sudah terjadi, ciri-cirinya mereka selalu menggunakan kata kerja bentuk kedua (v2) nah pada v2 ini ada yang namanya regular dan irregular verb. Artinya beraturan dan tidak beraturan. Beraturan artinya bentuknya tetap dan cara membacanya juga tetap hanya saja di akhir kata ditambahkan D atau ED. Yang tidak beraturan adalah bentuknya berubah cara bacanya pun berubah contohnya EAT-ATE. Lalu bagaimana caranya kita agar mudah menghafal? Sekarang kita coba dengan lagu.”*

Then the teacher played the song twice and gave the paper lyrics.

**The Microphone I take,(TOOK, TAKEN).....**  
**You shake,(SHOOK, SHAKEN).....**  
**Wake,(WOKE, WOKEN).....**  
*To the style, I'm creating*  
**Think,(THOUGHT, THOUGHT).....**  
**Seek,(SOUGHT, SOUGHT).....**  
**Listen to the lesson that I teach,(TAUGHT, TAUGHT).....**  
**Don't sleep,(SLEPT, SLEPT).....**  
**I creep,(CREPT, CREPT).....**  
**I sneak,(SNUCK, SNUCK).....up**  
**You leap,(LEPT, LEPT).....**  
**I keep,(KEPT, KEPT).....**  
*Having fun*  
**I'm never beat,(BEAT, BEATEN).....**  
**I win,(WON, WON).....**  
**Do,(DID, DONE).....**  
**Begin,(BEGAN, BEGUN).....**  
**Shoot,(SHOT, SHOT).....**  
*No I don't own a gun*  
**I lead,(LED, LED).....**  
**So I can feed,(FED, FED).....**  
*The knowledge you need, straight to your head*  
**When I bring,(BROUGHT, BROUGHT).....it**  
**You catch,(CAUGHT, CAUGHT).....**  
**Sit back relax don't fight,(FOUGHT, FOUGHT).....it**

Teacher : "well this is the lyrics of this song you have to complete them with regular or irregular verbs by listening to the song".

Student : "Okey ma'am"

After that, the teacher asked the students

Teacher : “how do you feel after listening to the song? Is it still difficult to memorize?”

Student 1 : “ it’s easier than before ma’am”

Student 2 : “ nope ma’am I feel enjoy with the music”.

Teacher : “Oke students now let's try to make a simple sentence with regular & irregular verb".

The teacher gave the example and wrote on the whiteboard.

Teacher : “ ‘Mia eats noodle’. This sentence is using v1. Now let’s change into v2. ‘Mia ate noodle’. Eat – ate. You can open your dictionary or you can use the verb that has written in your paper”

Student 1 : “Oke ma’am”

Student 2 : “Baik ma’am”

Student 3 : “Yes, ma’am”

**Closing**

Teacher : “*Baiklah, time is up. Saya ingin sedikit mereview materi hari ini. Apa itu past tense?*”

Student 1 : “*Past tense adalah kalimat dalam bahasa inggris dalam bentuk lampau ciri-cirinya menggunakan v2*”

Teacher : “*Good, lalu apakah yang dimaksud regular dan irregular verb?*”.

Student 2 : “*regular verb adalah kata kerja beraturan, biasanya hanya ditambahkan D atau ED dibelakang kata kerja*”.



Student 3 : *“irregular verb adalah kata kerja tidak beraturan, artinya bentuk dan pengucapannya berbeda”*

Teacher : *“contohnya bagaimana? Ada yang bisa berikan contoh?”.*

Student 4 : *“eat-ate-eaten”*

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Student 5 : *“drink-drank-drunk”*

Teacher : *“oke bagus, untuk next week kita akan mengerjakan soal-soal latihan tentang past tense serta mengulang sedikit tentang pembelajaran hari ini. See you Assalamualaikum wr.wb”.*

Student : *“waalaikumsalam wr.wb”.*



#### **4.1.1.2 Second Meeting**

The observation was held on Monday, March 1<sup>st</sup>, 2021. The class started from 14.00 to 15.00. Before the class started at 13.30, the researcher spoke with the English teacher in the Islamic Junior High

School of Mamba'ul Hikam to give a assessment that would be applied during the learning process. Around 14.00 the teacher came into the classroom. Meanwhile, the researcher follows the teacher to enter the classroom.

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### **Opening**

Teacher : *"Assalamualaikum Wr. Wb. Good evening students."*

Students : *"Wa'alaikumsalam Wr. Wb. Good evening ma'am."*

Teacher : *"How are you today? Apakah hari ini ada yang tidak hadir?"*

Student 1 : *"Amazing ma'am."*

Student 2 : *"Super ma'am".*

Student 3 : *"Tidak ma'am semuanya hari ini hadir".*

Teacher : *"Okay thank you".*

### **While Activity**

The teacher leads a prayer to start the learning process.

Teacher : *"Before we start today's study let us pray first".*

The teacher, the researcher, and all the students pray together.

Teacher : *"Finish, amin".*

Students : *"Amin".*

Teacher : *"Oke anak-anak bagaimana apakah kalian masih mengingat pertemuan minggu lalu kita belajar tentang apa?"*

Student 1 : *"masih ma'am".*

Student 2 : “*masihh*”.

Student 3 : “*masih ma’am*”

Teacher : “*oke good apa yang kita pelajari kemarin anak-anak?*”.

Student 1 : “*kita belajar regular dan irregular verb ma’am*”.

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Student 2 : “*kita belajar regular dan irregular verb dengan menggunakan lagu ma’am*”

Student 3 : “*kita juga belajar apa itu past tense ma’am*”.

Teacher : “*great sekarang coba kita putar lagi musiknya dan kita nyanyikan lagunya bersama ayo dibuka teks yang sudah dibagikan kemarin*”.

The teacher played the song 3 times and all of the students were singing the song with great intonations and some student already memorizes well without looking at the paper.

Teacher : “*oke now we’re going to do the assessment. In this paper has written simple sentence but there is no verb. So you have to fill with the correct verb. Understand ??*”.

Student 1 : “*yes ma’am*”.

The teacher assessed all of the students and the students did the assessment. Some of them were assessed by singing the song that has heard.



Teacher : *“baik anak-anak times up. Segera kumpulkan hasil kerja kalian didepan”.*

Students : *“yes ma’am”.*

### **Closing**

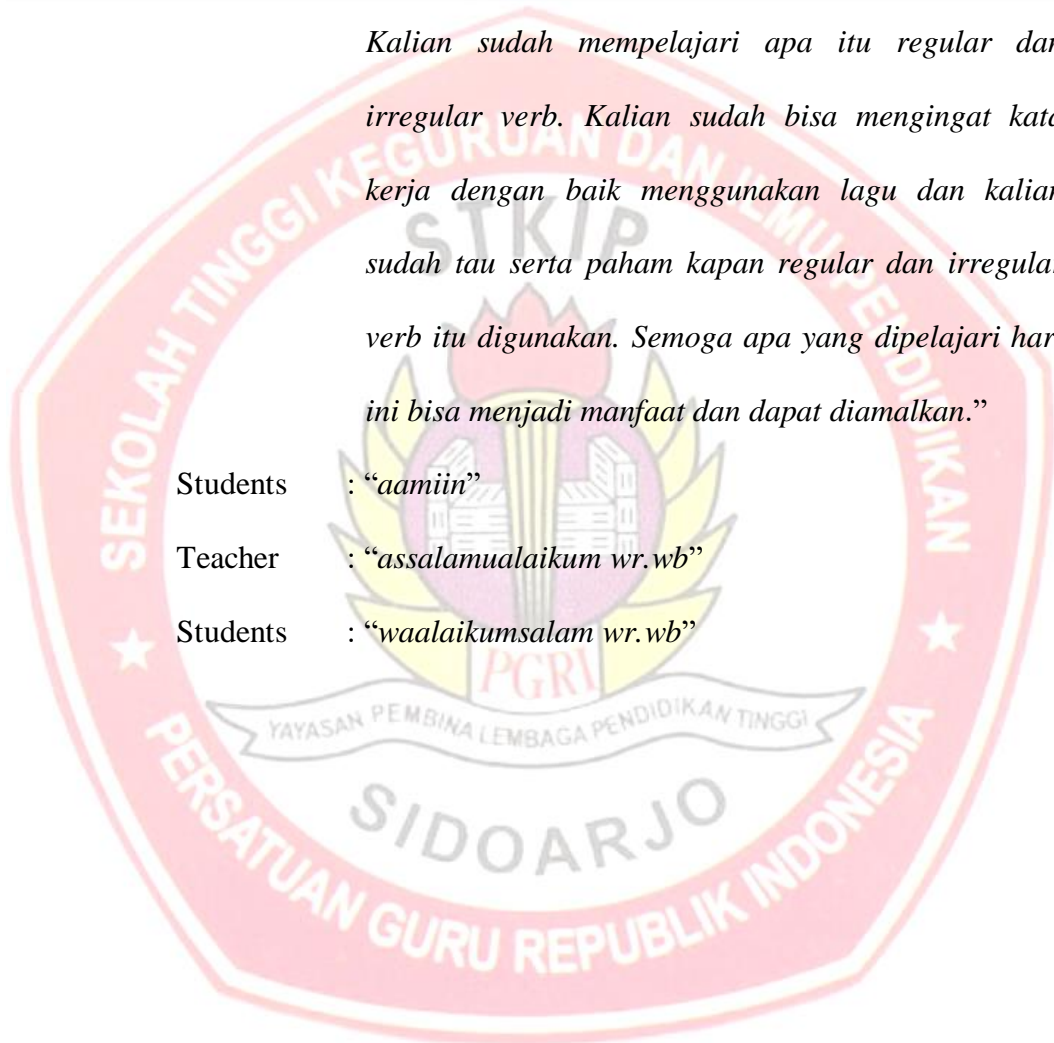
Teacher : *“baik anak-anak materi hari ini sudah berakhir.*

*Kalian sudah mempelajari apa itu regular dan irregular verb. Kalian sudah bisa mengingat kata kerja dengan baik menggunakan lagu dan kalian sudah tau serta paham kapan regular dan irregular verb itu digunakan. Semoga apa yang dipelajari hari ini bisa menjadi manfaat dan dapat diamankan.”*

Students : *“aamiin”*

Teacher : *“assalamualaikum wr.wb”*

Students : *“waalaikumsalam wr.wb”*





Based on the interview with the teacher, sing a song in the teaching-learning process is important to help the students understand well about the topic. Song gave a new atmosphere in the class. The students will not feel bored in the class. There are three steps in teaching vocabulary. First, the students hear the new word for several periods. In this case, the teacher becomes the model of good pronunciation. The teacher pronounces the word several times then the students will observe and imitate the teacher. Repetition has an important role in a good 16 pronunciation. Second, the students should be allowed to pronounce the new word. After the teacher gives the correct pronunciation of a word, the teacher then should let the students repeat pronouncing the word that has been said by the

teacher. This step will help the students remember the word for a long time. When the students make a mistake in pronouncing the word, the teacher should correct it by pronouncing it again. The last step is the students should predict the meaning of the unfamiliar word. It is the most important step in learning vocabulary (Lado 1964:121 ).

#### 4.1.2 Students Competence of Using Song in Teaching Regular & Irregular Verb to The 7<sup>th</sup> Grade Students

The finding of student's competence can be seen when students get a good score even almost perfect because the teacher has given a pretty good explanation as well. There are only a few students who get an average score because they pay less attention when learning process. This happens because they are tired and the class contains quite a lot of students.

NO	NAMA	L/P	KELAS	Nilai	
				1	2
1	Aditya Gilang Juliansyah Putra	L	VII-C	60	100
2	Andi Febriansyah	L	VII-C	35	60
3	Anggita Ramadhani	P	VII-C	60	100
4	Anggun Oktavia Tri Pratiwi	P	VII-C	50	70
5	Aqilla Citrowati Az-Zahra	P	VII-C	60	100
6	Aqmalina Az-Zahra Irwansyah	P	VII-C	60	100
7	Brian Novalino	L	VII-C	60	80
8	Chika Makhaila Putri Nugroho	P	VII-C	60	100
9	Conni Callista Azalia	P	VII-C	60	80
10	Daugan Probho Sadewo Pranoto	L	VII-C	60	90
11	Exel Bagus Prastyo	L	VII-C	50	90
12	Hamdi Abdillah Fachruddin Baisa	L	VII-C	50	100
13	Imam Ghozali Gufron	L	VII-C	50	80
14	Khusniatul Adawiyah	P	VII-C	50	70

15	M. Aryo Rachmad Dani	L	VII-C	60	100
16	Meysya Rheghyda Hermawan	P	VII-C	50	100
17	Moch Rayhan Nafiur Rahman	L	VII-C	50	100
18	Muhammad Amirul Haq Rifqi R.	L	VII-C	60	70
19	Muhammad Iqbal Darmawan	L	VII-C	60	90
20	Muhammad Rian Erlianto	L	VII-C	35	100
21	Nabil Dwi Karyono	L	VII-C	50	90
22	Nania Apriliani Putri	P	VII-C	90	100
23	Nayla Desyre Zahra Assegaf	P	VII-C	50	90
24	Nur Amelia Rohman	P	VII-C	60	100
25	Putri Sarmauli Harianja	P	VII-C	60	90
26	R. Rakhaditya Wisnu W.	L	VII-C	60	80
27	Refael Christian Marwan	L	VII-C	60	90
28	Raisha Danastri Santoso	P	VII-C	50	100
29	Rajiv Tsabilah Alraj	L	VII-C	60	90
30	Reza Putri Agustin	P	VII-C	60	100
Average				56	90

The table above is a table of all students' scores. To find out students competence, we can calculate the average value with the following format:

$$\frac{\text{total value of student' assessment}}{\text{Total Students}} = \text{Average Score}$$

from the first assessment we can find out the average value as follows:

$$\frac{1680}{30} = 56$$

And for the second assessment we can find out the average value as follows :

$$\frac{2710}{30} = 90$$



The average value in assessment 1 and 2 there is an increase in meaning by using songs in the learning process makes it easier for students to remember, and understand the use of regular and irregular verbs correctly

## **4.2 Discussion**

In this part, the data obtained two meetings. The researcher discusses of observation checklist, assessment.

### **4.2.1 The Implementation of Using Song in Teaching Regular & Irregular Verb to The Seventh Grade Students**

The result of the implementation of using a song in teaching regular and irregular verbs at 7<sup>th</sup>-grade students is signed the observation checklist, assessment. The observation we've made in one meeting which was held on February 22<sup>th</sup>, 2021, and assessment on March 1<sup>st</sup>, 2021.

At the first meeting on February 22, 2021, students were very enthusiastic and eager to learn about regular and irregular verbs. The teacher gave a very good explanation so that students who initially found it difficult to understand the material slowly began to understand and felt very happy in class because the material was delivered using the song method. At the first meeting, the teacher explained very well about regular and irregular verbs. Its function and use and also provide examples with simple sentences. After that, the teacher plays a song about regular and irregular verbs to make it easier for students to understand and memorize. The teacher also provides practice questions in the form of filling in the missing lyrics before the students work on the practice questions, they are



given instructions on how to do the questions. After giving explanations, directions, and exercises, the teacher concludes at the end of the meeting.

At the second meeting, the students were again enthusiastic about the material to be delivered. The teacher reviewed a little about the material that had been delivered last week, and the students still remembered well what they had learned. After repeating a little material then the teacher gives practice questions about the past tense. The students were explained how to do it.

#### **4.2.2 The Students' Competence after in Learning Regular & Irregular verb.**

Using song in teaching regular & irregular verbs can improve students' abilities in learning to understand well about the verb. The improvement can be observed from the results of the assessment. Before using a song in the learning process, students experienced many difficulties in understanding and memorizing verbs. Trained using song can help students in learning to understand and memorize well with fun.

From the research results above, it can be seen that the use of songs can improve students' understanding in learning regular and irregular verbs. In other words, this study proves that students' understanding can be improved through the use of songs in learning.

This research was related to some previous researches. The first was a journal article by Rizki Awaliah (2009) titled "An Analysis on the Difficulties of Learning Regular and Irregular Verb Faced by the Second Grade Students of SMPI Hidayatul Athfal Cinere". The main point which is discussed in this thesis is about analysis of the difficulties of learning

regular and irregular verbs faced by second-grade students. The method used in this research is descriptive with quantitative analysis. The second was a journal article by Prames Ayuningtyas (2008) "Improving Vocabulary Mastery through Listening to Songs for The Students of SMKN 2 Depok, Sleman Yogyakarta". This study discussed and analyzed the use of songs to help improve vocabulary mastery in listening class for third-grade students. In this study, the researcher adopted Qualitative Method. As a final point, this study is expected to bring contribution as the alternative technique to enhance teaching vocabulary in listening class as well as to developed the teacher's creativity to make it work.

The difference between this research with Awaliah's (2010) is in research design and Awalia's research focused on analysis difficulties. Then the difference in this research with Prames Ayuningtyas (2008) is the subject of the study. Prames Ayuningtyas (2008) focused on third-grade vocational high school students and Prames Ayuningtyas (2008) use any song that was popular with teenagers. And this research has a specific song from Fluency MC (Youtube).

The similarities this study with Awaliah (2008) is the focus on regular & irregular verb and the similarities this study with Prames Ayuningtyas (2008) is using a song as the method in a learning activity.