

**USING SONG IN TEACHING REGULAR & IRREGULAR  
VERB TO THE 7<sup>TH</sup> GRADE STUDENTS**

**ARTICLE**



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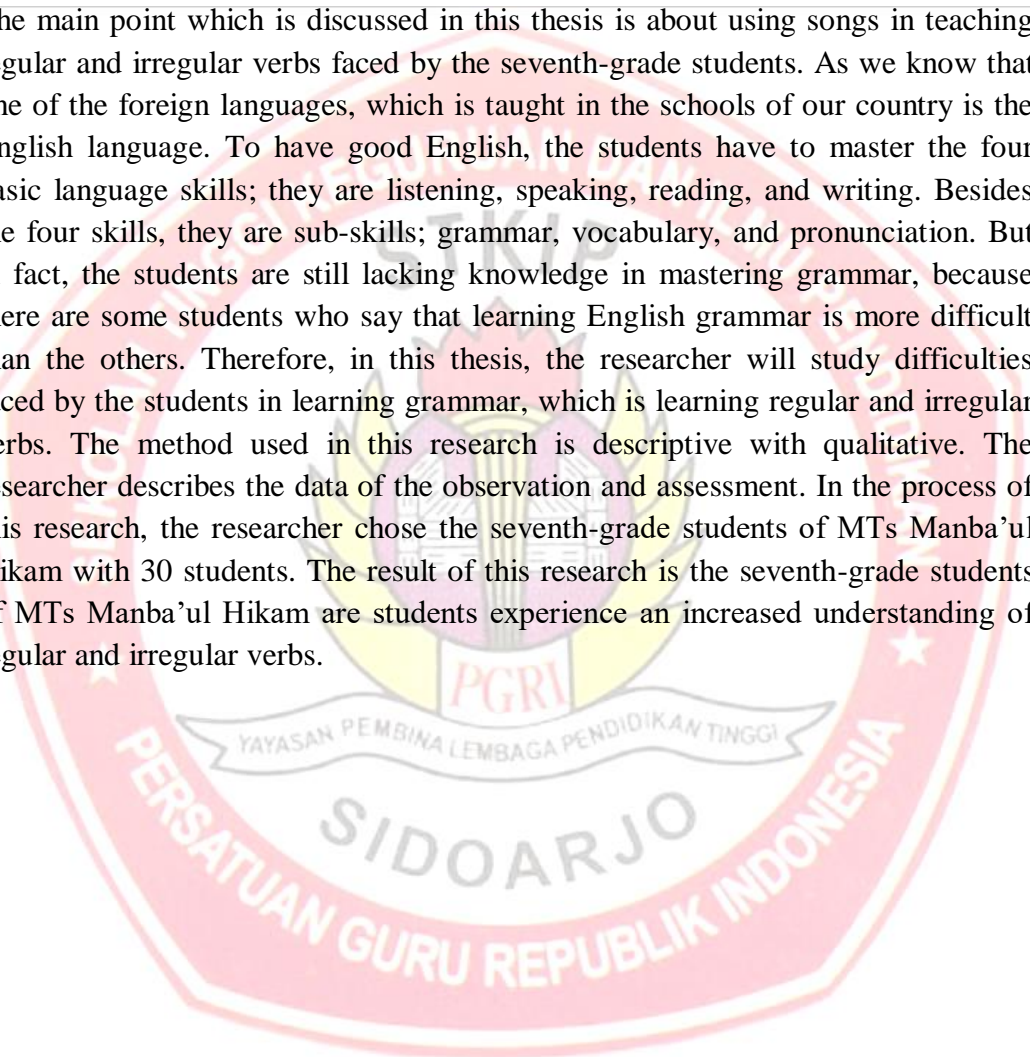
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## ABSTRACT

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Keyword : *Grammar, Regular & Irregular Verb, Song*

The main point which is discussed in this thesis is about using songs in teaching regular and irregular verbs faced by the seventh-grade students. As we know that one of the foreign languages, which is taught in the schools of our country is the English language. To have good English, the students have to master the four basic language skills; they are listening, speaking, reading, and writing. Besides the four skills, they are sub-skills; grammar, vocabulary, and pronunciation. But in fact, the students are still lacking knowledge in mastering grammar, because there are some students who say that learning English grammar is more difficult than the others. Therefore, in this thesis, the researcher will study difficulties faced by the students in learning grammar, which is learning regular and irregular verbs. The method used in this research is descriptive with qualitative. The researcher describes the data of the observation and assessment. In the process of this research, the researcher chose the seventh-grade students of MTs Manba'ul Hikam with 30 students. The result of this research is the seventh-grade students of MTs Manba'ul Hikam are students experience an increased understanding of regular and irregular verbs.



## ABSTRAK

Putri, Novita Pratiwi. 2021. Menggunakan Lagu Dalam Pengajaran Kata Kerja Reguler & Irregular Kepada Siswa Kelas 7. Tesis. Program Studi Pendidikan Bahasa Inggris. STKIP PGRI Sidoarjo. Pembimbing: 1) Dr.Lailatul Musyarofah, M.Pd. 2) Laili Hibatin Wafiroh, M.Pd.

Keyword : *Tata Bahasa, Kata Kerja Regular & Irregular, Lagu*

Pokok bahasan yang dibahas dalam tesis ini adalah tentang penggunaan lagu dalam pengajaran kata kerja beraturan dan tidak beraturan yang dihadapi oleh siswa kelas tujuh. Seperti yang kita ketahui bahwa salah satu bahasa asing yang diajarkan di sekolah-sekolah di negara kita adalah bahasa Inggris. Untuk memiliki bahasa Inggris yang baik, siswa harus menguasai empat keterampilan dasar bahasa; mereka mendengarkan, berbicara, membaca, dan menulis. Selain keempat keterampilan tersebut, ada pula sub keterampilan; tata bahasa, kosa kata, dan pengucapan. Namun pada kenyataannya siswa masih kurang pengetahuan dalam menguasai grammar, karena ada beberapa siswa yang mengatakan bahwa belajar grammar bahasa Inggris lebih sulit dari yang lain. Oleh karena itu, dalam tugas akhir ini, peneliti akan mempelajari kesulitan-kesulitan yang dihadapi mahasiswa dalam mempelajari grammar, yaitu mempelajari regular verbs dan irregular verbs. Metode yang digunakan dalam penelitian ini adalah deskriptif dengan kualitatif. Peneliti mendeskripsikan data hasil observasi dan penilaian. Dalam proses penelitian ini peneliti memilih siswa kelas VII MTs Manba'ul Hikam yang berjumlah 30 siswa. Hasil dari penelitian ini adalah siswa kelas VII MTs Manba'ul Hikam mengalami peningkatan pemahaman tentang kata kerja beraturan dan tidak beraturan.

## **INTRODUCTION**

Language is a system of symbols that are meaningful and articulate sound (generated by the said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts. (Wibowo, 2001:3)

English is an international language and international communication, because of the number and geographical spread who use it for its speakers, and because of the large number of nonnative speakers who use it for a part at least of their international contact (Awaliah, 2009).

In elementary school and even college level, English is different from the Indonesian language. There are 4 (four) skills (Listening, Reading, Writing, and Speaking) that should be mastered by the students. Besides 4 (four) skills, there is our country English which is one of the subjects material in the school, whether in kindergarten language sub-skill (Grammar, Vocabulary, and Pronunciation) which also must be mastered by the students (Awaliah, 2009).

Grammar consists of form and rules, as Dianne Larsen- Stated: Grammar is about form and one way to teach form is to give students rules; however grammar is about much more than form and its teaching is ill-served if students are simply given rules.

Based on this statement, we know that learning grammar is not easy, especially for 7th-grade students. Most of them say if learning grammar is boring and makes them confused. If they want to become a master of English, they have to become a grammar master and learn various kinds of grammar such as tenses, passive voice, comparison degree, etc. and this is not easy to do. According to Celce-murcia (2001), grammar becomes difficult because learners do not learn structures one at a time.

## **RESEARCH METHODOLOGY**

In this case the writer will use the qualitative design. According to Cresswell (1994) "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.

The subjects of the study are the teacher and the seventh grade students of junior high school. The researcher will observe Manba'ul Hikam Islamic Boarding School in Putat Tanggulangin Sidoarjo. There are 30 students in a class. There are two types of instrument research and in this research, There are observation checklist, and assessment.

In this observation, the researcher only observed in activities they were studying. The researcher needs 2 or 3 meetings in observing the participant. To distribute assessment. The researcher observed the students, the activities in the class, and the teacher also.

The researcher observed some aspect that dealt with learning process using song in teaching regular & irregular verb. First the students. The researcher

observed the students attitude and their ability during the learning. Second the researcher observed the teacher. The researcher observed the teacher ability to handle her class and her ability to implement song in teaching regular & irregular verb. After that students gave an assessment in the form of a sheet containing complete verbs. Students have to fill in the missing verb by listening to the song from Fluency MC played by the teacher.

## FINDING AND DISCUSSIONS

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.

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:

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

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

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.

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.

## CONCLUSION

The research was carried out in the English class in Mamba'ul Hikam Islamic Junior High School. This research was started from February 22th, 2021 and March 1st, 2021. Participants involved in this study were researchers, English teachers, and class 7 students in the Mamba'ul Hikam Junior High School Student.

This study has obtained some data related to the use of song in teaching regular and irregular verb. Based on the data analysis carried out in this study, it is believed that using song in teaching verb can help students improve their ability in learning regular and irregular verb. The improvement can be observed from the results of the assessment. Before using song in learning process student has many difficulties to understand regular & irregular verb.

The researcher concluded that the learning regular and irregular verb using song for students in the English course was:

First, to describe the implementation of using song in teaching regular and irregular verb. The teacher explains the regular and irregular verb to students. The teacher explains with using song in learning process. The teacher also asks students to make simple sentence.

Second, students fill in the missing verbs by listening to the song being played. Then they fill in practice questions very easily because they memorize verbs well based on the song that has been played.

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