THE EFFECTIVENESS OF USING SONGS IN TEACHING PRESENT PERFECT TENSE AT MTs INARATUT THALIBIN MODUNG-BANGKALAN MADURA

THESIS

Submitted in partial fulfillment of requirement for the degree of
Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

By:

Raudatul Jannah
NIM: D35207004

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
2011

APPROVAL SHEET

This thesis by Raudatul Jannah entitled "The Effectiveness of Using Songs in Teaching Present Perfect Tense at MTs Inaratut Thalibin, Modung-Bangkalan-Madura" has been examined on September 13th 2011 and approved by the board of examiners.

Dean,

(Dr. H. Nur Hamim, M.Ag)
NIP:196203121991031002

The Board of Examiners

Chair,

(Dr. Muhammad Salik. M.Ag)
NIP: 196712121994031002

Secretary,

(Auliya Ridwan, M.Pd.I)

Examiner I,

(Wahju Kusumajanti, M.Hum)
NIP: 197002051999032002

Examiner II,

(M. Hanafi, M.Ag, MA)
NIP: 197408042000031002

iii

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini saya:

Nama	: Raudatul Jannah
Nim	: D35207004
Fakultas/ Jurusan	: Tarbiyah/ Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	: The Effectiveness of Using Songs in Teaching Present Perfect Tense at MTs Inaratut Thalibin, Modung-Bangkalan-Madura

Dengan sungguh-sungguh menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian atau karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Surabaya, 13 September 2011
Saya yang menyatakan,

Raudatul Jannah
D35207004

ii

ABSTRACT

Raudatul Jannah. 2011. *Using Songs in Teaching Present Perfect Tense at MTs Inaratut Thalibin.* A Thesis. English Education Departement, Faculty of Tarbiyah, State Institute of Islamic Studies Sunan Ampel Surabaya. Advisor I: Dr. Muhammad Salik. M.Ag, Advisor II: Auliya Ridwan M.Pd.I

This study focuses on students' understanding about present perfect tense. There are three research questions in this thesis: first, how is the implementation of using songs in teaching present perfect tense at MTs Inaratut Thalibin Modung Bangkalan Madura? Second, is using songs effective to improve student's understanding about present perfect tense at MTs Inaratut Thalibin Modung, Bangkalan Madura? Third, what are the student's responses of using song in teaching present perfect tense at MTs Inaratut Thalibin Modung, Bangkalan Madura?

The purpose of this research are to find out the implementation of using songs in teaching present perfect tense at MTs Inaratut Thalibin, to check out whether the using songs in teaching present perfect tense at MTs Inaratut Thalibin Modung Bangkalan Madura is effective, or not, and to find out the students' responses of teaching present perfect tense at MTs Inaratut Thalibin Modung Bangkalan Madura.

The subject of this research was the eighth grade students of MTs Inaratut Thalibin consist of 11 girls and 10 boys. The variables of this research were an experimental group and control group. Data collection is taken from pre-test, post-test, questioner, and field note. Then t-test formula was used to analyze the result of pre-test and post-test. Whereas, the data of questioner and field note were analyzed to investigate learner's responses and to explain the implementation of song in teaching present perfect tense.

This research finding shows that implementation of song in teaching present perfect tense is successful. Then, the result from pre-test and post-test score showed that using song is effective in teaching present perfect tense. In addition, the result data from questioner and field note showed that song can motivate and help learners in understanding present perfect tense.

Based on the finding above, the researcher suggested that song can be used as one of the ways media to get the students' participation in English teaching and learning process.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background

The general reason for learners to learn English is they want to communicate in English. One of important aspects that have to be mastered in order to be a successful language learner is grammar. It is essential, because mastery of English is not perfect without learning grammar.

Here, grammar can help learners with maintaining communication in formal English. Appropriately, if they have good grammar understanding, they can feel confident when they speak and write. Therefore, learners who have sufficient grammar understanding are potentially able to easily master language. They are able to use grammar correctly for communication.

Present perfect tense is one of tense forms in English. The meaning of present perfect tense is the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. The present perfect also expresses the repetition of an activity before now. The exact time of each repetition is not important.[1] A sentence in present perfect tense is not equal of any meaning in Indonesia. Indonesian learners face

---

[1] Betty Schramfer Azar, Undersatnding and Using English Grammar Third Edition (Chartbook a Reference Grammar) (New York: Pearson Education, 2000), 17.

1

difficulties to differ between present perfect tense and simple past tense. According to Swan as cited by Ismail's research paper that the differences between the present perfect and the past simple are complicated and difficult to analyze and the rules given in grammars are not always very clear and accurate.[1] Therefore, this makes them confused in present perfect tense understanding. Researcher concluded that learners are difficult to understand present perfect tense form in their daily activities. In connection with explanation above, the researcher takes present perfect tense as the object of research.

The learners often find problems with grammar when they speak and write English. There are two kinds of factor which affect someone in learning English; internal and external factors come from learners themselves such as, motivation, interest, attitude and intelligent, while external factors come from outside of the learners, such as the situation and condition of the environment, learning materials, and the teacher's ability in handling the English teaching and learning program.

Therefore, teachers should have several effective ways of teaching to make their learners motivated in learning English. Learners need a way of teaching English that is enjoyable and practical in order to improve their English skills. For example, singing English songs can give them a new knowledge of English.[2] It is assumed that they can produce some things to improve their capabilities,

---

[1] İsmail ÇAKIR, Ph.D., 'A Problem Tense to Teach: The Present Perfect', ELTWeekly, (http://www.eltweekly.com/elt-newsletter/2011/01/a-problem-tense-to-teach-the-present-perfect-by-ismail-cakir/, accessed August 10, 2011)

[2] Julie Bečáková, Bachelor's thesis : "Song as the Centrepiece of the Lesson" (Brno: Masaryk University, 2009), 18

especially in supporting component. For instance, grammar enrichment, listening and speaking. Song is believed having direct effect on English grammar comprehend.[3] According to Riryn Fatmawaty's thesis that using song on learners' speaking ability at MAN Lamongan has a good effect to improve learners' speaking ability.[4] Hence, the researcher inspired to choose this topic. This thesis tries to find out whether using songs is effective to improve student's understanding of present perfect tense or not.

This research is conducted at MTs Inaratut Thalibin Modung-Bangkalan-Madura, because according to Mr. Imam who is one of teachers on MTs Inaratut Thalibin said that school learners at MTs Inaratut Thalibin have less motivation in learning English.[5] It is purposed to research the effectiveness of using song in teaching present perfect tense. In this case, the researcher chooses eight grade students as a sample of research because the learners have more experience in learning English rather than seventh grade students in learning process. Later on, the ninth grade students are preparing their national examination. Consequently, the researcher chooses eight grade students as a sample in this research.

Based on the reasons above, the researcher is interested in discussing the research entitled "The Effectiveness of using song in teaching present \ learners face difficulties to differ between present perfect tense and simple past tense.

---

[3] Julie Bečáková, Bachelor's thesis : "Song as the Centrepiece of the Lesson"...18

[4] Riryn Fatmawaty , Bachelor's thesis: "The effect of using song on learners' speaking ability at MAN Lamongan" (Surabaya: IAIN SUNAN AMPEL SURABAYA, 2009), 60

[5] The Interviewe's result with Mr. Imam as English teacher eight grade at MTS Inaratut Thalibin on 5th May 2011

According to Swan as cited by Ismail's research paper that the perfect tense at MTs Inaratut Thalibin Modung, Bangkalan Madura".

B. Problem Statement

Based on the background above, the research questions are follows:

1. How is the implementation of using songs in teaching present perfect tense at MTs Inartut Thalibin, Modung-Bangkalan-Madura?

2. Is using songs effective in teaching present perfect tense at MTs Inaratut Thalibin Modung, Bangkalan Madura?

3. What are the student's responses of using song in teaching present perfect tense at MTs Inaratut Thalibin Modung, Bangkalan Madura?

C. Objectives of Research

The formulated according to present perfect tense, the objectives of the research are:

1. To find out the implementation of using songs in teaching present perfect tense at MTs Inaratut Thalibin Modung, Bangkalan Madura

2. Check out whether or not the using song in teaching present perfect tense at MTs Inaratut Thalibin Modung, Bangkalan Madura effective, or not.

3. To find out the student's responses of teaching present perfect tense using song at MTs Inaratut Thalibin.

D. Significance of Research

This research is expected to contribute on improvement of English teaching quality. Particularly, it is expected to be a very useful input for English teachers in teaching grammar, especially present perfect tense.

The result of this research can also support learners to face alternative ways of motivating and making learners funning learning English. Also, it is expected to improve their mastery in grammar.

E. Scope of the Research

This research is limited to learners at eighth grade students of MTs Inaratut Thalibin Modung. Also, this research is focused on the effectiveness of using songs in teaching present perfect tense at MTs Inaratut Thalibin Modung.

F. Hypothesis

H_0 : the using songs is ineffective in teaching present perfect tense.

H_a : the using songs is effective in teaching present perfect tense.

G. Definition Key Term

1. Song

According to Oxford dictionary that song is Short piece of music with words that you sing[6]. Also, according to Paul that song is a relatively short musical composition for human voice (possibly accompanied by other musical instrument), which features words (lyric).[7]

From the definitions of song above the researcher concludes that song is a kind of work arts that are intended to be sung either with or without instrumental accompanies.

This case, the researcher used songs themed "love" and "spirit". They are "I still haven't found what I'm looking for" by U2 and "We are the Champion" by Queen.

2. Effectiveness

According to dictionary that definition of effectiveness is derived from "effective" means "producing the result that is wanted or intended"[8]. Moreover, definition of effectiveness some sources, are:

It gives illustration about someone's success on getting the target is how far the purposes achieved.[9]

---

[6] Oxford learners Pocket Dictionery New Edition, 2000, (New York: Oxfrod University Press)
[7] Paul, S.K, A.N. Prasad, *Reassessing British literature Volume 1,*(New Delhi: SARUP & SONS, 2007) 31
[8] Oxford Learner Pocket Dictionary New Edition (New York: Oxford University Press, 2000), 70
[9] Oxford Learner Pocket Dictionary New Edition...4

A purpose achieved if it shows the standard of effective achievement. Generally, the standard of effectiveness can be clarified by certain measures.

From definition of effectiveness above, the researcher concludes that effectiveness is how far the using song in achieving of target and the purpose in improving of learner's understanding of present perfect tense successfully.

The effectiveness in this research, are:

1. Songs is appropriate for the aim of teaching present perfect tense, such as; learners can make a sentence in three forms present perfect tense formula (positive, negative and interrogative sentence), identify that sentence is present perfect tense or not and analyze wrong sentences or convert the tense from past tense to present perfect tense one.

2. The normalized gain of experimental groups included effective category (the category of effectiveness of teaching media in chapter IV) if the normalized gain of control group included ineffective category.

CHAPTER II

REVIEW OF RELATED LITERATURE

To support this study, the researcher provides a review of related literature to the topic of this study. First, the researcher is explaining definition of effectiveness, how to teach English effectively, and effectiveness of teaching media. Then, the researcher is discussing about definition of a song, songs as a teaching media, selection of song. Next, the researcher is explaining about definition of present perfect tense, formula of present perfect tense, and adverb of time. Afterwards, this chapter explores theoretical foundation teaching English by songs, the problem of using songs in teaching English, and review of previous study.

A. Effectiveness

1. The definition of effectiveness

The word "effectiveness" is derived from "effective" means "producing the result that is wanted or intended"[1]. Robbin said effectiveness is a widely concept which includes a variety inside although outside factor anyone.[2] Thus, effectiveness is not only measured by its productivity, but also

---

[1] Oxford Learner Pocket Dictionary New Edition, 2000, New York: Oxford University Press
[2] Yoga Permana Wijaya, Proposal Skripsi: "Efektivitas Media Pembelajaran Berbasis Multimedia Interaktif Bagi Prestasi Belajar Siswa dalam Mata Pelajaran TIK, (Bandung: Universitas Pendidikan Indonesia, 2010) , 4

8

it can be evaluated through other side or people attitude changing. Effectiveness is important; because it gives illustration about someone's success on getting the target is how far the purposes achieved.[2]

According to Pringgodogjo, effectiveness is a purpose achieved if it shows the standard of effective achievement. Generally, the standard of effectiveness can be clarified by certain measures. Moreover, Madya Kasihadi said that Effectiveness is a condition which the plans are achieved, so it can be effective as those activities.[3]

From the definition of effectiveness above, the researcher concludes that effectiveness is how far the using song in achieving of target and the purpose in improving the learners' understanding of present perfect tense successfully.

2. **Teaching English Effectively**

Teaching is guiding learners to get experience in learning process. Also, teaching is an activity that is carried out by teacher and distributed knowledge to learners. It means that English teaching is guiding learners to get experience in English learning process. Then, teaching needed a teacher who can teach effectively, so learners can produce effective learning.

---

[2] Yoga Permana Wijaya, Proposal Skripsi: *Efektivitas Media Pembelajaran Berbasis Multimedia Interaktif Bagi Prestasi Belajar Siswa dalam Mata Pelajaran TIK...* 4

[3] Partiyah, Skripsi: *Efektifitas Penggunaan Media Pembelajaran Pendidikan Agama Islam di SDN Krapyak 2 Ngemplak Kabupaten Sleman,* (Yogyakarta: Universitas Islam Indonesia 2010), 7.

Learning is an activity which to finds out, faces and solves of learning's problems.[4]

According to Midley was quoted by Soekartawi, there were four characteristics of teaching efficiently, that are:[5]

a. Teacher's performance (the material of teaching), teaching preparation, etc;

b. The way of teaching (mastery of teaching material) such as; preparation, implementation, and evaluation of teaching;

c. Teaching competence;

d. Wise in decision making.

Whereas, according to Harry Firman was quoted by Pertiwi that the effectiveness of the teaching program was initiated by the characteristics as follows:[6]

a. Guiding learners to achieve instructional purposes which have been definite

b. Giving attractive learning experience and involving the learners actively, so it supports the achievement of instructional education aim.

c. Having supporting tools in teaching and learning process.

From theories above, the researcher concludes that teaching English effectively have some of characteristic, as follows:

---

[4] Dr. Slameto, *Belajar & Faktor yang Mempengaruhinya*, (Jakarta: PT Rinika Cipta, 1995), 92.

[5] Dr. Soekartawi, *Meningkatkan efektivitas mengajar*, (Jakarta: PT Dunia Pustaka Jaya, 1995), 39.

[6] Devi Pertiwi, Skripsi: *Efektivitas Teknik Permainan Acak Huruf Hiragana Dalam Meningkatkan Penguasaan Kosakata I-Keiyooshi Bahasa Jepang*, (Bandung:Universitas Pendidikan Indonesia, 2009), 13.

a. Teacher's performance (the material of teaching), teaching preparation, etc;

b. The way of teaching (mastery of teaching material) such as; preparation, implementation and evaluation of teaching;

c. Guiding learners to achieve instructional purposes of learning

d. Giving attractive learning experience and involving the learners actively, so it supports the achievement of the instructional aim.

3. The effectiveness of learning media

The word "media" is derived from "medium" means as mediator or messenger. In other words, media is mediator or messenger from a sender to the message receiver. According to Bovee, media is a tool to communicate message.[7] In this context, teaching media is a tool to convey material of teaching to learners in teaching. Generally, media is decipherable as human, thing or event that makes learner's condition to acquire understanding.

From explanation above, the researcher concludes that teaching media is a tool that can be used to convey teaching material from teacher to learners. Then, it facilitates learners in learning material that teaching also can interest learners in order to achieve learning purpose.

In teaching and learning process needs media as a tool to support teaching and learning in order to more efficient and effective. Teaching media can improve learners' learning quality, so it is expectable to improve learners'

---

[7] Sri Poedjiastoeti, *Media Pembelajaran* (Surabaya:UNESA, 1999), 2.

learning that is achieved. As said by Oemar Hamalik was quoted by Basyaruddin that media as effective communication tool in teaching and learning process.

Media has some functions in teaching and learning process, as follows:[8]

a. Teaching will make learners interested, so it grows learners' motivation in learning

b. The meaning of material teaching is clearer, so it more understood by learners and they possible getting of the best the aim of teaching.

c. The methods of teaching have more variation, it is not just verbal communication through teacher's speech, so the teacher are not feel and are not ready to drop.

d. Learners can actively in learning because they do not listening teacher's explanation only, but do others activities as observing.

According to Partiyah media has some benefit in teaching and learning process, are:[9]

a. More interested learner's attention,

b. Media grows learners' motivation in learning,

c. The instructional material are more structured, logical and clear,

d. The teaching method could vary, and

---

[8] Nana,Sudjana,et.al, *Media Pengajaran* (Bandung: Sinar Baru, 2005),14.
[9] Partiyah, Skripsi: *Efektifitas Penggunaan Media Pembelajaran Pendidikan Agama Islam di SDN Krapyak 2 Ngemplak Kabupaten Sleman*...14

e. Learners more actively participate in learning activity.

From explanation above, the researcher concluded that teaching media has some benefits in teaching and learning process as follows:

a. Teaching can makes learners interesting and increasing learner's motivation in learning which motivation is one of the psychological aspects in learning.

b. Using media makes learners understand the material in teaching.

c. The instructional material is more systematic, logic and clear (preparation, implementation, and evaluation in teaching)

d. Teaching methods have more variation, and

e. Learners have opportunity actively and participate in the process teaching and learning.

In connection with benefits of the teaching media above, it can be seen by us criteria the effectiveness of the teaching media in teaching and learning process, that are:[10]

a. The media is appropriate for the aim of teaching. It means that the teaching media is selected on the basis of the aim instructional of teaching; it contains the element of understanding, application, analysis, and synthesis.

b. Support for contents of teaching material. It means that characteristics of teaching material are fact, principles, concept and generalization. The

---

[10] Nana, Sudjana, *Media Pengajaran...* 4-5

teachers need a media in teaching material, because media facilitate learners to understand the material of teaching.

c. Easy of obtaining media. It means that is easy to obtain the required media, at least it is easily prepared by teachers on teaching.

d. The teacher's skills in using media. Primarily, the main requirement is teacher can use in the teaching process.

e. Availability of time to use media.

f. In accord with the level of learner thinking.

From explanation above the researcher concluded that effectiveness of teaching media has some criterias, such as; it is appropriate for the aim of teaching, support for contents of teaching material, it is easy of obtaining media, teacher's skill in using media, availability of time to use media, in accord with the level of leaners thinking.

Based on the theories above the researcher decided that song is effective in teaching present perfect tense, where:

1. Songs is appropriate for the aim of teaching present perfect tense, such as; learners can make a sentence in three forms present perfect tense formula (positive, negative and interrogative sentence), identify that sentences is present perfect tense or not and analyze wrong sentences or change the tense from past tense to present perfect tense.

2. The normalized gain of experimental groups included effective category (the category of effectiveness of teaching media in chapter IV) if the normalized gain of control group included ineffective category.

B. Song

1. The Definition of a Song

Before discussing about the effectiveness of songs as a media in English learning, here the researcher quotes some definitions of song from some sources:

Short piece of music with words that you sing[11]

A short musical composition with words; "a successful musical must have at least three good songs"[12]

That which is sung or uttered with musical modulations of the voice, whether of a human being or of a bird, insect, etc

A relatively short musical composition for human voice (possibly accompanied by other musical instrument), which features words (lyric).[13]

---

[11] Oxford learners Pocket Dictionery New Edition, 2000, (New York: Oxfrod University Press), 412.

[12] Cambridge, *Dictionary online Cambridge* ,(http://dictionary.cambridge.org/dictionary/british/song?q=song), accesed on July 12, 2011

[13] Paul, S.K, A.N. Prasad, *Reassessing British literature Volume 1*,(New Delhi: SARUP & SONS, 2007), 31

From the definitions of song above the researcher concluded that song is a kind of work arts that are intended to be sung either with or without instrumental accompanies.

2. Song as Teaching Media

Teaching media is needed in the teaching learning processes to help the learners to be active. The words "media" is derived from the Latin word 'medium' means 'between'. Teaching media is used by the teacher to convey the materials of teaching to the learners. It can be organized audio visual as the mean of teaching and learning. According to Arsyad as cited by Mardliyatun, teaching media are means that are used to convey teaching messages.[14]

In our daily life, we are surrounded by songs. A song is like a magic that can hypnotize us. Therefore, when people hear the songs they can be involved in the songs. For example, when someone is listening to a song, he can involve in story of the lyrics and the melody will play his emotion of feeling.

Sometimes we do not realize that we can sing the songs without learning how to sing the songs in a certain way. From songs, we can learn many things. For example, we find tenses that are more real to learn, and we also can learn how tenses are used. As songs are having magical effects, we can use songs in the learning process.

---

[14]Mardliyatun, Bachelor's Thesis: *Children Songs As Media In Teaching English Pronunciation*, (Semarang: UNNES, 2007), 9.

According to Harmer "music is a powerful stimulus for student engagement precisely, because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish".[15] Kramer stated that "Songs are a good resource for English teaching. First, songs are funny. Second, songs promote mimics, gestures, etc. associated to the meaning. Third, they are good to introduce suprasegmental phonetics (stress, rhythm and intonation). Fourth, learners play a participative role. Fifth, they can be applied to comprehension stages (listening) or production (singing). Sixth, there are songs for all levels and ages. Seventh, learners learn English very easily, through echoic memory."[16]

3. Selection of song

When the teacher will apply songs in her / his teaching learning process, she /he should know what kind of song she would bring into the class. This is the problem if the teacher wants to use songs to her class. Harmer suggests two ways to solve the problem of the way in selecting the songs to be brought into the class: the first is to have learners bring their own favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics, the second way is to use older songs, to ask learners whether they still have merit, whether

---

[15] James Harmer, *The Practice of English Language Teaching*, (London: Longman Ltd, 2000), 242.
[16] Mardliyatun, Bachelor's Thesis: *Children Songs As Media In Teaching English Pronunciation... 14*

they like them, despite their antiquity.[17] Teachers then can choose songs, which they like and appropriate to the topic and subject matter.

Three Principal Song Selection Criteria[18]

a. Songs are popular with the learners whenever possible. Unfortunately, learners frequently select songs for classroom use which are objectionable in some way making the song unusable.

b. Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If teacher have problems in understanding the lyrics by listening, then another song needs to be selected.

c. Songs should have an appropriate theme. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.

In this case, the researcher uses the first way. She takes 2 songs that learner's favorite and based on the principle song selection criteria above. The researcher gives 2 songs: "I still Haven't Found What I'm looking For" by U2 and "We are the champions" by Queen.

---

[17] *James Harmer, The Practice of English Language Teaching...* 243
[18] Prof. Larry M. Lynch, *Using Pop Song*, (http://www.esl-galaxy.com/music.htm), accesed on August 12, 2011

C. Present Perfect

1. Definition:

There are many kinds of tenses in English; one of them is present perfect tense. Present perfect tense is expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. The present perfect also expresses the repetition of an activity before now. The exact time of each repetition is not important.[19]

According to Swan, we can use the simple present perfect tense to say that a finished action or event is connected with the present in some way. If we say that something has happened, we are thinking about the past and the present at same time. For example, I can not go on holiday because I have been broken.[20]

In connection with explanation above, the researcher concluded that present perfect tense expresses past events with reference to present.

2. The form of present perfect tense

Present perfect tense has three forms they are positive, negative   and interrogative form, as below:

a. Positive form

(Subject + have/has + past participle)

---

[19]Betty Schramfer Azar, *Undersatnding and Using English Grammar Third Edition (Chartbook a Reference Grammar)* (New York: Pearson Education, 2000), 17.

[20] Michael Swan, *Practical English Usage* (New York, Oxford University Press, 1995), 419.

Past participle often ends in *–ed* (finished/decided, etc), but many important verbs are irregular (lost/done/been/written, etc).[21]

b. Negative form

(Subject + have/has + not + past participle)

The helping verb in the short answer in not contracted with the pronoun. Incorrect: *Yes, I've* or *Yes, he's.*[22]

c. Interrogative form

(Have/has + subject + past participle)

3. Adverb of time

Betty said that present perfect tense has some of the adverbials to talk many kinds of adverb recently, in the last few days, since, so far, just, already, and ever. There are examples of present prefect tense adverbial, as follows:

Examples:

a. Since

He has lived in Jakarta ever **since.**

b. Many times

Peter has eaten at that restaurant **many times.**

c. For

You have built the building **for** two years.

d. Ever

---

[21] Betty Schrampfer, *Understanding and Using English Grammar...* 85
[22] Betty Schrampfer, *Understanding and Using English Grammar...* 83

Has Antonio **ever** had a job?

The explanation above is adverbial as material for learners in order to make them easy to identify present perfect form or understanding the meaning the present perfect tense. The research takes some adverbs of present perfect tense like ever usually uses in interrogative and positive sentence. Then, adverbial never usually is uses in expression sentence. Afterwards, many times is refer to an activity may be repeated two, several, or more times before now, at unspecified times in the past. At last, adverbial for and since is used in present perfect tense expresses an activity that began in the past and continues to the present.[23]

D. Teaching English by using song

To apply songs in the classroom, the teacher should plan application sequence of the songs. After preparing and choosing the right song, some steps should be applied as Suk Mei Lo and Chi Fai Lo's theory. Here are ways of applying song in classroom:

"First, teacher hands out the lyrics of song to the learners or write it in the board. Then the teacher explains the meaning of the lyrics and tells the way how to pronounce it. After that, teacher asks the learners to read the text aloud. The next step is lets the learners listen to the songs three times. The

---

[23] Betty Schramfer Azar, *Fundamentals of English Grammar, Third Edition with Key*, (New York : Pearson education, 2003, 87.

first time learners purely listen, the second time sing with the tape, and the last time sing without tape. The last step is asks the learners to do exercises".[24]

Based on the opinion above, the researcher wants that the following activities to be applied in the classroom. The steps teaching English using song are:

1. Preparing cassette or CD of song to listen by learners

2. Giving lyric or handout of song

3. Listening the song while ask the learners gap fill in blank and observe the bold sentence until twice

4. Asking learners to change their handout each other then correct the answer

5. Then, returning the handout to the owner

6. Singing together

7. The teacher asking learners to analysis the bold sentences of the handout

8. Teacher asking learners to mention the result of their analysis

9. Teacher giving learners feedback

E. The Problem of Using Song in Teaching English

Beside many advantages there are also many problems using songs in teaching English. Most English songs have too many words as they are written for

---

[24] Mardliyatun, Bchelor's Thesis: *Children Songs As Media In Teaching English Pronunciation...* 16

native speakers, so learners have no hope to sing along. Secondly, many popular songs have inappropriate content for the classroom – at least in many cultures.[25]

Teachers also have got the problems of the song is played while learners find difficulties because most of singer sing the lyric faster, the words are difficult, and teachers have to play the song to the end before they can have any hope of following it.[26]

From explanation above, the researcher concludes that the problems of using song in teaching English are song have many words of lyric of song, so learners have little possibility of being able to sing along, inappropriate content of song for the classroom, most of singer sing the lyric faster and the words are difficult.

F. Review of Previous Study

There are some researches that have been carried out for this topic. One of research has been carried out by Tri Yusiana in her thesis "Using pop songs in teaching vocabulary to the eleventh grade learners of SMA Kartika IV-3 Surabaya".[27] This thesis tells about the implementation of pop songs to teach vocabulary to the eleventh grade SMA Kartika IV-3 Surabaya. However, this is

---

[25] Shelley Ann Vernon, *Using ESL Song*, (http://www.teachingenglishgames.com/Articles/Using_ESL_Songs.htm), accesed on August 12, 2011
[26] Shelley Ann Vernon, *Using ESL Song*, (http://www.teachingenglishgames.com/Articles/Using_ESL_Songs.htm), accesed on August 12, 2011
[27] Tri Yusiana, Bachelor's Thesis: *Using Pop Songs in Teaching Vocabulary to The Eleventh Grade Learners of SMA Kartika IV-3 Surabaya*, (Surabaya: UNESA: 2011)

just focuses on the implementation of pop songs. She does not explain that the effectiveness of using song to teach vocabulary for learners.

Other research has carried out by Riryn in her thesis "The effect of using song on learners' speaking ability at MAN Lamongan".[28] She explains about the effect of song on students' speaking ability also the implementation of song. Ryrin's research focuses on students' speaking ability, whereas this research focus on students' understanding about present perfect tense.

Based on some researches above the researcher, the researcher does not find a research about effectiveness of using in teaching present perfect tense. Therefore, the researcher chooses that topic by research entitle "The effectiveness of using song in teaching present perfect tense at MTs Inaratut Thalibin". The researcher wants to check out wheter using song in teaching present perfect tense at MTs Inaratut Thalibin Modung, Bangklan-Madura effective, or not.

---

[28] Riryn Fatmawati, Bachelor's Thesis: *The Effect of Using Song on Students' Speaking Ability at MAN Lamongan*, (Surabaya: IAIN Sunan Ampel, 2009)

CHAPTER III

RESEARCH METHOD

This chapter discusses several things, such as: research design, subject of the study, setting of study, research instrument, population and sample, data collection technique, and data analysis technique. Those things are very important for conducting this study and obtaining the empirical data as the results of the study.

A. Research Design

The design of this research is experimental research, because it is to study the effect of certain variable toward a group which is controlled condition strictly.[1] The researcher chooses approach control group pre-test post-test design for this research. Control group pre-test-post-test design is one of kind true experimental research design that the sample is taken by randomly. Then, the researcher divided them into two groups, experimental group and control group, at least pre-test and post-test measuring variable. In this research samples are divided into two groups, experiment group and control group. The experimental group is treated by songs for some meetings and the control group did not have treatment at all.

---

[1] Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT Raja Grafindo Persada), 101

Group	Pretest	Treatment	Posttest
E	T_1	X	T_2
C	T_1		T_2

E : Experimental group

C : Control Group

T_1 : Pre-test

T_2 : Post-test

X : Treatment

The researcher gives pretest to the students in order to know their understanding of present perfect tense before being given the treatment. Experimental group got treatment twice. Song as media is implemented to the experimental group, while the control group is taught without using songs. The material of teaching is the lyric of songs which are presented in this study about present perfect tense.

The post-test is given to find out the effectiveness of using songs in teaching present perfect tense. Both groups got the same test.

$$
\begin{array}{cccc}
E & 0_1 & X & 0_2 \\
\hline
C & 0_3 & X & 0_4
\end{array}
$$

E   : Experimental group

C   : Control Group

$0_2 - 0_1$: Attainment of Experimental group

$0_4 - 0_3$: Attainment of Control group

This design is viewed from the variance attainment of experimental group $(0_2 - 0_1)$ the attainment of control group $(0_4 - 0_3)$.

This study also could be seen as a quantitative research. According to Sugiono, a study could be categorized into quantitative research if it has numeral and analyze by statistical method. In addition, it is used to analyze in certain population and sample, collecting data using research instrument, and quantitative with the purpose to examine hypothesis which is determined.[2]

B. Variables

This research had two variables, independent variable and dependent one:

---

[2] Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV,2010) ninth published, 8

1. Independent Variable

According to Sugiono independent variable is a variable which influence or caused of variable dependent.[3] In this study, teaching using songs is the independent variable.

2. Dependent Variable

According to Sugiono dependent variable is affected or can be caused, because there is free variable.[4] In this research, students' understanding of present perfect tense is the dependent variable.

In connection with explaination above, the variables of this research are:

Independent variable   : teaching using songs

Dependent variable   : students' understanding of present perfect tense

C. Subject of Study

The subject of the study was the eighth grade students of MTs Inaratut Thalibin Modung. The researcher chooses the eighth grade for some reasons. First, they are adolescent that suitable with the implementation of song to improve their understanding of present perfect tense. Second, the students of year eight of MTs Inaratut Thalibin have been studying English since they were in Elementary school. However, their understanding of grammar is still poor.

---

[3] Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R & D...*61
[4] Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R & D...*4

D. Setting of Study

This research is conducted at MTs Inaratut Thalibin Modung. The location of MTs Inaratut Thalibin on Jl. Raya Patereman Kedungdung – Modung-Bangkalan-Madura.

E. Population and Sample

The population in this research is the eighth grade students of MTs Inaratut Thalibin Modung, because they have motivation and spirit in learning English. The researcher chooses eight grades as a sample this research which consists of 20 students. Then, the researcher decided them into 10 students in experimental group and 10 students in control group.

In this research, the researcher uses a purposive sampling technique. It is carried out by taking learners who selected by the researcher based on specific characteristics.

F. Research Instrument

To get the empirical data of the students' understanding of present perfect tense, the researcher used pre-test and posttest. The instruments used in this study are:

1. Songs

In this case, the researcher selected two songs:" I still haven't found what I'm looking for" by U2 and "We are the Champion" by Queen. Those two songs have themes and kinds of text that interesting for students.

2. Test

The objective of the test is used to identify the effectiveness of using songs in teaching present perfect tense related to intelligible grammar through test grammar.

G. Data Collection Technique

To obtain the valid data, the researcher uses kinds of data collection. For conducting the research, in collecting data the researcher uses some techniques.

1. Test

The objective of the test is used to identify the effectiveness of using songs in teaching present perfect tense related to intelligible grammar through grammar test. Thus, for this research, 1 (one) point is given for the correct answer to each test items and 0 (zero) point for the wrong answer to each test items. There are 20 items in the test. Then the last result is multiplied by 5, so the last result is sum of answer is multiplied by 5.

2. The field notes

The field notes in this study is used to know the activities during the teaching learning process such as, how the teacher carried out the materials of teaching and the students' response. In using field notes, the researcher systematically kept notes of the classroom, for example;

a. Students' participation. In this research, the researcher analyzed the students' participation in the teaching learning activities by using songs, whether they participated in all the activities or perhaps they only participated in some of the activities.

b. Students' interest and motivation. In this case, the researcher took notes of the students' interest and motivation in learning English by using songs. If the students enjoyed the activities to the songs given, the writer concluded that the students were interested and motivated in learning English by using songs.

c. Students' improvement in understanding of present perfect tense. Before and after the writer presented the songs, she took some notes about the students' ability in analyzing present perfect tense of songs.

3. Questioner

The researcher chooses this technique because it is more efficient if the researcher know variable which is measuring definitely and know of what the respondent hope.

Questionnaire is a number of written questions used to get information from respondents.[5] In constructing the questionnaire, the writer used closed questionnaire. It means that the respondents answer the questions by choosing one of answered given by the researcher. In this study, the writer used questionnaire to get additional information about the students' reflection toward the learning activities by using songs. There were five information questions about five things. They are:[6]

a. The students' interest in some songs that were given by the teacher during the learning process.

b. The advantages that the students' gained after the teacher presented the songs to improve their understanding of present perfect tense.

c. The students' motivations in taking part the learning activities.

d. The relevance present perfect tense that were presented in the songs used in this research and the form of present perfect tense that they students ever got.

e. The sustainability the program in the action.

---

[5] Arikunto, *Prosedur penelitian*, (Jakarta: PT Asdi Mahasatya, 2002) p. 128
[6] Ratnasari, Henny, A final Project: *"Songs to Improve The Students' Achievement In Pronouncing English Words (An Action Research of the Year Seventh Students of MTs ANNUR Jepara in the Academic Year 2006 / 2007)"*. (Semarang: UNNES Semarang, 2007), 30

H. Data Analysis Technique

1. Validity Instrument

Instrument is considered valid if it measures what is measured.[7] The research used Bivariate Pearson to know the validity instrument and the pattern is:

$$r_{xy} = \frac{NXY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X^2)][N\sum Y^2 - (\sum Y^2)]}}$$

r_{xy} : Item correlation coefficient

N : Students number

$\sum X$: Item score

$\sum Y$: Total score

The test used two tail test with significant standard 0,05. The criteria of test are:

- If $r_{xy} \geq$ r table, so it is valid

- If $r_{xy} \leq$ r table, so it is not valid

The testing can be done in test questioner in order to know the validity of songs in students' understanding of present perfect tense, which find out the distinguishing capacity. Then, the calculation of validity questioner also used SPSS 16.

---

[7]Ratnasari, Henny, A final Project: *"Songs to Improve The Students' Achievement In Pronouncing English Words (An Action Research of the Year Seventh Students of MTs ANNUR Jepara in the Academic Year 2006 / 2007)"*...145

2. Reliability Instrument

Reliable instrument is instrument which is used many times to measure the same object; it will produce the same data.[8] According to test external can be done with retest test (stability). Furthermore, according to test internal the reliability instrument can be testing by analyzing items consistence which are on instrument with certain technique.

The researcher used Alpha formula (Croncbach's) by SPSS program in reliability instrument test. The pattern of Alpha method is:[9]

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\Sigma \sigma_b^2}{\sigma_1^2}\right)$$

3. Differences pre-test score

The researcher calculated the differences pre-test of each group in order to know that there were significant differences score between experimental group's score and control group's score. If there was significant differences score between learners who are taught by using songs and without using songs in teaching present perfect tense, it means that the pre-test is not good test. If there were significant differences score between learners who are taught by using songs and without using songs in teaching present perfect tense, it means the pre-test is good for learners. Before the researcher used t-test formula to calculate the result of pre-test, the researcher found out the mean of pre-test of each groups, as below:

[8] Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R & D...*173
[9] Arikunto, *Prosedur penelitian...171*

$$M_x = \frac{\Sigma x}{N_1} \qquad\qquad M_y = \frac{\Sigma y}{N_2}$$

Second, the researcher calculates the standard deviation of each group with a formula, as below:

$$SDx = \sqrt{\frac{\Sigma x^2}{N_1}} \qquad\qquad SDy = \sqrt{\frac{\Sigma y^2}{N_2}}$$

Third, the researcher calculates the standard deviation of each group with a formula, as follows:

$$SEM_X = \frac{SD_x}{\sqrt{N-1}} \qquad\qquad SEM_y = \frac{SD_x}{\sqrt{N-1}}$$

Fourth, the researcher used t-test to know that there was significant differences scores between students who are taught by using songs and without using songs in teaching present perfect tense, as below:[10]

$$t_0 = \frac{M_x - M_y}{SEM_{xy}}$$

4. Differences post-test

The researcher calculated the differences pre-test of each groups in order to know that there were significant differences score between learners who are taught by using songs and without using songs in teaching present perfect tense. If there were significant differences score between learners who are taught by using songs and without using songs in teaching present perfect tense, learner's score who are taught by using songs is higher than learner's score who without using songs in teaching present perfect tense.

---

[10] Dzikra Ihdaiyyatul Ulya, Skripsi: *Efektivitas Silent Way Dalam Pembelajaran Bahasa Jepang Tingkat Dasar di Sekolah Menengah Atas,* (Semarang: Universitas Pendidikan Indonesia, 2010)

Before the researcher used t-test formula to calculate the result of post-test, the researcher found out the mean of post-test of each groups, as below:

$$M_x = \frac{\Sigma x}{N_1} \qquad\qquad M_y = \frac{\Sigma y}{N_2}$$

Second, the researcher calculates the standard deviation of each group with a formula, as below:

$$SDx = \sqrt{\frac{\Sigma x^2}{N_1}} \qquad\qquad SDy = \sqrt{\frac{\Sigma y^2}{N_2}}$$

Third, the researcher calculates the standard deviation of each group with a formula, as follows:

$$SEM_X = \frac{SD_x}{\sqrt{N-1}} \qquad\qquad SEM_y = \frac{SD_x}{\sqrt{N-1}}$$

Fourth, the researcher used t-test to know that there were significant differences scores between students who are taught by using songs and without using songs in teaching present perfect tense, as below:[11]

$$t_0 = \frac{M_x - M_y}{SEM_{xy}}$$

5. Questioner

The formula of mean is used to analyze the questioner. The data is interpreted based on the mean of item score.

$$M = \frac{\Sigma x}{N}$$

---

[11] Dzikra Ihdaiyyatul Ulya, *Efektivitas Silent Way Dalam Pembelajaran Bahasa Jepang Tingkat Dasar di Sekolah Menengah Atas*, (Semarang: Universitas Pendidikan Indonesia, 2010)

The mean of response is presented by M, whereas $\sum x$ represents the sum of items scores and N is the number of response.

I. Hypothesis Test

The data is collected through achievement test to know the effectiveness of songs in teaching present perfect tense. The data computing with normalized gain of each group from pre-test and post-test from Hake R.R, as below:

$$g = \frac{T_2 - T_1}{SM - T_1}$$

Where,

g = normalize gain

T_1 = pre-test

T_2 = post-test

SM   = maximal score

The formula is very important due to finding out whether or not the hypothesis null (Ho) or hypothesis alternative (Ha) is accepted in this research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter there are four important analyses to discuss. First, the researcher is explaining about analysis of validity and reliability instrument. Then, analysis of four activities which are analysis the pre-test, the two activities- teaching present perfect tense by using songs, and the post test. Finally, the researcher is explaining about analysis of questionnaire and the implementation of the songs in the teaching learning process. Here are the discussions of the analyses.

A. Validity of instrument

Instrument is considered valid if it can measure what is measured.[1] The researcher used SPSS Windows 16 to calculated validity of pretest, as follows:

Table 4.1 Validity of test

		SKORTOT
ITEM1	Pearson Correlation	.990
	Sig. (2-tailed)	.000
	N	21
ITEM2	Pearson Correlation	.989
	Sig. (2-tailed)	.000
	N	21
ITEM3	Pearson Correlation	.990
	Sig. (2-tailed)	.000
	N	21

---

[1] Arikunto, *Prosedur penelitian,* (Jakarta: PT Asdi Mahasatya, 2002), 145

ITEM4	Pearson Correlation	.853**
	Sig. (2-tailed)	.000
	N	21
ITEM5	Pearson Correlation	.973**
	Sig. (2-tailed)	.000
	N	21
ITEM6	Pearson Correlation	.851**
	Sig. (2-tailed)	.000
	N	21
ITEM7	Pearson Correlation	.965**
	Sig. (2-tailed)	.000
	N	21
ITEM8	Pearson Correlation	.991**
	Sig. (2-tailed)	.000
	N	21
ITEM9	Pearson Correlation	.980**
	Sig. (2-tailed)	.000
	N	21
ITEM10	Pearson Correlation	.941**
	Sig. (2-tailed)	.000
	N	21
ITEM11	Pearson Correlation	.963**
	Sig. (2-tailed)	.000
	N	21
ITEM12	Pearson Correlation	.964**
	Sig. (2-tailed)	.000
	N	21
ITEM13	Pearson Correlation	.961**
	Sig. (2-tailed)	.000
	N	21
ITEM14	Pearson Correlation	.991**
	Sig. (2-tailed)	.000
	N	21

ITEM15	Pearson Correlation	.961**
	Sig. (2-tailed)	.000
	N	21
ITEM16	Pearson Correlation	.983**
	Sig. (2-tailed)	.000
	N	21
ITEM17	Pearson Correlation	.979**
	Sig. (2-tailed)	.000
	N	21
ITEM18	Pearson Correlation	.898**
	Sig. (2-tailed)	.000
	N	21
ITEM19	Pearson Correlation	.943**
	Sig. (2-tailed)	.000
	N	21
ITEM20	Pearson Correlation	.988**
	Sig. (2-tailed)	.000
	N	21
SKORTOT	Pearson Correlation	1
	Sig. (2-tailed)	
	N	21

**. Correlation is significant at the 0.01 level (2-tailed).

From data above, it can be considered that the test is valid for all of items.

Which are α 5% = 0,444, db = 20, and average validity of items more than 0,900.

For validity of questioner also used SPSS 16 calculation, as follows:

Table 4.2 validity of questioner

		SKORTOT
ITEM1	Pearson Correlation	.739*

	Sig. (2-tailed)	.015
	N	10
ITEM2	Pearson Correlation	.742*
	Sig. (2-tailed)	.014
	N	10
ITEM3	Pearson Correlation	.724*
	Sig. (2-tailed)	.018
	N	10
ITEM4	Pearson Correlation	.702*
	Sig. (2-tailed)	.024
	N	10
ITEM5	Pearson Correlation	.645*
	Sig. (2-tailed)	.044
	N	10
SKORTOT	Pearson Correlation	1
	Sig. (2-tailed)	
	N	10

*. Correlation is significant at the 0.05 level (2-tailed).

From the data above, it can be considered that the questioner of this research is valid, because $r_{calculation}$ per items > r_t which is r_t= 0,632.

B. Reliability of instrument

Reliable instrument is instrument which is used many times to measure the same object; it will produce the same data.[2] Reliability is of test is needed,

---

[2] Sugiono, Metode Penelitian Kuantitatif Kualitatif dan R & D...173

because the test can be used for another sample if it is reliable. Then, the researcher used SPSS 16 calculation in order to know the reliability of test and questioner. The result of SPSS 16 calculation for the reliability of test, as follows:

Table 4.3 Reliability of test

Reliability Statistics

Cronbach's Alpha	N of Items
.772	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ITEM1	24.30	218.853	.533	.766
ITEM2	24.95	220.471	.600	.767
ITEM3	24.65	216.976	.596	.764
ITEM4	24.95	220.471	.600	.767
ITEM5	24.75	215.987	.712	.762
ITEM6	24.30	219.168	.508	.766
ITEM7	24.55	217.208	.567	.764
ITEM8	24.85	216.134	.808	.762
ITEM9	24.75	216.934	.642	.763
ITEM10	24.75	215.671	.736	.762
ITEM11	24.80	215.326	.807	.761
ITEM12	24.30	219.168	.508	.766
ITEM13	24.80	215.326	.807	.761
ITEM14	24.50	219.421	.421	.767
ITEM15	24.55	219.313	.426	.767
ITEM16	24.90	220.937	.457	.768
ITEM17	24.80	219.116	.512	.766
ITEM18	24.35	220.555	.378	.768
ITEM19	16.60	94.147	.950	.723

| ITEM20 | 24.35 | 219.713 | .439 | .767 |
| SKORTO T | 16.25 | 113.882 | .801 | .737 |

From the result of SPSS 16 calculation for reliability of test above is 0.772. Here are the criteria of interpreting the reliability of test, as follows:

Table 4.4 The criteria reliability of test

Very High	$0,81 - 1,00$
High	$0,61 - 0,80$
Moderate	$0,41 - 0,60$
Low	$0,21 - 0,40$
Very Low	$0,00 - 0,20$

Based on the criteria above, the reliability of test is high. Then, the r_t (2-tailed) in significant 0.05 with 20 respondents is 0.444. Therefore, $r_{calculation} > r_t$, so it be concluded that items of questioner are reliable and appropriate for this research.

Later on, the reliability of questioner by using SPSS 16 calculation is:

Table 4.5 Reliability of questioner

Reliability Statistics

Cronbach's Alpha	N of Items
.774	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ITEM1	19.00	14.667	.674	.741
ITEM2	19.20	13.733	.652	.726
ITEM3	19.30	14.900	.661	.746
ITEM4	19.90	14.989	.636	.749
ITEM5	19.80	13.956	.513	.746
SKORTOT	10.80	4.400	1.000	.726

From SPSS 16 calculation above appreciable that $\alpha = 0.774$. Then, based on the criteria before that reliability of questioner is high. Therefore, $\alpha > r_t$, so it can be concluded that items of questioner are reliable and appropriate for this research.

C. Analysis of Pre-test

The research is begun by conducting a pre-test. The pretest conducted on Tuesday, 31 May 2011 and participated by 10 learners in experimental group and 10 learners in control group. The purpose of this activity is checking out the learner's understanding about present perfect tense. The pretest consists of 15 questions to complete the sentences with the words in parentheses, using present perfect tense and 5 questions of analysis sentences that are wrong or right in using present perfect.

The researcher has criteria for the score in these test, they are:

Table 4.6 the criteria score of test

Numeral	Information
86-100	Very good
76-85	Good
66-75	Enough
56-65	Poor
46-55	Unsatisfactory
36-45	Failed

From the table above, it can be considered that learner's achievements are failed, because the mean of learners' achievement are 43.5 for experimental group and 41 for control group. Therefore, the researcher concluded that the learners did not comprehend about present perfect tense.

Later on, the mean of experimental group's pre-test is 43.5 and the mean of control group's pre-test is 41, so it means that difference of mean both of groups is 2.5.

The pre-test is considered good test if the result of experimental group pre-test and the result of control group pre-test are not different. Thus, the researcher used t-test to analyze that there was no significant differences scores between learners who are taught by using songs and without using songs in

teaching present perfect tense. Then, the researcher made table before calculated

t-test, as below:

Table 4.7 Crude of Calculation

No	X	Y	x	y	x^2	y^2
1	90	85	46.5	44	2162.25	1936
2	90	70	46.5	29	2162.25	841
3	70	70	26.5	29	702.25	841
4	45	50	1.5	9	2.25	81
5	30	45	-13.5	4	182.25	16
6	25	35	-18.5	-6	342.25	24
7	25	20	-18.5	-21	342.25	441
8	20	15	-23.5	-26	552.25	676
9	20	15	-23.5	-26	552.25	676
10	20	5	-23.5	-36	552.25	1296
Total	435	410	0	0	7552.5	6828
Mean	43.5	41			755.3	682.8

Where,

X = experimental group's pre-test

Y = control group's pre-test

x = the reduction's result of mean from experimental group's pre-test with the

    pre-test per learners

y = the reduction's result of mean from control group's pre-test with the pre-test

    per learners

x^2= the quadratic of x

y^2= the quadratic of y

Then, the researcher calculated the mean of each groups with a formula, as below:

$$M_x = \frac{\Sigma x}{N_1} \qquad\qquad M_y = \frac{\Sigma y}{N_2}$$

$$M_x = \frac{435}{10} \qquad\qquad M_y = \frac{410}{10}$$

$$= 43.5 \qquad\qquad = 41$$

Later on, the researcher calculates the deviation standard of each group with a formula, as below:

$$SDx = \sqrt{\frac{\Sigma x^2}{N_1}} \qquad\qquad SDy = \sqrt{\frac{\Sigma y^2}{N_2}}$$

$$SDx = \sqrt{\frac{7552.5}{10}} \qquad\qquad SDy = \sqrt{\frac{6828}{10}}$$

$$= \sqrt{755.3} \qquad\qquad = \sqrt{682.8}$$

$$= 27.48 \qquad\qquad = 26.13$$

Next, the researcher calculated the deviation standard of each group with a formula, as follows:

$$SEM_X = \frac{SD_x}{\sqrt{N-1}} \qquad\qquad SEM_y = \frac{SD_x}{\sqrt{N-1}}$$

$$= \frac{27.48}{\sqrt{10-1}} \qquad\qquad = \frac{26.13}{\sqrt{10-1}}$$

$$= \frac{27.48}{\sqrt{9}} \qquad\qquad = \frac{26.13}{\sqrt{9}}$$

$$= \frac{27.48}{3} \qquad\qquad = \frac{26.13}{3}$$

$$= 9.16 \qquad\qquad = 8.71$$

$$SEM_{xy} = \sqrt{SEM_x^2 + SEM_y^2}$$

$$= \sqrt{9.16^2 + 8.71^2}$$

$$= \sqrt{83.91 + 75.86}$$

$$= \sqrt{159.77}$$

$$= 12.64$$

The researcher used t-test to know that there was significant difference scores between learners who are taught by using songs and without using songs in teaching present perfect tense

$$t_0 = \frac{M_x - M_y}{SEM_{xy}}$$

$$= \frac{43.5 - 41}{12.46}$$

$$= \frac{2.5}{12.46}$$

$$= 0.1977$$

From the result of calculation above, $t_0 = 0.1977$ whereas $t_t = 2.10$ with significant 0.05 and $t_t = 2.88$, so $t_0 < t_t$. It can be concluded that there was no significant difference scores between learners who are taught by using songs and without using songs in teaching present perfect tense.

D. Analysis of treatment I

The first treatment for experimental group is conducted on Thursday, 2nd June 2011. The teaching learning activity was successful although learners felt nervous and could not sing out together because they never do this before. The song used was "I still haven't found what I'm looking for" the researcher used this song taught present perfect tense. The researcher used song and the lyric as modeling sentences of present perfect tense. During the teaching and learning process, learners showed their interest in taking part of teaching learning. In addition, they were nervous, because they never do listening activities especially listening song in English learning. Therefore, it influenced their first learning in this research which is some of blank word that still blank, difficulty in analyzed tenses and difficult to sing together.

Before the researcher played song, she introduced vocabulary in order to make learners easier in understanding the lyric of song. Then, the researcher asked the learners to read the underlined sentences in order to understand of song's meaning. After that, the researcher played song whiles the learners listening and filling the blank words.

Later on, the researcher asked learners to change their assignment with their partner and correct it together. Then, the researcher asked learners analyzed the tense in lyric of song especially present perfect tense. At least, the researcher asked learners to make a sentence into three forms of present perfect tense formula (positive, negative and interrogative sentence).

After teaching and learning process above, the researcher corrected the result of learner's assignment, so the researcher concluded that learners made improvement on their understanding about present perfect tense after listened the song and analyzed the tense of present perfect tense in the lyric of song.

E. Analysis of treatment II

The second treatment for experimental group is conducted on Tuesday, 7th June 2011. The teaching learning activity was successful, because learners were active and sang out together. The procedure of teaching and learning in this treatment same with the first treatment, but the song's title is different from the first meeting. In the second meeting, the song titled "We are the Champion" by Queen. In this treatment the learners enjoyed the process teaching and learning and were not nervous when the researcher asked them to sing together. After the learners analyzed and made a sentence into three forms of present perfect tense formula (positive, negative and interrogative sentence). Therefore, the researcher concluded that learners made improvement on their understanding about present perfect tense.

F. Analysis of Post-test

The post-test is conducted on Thursday, 9 June 2011. The test is used to know the learners' progress after getting the treatment using songss in teaching present perfect tense.

Based on the result of post-test, the average achievement of learner's post-test is 71. 5. It shows that there is a progress on the percentage of the learners' achievement. It can be concluded that after the learners learned present perfect tense through listening to English songs, the learners made a significant improvement on their understanding about present perfect tense. However, there are two learners who got same score as their pre-test score and the others got increment up into 15 %.

On the other hand, the mean of control group's post-test is 51. 5. It shows that there is a progress on the percentage of the learners' achievement, but based on the criteria of interpretation score the mean of control group's post-test included unsatisfactory.

The researcher used t-test formula in order to know that there was significant difference scores between learners who are taught by using songs and without using songs in teaching present perfect tense. Then, the researcher made table before calculated t-test, as below:

Table 4.8 Crude of Calculation

No	X	Y	x	y	x^2	y^2
1	90	85	18.5	33.5	342.25	1122.25
2	90	70	18.5	18.5	342.25	343.25
3	85	70	13.5	18.5	182.25	343.25
4	75	60	3.5	8.5	12.25	72.25
5	70	50	-1.5	-1.5	2.5	2.25
6	65	50	-6.5	-1.5	42.25	2.25

7	65	40	-6.5	-11.5	42.25	132.25
8	65	35	-6.5	-16.5	42.25	272.25
9	55	30	-16.5	-21.5	272.25	462.25
10	55	25	-16.5	-26.5	272.25	702.25
Total	715	515	0	0	1552.5	3452.75
Mean	71.5	51.5			155.3	345.3

Where,

X = experimental group's pre-test

Y = control group's pre-test

x = the reduction's result of mean from experimental group's pre-test with the pre-test per learners

y = the reduction's result of mean from control group's pre-test with the pre-test per learners

x^2= the quadratic of x

y^2= the quadratic of y

Later on, the researcher calculated the mean of each group with a formula, as below:

$$M_x = \frac{\Sigma x}{N_1} \qquad\qquad M_y = \frac{\Sigma y}{N_2}$$

$$M_x = \frac{715}{10} \qquad\qquad M_y = \frac{515}{10}$$

$$= 71.5 \qquad\qquad\qquad = 51.5$$

Afterwards, the researcher calculated the deviation standard of each group with a formula, as below:

$$SDx = \sqrt{\frac{\Sigma x^2}{N_1}} \qquad\qquad SDy = \sqrt{\frac{\Sigma y^2}{N_2}}$$

$$SDx = \sqrt{\frac{1552.5}{10}} \qquad\qquad SDy = \sqrt{\frac{3452.75}{10}}$$

$$= \sqrt{155.3} \qquad\qquad = \sqrt{345.3}$$

$$= 12.46 \qquad\qquad = 18.58$$

Then, the researcher calculated the deviation standard of each group with a formula, as follows:

$$SEM_X = \frac{SD_x}{\sqrt{N-1}} \qquad\qquad SEM_y = \frac{SD_x}{\sqrt{N-1}}$$

$$= \frac{12.46}{\sqrt{10-1}} \qquad\qquad = \frac{18.58}{\sqrt{10-1}}$$

$$= \frac{12.46}{\sqrt{9}} \qquad\qquad = \frac{18.58}{\sqrt{9}}$$

$$= \frac{12.46}{3} \qquad\qquad = \frac{18.58}{3}$$

$$= 4.15 \qquad\qquad = 6.19$$

Next, the researcher calculated the error standard of each group with a formula, as below:

$$SEM_{xy} = \sqrt{SEM_x + SEM_y}$$

$$= \sqrt{17.22 + 38.32}$$

$$= \sqrt{55.54}$$

$$= 7.45$$

At least, the researcher used t-test to know that there was significant difference scores between learners who are taught by using songs and without using songs in teaching present perfect tense.

$$t_0 = \frac{M_x - M_y}{SEM_{xy}}$$

$$= \frac{71.5 - 51.5}{7.45}$$

$$= \frac{20}{7.45}$$

$$= 2.68$$

From the result of calculation above, $t_0 = 2.68$, whereas $t_t = 2.10$ with significant 0.05 and $t_t = 2.88$, so $t_{0.01} < t_0 < t_{0.01}$. Based on analysis above, it can be concluded that there was difference scores between learners who are taught by using songs and without using songs in teaching present perfect tense, but it was not significant difference.

G. Analysis of Questioner

Questioner is used to investigate the learner's responses of using songs in teaching present perfect tense. It is conducted at the same time when the researcher gave a post-test. The learners are asked to answer five questions; each of them had these options namely: a, b and c. Each option is given score that indicated the quality of each item. The score of a = 1, score b = 2, and score c = 3. The interpretation of score items are; if the learners choose a, it means that is low,

then if the learners choose b, it means that is medium, and if the learners choose c, it means that is high.

Further, after the researcher analyzed the result of questioner and got the mean of each items, the mean can be classified into a range of mean as below:

Table 4.9 The Classified a Range of Mean

Range of mean	The learners' interest	The advantage	The learners' motivations	The relevancy	The sustainability
1.00 – 1.50	Low	Do not help learners	Low	Not relevant	Not necessary
1.51 – 2.00	Medium	Help very much	Medium	Relevant	Necessary
2.01 – 3.00	High	Help learners	High	Very relevant	Very necessary

Then, the researcher made tabulation in order to the result of questioner clearly readable. The tabulation is:

Table 4.19 Tabulation of questioner's score

No	Name	Score per item					Total Score
		1	2	3	4	5	
1	Somadin	3	1	2	1	3	10
2	Maghfiroh	3	3	3	2	2	13
3	M. Faisol	2	2	2	2	1	9
4	Nur Khotimah	3	3	3	2	2	13

5	Fathurrosi	3	3	3	2	2	8
6	Lailul Fridaus	2	2	2	1	1	13
7	Kato Suwarto	3	2	2	2	1	8
8	Moh. Jatim	2	3	2	2	2	10
9	Siti Karimah	3	3	2	2	3	11
10	Yuli Mulyani	3	3	3	2	2	13
Total Score		26	24	23	17	18	108
Mean		2.6	2.4	2.3	1.7	1.8	10.8

The result of questioner which are collecting, it is analyzed with a formula, as follows:

$$M = \frac{\sum x}{N}$$

M = the mean

$\sum x$ = the sum of items score

N = the number of response

a. The learner's interest

$$M = \frac{\sum x}{N} \longrightarrow M = \frac{26}{10} = 2.6$$

b. The advantage

$$M = \frac{\sum x}{N} \longrightarrow M = \frac{24}{10} = 2.4$$

c. The learner's motivation

$$M = \frac{\sum x}{N} \longrightarrow M = \frac{23}{10} = 2.3$$

d. The relevancy

$$M = \frac{\sum x}{N} \longrightarrow M = \frac{17}{10} = 1.7$$

e. The sustainability

$$M = \frac{\sum x}{N} \longrightarrow M = \frac{18}{10} = 1.8$$

Here is the analysis the result of questioner based on the criteria above:

Table 4.11 The criteria of questioner

Information of question	Mean	Category
The learner's interest	2.6	High
The advantage	2.4	High
The learner's motivation	2.3	High
The relevancy	1.7	Medium
The sustainability	1.8	Medium

Based on the result above, it can conclude that:

a. The learners' interest in learning English by using songs is high.

b. The songs have high advantages for the learners. Also, using songs can help the learners to improve their understanding of present perfect tense.

c. The learners are motivated in taking part the activities of the learning process.

d. The relevance present perfect tense that were presented in the songs used in this research and the form of present perfect tense that they learners ever got.

e. The using songs in teaching present perfect tense is very important to the learners, so it should be using in teaching and learning process.

H. Analysis of field notes

In this research, the analysis of the field notes was to know the learners' activities during the teaching learning process, such as how was the researcher carried out the material of teaching. They are:

a. The learners' participation

The researcher observed that the learners in the teaching learning process not only learned present perfect tense in the lyric of songs given also understood the meaning sentence by sentence of the songs given. At the first meeting, the learners felt difficult when they filled the blank word while they listened of the song that the researcher played. On the next meeting, the learners could follow the lyric of song that the researcher played. Most of them learning present perfect tense actively in the classroom. They satisfied and enjoyed when they listening to the songs, it can be proven by the learners sang the song loudly. In this study, the learners are able to memorize quickly. It meant that using songs helped the learners in learning English grammar.

b. Learners' interest and motivation

In the first activity, I observed the learners were happy when the researcher played the song. The learners were nervous when the researcher asked them to sing a song in the class, but they paid attention in the teaching learning process. The learners felt difficulty when they interpreted sentence by

sentence in the lyric of song that the researcher given, but they could done their task well.

In the second activity, the songs made them happy as the first activity. The class was quiet. All learners paid attention to the song that was played. They were enthusiastic when I gave the vocabulary before played the song. Indeed, the learners could analyze the tense of present perfect tense and answered the researcher's question about the interpretation of sentence-by-sentence in the lyric of song. Then, most of them could made good present perfect tense sentence.

From the analysis above, the researcher concluded that using songs can build learners' confident and motivate them in learning English well. Songs can develop the learners' sense of rhythm. The learners enjoyed the songs. Songs helped the learners to increase their understanding of present perfect tense.

I. Analysis The Effectiveness of Media Criteria

The researcher find out normalized gain of each group from pre-test and post-test before determined the effectiveness of media. Then, the researcher calculated normalizes gain formula from Hake R.R was quoted by Dzikra, as below:[3]

---

[3] Dzikra Ihdaiyyatul Ulya, Skripsi: *Efektivitas Silent Way Dalam Pembelajaran Bahasa Jepang Tingkat Dasar di Sekolah Menengah Atas,* (Thesis S1: Universitas Pendidikan Indonesia, 2010)

$$g = \frac{T_2 - T_1}{SM - T_1}$$

Where,

g   = normalize gain

T_1 = pre-test

T_2 = post-test

SM = maximal score

Table 4.12 The Calculation of Gain

No	Experimental Group			Control Group		
	T_1	T_2	$g = \frac{T_2 - T_1}{SM - T_1}$	T_1	T_2	$g = \frac{T_2 - T_1}{SM - T_1}$
1	45	75	0.545	15	50	0.412
2	20	65	0.563	15	50	0.412
3	20	65	0.563	5	25	0.211
4	20	55	0.466	50	70	0.4
5	25	70	0.6	70	70	0
6	25	55	0.4	45	60	0.273
7	70	85	0.5	20	30	0.125
8	30	65	0.5	70	40	-1
9	90	90	0	85	85	0
10	90	90	0	35	35	0
TOTAL			4.14			0.83
MEAN			0.41			0.08

After the researcher got the normalize gain, thereby it can be interpreted by the table below in order to know the effectiveness of media level.

Table 4.13 The Criteria of Effectiveness

Range of Normalize Gain	Effectiveness criteria
0.71 – 1.00	Very Effective
0.41 – 0.70	Effective
0.01 – 0,.40	Not Effective

After matched the normalize gain of each groups with the criteria effectiveness of media, it can be conclude that using songs in teaching present perfect tense in experimental group is effective criterion that have normalized gain 0,41. Whereas, the control group that is not using songs in teaching present perfect tense is not effective which have normalize gain 0.08.

J. Discussion

Focusing on last item, the researcher has explained findings this research, thereby the researcher to review it and correlate with theory of chapter II. This item, the researcher explained the implementation of using songs in teaching present perfect tense at MTs Inaratut Thalibin Modung, Bangkalan, Madura, analyzed whether using songs is effective in teaching present perfect tense or not, and investigated the learner's response toward using songs in teaching present perfect tense.

In connection with explanation above, the researcher explained the implementation of using songs in teaching present perfect tense based on Suk Mei Lo and Chi Fai Lo's suggestion. Before the researcher played song, she introduced vocabulary in order to make learners easier to understand the lyric of song. Then, the researcher asked the learners to read the underlined sentences in order that understood the meaning of song. After that, the researcher played song while the learners listened and filled the blank words.

Later on, the researcher asked learners to correct their task together. Then, the researcher asked learners analyzed the tense in lyric of song especially present perfect tense. Next, the researcher asked learners made a sentence in present perfect tense of 3 formulated which are positive, negative and interrogative sentence. Afterward, the researcher asked learners to sing out together.

Implementation above based on Suk Mei Lo and Chi Fai Lo suggestion that applying song in classroom is:

> "First, teacher hands out the lyrics of song to the learners or write it in the board. Then the teacher explains the meaning of the lyrics and tells the way how to pronounce it. After that, teacher asks the learners to read the text aloud. The next step is lets the learners listen to the songs three times. The first time learners purely listen, the second time sing with the tape, and the last time sing without tape. The last step is asks the learners to do exercises"[4]

However, there is supporting factors which have affected the improvement of students' understanding of present perfect tense. It is relate to the

---

[4] Mardliyatun, Bachelor's Thesis: *Children Songs as Media in Teaching English Pronunciation*, (Semarang: UNNES, 2007), 16.

implementation of using songs, because the way of teaching materials is one of important factors in teaching effectively. Teaching effectively can makes learners can produce effective learning. According Slameto that teaching is need a teacher who can teach effectively, so learners can produce effective learning.[5] Therefore, it is said that using songs is effective if the implementation of using songs is successful.

Further, the researcher analyzed whether using songs is effective in teaching present perfect tense, or not. The researcher analyzed the result of pre-test and post-test from each group before analyzed the effectiveness of using songs. Then, the result of pre-test of each group was calculated that are $t_0 = 0.1977$ whereas, $t_t = 2.10$ with significant 0.05 and $t_t = 2.88$, so $t_0 < t_t$. It can be concluded that there were no significant differences scores between learners who are taught by using songs and without using songs in teaching present perfect tense. It means the pre-test is good, because there were no significant differences score of each groups.

Then, the researcher analyzed the result of post-test from each group and the result is $t_0 = 2.68$ whereas $t_t = 2.10$ with significant 0.05 and $t_t = 2.88$, so $t_{0.01} < t_0 < t_{0.01}$. It can be concluded that there were differences scores between learners who are taught by using songs and without using songs in teaching present perfect tense, but it were not significant differences.

---

[5] Dr. Slameto, *Belajar & Faktor yang Mempengaruhinya*, (Jakarta: PT Rinika Cipta, 1995), 92.

After the researcher analyzed the result of pre-test and post-test, the researcher analyzed whether or not using songs is effective in teaching present perfect tense by normalize gain calculated. Then, the mean normalize gain of each groups are 0.41 for experimental group and 0.08 for control group. Based on the table effectiveness of media criterion that experimental by using songs in teaching present perfect tense is effective and control group by without using songs is not effective.

Continuing the explanation above, the research investigated the learner's response toward using songs in teaching present perfect tense. This research there are five questions that is answered by learners, such as ; the learner's interest, the advantages that the learners' gained after the teacher presented the songs to improve their understanding of present perfect tense, the learners' motivations, the relevance, and the sustainability. The mean of the first question is 2.6, second question is 2.4, third question is 2.3, fourth question is 1.7, and fifth question is 1.8. Based on the category of criteria questioner that learner's interest is high, the advantages is high, the learner's motivation is high, the relevancy is medium, and the sustainability of using songs is medium. It means that learner's response toward using songs in teaching present perfect tense is good and the using songs in teaching present perfect is sustainable.

According to Nana, one of benefits media is giving motivation, helping learners in understanding of lesson when the teacher using media in teaching

learning process.6 Moreover, song can affect learners' motivation in learning. According to Weisskoff's research that cited by Henny and Herwindy that "learners who received the medium of commercially-recorded pop/rock music as an integral part of the instructional package in language arts scored significantly higher with regard to continuing motivation" and "learners who were almost always unmotivated became motivated because of music".7 Therefore, the researcher concluded that learner's motivation is one of criteria the effectiveness of using songs in teaching present perfect tense.

---

6 Nana,Sudjana, et.al, *Media Pengajaran*,(Bandung: Sinar Baru, 2005), 14.
7 Henny Putri Saking Wijaya, Herwindy Maria Tedjaatmadja, *Journal of Using Music to Stimulate Learners in L2 Writing*. Petra Christian University.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present conclusion that are based on the findings and discussions in the previous chapter. It also presents some suggestion for English teachers and next researchers conducting and developing this study.

A. Conclusion

After conducted this research the researcher concludes:

1. The implementation of song in teaching present perfect tense was successful. The first treatment, before the researcher played song, she introduced vocabulary to make learners easier to understand the songs' lyric. Then, the researcher asked the learners to read the underlined sentences to understand the song's meaning. After that, the researcher played song entitled "I still haven't found what I'm looking for" by U2 while the learners listening and filling the blank words. Afterwards, the researcher asked learners to correct their task together. Then, the researcher asked the learners to analyze the tense on the lyric of song especially present perfect tense. At least, the researcher asked learners to make a sentence into three forms of present perfect tense formula (positive, negative and interrogative sentence). Afterward, the researcher asked learners to sing together.

66

After teaching and learning above, the researcher corrected the result of learner's assignment. The researcher concluded that learners make improvement on their understanding about present perfect tense after listened the songs and analyzed the tense of present perfect tense in the lyric of songs.

The second treatment, the learners were actively learning present perfect tense, and confidently to sing the song together. The procedure of teaching and learning in this treatment same with the first treatment, but the song's title is different from the first meeting. In the second meeting, the song titled "We are the Champion" by Queen. In this treatment the learners enjoyed the process teaching and learning and were not nervous when the researcher asked them to sing the song together. Then, the learners are asked to analyze and make a sentence of present perfect tense into into three forms of present perfect tense formula, which are positive, negative and interrogative sentence. Therefore, the researcher concluded that learners made improvement on their understanding about present perfect tense.

2. The using songs is effective in teaching present perfect tense. The mean of normalize gain of each groups are 0.41 for experimental group and 0.08 for control group. Based on the effectiveness of media criteria that mean of normalize gain of each group that experimental group is effective and control group is not effective. It can be concluded that using songs is effective to improve the students' understanding of present perfect tense.

3. The learners' responses show that they are motivated and helped by using songs in understanding present perfect tense. Based on the analysis of the second and third questioner showed that most learners are motivated and helped in teaching learning present perfect tense by using song. Also, most learners state that they enjoyed and felt happy when they learning English by using songs.

B. Suggestions

It is better for the English teachers to use songs on their teaching and learning process, because song is effective to improve students' understanding. Using songs can also motivate learners to participate English teaching and learning, so they can actively learn English. Songs can be implemented when the teacher wants to teach vocabulary, grammar, pronunciation, or kind of text. It is known that almost all the students like songs and it is trendy today. Therefore, it can be used as one of the ways to get the students' participation in the teaching and learning process.

BIBLIOGRAPHY

Arikunto, *Prosedur penelitian*, Jakarta: PT Asdi Mahasatya, 2002

Betty Schramfer Azar, *Undersatnding and Using English Grammar Third Edition (Chartbook a Reference Grammar)*, New York: Pearson Education, 2000

Betty Schramfer Azar, 2003, *Fundamentals of English Grammar, Third Edition with Key*, New York : Pearson education

Dzikra Ihdaiyyatul Ulya, Skripis: *"Efektivitas Silent Way Dalam Pembelajaran Bahasa Jepang Tingkat Dasar di Sekolah Menengah Atas*, Bandung: Universitas Pendidikan Indonesia, 2010

Devi Pertiwi, Skripsi: *"Efektivitas Teknik Permainan Acak Huruf Hiragana Dalam Meningkatkan Penguasaan Kosakata I-Keiyooshi Bahasa Jepang"*, Bandung: Universitas Pendidikan Indonesia, 2009

Harmer, *James, The Practice of English language Teaching*. London: Longman Group Ltd, 2000

Henny Putri Saking Wijaya, Herwindy Maria Tedjaatmadja, Journal of Using Music to Stimulate Learners in L2 Writing. Petra Christian University.

Indriyati, Skripsi: *"Hubungan Antara Komunikasi Orang Tua Dan Anak Dengan Rasa Percaya Diri Remaja Putri Awal (penelitian pada smp negeri 3 salatiga tahun 2006")*, Semarang: UNNES, *2006*

Mardliyatun, Bachelor's Thesis: *"Children Songs as Media in Teaching English Pronunciation"*, Semarang: Semarang State University, 2007

Nasution, S, Prof., *Metode Research (Penelitian Ilmiah)*, Jakarta: PT Bumi Aksara, 2006

Nana, Sudjana , dkk, *Media Pengajaran*, Bandung: Sinar Baru, 2005

Oxford Learner Pocket Dictionary New Edition, New York: Oxford University Press, , 2000

Paul, S.K., A.N. Prasad, *Reassessing British literature Volume 1*, New Delhi: SARUP & SONS, 2007

Slameto, Dr, *Belajar & Faktor yang mempengaruhinya*, Jakarta: PT Rinika Cipta, 1995

Soekartawi, Dr, *Meningkatkan Efektivitas Mengajar*, Jakarta: PT Dunia Pustaka Jaya, 1995

Sri, Poedjiastoeti, *Media Pembelajaran*, Surabaya:UNESA,1999

Sugiono, *Prof.* Dr., *Metode Penelitian Kuantitatif Kualitatif Dan R & D* Ninth Published, Bandung: alfabeta CV, 2010

Sumadi Suryabrata, *Metodologi Penelitian*, Jakarta: PT Raja Grafindo Persada, 2009

Trochim, William M .K, *The Research Method Knowledge Base,* 2nd *Edition*, Ithaca N. Y. : Cornell Custom Publishing, 1999

Yoga Permana Wijaya, Proposal Skripsi: *"Efektivitas Media Pembelajaran Berbasis Multimedia Interaktif Bagi Prestasi Belajar Siswa Dalam Mata Pelajaran TIK*, Bandung: Universitas Pendidikan Indonesia, 2010

Cambridge, *Dictionary online Cambridge* ,(http://dictionary.cambridge.org/dictionary/british/song?q=song), accesed on July 12, 2011

Larry M. Lynch, Prof, *Using Pop Song*, (http://www.esl-galaxy.com/music.htm), accesed on August 12, 2011

Shelley Ann, Vernon, *Using ESL Song*, (http://www.teachingenglishgames.com/Articles/Using_ESL_Songs.htm), accesed on August 12, 2011