THE EFFECTIVENESS OF RAP SONGS TO FACILITATE STUDENTS' GRAMMATICAL MASTERY OF IRREGULAR VERB

THESIS

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



By

Maulidya Andriana

D75216054

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA

2021

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

Nama : Maulidya Andriana

NIM : D75216054

Jurusan/Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Judul Skripsi : "The Effectiveness of Rap Songs to Facilitate

Students' Grammatical Mastery of Irregular Verb"

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Surabaya, 22 Juni 2021

Yang membuat Pernyataan,

Maulidya Andriana NIM. D75216054

ADVISOR APPROVAL SHEET

This Thesis by Maulidya Andriana entitled "The Effectiveness of Rap Songs to Facilitate Students' Grammatical Mastery of Irregular Verb" has been approved on June, 22nd 2021 by the board examiners.

Surabaya, 22 Juni 2021

Advisor I,

Hilda Izzati Madjid, M.A. NIP. 198602102011012012

Advisor II,

NIP. 197610042009122001

EXAMINER APPROVAL SHEET

This Thesis by Maulidya Andriana entitled "The Effectiveness of Rap Songs to Facilitate Students' Grammatical Mastery of Irregular Verb" has been examined on June 22nd, 2021 and approved by the board examiners.

the structure of the state of t

NED 196301231993031002

Ag., M.Pd.I

The Board of Examiner Examiner I,

Mokhamad Svaifudin, M.Ed., Ph.D. NIP. 197310131997031002

Examiner II,

Afida Safriani, M.A., Ph.I NIP. 197509162009122003

Examiner III,

Hilda Izzati Madjid, M.A. NIP. 198602102011012012

Examiner IV,

Fitriah, Ph.D.

NIP. 197610042009122001



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Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

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Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama	: MAULIDYA ANDRIANA
NIM	: D75216054
Fakultas/Jurusan	: TARBIYAH DAN KEGURUAN/PENDIDIKAN BAHASA INGGRIS
E-mail address	: maulidyaandriana@gmail.com
UIN Sunan Ampe ■ Sekripsi □ yang berjudul :	gan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan l Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah : Tesis Desertasi Lain-lain () ss of Rap Songs to Facilitate Students' Grammatical Mastery of Irregular Verb

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MAULIDVA ANDRIANA

Penulis

ABSTRACT

Andriana, Maulidya (2021). "The Effectiveness of Rap Songs to Facilitate Students' Grammatical Mastery of Irregular Verb". A Thesis. English Language Education Department, Faculty of Education and Teacher Training. Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Hilda Izzati Madjid M.A, Advisor II: Fitriah Ph.D.

Keywords: Rap song, Irregular verbs, Songs in ELT, Students grammatical mastery

Learning through songs has been applied in English Language Teaching. There are many genres that has already used to teach vocabulary in ELT. They are pop song, classical music, rap song. however, to know the best result about how is the effectiveness of the song to facilitate the learning process, we should use the appropriate genre of song for teaching vocabulary in ELT. Rap is one of genres that can be used to teach vocabulary for tenth grade students. This research aimed to know the effectiveness of rap songs to facilitate student's grammatical mastery of irregular verbs on tenth grade students at MA Hasyim Asy'ari Bangsri Sukodono. The researcher used experimental design exactly quasi experimental design which is nonequivalent control group pretest and posttest design. The researcher used observation field note and test as the instruments. The findings of this study showed the students' score improved when teachers used rap song in teaching irregular verbs. The mean score of the students in experimental class was 40.00 for pretest and 64.83 for posttest. So, it means that H1 was accepted and H0 was rejected. This indicates that the use of rap songs was effective to facilitate students' grammatical mastery of irregular verb in MA Hasyim Asy'ari Bangsri Sukodono.

ABSTRAK

Andriana, Maulidya (2021). "The Effectiveness of Rap Songs to Facilitate Students' Grammatical Mastery of Irregular Verb". Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Hilda Izzati Madjid M.A, Pembimbing II: Fitriah Ph.D.

Kata kunci: Lagu rap, Kata kerja tak beraturan, Lagu dalam pengajaran bahasa, Penguasaan grammatikal siswa.

Belajar melalui lagu telah diterapkan dalam Pengajaran Bahasa Inggris. Ada banyak genre yang telah digunakan untuk mengajarkan kosakata di ELT. Mereka adalah lagu pop, musik klasik, lagu rap dan lain-lain. Namun, untuk mengetahui hasil terbaik tentang bagaimana keefektifan lagu tersebut untuk memfasilitasi proses pembelajaran kita harus menggun<mark>akan g</mark>enre la<mark>gu y</mark>ang sesuai untuk mengajar kosakata di pembelajaran bahasa. Lagu rap merupakan salah satu genre lagu yang memiliki peran penting pada siswa kelas X dalam penguasaan gramatikal verba tak beraturan. Penelitian ini bertujuan untuk mengetahui keefektifan lagu rap dalam memfasilitasi penguasaan gramatikal verba tak beraturan pada murid kelas 10 di MA Hasyim Asy'ari Bangsri Sukodono. Peneliti menggunakan desain eksperimental, tepatnya quasi eksperimental design yaitu nonequivalent control group pretest and posttest design. Peneliti menggunakan catatan lapangan observasi dan tes sebagai instrumen. Hasil penelitian ini menunjukkan bahwa siswa kelas X MA Hasyim Asy'ari Bangsri Sukodono mengalami peningkatan melalui lagu rap dengan peningkatan nilai rata-rata di kelas eksperimen yaitu 40.00 untuk pretest dan 64.83 untuk posttest. Jadi dari ini dapat disimpulkan bahwa H1 diterima dan H0 ditolak. Dari perbedaan hasil rata-rata menunjukkan bahwa lagu rap efektif untuk memfasilitasi penguasaan gramatikal verba tak beraturan di MA Hasyim Asy'ari Bangsri Sukodono.



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Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertandatangan di bawah ini, saya:

Nama	: MAULIDYA ANDRIANA					
NIM	: D75216054					
Fakultas/Jurusan	: TARBIYAH DAN KEGURUAN/PENDIDIKAN BAHASA INGGRIS					
E-mail address	: maulidyaandriana@gmail.com					
Demi pengembang	gan ilmu pengetahuan <mark>, me</mark> nyetujui <mark>unt</mark> uk memberikan kepada Perpustakaan					
UIN Sunan Ampel	Surabaya, Hak Beb <mark>as Royalti</mark> N <mark>on-Eksk</mark> lusif atas karya ilmiah :					
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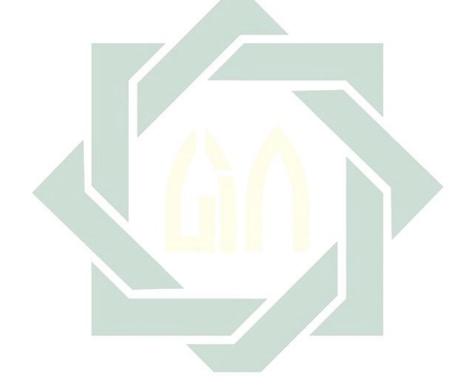
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LIST OF ABBREVIATION

1. MA : Madrasah Aliyah

2. PPL : Praktik Pengalaman Lapangan

3. ELT : English Language Teaching



CHAPTER I

INTRODUCTION

This chapter provides background of the study which describes the reason of researcher in conducting this study. It is also followed by the research problem that presents as well as the objective of the study. Furthermore, the hypothesis of the research also formulated in this chapter. Then, this chapter also presents the significance of the study, scope and limitation and the definition of key terms which are used in this study.

A. Research Background

Learning about language is not as easy as people thought because language consists of several elements, such as grammar, vocabulary, and pronunciation. So, language learners must learn all of the elements. From all of the element, vocabulary might be the important element that every individual should to learn. If we have many vocabularies in learning languages, we can understand the meaning very well. When learning English, the first skill that students to be master is understanding the words. So, vocabulary is the basic step in learning English in order to increase their vocabulary and understand the meaning of utterances or sentences a lot. At school, students learn many kinds of different words, such as adjective, noun, and verb. Which all of the words are include in the vocabulary list.

According to dyan, students cannot easily understand about the changes of words in their English book when they found the irregular verb. So, it would be give the impact when they wrote about recount text by using

irregular verb. Because, they are difficult with the changes of verb like (base verb, verb 2 and verb 3). For example: eat, ate, and eaten, when the teachers ask the student to write a recount text, they sometimes still use "eat" as a verb rather than not using "ate" as a past form verb. Supporting those point above that grammatical aspects in learning English is also important.

Furthermore, when you write a text you must concern with the grammatical aspect too, like the verb that using simple present or using past form verb. So, the changes of word become one of the grammatical aspects that must be concern by the learner. Related to this research, irregular verb is the main problem that students had. It is very important to be mastered by the students or learners in the beginning or intermediate level because they would be able to construct a good genre text by using the appropriate verb. Regarding with the difficulties that faced by the students which are confuse about the form of irregular verb. Setiadi said that language learners whose mother tongue has no tenses tend to have more difficulty in learning a target language. As the result, some of the students got difficulties to the change of verb because in our Bahasa Indonesia there is no verb changing when constructing a sentences.² Agreed with those statement, may the teacher needs appropriate technique to facilitate student's grammatical mastery of irregular verb.

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¹Dyan Elviyana Savitri, 2016. The Use of Rap Music to Improve Students'

Vocabulary Mastery at The First Grade Students of Smpn 2 Papalang Mamuju Regency. English Education Department of UIN Alauddin Makassar

²Setiyadi, A.g. Bambang. 2006. *Teaching English as a Foreign Language*. Yogyakarta.

Therefore, irregular verbs are the major concern of this research and part of the problematic for the learners. Ayandele defined irregular verbs as the verbs which "yield their past forms when vowels are changed or left unchanged". They did not add (-ed or-d) like regular verb did.³ Supported by ataman "irregular verbs are not consistent in the changes of verb. One of the example like: tear-tore-torn", the changes of irregular verb did not add (-ed or -d) like regular verb. So, it would be need strategy to memorize and differentiate the word form.⁴

Based on those explanations above about irregular verbs, it must be said that these verbs ignore the rules of form by adding (-ed or-d) to the base verb as the regular verbs did. So, irregular verbs are more difficult than regular verbs and make the students confuse about the form. Nesbitt, Hellen and Grieve believe that irregular verbs somewhat confusing, a bit more complicated than nouns and you must learn about their form". Reflecting to the all of the statement above, the researcher found the same phenomenon in the real context. Then, the locus of this research was MA Hasyim Asyari Bangsri Sukodono. The reason why the researcher does this research in this school because the researcher has already done PPL in that school on the last year in 2019. Then the researcher

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³Ayandele, F. & Ayandele, K. (2010). *Communication for Tertiary Institutions*. Kano: Makola commercial printers.

⁴Ataman, L.M. (2002). *Hints on English and Literary Forms*. Ibadan: print mark ventures osasami ⁵Hasan ayuba. 2014. *Competence and Performance in The Use of Irregular Verb of Secondary School of Kano State*. Ahmadu Bello University. Nigeria.

found the difficulties of the tenth grade students when they use the appropriate verb in the past form when they construct the genre of text especially recount text.

The English teacher in that school also said, almost in each year he commonly faces that the tenth grade students have mistaken to use irregular verb in appropriate way. They are difficult to differentiate the base verb, verb 2 and verb 3. They also did the same mistake about the using of irregular verb when they face the sentences that using past form and almost of the classes did the mistakes. Furthermore, it can be taken as the important reason about why this phenomenon is needed to investigate. Irregular verbs can be as the problematic to the learners which affects to their written performance when they did exercises, assignments, tests and terminal examinations. So, the irregular verb gives a wide gap in this research. The teaching audio media which is rap song of irregular verb was designed in this study that may use to bridge the gap.

The researcher used *rap song* to facilitate students' grammatical mastery *of irregular verb* because it has strong rhythm and repetition that may help them to memorize vocabulary easier. Beside those advantages of rap song, this song is only consisting of irregular verb. So, the students could more concern when they memorize about irregular verb. Medina agreed about the use of rap song in teaching languages, because rap song has fast rhythm that may stay in our long term memory and help us to memorize. So, when we add rhythm and melody into language, it would be help students to transfer words into to their long-term

memory. Medina concluded that it is impossible to acquire language without memory.⁶ The researcher expects that rap song can facilitate students' grammatical mastery about irregular verb without any obstacles. The target of this research was tenth grade students.

Furthermore, this research wants to describe others aspect that involve in students' grammatical mastery of irregular verb and aim to know the effectiveness of *rap song* as audio media to facilitate their grammatical mastery of irregular verb. *This rap song* is made by Jason R. Levine. *This* song consists of irregular verbs which is combined with *rap song* that can help students to learn irregular verb easily. The tittle of this song is "Stick Stuck Stuck" Then, after choosing this audio media, the writer hopes that *rap song* can be as an appropriate audio media that may solve the problem of the student's difficulties in using irregular verb on the grammatical aspects. In brief, the writer intends to use quantitative research which conduct a quasi-experimental design.

A. Research Question

In relation to the background of the previously study above, the problem of the study can be formulated as this following question: what is the effectiveness of rap songs to facilitate students' grammatical mastery of irregular verb?.

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⁶ Medina, S. L. 2002. Using music to enhance second language acquisition: From theory to practice.

C. Objective of the Study

This study aims to know the effectiveness of rap songs as the audio media to facilitate students' grammatical mastery of irregular verb.

D. Hypothesis

Hypothesis is one in which the researcher makes a prediction about the expected direction or outcomes of the study. There were two hypotheses of this research. There are:

- a) Ha: There is an Effectiveness of *Rap Songs* to Facilitate Student's GrammaticalMastery of Irregular Verb
- b) Ho: There is not an Effectiveness of *Rap Songs* to Facilitate Student's Grammatical Mastery of Irregular Verb

E. Scope and limitation

The scope of this research is about the using of "rap songs" which is madeby Jason R. Levine. The tittle of this rap song is "Stick Stuck Stuck". This song is only consisting of irregular verbs. Then this research does not only to answer whether the rap song is effective or not but also to describe more about the other influence that may found in this research later. The limitation of this study is tenth grade students of MA Hasyim Asyari Bangsri Sukodono. There are two classes of tenth grade and the researcher took two class as the control class and experimental class.

F. Significance of the Study

In particular, this study can be one of the sources in recognizing and realizing teacher's question related to the students writing abilityespecially using the correct grammar. Because, in the real context the students have the common mistakes of writing recount text and those are about the changes of word. They are difficult to use irregular verb in contextual aspect while writing recount text.

For the English teachers, may this study can help them to solve the most common problem of the students by making a lot of mistakes of using irregular verb in grammatical aspect when they wrote recount text. For the students, the researcher expects that students will accept this song enthusiastically and use it as a learning tool. The researcher also expects that students will be able to sing along with a song while in the learning process or not. Because, students can learn this song by themselves in their home and this song's melody is simple to recall. For future researchers, it's possible that they'll look into the same research issue by looking into other things that weren't covered in this study.

G. The Definition of Key Terms

1. Irregular Verb

Irregular is kind of verb which has some different forms and had some changes of form. It has uncommon changes. It is supported by Roselina, she states that, "irregular verbs do not have the form of fixed and do not change regularly, and have to memorize because the changes are not permanent". ⁷ So

⁷Roselina, Sitepu. 2014. An Error Analysis of Regular And Irregular Verbs in Writing Recount, Narrative, Procedure And Descriptive Text.

the writer defined irregular verb as the verbs form that did not have the fixed from or has some changes which difficult to use and need more time to memorized.

2. Rap Song

Rap song as a genre that was selected for the study as it is one of the most popular global genres of music. The influence of Rap song is prolific as can be seen in movies, fashion, music industry and education. This confirmed observations made by Zillman & Ganthat song related activities were the most popular way of spending time for youths. Rap is distinguished from other song genres by the formal structure present in rap lyrics, which makes the lyrics rhyme well and hence provides better flow to the song. Stick Stuck Stuck Rap song by Jason R Levine are consist of good rhyme and provide irregular verb only that may facilitate the students of remembering the irregular verb in a good way. According to the previous study, this song almost applied in teaching languages in abroad and rarely applied in Indonesia. Some expert in education, like and appreciate this song.

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⁸Ogg, A. & Upshal, D. (1999). *The Hip Hop Years: A history of Rap*. London: Channel 4 books.

⁹Zillman, D., & Gan., S. L. (1997). *Musical taste in adolescence*. In D. J. Hargreaves., & A.C. North (Eds). The social psychology of music (pp. 161-188). Oxford University Press.

¹⁰Malmi, Erik & Raiko, Tapani. *Dope Learning: A Computational Approach to Rap Lyrics Generation*. Aalto University. Helsinki, Finland.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theory that related to the topic of this research. It explains about Grammatical Category of verb, Irregular verb, Song as teaching media and Song in ELT. Then the others explain about several previous studies which have similar topic with this study.

A. Theoretical Framework

This theoretical framework draws on theories and studies from a variety of different disciplines that include grammatical category of verb, irregular verb, song as teaching media and song in English Language Teaching. The primary aim of the theoretical framework concerns gaining an understanding about irregular verb and rap song in teaching languages. Irregular verb is one of the part of grammatical category of verb which is include in part of verb and rap song is one of the music genre that applied in teaching languages. Further explanation to understanding this topic would be delivered in the theories bellow:

1. Grammatical Category of verb

People cannot use the words unless they know how the words should be put together. This is why, people must be known about grammatical category if they want to be master the languages. There are some kind of grammatical category in English language but related with this research. It would be explaining more about grammatical category of verb. Grammatical category of verb provides of tense, aspect, modality, mood, and voice. Tense can be defining as grammatical expression of location in time. Tense is a deictic category because it located an event in time. In fact, tense is the grammaticalized expression of time.

Every language has lexical expressions of time. For example: yesterday, ten years before the foundation of Wolfson College, or in the year 2005. Such lexical expressions may be fixed (yesterday) or may be formed productively (ten years before the foundation of Wolfson College). Furthermore, aspect can be define as a different way of viewing the the varying temporal of situations. Aspect is also a category that has to do with time, but since aspect does not locate an event on the time axis, but rather describes situation-internal time, aspect is not deictic. Then, modality is concerned with the status of a proposition. Modality is a much wider field than tense or aspect and comprises phenomena like negation and presupposition. Modality can allow speakers to express varying degrees of commitment to, or belief in, a proposition; or which signal the speaker's attitude to social factors of obligation, responsibility and permission. Mood is used to express the different speech of acts. Mood in

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¹¹Bernd Heine, Tania Kuteva (2002) *Grammaticalization theory as a tool for reconstructing language evolution*. Oxford: Oxford University Press.

¹²Comrie. 1985. *Tense. Cambridge*: Cambridge University Press

¹³Comrie. 1985. Aspect. Cambridge: Cambridge University Press

¹⁴Renaat Declerck. 2011. The definition of modality. University of Leuven

grammar means grammatical distinctions in verb forms which express a speaker's attitude towards their utterance.¹⁵ It may be mark by verb inflections or by the use of auxiliaries. In English, mood is denoted by the modal auxiliaries, past tense forms and the subjunctives. Voice is defined as a verb form or particular syntactic construction between the subject and object of a verb. Because different languages have different systems of voice. So, English has two voices: active and passive sentences. For example, Greek has three voices, so if the sentences express an action performed by the subject of themselves, it can be said to be in the middle of voice.¹⁶

2. Irregular verb

The explanation about grammatical category of verb above can guide us to know the position of irregular verb in grammatical category of verb. Irregular verb is including in part of tense. Then the familiar tense that we can find the irregular verb is in the past form. Verbs in tenses are divided into regular and irregular verbs. According to alexander that most verbs in English consistently: add -ed to the base of adverb to create the simple past and past participle or we can have called by regular verb and the other called irregular verbs which has various forms that changes in different

1.

¹⁵Wolfgang de Melo. 2007. Linguistic Typology: Tense, Aspect, Mood. Ghent University

¹⁶Meral M. 2017. *On Voice In English: An Awareness Raising Attempt On Passive Voice*. Unveri Anadolu University, Turkey.

word, so we must be memorized.¹⁷ So, regular and irregular verbs are different. In irregular verbs, we cannot predict their past forms from the base form, for example: break, broke, broken. So it is more difficult from regular verb that we can add -ed after that verb.

3. Song as teaching media

Teaching by using media is needed in the learning process to help students more active and create fun learning. According to Sadiman, media is anything used to send message(s) from the sender(s) to the receiver(s). So, it can be aroused the learners' thought, feeling, and interest to gear the students' learn. From the statement above, the researcher can be summed up that media can be used to stimulate the students' interest in studying English.

There are many kinds of teaching media to make the students' interest in studying English, such as: Audio Media (hearing), Visual Media (sight), Audio-visual Media (sight and hearing). So, from all of the kinds of teaching media, audio media is the best one that usually apply in the improving vocabulary. There are many kinds of audio media in teaching, such as song, podcast and etc. Then, the researcher explained briefly in

¹⁷Alexander, L.G. (1980) *Longman EnglishGrammar*. London: Longman Group UKLimited.

¹⁸Onasanya, S.A. (2004). *Selection and Utilization of Instructional Media for Effective Practice Teaching*. Institute Journal of Studies in Education.

¹⁹Rahmi, Regina (2014). *The Implementation Of Media In English Language Teaching*. STKIP Bina Bangsa Getsempena Banda Aceh.

these statement.

According to rixon that song has advantage in ELT. He has already told the reason of song is the appropriate media to improve student's vocabulary. He said that the most popular formats for songs is that the refrain (a rhythmic section) is repeated many times, and has often been observed to result in spontaneous 'joining in' by the young audience. Teacher of young learners of a language experienced that this exposure to rhythmic utterances benefits retention of words in memory.²⁰ Those statement also supported by Griffee that the children practice saying the words in the same way they sing the songs, the children can repeat the words in rhythmic word groups.²¹ So, that is why the researcher use "Stick Stuck Stuck" as the audio media which the genre is rap song. Because, song can stimulate students' memories and also rap song has good rhythm and fast tempo that can facilitate students' grammatical mastery of irregular verb.

4. Song in ELT

The effect of learning through songs has been applied in English Language Teaching. According to medina, song reportedly enhances rote memorization. Song and its sub component, rhythm, have been shown to

²⁰Rixon, Shelagh.1999. Young learners of English: some research perspectives.London: Longman

²¹ Griffee, Dale T. 1992. Songs in action. UK: Prentice Hall.

benefit the rote memorization process.²² After knowing the benefit of song which applied in learning process, the selection of song for classroom use can be also one of the things that must be concerned. Then, one of the previous studies stated that It is wise to introduce a variety of song types, thus enabling the students to make a more educated choice of the type of songs that they want to sing.²³ Other statement from Lems stated that teachers showed care and effort when presenting songs, they are especially fond of, their favorites are also good. Finally, students are often strongly motivated to learn the lyrics of a new pop song or an old favorite.²⁴ On the other hand, Beasley and Chuang not support this idea by arguing that "EFL educators not allow the students select their favorite song based on what they like" because not all of the genres of song are easily comprehendible with their level and the teaching material.²⁵

Additional statement from one of the previous study which use classical music as the genre to improve writing ability, "students enjoyed the teaching learning process through classical music through the calm rhythm. So, the students can think and imagine something which would be

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²²Medina, S. L. (2002). *Using music to enhance second language acquisition: From theory to practice.* In J. Lalas and S. Lee (Eds.), Language, literacy, and

academic development for English language learners. Boston: Pearson Education Publishing. ²³Purcell, John M. (1992). *Using Songs to Enrich the Secondary Class*. Hispania, 75. 192-196.

²⁴Lems, K. (2001). *Using music in the adult ESL classroom. ERIC Digest*, National Clearinghouse for ESL Literacy Education.

²⁵Beasley, Robert E. & Chuang, Y. (2008). Web-Based Music Study: The Effects of Listening Repetition, Song Likeability, and Song Understandability on EFL Learning Perceptions and Outcomes. University of Illinois.

written more easily on a paper.²⁶ The examples of classical music are jazz, romantic music, chamber music, opera, and symphony as distinguished from folk.

Another previous studies add a statement about the use of song genre in ELT. Most of the researcher usually use pop song to teach descriptive text with the reason, so many adjectives in pop song. Then, the teacher can replace the adjectives in the lyric with other adjectives in order to enrich the students' adjective words.²⁷ Another previous studies also had been conducted about the use of rap music in ELT. According to Salcedo, nowadays song can be as the alternative to teach English in fun way. Some genres can be applied in teaching English and rap song can be applied²⁸

Related to Salcedo statement, this study also used rap song to teach vocabulary. So, the researcher identified whether there is an improvement or not when using irregular verbs rap songs as the media that may give the influence for their writing skills especially when they write a recount text. The researcher use "Stick Stuck Stuck" rap song by Jason R. Levine that consist of many irregular verbs. This lyric below is a part of rap song that the researcher use:

²⁶Tusyanah. 2016. The contribution of classical music given outdoor to improve Indonesian high school students' ability in descriptive text writing. Universitas Negeri Semarang.

²⁷Kurniawardan, S. 2016. *Iimproving Students' Mastery Of Adjectives Used For Descriptive Texts Using A Children Song Entitled "She's Tall"*. Universitas Negeri Semarang.

²⁸ Salcedo, Claudia Smith. 2002. "The Effects of Songs in the Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal". PhD dissertation, Louisiana State University.

The microphone I... TAKE (took, taken). You SHAKE (shook, shaken). WAKE (woke, woken) to the style I'm creating. THINK (thought, thought). SEEK (sought, sought). listen to the lesson that I TEACH (taught, taught).

We can see from the lyric above; this song consists of many irregular verbs that make the students easier to memorize the word. This song provides of base verb, verb2 and verb3. The sentences of this rap song also good when applied in learning process because we can know from the last sentence in the lyric "Listen to the lesson that I teach". Beside the teacher ask them to sing a song and enjoy the learning process, the teacher can also give the lesson from that song by saying giving honor to the teacher is a must so listen to the lesson is good. To give the strengthens of the explanation above, the researcher took other part of lyrics of this rap song too:

Now you SEE (saw, seen) that I MEAN (meant, meant) every word of the message that I SEND (sent, sent).

I SHOW (showed, shown) I can FLY (flew, flown).

Now you KNOW (knew, known) I SHINE (shone, shone).

I'll THROW (threw, thrown) you the ball. It's your turn.

GROW (grew, grown) with the verbs that you've learned.

grammar through lyrics I DRAW (drew, drawn).

Peace to ELLs, now I GO (went, gone)!

Second part of the lyric also give the good meaning, see the sentence "GROW (grew, grown) with the verbs that you've learned. Grammar through lyrics I DRAW (drew, drawn)" This sentences meaning that the teacher motivated their students by learn grammar from this rap song and

try to strength the students that they can grow with the irregular verb that has already taught by the teacher. Those all explanation above indicate that this rap song may suitable to apply in English learning.

Honestly there are many ways to teach English by using some genres which suitable from the teaching material. But we must know their characteristic of the genre first and match for the material too. To sum up the all of song genres that applied in ELT, classical and pop song genres are suitable to teach about descriptive text because so many adjectives and they have a calm rhythm and tempo that make the listener enjoy the music and also can imagine and describe something through the song which would be written more easily on a paper. Then, rap song is suitable to applied in teaching recount text and facilitate student's irregular verb mastery because the fast and good tempo that enhance student's ability on remembering something so fast.

B. Previous Studies

The relevant research was conducted by some researchers. The first study was done by Rahmawati (2008) from UNNES' in her entitled, *The Use of English Pop Songs as Teaching Media to Improve the Students' Mastery in Vocabulary at the Senior High School*. It aimed to find out whether listening to English pop romantic songs is effective to improve the students' mastery in vocabulary or not. The research found that the

vocabulary of the students improves after given an English pop song.

Other researcher also conducted a research about the using of song in teaching languages. Sari Hamoud (2015) examined *The Humanizing Potential of Using Rap Music in English Language Teaching: The Hip-hop Method"*. English Language and Literature - A Tool for Humanizing. In this study, the researcher is not using pop song as a genre to teach the languages. Differ with the first previous study that using pop song, here the researcher used rap song. She was used "Stick Stuck Stuck" Rap Song by Jason R Levine as the teaching media. The result shows that a rap song is not effective to apply in this study because it influences by the culture and technologies in India itself.

A study by Ria Reski (2017) from Alauddin State Islamic University of Makassar' identified the improvement of students' understanding on simple past tense through songs. In this study, the researcher used Classroom Action Research as the method. The result of her research that pop song is effective to apply in teaching vocabulary and the result of this research showed that students' understanding improved in each cycle after they were taught using song. It was signed by their improvement of each result test.

Then, the fourth study was conducted by Yunita Gasma (2017) from University of Lampung Bandar Lampung in her entitled The Implementation of English Song in Teaching Vocabulary at The First

Grade of Senior High School. It was aimed to examine the improvement of the students' vocabulary mastery after being taught by using song. Through quantitative data analysis which is the design of this research, it was found that the students' vocabulary was improved significantly and she stated that teaching English through song is recommended for teachers because it provides a fun activity which is needed by students to enhance their motivation to learn English

Another study was done by Dyan Elviyana Savitri (2016) from UIN Alauddin Makassar in her entitled The Use of Rap Music to Improve Students' Vocabulary Mastery at The First Grade Students of Smpn 2 Papalang Mamuju Regency. The aim of her study is to find out the extent of Rap Music improves the students' vocabulary mastery. This study was focused on improving the students' vocabulary in irregular verbs mastery. In this study, the researcher using irregular verb rap song and the finding of this research showed that first grade students' of SMPN 2 Papalang vocabulary mastery of irregular verbs was improved by using Rap Music through the increase of mean score of Experimental class.

Based on the all of previous studies above show that song can improve student's vocabulary with their ability of memorization through song. Although there is still a little problem that song cannot improve their vocabulary especially in irregular verb. For example: In India "Stick Stuck Stuck" Rap song didn't appropriate to apply because of two reasons. They

are culture and technologies. Indian people prefer to like Indian song than rap. Then, the improvement of technologies also need to be concern. They still did not have smartphone or laptop in this modern era. In the other hand, we can get "Stick Stuck Stuck" Rap song by downloading in the internet.

In this case, the writer intends to use "Stick Stuck Stuck" Rap song to apply at senior high school level in Indonesia might be good, because Indonesia also use technology in teaching process especially some schools in the big city especially in Sidoarjo or Surabaya that has already support by technologies in education. So, may this song can be applied smoothly without any obstacles. This song is the only one of rap song about irregular verb that we found in the internet and can be applied in learning process. We can found another irregular verb song but all of them have pop genre and irregular verb pop song just provide a little word of irregular verb. Different from Stick Stuck Stuck Rap Song that provide many words of irregular verb that makes the students easier to memorize vocabulary of irregular verb as many as possible. Rap song is good to facilitate their irregular verb and may influence of their grammatical mastery of irregular verb also because rap song has fast rhythm and good rhyme that makes learning process more interesting and energetic.

BAB III

RESEARCH METHOD

This chapter explains about research methodology which is used by the researcher to collect and analyses the data. They are research design, setting of the research, population and sample, research variable, research instrument, data collection technique, data analysis technique and the procedure of this research.

A. Research Design

The study used a quasi-experimental design by using control group pretest and posttest. This is part of quasi experimental design which the variable was measured first in the group of participants before giving the treatment and giving posttest. The advantage of this design is to compare students' prior knowledge through the test score before and after giving the treatment. In this study, the researcher involved two classes as the sample. The researcher used two classes because in that school only has two classes for tenth grade. So, the researcher used all of the population of tenth grade. Two groups as the sample would be as a control class and an experimental class. Both of them would be given a pretest, a treatment and a posttest.

The researcher wants to know whether Stick Stuck (Rap Song) would be gave the significant effect to improve the students' grammatical mastery in using irregular verb or not. This formula can be presented in this following table:

Table 3.1 The Quasi-Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental	Xe 1	T	Xe 2
Control	Xc 1	0	Xc 2

Xe 1: Students' writing scores of experimental group on pre-test

Xc 1: Students' writing scores of control group on pre-test

T: Irregular verb rap song

O: Non- rap song treatment (Irregular verb pop song)

Xe 2: Students' writing scores of experimental group on post-test

Xc 2 : Students' writing scores of control group on post-test.²⁹

Based on the previous table, there were two groups which were divided into Experimental class (Xe1) and Controlled class (Xc1). Both of them get the pre-test. The pretest was given in order to know students' prior knowledge before get the treatment. Next, the treatment (T) was applied to the experimental class. The experimental class was taught by using *Stick Stuck Stuck* (Rap Song). Then for the control group (O) would be taught by using irregular verbs' song which is using pop genre.

After giving the treatment for both classes, the researcher would gave

²⁹Gusviani, Intan. 2014. The Use of English Song in Teaching Listening Skill. UPI

the post-test. Post-test was given to both classes. Post-test was applied in order to know the students' achievement between those two classes. The score of both classes would be compared later to see the improvement.

B. Setting of the research

The researcher did the research at Madrasah Aliyah Bangsri Sukodono, which involving 60 students of tenth grade. This school was located at JL. KH. Hasyim Asy'ari No. 162 Bangsri Sukodono Sidoarjo. This school has 8 classrooms, teachers 'room, mosque, 2 canteens, a library, laboratory, a parking area. This school has 2 building which is located in Bangsri Sukodono. For tenth grade students was in the separate building and for eleventh and twelfth grade student was in the same building. This school has 30 teachers and 10 staff which have their own authority.

C. Population and Sample

A population is a collection of individuals who have one or more personal or environmental characteristics in common.³⁰ The population of this research were all the students in the tenth grade students of Madrasah Aliyah Hasyim Asy'ari, Bangsri Sukodono in academic year 2021-2022.

³⁰Williams, C A, & Highriter ME. *Community health nursing: population focus and evaluation. Public Health Reviews.* 1978, 7 (3-4): 197-221

The total of tenth grade students are 60 students and there were two classes of tenth grade students'.

The are three reason why the researcher took the sample; the first tenth grade classes in that school only consist of two classes and the researcher use all of the population for tenth grade students. The second, because of the researcher has already did microteaching in that school. When the researcher talked about the theme of the research itself which irregular verb, the teacher has same problem. The teacher said that for each year tenth grade students have same problem which dealing with grammatical mastery of irregular verb. So, the research finally chose the school as the sample. The last reasons, the researcher wants to know whether irregular verb rap song could gave impact to tenth grae students of MA Hasyim Asy'ari Bangsri Sukodono dealing with their grammatical mastery of irregular verb.

D. Research variable

The variables need to be specified in this design to make the readers understand about groups that can get the treatment or not and what out comes are being measured. According to Ary, a variable is a construct or a characteristic that can take on different values or scores.³¹ In this case there

³¹Donald Ary, et al. Introduction to Research in Education. (Canada: Wadsworth, Cengage Learning, 2006), P. 37

are two variables: dependent and independent variable. The first variable is dependent variable. The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions. In this research, the dependent variable is student's grammatical mastery of English irregular verb. While independent variable is the input variable. It refers to abstract processes that are not directly observable but that link the independent and dependent variables. In this research, the independent variable is Stick Stuck Stuck (*Rap song*).

Table 3.2. The Relation Between The Variables.

Dependent Variable	Independent Variable
Student's Grammatical Mastery	Irregular Verb Rap Song with
of Irregular Verb. (X)	The Tittle "Stick Stuck Stuck"
	(Y)

E. Research Instrument

1. Field Note

Writing field notes requires more practice, being on the field, observing, taking notes, reflecting, registering emotional responses, conducting unstructured observation and capturing what we see for

further reflection down the road.³² During the researcher do an observation field note. The researcher concerns about the way teacher deliver of the material and concern to the student's responses during the teaching process begun and make sure, is the teaching media appropriate or not then indicates the difficulties that student's faces during the lesson. So, the researcher use observation field note to gather all of the important information deeply and wrote it completely on this paper.

According to Strater that good form of the field note must be including in some points:

- Date, time, and place of observation
- Specific facts, numbers, details of what happens at the site
- Sensory impressions: sights, sounds, textures, smells, taste
- Personal responses to the fact of recording field notes
- Specific words, phrases, summaries of conversations, and insider language
- Questions about people or behaviors at the site for future

³²Raul Pacheco-Vega. 2019. Writing Field Notes and Using Themto Prompt Scholarly Writing. University of Alberta.

investigation

• Page numbers to help keep observations in order³³

So the researcher used that theory to construct the instrument of observation field note.

2. Test

A test is used to examine someone's knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been searched.³⁴ Furthermore, the researcher constructed progress test for this study. According to richard, progress test may be viewed as similar to an achievement test but much narrower and much more specific in scope.³⁵ Progress tests are usually administered at the end of a unit, a course, or term. But, in this study the researcher used progress test to assess student's grammatical mastery of irregular verb. Then, the researcher constructed progress test by using irregular verb as the material.

Furthermore, the function of this test also related with the experimental research because they help examiners in general and language teachers in particular to assess the degree of success of their

³⁴Dr. Sheeba. 2017. Importance of Testing and Evaluation in Teaching and Learning. KSA.

³³Chiseri, Strater (1997).

³⁵Richards, J. C. & T. Rodgers. (1986). Approaches and Methods in Language Teaching. New York: Cambridge Press University.

programmers and teaching and the researcher hopes that this test can be useful to identify their shortcomings and weaknesses respectively. The researcher designed the test which provide 20 multiple choice questions. The reason why the researcher uses multiple choice as the type of the test items because it has the advantages. According to Bjork, there are many advantages to multiple-choice testing. Although it difficult to create, they are easy to score and therefore are the evaluation method of choice in large classes. The added benefit is that taking a test generally improves students' performance on a later test; this is referred to as the *testing effect*. Based on the explanation above, this test is appropriate to use for the researcher. Because this study took the data from population which more than 20. So, the researcher wants the easy way to scoring the test and needs the effective time to analyses the result.

Although, the multiple choice has the advantage about the easy way to scoring the result. But, it also has the disadvantages about how to design a good multiple choice test. According to Steven, a standard multiple-choice test item consists of two basic parts: a problem (*stem*) and a list of suggested solutions (*alternatives*). The stem may be in

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³⁶Bjork, R. A. (1975). Retrieval as a memory modifier: An interpretation of negative recency and related phenomena. In R. L. Solso (Ed.), *Information processing and cognition* (pp. 123–144). New York: Wiley.

the form of either a question or an incomplete statement, and the list of alternatives contains one correct or best alternative (answer) and a number of incorrect or inferior alternatives (distractors).³⁷ Regarding the explanation above, the researcher also use the common type about the standardized of designing the good multiple choice test by providing only one the right answer and distractors.

Next, for the detail explanation would be explained in this paragraph. Question number 1-5 is the multiple choice with short biographical recount text. Then, number 6-20 is the multiple choice with the short sentences. The researcher adopted the biographical recount text from student's book with the tittle "English Skills for the Future". This book was designed for senior high school/ Madrasah Aliyah Grade and this book use K-13 curriculum.

After that, the question and answer originally made by the researcher. The researcher also makes the distractor for the multiple choice answer by choosing the word which have same pronunciation to distract them. This test used for pretest and posttest. Then, some explanation about the result of observation field note would be followed as the descriptive explanation later.

³⁷Steven J. Burton. (1991) How to Prepare Better Multiple-Choice Test Items. Brigham Young University. Hawaii

E. Data Collection Technique

1. Observation

Observation help you to identify and guide for the relation of the informants. It was taught as to learn about how people's behavior in the real setting and how things are organized and prioritized. It is also give us a study about the social setting in the society. We can know about the participants, and learn about how to ask them and which questions may help us to answer the research questions.³⁸ Observation is used in both quantitative and qualitative studies. Then, the researcher used observation field note in this quantitative research to gather all of the information during the treatment proses did. To know how the researcher did the observation field notes, the researcher brought 5 points as follows:

- The researcher observed the activities and wrote important information during the treatment process. The observations were in both control and experimental classes.
- The researcher did the observation twice in a week for both control and experimental classes.
- 3. The observation run about 30 minutes for each class.
- 4. The observations were done in weeks 2 and weeks 3.

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³⁸LeCompte, M.D., &, J.J. (1999) *Schensul Analyzing and interpreting ethnographic data*. Walnut Creek CA. Altamira Press, a division of sage publication

5. The researcher observed all of the treatment process and identified what the teacher did in the classroom, such as the students' responses and ways teachers use songs in their practices.

2. Test

The way of the researcher gathers all of the data for this research which presented in this point. The teacher gave the pretest to the student's. The teacher provides the pretest to measure the prior knowledge of the students. Then, the teacher provide pretest once in a week and the duration of doing pretest is 30 minutes. Pretest was given for both control and experimental class. Furthermore, the teacher gave the treatment twice for weeks 3.

For the control class, the irregular verb pop song would be be given for the treatment and for the experimental class got the irregular verb rap song as the treatment. Both of the class got the treatment twice in weeks 2-3 and the last step which is posttest would be given to the students in weeks 4. The post test conducted in weeks 4. The researcher uses the same test for the pretest because the researcher wants to measure is there any effect to student's

grammatical mastery of irregular verb before and after giving a treatment. The step is important to know their improvement about their prior knowledge and also the result after giving th treatment. To sum up the way the researcher collects the data, the researcher brought 3 (three) activities as follows:

1. Administering the pre-test

The teacher did the pre test offline. Pretest was carried out on Monday, 25th January 2021 in the Experimental class and on Wednesday, 27th January 2021 in the Control class. The teacher did pretest in weeks 1.

2. Administering the treatment

In weeks 2-3, the teacher administering the treatment, the teacher took 2 meetings for each class in each week. In weeks 2, the teacher did the treatment for experimental class on Monday, 1st February 2021 and Wednesday 3rd February 2021. Then, in weeks 3 the teacher gives the treatment on Monday 8th February 2021 and Wednesday 10st February 2021. So, if we can sum up the total of the treatment that the teacher did was four meetings.

3. Administering the post test

Posttest was carried out on Monday, 15th February 2021 for the Experimental class and on Friday, 17th February 2021 for the Control class. The researcher did posttest in weeks 4.

F. Data Analysis Technique

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate the data. According to Shamoo & Resnik, various data analytic technique "provide a way of drawing inductive inferences from data and distinguishing the phenomenon of interest from the statistical fluctuations present in the data." ³⁹

In quantitative research, especially in experimental design the researcher use inferential statistic percentage score is also used to know the students' ability in grammatical mastery of irregular verb. The formula used to test the hypothesis was t-test with the level of significance 0,05 (95%).

The steps under taken in quantitative analysis employing the next page formulas: Firstly, the formula below that would be used to calculate the students' score per person:

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³⁹ Sharma, Balkishan. 2018. Processing of data and analysis. India

$$S = \frac{\sum R}{n} \times 100$$

Where:

S:Score

 $\sum R$: The sum of right answers

N: The total number of items

Secondly, the criteria that were used to classify the score and also see the improvement of the student's knowledge after they did pretest and posttest. So the table below is the classification:

Table 3.3. The Classification of Student's Score

No	Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Fairly Poor
7	0-35	Poor

Thirdly, the formula below that would be used to calculate the percentage of the students' score:

$$P = \frac{F}{N} x 100$$

Where:

P: percentage

F: frequency

N: the total number of students

After that, the formula that was used to know whether the mean score was exceptional or not as follows:

SD =
$$\sqrt{N}$$
, where SS = $\sum X^2 - (\frac{\sum X^2}{N1})^2$

 $(Gay)^{40}$

Where:

SD: standard deviation

SS: the sum of square

N: total number of the subjects

 $\sum X^2$: the sum of all square: each score is squared and all the squares are added

up

 $(\sum X^2)$: the square of the sum: all the scores are added up and the sum is

square, total

Next, the researcher used Paired T-Test as the kind of one method in SPSS 16. Paired T- Test is used to compare two populations which observations in one sample can be paired with observations in the other sample. Examples of where this might occur are: before-and-after observations on the same subjects (e.g. students' diagnostic test results

⁴⁰L.R. Gay and Peter Airasian. Op Cit. P. 321

before and after a particular module or course) or we usually called with pre-test or post-test. Other example that might be appropriate to use Paired T-Test when compare of two different methods of measurement or two different treatments where the measurements/ treatments are applied to the same subjects (e.g. blood pressure measurements using a stethoscope and a dynamap).⁴¹

The formula below would be used to calculate the score of pretest and posttest. So, the significant difference between the result of the both classes would be known from this calculating:

$$t_{count} = \frac{\underline{D}}{\frac{\underline{SD}}{\sqrt{n}}}$$

$$SD = \sqrt{var}$$

$$(s2) = \frac{1}{n-1} \sum_{i-1} (x_i - \hat{x}_i)^2$$

Where:

 $t_{count} = t$ value count

 \underline{D} = the average of the difference between the measurements 1 and 2

SD = standard deviation of the difference between the measurements 1

and 2

 $n = \text{number of samples}^{42}$

⁴¹Shier, Rosie.2004. Statistics: 1.1 Paired t-test. University of Bristol.

⁴²Wang, Bokai.2017. The Differences and Similarities Between Two-Sample T-Test and Paired TTest.

Finally, the result of the t test could be compared with t table to see the media (song) can improve student's grammatical mastery or not is a significant difference between the experimental class and controlled class on the other hand, the experiment is effective or not.

T table \leq t test= Effective

T table \geq t test= Not effective

 $(Gay)^{43}$

G. Procedure of The Research

a. Pre Test

As the first step, the two classes would be given the pretest. Giving a pretest here was intended to see the student's prior knowledge about grammatical mastery of irregular verb and the type of pretest was multiple choice test. The teacher did the pretest in weeks 1.

c. Treatment

The next stage was treatment. This is for determine student's grammatical mastery of irregular verbs. The researcher used rap song as the treatment. The teacher as the perpetrator gave an irregular verb

University of Rochester.

⁴³L.R. Gay and Peter Airasian. Op Cit. P. 34

rap song as a treatment to the experimental class and students act as objects. In the experimental class, students used rap song to improve their abilities before do the post test. Meanwhile, in the control class students get irregular verb pop songs, where both of them get songs that still contain irregular verbs but have different genres. Furthermore, the detail stages in this study would be explained in the explanation below:

• Experimental Class

The experimental class in this study was treated by using irregular verb rap song. Students hone their grammatical mastery of irregular verb skills through this media. The teacher played the song twice and while the song was playing, a teacher gives the lyrics and they sing a song together.

Control Class

In this step, the control class also get the treatment like the experimental class did. The researcher used irregular verb pop song. The teacher played the song twice and while the song was playing, a teacher gives the lyrics and they sing a song together.

d. Post Test

As the final step, the two classes has already treated by pretest

and also the treatment. So, a posttest is the closing of research procedure here. Giving a posttest was intended to see student's grammatical mastery of irregular verb was increased or not and to see whether their prior knowledge was increased or not after giving the treatment. Then, hopefully the last stages give the good result for this research and help the students to increase their grammatical mastery of irregular verb especially when they write the genre of text by using irregular verbs.

H. Validity and Reliability Testing

As previously mentioned, the researcher used tests as the research instrument. A good test must fulfill and consider standardized of test itself. There are some aspects to make a good test, those are: validity and reliability.

1. Validity

According to Ary et al defines validity as the extent to which an instrument measured what it claimed to measure.⁴⁴ Others explanation from Creswell that validity means the individual scores of an instrument are meaningful. It is allow the researcher to draw

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⁴⁴Donald Ary, et al.2006.*Introduction to Research in Education*. Canada: Wadsworth, Cengage Learning., P. 225.

good conclusions from the sample population being studied.⁴⁵ In short, validity refers to how well a test measures what it is purported to measure.

There are a number of types of validity such as: face validity, construct validity, criterion-related validity, formative validity and sampling validity. In this study, the researcher used formative validity. Formative validity was applied to outcomes assessment. It is used to assess how well a measure is able to provide information to help improve the program under study. For example: when designing a rubric for history one could assess student's knowledge across the discipline. If the measure can provide information that students are lacking knowledge in a certain area, for instance the Civil Rights Movement, then that assessment tool is providing meaningful information that can be used to improve the course or program requirements.⁴⁷

To ensure that both issues are satisfied, the pilot test was administered to a school where the respondents were not involved in the actual research. So, the researcher made the test has good validity

⁴⁵Creswell, J.W (2005). Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 2nd Edition. Pearson Merrill Prentice Hall

⁴⁶Cronbach, L. (1990) Essentials of psychological testing. Harper & Row, New York.

⁴⁷Carmines, E., and Zeller, R. (1979) *Reliability and Validity Assessment*. Sage Publications, Beverly Hills, California.

by collaborate with the English teacher in MA Hasyim Asy'ari Bangsri Sukodono to design the appropriate test about irregular verb that would be given to the students later. The researcher designed the test based on the K-13 curriculum and the agreement of English teacher in MA Hasyim Asy'ari Bangsri Sukodono and analyse the validity of the test by using excel.

2. Reliability

According to Gay, Reliability is the degree to which a test consistently measures whatever it measures. ⁴⁸ Measurements are reliable to the extent that they are repeatable and that any random influence which tends to make measurements different from occasion to occasion or circumstance to circumstance is a source of measurement error. 49 Grounlound also stated about reliability refers to the consistency of measurement that is, to see how consistent test scores or other evaluation results are from one measurement to another.50

There are several types of reliability, such as: test-retest reliability, parallel forms reliability, inter-rater reliability and internal consistency reliability. This study use test-retest reliability as the type. This is a measure of reliability that obtained by administering

⁴⁸Gay, L., 1987. Eductional research: competencies for analysis and application. Merrill Pub. Co., Columbus.

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⁴⁹Nunnally, J., 1978. *Psychometric Theory*. McGraw-Hill, New York.

⁵⁰Henning, G. 2000. A Guide to Language Testing. Mass: New Bury House Publishers.

the same test twice over a period of time to a group of individuals. The scores from Time 1 and Time 2 can then be correlated in order to evaluate the test for stability over time. For example: a test designed to assess student learning in psychology could be given to a group of students twice, with the second administration perhaps coming a week after the first. The obtained correlation coefficient would indicate the stability of the scores. Fig. 4 good test should have validity and reliability. Because the test is not valid for the purpose for which its design, the scores does not mean what they are supposed to mean. So, while design a reliability of this test. The researcher analyzed each item of the instrument and sum up all of the score by using SPSS 16.0 version. Then the result of all of the scoring can be seen as the reliable statistic later.

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⁵¹Berk, R. (1979) Generalizability of Behavioral Observations: A Clarification of Inter-observer Agreement and Inter-observer Reliability. American Journal of Mental Deficiency, Vol. 83, No. 5, p. 460-472.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is divided in two parts, they are research finding and discussion. The findings answer the research questions, namely: the effectiveness of *rap songs* to facilitate Student's Grammatical Mastery of Irregular Verb. Then the discussion part describes the data analysis of this study. The detail information of the findings and discussion was explained in the following sections:

A. Finding on the Effectiveness of RAP Songs to Facilitate Students'

Grammatical Mastery of Irregular Verb.

The findings of this research were based on the results of the data analysis, the result of pretest, the result of treatment process through observation field note and the result of posttest. The pretest was given to find out the prior knowledge of students' grammatical mastery of irregular verb before presenting irregular verb *Rap Song*. The treatment was given as the media to improve students' grammatical mastery of irregular verb and the post test was given to find out the improvement of the students' grammatical mastery of irregular verb. Furthermore, the detail information about the effectiveness of *rap song* to

facilitate student's grammatical mastery of irregular verb was described in the following section:

1. Administering the Pre-Test

The researcher has already analyzed the final score of pretest for experimental class and control class by determined the frequency and the percentage score first. Here the detailed information about frequency and percentage for both class in pretest:

Table 4.1 The result of frequency and percentage score of

Control class score in pre-test

No.	Classification	Score	Frequency	Percentage
1	Excel <mark>le</mark> nt	96 – 1 00	0	0%
2	Very Good	86 – 95	0	0%
3	Good	76 - 85	0	0%
4	Fairly Good	66 - 75	3	10%
5	Fair	56 – 65	7	23%
6	Fairly Poor	36 -55	10	33%
7	Poor	0 - 35	10	33%
	TOTAL		30	100%

Table 4.1 above shows the rate percentage of score of control class in pre-test from 30 students, none of the students got excellent, none of students got very good and good classification. Few students got fairly good score in 10%. Students who got fair classification is 23% and the last most of the students got 33% for fairly poor and poor. In this case students

in control class have some students who interest with English. That's is why there is still 10% of students who got fairly good classification. But, the most percentage that many students got in this case is fairly poor and poor. But, the important things were to see the comparison between pretest and posttest later.

Table 4.2 The result of frequency and percentage score of

Experimental class score in pre-test

No.	Classificatio n	Score	Frequency	Percentage
1	Excellent	95 – 100	0	0%
2	Very Good	85 – 94	0	0%
3	Good	75 – 84	0	0%
4	Fairly Good	65 – 74	2	7%
5	Fair	55 – 64	3	10%
6	Fairly Poor	45 -54	12	40%
7	Poor	0 - 44	13	43%
	TOTAL	_/_	30	100%

Table 4.2 above shows the rate percentage of score of control class in pre-test from 30 students, none of the students got excellent, none of students got very good and good classification. Few students got fairly good score in 7%. Students who got fair classification is 10% and the last most of the students got 40% for fairly poor and 43% for poor. Honestly, both class have almost equal ability. So, this is good to take the as

population. Although some students in control class little bit excited than experimental class. Both others students who are not interest about English are equal. So, the result of frequency and percentage in pretest is almost same. Although, students in experimental class got bigger percentage for poor classification which 43%. There is only little bit different from percentage that control class got which is 33%.

2. Administering the treatment for experimental and control class

A. Treatment for experimental class (X IPS 1)

Day 1

Today, I do observation field note in MA Hasyim Asy'ari Bangsri Sukodono. I do observation on Monday, 1st February 2021. I do observation after the pretest did. There are 30 students in that class. The learning process run not normally as usual because there is limitation for the time. During the pandemic, every teacher in each subject got 30 minutes. This is the first time the teacher gives the treatment. Experimental class get irregular verb rap song as the treatment. Before the treatment did, the teacher prepare the audio and also the lyrics. The lyrics has already share in their group in their smartphone. The teacher sings the song first and then the students copy the melody of the song by the teacher's instruction. The teacher plays the song four times. Then, the treatment process took 30 times.

Related to the way teacher delivers the song as a media. The students interest enough, this song is new for them. But, they really enjoy the melody, because "Stick Stuck Stuck" rap song by Jason R. Levine has energetic rhythm. They are little bit difficult to imitate the melody at first. But, after the teacher ask them to sing a song along the learning process. They are very enjoying the music. So, the teacher gave this treatment twice in a weeks and we can see their improvement later in the second treatment.

From the classroom atmosphere the condition of the class is good and comfortable and the facilities also good. There are lcd and audio. Furthermore, when we talk about the details explanation of their sensory impressions like sight, give pay attention to others or the interaction between the teacher and students. All of the students in X IPS showing interest in the first treatment and the teacher happy with it. The teacher also asks them to memorize the song in their home. After the treatment did. The teacher asks the students to download the song in the internet. This is make them more remember about the lyrics later. This song is good. There are many irregular verb word from base verb until verb 3. So, with the good lyrics from the song. The teacher and the researcher hope, it will be effective to facilitate student's grammatical mastery of irregular verb later.

Day 2

Today, I do observation field note in X IPS 1. I do observation on

Wednesday, 3rd February 2021. This is the second observation from treatment process. Experimental class get irregular verb rap song as the treatment result and they are enjoying the song. Although in the first treatment they are little bit difficult to follow the melody because rap song has fast rhythm and they must follow the melody by the instruction of the teacher in many times. So, the teacher asks them to memorize the song in their home and all of the students have already download the song and they have already got the lyrics.

Then, in the second meeting. They show very good responses. They have already memorized the melody without the teacher's instruction and they are really enjoying the song. This is good improvement. The researcher and the teacher hope this improvement can be impact to the result of posttest later as the final result.

From the classroom atmosphere the condition of the class is still good and comfortable and the facilities also good. This is still same with the first meeting. Audio and lcd also support for all of the classroom. But, the teacher is seldom to use it. Fortunately, from this treatment process the equipment in that school can use properly. Furthermore, when we talk about the details explanation of their sensory impressions like sight, give pay attention to others or the interaction between the teacher and students. All of the students in X IPS showing more interest from the first treatment.

Treatment for control class (X IPA 1)

Day 1

Today, I do observation field note in MA Hasyim Asy'ari Bangsri Sukodono. I do observation on Monday, 8th February 2021. This is the control class. In this school, there are only two classes for tenth grade. Each of them has equal students. There are 30 students for tenth grade students. The learning process run not normally as usual because there is limitation for the time. During the pandemic, every teacher in each subject got 30 minutes. This is the first time the teacher gives the treatment. Control class get irregular verb pop song as the treatment. Both class has the same song about irregular verb but each of them get different genre. The students in control class get irregular pop song with the tittle "Yellow" by cold play.

From the classroom atmosphere the condition of the class is good and comfortable and the facilities also good. Before the treatment did, the teacher prepare the audio and also the lyrics. The teacher sings the song first and then the students copy the melody of the song by the teacher's instruction. But, when the teacher plays the song. Students not show good interest. Because, they have already known the song. The song is common

and they are show the respond just so so.

Day 2

Today, I do observation field note in MA Hasyim Asy'ari Bangsri Sukodono. I do observation on Wednesday, 10th February 2021. This is the second observation for control class. For experimental class, the teacher did the treatment in weeks 2 but for control class the teacher did the observation in weeks 3. So, this is the last observation for control class that the researcher did in weeks 3. The learning process run not normally as usual because there is limitation for the time. During the pandemic, every teacher in each subject got 30 minutes. This is the second time the teacher gives the treatment. Control class get irregular verb pop song as the treatment. Both class has the same song about irregular verb but each of them get different genre. The students in control class get irregular pop song with the tittle "Yellow" by cold play.

From the classroom atmosphere the condition of the class is good and comfortable and the facilities also good. But the result of observation for the second treatment for control class show the same response same with the first treatment, the teacher has already done the method like experimental class get. The teacher plays the song twice and give them the lyrics and then guide them to sing a song based on the right lyrics and

melody. The teacher also has already ask them to download the song and memorize the song in their home. But, students in control class are not interest with the irregular verb pop song.

The response between students from control class and experimental class are different. Students more enjoy irregular verb rap song because the song is new for them and also the rhythm is so energetic. Different with irregular verb pop song which has calm melody. So, they feel bored. To know the effectiveness of rap songs to facilitate student's grammatical mastery of irregular verb, the researcher explained the result of pretest and posttest later.

3. Administering the posttest

The researcher has already analyzed the final score of posttest for experimental class and control class by determined the frequency and the percentage score first. Here the detailed information about frequency and percentage for both class in posttest:

Table 4.3 The result of frequency and percentage score of

Control class score in post-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	96 –		
1	Excellent	100	0	0%
2	Very Good	86 – 95	0	0%
3	Good	76 - 85	0	0%
4	Fairly Good	66 - 75	3	10%
5	Fair	56 – 65	6	20%

6	Fairly Poor	36 -55	12	40%
7	Poor	0 - 35	9	30%
TOTAL			30	100%

Table 4.3 above shows the rate percentage of score of control class in post-test from 30 students, none of the students got excellent, none of students got very good and good classification. Few students got fairly good score in 10%. Students who got fair classification is 20% and the last most of the students got 40% for fairly poor and 30% for poor. Compare with pretest in the result of frequency and percentage, there is little bit different between both results. So, the researcher concludes that media which use for control class is not giving significant improvement of student's mastery of irregular verb. Many score of pre and posttest from control class treatment show the same score.

Table 4.4 The result of frequency and percentage score of

Experimental score in post-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	95 – 100	0	0%
2	Very Good	85 – 94	2	7%
3	Good	75 – 84	6	20%
4	Fairly Good	65 - 74	9	30%
5	Fair	55 – 64	5	17%
6	Fairly Poor	45 -54	8	27%
7	Poor	0 - 44	0	0%
	TOTAL		30	100%

Table 4.4 above shows the rate percentage of score of control class in post-test from 30 students, none of the students got excellent, 7% students got very good and 20% got good classification. Then, 30% of students got fairly good,17% for fair, 27% for fairly poor. After that none of students got poor. Belong to pretest score from experimental class, the students got good improvement for their ability in grammatical mastery of irregular verb. Finally, the researcher concludes that the treatment about irregular verb rap song can influence student's grammatical mastery of irregular verb rather than irregular verb pop song for control class treatment.

Table 4.5 The result of Descriptive Statistics of Mean Score and Standard Deviation of Control Class

	N	Mean	Std. Deviation
Pre-Test (Control Class)	30	47.33	18.134
Post-Test (Control Class)	30	46.67	18.257
Valid N (list wise)	30		

The table indicated the mean score of control class in the. Pre-test is 47.33 and the standard deviation 18.134. While the mean score of posttest is 46.67 and the standard deviation is 18.257.

Table 4.6 Descriptive Statistics of Mean Score and Standard Deviation of Experimental Class

	N	Mean	Std. Deviation
Pre-Test (Experimental Class)	30	40.00	18.476
Post-Test (Experimental Class)	30	64.83	17.094
Valid N (list wise)	30		

The table indicated the mean score of experimental class in the Pretest is 40.00 and the standard deviation 18.476. While the mean score of posttest is 64.83 and the standard deviation is 17.094. After knowing the result of mean score and standard deviation from both class, which are control class got mean 47. 33 and 18.134 for standard deviation in pretest while experimental class got mean 40.00 and 18.476 for standard deviation in pretest. Then, control class got mean 46.67 and 18.257 for standard deviation in posttest. While experimental class got higher improvement for scoring which 64.83 for mean and 17.094 for standard deviation. So, again from mean and standard deviation data analyses

show that irregular verb rap song that has already given for experimental class give higher impact to student's grammatical mastery of irregular verb rather than irregular verb pop song that has already given for control class.

Table 4.7 The Result of Paired Samples Statistics of control class

		Mean	N	Std. Deviation
Pair 1	Pre-Test (Control Class)	47.3333	30	18.13424
	Post-Test (Control Class)	46.6667	30	18.25742

The output of this first section presents a description of the data from the pre-test and post-test results for the control class. They include the average before treatment and after treatment. The mean before treatment was 47.3333 and the standard deviation was 18.13424 then the mean after treatment was 46.6667 and the standard deviation was 18.25742. From the table above it can be concluded that there is no effect of pop songs as the media used for testing the control class because there is no significant increase in the mean for the control class.

Table 4.8 The Result of Paired Samples Test of Control Class

			Paired Differences				t	df	Sig. (2-tailed)
			Std. Deviatio	Std. Error	95% Co Interva Diffe	l of the			
		Mean	n	Mean	Lower	Upper			
Pair 1	Pre-Test (Control Class) - Post-Test (Control Class)	.66667	2.17086	.39634	14395	1.47728	1.68	29	.103

The output of part two shows the difference between the pair of pretest and post-test variables. In this section, the most important thing to look at is the significant tailed. The significant tailed column in the right corner shows a value of 0.103, this indicates that there is no influence of irregular verb pop song which can increase the students' mastery of irregular verb because the significant tailed of the treatment for the control class shows a probability value> 0.05.

Table 4.9 The Result of Paired Samples Statistics of Experimental Class

		<mark>Me</mark> an	N		Std. Deviation
Pair 1	Pre-Test (Experimental Class)	<mark>40.</mark> 0000		30	18.47645
	Post-Test (Experimental Class)	64.8333		30	17.09423

The first part of the output presents descriptive data from the pre-test and post-test results for the control class. They include the means before treatment and after treatment. The mean before treatment was 40.0000 and the standard deviation was 18.47645 then the mean after treatment was 64.8333 and the standard deviation was 17.09423. From the table above, it can be concluded that there is an effect of rap song as a medium used to

test the control class because it shows a significant average increase for the experimental class.

Table 4.10 The Result of Paired Samples Test of Experimental Class

		Paired Differences					t	df	Sig. (2- tailed)
			Std.	Std.	95% Confidence Interval of the Difference				
		Mean	Deviatio n	Error Mean	Lower	Upper			
Pair 1	Pre-Test (Experimental Class) Post-Test (Experimental Class)	-2.48333E1	9.69210	1.7695 3	-28.45242	-21.21424	-14.034	29	.000

The output of part two shows the difference between the pair of pretest and post-test variables. In this section, the most important thing to look at is the significant tailed. The significant tailed column in the right corner shows a value of 0.000. This suggests that there is an effect of irregular verb rap song which can increase students' mastery of irregular verb because the significant tailed of the treatment for the experimental class shows a probability value <0.05.

B. Validity and reliability of The Test

1) Validity

Validity is a crucial factor to consider when a researcher reviews a data instrument,. According to Drost, validity refers to how well a measure accurately represents the underlying construct that it is intended to measure. Validity, according to Zohrabi, is an attempt to explain the truth of a study's findings. Does an IQ test, for example, assess intelligence? Theoretical and empirical evidence are used to determine validity. Theoretical assessment is the process of translating or representing a construct's concept into an operational measure. This is done by a panel of judges or university lecturers who rate the acceptability of each item and evaluate its fit in the construct description.

In this study, the researcher used a population of 60 students. As a result, the researcher chose a level of significance of 5% and an r-table of 0.254. Because this is based on the typical rules for determining the validity of a study when the population totaled 60. The researcher has previously collated all of the data from the entire population using Microsoft Excel. The researcher employed formative validity, which is one of the many types of validity. In order to assess results, formative validity was used. It is used to determine how well a measure can provide information to assist in the improvement of the program under investigation.

The following is the outcome of the validity test:

Table of 4.11 Validity of The Test

Item	Sum of Validity	R-Table	Status
1	0.285	0.254	Valid
2	0.340	0.254	Valid
3	0.668	0.254	Valid
4	0.362	0.254	Valid
5	0.449	0.254	Valid
6	0.389	0.254	Valid
7	0.259	0.254	Valid
8	0.258	0.254	Valid
9	0.369	0.254	Valid
10	0.355	0.254	Valid
11	0.351	0.254	Valid
12	0.260	0.254	Valid
13	0.223	0.254	Valid
14	0.394	0.254	Valid
15	0.498	0.254	Valid
16	0.729	0.254	Valid
17	0.666	0.254	Valid
18	0.596	0.254	Valid
19	0.561	0.254	Valid
20	0.481	0.254	Valid

Based on the researcher's statistic calculation above, all of the multiple choice test data showed valid. The researcher said valid or not from analyse the sum of validity and r-table. If sum of validity higher than r-table (0,481<0.254), it can be proved valid. From the data above showed that all of the result of validity higher than r-table.

2) Reliability

The multiple choice test items' reliability was prepared for tenth grade students at MA hasyim asy'ari Bangsri Sukodono. This reliability is based on Arikunto's (2006: 184) standard index, which states that an item is regarded trustworthy if the coefficient correlation of each item is higher or equal to the table of crucial value of product moment with the level of significance 95%. Thus according to Marshall and Hales (1972: 106) who highlighted that 0,600 is the standard index of reliability value. So, if the result of reliability showed under 0,600. It can be said the instrument is far from valid. But if the result of reliability showed 0,600 or higher than that, it can be said the reliability of the data was good. Beside that, the test's reliability result in this research showed 0,721<0,600. So, it can be said the reliability of the data was good. To be explicit, the following table of reliability is provided by the researcher:

Table of 4.12 Reliability of The Test

Case Processing Summary					
	-	N	%		
Cases	Valid	60	100.0		
	Excludeda	0	.0		
	Total	60	100.0		

Reliability Statistics				
Cronbach's				
Alpha	N of Items			
.721	19			

Item-Total Statistics of Reliability Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha
X1	50.6667	336.836	.170	.721
X2	49.8333	355.904	026	.734
Х3	50.1667	304.209	.616	.682
X4	50.2500	330.021	.272	.712
X5	50.7500	321.886	.340	.706
X6	50.0000	329.661	.299	.710
X7	51.4167	349.230	.028	.734
X8	50.7500	340.530	.126	.725
X9	50.8333	328.955	.255	.713
X10	51.4167	329.739	.242	.715
X11	51.1667	330.819	.229	.716
X12	51.3333	340.565	.121	.726
X13	50.9167	341.942	.108	.727
X14	51.0000	326.102	.284	.711
X15	51.3333	314.294	.420	.698
X16	51.4167	294.145	.669	.673
X17	51.2500	301.377	.576	.682
X18	51.5000	309.576	.479	.692
X19	51.5000	316.356	.398	.700

C. Discussion on The Effectiveness of Rap Songs to Improve Students' Grammatical Mastery of Irregular Verb.

Rap song is an appropriate media to improve student's mastery of irregular verb in senior high school students. This media is very helpful to increase students' interest and enjoying in learning which makes them more involves in their vocabulary mastery of irregular verb. In this study, several things have been inferred logically. First, for both classes, they were having similar problems, most of students less interest when the teacher delivers the material in common way. From the observation result that researcher has already written. The results show from both class, there are four problem in assess student's grammatical mastery of irregular verb: 1) the teacher tells to the researcher in each year, students grammatical mastery of irregular verb for senior high school was difficult to improve, moreover student's grammatical mastery of irregular verb is important to be concern because when students have good ability in grammatical mastery of irregular verb it helped them got good score in some genre text which need irregular verb (past form). 2) the teacher also confuses to assess their ability in grammatical mastery of irregular verb, when teach the students the teacher only use English book as teaching media. Although there are lcd and audio in the class. So, less information about teaching media also need to be concern in this case, 3) students feel bored when the teacher only used English book as the media.

4) irregular verb is more difficult to memorize rather than regular verb. In regular verb, we have certain rules by put -ed from the base verb but irregular verb is different, we cannot put -ed from the base verb. Then, the form of verb from base verb, verb 2 and verb 3 was different.

The researcher has already done microteaching in this school before, so the researcher has already known the condition of the students in this school. When the researcher teaches about past tense for senior high school students. They still confused about verb 1 verb 2 or verb 3 of irregular verb. So, from this problem the researcher discusses with the teacher. Then, the teacher tells that in each year the teacher difficult to find the alternative teaching media to improve their grammatical mastery of irregular verb in each grade of senior high school level. The teacher tells the researcher that he ever uses pop song in teacher English but not for specific case like to improve students' grammatical mastery of irregular verb rap song to improve student's grammatical mastery of irregular verb rap song to improve student's grammatical mastery of irregular verb. Then on January 2021, the researcher back to the school to did the researcher.

In experimental research, treatment must be applied to both variables. So the researcher decides to use same irregular verb song but both have different song genre. The researcher use pop song irregular verb for the control class. the reason why the researcher use pop song for control class. Because of pop song is common use in teaching vocabulary in any level of education. The teacher tells the researcher that he ever uses pop song in teacher English and use irregular verb rap song for experimental class. Irregular verb rap song is quite new used in teaching irregular verb. most of them has already applied in abroad. But, "Stick Stuck" rap song is good irregular verb song. The word about irregular verb are so many in this song than irregular verb pop song. So, the researcher expect that irregular verb rap song can solve this problem.

From research findings, we can conclude that students who got irregular verb rap song as a treatment showed big desire in learning process and also showed significant improvement. We can see from the result of treatment condition and also the pretest and post test score that they have already gotten. Experimental class got score 40.00 for pretest and 64.83 for posttest. Then, students who got irregular verb pop song as a treatment are not showing the significant improvement. We can see from the result of treatment condition and also the pretest and post test score that they have already gotten. Control class got score 47.33 for pretest and 46.67 for posttest.

Furthermore, the result of observation from the treatment process also give the good result for experimental class. The researcher has already observed all of the treatment process in weeks 2-3. Then, the researcher has already entered in each class twice during the treatment. When focus to the treatment process while teacher give the treatment, the researcher saw that students who got irregular verb rap song as the treatment showed good improvement, they were more enthusiast in the learning process and before they get the treatment almost student got poor, fairly poor, fair, fairly good but after treatment they got good and very good also. Contrast with students who got irregular verb pop song, they are not interesting enough from the song. Because, the song is very common and not energetic like irregular rap song. The classification from the frequency in pretest also posttest is not showed good improvement, before they get the treatment almost student got poor, fairly poor, fair, fairly good. Then from the result of posttest, they still got same classification. So, there is a significant improvement from students in control class.

Then, analysis of the mean score gap in the post-test between the Experimental and controlled ensures if the technique used was effective. The mean score of the Experimental class was 64.83 and 46.67 for Controlled class. It means the gap of the students' score of the Experimental and Controlled class is 22.16. The explanation of the gap between the two classes indicates that the Experimental class shows high increasing than the Controlled class. To sum up based on the result of this study, which shows the students' scores were much higher after the treatment in Experimental class using *Rap song*, the use of *Rap song* for vocabulary teaching is surely beneficial to improve students' grammatical mastery of irregular verb. The finding above is in line with some theories. According to Schoepp (2000), the repetitive nature of many rap songs can help English learners to get familiar with new words and phrases as they can

rhyme and sing along, music also is a powerful medium to motivate students to learn a second or foreign language.⁵³ Many rap songs, just like folk songs, follow a repeated verse and rhyme, and that makes them easy to follow, for teenagers, it is important to improve their listening and speaking skills, as well as their attention span and memory (Saricoban and Metin, 2000).⁵⁴ When students listen to songs and sing along, the experience is enjoyable and stress- free, it can help second language learners to acquire the language more naturally and effectively. If according to Abbott's (2002) theory, repetition can help build language and fluency, then rap songs can definitely help stimulate second language learning because of its repetitive format.⁵⁴

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⁵²Schoepp, K. Reasons for Using Songs in the ESL/EFL Classroom. The Internet TESL Journal ...

⁵³Saricoban, A. & Metin, E. *Songs, Verse and Games for Teaching Grammar*. 2000. The Internet TESL Journal

⁵⁴Abbott, M. Using music to promote L2 learning among adult learners. TESOL Journal

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents about the conclusion and the suggestion of the study. In the conclusion the researcher presents about the summary of this study. Then it is also followed by suggestion from the researcher.

A. Conclusion

Rap song can improve student's grammatical mastery of irregular verb. This media is effective to apply in senior high school level. The researcher has already done research in MA Hasyim Asy'ari Bangsri Sukodono. The researcher uses tenth grade students as the sample. students' vocabulary mastery. The teacher also used observation and multiple choice test to assess student's grammatical mastery. The findings of this research showed that student's grammatical mastery of irregular verb was improved by irregular verb rap song. It showed by the increasing of mean score of Experimental class that was 40.00 for pretest and 64.83 for the posttest. It was also proved by the result of the statistical analysis indicated that the significant tailed of experimental class is (0.000). If the significance value of t<0.05 means that H₁ was accepted and H₀ was rejected. So, the researcher concluded that Rap Song was effective to improve students' grammatical mastery of irregular verb at the tenth grade students of MA Hasyim Asy'ari Bangsri Sukodono in academic year 2021-2022.

B. Suggestions

a. For English Teachers

The researcher suggested that the teacher could use the *Rap Song* which the tittle "Stick Stuck Stuck" by Jason R. Levine. This song is very good because consists only of irregular verbs which is combined with *rap song* that can help students to learn irregular verb easily and fun way. This song is one of teaching media to improve student's grammatical mastery of irregular verb because irregular verb is important to mastery because it is very useful when students faces genre text that may use irregular verb form like recount text or narrative text. Beside, Rap song is having good rhythm and rhyme. This song can make students energetic. So, the learning process does not seems boring again. But teacher needs audio to applied this media.

b. For The Students

This song can help students facilitate their grammatical mastery of irregular verbs. This song has a lot of irregular verbs which helps students focus on learning them. The rhytm and rhyme in this song also good. As a result, the researcher expects that students will accept this song enthusiastically and use it as a learning tool. The researcher also expects that students will be able to sing along with a song while in the learning process or not. Because, students can learn this song by themselves in their home and this song's melody is simple to recall.

c. For The Future Researchers

This research only focus on grammatical verb which is tense. Whereas there are other types of grammatical verb category such as aspect, modality, mood, and voice. The writers hope that the future researcher can be analyze the other things that does not mention in this research. The similar topic also can be conducted for the next research about student's grammatical mastery of irregular verb in others level.



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