

**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**



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2021

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LIST OF TABLES:

| Table | Page |
|---|------|
| The Quasi Experimental Design | 22 |
| The Relation Between variables | 25 |
| The Classification of students score | 34 |
| The result of frequency and percentage score of control class score in pre test | 44 |
| The result of frequency and percentage score of experimental class score in pre test | 45 |
| The result of frequency and percentage score of control class score in post test | 51 |
| The result of frequency and percentage score of experimental class score in post test | 52 |
| Descriptive Statistics of Mean Score and Standard Deviation of Control Class | 53 |
| Descriptive Statistics of Mean Score and Standard Deviation of Experimental Class | 54 |
| Paired Samples Statistics of control class | 55 |
| Paired Samples Test of Control Class | 55 |
| Paired Samples Statistics of Experimental Class | 56 |
| Paired Samples Test of Experimental Class | 57 |
| Table of validity | 58 |
| Table of reliability | 60 |

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

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.

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*.³⁶ 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

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.

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.

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. So, the researcher tried to solved the problem by using 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 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

