RETAINING STUDENTS’ MEMORY ON IRREGULAR VERB THROUGH SONGS
(A Classroom Action Research at the Eighth Grade of SMPIT Raflesia Cimanggis-Depok)
“Skripsi”

Submitted to the Faculty of Tarbiyah and Teachers Training in a Partial Fulfillment of the Requirements for the Degree of Strata 1 (S.Pd.) in English Language

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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2011
ABSTRACT

Lisrotun Nofifah. 2011. Retaining Students’ Memory on Irregular Verb through Songs (A Classroom Action Research at the Eighth Grade of SMPIT Raflesia Cimanggis – Depok). Skripsi, English Education Department, Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor: Drs. Nasifuddin Djalil, M.Ag.

Keywords: Irregular verb, Songs.

This research is conducted to know whether students’ memory of irregular verb could be retained by using songs and to know how songs could retain the students’ memory on irregular verb. This research was conducted at the eighth grade male Tirmidzi of SMPIT Raflesia Cimanggis – Depok which has 12 male students.

This research used Classroom Action Research (CAR) method in retaining the students’ memory on irregular verb. The researcher used the Kurt Lewin’s model that consists of four phases: planning, acting, observing and reflecting. Then, in collecting and analyzing the data, the writer used observation, interview, pre-test and post-test.

The result of this research showed that song was effective to improve students’ ability in retaining their memory on irregular verb. The students’ responses showed that they were more enthusiastic to learn and retain irregular verb because they thought that the listening to the song was interesting and fun. Moreover, the students’ achievement in pre-test and post-test was significantly improved. Initially, the students’ average score in pre-test was 42.91. There were only 8.33% of the whole students who could pass the criterion of the minimum completeness (KKM). Afterwards, the students’ average score in post-test 1 was 65.83, there were 50% of the whole students who could pass the KKM. Finally, the students’ average score in posttest 2 was 76.66. There were 83.33% of the whole students who could pass the KKM. In other words, there were 10 students who could pass the KKM. From this result, it can be concluded that song can be used as an effective medium to retain irregular verb memory of the eighth grade students of SMPIT Raflesia Cimaggis – Depok.
ABSTRAK

Lisrotun Nofifah. 2011. Retaining Students’ Memory on Irregular Verb through Songs (A Classroom Action Research at the Eighth Grade of SMPIT Raflesia Cimanggis – Depok). Skripsi, English Education Department, Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University Jakarta.

Pembimbing: Drs. Nasifuddin Djalil, M.Ag.

Kata Kunci: Kata Kerja Tidak Beraturan, Lagu.


Hasil Penelitian menunjukkan bahwa lagu efektif untuk meningkatkan kemampuan siswa dalam mempertahankan irregular verb dalam ingatan mereka. Tanggapan siswa menunjukkan bahwa mereka lebih antusias untuk belajar dan mempertahankan irregular verb dalam ingatan mereka karena menurut mereka mendengarkan lagu lebih menarik dan menyenangkan. Selain itu, pencapaian nilai pretest dan posttest mereka juga meningkat secara signifikan. Pada awalnya nilai rata-rata siswa dalam pretest adalah 42.91. Hanya 8.33% dari keseluruhan siswa yang lulus kriteria ketuntasan minimal (KKM). Selanjutnya, nilai rata-rata siswa dalam posttest 1 meningkat menjadi 65.83. Ada 50% dari keseluruhan siswa yang lulus KKM. Dan akhirnya nilai rata-rata siswa dalam posttest 2 mencapai 76.66. Ada 83.33% dari keseluruhan siswa yang lulus KKM. Dengan kata lain, ada 10 siswa yang lulus KKM. Dari hasil tersebut, dapat disimpulkan bahwa lagu dapat digunakan sebagai media yang efektif untuk mempertahankan memori tentang irregular verb siswa kelas VIII putra Tirmidzi SMPIT Raflesia Cimaggis – Depok.
ACKNOWLEDGEMENT

In the name of Allah, The Beneficent, The Merciful.

Praise be to Allah, The Lord of the worlds, who gives the writer guidance and strength, so that she could finish this scientific skripsi. Peace and blessing be upon our prophet Muhammad, his family, his companions and his followers.

This skripsi is presented to the English Education Department Faculty of Tarbiya and Teachers Training UIN Syarif Hidayatullah Jakarta as a partial fulfillment of the requirements for Strata 1 (S1). This research could not be completed without a great deal of help of many people, especially her beloved parents, H. Mudjiono and Hj. Mu’awanah, her beloved brothers Nurcholis. S.Kom and Bayu Setiawan, and her sweet sister Zuli Istiqomah, for all their supports, motivations, moral encouragements, and of course valuable prayers to finish this skripsi.

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10. Her friends at PBI B/06 whose names are cannot be mentioned one by one, for being her best friends in happiness and sadness.

11. Everyone who has given valuable contributions to finish this skripsi.

   The writer realizes that this skripsi is still far from being perfect. Therefore, the writer expects some suggestions regarding this skripsi. At last, the writer hopes that this skripsi will be useful for all.

   Jakarta, May 25th, 2011

   The writer
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CHAPTER 1
INTRODUCTION

A. The Background of The Study

Nowadays, English is well-known as the most widely used and studied foreign language on the earth. In their book “Approaches and Methods in Language Teaching” Jack C. Richards and Theodore S. Rodgers said, “Latin was the most widely studied foreign language five hundred years ago. However, English has become the most widely studied foreign language today”. ¹

In this era of globalization, learning English seems to be an obligation for people who want to be able to compete with other people especially for those who want to study or work abroad.

One of the most common problems which is faced by English learners is grammatical problem. Grammar is absolutely needed when people learn English. The

better people’s grammar is the better they can use English. Therefore, having good ability in grammar is very important when people want to master English.

There are many aspects discussed in grammar and irregular verb is one of them. Irregular verb is needed to master because it is used in some aspects of grammar such as: simple past tense, present and past perfect tense, passive voice, conditional sentence and many others. Those tenses use irregular verb instead of regular verb. Therefore, to be able to use those tenses well, students have to master both regular and irregular verb.

Many students are difficult to transform the basic form of the verb to the form of irregular verb. They do not know whether they add the verb only with –ed or change the whole word.

For example:

Give

Students are confused with the verb 2 of the word “give” above. Some students stated “gived” and the rest said they did not know the verb 2 of “give”.

Another example is when the students were asked about the verb 3 of “cut”. Almost all students stated that the verb 3 of “cut” is “cutted”.

It is not easy for students to retain their memory on irregular verb. They often forget the irregular verb which they have memorized. Thus, there should be a new way to help them in keeping the irregular verb on their mind.

Students also often feel difficult when they learn irregular verb just by listening to explanation and memorizing the verbs as their teacher has been teaching them so. Both listening to the explanation and memorizing the verbs can be boring for students. If listening to the explanation and memorizing all the explained-irregular verbs are the only way which is used to learn and to retain the irregular verb, students can easily forget it. Therefore, there should be a more effective way to help them in learning and in retaining irregular verb on their memory.
The language skills are taught in the order of listening, speaking, reading, and writing.\(^2\) Listening takes the first place in language acquisition. It has the most important role in language acquisition. People listen before they speak and people speak what they have listened. As quoted by by Jack C. Richard and Theodore S. Rodgers from Henry Sweet and Wilhelm Victor, they stated that Learners should hear the language first, before seeing it in written form.\(^3\) Therefore, listening is very important in language learning.

Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.\(^4\) In short, all classroom activities start from listening.

Listening songs can be an alternative way to learn English. As teenagers, junior high school students tend to do any interesting ways of learning and listening to the songs is one of the good ways in learning. Through songs, students are supposed to retain their memory on irregular verb easier. As Dale T. Griffee stated in his book \textit{Songs in Action} that Songs can be used for retaining memory and practicing language pattern.\(^5\)

Songs have become an important part of human’s life. Everybody likes to listen to the songs because they are universal. Songs can be found anywhere, and people can listen them from television, radio, cassette, or handphone through its MP3 feature. Listening to songs makes body and mind feel fresh and relax. Furthermore, listening to songs makes learning fun.\(^6\) Therefore, the more fun the learning process the easier students can retrieve the material.

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\(^3\) Jack C. Richards and Theodore S. Rodgers, \textit{Approaches and Methods}..., p. 8.
\(^4\) David Nunan and Lindsay Miller, \textit{New Ways in Teaching Listening}, (Virginia: Teachers of English to Speakers of Other Language), 1995, p. v.
\(^6\) retrieved from \url{http://www.englishclub.com/teaching-tips} on Tuesday, June 14, 2011 at 11.00 A.M.
Teacher should continue looking for more effective and interesting technique in teaching irregular verb to his or her students. It is done to make students feel more interested in learning it. If students are interested in learning irregular verb, they can memorize it easier. That is why there must be a more interesting way of learning irregular verb.

Based on the explanation above, the writer would like to make a research on RETAINING STUDENTS’ MEMORY ON IRREGULAR VERB THROUGH SONGS.

B. Limitation and Formulation of the Problem

In this writing, the problem will be limited in using songs as the medium to retain students’ memory on irregular verb.

Based on the background above, the formulation of the problem will be explained as follows: can songs improve students’ ability in retaining their memory on irregular verb in the second grade of SMPIT Raflesia Cimanggis – Depok? In addition, how do songs help students to retain the irregular verb on their memory?

C. The Significance of the Study

It is expected that this writing can be useful for teachers in teaching irregular verb to their students. In other words, this writing can be an inspiration for teachers to look for more effective teaching techniques. This writing is also supposed to be useful for students in retaining their memory on irregular verb in a fun way.

In larger scale, this writing is expected to improve people’s English knowledge. At least, this writing is supposed to bring many advantages for others in learning English grammar, especially irregular verb.
D. **Organization of Writing**

This skripsi will systematically be divided into four chapters. Chapter one deals with introduction, consisting of the background of the study, the limitation and formulation of the problem, the significance of the study, and organization of writing.

Chapter two presents the theoretical framework. It consists of irregular verb which is divided into definition of irregular verb and types of irregular verb. Then, this chapter deals also with song and its general function, the meaning of song, kind of song, the advantages of using songs in language teaching, and criteria of good songs for language teaching. Memory which is divided into definition of memory, kind of memory, forgetting phenomenon, improving memory retention, and retaining students’ memory on irregular verb through songs.

Chapter three is research methodology. It discusses the purpose of the research, place and time of the research, subject and object of the research, writer’s role on the research, method of the research, research design, the classroom action research (CAR) procedure, technique of data collecting, technique of data analysis, the trustworthiness of the study, and criteria of the action success.

Chapter four is research finding. It is divided into the result of the data before CAR, the implementation of CAR, and the result of the data after CAR.

Chapter five is conclusion and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter deals with irregular verb which is divided into definition of irregular verb and types of irregular verb. Song which is divided into meaning of song, kind of song, advantages of using songs in language teaching, and criteria of good songs for language teaching will also be discussed in this chapter. Furthermore, this chapter will also discuss about memory. It is divided into definition of memory, types of memory, forgetting phenomenon, and improving memory retention. The last discussion of this chapter is about retaining students’ memory on irregular verb through songs.

A. Irregular Verb

It is very important for people to know whether a verb is regular or irregular.\(^1\) In other words, being able to diverse whether a verb is regular or irregular is important because it is useful when people are learning grammar. Regular verb can easily be noticed from its form which is the same in the form of past tense and past participle. Irregular verb, on the other hand, is totally more complicated than the

regular one. The form is unpredictable. As Kam Chuan Aik and Kam Kai Hui stated in their book *Longman Dictionary of Grammar and Usage* that “irregular verbs have unpredictable past tense and past participle form”.² Sometimes the forms are different, but some other times they are the same. Thus, people need extra attention to master it.

1. **Definition of Irregular Verb**

   “Irregular verb is the verb which is not ended by -ed at the end”.³ Almost all verbs which come to the irregular verb totally change from the basic form. However, there are also many irregular verbs which have the same form on their three principal parts.

   Dra. Mun. Fika stated in her book *Complete English Grammar* “Irregular verb is a form of simple past tense and past participle verb that change irregularly because it has its own rule”.⁴

   There are more than 200 main verbs in English that are irregular.⁵ Unlike the regular verbs which are added by -ed at the end, the past tense and past participle form of irregular verbs cannot be predicted. The irregular verbs totally change from their basic form. However, there are some irregular verbs which have the same form on their three principal parts.

   From the explanation above, it can be concluded that irregular verb is a kind of verb which has unpredictable form on its three principal parts. Sometimes it has

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the same form, but sometimes it is different.

2. Types of Irregular Verb

In order to master irregular verb, first, the English learner must know about its principal parts. There are mainly three parts of irregular verb that must be considered, and they are: the simple or base form (or verb 1), the simple past tense form (or verb 2), and the past participle form (or verb 3).

According to Geoffrey Leech and Jan Svartvik in their book *A Communicative Grammar of English*, there are three main types of irregular verb that can be distinguished:

1. Irregular verb which has the same or identical form in all three principal parts (the base form, the past tense form, and the past participle form).

   Example:
   
<table>
<thead>
<tr>
<th>Base form</th>
<th>Past tense</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut</td>
<td>Cut</td>
<td>Cut</td>
</tr>
<tr>
<td>Put</td>
<td>Put</td>
<td>Put</td>
</tr>
<tr>
<td>Read</td>
<td>Read</td>
<td>Read</td>
</tr>
<tr>
<td>Shut</td>
<td>Shut</td>
<td>Shut</td>
</tr>
</tbody>
</table>

2. Irregular verb in which two parts are exactly the same.

   Example:
   
<table>
<thead>
<tr>
<th>Base form</th>
<th>Past tense</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spend</td>
<td>Spent</td>
<td>Spent</td>
</tr>
<tr>
<td>Come</td>
<td>Came</td>
<td>Come</td>
</tr>
<tr>
<td>Bring</td>
<td>Brought</td>
<td>Brought</td>
</tr>
<tr>
<td>Tell</td>
<td>Told</td>
<td>Told</td>
</tr>
</tbody>
</table>

3. Irregular verb which is totally different on its three-forms.

   Example:
   
<table>
<thead>
<tr>
<th>Base form</th>
<th>Past tense</th>
<th>Past participle</th>
</tr>
</thead>
</table>

---

Furthermore, Marcella Frank classified the types of irregular verb according to its irregularity. The classification is explained as follows:

**Table 2.1**

Classification of Irregular Verb by Marcella Frank

<table>
<thead>
<tr>
<th>1. All Three Principal Parts are different</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Verbs that have pattern like: sing, sang, sung</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Simple Form</strong></td>
<td><strong>Past Tense</strong></td>
</tr>
<tr>
<td>Begin</td>
<td>Began</td>
</tr>
<tr>
<td>Drink</td>
<td>Drank</td>
</tr>
<tr>
<td>Ring</td>
<td>Rang</td>
</tr>
<tr>
<td>Sing</td>
<td>Sang</td>
</tr>
<tr>
<td>Swim</td>
<td>Swam</td>
</tr>
<tr>
<td><strong>b. Verbs that have pattern like: Break, Broke, Broken</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Simple Form</strong></td>
<td><strong>Past Tense</strong></td>
</tr>
<tr>
<td>Break</td>
<td>Broke</td>
</tr>
<tr>
<td>Speak</td>
<td>Spoke</td>
</tr>
<tr>
<td>Steal</td>
<td>Stole</td>
</tr>
<tr>
<td>Weave</td>
<td>Wove</td>
</tr>
</tbody>
</table>

**c. Verbs that have pattern like: Blow, Blew, Blown**

---

<table>
<thead>
<tr>
<th>Simple Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blow</td>
<td>Blew</td>
<td>Blown</td>
</tr>
<tr>
<td>Grow</td>
<td>Grew</td>
<td>Grown</td>
</tr>
<tr>
<td>Know</td>
<td>Knew</td>
<td>Known</td>
</tr>
<tr>
<td>Throw</td>
<td>Threw</td>
<td>Thrown</td>
</tr>
</tbody>
</table>

d. Verbs that have pattern like: Drive, Drove Driven

<table>
<thead>
<tr>
<th>Simple Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive</td>
<td>Drove</td>
<td>Driven</td>
</tr>
<tr>
<td>Ride</td>
<td>Rode</td>
<td>Ridden</td>
</tr>
<tr>
<td>(a) rise</td>
<td>(a) rose</td>
<td>(a) risen</td>
</tr>
<tr>
<td>Write</td>
<td>Wrote</td>
<td>Written</td>
</tr>
<tr>
<td>Strive</td>
<td>Strove</td>
<td>Striven</td>
</tr>
</tbody>
</table>

e. Verbs that have pattern like: Wear, Wore, Worn

<table>
<thead>
<tr>
<th>Simple Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear</td>
<td>Wore</td>
<td>Worn</td>
</tr>
<tr>
<td>Swear</td>
<td>Swore</td>
<td>Sworn</td>
</tr>
<tr>
<td>Tear</td>
<td>Tore</td>
<td>Torn</td>
</tr>
</tbody>
</table>

f. Verbs that have pattern like: Bite, Bit, Bitten

<table>
<thead>
<tr>
<th>Simple Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bite</td>
<td>Bit</td>
<td>Bitten (also bit)</td>
</tr>
<tr>
<td>Hide</td>
<td>Hid</td>
<td>Hidden</td>
</tr>
</tbody>
</table>

g. Verbs that have pattern like: Shake, Shook, Shaken

<table>
<thead>
<tr>
<th>Simple Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shake</td>
<td>Shook</td>
<td>Shaken</td>
</tr>
<tr>
<td>Take</td>
<td>Took</td>
<td>Taken</td>
</tr>
<tr>
<td>Verbs that have pattern like: Give, Gave, Given</td>
<td>Simple Form</td>
<td>Past Tense</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>Give</td>
<td>Gave</td>
<td>Given</td>
</tr>
<tr>
<td>Forgive</td>
<td>Forgave</td>
<td>Forgiven</td>
</tr>
<tr>
<td>Forbid</td>
<td>Forbad (e)</td>
<td>Forbidden</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs that have pattern like: Mow, Mowed, Mown</th>
<th>Simple Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mow</td>
<td>Mowed</td>
<td>Mown</td>
<td></td>
</tr>
<tr>
<td>Show</td>
<td>Showed</td>
<td>Shown</td>
<td></td>
</tr>
<tr>
<td>Sow</td>
<td>Sowed</td>
<td>Sown</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscellaneous</th>
<th>Simple Form</th>
<th>Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be</td>
<td>Was</td>
<td>Been</td>
<td></td>
</tr>
<tr>
<td>Do</td>
<td>Did</td>
<td>Done</td>
<td></td>
</tr>
<tr>
<td>Eat</td>
<td>Ate</td>
<td>Eaten</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Fell</td>
<td>Fallen</td>
<td></td>
</tr>
<tr>
<td>See</td>
<td>Saw</td>
<td>Seen</td>
<td></td>
</tr>
<tr>
<td>Go</td>
<td>Went</td>
<td>Gone</td>
<td></td>
</tr>
<tr>
<td>(a) wake</td>
<td>(a) woke</td>
<td>(a) waked</td>
<td></td>
</tr>
</tbody>
</table>

2. Second and Third Principal Parts Are Alike
a. Verbs that Have Pattern like: Hang, Hung

<table>
<thead>
<tr>
<th>Simple Form of the Verb</th>
<th>Past Tense and Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hang</td>
<td>Hung</td>
</tr>
<tr>
<td>Dig</td>
<td>Dug</td>
</tr>
<tr>
<td>ling</td>
<td>Slung</td>
</tr>
<tr>
<td>Spin</td>
<td>Spun</td>
</tr>
<tr>
<td>Cling</td>
<td>Clung</td>
</tr>
<tr>
<td>Stick</td>
<td>Stuck</td>
</tr>
<tr>
<td>Swing</td>
<td>Swung</td>
</tr>
<tr>
<td>Sting</td>
<td>Stung</td>
</tr>
<tr>
<td>String</td>
<td>Strung</td>
</tr>
</tbody>
</table>

b. Verbs That Have Pattern Like: Feed, Fed

<table>
<thead>
<tr>
<th>Simple Form of the Verb</th>
<th>Past Tense and Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bleed</td>
<td>Bled</td>
</tr>
<tr>
<td>Creep</td>
<td>Crept</td>
</tr>
<tr>
<td>Dream</td>
<td>Dreamt</td>
</tr>
<tr>
<td>(also dreamed)</td>
<td></td>
</tr>
<tr>
<td>Feed</td>
<td>Fed</td>
</tr>
<tr>
<td>Feel</td>
<td>Felt</td>
</tr>
<tr>
<td>Kneel</td>
<td>Knelt</td>
</tr>
<tr>
<td>Leave</td>
<td>Left</td>
</tr>
<tr>
<td>Meet</td>
<td>Met</td>
</tr>
<tr>
<td>Sleep</td>
<td>Slept</td>
</tr>
<tr>
<td>Sweep</td>
<td>Swept</td>
</tr>
<tr>
<td>Mean</td>
<td>Meant</td>
</tr>
</tbody>
</table>
### e. Verbs That Have Pattern Like: Bring, Brought

<table>
<thead>
<tr>
<th>Simple Form of the Verb</th>
<th>Past Tense and Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring</td>
<td>Brought</td>
</tr>
<tr>
<td>Buy</td>
<td>Bought</td>
</tr>
<tr>
<td>Catch</td>
<td>Caught</td>
</tr>
<tr>
<td>Fight</td>
<td>Fought</td>
</tr>
<tr>
<td>Seek</td>
<td>Sought</td>
</tr>
<tr>
<td>Teach</td>
<td>Taught</td>
</tr>
<tr>
<td>Think</td>
<td>Thought</td>
</tr>
</tbody>
</table>

### d. Verbs That Have Pattern Like: Bend, Bent

<table>
<thead>
<tr>
<th>Simple Form of the Verb</th>
<th>Past Tense and Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bend</td>
<td>Bent</td>
</tr>
<tr>
<td>Lend</td>
<td>Lent</td>
</tr>
<tr>
<td>Send</td>
<td>Sent</td>
</tr>
<tr>
<td>Spend</td>
<td>Spent</td>
</tr>
<tr>
<td>Rend</td>
<td>Rent</td>
</tr>
</tbody>
</table>

### e. Verbs That Have Pattern Like: Bind, Bound

<table>
<thead>
<tr>
<th>Simple Form of the Verb</th>
<th>Past Tense and Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bind</td>
<td>Bound</td>
</tr>
<tr>
<td>Find</td>
<td>Found</td>
</tr>
<tr>
<td>Grind</td>
<td>Ground</td>
</tr>
<tr>
<td>Wind</td>
<td>Wound</td>
</tr>
</tbody>
</table>

### f. Verbs That Have Pattern Like: Pay, Paid

<table>
<thead>
<tr>
<th>Simple Form of the Verb</th>
<th>Past Tense and Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lay</td>
<td>Laid</td>
</tr>
<tr>
<td>Simple Form of the Verb</td>
<td>Past Tense and Past Participle</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Mislay</td>
<td>Mislaid</td>
</tr>
<tr>
<td>Pay</td>
<td>Paid</td>
</tr>
<tr>
<td>Say</td>
<td>Said</td>
</tr>
</tbody>
</table>

**g. Verbs That Have Pattern Like: Sell, Sold**

<table>
<thead>
<tr>
<th>Simple Form of the Verb</th>
<th>Past Tense and Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sell</td>
<td>Sold</td>
</tr>
<tr>
<td>Tell</td>
<td>Told</td>
</tr>
</tbody>
</table>

**h. Miscellaneous**

<table>
<thead>
<tr>
<th>Simple Form of the Verb</th>
<th>Past Tense and Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abide</td>
<td>Abode</td>
</tr>
<tr>
<td>Build</td>
<td>Built</td>
</tr>
<tr>
<td>Forget</td>
<td>Forgot</td>
</tr>
<tr>
<td></td>
<td>(American Usage: Forgotten)</td>
</tr>
<tr>
<td>Get</td>
<td>Got</td>
</tr>
<tr>
<td></td>
<td>(American Usage: Gotten)</td>
</tr>
<tr>
<td>Have</td>
<td>Had</td>
</tr>
<tr>
<td>Hear</td>
<td>Heard</td>
</tr>
<tr>
<td>Hold</td>
<td>Held</td>
</tr>
<tr>
<td>Behold</td>
<td>Beheld</td>
</tr>
<tr>
<td>Withheld</td>
<td>Withheld</td>
</tr>
<tr>
<td>Lose</td>
<td>Lost</td>
</tr>
<tr>
<td>Make</td>
<td>Made</td>
</tr>
<tr>
<td>Shine</td>
<td>Shone</td>
</tr>
<tr>
<td>Sit</td>
<td>Sat</td>
</tr>
<tr>
<td>Shoot</td>
<td>Shot</td>
</tr>
<tr>
<td>Verb</td>
<td>Slid</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Slide</td>
<td>Slid</td>
</tr>
<tr>
<td>Stand</td>
<td>Stood</td>
</tr>
<tr>
<td>Understand</td>
<td>Understood</td>
</tr>
<tr>
<td>Withstand</td>
<td>Withstood</td>
</tr>
<tr>
<td>Win</td>
<td>Won</td>
</tr>
</tbody>
</table>

### 3. All Three Principal Parts Are Alike

- Bet (Sometimes **betted** for the past tense and the past participle)
- Bid (Meaning offer money at an auction)
- Broadcast (Sometimes **broadcasted** for the past tense and the past participle)
- Burst
- Cast
- Cost
- Cut
- Hit
- Hurt

**Knit** (Also **knitted** for the past tense and the past participle)

- Let
- Put
- Read
- Rid
- Set
- Shed
- Shut
- Slit
Spit (Sometimes spat for the past tense and the past participle)

Split

Spread

Thrust

<table>
<thead>
<tr>
<th>4. First and Third Principal Parts Are Alike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come</td>
</tr>
<tr>
<td>Become</td>
</tr>
<tr>
<td>Overcome</td>
</tr>
<tr>
<td>Run</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. First and Second Principal Parts Are Alike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beat</td>
</tr>
</tbody>
</table>

From the classification made by Marcella Frank above, it can be concluded that there are five ways in which the verbs change irregularly. First, a verb irregularly changes when its simple form, past tense, and past participle are different like in the words “drink, drank, drunk” or “break, broke, broken”. Second, a verb is called as an irregular verb when its form of past tense and past participle are the same. It can be found in the words “hold, held, held” or “sleep, slept, slept”. Third, a verb is irregular when its three principal parts are alike such as: “cut, cut, cut” or “read, read, read”. The fourth is an irregular verb which has the sameness in its simple and past participle form. In other words, it has the difference only in its past form such as: “come, came, come” or “run, ran, run”. The last one is an irregular verb which is the same in the first and the second part, meanwhile the third part is different. It can be found in the words “beat, beat, beaten”

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B. Song and Its General Function

Song is important to human’s life. It is inseparable to any elements of people: from children to adults. They like to listen to the song whenever and wherever they want to. As Guglielmo in Reasons for Using Songs in the ESL/EFL Classroom by Kevin Schoepp stated, “adults sing at religious services, bars, in the shower, and listening to the car radio”.  

Meanwhile, Kevin said that “Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value”. In other words, songs take an important part in language, and if they are used as the medium of learning appropriately they can be very useful. It is because songs create an enjoyable and non-threatening situation in the classroom. They can also break the class routine which might be boring for students. As Lo and Li stated in the internet TESL Journal, they stated that songs could provide a break from classroom routine, and that learning English through songs could also develop a non-threatening classroom atmosphere in which the four language skills can be enhanced. Thus, by providing an enjoyable situation in the classroom, students are supposed to retrieve the material well.

1. Meaning of Song

There are some definitions about song that can be found through some references.

According to Oxford Advanced Learner’s Dictionary, Song is a short piece of music with words that people sing.

Furthermore, Noah Webster’s dictionary stated that songs are:

a. A piece of music sung or as if for singing

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10 Kevin Schoepp, Reasons for Using Songs in the ESL/EFL Classroom...
b. The art of singing
c. Poetry, verse
d. Musical sound like; as the song at the lark
e. A relatively short metrical composition for or suitable for singing, usually having rhyme stanzas, as a ballad or simple lyric.\textsuperscript{12}

Another two definitions of song come from Wikipedia website. First, it is stated that song is a composition for voice or voices, performed by singing.\textsuperscript{13} Second, song is a piece of music for accompanied or unaccompanied voice or voices.\textsuperscript{14}

Furthermore, Dale T. Griffe stated that:

\begin{quote}
The word songs refer to pieces of music that have words especially popular songs such as those one hears on the radio. In addition, songs have element in common with speech and poetry, they are a unique form. Both songs and speech are vocally produced, are linguistically meaningful and have melody. Both songs and poetry use words to convey meaning. Both are usually written down before publication. Both can be put to music and both can be listened to. Nevertheless, songs have their own identity and they function differently from speech or poetry.\textsuperscript{15}
\end{quote}

Resuming all the definitions of song above, song is a piece of musical composition that has words. It can be accompanied by voice or voices, and it is performed by singing.

2. **Kind of Song**

According to Wikipedia, there are mainly three kinds of song, they are:

a. Art song. It is a kind of song in which the lyrics are often written by a poet or lyricist and the music separately by a composer. Art songs may be more formally complicated than popular or folk

\textsuperscript{12} Noah Webster, *Webster Dictionary*, (William Collin Publisher inc, 1980), p. 450.
\textsuperscript{13} Retrieved from \url{http://en.wikipedia.org/wiki/Song} on October 28th, 2010, at 8 p.m.
\textsuperscript{14} Retrieved from \url{http://en.wikipedia.org}...
b. Folk song. It is defined as music transmitted by mouth, as music of the lower classes, and as music with unknown composers.

c. Popular song. It is a song which is usually made for commercial purpose and presented in recording formation. It is often called “pop song”.

Furthermore, Dale T. Griffee classified songs based on their length and tempo. First is all songs. It is called so because any activity can be used with this kind of song. Second is short/slow song. It means that the activity which is in line with this kind of song is the activity that does not need lots of energy; slow activity like sleeping. Third is song that tells stories. It is a song that has a chronological order stories. It has a beginning, a middle, and an end. Fourth is instrumental music. It is a kind of song which is presented in the form of music only, no words within the song. Fourth is long song. This kind of song is a song which is four minutes long or longer, and it is usually difficult to sing because it is fast. Students often call it with rock music. The last one is short, fast song. This song typically has no repeating phrases or refrains. It has also a quick tempo and a short time; it is under three minutes long.

From the explanation above, it can be concluded that song can be classified according to its function and duration. According to its function, song is divided into art song, folk song, and pop song. Meanwhile based on its length, song is classified into all songs, short/slow songs, songs that tell stories, long song, and fast songs.

3. Advantages of Using Songs in Language Teaching

There are at least three advantages that teachers can take if they use songs as the medium of learning in the class room:

a. Students can be more focused on the material they are learning. It is

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based on the research done by Dr. Georgi Lozanov, a Bulgarian Psychologist, it is stated that “relaxation which comes together with music makes mind always be ready and focused”.\textsuperscript{18}

b. Songs have a valuable contribution to students’ understanding because they are simple and can be heard for a short time.

c. Songs also have a personal quality that makes the listener react as if the song were being sung for the listener personally.\textsuperscript{19}

In other words, songs have many valuable contributions in leading students to an enjoyable teaching learning process. As a result, they can easily retrieve the material they are learning.

4. Criteria of Good Songs for Language Teaching

There are many songs can be used for the purpose of education, and actually there is no specific rule in selecting the songs to be used in the classroom activity. However, there are several things to be considered before starting listening to the songs activity in the classroom.

According to what Dale T. Griffe stated in his book, *Songs in Action*, it can be concluded that there are at least four things that must be considered by teacher before selecting the songs which will be used in the classroom. Those four things are:

a) The class. Before using the song in the classroom, teachers must know the age of students and their musical interests; teachers must know kind of song which students like. Moreover, teachers must also consider the time of day in which they play the song in the classroom.

b) The teacher. It is good to use song that both teachers and students like, and one way to get it is by asking the students to bring the songs, with the lyric they like into the class.


c) Classroom opportunities. It means that teachers have opportunity to use song in the classroom if the song is related to the material they are going to teach.

d) The music. Teachers must pay attention to the music of the song they will use in the class, whether the music is too loud or to slow, whether it will disturb the other class or not.\textsuperscript{20}

The most important of all is that teachers have to use the song which they like, the students like, and the song that fits to the material. It is all done to achieve the objective of learning easier.

C. Memory

People have memory in their brain to be used to keep any information they have received and any events they have experienced. If an event or information is important and has good impression for them, they can easily remember it. Meanwhile, if a particular event or information does not have any meaningful impression, it means that people are difficult to recall it.

1. Definition of Memory

The word memory refers to the ability to remember things or period of time that somebody is able to remember events.\textsuperscript{21}

John W. Santrock clearly stated in his book “Educational Psychology” that:

Memory is the retention of information over time. It involves three processes. First is encoding. It is a process by which people get information into memory. The second process is storage. It is the process of retaining information that has been encoded into memory storage. The third process is retrieval. It


is the process of taking information out of storage.\textsuperscript{22}

Furthermore, Drs. Sumadi Suryabrata defined memory as the ability to receive, keep, and produce impressions.\textsuperscript{23}

Dr. Jo Iddon and Dr. Huw Williams in their book \textit{Memory Boosters} stated that “memory is a process by which a brain keeps all information about the world”.\textsuperscript{24}

Moreover, Jack C. Adams defined memory as a learned capability which is measured by retention test to know its persistence.\textsuperscript{25}

Concluding all the definitions above, memory is a place to store any experiences, impressions, and events in which those can be recalled through the process of memory retention. The retention of information in memory involves three processes. Those are encoding, storage, and retrieval.

2. Types of Memory

Generally, there are two kinds of memory that can help people to remember many things they have experienced in the past time:

1. Short-Term Memory

Short-term memory is defined as a kind of memory which is used to keep things that have just been presented in a couple of moments ago.\textsuperscript{26} The capacity of Short-term memory in keeping information is extremely limited. It stores only the newest information received. Meanwhile the old one is lost.


\textsuperscript{24} Dr. Jo Iddon and Dr. Huw Williams, \textit{Memory Boosters}, (London: Octopus Publishing Group Ltd), 2005. pp. 6 & 8.


\textsuperscript{26} Jack C. Adams, \textit{Human Memory}... p. 11.
and replaced by new incoming information. As it is stated by Santrock that “short-term memory is a limited capacity memory system in which information is retained for as long as thirty seconds, unless the information is rehearsed”.

Loss of information on short-term memory is generally caused by several factors:

a. The lack of stimulus that can force people to remember information they want to. In other words, people can easily forget information if they don’t have any reason or will to remember or retain it.

b. The nature of the information that is wanted to be recalled. Something that has meaningful impression for a particular person is usually easier to recall. Meanwhile, something which is not meaningful for a person is easy to forget.

From the explanation above, it can be concluded that short-term memory is a kind of memory which has limited capacity in keeping information for a longer time. If it is not rehearsed, it can store information only in thirty seconds after its original presentation.

2. Long-Term Memory

Jack C. Adams in his book *Human Memory*, defined long-term memory as follows:

Long-term memory is a place in which people can retain lots of facts and events even though they have not been rehearsed since the very first presentation. Long-term memory helps people to add information as many as possible without any

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fear of losing them. Furthermore, long-term memory possesses an infinite capacity or ability to retain information.\(^{30}\)

Furthermore, Santrock stated that long-term memory refers to “a type of memory that holds enormous amounts of information for a long period of time in a relatively permanent fashion. Memory storage in this kind of memory is virtually unlimited, so that it often takes only a moment to find the information wanted”.\(^{31}\)

Therefore, it can be concluded that long-term memory is a kind of memory which has unlimited information to store. Opposite to short-term memory in which the information will be lost in no longer than thirty seconds, unless it is not recalled, the information in long-term memory can be recalled in only a moment.

3. **Forgetting Phenomenon**

   After receiving particular information and then storing it in the memory, people might be able to recall some of it, but might also forget some of it. The inability to recall information known before is called as forgetting.

   According to Santrock, “Forgetting is retrieval failure caused by a lack of effective retrieval cues.”\(^{32}\) It can be explained that forgetting is a spontaneous process in which people cannot recall information from memory storage.

   The following are the factors that affect forgetting:

   **a. Encoding Failure**

   Encoding failure is the failure to process information into memory.\(^{33}\) It means that encoding failure is a failed process of message formation into memory. For example, teacher may have said something to students as he walked out the door, and

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\(^{30}\) Jack C. Adams, *Human Memory*... p. 18.


\(^{32}\) John W. Santrock, *Educational Psychology*...p. 263.

students may have heard him, but if students did not pay attention to what he said, it is possible that information is unsuccessful encoded into memory. Here, the failure of getting information to storage is occurred.

b. Trace Decay

Loss of memory due to the passage of time, during which the memory trace is not used is called trace decay.\cite{trace_decay} It is based on decay theory which assumed that passage of time is responsible for forgetting.\cite{decay_theory} From this decay theory, it can be explained that if people store a memory and then fail to recall it periodically, the memory trace weakens and decays.

c. Interference

Interference occurs when people forget not because they actually lose memories from storage, but because other information gets in the way what they are trying to remember.\cite{interference} For example, for students who study for an English test, then study for an Arabic test, and then take the English test, the information about Arabic will interfere with remembering the information about English.

There are two types of interference that can affect people forget information they have received, and those are:

1. Proactive Interference

Proactive interference is the problem of memory retrieval that occurs when the retrieval of older in formation interferes with the retrieval of newer information.\cite{proactive_interference} John P. Houston, on the other hand, called proactive interference as proactive inhibition (PI). According to him, PI refers to “losses

\begin{itemize}
  \item[36] John W. Santrock, *Educational Psychology*... p. 263.
\end{itemize}
in ability to remember a given set of material that may be attributed to the interfering effects of previously learned materials”. It means that if older information interferes with the retrieval of newer information, so there will be retrieval problem occur in memory.

In this type of interference theory, it is stated that the more material people learn or store, the higher possibility of this interference will occur in their memory. For example, if students were about to study for English test and then Arabic test, interference could occur in two directions. When taking Arabic test, the English information which studied first may proactively interfere with retrieval of the Arabic information.

2. Retroactive Interference

Retroactive interference is a problem of memory retrieval that occurs when newer information interferes with the retrieval of older information. It can be explained that if newer information interferes with the retrieval of older information, so retrieval problem will occur in memory.

This interference theory stated that “the ability to remember a given set materials is strongly affected by both prior and subsequent learning. The very act of learning itself constitutes an ironic source of forgetting”. For example, students want to study for English test and then Arabic test. When taking English test, the more recent studied in which in this case is the Arabic information may retroactively interfere with the retrieval of the English information.

4. Improving Memory Retention

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It is common that people often forget some things they have experienced and/or learned in the past. However, there are some useful ways to help people to retain any information on their memory. Those ways are:

a. Relearning
This method is sometimes known as savings method.\(^{42}\) It is called so because if people relearn a material as soon as possible after its original learning, they can save or retain it on their mind better.

b. Recalling
Recalling is a method in which people are asked to recall any information they have received. This method can be used by asking people to make a composition or an essay.

c. Remembering
In the process of remembering, there are three things that must have occurred: encoding, storage, and retrieval.\(^{43}\) Encoding means putting information into storage by changing the material received into a more-understandable one. After the process of encoding, the material is stored in memory. In this phase, one thing that may happen is forgetting. The third aspect of remembering is retrieval. According to Roberta L. Klatzky, the word retrieval refers to “the getting-at process- obtaining access to information in memory”.\(^{44}\) In other words, the process of memory retrieval is the process of getting information which is stored in memory back.

d. Recognition
The process of recognition can be applied by recognizing or noticing the characteristic of particular information that is wanted to be recalled.

\(^{44}\) Roberta L. Klatzky, *Human Memory*… p. 178.
e. Paired-association

Paired-association is defined as human task, which requires the subject to associate pairs of verbal units. In this way of improving memory retention, people are asked to learn to associate, or pair together, two items. As it is shown in the following table:

<table>
<thead>
<tr>
<th>Easy</th>
<th>Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>House → Home</td>
<td>XQKZ → QKZX</td>
</tr>
<tr>
<td>Table → Chair</td>
<td>QXXZ → KQXZ</td>
</tr>
<tr>
<td>Mother → Father</td>
<td>ZKQX → XQKZ</td>
</tr>
</tbody>
</table>

5. Retaining Students’ Memory on Irregular Verb through Songs.

Before explaining how songs can help students to retain their memory of irregular verb on their mind, the most important one is to know the meaning of retaining and the relationship between the use of song and memory retention.

According to Oxford Advanced Learner’s Dictionary, retain is:

a. To keep something
b. To continue to hold or contain something, and

It means that retaining students’ memory on irregular verb is to store the irregular verb on their memory. In other words, students will automatically know the form of common-used irregular verb which is being asked to them. They do not need
to look at the list of irregular verb to find out the form of verb 1, verb 2, or verb 3 they are looking for. It is because their memory has kept the information about irregular verb.

Song has a great effect in helping students to retain their memory of irregular verb on their mind because listening to the song makes brain easier to process information. It is supported by the theory of Laurence O’Donnel. He stated that “activities which engage both sides of the brain at the same time, such as playing an instrument or singing, causes the brain to be more capable of processing information”. If the information is well-processed in the brain, the process of memory retention will be easier too.

Furthermore, Alan Maley stated that both poem and song are effective to be used in language-learning activities because their fragments are stick in students’ mind. Furthermore, Laird S. Cermak stated in his book Improving Your Memory that listening to song especially soft song will aid students’ concentration and increase their probability of learning the material quickly and easily.

Furthermore, David A. Sousa stated that “Teachers with great understanding of the types of memory and how they form can select strategies that are more likely to improve the retention and the retrieval of learning”. In other words, if teachers have a good understanding about memory, they will be able to select a good learning strategy which can improve students’ memory retention. A good strategy in this case can be referred to a learning strategy which provides an enjoyable learning atmosphere. Using song as the medium of language-learning in the classroom is enjoyable for students, and if students feel enjoy with the learning activity, the process of their memory retention will likely be improved.

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There are many techniques to use songs in the classroom. Those can be in the form of gap fills or close texts, focus questions, true-false questions, putting the lines into the correct sequences, dictation, circling the antonym or synonyms of the given words, and discussing the song content. Those techniques can be used by teachers in teaching many aspects of grammar. However, teachers have to make sure about the specific grammar point to be studied. It is done to decide appropriate techniques in using song in the classroom.

To maximize the effectiveness of using song as the medium of learning in the classroom, here are the procedures in using song as the medium of learning grammar in the classroom which is explained by Arif Saricoban and Esen Metin in ELT Journal:

a. Teachers must decide which grammar point will be learned, and after that, they have to make an effective lesson plan to be implemented in the classroom.

b. As a pre-listening activity, the theme, the title, or the history of the song can be discussed. This activity can also be used as an ice breaking for students.

c. Before listening to the song, it is also beneficial to let the students know which grammar points they are going to study.

d. In the listening stage, some of the techniques listed above can be used. This stage can also be developed by the teacher according to the needs of the students and the grammar point to be studied.

e. As a follow-up activity, the teacher can lead the students into a discussion in which the grammar point could be practiced orally and also naturally.

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In using song for teaching irregular verb, teacher firstly selects an appropriate song to be used in the classroom. In this case, the appropriate song is a song in which there are many irregular verbs that can be learned through it. Next, during the process of listening to the song, students underline the correct irregular verb based on the lyric they are listening to. However, teacher has to make sure students listen to the song completely, and if it is needed, he or she presents the song for several times. It is according to what Millie Grenough stated in her book “English: Sing It!” that teacher must have the students listen to the complete song and listen to it again.\(^{51}\) As the follow-up activities, students have to make a list of irregular verb within the song they heard on their notebooks and they have to find out the verb 1, verb 2, and/or verb 3 of the verb in the song. Then, in the last activity, students do an exercise to measure their ability in retaining irregular verb they have learned on their mind. This activity is an optional activity and able to be used to exercise students’ ability in memorizing irregular verb they have learned. Besides, it is also beneficial to improve students’ memory on irregular verb. The use of this optional activity is based on the theory of Millie Grenough which stated that “It is suggested that teachers use the optional activity when they have time and the students could take benefit from it”.\(^{52}\)


\(^{52}\) Millie Grenough. *English: Sing it!*... p.3.
CHAPTER III
RESEARCH METHODOLOGY

This chapter is divided into several parts, they are: the purpose of the research, the method of the research, place and time of the research, the subject and object of the research, the writer’s role on the study, research design, the Classroom Action Research (CAR) procedures, technique of data collecting, technique of data analysis, the trustworthiness of the study, and criteria of the action success.

A. Purpose of The Research

This research is conducted to know whether using songs as the medium of retaining students’ memory on irregular verb can be effective or not. In addition, this writing is expected to be useful especially for the writer to improve her English teaching technique, and, in general, for English teachers and everyone who reads this writing.

B. Place and Time of The Research

This research takes time about six (6) months to be done. It is started from November 2010 to April 2011. The place is at the eighth grade male Tirmidzi of SMPIT Raflesia Cimanggis- Depok, academic year 2010/2011.
C. Subject and Object of the Research

1. Subject of the Research

The subject on this research is the students at eighth grade male Tirmidzi of SMPIT Raflesia, Cimanggis- Depok academic Year 2010/2011. Total amount of the students are twelve (12) students, and all of them are male.

2. Object of the Research

The object of this research is song as the medium of retaining students’ memory on irregular verb.

D. Writer’s Role on the Research

In this CAR, the writer has a role as a researcher who does the action, observes the research, and analyzes all data after implementing the action.

E. Method of The Research

The method used in this research is Classroom Action Research (CAR). It is called so because it is a part of action research which is done in the classroom.

As quoted by Wina Sanjaya from Elliot (1982) “action research is a discussion of problems in society with the aim of improving quality of action through the process of diagnosing, planning, acting, observing, and reflecting”.

Furthermore, Wallace stated in his book “Action Research for Language Teachers” that “action research is very different with other kinds of research”. It involves the collection and analysis of data related to some aspects of teachers’

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professional practice. In addition, action research is done to reflect what teachers have discovered and apply it to their professional action”.\(^2\)

Suharsimi Arikunto in his book *Penelitian Tindakan Kelas* defined Classroom Action Research as a research which is done to improve the quality of teaching practice.\(^3\)

Moreover, David Kember stated in his book *“Action Learning and Action Research”* that:

> Action Research deals with social practice. Education is a social practice and in most cases it involves the direct interaction of teachers and groups of students. Besides, action research is portrayed as cyclical or spiral process involving steps of planning, acting, observing, and reflecting. It is normal for a project to go through two or more cycles and each cycle incorporates lesson from previous cycles.\(^4\)

Therefore, Classroom Action Research is a kind of action research which is done in the classroom and has objective to improve the quality of teaching practice. Instead, it is also done by teachers to solve any problems found in the classroom. Planning, acting, observing, and reflecting are the phases that must be done to implement CAR in the classroom.

### F. Research Design

The CAR procedure used in this research is Kurt Lewin’s design. It consists of two cycle which contains four phases on each cycle; planning, acting, observing, and reflecting. The following is the schematic phase of the implementation of the CAR

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Figure 3.1
Kurt Lewin’s Action Research Design
(Adapted from Suharsimi Arikunto)
Before conducting the CAR, the writer collects the data to diagnose students’ problem in memorizing irregular verb. In this phase, the writer observes the condition of the teaching learning process in the class. Then she interviews the teacher and the students. Then, she gives the students a pre-test. This phase is ended by making some research instruments such as: lesson plan, structured observation notes, field notes and post-test.

In this phase, the writer as teacher implements the lesson plan. It is about using song as the medium of retaining students’ memory on irregular verb.

The real teacher observes the teaching learning process conducted by the writer based on the structured observation sheet, and then she adds any additional information on the field notes. After finishing the last treatment in the cycle one, the writer gives a post-test to the students.

The writer analyzes the result of acting phase in the cycle one. If it is still any problem, it will be improved in the next cycle.

The writer makes new lesson plan, structured observation sheet, field notes, scoring form and posttest to be used in the second cycle.

The writer implements the new lesson plan which is more emphasized on problem occurred in the cycle one.

The real teacher observes the writer’s activity in conducting the CAR, students’ activity in responding the CAR, and class situation during the second cycle of the CAR. It is all done based on the structured observation sheet. Then she also writes other comments on the field notes. After the final cycle 2, the writer gives a posttest to the students.

The writer analyzes the result of this second cycle. If it can achieve the criteria of action success, this research will be stopped, and this second cycle is the final cycle.

Figure 3.2: The CAR Procedures Modified by the Writer
G. The Classroom Action Research (CAR) Procedures

The classroom action research which uses Kurt Lewin’s design consists of four phases within one cycle. Those are planning, acting, observing, and then reflecting. After finishing the first cycle, it will probably be found some new problems or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle which has the same concept as it is done in the first cycle.

Below are the clear explanations of what will happen in every cycle:

1. Planning Phase

After identifying and diagnosing students’ problem on irregular verb which is proven by observing the students’ condition in the class, interviewing the teachers about students’ problem on irregular verb, interviewing students’ about their difficulties in learning English, and doing pre-test to get more-accurate data. Then, it will be made some planning about the treatment which will be implemented to solve students’ problem on irregular verb. The planning is in the form of lesson plan which is prepared to be implemented in the eighth grade male Tirmidzi of SMPIT Raflesia, Cimanggis- Depok academic Year 2010/2011. Furthermore, some songs will also be chosen to be used as the medium to retain students’ memory on irregular verb. In this phase, some research instruments such as: Structured observation sheet, field notes, and sheets of exercise are also made to be used as supporting data.

2. Acting Phase

After accomplishing the planning phase, it will be decided an appropriate strategy to be implemented in acting phase. The activity in this acting phase will be conducted based on the lesson plan has been made. It is done by focusing on retaining students’ memory on irregular verb only. Then, at the end of this phase, the writer gives a posttest to students.
3. Observing Phase

During the teaching learning process, all activities occurred in the class such as: the students’ activity, the students’ participation, the students’ attention, the students’ response and the class situation will be observed by using the form that has been prepared before. Meanwhile, the real teacher will also observe the class activities by filling up the field note and the structured observation sheet. Besides, it will also be collected the data which is gotten from the posttest given to the students.

4. Reflecting Phase

After finishing the action phase, it will be accomplished a reflection about the activity in the action phase by analyzing all data including: pretest, posttest, and observation. It was all done in order to know whether songs are effective to be used as the medium of retaining the eighth grade Tirmidzi students’ memory on irregular verb. If the first cycle is unsuccessful yet, it will be designed a new planning to be used in the next cycle. The planning is also made to solve the unfinished problem in the first cycle.

H. Technique of Data Collecting

In this Classroom Action Research (CAR), it will be used both qualitative and quantitative technique to collect data. The qualitative data consists of observation and interview. Meanwhile the quantitative data is by using pretest and posttest. The following is the explanation:

1. Observation

The whole teaching learning process will be observed during this phase. The activities that are observed including: the way the teacher explains the material and the students’ response to the teacher’s explanation. In addition, the observation was done to know the general image of the condition
of the class, so appropriate lesson plan for this Classroom Action Research (CAR) could be designed appropriately.

2. Interview

There are two kinds of interview which is done in this research: Pre interview and post interview. Pre interview will be done before implementing CAR. In this pre interview, some questions about students’ difficulties in learning grammar especially memorizing irregular verb will be asked to the real teacher. Besides that, it will also be questioned about the method and technique which usually used by the teacher in teaching irregular verb to her students. The interview will also be given to the students in order to know their general condition in learning English in the classroom. Besides, the interview will also be done to know their difficulties in Learning Grammar, especially irregular verb. The Post interview will be done after implementing CAR to know the teacher and the students’ response toward the idea of using song as the medium of retaining students’ memory on irregular verb.

3. Test

There are two kinds of test which support this CAR; pretest and posttest. Pretest is done before implementing CAR. It is to measure how well students’ memory on irregular verb is. Posttest, on the other hand, is done after using songs as the medium of retaining students’ memory on irregular verb. In this research, both pretest and posttest are presented in the form of multiple choices.

I. Technique of Data Analysis

In this research, there are two kinds of data which had been collected. Those are qualitative and quantitative data:

1. Qualitative data are data about the information which give a detailed description of the whole research including the students’ activity,
attention, motivation, their enthusiasm during the teaching learning process, and their responses toward the idea of using songs as the medium of retaining their memory on irregular verb. Those are gotten by doing some observation and interview. In this research, it will be used descriptive analysis to analyze this qualitative data. In other words, the observation of students’ activities during teaching learning process and the interview before and after Classroom Action Research (CAR) will be analyzed by using technique of descriptive analysis.

2. Quantitative data are data which are presented in the form of numerical data. This research is considered as a successful research when students are able to memorize the common-used irregular verb without looking at the list of irregular verb. The increasing of their achievement can be shown with increasing score which is gotten by students from pretest to post test in the second cycle. There are three techniques to be used in analyzing the numerical data, and those will be explained as follow:

a. To find out the average of students’ irregular verb score within pre-test and post-test of every cycle, it will be used the following formula:

\[
X = \frac{\sum x}{N}
\]

- \(X\) : mean
- \(x\) : individual score
- \(n\) : number of students
b. The formula that is used to seek the class percentage which could pass the KKM score (70) is:

\[
F \\
P = \frac{P}{N} \times 100\%
\]

- \(P\) : the class percentage
- \(F\) : total percentage score
- \(N\) : number of students

c. The improvement of students’ score will be analyzed through their score from pre-test up to post-test score in cycle 1 and cycle 2 by using the formula:

\[
\frac{y_1 - y}{y} \times 100\%
\]

- \(P\) : percentage of students’ improvement
- \(y\) : pre-test result
- \(y_1\) : post-test 1

\[
\frac{y_2 - y}{y} \times 100\%
\]
J. The Trustworthiness of the Study

In analyzing the test items, there are two ways that will be used to know the trustworthiness of the data, and it is explained as follows:

1. Discriminating Power

A good test item should have a discriminating power. The discriminating power of a test item is an index that shows its ability to differentiate between pupils who achieved well (the upper group) and those who have achieved poorly (the lower group). It is supported by the theory of Norman E. Gronlund in his book, *Constructing Achievement Test*, he stated that “discriminating power is the comparison between the number of students in the upper group and lower group who answered the item correctly”.\(^5\) To find out the discriminating power index, it will be used the following formula:\(^6\)

\[
D = \frac{R_u - R_L}{\frac{1}{2} T}
\]

D : The index of discriminating power

Ru : The number of pupils in the upper group who answered the item correctly

RL : The number of pupils in the lower group who answered the item correctly

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\(^6\) Norman E. Gronlund, *Constructing...*
½ T: One half of the total number of students included in the item analysis

Then, the criterion of discriminating power is rated as follows:

<table>
<thead>
<tr>
<th>DISCRIMINATING POWER</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6 – 1.0</td>
<td>Very good</td>
</tr>
<tr>
<td>0.4 – 0.6</td>
<td>Good</td>
</tr>
<tr>
<td>0.1 – 0.3</td>
<td>Ok</td>
</tr>
<tr>
<td>-1 – 0.0</td>
<td>Bad</td>
</tr>
</tbody>
</table>

Classification of Discriminating Power

2. **Item Facility**

Item facility refers an index of how easy an individual test item was for the people who took it.\(^7\) Item facility is typically printed in a decimal number and it represents the proportion of people or test takers who got the item right. The reason why item facility must be concerned by test makers is to know whether an item is too easy or too difficult to answer.

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To count the item facility of a test item, it will be used the following formula:

\[
IF = \frac{\text{The number of Students who answered the item correctly}}{\text{Total Number of Students}}
\]

After the item facility has been counted, it can be known the rate of the difficulties and the easiness by using the item facility scale as follows:

**Table 3.2**

<table>
<thead>
<tr>
<th>IF</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 0.14</td>
<td>Difficult</td>
</tr>
<tr>
<td>0.15 – 0.85</td>
<td>Moderate</td>
</tr>
<tr>
<td>0.86 – 1.00</td>
<td>Easy</td>
</tr>
</tbody>
</table>

**K. Criteria of the Action Success**

The research will be considered as a successful research when there is 75% numbers of students could achieve some improvement scores from the pre-test until the second post-test in cycle two and/or they could pass the target score of the minimal mastery level criterion (*KKM*). Referring to the school regulation at SMPIT Raflesia Cimanggis-Depok, the criterion of the minimum completeness (*KKM*) of English lesson is 70 (seventy). Therefore, if the students can achieve the criteria of the action success of this Classroom Action Research (CAR), this research will be stopped. However, if they cannot achieve it, this research will be continued to the next cycle.
CHAPTER IV
RESEARCH FINDINGS

This chapter presents the result of the whole implementation of Classroom Action Research. It discusses about the way of using songs as the media of retaining students’ memory on irregular verb at the eighth grade of SMPIT Raflesia Cimanggis – Depok. This chapter is divided into three parts. Those are the result of the data before CAR, the implementation of CAR, and the result of the data after CAR.

A. The Result of Data before CAR

There are three parts related to the activity which was done before implementing the action. Those are pre interview, pre observation, and pretest. The result will be explained as follows:

1. The Result of Pre Interview

There are two kinds of interview which was done in this research. Those are interview for teacher and interview for students. All of them was presented in the form unstructured interview. Pre interview for teacher was
held on Tuesday, November 2th 2010. It was started at 2.00 P.M until 3.00 P.M. Here, some questions were given to the teacher. Those questions discussed the general condition of the English class, the difficulties faced by students in learning grammar especially in memorizing irregular verb, and the teacher’s strategy to overcome students’ difficulties in learning grammar and memorizing irregular verb before the implementation of CAR.

First, it discussed the general condition in English class at VIII grade students of SMPIT Raflesia Cimanggis- Depok. The teacher told that eight grade in that school was divided into three classes. Those are VIII A male (Tirmidzi), VIII B male (Abu Daud), and VIII female (Zainab) class. The teacher stated that the class which has the lowest competence in learning English is VIII A male (Tirmidzi). Actually they had good motivation in learning English in the classroom, but it did not mean that they could always get good score. It was because they thought English was difficult to learn. Moreover, the period of learning English in the classroom which is in the last period sometimes did not support the condition of the students. Most of them felt tired, sleepy, and inspired. It totally affected the learning process. As a result, they could not pay attention to the material maximally and when a test or exercise came, they were not able to do it well. That was why many students could not pass the criterion of the minimum completeness (KKM).

Next, the interview discussed the students’ difficulties in learning grammar especially irregular verb. The teacher said that students generally felt difficult in learning grammar when they were asked to combine a sentence with another sentences. Moreover, they also felt difficult to understand grammar because they often forgot the rule or pattern of a particular tense they have learned. In case of irregular verb, the teacher stated that it became one of the crucial problems which were faced by her students. She said so because she thought that irregular verb is one of the important elements of
grammar. There are many aspects of grammar which forced students to memorize irregular verb well. However, in fact, most of students could only remember the irregular verb on the day in which it was learned. In other words, they were difficult to recall the irregular verb back because they could not retain it on their memory well. Based on those kinds of students’ difficulties in learning grammar especially irregular verb, the teacher considered that the problem faced by her students is retaining irregular verb on their mind, but the teacher did not find an appropriate teaching strategy to solve that problem yet.

The last of the interview was about the teacher’s strategy in helping her students to retain their memory on irregular verb. To help students to retain her students to keep remembering the irregular verb, the teacher only asked students to listen to her explanation about irregular verb. Then, she asked the students to make a list of irregular verb on their note books. After that, the students were asked to memorize it. However, the teacher thought that strategy was not effective yet. Most of the students forgot the irregular verb they have listed. In other words, they only remembered the irregular verb on the day they learned it. Therefore, the teacher stated that there should be a more effective- way that could help students to keep the irregular verb they have memorized on their mind. At last, the teacher seemed excited in responding the idea to use songs as the media to retain the students’ memory on irregular verb.

The interview for the students were also done before conducting the research. There were ten questions given to each student. The questions asked about their feeling about the process of teaching learning English in the class, their difficulties generally in learning English, and specifically in memorizing irregular verb. Besides, the interview also asked their responds toward the strategy was done by the teacher in solving those difficulties.
Most of students stated that English was a difficult lesson to learn. Moreover, they did not enjoy the English class because it was held on the last period of school. They said that they were tired and sleepy, so that they could not pay attention to the lesson maximally. As a result, they could not understand the material learned well.

Related to their difficulties in learning English, the students mostly thought that English was difficult to understand. The reason was they did not understand the meaning of the words they learned. In case of grammar especially irregular verb, some students stated that grammar and irregular verb were still difficult to master. Meanwhile, some other students said they were able to master grammar and irregular verb although just a little part. However, all students said that their problems on irregular verb arose when they forgot the form of a particular irregular verb they faced. In other words, they were not able to recall it back.

About the strategy done by the teacher in solving students’ difficulties in learning English, some students stated they were comfortable with the way their teacher taught them. Meanwhile, some other students said they did not feel comfort with their teacher’s teaching style. They were bored because the teacher only explained the material, and then gave exercise to them. In learning irregular verb, the teacher only asked students to make a list of irregular verb the teacher had explained. After that, the students were asked to memorize it. It made the students felt inspired in learning it. The students stated they wanted the English class to become more varied; not only listening to the explanation, taking notes, and doing exercise. They wanted a more enjoyable teaching learning process such as: playing games, watching television, or maybe listening to song.
2. The Result of Pre Observation

Pre observation was conducted to observe the process of teaching learning. It was done to get a general image of the condition of the process of teaching learning at the eighth grade male Tirmidzi of SMPIT Raflesia Cimanggis- Depok academic year 2010/2011. There consisted of 12 students in the class and all of them are male. The pre-observation was conducted on Tuesday, 9th November 2010. It was started at 01.00 P.M and finished at 02.15 A.M. In general, during the teaching learning process in the classroom, the teacher liked to dominate the class. In other words, the students had no opportunity to be active in the class. They just listened to the teacher’s explanation. However, many students did not pay attention to the teacher’s explanation. They were chatting, kidding and laughing each other during the lesson. Unfortunately, the teacher often ignored that behavior. It made students enjoyed chatting, kidding, and laughing each other. After the explanation, the teacher asked the students to do the exercise on students’ handbook (LKS). Then, the teacher asked students to memorize a dialogue on LKS, but she only asked the students to perform the dialogue on students’ seats. The students seemed not to be enthusiastic with this kind of learning style.

3. The Result of Pre Test

The pretest had done before the CAR. It was conducted on Monday, February 28th, 2011. It started at 02.15 P.M. The pre test was done to measure the students’ ability in memorizing irregular verb. There were actually 20 questions in multiple-choice form in which the students did the test during 30 minutes.

Based on the result of the pre test, the data showed that the mean of pretest was 42.91. There was only 8.33% students or in other words, only one
student who derived the score above the criterion of minimum completeness (KKM). Meanwhile, the other 11 students were below that criterion. The highest achievement gained score 75. In contrast, the lowest achievement gained score 25. From that analyzing, it could be seen that almost of the eighth grade male Tirmidzi students’ ability in retaining irregular verb was still very low.

B. The Implementation of CAR

1. CYCLE 1
   1.1 Planning

   In this phase, a planning for the implementation of the action based on students’ problem on irregular verb was made. Furthermore, there were some songs chosen to be presented in acting phase. Besides, she also made some exercises. The planning was presented in the form of lesson plan. Beside of making lesson plan, it was also prepared structured observation sheet and field notes to be filled by the teacher. Then, the posttest 1 was also prepared to collect the data. It was made to know whether any improvements from pretest to posttest 1 or not.

1.2 Acting

   The action of the cycle 1 was done on March 15th and 21st 2010. The teaching learning process were implemented based on the lesson plan had been made. Here, there were two songs which were presented in the classroom. Those songs entitled “Everytime” by Simple Plan and “Because you loved me” by Celine Dion. The classroom activity was started by asking students’ favorite songs. Besides, there was also a quiz given to the students. The quiz was about guessing the singer and the song title based on the song was being played by the writer on the laptop. It was all done to warm students
up before starting learning activity. After the students seemed to be ready to study, the explanation about irregular verbs was started. However, before explaining about irregular verb, the students firstly asked whether they knew something about irregular verb. Some students had already known a little bit about it, but most of them did not know what irregular verb was. Then, the students were told about the songs that would be used as the media of learning. Next, they were given the print out of the song lyrics, and they were also told that all they had to do was underlining the correct irregular verbs according to the song they were listening to. The songs were played several times. Most of the students were able to underline the verbs, but there was one student who could not do that. It was because he could not catch the word he heard. He said that the song was not clear enough or too fast. After that, the students were asked to identify the irregular verbs written in the lyrics by looking at the irregular verb list that had been given to them. It was all about to identify whether the verb was the verb 1, verb 2, or verb 3. Then, after identifying the irregular verbs was finished, the exercise done by the students were checked. It was done to know the score gotten by the students. There were some students got good score. They underlined the correct verbs because they stated that the songs had clear pronunciation. However, there were some students who did not get enough scores. They said that the song was too fast, so that they could not catch the right words.

After doing song lyric exercise, the students did another exercise, and it was presented in the form of “Fill in The Blank Table”.

Both song lyric exercise and “Fill in the blank table” exercise were done by students individually. Then, to evaluate the teaching learning process, or, in other words, to measure students’ ability in memorizing irregular verb, the students played a game called “Step onto the Paper”. The game was played in group formation. The students were divided into four groups and
each group consisted of three students. There are three pieces of paper put on the floor and each of them was written the word “Verb 1”, “Verb 2”, and “Verb 3”. All the students had to do is to step on the paper after listening to the writer’s word. For example: when the word “Gone” was said, the students had to decide to which paper they had to step on. If they stepped on to the wrong paper, their score would be reduced 5 points. And 10 points will be added to the group who could step on to the right paper. Then, at the end of the game, the score would be accumulated. The group who got the highest score was the winner. They were be given prize which had been prepared before. Then, at the end of the teaching learning process, the whole material about irregular verb was reviewed and some key words about irregular verb were also given to the students.

1.3 Observing

In this phase, all activities happened during the teaching learning process were observed. Then, the observation was noted by filling up the observation sheet. The activities observed were about the class situation, students’ participation, and students’ response. Related to the class situation, as a whole, the class ran well enough. However, there were some students did not understand about what they had to do with the song lyrics. They stated that the direction about the exercise was not clear enough. Furthermore, there were some students who were still very noisy during the teaching learning process. Although they had been warned, they still chatted, laughed, and cheated each other. Furthermore, during the action in this cycle one, there were only a few part of students participated actively in learning process meanwhile the others did not. Those few active students participated actively in learning process by giving opinion, asking questions, and answering the questions about irregular verb. In contrast, the other inactive students chose to keep silent. They were afraid if they gave the wrong answer or opinion.
After teaching learning process had finished, in this observing phase, it was also carried out the posttest 1 exactly on the second action of the first cycle to measure how well the students’ ability in memorizing irregular verbs that have been studied. Based on the result of the posttest 1, the mean score of the class was 65.83 in which there were 6 students who passed the KKM 70 (seventy).

1.4 Reflecting

In this phase, the whole implementation of the action done in the cycle one was concluded. Furthermore, it was also done some modification of the action which would be done in the next cycle. It was done in order to increase students’ ability in memorizing irregular verb and to achieve the percentage of the criteria of the action success in which there must be 75% of students in the class could pass the KKM because in the result of posttest 1 showed only 50% students who passed the KKM.

However, the achievement gotten in the cycle one was satisfactory enough. Although it did not run well yet, it had been proved that songs are effective enough to improve students’ ability in memorizing irregular verb and retain it on their memory. However, there were some things that were still unsatisfactory yet such as: the class was still crowded enough and there were some students who were noisy. Even they had been warned to not be noisy, they often ignored it and started to be noisy again. Therefore, the writer had to start applying discipline to them and for those who still kept being noisy, there would be punishment given to them.

Related to the writer’s performance as the teacher who implemented the action, it could be known that there were still many weaknesses during the implementation of CAR cycle one. It was based on the notes made by the real teacher who took a role as the observer. According to the observation sheets
and the field notes filled by her, it could be concluded that there were several things related to the writer’s performance during the action in the cycle one that must be improved. Those are the ability to handle the crowded situation in the class, the way in presenting the material, and the ability to recognize students’ readiness in learning.

From the reflecting phase above, both the writer’s performance and the students’ achievement in retaining their memory on irregular verb were needed to be improved. Hence, there were some things in the next lesson plan of cycle two were made to improve it all.

2. CYCLE 2
   a. Planning
      
The planning phase of the second cycle was implemented into a lesson plan. In this case, the lesson plan was made based on the result of reflecting phase in the first cycle. The lesson plan used still related to using song as the medium of learning and retaining students’ memory on irregular verb. However, there were any modifications in the second cycle; that was the need to give more varied activities instead of doing exercise. It was about to use quiz of irregular verb in order to make students became more spirited in learning irregular verb. Beside of that, it was still also prepared the field note and the structured observation sheet to be filled by the real teacher to note the classroom activities. In addition, it was also prepared the posttest 2 to collect the data.

   b. Acting
      
The action of the cycle two was done on March 29th and April 17th. After reviewing the previous lesson, before the students started listening to the song activity, an ice breaking was given to students. The ice breaking was
about playing quiz. First, the students were divided into two groups and each group consists of 5 and 6 students. The first group called their group as “FBR Group”, meanwhile the second group named their group with “Pasukan Kamikaze Group”. There were two parts in this quiz that must be completed by the groups: the first part was guessing song and singer and the second one was guessing irregular verb. In the first part, several popular songs were played, and the students must guess the title and the singer. For those who were able to answer correctly, there were 10 points went to them. Meanwhile, for the group who could not answer correctly, 5 points would be cut off from them. The next part of the quiz was about guessing irregular verb. In this phase, several questions about irregular verb must be answered by the students. For example:

The questions: “What is the verb 3 of the word ‘give’?”
“What is the verb 2 and verb 3 of the word ‘take’?”
“What is the verb 1 of the word ‘brought’?”
“What is the verb 3 of the word ‘tidur’?”

After hearing the question, the students had to answer what the correct irregular verb of the writer’s question was. Then, at the end of the quiz, the score of each group was accumulated and for the group whose score was higher: they were the winner.

After doing quiz, the song was started to be presented as the students started to fill in the blank spaces within the songs. The songs used in the cycle two were “Never Say Never” by Justin Bieber and “Flying without Wings” by Westlife. Then, after the exercise had been done, it was checked to know the result of the exercise done by the students. Most of the students could fill the whole blank spaces in the songs and got good scores. However, there were few students who still found difficulties in doing that kind of exercise. They thought that the song was still not very clear, so that they could not catch all
the words. At the end of the lesson, the students some were given some questions about irregular verb as a material review. For those who were able to answer the writer’s question correctly, they were allowed to go.

c. Observing

In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the improvement of active students who would like to participate actively in asking, giving opinion, or even answering the writer’s question about irregular verb. During the teaching learning process in the cycle one, the situation in the class was still very crowded. However, in contrast, the situation of teaching learning process in the cycle two was much better. The crowd was lessened and the students became more disciplined. Besides, the students’ score of exercise in every meeting increased significantly. Moreover, students’ ability in memorizing irregular verb was also much better than the day when the pretest was given to them.

According to the field notes and structured observation sheet which had been filled by the real teacher, it could be concluded that there were some significant improvements of the implementation of the action in the cycle two. Those improvements are the ability to recognize students’ readiness in learning, the way in presenting the material and the way in handling the situation in the class.

In the second action of cycle two, the posttest 2 regarding students’ ability in retaining irregular verb was held. Based on the result of the posttest 2, the mean score of the class in reading test gained 76.66 in which there were 10 students who derived the score above KKM.
d. Reflecting

The reflection was carried out after gaining the score result of irregular verb posttest 2. The students’ score from pretest until posttest 2 which were significantly increased was satisfying enough. The students were able to retain their memory on irregular verb easily. It was proven not only by their increasing scores but also their ability to answer the questions about irregular verb. Indeed, they seemed to be more interested and enjoy the teaching learning process.

After achieving the target research in which there must be at least 75% students who could pass the KKM, therefore it was decided to stop the CAR because it had already succeeded. Therefore, there was no need to continue the research.

From all, it could be concluded that the implementing of CAR in retaining students’ memory on irregular verb through songs was appropriate with the planning that had been made. In this case, every action was planned as good as possible so that the students’ ability in retaining their memory on irregular verb could be improved well.

C. The Result of the Data after CAR

The discussion of the data after implementing the action consisted of two parts. Those were the result of post interview and the result of posttest. The following is the explanation:

1. The Result of Post Interview

After implementing the idea of using song as the medium of retaining students’ memory on irregular verb, it was carried out the unstructured interview with the teacher and the students. It was conducted on Tuesday April 19th 2011 after accomplishing cycle 2. The interview was started 2.00 P.M and finished at 02.30 P.M. It was done to know the teacher’s response concerning the idea of
using songs as the media of retaining students’ memory on irregular verb which had been done through the implementation of CAR. In this interview, there are several questions were asked to the teacher. The questions were all about the general conditions of the class after the implementation of CAR, the teacher and the students’ response toward the idea of using songs to improve students’ ability in retaining their memory on irregular, their opinion about the use of songs as the media of learning English, and their opinion about the weaknesses of the use of songs as the media to retain students’ memory on irregular verb.

First, it discussed about the general condition in the class of VIII A male after the implementation of CAR. From the interview, it was known that the condition of that class was much better than the previous time. Besides, it was found that the students seemed to be more spirited in learning, so that they could be more focused on studying and even doing the exercises. Furthermore, the crowd was also lessened because the students were afraid if they made any noise, there would be punishment given to them.

Next, the interview discussed about the teacher’s response toward the idea of using song as the medium to retain students’ memory on irregular verb. From the answer, it could be known that the teacher gave positive response to the idea of using song during the implementation of CAR. The teacher stated that it was good idea to use song as the medium of learning or even retaining students’ memory on irregular verb.

The next discussion of the interview talked about the teacher’s opinion about the effectiveness of song to retain students’ memory on irregular verb. From the discussion, it was found that song was effective to help students in retaining irregular verb. It was because listening to the song was fun to do, so that students could learn joyfully as they could remember the irregular verb within the song in a fun way.
The last discussion of the interview discussed about the weakness of the use of song as the medium of retaining irregular verb. The teacher stated that song was actually effective when it was used as the media of learning. However it became less effective when students seemed to be more focused on the song, not to the material. She said so because when students were more focused on the song rather than on the material, their comprehension of the material would be lessened.

The interview for the students was presented in the written form. There were five questions given to each student. The questions were asked about their feeling about the process of teaching learning with song as the medium of learning and their responds toward the idea of using song to retain irregular verb.

When students were asked about their feeling about the use of song as the medium of learning and memorizing irregular verb, they stated that it was really fun. They felt enjoy to learn and memorize irregular verb through song rather than just listening to the teacher’s explanation all the times.

Then, the interview discussed about their response toward the idea of using song as the medium of retaining their memory on irregular verb. From their answers, it could be conclude that they loved the idea of using song as the medium of learning. They said that song was effective to be used in the classroom. Furthermore, they thought that song helped them much in memorizing irregular verb in a fun way, so that their ability in retaining irregular verb was much better than before. Because of the effectiveness of song, they wanted their teacher to use song again in some other times.

2. The Result of Post Test

After doing posttest 2, the data of the students’ score from pretest, posttest 1, until posttest 2 were input to know the comparison or the improvements from each test. The score was input into a table as follows:
Table 4.1

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Pretest</th>
<th>Posttest 1</th>
<th>Posttest 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Adhi Yusuf</td>
<td>40</td>
<td>80*</td>
<td>70*</td>
</tr>
<tr>
<td>2.</td>
<td>Agum Pujoseno</td>
<td>75*</td>
<td>90*</td>
<td>90*</td>
</tr>
<tr>
<td>3.</td>
<td>Bergas Dwi Handoko</td>
<td>30</td>
<td>45</td>
<td>85*</td>
</tr>
<tr>
<td>4.</td>
<td>Daffa Radityatama</td>
<td>45</td>
<td>65</td>
<td>55</td>
</tr>
<tr>
<td>5.</td>
<td>Gusti Alfahmi Anwar</td>
<td>60</td>
<td>85*</td>
<td>95*</td>
</tr>
<tr>
<td>6.</td>
<td>Herskovid Persada</td>
<td>40</td>
<td>55</td>
<td>75*</td>
</tr>
<tr>
<td>7.</td>
<td>M. Rifky Suryadi</td>
<td>35</td>
<td>70*</td>
<td>70*</td>
</tr>
<tr>
<td>8.</td>
<td>M. Sayyafil Islam</td>
<td>35</td>
<td>75*</td>
<td>70*</td>
</tr>
<tr>
<td>9.</td>
<td>M. Syahdan</td>
<td>30</td>
<td>75*</td>
<td>80*</td>
</tr>
<tr>
<td>10.</td>
<td>Nazar Al Rasyid</td>
<td>50</td>
<td>40</td>
<td>90*</td>
</tr>
<tr>
<td>11.</td>
<td>Rizaldi</td>
<td>25</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td>12.</td>
<td>Teddy Ilham</td>
<td>50</td>
<td>50</td>
<td>85*</td>
</tr>
</tbody>
</table>

Mean: \( \bar{X} = \frac{\sum x}{N} \)

<table>
<thead>
<tr>
<th></th>
<th>Pretest</th>
<th>Posttest 1</th>
<th>Posttest 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>42.91</td>
<td>65.83</td>
<td>76.66</td>
</tr>
</tbody>
</table>

(*) Students who could pass the KKM

The table above shows that the average score of pre-test is 42.91. In posttest 1, the average score is 65.83. In addition, in posttest II, the average score is 76.66. The improvement result of the implementation between pretest and posttest 1 is 22.92. Moreover, the improvement result of the implementation between pre-test and post-
test 2 is 33.75. Therefore, there is a significant improvement of students’ achievements in retaining students’ memory on irregular verb.

In analyzing numerical data, to compare the test result between pretest and posttest of each cycle. Before carrying out the CAR, the writer gave students the pretest. The mean score of the pretest was computed as follows:

\[
\bar{X} = \frac{\sum x}{N}
\]

\[
\bar{X} = \frac{515}{12} = 42.91
\]

Based on that computation, the mean score of the class in pretest was 42.91. Furthermore, to know the class percentage that passed the KKM, it was used the following formula:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{1}{12} \times 100\% = 8.33\%
\]

From that calculation, there were only one student who could pass the KKM. Then, after dividing the number of students who passed the KKM with the number of
students in the class and altering that into percentage, it could be derived about 8.33% students who were able to pass the KKM.

Next, after scoring the pretest, the result of posttest 1 was calculated. It was to know the improvement from the pretest to posttest 1. Therefore, to measure that improvement, it was needed to know the mean score of the class by using the formula as follows:

\[ X = \frac{\sum x}{N} \]

\[ X = \frac{790}{12} \]

\[ X = 65.83 \]

From that calculation, it was known that the mean score of the class in the posttest 1 derived 65.83. It gained any improvement 22.92 from the pretest or, in other words, it was 24% increased from the pretest result. To converse that improvement into percentage, it was calculated by the following formula:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ P = \frac{65.83 - 42.91}{42.91} \times 100\% \]

\[ P = \frac{22.92}{42.91} \times 100\% \]
In the 1st cycle of posttest 1, there were 6 students who passed the KKM. If it was calculated into class percentage, it was derived 50% through the formula:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{6}{12} \times 100\% = 50\% \]

At the end of cycle two, the mean of students’ score in irregular verb posttest 2 gained 76.66. It was derived by using the formula below:

\[ \bar{X} = \frac{\sum x}{N} \]

\[ \bar{X} = \frac{920}{12} = 76.66 \]

After getting the mean score 76.66, a percentage calculation was made to know the percentage improvement from pretest to posttest 2, and the formula used is as follows:
\[
\frac{y_2 - y}{y} \times 100\% \\
76.66 - 42.91 \\
\frac{42.91}{33.75} \times 100\% \\
\frac{42.91}{42.91} \times 100\% \\
P = 78.65\%
\]

Based on that computation, it could be seen that there were 78.65\% improvement was achieved from the pretest until posttest 2 or 25.24 \% improvement from posttest 1. The percentage gained from percentage of posttest 2 which was subtracted by percentage of posttest 1 (78.65\% - 53.41\%) improvement from the pretest 1. Furthermore, to know the percentage of the class that passed the KKM in posttest 2, it could be calculated as follows:

\[
\frac{F}{P} = \frac{10}{10} \times 100\% \\
10 \\
P = 83.33\%
\]

At the end of cycle two, the result of the posttest showed that there were 10 students or 83.33\% who passed the KKM. It was significantly improved from the
pretest which gained only 8.33% and in the posttest 1 which had 53.41% improvement. Therefore, based on the class percentage result from the pretest to the posttest 2 in the second cycle, it could be seen that there were 78.65% improvement that this CAR could gain. It was proven that the use of song as the medium to retain students’ memory on irregular verb was effective.

Because the percentage of the improvements from pretest until posttest 2 had reached the target of a successful CAR in which there must be 75% improvements, or in other words, there are 83.33% students who can pass the KKM. Therefore, the research was stopped and it was considered as a successful research.
CHAPTER V
CONCLUSION AND SUGGESTION

After finishing the whole steps of this CAR study, it will be made some conclusions considering the result of this research. Furthermore, some suggestions will also be given related to the conclusions.

A. Conclusion

Based on the research conducted in eighth Grade male Tirmidzi of SMPIT Raflesia, Cimanggis- Depok, there are some conclusions that can be concluded regarding the effectiveness of song as a medium to retain students’ memory on irregular verb, and those are:

1. First is the conclusion which relates to the test result. There was 78.65% improvement of students’ mean score from pretest to the posttest of the second cycle. In the pretest, there was only one student who could pass the KKM. Then, in the result of posttest in cycle 1, there were 6 or 50% students in the class who passed the KKM in which their mean score of the test gained 65.83. Next, in the result of posttest in the cycle 2, there gained 83% or 10 students who were able to pass the KKM in which their mean score of reading test derived 76.66.
2. Second, the improvement could be seen through the observation result which showed that the students were more spirited in learning. Furthermore, they also became more active in participating the teaching learning process. It was proved by their enthusiasm in asking questions, giving opinion, or even answering the questions. Indeed, their ability in retaining irregular verb was significantly improved.

3. Third, based on the interview result, it could be concluded that the students enjoyed learning by using song because it was more interesting and fun. Therefore, they could retain irregular verb easily.

B. Suggestion

In this part, the writer would like to give two suggestions related to the idea of using songs as the media of retaining students’ memory on irregular verb.

1. First suggestion is for teachers, they should teach grammar especially irregular verb with more varied techniques, and for those who would like to use song as the medium of learning, the writer suggest that the teacher should choose an appropriate song. Appropriate song in this case means a song that class member love, has clear pronunciation, and does not have a fast tempo. It is done to make song becomes easy to comprehend.

2. Second is for the writer personally, to improve the effectiveness of the use of song as the medium of retaining students’ memory on irregular verb, there can be further discussion regarding this research.
BIBLIOGRAPHY


[http://www.ceremobrente.org.br/n15/mente/musica.html](http://www.ceremobrente.org.br/n15/mente/musica.html)
Appendix VI

Pre – Observation Sheet

Day/Date : November 9th, 2010
Location : VIII A Male Class of SMPIT Raflesia Cimanggis – Depok
Subject : English

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s Activity</th>
<th>Students’ Activity</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ice Breaking/ Warming up: The teacher asked students to review the previous material.</td>
<td>Many of students did not remember, or, in other words, forgot what they had learned in the previous meeting.</td>
<td>• If students forgot the material, the teacher should have given some clues to give stimulus to the students to recall information about the material they had learned.</td>
</tr>
<tr>
<td></td>
<td>Explanation/ Demonstration: The teacher explained about the material.</td>
<td>Many students did not pay attention to the teacher’s explanation. They chatted and laughed during the explanation. However, there were some students who still paid attention to the explanation.</td>
<td>• The process of teaching learning was too teacher-centered. Students had no role over the process of teaching learning. • The teacher gave the example of the material they were learning contextually, so that students could understand the usage easier. • The teacher asked students understanding of the material only once.</td>
</tr>
</tbody>
</table>
### Evaluation:
- The teacher asked students to read a dialogue on students’ handbook (LKS). Then, she asked her students to memorize the dialogue and practiced it in their own seats.
- The teacher gave a game to students.

### Closing:
The teacher reviewed the material and gave homework to students.

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Students read and memorize the dialogue in pair. However, they did not seem to be enthusiastic.</th>
<th>Students seemed enthusiastic to do a game, but they looked confused how to deal with the game. It was because the teacher did not give a clear direction about how to play the game.</th>
<th>She did not re-ask to make sure that students understood or did not. The teacher should have asked students to practice the dialogue in the front of the class, so that all students could be more enthusiastic. It could also be used to lessen the crowd in the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students pointed out the homework given by the teacher on their books.</td>
<td>The teacher should have given students a clearer direction about how to play the game: the rule. Therefore, students were able to know what they had to do with the game.</td>
<td>The teacher should have asked students to review the material by paraphrasing what she had explained. It was done to know how far students could understand the material.</td>
</tr>
</tbody>
</table>
Guidelines for Pre-Interview for Teacher

Date and time: November 2th, 2010 at 2.00 p.m.
Place: SMPIT Raflesia, Cimanggis-Depok

R: Researcher
T: Teacher

1. R: Sudah berapa lama ibu mengajar di kelas 8 di sekolah raflesia ini?
   T: Saya mulai mengajar disekolah ini sejak tahun 2006. Itu berarti sudah 4 tahun.

2. R: Apakah selama ini ada kendala dalam mengajar kelas 8?
   T: Sejauh ini saya merasa tidak ada kendala yang terlalu berarti. Dalam artian semua masih bisa teratasi dengan baik.

3. R: Sejauh ini bagaimana motivasi siswa dalam belajar bahasa inggris?

4. R: Kelas manakah yang paling rendah kemampuan belajar bahasa inggrisnya dibanding kelas yang lain?
   T: Sejauh ini, menurut saya kelas 8 A putra tirmizi adalah kelas yang kemampuan belajar bahasa inggrisnya belum begitu bagus. Nilai mereka umumnya dibawah nilai kelas-kelas lain (kelas 8 putri dan kelas 8 putra B).

5. R: Berapakah KKM mata pelajaran bahasa inggris?
   T: KKM pelajaran bahasa Inggris disekolah ini adalah 70.
Appendix VII

R: Dan apakah selama ini KKM tersebut tercapai dengan baik?

T: Sebagian siswa sudah berhasil mencapai KKM, namun ada juga sebagian siswa lain yang nilai pelajaran bahasa Inggris nya masih dibawah KKM.

6. R: Teknik apa yang sering ibu gunakan dalam mengajar bahasa inggris di kelas 8?

T: Saya biasa menggunakan teknik CTL (Contextual Teaching Learning) karena dengan menghubungkan materi yang dipelajari dengan kejadian sehari-hari akan memudahkan siswa untuk lebih memahami materi. Selain itu saya juga menggunakan cara explanation, quiz, eksperimen, practice, conversation, ect. Semua tergantung materinya.

7. R: Bagaimana cara ibu menjelaskan structure atau grammar pada anak-anak?

T: Dengan cara Explanation and practice. Pertama-tama saya jelaskan dulu materinya, baru setelah itu saya beri mereka soal-soal untuk latihan.

8. R: Practice disini misalnya degan cara apa?


9. R: Kesulitan apakah yang sering dialami anak anak dalam belajar grammar?

T: Biasanya anak-anak mengalami kesulitan ketika satu kalimat digabungkan dengan kalimat lainnya. Mungkin terlalu panjang kalimatnya dan mereka pun tidak mengerti artinya sehingga menurut mereka itu sulit.

R: Dan apakah kendala ibu dalam megajarkan grammar pada siswa?

T: Belum adanya alat peraga yang dapat menggambarkan secara nyata maksud dari grammar jadi hanya penjelasan waktu saja.
10. R: Lalu apa yang ibu lakukan untuk mengatasi kesulitan dan kendala tersebut?

T: Untuk mengatasi atau paling tidak mengurangi kesulitan siswa tersebut, saya biasanya menulis rumus atau pola kalimatnya dipapan tulis lalu saya meminta siswa untuk mencatat setelah itu dihafal. Setelah dihafal biasanya saya suruh mereka untuk membuat beberapa contoh kalimat berdasarkan rumus yang telah saya berikan.

11. R: Irregular verb adalah salah satu aspek penting dalam grammar. Apakah anak anak sudah bisa menghafal irregular verb dengan baik?


12. R: Biasanya kendala yang dialami seseorang dalam irregular verb adalah kesulitan untuk mengingat irregular verb yang telah dihafal. Apakah hal itu juga dialami oleh siswa siswi kelas VIII disini?


13. R: Bagaimana cara ibu untuk mengajarkan irregular verb kepada siswa?


14. R: Apakah cara tersebut dirasakan sudah efektif? Dalam artian kemampuan siswa siswi dalam menghafal irregular verb sudah baik dengan menggunakan cara explanation?

T: Saya rasa cara tersebut belum efektif karena buktinya anak-anak masih sering lupa irregular verb yang telah mereka hafal. Jadi memang harus ada cara lain yang lebih efektif untuk membantu siswa mengingat irregular verb yang telah mereka hafalkan.
15. R: Apakah ibu pernah mengajar dengan cara bermain games, menonton film, atau mungkin dengan mendengarkan lagu?


Mengetahui,

Guru Bahasa Inggris

Puji Haryati, S.Pd.
Guidelines for Pre-Interview for the Students

Agum Pujoseno

R: Researcher
S: Student

1. R: Menurut kamu apakah belajar bahasa Inggris itu menyenangkan? Mengapa?

S: Menurut Saya sih biasa aja, soalnya gampang- gampang susah sih. Udah gitu belajarnya jam terakhir, jadi males. Soalnya ngantuk dan capek.

2. R: Apakah kamu banyak menemukan kesulitan selama belajar bahasa Inggris dikelas? jika ya apakah kesulitan tersebut?

S: Lumayan. Ada yang saya mengerti, tapi ada juga yang saya nggak ngerti.

3. R: Bagaimanakah cara gurumu dalam mengajarkan bahasa Inggris dikelas? dan apakah kamu sudah merasa nyaman dengan cara guru kamu mengajar?

S: Saya sih ngerasa belum nyaman, soalnya suka bosan kalo cuma dengerin penjelasan terus ngerjain LKS.

4. R: Apakah guru kalian pernah menggunakan games, mendengarkan lagu, atau menonton film ketika mengajar?


5. R: Jika pernah, apakah kalian menyukainya?

S: Iya, suka.

6. R: Menurut kamu bagian apa yang paling sulit saat belajar bahasa Inggris? Mengapa?

S: Banyak sih, terutama kalau saya nggak ngerti artinya.
7. R: Untuk grammar, apakah kamu selama ini mengalami kesulitan dalam belajar grammar? Jika ya bagian apa yang menurutmu tersulit?


8. R: Apakah kalian mengetahui tentang istilah “Irregular Verb”? Jika ya, apakah itu?

S: Tau, kata kerja tak beraturan.

9. R: Sejauh ini apakah kalian sudah mampu menghafal seluruh atau paling tidak sebagian besar irregular verb?

S: Lumayan lah, tapi banyak juga yang belum saya hafal.

10. R: Bagaimanakah cara gurumu dalam mengajarkan irregular verb dikelas? dan apakah menurut kamu cara tersebut sudah efektif?

Guidelines for Pre-Interview for the Students

Herskovid Persada

R: Researcher
S: Student

1. R: Menurut kamu apakah belajar bahasa Inggris itu menyenangkan? Mengapa?
   S: Lumayan sih.

2. R: Apakah kamu banyak menemukan kesulitan selama belajar bahasa Inggris dikelas? Jika ya apakah kesulitan tersebut?
   S: Sedikit, paling kata-kata yang gak ngerti artinya doang.

3. R: Bagaimanakah cara gurumu dalam mengajarkan bahasa Inggris dikelas? dan apakah kamu sudah merasa nyaman dengan cara guru kamu mengajar?
   S: Sejauh ini sih belum ngerasa nyaman, abis games nya jarang.

4. R: Apakah guru kalian pernah menggunakan games, mendengarkan lagu, atau menonton film ketika mengajar?
   S: Kalau games sih pernah, kalau nonton film ama denger lagu belum.

5. R: Jika pernah, apakah kalian menyukainya?
   S: Biasa aja.

6. R: Menurut kamu bagian apa yang paling sulit saat belajar bahasa Inggris? Mengapa?
   S: Ngomongnya ribet.
7. R: Untuk grammar, apakah kamu selama ini mengalami kesulitan dalam belajar grammar? Jika ya bagian apa yang menurutmu tersulit?

S: Biasa aja. Kadang susah, tapi kadang gampang juga. Paling susah tuh simple past tense, soalnya mesti pake kata kerja ke dua.

8. R: Apakah kalian mengetahui tentang istilah “Irregular Verb”? Jika ya, apakah itu?

S: Tau sih, kata kerja yang nggak beraturan.

9. R: Sejauh ini apakah kalian sudah mampu menghafal seluruh atau paling tidak sebagian besar irregular verb?

S: Cuma sedikit doang, soalnya banyak banget, susah ngafalinnya.

10. R: Bagaimanakah cara gurumu dalam mengajarkan irregular verb dikelas? dan apakah menurut kamu cara tersebut sudah efektif?

S: Menurut saya sih belum efektif.
Guidelines for Pre-Interview for the Students

Rizaldi

R: Researcher
S: Student

1. R: Menurut kamu apakah belajar bahasa Inggris itu menyenangkan? Mengapa?
   S: Lumayan menyenangkan.

2. R: Apakah kamu banyak menemukan kesulitan selama belajar bahasa Inggris dikelas? Jika ya apakah kesulitan tersebut?
   S: Sedikit, karena ada bahasa yang kurang dimengerti.

3. R: Bagaimanakah cara gurumu dalam mengajarkan bahasa Inggris dikelas? dan apakah kamu sudah merasa nyaman dengan cara guru kamu mengajar?
   S: Agak kurang nyaman soalnya gamesnya sedikit.

4. R: Apakah guru kalian pernah menggunakan games, mendengarkan lagu, atau menonton film ketika mengajar?
   S: Games pernah (1-2 kali). Kalau dengerin lagu atau nonton film belum.

5. R: Jika pernah, apakah kalian menyukainya?
   S: Biasa aja.

6. R: Menurut kamu bagian apa yang paling sulit saat belajar bahasa Inggris? Mengapa?
   S: Bahasanya yang susah. Terlalu tinggi, saya nggak ngerti.

7. R: Untuk grammar, apakah kamu selama ini mengalami kesulitan dalam belajar grammar? Jika ya bagian apa yang menurutmu tersulit?
Appendix VII

S: *Biasa aja sih.*

8. R: Apakah kalian mengetahui tentang istilah “Irregular Verb”? Jika ya, apakah itu?

S: *Tau sih, cuma udah agak lupa.*

9. R: Sejauh ini apakah kalian sudah mampu menghafal seluruh atau paling tidak sebagian besar irregular verb?

S: *Sedikit doang.*

10. R: Bagaimanakah cara gurumu dalam mengajarkan irregular verb dikelas? dan apakah menurut kamu cara tersebut sudah efektif?

Guidelines for Pre-Interview for the Students

Adhi Yusuf

R: Researcher
S: Student

1. R: Menurut kamu apakah belajar bahasa Inggris itu menyenangkan? Mengapa?
   S: Menurut Saya sih biasa aja, soalnya gampang- gampang susah sih.

2. R: Apakah kamu banyak menemukan kesulitan selama belajar bahasa Inggris dikelas? jika ya apakah kesulitan tersebut?
   S: Lumayan. Ada yang saya mengerti, tapi banyak juga yang saya nggak ngerti.

3. R: Bagaimanakah cara gurumu dalam mengajarkan bahasa Inggris dikelas? dan apakah kamu sudah merasa nyaman dengan cara guru kamu mengajar?
   S: Kalau saya sih merasa lumayan nyaman dengan cara mengajar Mam Puji, karena nggak bikin BT.

4. R: Apakah guru kalian pernah menggunakan games, mendengarkan lagu, atau menonton film ketika mengajar?
   S: Pernah sih, main games.

5. R: Jika pernah, apakah kalian menyukainya?
   S: Iya
6. R: Menurut kamu bagian apa yang paling sulit saat belajar bahasa Inggris? Mengapa?
   S: Bahasanya yang susah. Saya nggak tau artinya soalnya.

7. R: Untuk grammar, apakah kamu selama ini mengalami kesulitan dalam belajar grammar? jika ya bagian apa yang menurutmu tersulit?
   S: Tidak.

8. R: Apakah kalian mengetahui tentang istilah “Irregular Verb”? Jika ya, apakah itu?
   S: Tau sih, cuma agak-agak lupa dikit.

9. R: Sejauh ini apakah kalian sudah mampu menghafal seluruh atau paling tidak sebagian besar irregular verb?
   S: Sedikit-sedikit.

10. R: Bagaimanakah cara gurumu dalam mengajarkan irregular verb dikelas? dan apakah menurut kamu cara tersebut sudah efektif?
    S: Dengan cara menerangkan. Menurut saya sih belum efektif, buktinya saya cuma bisa menghafal sedikit.
Guidelines for Post-Interview for Teacher

Date/time: April 19\textsuperscript{th} at 2:00 p.m.
Place: SMPIT Raflesia, Cimanggis-Depok

R: Researcher
T: Teacher

1. **R:** Bagaimanakah kondisi siswa ibu dalam kemampuan menghafal irregular verb setelah menggunakan lagu sebagai media pembelajaran?

   **T:** Setelah saya amati keseluruhan proses pelaksanaan Classroom Action Research (CAR) dengan menggunakan lagu sebagai media pembelajaran irregular verb, menurut saya kondisi mereka jauh lebih baik. Kemampuan menghafal dan mengingat irregular verb mereka juga meningkat secara signifikan.

2. **R:** Bagaimana pendapat ibu setelah mengamati penggunaan lagu sebagai media untuk belajar dan menghafal irregular verb?

   **T:** Menurut saya penggunaan lagu sebagai media pembelajaran irregular verb sudah cukup baik. Selain itu siswa terlihat lebih semangat dan antusias dalam mengikuti proses pembelajaran.

3. **R:** Apakah menurut ibu masih ada kelemahan dalam penggunaan lagu sebagai media belajar irregular verb?

   **T:** Menurut pengamatan saya memang masih ada kekurangan dalam penggunaan lagu sebagai media pembelajaran irregular verb diantaranya: siswa terkadang jadi lebih fokus ke lagunya daripada ke materinya. Karena umumnya pada saat lagu diputar mereka ikut...
menyanyikannya, Hal itu yang menurut saya bisa membuat siswa jadi kurang fokus pada materinya.

4. **R:** Dan apakah ibu merasa termotivasi untuk menggunakan lagu dalam pembelajaran bahasa inggris khususnya grammar atau irregular verb?

   **T:** Setelah melihat keefektifan dari penggunaan lagu ini, saya jadi ingin juga menggunakan lagu ini pada kegiatan pembelajaran saya. Tapi tentunya tergantung materinya juga. Kalau memang kira-kira cocok, ya kenapa tidak.
Appendix VIII

Guidelines for Post-Interview for Students

Gusti Alfahmi Anwar

Date/time : April 19th at 2.30 p.m.
Place : SMPIT Raflesia, Cimanggis-Depok

R : Researcher
S : Students

1. R: Bagaimana perasaan kamu setelah belajar irregular verb dengan menggunakan lagu?
S: Senang, soalnya enak gak bikin bete.

2. R: Apakah kamu merasa penggunaan lagu sebagai media pembelajaran irregular verb sudah cukup efektif?
S: Ya, menurut saya sangat efektif. Saya merasa sekarang banyak irregular verb yang sudah saya hafal.

3. R: Menurut kamu, mana cara yang lebih efektif dalam menghafal irregular verb, apakah dengan cara dijelaskan lalu dihafal atau lewat media lagu? Mengapa?
S: Kalau menurut saya ya jelas lebih efektif pake lagu, soalnya gak ngebosenin. Pokoknya enak deh belajar pake lagu. Kalo dihafal biasa gampang lupa, tapi kalo pake lagu cepet inget.

4. R: Lalu sejauh ini, setelah menggunakan lagu, bagaimanakah kemampuan hafalan irregular verb kamu?
S: Sekarang saya merasa kalo lebih banyak irregular verb yang saya ingat.

5. R: Lalu setelah ini apakah kalian ingin belajar bahasa inggris dengan menggunakan lagu lagi? Mengapa?

S: Ya, mau banget. Soalnya jadi nggak gampang bosan
Guidelines for Post-Interview for Students

Agum Pujoseno

Date/time: April 19th at 2.30 p.m.
Place: SMPIT Raflesia, Cimanggis-Depok

R: Researcher
S: Students

1. **R:** Bagaimana perasaan kamu setelah belajar irregular verb dengan menggunakan lagu?
   **S:** Senang, soalnya santai. Belajar jadi gak ngebosenin.

2. **R:** Apakah kamu merasa penggunaan lagu sebagai media pembelajaran irregular verb sudah cukup efektif?
   **S:** Ya, menurut saya efektif. Saya merasa sekarang banyak irregular verb yang sudah saya ingat.

3. **R:** Menurut kamu, mana cara yang lebih efektif dalam menghafal irregular verb, apakah dengan cara dijelaskan lalu dihafal atau lewat media lagu? Mengapa?
   **S:** Kalau menurut saya ya lebih efektif pake lagu dong. Soalnya lebih gampang. Pokoknya menurut saya lebih enak ngafalin irregular verb pake lagu. Kalo dihafal biasa suka gampang lupa, tapi kalo pake lagu cepet ingetnya.

4. **R:** Lalu sejauh ini, setelah menggunakan lagu, bagaimanakah kemampuan hafalan irregular verb kamu?
   **S:** Menurut saya hafalan irregular verb saya lebih bagus dari sebelumnya. Sekarang lebih banyak irregular verb yang saya ingat. Soalnya dilagu yang kemaren dikerjain banyak irregular verbnya.
5. R: Lalu setelah ini apakah kalian ingin belajar bahasa inggris dengan menggunakan lagu lagi? Mengapa?
S: Mau dong. Soalnya belajarnya jadi lebih santai.
Guidelines for Post-Interview for Students

Rizaldi

Date/ time : April 19\textsuperscript{th} at 2.30 p.m.

Place : SMPIT Raflesia, Cimanggis-Depok

R : Researcher

S : Students

1. R: Bagaimana perasaan kamu setelah belajar irregular verb dengan menggunakan lagu?
   S: Enak, menyenangkan banget belajar pake lagu.

2. R: Apakah kamu merasa penggunaan lagu sebagai media pembelajaran irregular verb sudah cukup efektif?
   S: Ya, menurut saya sih sudah efektif, tapi kadang-kadang masih suka lupa.

3. R: Menurut kamu, mana cara yang lebih efektif dalam menghafal irregular verb, apakah dengan cara dijelaskan lalu dihafal atau lewat media lagu? Mengapa?
   S: Lebih efektif pake lagu dong. Soalnya ngafalnya jadi lebih santai, nggak terpaksa.

4. R: Lalu sejauh ini, setelah menggunakan lagu, bagaimanakah kemampuan hafalan irregular verb kamu?
   S: Sejauh ini saya ngerasa Ada peningkatan hafalan irregular verb saya, walaupun nggak begitu banyak. Tapi yang jelas lebih baik dari sebelumnya.

5. R: Lalu setelah ini apakah kalian ingin belajar bahasa inggris dengan menggunakan lagu lagi? Mengapa?

Appendix VIII
Appendix VIII

Guidelines for Post-Interview for Students

Daffa Raytama

Date/time : April 19th at 2.30 p.m.
Place : SMPIT Raflesia, Cimanggis-Depok

R : Researcher
S : Students

1. R: Bagaimana perasaan kamu setelah belajar irregular verb dengan menggunakan lagu?
   S: Enak, keren deh pake lagu belajarnya.

2. R: Apakah kamu merasa penggunaan lagu sebagai media pembelajaran irregular verb sudah cukup efektif?
   S: Efektif sih, tapi kadang masih sering lupa.

3. R: Menurut kamu, mana cara yang lebih efektif dalam menghafal irregular verb, apakah dengan cara dijelaskan lalu dihafal atau lewat media lagu? Mengapa?
   S: Menurut saya sih lebih efektif pake lagu, soalnya jadi lebih gampang dihafal.

4. R: Lalu sejauh ini, setelah menggunakan lagu, bagaimanakah kemampuan hafalan irregular verb kamu?
Appendix VIII

5. R: Lalu setelah ini apakah kalian ingin belajar bahasa inggris dengan menggunakan lagu lagi? Mengapa?

S: *Mau banget, soalnya menyenangkan.*
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ 2
Komponen Bahasa : Grammar
Materi Pokok : Irregular Verb
Alokasi Waktu : 4x 40 Menit (1 Siklus/ 2x Pertemuan)

Standar Kompetensi

1. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount

Indikator

1. Siswa mampu membedakan verb 1, verb 2, dan verb 3
2. Siswa mampu mengidentifikasi irregular verb yang ada pada lirik lagu

Metode/ Teknik Pembelajaran :

1. Komunikatif
2. Ceramah dan Tanya Jawab
### Langkah-Langkah Kegiatan

<table>
<thead>
<tr>
<th>No.</th>
<th>Class Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Warming Up/ Ice Breaking</em></td>
<td>5 Menit</td>
</tr>
<tr>
<td></td>
<td>Guru bertanya tentang beberapa lagu kesukaan siswa</td>
<td></td>
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<tr>
<td>2.</td>
<td><em>Demonstration and Presentation</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Guru menjelaskan tentang irregular verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Guru memberikan print out daftar irregular verb</td>
<td>30 Menit</td>
</tr>
<tr>
<td></td>
<td>dan print out lirik lagu kepada masing-masing siswa.</td>
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<tr>
<td></td>
<td>c. Guru memutar lagu beberapa kali dan murid menggaris</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bawahi irregular verb sesuai dengan yang mereka dengar</td>
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<tr>
<td></td>
<td>dari lagu. Kemudian, siswa mengidentifikasi verb (verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1, 2 dan 3) yang ada di lagu dengan melihat <em>print out list of irregular verb</em> yang telah diberikan oleh guru. (Lirik</td>
<td></td>
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<td></td>
<td>lagu terlampir)</td>
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<tr>
<td>3.</td>
<td><em>Evaluation</em></td>
<td>40 Menit</td>
</tr>
<tr>
<td></td>
<td>a. Lirik lagu yang sudah dikerjakan dibahas bersama oleh</td>
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<tr>
<td></td>
<td>guru dan siswa.</td>
<td></td>
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<tr>
<td></td>
<td>b. Murid mengerjakan latihan menulis irregular verb dalam</td>
<td></td>
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<tr>
<td></td>
<td>bentuk “Fill in the blank spaces”</td>
<td></td>
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<tr>
<td></td>
<td>c. Bermain game “<em>Step on to the paper</em>”</td>
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<tr>
<td>4.</td>
<td><em>Penutup</em></td>
<td>5 Menit</td>
</tr>
<tr>
<td></td>
<td><em>Penutup</em> (5 menit)</td>
<td></td>
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<tr>
<td></td>
<td>Guru memberikan keyword-keyword tentang irregular verb dan mereview materi.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Total Waktu</strong></td>
<td>80 Menit</td>
</tr>
</tbody>
</table>
Appendix IX

Media/ Alat Pembelajaran

1. Print out lirik lagu dan latihan
2. Laptop
3. Speaker
4. Buku ajar

Metode Penilaian

1. Tertulis: Latihan dari Print Out lagu dan soal-soal.
   Bentuk Latihan: *Underlining Verbs within a Song, Fill in the blank spaces within a song dan Fill in the blank table*
   Nilai: Jumlah Jawaban Benar x 10 =……
   2
Appendix IX

CYCLE 2 (TWO)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ 2
Komponen Bahasa : Grammar
Materi Pokok : Irregular Verb
Alokasi Waktu : 4x 40 Menit (1 Siklus/ 2x Pertemuan)

Standar Kompetensi

1. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount

Indikator

1. Siswa mampu menuliskan perubahan verb 1, verb 2, dan verb 3
2. Siswa mampu menghafal common-used irregular verb

Metode/ Teknik Pembelajaran :

1. Komunikatif
2. Ceramah dan Tanya Jawab

Langkah-Langkah Kegiatan
**Appendix IX**

<table>
<thead>
<tr>
<th>No.</th>
<th>Class Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Warming Up/ Ice Breaking</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bermain kuis tebak lagu dan tebak irregular verb</td>
<td>15 Menit</td>
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<tr>
<td>2.</td>
<td><strong>Demonstration and Presentation</strong></td>
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<tr>
<td></td>
<td>Guru meminta siswa untuk menjelaskan lagi mengenai</td>
<td></td>
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<tr>
<td></td>
<td>irregular verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Guru memberikan print out lirik lagu kepada masing-masing siswa.</td>
<td>30 Menit</td>
</tr>
<tr>
<td></td>
<td>b. Guru memutar lagu beberapa kali dan murid menggaris</td>
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<td></td>
<td>bawah irregular verb sesuai dengan yang mereka dengar</td>
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<tr>
<td></td>
<td>dari lagu. Kemudian, siswa mengidentifikasi verb yang</td>
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<td></td>
<td>ada di lagu lalu merubahnya kedalam bentuk verb 1, verb</td>
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<td></td>
<td>2, dan/atau verb 3. Kali ini tanpa melihat print out list of irregular verb. (Lirik lagu terlampir)</td>
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<tr>
<td>3.</td>
<td><strong>Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Lirik lagu yang sudah dikerjakan dibahas bersama oleh</td>
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<tr>
<td></td>
<td>guru dan siswa.</td>
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<tr>
<td></td>
<td>b. Murid mengerjakan latihan menulis irregular verb dalam</td>
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<tr>
<td></td>
<td>bentuk “Fill in the blank spaces”</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Penutup</strong></td>
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<tr>
<td></td>
<td>Guru mereview keseluruhan materi irregular verb sambil</td>
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</tr>
<tr>
<td></td>
<td>memberikan tebak-tebakan irregular verb</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Waktu</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>80 Menit</td>
</tr>
</tbody>
</table>

**Media/ Alat Pembelajaran**

1. Print out lirik lagu dan latihan
2. Laptop
3. Speaker
Appendix IX

4. Buku ajar

Metode Penilaian

1. Tertulis : Latihan dari Print Out lagu dan soal-soal.

   Bentuk Latihan: Underlining Verbs within a Song, Fill in the blank spaces within a song dan Fill in the blank table

   Nilai : Jumlah Jawaban Benar x 10 =…….

   2
Observation Sheet for the Classroom Action Research Cycle One at the 8th Grade of SMPIT Raflesia Cimanggis-Depok

1st Meeting

Berilah Tanda √ pada nilai angka sesuai dengan pengamatan anda.
4= Sangat Baik; 3= Baik; 2= Cukup; 1= Kurang

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek Observasi</th>
<th>Pengamatan</th>
<th>Komentar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rencana Pelaksanaan Pembelajaran (RPP)</td>
<td>√</td>
<td>Write the kind of evaluation and exercises</td>
</tr>
<tr>
<td>2.</td>
<td>Penguasaan Penjelasan Materi</td>
<td>√</td>
<td>The explanation of the material is clear enough</td>
</tr>
<tr>
<td>3.</td>
<td>Penguasaan Penggunaan Alat/ Media Pembelajaran</td>
<td>√</td>
<td>Very good. All students can hear the sound/song well</td>
</tr>
<tr>
<td>4.</td>
<td>Penguasaan Kelas</td>
<td>√</td>
<td>Enough</td>
</tr>
<tr>
<td>5.</td>
<td>Body Language/ Interaksi dengan murid</td>
<td>√</td>
<td>Communicative enough</td>
</tr>
<tr>
<td>6.</td>
<td>Evaluasi pembelajaran</td>
<td>√</td>
<td>It is good because there is explanation and exercise correction</td>
</tr>
</tbody>
</table>

Mengetahui,

Mahasiswa

Mahasiswa

Guru Bahasa Inggris

Puji Haryati, S.Pd.

Kepala SMPIT Raflesia

Dra. Masni.
**Observation Sheet for the Classroom Action Research Cycle One at the 8th Grade of SMPIT Raflesia Cimanggis-Depok**

**2nd Meeting**

Berilah Tanda √ pada nilai angka sesuai dengan pengamatan anda.

4= Sangat Baik; 3= Baik; 2= Cukup; 1= Kurang

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek Observasi</th>
<th>Pengamatan</th>
<th>Komentar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rencana Pelaksanaan Pembelajaran (RPP)</td>
<td>√</td>
<td>Good enough.</td>
</tr>
<tr>
<td>2.</td>
<td>Penguasaan Penjelasan Materi</td>
<td>√</td>
<td>The explanation of the material is good</td>
</tr>
<tr>
<td>3.</td>
<td>Penguasaan Penggunaan Alat/ Media Pembelajaran</td>
<td>√</td>
<td>Very good. The song used is clear enough</td>
</tr>
<tr>
<td>4</td>
<td>Penguasaan Kelas</td>
<td>√</td>
<td>Make students be more disciplined</td>
</tr>
<tr>
<td>5</td>
<td>Body Language/ Interaksi dengan Murid</td>
<td>√</td>
<td>Very good</td>
</tr>
<tr>
<td>6</td>
<td>Evaluasi pembelajaran</td>
<td>√</td>
<td>Good enough</td>
</tr>
</tbody>
</table>

Mengetahui,

Mahasiswa

I.isrotun Nofifah

Guru Bahasa Inggris

Puji Haryati, S.Pd.

Kepala SMPIT Raflesia

Dra. Masni.
Observation Sheet for the Classroom Action Research Cycle Two at the 8th Grade of SMPIT Raflesia Cimanggis-Depok 1st Meeting

Berilah Tanda √ pada nilai angka sesuai dengan pengamatan anda.
4= Sangat Baik; 3= Baik; 2= Cukup; 1= Kurang

<table>
<thead>
<tr>
<th>No.</th>
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<th>Pengamatan</th>
<th>Komentar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>1.</td>
<td>Rencana Pelaksanaan Pembelajaran (RPP)</td>
<td>√</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Penguasaan Penjelasan Materi</td>
<td>√</td>
<td>The explanation of the material is good</td>
</tr>
<tr>
<td>3.</td>
<td>Penguasaan Penggunaan Alat/ Media Pembelajaran</td>
<td>√</td>
<td>Very good. The song is clear, so that students can easily catch the lyrics.</td>
</tr>
<tr>
<td>4</td>
<td>Penguasaan Kelas</td>
<td>√</td>
<td>Good, but please be more distinct to the students who were not disciplined</td>
</tr>
<tr>
<td>5</td>
<td>Body Language/ Interaksi dengan Siswa</td>
<td>√</td>
<td>Very good</td>
</tr>
<tr>
<td>6</td>
<td>Evaluasi pembelajaran</td>
<td>√</td>
<td>Good</td>
</tr>
</tbody>
</table>

Mengetahui,

Mahasiswa

I.isrotun Noifah

Guru Bahasa Inggris

Puji Haryati, S.Pd.

Kepala SMPIT Raflesia

Dra. Masni.
Observation Sheet for the Classroom Action Research Cycle Two at the 8th Grade of SMPIT Raflesia Cimanggis-Depok

2nd Meeting

Berilah Tanda √ pada nilai angka sesuai dengan pengamatan anda.

4= Sangat Baik; 3= Baik; 2= Cukup; 1= Kurang

<table>
<thead>
<tr>
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<th>Pengamatan</th>
<th>Komentar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>1.</td>
<td>Rencana Pelaksanaan Pembelajaran (RPP)</td>
<td>√</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Penguasaan Penjelasan Materi</td>
<td>√</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Penguasaan Penggunaan Alat/ Media Pembelajaran</td>
<td>√</td>
<td>Very good</td>
</tr>
<tr>
<td>4.</td>
<td>Penguasaan Kelas</td>
<td>√</td>
<td>Good. Students were more disciplined</td>
</tr>
<tr>
<td>5.</td>
<td>Body Language/ Interaksi dengan Siswa</td>
<td>√</td>
<td>Very good</td>
</tr>
<tr>
<td>6.</td>
<td>Evaluasi pembelajaran</td>
<td>√</td>
<td>Good.</td>
</tr>
</tbody>
</table>

Mengetahui,

Mahasiswa                                    Guru Bahasa Inggris

Lisrotun Noifah                             Puji Haryati, S.Pd.

Kepala SMPIT Raflesia

Dra. Masni.
**Field Note of the Classroom Action Research at the 8th Grade of SMPIT Raflesia Cimanggis-Depok**

**1st MEETING (Cycle One)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.00 – 13.05</td>
<td>Warming up/ Ice Breaking dengan bertanya tentang beberapa lagu kesukaan siswa. Hal tersebut dilakukan sambil mengabsen siswa.</td>
</tr>
<tr>
<td><strong>Komentar:</strong></td>
<td>Siswa terlihat antusias membahas lagu kesukaan mereka</td>
</tr>
<tr>
<td><strong>Komentar:</strong></td>
<td>Penjelasannya agar lebih mendalam lagi supaya siswa lebih paham</td>
</tr>
<tr>
<td>13.35 – 14.15</td>
<td>Evaluasi. Kegiatan ini meliputi latihan dan pembahasan soal serta games</td>
</tr>
<tr>
<td><strong>Komentar:</strong></td>
<td>Evaluasi sudah baik, ada pembahasan hasil latihan siswa.</td>
</tr>
<tr>
<td><strong>Komentar:</strong></td>
<td>Sudah baik.</td>
</tr>
</tbody>
</table>
Field Note of the Classroom Action Research at the 8th Grade of SMPIT Raflesia Cimanggis-Depok

2nd MEETING (Cycle One)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
Field Note of the Classroom Action Research at the 8\textsuperscript{th} Grade of SMPIT Raflesia Cimanggis-Depok

1\textsuperscript{st} MEETING (Cycle Two)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.00 – 13.05</td>
<td>Warming up/ Ice Breaking. Kegiatan ini meliputi permainan tebak lagu dan tebak irregular verb.</td>
</tr>
<tr>
<td></td>
<td><strong>Komentar:</strong> Bagus sekali, siswa sangat antusias dan terlihat aktif dalam berkompetisi menjawab soal.</td>
</tr>
<tr>
<td></td>
<td><strong>Komentar:</strong> Bagus. Lagu yang dipilih temponya juga pas. Selain itu juga suaranya jelas. Sehingga anak-anak daapat mendengar liriknya dengan lebih jelas.</td>
</tr>
<tr>
<td></td>
<td><strong>Komentar:</strong> Evaluasi sudah baik, ada pembahasan hasil latihan siswa.</td>
</tr>
<tr>
<td>14.15 – 14.20</td>
<td>Penutup. Kegiatan ini meliputi review materi dan bermain tebak-tebakan irregular verb</td>
</tr>
<tr>
<td></td>
<td><strong>Komentar:</strong> Baik Karena bisa semakin melatih kemampuan siswa dalam menghafal irregular verb.</td>
</tr>
</tbody>
</table>
### Field Note of the Classroom Action Research at the 8th Grade of SMPIT Raflesia Cimanggis-Depok

#### 2nd MEETING (Cycle Two)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.00– 13.15</td>
<td>Warming up/ Ice Breaking . Kegiatan ini meliputi permainan tebak lagu dan tebak irregular verb.</td>
</tr>
<tr>
<td>Komentar:</td>
<td>Bagus sekali, siswa sangat antusias dan terlihat aktif dalam berkompetisi menjawab soal.</td>
</tr>
<tr>
<td></td>
<td>Demonstrasi/ Presentasi. Kegiatan ini meliputi penjelasan tentang irregular verb dan presentasi lagu.</td>
</tr>
<tr>
<td>Komentar:</td>
<td>Evaluasi sudah baik, ada pembahasan hasil latihan siswa.</td>
</tr>
<tr>
<td>Komentar:</td>
<td>Baik Karena bisa semakin melatih kemampuan siswa dalam menghafal irregular verb.</td>
</tr>
</tbody>
</table>
**KISI – KISI PENULISAN SOAL PRE TEST CLASSROOM ACTION RESEARCH (CAR)**

**TAHUN PELAJARAN 2010/2011**

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>SMPIT Raflesia Cimanggis- Depok</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kurikulum Acuan</td>
<td>KTSP 2006</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>25 menit</td>
</tr>
<tr>
<td>Jumlah Soal</td>
<td>20 (dua puluh)</td>
</tr>
<tr>
<td>Semester</td>
<td>2 (genap)</td>
</tr>
</tbody>
</table>

**STANDAR KOMPETENSI**

| Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *narrative* dan *recount* untuk berinteraksi dengan lingkungan sekitar. |

<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>Jenis soal</th>
<th>Nomor soal</th>
<th>Jumlah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <em>narrative</em> dan <em>recount</em></td>
<td>1) Menentukan bentuk irregular verb yang tepat yang ada dalam kalimat.</td>
<td>1,2,5,6,7,8,9,13,14,16,17,19,20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Menentukan bentuk irregular verb yang tepat untuk mengisi tabel yang kosong.</td>
<td>MC</td>
<td>3,4,10,11,15,18</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>3) Mengidentifikasi irregular verb yang ada dalam lirik lagu.</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
## KISI – KISI PENULISAN SOAL POST TEST 1 CLASSROOM ACTION RESEARCH (CAR)
### TAHUN PELAJARAN 2010/2011

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>SMPIT Raflesia Cimanggis- Depok</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kurikulum Acuan</td>
<td>KTSP 2006</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>25 menit</td>
</tr>
<tr>
<td>Jumlah Soal</td>
<td>20 (duapuluh)</td>
</tr>
<tr>
<td>Semester</td>
<td>2 (genap)</td>
</tr>
</tbody>
</table>

### STANDAR KOMPETENSI

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.</td>
<td>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount.</td>
</tr>
<tr>
<td></td>
<td>1) Menentukan bentuk irregular verb yang tepat yang ada dalam kalimat.</td>
</tr>
<tr>
<td></td>
<td>2) Menentukan bentuk irregular verb yang tepat untuk mengisi tabel yang kosong.</td>
</tr>
<tr>
<td></td>
<td>3) Mengidentifikasi irregular verb yang ada dalam lirik lagu.</td>
</tr>
</tbody>
</table>

### Jenis soal | Nomor soal | Jumlah
---|---|---
MC | 3,4,5,7,8,9, 10,11,13,14, 15 | 20
MC | 2,6,12,17,18 ,19,20 | 20
MC | 1&16 | 20
Nama Sekolah : SMPIT Raflesia Cimanggis- Depok  
Mata Pelajaran : Bahasa Inggris  
Kurikulum Acuan : KTSP 2006  
Alokasi Waktu : 25 menit  
Jumlah Soal : 20 (dua puluh)  
Semester : 2 (genap)

<table>
<thead>
<tr>
<th>STANDAR KOMPETENSI</th>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>Jenis soal</th>
<th>Nomor soal</th>
<th>Jumlah</th>
</tr>
</thead>
</table>
| Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar. | Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount | 1) Menentukan bentuk irregular verb yang tepat yang ada dalam kalimat.  
2) Menentukan bentuk irregular verb yang tepat untuk mengisi tabel yang kosong.  
3) Mengidentifikasi irregular verb yang ada dalam lirik lagu. | MC | 1,4,5,6,9, 10,13,15, 16,19 | 20 |
|                   |                 |           |            | 3,7,11,14, 17,20 |        |
|                   |                 |           |            | 2,8,12,18 |        |
Appendix XV

PRE- TEST

NAME : 
CLASS : 

1. I love her very much. That’s why I always think about her everyday. What is the verb two of the italicized word above?
   a. Taught 
   b. Thought 
   c. Though 
   d. Thank 

2. I ate rujak with my parents yesterday. What is the basic form (Verb 1) of the underlined verb above?
   a. Eaten 
   c. Eating 
   b. Eat 
   d. Eated 

3. | Verb 1 | Verb 2 | Verb 3 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Go</td>
<td>Went</td>
<td>………</td>
</tr>
<tr>
<td>Write</td>
<td>………</td>
<td>Written</td>
</tr>
<tr>
<td>Think</td>
<td>………</td>
<td>Thought</td>
</tr>
</tbody>
</table>

   What is the appropriate irregular verb to fill in the blank spaces above?
   a. Going, writing, thinking 
   b. Gone, writing, thought 
   c. Going, wrote, thinking 
   d. Gone, wrote, thought 

4. | Verb 1 | Verb 2 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>………</td>
<td>Got</td>
</tr>
<tr>
<td>………</td>
<td>Won</td>
</tr>
<tr>
<td>………</td>
<td>Brought</td>
</tr>
</tbody>
</table>

   What is the basic form of the verb 2 in the table above?
   a. Get – win – bring 
   b. Gotten – win – bring 
   c. Gotten – win – bringing 
   d. Get – win – bringing 

5. Afgan : I sent you an SMS last night. Didn’t you read it? 
   Bondan: Sorry, I didn’t read it. I switched my mobile off last night. What is the verb 1 of the word “sent” above?
Appendix XV

6. It’s so hot today. I **feel** so thirsty.
   What is the verb two of the bolded verb above?
   a. Feeled  c. Feeling  
   b. Felt  d. feels

7. My parents always **give** me a solution to solve my every problem.
   What is the Verb 3 of the word “give” above?
   a. Giving  c. Gave  
   b. Given  d. Gived

8. I **left** home at 09.00 am this morning.
   What is the verb 1 of the underlined word above?
   a. Leave  c. Leaving  
   b. Leaved  d. Love

9. Olga told me about his secret last week.
   What is the verb 1 of the word “told” above?
   a. Tall  c. Telling  
   b. Tell  d. Tole

10. | Verb 1 | Verb 2 |
    |-------|-------|
    | Break | .......|
    | Spend | .......|
    | Do    | .......|

   What is the verb 2 of the verbs in the table above?
   a. Broken – spent – done  
   b. Broken – spent – did  
   c. Broke – spent – did  
   d. Broke – spent – done

11. | Verb 1 | Verb 2 | Verb 3 |
    |-------|-------|-------|
    | Cut   | Cut   | .......|
    | Teach | Taught| .......|
    | Know  | Knew  | .......|

   What is the verb 3 of the verbs above?
   a. Cut, thought, knowed  
   b. Cutted, thought, knowed  
   c. Cut, taught, known  
   d. Cutted, taught, known
Appendix XV

12. I have a dream
A song to sing
To help me cope with anything
If you see the wonder of a fairytale
You can take the future, even if you fail.

I have a Dream: Westlife
What is the verb 3 of the bolded verbs above?
a. Had, sung, seen, taken
b. Had, sang, seen, took
c. Had, sung, saw, took
d. Had, sang, saw, took

13. The students do not understand the material, so the teacher re-explains it to them.
What is the verb 2 of the word “understand” above?
a. Understanded
b. Understood
c. Understanding
d. Understooded

14. Sule : What’s wrong with your knee, Baim?
Baim : I fell down from my bike yesterday.
What is the verb 1 of the underlined word above?
a. Feel c. Fall
b. Fallen d. Full

15.

<table>
<thead>
<tr>
<th>Verb 1</th>
<th>Verb 2</th>
<th>Verb 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>..........</td>
<td>Sold</td>
<td>Sold</td>
</tr>
<tr>
<td>Run</td>
<td>..........</td>
<td>Run</td>
</tr>
<tr>
<td>Do</td>
<td>Did</td>
<td>..........</td>
</tr>
</tbody>
</table>

What is the appropriate verb to fill in the table above?
a. Sell, ran, done
b. Seel, ran, did
c. Sell, ren, done
d. Soll, ren, did

16. She drinks eight glasses of water everyday.
What are the verb 2 and the verb 3 of the italicized word above?
a. Drunk, drank
b. Drinked, drunk
17. The baby sleeps ten hours everyday.
   What is the verb 3 of the word “Sleep” above?
   a. Sleeped  
   b. Slept  
   c. Slip  
   d. Slipped

18. We are students at Raflesia Islamic Junior High School.
   The word “are” is to be. Then, what is the past form (be past) of it?
   a. Is  c. was  
   b. Are  d. were

20. I found a wallet on the street yesterday.
   What is the verb 1 of the word “found” above?
   a. Fund  c. Finded  
   b. Find  d. Fine
Appendix XV

KEY ANSWER OF PRE – TEST

1. B       11. C
2. B       12. A
4. A       14. C
5. B       15. A
7. B       17. B
8. A       18. D
10. C      20. D
1. *It was three AM when you woke me up* And we jumped in the car and *drove* as far as we could go. Just to get away 
   *We talked about our lives, until* 
   *the sun came up* 
   *And now I’m thinking about how I wish I could go back* 
   *Just for one more day, one more day with you* 
   *(Everytime By Simple Plan)*

What is the verb 3 of the bolded irregular verbs above?
   a. Is, Waken, drive, come 
   b. Is, wake, driven, came 
   c. Been, wake, drive, came 
   d. Been, waken, driven 

2. | Verb 1 | Verb 2 | Verb 3 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak</td>
<td>......</td>
<td>......</td>
</tr>
<tr>
<td>Break</td>
<td>......</td>
<td>......</td>
</tr>
<tr>
<td>Know</td>
<td>......</td>
<td>......</td>
</tr>
</tbody>
</table>

What are the appropriate irregular verbs to fill in the blank spaces above?
   a. (spoke, spoken) - (broke, broken) - (Knew, Known) 
   b. (spoken, spoke) – (broken, broke) – (known, knew) 
   c. (spike, spoken) – (broke, broken) – (know, known) 
   d. (spoke, spoken) – (broken, broke) – (known, knew) 

3. Say NO to Drugs!
   What is the verb 2 of the word “Say” above?
   a. Sayed       c. Sa’id 
   b. Said        d. Sayid 

4. I go fishing with my best friend every weekend.

What is the verb 3 of the word “go” above?
   a. Went       c. Got
5. I left my office earlier yesterday because I felt unwell.

What is the verb 1 of the underlined words above?

   a. Leaf, feel  b. Leaving, fell
d. Leaved, fell d. Leave, feel

6. | Verb 1 | Verb 2 |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>........</td>
<td>Got</td>
</tr>
<tr>
<td>........</td>
<td>Won</td>
</tr>
<tr>
<td>........</td>
<td>Brought</td>
</tr>
</tbody>
</table>

What is the basic form of the verb 2 in the table above?

   a. Get – win – bring
   b. Gotten – win – bring
   c. Gotten – win – bringing
   d. Get – win – bringing

7. The birds fly high into the sky.

The verb 3 of the underlined word above is…..


8. I read three books every week

The verb 3 of the word “read” above is…..

   a. Ride  b. Read  c. Red  d. Rid

9. The leaves fall down from the trees on autumn.

What are the verb 2 and verb 3 of the word “fall” above?

   a. Fell, fallen  b. Feel, fallen
   b. Feel, full  d. Fell, full

10. I sit on the long bench in the park.

The verb 2 of the word “sit” above is…

   a. Set  b. Sat  c. Suit  d. Sitted

11. The students did not **understand** what their teacher has said.

What is the verb 2 of the bolded word above?

   a. Understood  b. Understanding  
c. Understooded
12. What are the correct irregular verbs to fill in the blank table above?

<table>
<thead>
<tr>
<th></th>
<th>Verb 1</th>
<th>Verb 2</th>
<th>Verb 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>take</td>
<td>........</td>
<td>........</td>
</tr>
<tr>
<td>2</td>
<td>run</td>
<td>........</td>
<td>........</td>
</tr>
<tr>
<td>3</td>
<td>do</td>
<td>........</td>
<td>........</td>
</tr>
</tbody>
</table>

What are the correct irregular verbs to fill in the blank table above?

a. (toke, took) – (ran, run) - (did, done)

b. (took, taken) - (ran, run) - (did, done)

c. (took, taken) - (run, ran) - (done, did)

d. (toke, taken) - (ran, run) - (did, done)

13. Olga: You look so sad, Komeng. What’s wrong?

Komeng: I lost my laptop last night.

What is the verb 1 of the word “lost” above?

a. Loose  

b. Lose  

c. Lots  

d. Last  

14. I saw your father standing in the front of Depok Bus Station.

What is the verb 3 of the underlined irregular verbs above?

a. See, stand  

b. Seen, stand  

c. See, stood  

d. Seen, stood  

15. I thought he was nice, but I was wrong.

The verb 1 of the word “thought” is...

a. Though  

b. Think  

c. Taught  

d. Thank  

16. For all those times you stood by me. For all the truth that you made me see

For all the joy you brought to my life. For all the wrong that you made right

For every dream you made come true. For all the love I found in you

I’ll be forever thankful baby. You’re the one who held me up

Never let me fall. You’re the one who saw me through, through it all

(Celine Dion: Because You Loved me)

How many different verbs 2 of irregular verb are there in the song lyric above?
Appendix XVI

17.  

<table>
<thead>
<tr>
<th>Verb 1</th>
<th>Verb 2</th>
<th>Verb 3</th>
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<tbody>
<tr>
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<td>Found</td>
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<td></td>
<td>Told</td>
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<td></td>
<td></td>
<td>Sent</td>
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</tbody>
</table>

What are the correct irregular verbs to fill in the blank table above?

a.  (Fine, Find) – (Tell, Tole) – (Sent, Send)
b.  (Find, Found) – (Tell, Told) – (Send, Sent)
c.  (Found, Find) – (Tell, Told) – (Sent, Send)
d.  (Find, Fine) – (Tell, Tall) – (Send, Sent)

18.  

<table>
<thead>
<tr>
<th>Verb 1</th>
<th>Verb 2</th>
<th>Verb 3</th>
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</thead>
<tbody>
<tr>
<td>Spend</td>
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<td>Give</td>
<td></td>
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<tr>
<td>Are</td>
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</tbody>
</table>

What is the verb 2 and verb 3 of the irregular verbs above?

a.  (Spend, Spent) – (Gave, Given) – (Were, Been)
b.  (Spent, Spent) – (Gave, Given) – (Was, Were)
c.  (Spent, Spent) – (Gave, Given) – (Were, Been)
d.  (Spent, Spent) – (Gave, Given) – (Were, Been)

19.  

I like rujak so much. That’s why I eat it every day. After that, I usually drink my favorite orange juice.

What is the verb 2 and verb 3 of the underlined words above?

a.  (Ate, Eaten) – (Drank, Drunk)
b.  (Eaten, Ate) – (Drunk, Drank)
c.  (Ate, Eaten) – (Drunk, Drank)
d.  (Eaten, Ate) – (Drank, Drunk)

20.  

<table>
<thead>
<tr>
<th>Verb 1</th>
<th>Verb 2</th>
<th>Verb 3</th>
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<tbody>
<tr>
<td>Cut</td>
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<td>Put</td>
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<tr>
<td>Have</td>
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</tbody>
</table>

What are the verb 2 and verb 3 of the words beside?

a.  (Cutted, Cat) – (Put, Putted) – (Have, Had)
b.  (Cat, Cut) – (Put, Put) - (Had, Have)
c.  (Cut, Cut) – (Put, Put) – (Had, Had)
d.  (Cut, Cut) – (Put, Put) – (Have, Had)
Key Answer of Post Test 1

1. D   11. C
4. A   14. D
5. D   15. B
6. A   16. D
7. D   17. B
8. B   18. C
9. A   19. A
POST TEST OF CYCLE TWO

Name:             Class:

1. I lost my wallet in the National Park Last Week.
   What is the verb 1 of the word “Lost” above?
   a. Lose  b. Loose  c. Last  d. List

2. See I never thought that I could walk through fire. I never thought that I could
take the burn.
   I never had a strength to take it higher until I reached the point of no return.
   *(Never Say Never BY Justin Bieber & Jaden Smith)*
   How many different irregular verbs are there in the song above?
   a. 3  b. 4  c. 5  d. 6

3. 

<table>
<thead>
<tr>
<th>Verb 1</th>
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<tbody>
<tr>
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<tr>
<td>Know</td>
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</table>

   What are the appropriate irregular verbs to fill in the blank spaces above?
   e. (spoke, spoken) – (broke, broken) – (Knew, Known)
   f. (spoken, spoke) – (broken, broke) – (known, knew)
   g. (spike, spoken) – (broke, broken) – (know, known)
   h. (spoke, spoken) – (broken, broke) – (known, knew)

4. My brother fell down from the tree when he was trying to take his kite.
   What is the verb 1 and verb 3 of the word “fell” above?
   a. Feel, Fallen  b. Fall, Felt  c. Fall, Fallen  d. Fell, Fallen

5. I saw your father stood in front of ITC Depok.
   What is the verb 3 of the underlined irregular verbs above?
   a. See, stand  b. Seen, Stand  c. See, stood  d. Seen, Stood

6. I left my office earlier yesterday because I felt unwell.
   What is the verb 1 of the underlined words above?
   a. Leaf, feel  b. Love, Fell  c. Leaving, fell  d. Leave, Feel
7. | Verb 1 | Verb 2 | Verb 3 |
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<td>Found</td>
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<tr>
<td>Told</td>
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<tr>
<td>Sent</td>
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</tr>
</tbody>
</table>

What are the correct irregular verbs to fill in the blank table above?

a. (Fine, Find) – (Tell, Tole) – (Sent, Send)
b. (Find, Found) – (Tell, Told) – (Send, Sent)
c. (Found, Find) – (Told, Tell) – (Sent, Send)
d. (Find, Fine) – (Tell, Tall) – (Send, Sent)

8. \textit{It was three AM when you woke me up}

\textit{And we jumped in the car and drove as far as we could go.}

\textit{Just to get away}

\textit{We talked about our lives, until the sun came up}

\textit{And now I'm thinking about how I wish I could go back}

\textit{Just for one more day, one more day with you}

\textit{(Everytime by Simple Plan)}

What is the verb 3 of the bolded irregular verbs above?

a. Is, Waken, drive, come  
c. Been, wake, drive, came  
b. Is, wake, driven, came  
d. Been, waken, driven, come

9. The baby sleeps ten hours everyday.

What is the verb 3 of the word “Sleep” above?

a. Sleeped  
b. Slept  
c. Slip  
d. Slipped

10. I love her very much. That’s why I always think about her everyday.

What is the verb two of the italicized word above?

a. Taught  
b. Thought  
c. Though  
d. Thank

11. | Verb 1 | Verb 2 | Verb 3 |
<table>
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<tbody>
<tr>
<td>Cut</td>
<td>Cut</td>
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<tr>
<td>Put</td>
<td>Put</td>
<td></td>
</tr>
<tr>
<td>Hurt</td>
<td>Hurt</td>
<td></td>
</tr>
</tbody>
</table>

What is the verb 3 of the verbs above?

a. Cut, put, hurt  
b. Cut, put, heart  
c. Cat, put, hurt  
d. Cup, put, hurt


Appendix XVII

12. For all those times you stood by me. For all the truth that you made me see
   For all the joy you brought to my life. For all the wrong that you made right
   For every dream you made come true. For all the love I found in you
   I’ll be forever thankful baby. You’re the one who held me up
   Never let me fall. You’re the one who saw me through, through it all

(Celine Dion: Because You Loved me)

How many different verbs 2 of irregular verb are there in the song lyric above?

a. 7  b. 8  c. 9  d. 10

13. I go to school at 6.30 A.M and I come back to home at 3.00 P.M.

What is the verb 2 of the word “go” and “come” above?

a. Gone, came  b. Went, come  c. Went, came  d. Gone, Come

14. | Verb 1 | Verb 2 | Verb 3 |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Spend</td>
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<td>........</td>
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<tr>
<td>Give</td>
<td>........</td>
<td>........</td>
</tr>
<tr>
<td>Take</td>
<td>........</td>
<td>........</td>
</tr>
</tbody>
</table>

What is the verb 2 and verb 3 of the irregular verbs above?

a. (Spend, Spent) – (Gave, Given) – (Took, Taken)
   b. (Spent, Spent) – (Gave, Given) – (Taken, Took)
   c. (Spent, Spent) – (Gave, Given) – (Took, Taken)
   d. (Spend, Spent) – (Gave, Given) – (taken, Took)

15. Mr. Chris is our beloved teacher, and we are his students.

What is the verb 3 of the auxiliary verb “is” and “are” above?

a. (Was, Been) – (Were, Been)  c. (Was, Were) – (Were, Was)
   b. (Is, Been) – (Are, Been)  d. (Is, Was) – (Are, Were)

16. I like rujak so much. That’s why I eat it every day. After that, I usually drink
    my favorite orange juice.

What is the verb 2 and verb 3 of the underlined words above?

a. (Ate, Eaten) – (Drank, Drunk)  c. (Ate, Eaten) – (Drunk, Drank)
   b. (Eaten, Ate) – (Drunk, Drank) d. (Eaten, Ate) – (Drank, Drunk)

17. | Verb 1 | Verb 2 |
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<tbody>
<tr>
<td>Get</td>
<td>........</td>
</tr>
<tr>
<td>Win</td>
<td>........</td>
</tr>
<tr>
<td>Bring</td>
<td>........</td>
</tr>
</tbody>
</table>

What is the basic form of the verb 2 in the table above?
Appendix XVII

a. Got, won, bright c. Get, won, brought
b. Got, won, brought d. Got, win, brought

18. *So, Impossible as they may seem*

   *You’ve got to fight for every dream*

   *Cos who’s to know which one you let go*

   *Would have made you complete*

   *(Flying Without Wings by Westlife)*

   What is the verb 2 of the underlined verbs above?
   a. Fight, knew, had   c. Fought, knew, have
   b. Fought, known, had d. Fought, knew, had

19. What are the correct irregular verbs to fill in the blank table beside?

<table>
<thead>
<tr>
<th>Verb 1</th>
<th>Verb 2</th>
<th>Verb 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy</td>
<td>Bought</td>
<td></td>
</tr>
<tr>
<td>Sing</td>
<td>Sang</td>
<td></td>
</tr>
<tr>
<td>Hold</td>
<td>Held</td>
<td></td>
</tr>
</tbody>
</table>

   a. Bought, Sang, Hold
   b. Bought, Sang, Held
   c. Bought, sung, Held
   d. Bought, sung, hold

20. What is the appropriate verb to fill in the table above?

   e. Sell, ran, done   b. Seel, ran, did
   c. Sell, ren, done   d. Soll, ren, did
KEY ANSWER OF POST TEST 2

1. A  11. A
2. B  12. D
3. A  13. D
4. C  14. A
5. D  15. A
6. D  16. A
7. B  17. B
8. D  18. D
10. B  20. A
Underline the correct verbs in the song below!

"Everytime" by Simple Plan

It *(is/was/been)* three AM when you *(waken/woke/wake)* me up

And we jumped in the car and *(drive/driven/drove)* as far as we could *(went/go/gone)*

Just to *(get/got/gotten)* away

We talked about our lives, until the sun *(come/came)* up

And now I'm thinking about how I wish I could go back

Just for one more day, one more day with you

Chorus (*)

Everytime I *(saw/see/seen)* your face. Everytime you look my way

It's like it all *(fell/fallen/falls)* into place. Everything *(felt/feels)* right

Ever since you walked away, you *(leave/left)* my life in disarray

All I want is one more day. It's all I need: one more day with you

When the car *(broke/break/broken)* down, we just *(kept/keep)* walking along

‘Til we hit this town, there was nothing there at all

But that was all okay

We *(spend/spent)* all our money on stupid things

But if I looked back now, I'd probably *(give/gave/given)* it all away

Just for one more day. One more day with you

*Back to Chorus (*)*
Appendix XVIII

Now I'm sitting here, like we used to do

I (thought/think) about my life and how now there's nothing I won't do

    Just for one more day

    One more day with you

  *Back to Chorus (*)
**Underline the Correct Words!**

**Because you loved me (Celine Dion)**

For all those times you *(stood/stand)* by me. For all the truth that you *(make/made)*
me see

For all the joy you *(brought/bring)* to my life. For all the wrong that you made right

For every dream you made come true. For all the love I *(find/found)* in you

I’ll be forever thankful baby. You’re the one who *(held/hold)* me up

Never let me *(fell/fallen/fall)*. You’re the one who *(seen/saw/see)* me through,
through it all

Chorus: You *(are/were/been)* my strength when I was weak. You we’re my voice
when I couldn’t *(spoke/spoken/speak)*

You were my eyes when I couldn’t *(seen/saw/see)*. You saw the best there was in me

Lifted me up when I couldn’t reach. You *(give/gave/given)* me faith coz you believed

I’m everything I *(am/been/was)* because you loved me

You gave me wings and made me *(flew/fly/flew)*. You touched my hand I could
touch the sky

I *(lose/lost)* my faith, you give it back to me. You *(say/said)* no star was out of reach

You *(stood/stand)* by me and I stood tall. I *(have/had)* your love I had it all

I’m grateful for each day you gave me. Maybe I don’t *(knew/know/known)* that
much

But I know this much is true. I was blessed because I was loved by you
Appendix XVIII

Back to Chorus

You (are/been/were) always there for me. The tender wind that carried me

A light in the dark shining your love into my life. You’ve been my inspiration

Through the lies you were the truth. My world (been/is/was) a better place because of you
I never (V/2 think)……. that I could walk through fire.

I never (V/2 think)……. that I could (v/1 took) the burn.

I never (v/2 have)……. the strength to (v/1 taken) it higher,

Until I reached the point of no return.

(*) And there's just no turning back,

When your hearts under attack,

Gonna (v/1 gave)……. everything I (v/1 had)……. It's my destiny.

Chorus:

I will never (v/1 said)……. never! I will fight

I will (v/1 fought)……. till forever! (v/1 made)……. it right

Whenever you knock me down,

I will not stay on the ground.

Pick it up 4x. And never say never.

I never thought I could (v/1 felt)……. this power.

I never (v/3 think)……. that I could feel this free.

I'm strong enough to climb the highest tower.

And I'm fast enough to (v/1 ran)……. across the sea.

Back to (*), Chorus
Here we (v1/went).......! Guess who?

JSmith and Jb! I gotcha lil bro.

I can handle him. (v1/held)......... up, aight? I can handle him.

Now he's bigger than me, Taller than me.

And he's older than me, and stronger than me.

And his arms a little bit longer than me.

But he ain't on a JB song with me!

I'll be trying a chill. They'll be trying to side with the thrill.

No pun intended, was raised by the power of Will.

Like Luke with the force, when push comes to shove.

Like Cobe with the 4th, ice water with blood.

I gotta be the best, and yes we're the flyest.

Like David and Goliath, I conquered the giant.

So now I (v2/get)........ the world in my hand,

I was born from two stars. So the moon's where I land.
FLYING WITHOUT WINGS (WESTLIFE)

Everybody's looking for that something
One thing that makes it all complete
You'll (v1 found)........... it in the strangest places
Places you never (v2 know)........ it could be
Some find it in the face of their children
Some find it in their lover's eyes
Who can (v1 denied).......... the joy it (v1 brought)........
When you've (v3 find)........ that special thing
You're flying without wings

Some find it sharing every morning
Some in their solitary lives
You'll find it in the words of others
A simple line can (v1 made)...... you laugh or cry

You'll find it in the deepest friendship
The kind you cherish all your life
And when you (v1 knew)........ how much that (v1 meant)........
You've (v2 find)........ that special thing
You're flying without wings
So, impossible as they may seem
You've (v2/get)........ to (v1/fought)........ for every dream
Cos who's to know which one you let (v1/went)........
Would (v1/had)......... (v2/make)........ you complete

Well for me (v1/was)....... waking up beside you
To watch the sunrise on your face
To know that I can say I love you
In any (v3/give)....... time or place
It's little things that only I (v1/known).......... Those (v1/were)..........the things that make you mine
And it's like flying without wings
Cos you're my special thing
I'm flying without wings

And you're the place my life (v1/began)......

And you'll be where it ends

I'm flying without wings
And that's the joy you (v1/brought)......
I'm flying without wings
## Exercise of Irregular verb

**Fill in the Blank Spaces in the Table below!**

<table>
<thead>
<tr>
<th>No</th>
<th>Verb 1/ Base Form</th>
<th>Verb 2/ Simple past</th>
<th>Verb 3/ Past Participle</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Eat</td>
<td>Ate</td>
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<td>2.</td>
<td>Go</td>
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<tr>
<td>14.</td>
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<td>Run</td>
<td>Ran</td>
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<td>Came</td>
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<td>20.</td>
<td>Put</td>
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## Appendix XIX

### Exercise of Irregular verb

**Fill in the Blank Spaces in the Table below!**

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<th>No</th>
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<th>Verb 2/ Simple Past</th>
<th>Verb 3/ Past Participle</th>
<th>Meaning</th>
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## SCHEDULE OF CLASSROOM ACTION RESEARCH

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<th>Maret</th>
<th>April</th>
<th>Mei</th>
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### Observation Sheet of Students' Participation during CAR

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<th>No.</th>
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<th>Cycle 2</th>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td>✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
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<tr>
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<td>Bergas Dwi Handoko</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td>Daffa Radityatama</td>
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<tr>
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<td>Gusti Alfahmi Anwar</td>
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<td>✓ ✓ ✓ ✓</td>
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<td>Herskovid Persada</td>
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<td>M. Rifky Suryadi</td>
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<td>✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
</tbody>
</table>

*Dark Purple rows were absent students*

1= Doing the Task on time  
2= Asking  
3= Giving Opinion  
4= Answering Teacher's Question
The Improvement of Student's Irregular Verb Score during CAR
### Table of Item Facility and Discriminating Power of Post Test 2

<table>
<thead>
<tr>
<th>Item Facility</th>
<th>Number of Question</th>
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<tbody>
<tr>
<td>IF Value</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>Scale</td>
<td>Easy Mod Easy Mod Easy Mod Easy Mod Mod Mod Easy Easy</td>
</tr>
<tr>
<td>DP Index</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
</tr>
<tr>
<td>Remark</td>
<td>Ok Ok Ok Ok Ok Ok Ok Ok Ok Ok Ok Ok Ok Ok Ok Ok Ok</td>
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<table>
<thead>
<tr>
<th>Discriminating Power</th>
<th>Number of Question</th>
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<tbody>
<tr>
<td>DP Index</td>
<td>0.16 0.33 0.16 0.33 0.16 0.16 0.16 0.33 0.3 0.16 0.16 0.16 0.5 0.2 0.3 0.16 0.5 0.16 0.2</td>
</tr>
<tr>
<td>Remark</td>
<td>Ok Ok Ok Ok Ok Ok Ok Ok Ok Ok Ok Good Ok Ok Ok Ok Ok</td>
</tr>
</tbody>
</table>

Where:
- **IF Value** represents the Item Facility Value for each question.
- **Scale** indicates the difficulty level of each question (Easy, Mod, or Easy).
- **DP Index** indicates the Discriminating Power Index for each question.
- **Remark** provides a qualitative assessment (Ok or Good) for each question.