

The Effect of Familiar Songs' Tune to Improve Students' Understanding in Irregular Verbs

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ABSTRACT

English is one of the most important language in the world. It can be used as a language in any part of the world. That is why it is taught at all level of education in our country, Indonesia. However, English language learners usually get problems in understanding and using those three forms of verb which are commonly called *irregular verbs* as the core of tenses which are very essential in formulating tenses, have been taught at Junior and Senior High School. However, it is assumed that they are hardly used, even by those students of English Department of FBS UNIMA in Tondano. It is assumed that their low of English competence has made them not have confidence to do their performance. Anyway, this is still an assumption that needs to be investigated. The low of competence of English knowledge might have been one of the causes that make them not able to communicate in English. Not mastering the three forms of verbs, their meanings and functions caused them enable to expressed what happened in the past present and future or they might know the structure or the pattern but do not know when to use. The research questions: Can the effect of familiar songs' tune improve students' understanding on irregular verbs. The study was delimited to the forms, meanings and functions of irregular verbs. The focus on this study was the fourth semester students of English department, FBS UNIMA. The tune is limited to that belongs to the songs which are well known by the students. To learn and memorize irregular verbs which have the same V2 and V3, the tune is taken from the song "*Are you sleeping Brother John*". Each line was sung twice in order that the students are able to memorize easily. This is a quantitative research through pre-experimental design with one group pre-test and post-test design. The pretest was given to the students before treatment and the post-test was given after the treatment. This research showed that the effect of Familiar Songs' Tune was improved students' understanding on irregular verbs and it has made the class atmosphere become so lively and the students enjoy learning English by singing. Learning English by singing is fun.

Keywords: Effect, Familiar Songs' Tune, Improve, Understanding, Irregular Verbs

INTRODUCTION

English is one of the most important language in the world. It can even be said to be the single most important language. It can be used as a language in any part of the world. That is why it is taught at all level of education in our country, Indonesia. Elementary school, high school and university students are all learning English now. However, learning English sentence pattern is much more difficult than learning Indonesian's (Uktolseja, Sujaja, & Matinahoru, 2019).

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very essential in formulating tenses, have been taught at Junior and Senior High School. However, it is assumed that they are hardly used, even by those students of English Department of FBS UNIMA in Tondano. As a prove, it is observed that almost all students rarely speak English although they always meet at campus every day. It seems that they do not know how to speak English even a very simple sentence. It is assumed that their lack of English competence has made them not have self-confidence to do he performance. Anyway, this is still an assumption that needs to be investigated.

As a lecturer of English who has responsibility in the successful teaching and learning of English, the writer would like to find out how the competence of the fourth semester students of English Department, FBS UNIMA is. Are they already good at the forms of irregular verbs and their use or not, and if not, how to help them? What kind of technique can be applied to make students succeed in learning English. Based on the background above, this research entitled, "The Effect of Familiar Songs' Tune to in Improving Students' Understanding on Irregular Verbs".

Statement of the Problem

As it is mentioned earlier that according to the writer observation, it is hard for the students of English department to speak English every day when they are at campus, although they always meet each other before or after class. Instead of practicing English, they just keep chattering in Manadonesse. The lack of competence of English knowledge might have been one of the causes that make them not able to communicate in English. Not mastering the three forms of verbs, their meanings and functions caused them enable to expressed what happened in the past present and future or they might know the structure or the pattern but do not know when to use.

RESEARCH METHOD

This is quantitative research through pre-experimental design with one group pre-test and post-test design. The pretest will be given to the students before treatment but the post-test, after the treatment. "One group pretest and posttest design are similar to the one-shot study." Hatch and Farhady (1983:90).

"The small group that is observed is called a sample and the larger group about which the generalization is made called population. A population is defined as all members of any well-defined class of people, events or objects. A sample is a portion of population." Donal Ary et.al (1979:129). In this research, the population is all the fourth semester students of English Department, Faculty of Language and Arts, Manado State University (UNIMA) in Tondano.

As stated earlier a sample is a portion of a population. The fourth semester students are divided into nine classes; Class A, B, C, D, E, F, G, H, I. the class A has been chosen as the sample of this research.

Instrument for Data Collection

The instrument used in this research in written test; Pre-test and Post-test.

Formula for Data analysis

The data taken from the result of the pre-test and post-test will be analyzed by using the following Mean Score Formula, as stated by Hatch & Farhady (1983:35).

$$X = \frac{\sum X}{N}$$

The data presented in frequency distribution, computation of mean score, computation of standard deviation of each test and display on frequency polygon.

RESULTS AND DISCUSSION

Table 1. The scores of Pre-tests (T₁) and Post-test (T₂)

Number of Student	Pre-Test (T ₁)	Post-Test (T ₂)
1	93	100
2	81	95
3	79	99
4	76	99
5	76	99
6	68	100
7	68	100
8	68	100
9	63	100
10	63	99
11	63	92
12	58	99
13	58	99
14	45	100
15	45	97
16	45	96
17	45	92
18	40	92
19	36	71
20	36	84
21	36	96
22	36	95
23	28	96
24	28	96
25	28	75
26	20	92
27	20	75

Table 2. Frequency Distribution Matrix of Pre-test (T₁)

SCORE	TALLY	F	%	Cf	Cf %
93	I	1	3.70	27	100
81	I	1	3.70	26	96.30
79	I	1	3.70	25	92.59
76	II	2	7.40	24	88.88

68	III	3	11.11	22	81.48
63	III	3	11.11	19	70.37
58	II	2	7.40	16	59.25
45	IIII	4	14.81	14	51.85
40	I	1	3.70	10	37.03
36	IIII	4	14.81	9	33.33
28	III	3	11.11	5	18.51
20	II	2	7.40	2	7.40

Table 3. Frequency Distribution Matrix of Post-test (T₂)

SCORE	TALLY	F	%	Cf	cf
100	IIII	6	22.22	27	100
99	IIII	6	22.22	21	77.77
97	I	1	3.70	15	55.55
96	IIII	4	14.81	14	51.85
95	II	2	7.40	10	37.03
92	IIII	4	14.81	8	29.62
84	I	1	3.70	4	14.81
75	II	2	7.40	3	11.11
71	I	1	3.70	1	3.70

Table 4. Computation of Mean (\bar{X}) and Standard Deviation of the Pre-test (T²)

Number of Students	Score (X)	X ²
1	93	8649
2	81	6561
3	79	6241
4	76	5776
5	76	5776
6	68	4624
7	68	4624
8	68	4624
9	63	3969
10	63	3969
11	63	3969
12	58	3364
13	58	3364
14	45	2025
15	45	2025
16	45	2025
17	45	2025
18	40	1600
19	36	1296
20	36	1296
21	36	1296
22	36	1296
23	28	784
24	28	784

25	28	784
26	20	400
27	20	400
TOTAL	1402	83546

Table 5. Computation of Mean (\bar{X}) and Standard Deviation of the Post-test (T_2)

Number of Students	Score (X)	(X^2)
1	100	10000
2	95	9025
3	99	9801
4	99	9801
5	99	9801
6	100	10000
7	100	10000
8	100	10000
9	100	10000
10	99	9801
11	92	8464
12	99	9801
13	99	9801
14	100	10000
15	97	9409
16	96	9216
17	92	8464
18	92	8464
19	71	5041
20	84	7056
21	96	9216
22	95	9025
23	96	9216
24	96	9216
25	75	5625
26	92	8464
27	75	5625
TOTAL	2538	240332

The Result of Data Analysis

Test	Mean (\bar{X})	Standard Deviation
Pre-test	51.92	20.32
Post-test	74	8.22

The result of data analysis above points out that the effect of Familiar Songs' Tune has been applying in improving students' understanding on irregular verbs. Before applying FST in teaching irregular verbs the mean score was 51.92. However, while FST was used to learn and memorize the irregular verbs with their meanings and functions of each forms, as the treatment, the mean score increased to be 74. The increasing of mean score increased to be 74. It was found out that there were 6 students who got score 100 in the

post-test, 6 students got score 99, 1 student got score 97, 4 students got score 95, 4 students got score 92, 1 student got score 84. 2 students got score 75, 1 student got score 71. The lowest score was 71. The amounts of students taking the post-test was 27. The total of students whose scores were from 71 until 100 were 27 students. It means that 100% of students got good scores in the post-test. Compared to the achievement of students in pre-test, no students got score 100, only 1 student got score 93, 1 student got score 81, 1 student got score 79, 2 students got score 72 and the rest scores were from 68 until 20. In this case the percentage of students with good scores was only 18.51%.

Based on the result of data analysis above, as the findings of this research it concluded that the hypothesis was accepted because 100% of students got good scores in doing the post-test. It was much more than 80% that was expected before conducting this research. This was a prove that the effect of Familiar Songs' Tune (FST), with irregular verbs and their functions as its lyrics was successful to give it contribution not only in improving students' understanding on irregular verbs but also had made the class atmosphere become so lively and the students enjoy learning English by singing. Learning English by singing is fun.

CONCLUSIONS

Based on the data presented above, that the Mean Score of the post-test (74) was higher than that of the pre-test (51.92), and the percentage of students whose scores 71-100 was 100%, while in the pre-test was 18.51%, the researcher comes to a conclusion that it is already proofed, the Familiar Songs' Tune (FST) can be used as a technique in teaching English in order the effect of FST in improving the students' understanding of Irregular Verbs.

The effect of Familiar Songs' True (FST), with irregular verbs and their functions as its lyrics was successful not only in improving the students' competence and performance of English but also had encouraged students to enjoy learn English by singing. Singing the familiar songs consist of English grammar/structure to replace their origin lyrics, had made students enjoy learning English grammar without getting bored, and retain what they learned in long-term memory. That was the reason why they were able to do the post-test well and got high scores. The conclusion above has proofed the effect of Familiar Songs' Tune in improving of students' understanding on irregular verbs.

Based on the conclusion above, it is suggested that English teacher use the Familiar Songs' Tune technique in the teaching of English, especially to help students learn, understand, memorize and remember the forms of irregular verbs with their meaning and function in order to improve their competence of English because the higher their competence, the better their performance will be.

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