THE EFFECT OF USING SONG TssssOWARDSTUDENTS GRAMMAR MASTERY IN SIMPLE PRESENT TENSE ATTHE EIGHT GRADE STUDENTS AT SMP NEGERI 1KEC. BUKIKBARISAN, KAB. LIMA PULUH KOTA

A Thesis

Submitted as a Partial Fulfillment of the Requirement to Obtain Strata One Degrees (S1) of English Education Department

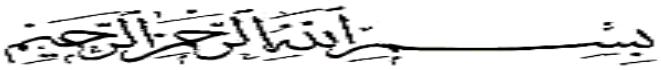


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HALAMAN PERSEMBAHAN



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untuk mencapai impianmu apapun itu
tetap sabar dan tawaqal..... ☺

ABSTRACT

Nike Septika, 2312.045. The Effect of Using Song towards Students' Grammar Mastery at the Eight Grade Students in SMP N 1 Kec. Bukik Barisan Kab. Lima Puluh Kota in Academic Year 2016/2017. A Thesis, State Islamic Institute (IAIN) Bukittinggi, 2017.

This research was due to discover the effect of using song towards students' grammar mastery. It has been done at SMP N 1 Kec. Bukik Barisan Kab. Lima Puluh Kota because most of the students of Junior High School still encounter problems in mastering English especially grammar. Most of the students are not able to write a sentence and speak well because of personality and language factors. Then, the teacher still uses the conventional technique such as the materials that was given to them was written on the whiteboard and then ask students to write it down. Additionally, this school has the complete equipments but the teacher seldom uses it. As a result, only some of the students got involved in the classroom activity.

This research used experimental research. The researcher used a quasi-experimental design by using the pretest-posttest control group design. The population of this research was the eight grade of SMP N 1 Kec. Buik Barisan Kab. Lima Puluh Kota. The sample was $VIII^2$ which was treated as experimental class and taught by using song and $VIII^1$ was treated as control class and taught by using conventional technique. To determine the sample, the researcher used total sampling technique. The data got through pretest and posttest to experimental and control classes. To analyze the data, the researcher used the normality by using Lilliefors test and the homogeneity test by using F test and to test the hypothesis, the researcher used t-test formula and consulted the result into t-table with level of the significance $\propto$ = 0.025 for the first and second hypothesis and ($\propto$) = 0.05 for the third hypothesis.

From the result and accounting the pre-test and post-test scores of the experimental class, it was found that the t-obtained (8.60) was higher than the t-table (1.960) with the degree of freedom (df) = 25+25-2 = 48 and level of significance ($\propto$)= 0.05/2= 0.025. So that, the alternative hypothesis (Ha) was accepted which means that there was significant effect of song on students' grammar mastery. Then, the calculation of post-test both classes: experimental and control classes was obtained the t-obtained (4.19) which was higher than the t-table (1.960) with the degree of freedom (df) = 25+24-2 = 47 and level of significance ($\propto$)= 0.05/2= 0.025. So that, the alternative hypothesis (Ha) was

accepted which means that there is significant difference between using song and using conventional technique. Then, the t-obtained in post-test both classes was obtained t-obtained (4.19) which was higher than t-table (1.645) with degree of freedom (df) = 25+24-2 = 47 and level of significance ($\propto$) = 0.05. So that, the alternative hypothesis (Ha) was accepted which means that the students who are taught by using song is better than the students who are taught by using conventional technique. So, it can be concluded that the entire hypothesis is accepted. It is proved that using song on students' grammar mastery can help the students in their grammr.

Keywords : grammar mastery, simple present, song

ABSTRAK

Nike Septika, 2312.045. Pengaruh Penggunaan lagu terhadap penguasaan tatabahasa siswa pada Siswa Kelas VIII SMP N 1 Keb. Bukik Barisan Kab. Liama Puluh kota Tahun Ajaran 2016/2017. Skripsi, Institut Agama Islam Negeri (IAIN) Bukittinggi, 2017.

Penelitian ini bertujuan untuk menemukan pengaruh penggunaan media lagu terhadap kemampuan penguasaan tatabahasa siswa. Penelitian ini telah dilakukan di SMP N 1 Kec. Bukik BrisanKab. Lima Puluh Kota karena tidak bisa dipungkiri bahwa masih banyak siswa di Sekolah Menengah Pertama (SMP) menghadapi masalah-masalah dalam menguasai pelajaran bahasa Inggris khususnya keterampilan menulis kalimat dan berbicara bahasa Inggris. Kebanyakan dari siswa tidak mampu berbahasa Inggris disebabkan oleh faktor personaliti dan juga faktor dari bahasa itu sendiri. Kemudian gurunya masih tetap menggunakan teknik yang biasanya dilakukan seperti menulis materi di papan tulis kemudian menginstruksikan siswa menulisnya kembali.. Sebagai hasilnya, hanya beberapa siswa yang terlibat dalam kegiatan pembelajaran di kelas.

Jenis penelitian yang digunakan adalah penelitian eksperimen. Peneliti menggunakan penelitian quasi eksperimen dengan menggunakan model test awal dan test akhir. Populasi dari penelitian ini adalah siswa kelas VIII di SMP N 1 Kec. Bukik BarisanKab. Lima Puluh Kota. Untuk kelas VIII.2 diperlakukan sebagai kelas eksperimen yang di ajar dengan menggunakan lagu. Sedangkan kelas VIII.1 diperlakukan sebagai kelas kontrol yang diajarkan dengan menggunakan teknik yang biasa digunakan oleh guru. Peneliti menggunakan teknik total sampel untuk menentukan sampel penelitian ini. Untuk menganalisis data, peneliti menggunakan tes normalitas dengan memakai uji Lillifors dan menggunakan tes homogenitas dengan menggunakan uji-F. Sedangkan untuk menguji hypothesis, peneliti menggunakan uji-t dan mengkonsultasikan hasilnya dengan tabel derajat ($\propto$) = 0.025 untuk hipotesis pertama dan kedua dan ($\propto$) = 0.05 untuk hipotesis ketiga.

Dari hasil penelitian dan perhitungan tes awal dan akhir dari kelas eksperimen terhadap hasil uji t-hitung (8.60) lebih tinggi daripada t-tabel (1.960) dengan derajat kebebasannya df = 25+25-2 = 48 dengan $\propto$ = 0.05/2= 0.025. Jadi hipotesis alternatif (Ha) diterima bahwa ada pengaruh yang signifikan dengan menggunakan media lagu. Kemudian, perhitungan akhir dari kedua kelas: kelas eksperimen dan kontrol diperoleh t-hitung (4.19) lebih tinggi daripada t-tabel (1.960) dengan derajat kebebasannya df = 25+24-2 = 47 dengan $\propto$ = 0.05/2= 0.025. Jadi hipotesis alternatif (Ha) diterima bahwa ada perbedaan yang signifikan

antara penggunaan media lagu dan teknik yang biasa di gunakan oleh guru. Kemudian nilai post-tes kedua kelas di dapat t-hitung (4.19) lebih tinggi daripada t-tabel (1.645) dengan derajat kebebasan df = 25+24-2 = 47 dan $\propto$ = 0.05. Jadi hipotesis alternatif diterima yang artinya siswa yang diajar menggunakan media lagu lebih baik dibandingkan dengan siswa yang di ajar dengan teknik yang biasa digunakan oleh guru. Jadi bisa di simpulkan bahwa hipotesis alternatif secara keseluruhan diterima. Ini bisa di buktikan bahwa menggunakan media lagu bisa membantu siswa dalam keterampilan menggusai grammar.

Kata Kunci : penguasaan grammar, simpel present, lagu

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CHAPTER 1

INTRODUCTION

A. Background of the problem

In English language learning there are four skills that should be mastered by students: speaking, reading,listening, and writing. Those skills need the grammar mastery to support them because without grammar mastery students will be got some problems in mastering each skill. In speaking the students learn how to speak well and accurately. In listening, the students can learn how to interpret and understand the sentence. While in reading and writing, the students can learn how to read a text, and how to write an essay, paragraph, and sentence correctly. It means grammar is one of the most important aspects in language learning. However, if the students want to understand all of the skills they must master the grammar.

Grammar is a set of rules to build a sentence in language. As a Nunan says" grammar as a set of rules specifying the correct ordering of word at the sentence level."[1] It means without grammar students can not use the words unless the students know they should be put together; sentence are acceptable when the students follow the rules set out by the grammar of the language. If the students do not know about grammar, the students will get difficulties to understand the language.

[1] David Nunan, *practical English Language Teaching.* New York, Mc Graw-Hill,2003, P. 154

Related to the importance of grammar, Swam in Richard and Renandya proposes that there are two good reasons why students have to be taught about grammar; namely comprehensibility and acceptability[2]. Comprehensibility means that the students know how to build and use certain structures. It is possible to communicate common types of meaning successfully. Without these structures, it will be difficult to make comprehensible sentences. Then, acceptability prefers to the social context. In this reasons, the students may want or need a higher level of grammatical correctness than is required for more comprehensibility. Based on the reasons above, it can be infered how importance the grammar to be learned by the students.

In learning grammar student still got difficulties to understand that grammar, especially in mastering Simple Present Tense. Simple Present Tense is important as the basic rule for the students to make and use sentences to communicate in daily life. Besides , the students can identify and make descriptive reports and procedure texts in which Simple Present Tense is used. The students also think that learning Simple Present Tense is difficult. This assumption made the students afraid and not motivated to study. As a result, most of the students are afraid to ask the points that they do not understand to the teacher. This situation made the students passive in their learning process.

[2] Jack C, Richard And Willy A. Renandya, *Methodology In Language Teaching An Anthology Of Current Practice*, (New York: Combride University Press, 2002) P.151

Therefore, the teacher must knows what the students' needs. In teaching grammar teacher can teach students by using media such us: picture, game, book, module, LKS, and etc. At junior high school, it has been taught by using a certain media which is expected to make students understand well. At this level, the grammar is taught the basic and familiar grammar such as simple present tense,and past tense.

Actually, in guiding the students to master grammar, there are many ways that the teacher can do in improving student's grammar by using media such as a book, picture, game, and one of the effective mmedia which can be apply by the teacher is song. Song is one media could involve activities such as the students answering concept question about grammar features in the song, searching the song for antonyms or identifying certain pronunciation patterns.[3] By using song students are easy to understand with the lesson and for the teacher, teacher more relaxe to teach the students. Using English songs created for English Second Language students. Gasser and Waldman in Marianne stated that songs provide an enjoyable way to introduce or review vocabulary and idiomatic expressions, teach pronunciation, introduce various aspects of American culture, and present or review structures and sentences patterns in a novel way. Song provides a context for interesting and effective focused grammar practice, but we suggest that before beginning a lesson that

[3] Mark Hancock, *Singing Grammar: Teaching Grammar Trough Song*, Cambridge University Press 1998. P 7...

include songs, teacher make the benefits clear to students. [4]By using song, teachers can create contexts which enable unconscious learning because learners' attention is on the message, not on the language. Murphey said," Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture."[5]

Therefore, when the students completely focus on a song as an material, students acquire language in the same way that they acquire their mother tongue, that is, without being aware of it. The fact of the song is the most suitable instructional activities for student is obvious because it is a natural part of its existence. Young learners are not able to pay their attention for more than 10-20 minutes and after that they start to be bored and tired. Teachers know that the students like being physically active as they learn by doing. Moreover, they are imaginative and creative and they learn without being aware of it. Besides, students use their previous experience, knowledge, several skills, and abilities which help the teacher present the new information by enabling children to practice the new knowledge on top of their previous knowledge.

Based on the researcher's preliminary interview and observation in SMP Negeri 1 Kec. Bukik Barisan, Kab. Lima Puluh Kota, the researcher found some problem in understanding grammar: First of all, the students got

[4] Marianne Celce-Murcia, Sharon Hilles, *Techniques and resources in teaching grammar, oxford university press 1988, p. 118*

[5] Millington *Language Education in Asia*, 2011, *2*(1), p 134 http://dx.doi.org/10.5746/LEiA/11/V2/I1/A11/Millington

difficult to understand what the grammar is and how to use it. For example simple present tense, the students do not know what is the simple present tense and when that will be use.

The second, students were lack of motivation, the students also feel bored when they learn English because the teacher only use a book or module to taught the students and the teacher asks to the students reads a text and then do the exercise, after that the teacher explains the rules and then she drills her students to master those rules.

The last, the teacher did not apply appropriate media to improve students' grammar. She just explains the rules and the formula. In this case, the students have nothing to do in a grammar learning section just listen to their teacher, so the students learn grammar passively.

From the explanation above, it can be proven that the students still had many problems in understanding the grammar. Because of those considerations, the researcher interested in conducting the research under the title *"The Effect of Using Song towards Students Grammar Mastery at the Eight Grade Students in SMP Negri 1 Kec, Bukik Barisan, Kab. Lima Puluh Kota."*

B. Identification of the problem

Based on the background of the problem, the problem was identifying in the process of learning and teaching grammar at SMP Negeri 1 Kec. Bukik Barisan, Kab. Lima Puluh Kota as follow:

1. The students were difficult to understand what the grammar is and how to use it.
2. The students were lack of motivation,
3. The teacher did not apply appropriate media to improve students' grammar.

C. Limitation of the problem

Based on the identification of the problem, this research was limited on using song towards students grammar mastery at the eight grade students in SMP Negeri 1 Kec. Bukik Barisan, Kab. Lima Puluh Kota.

D. Formulation of the problem

Based on the limitation of the problem above, the problem in this research was formulated in the following questions:

1. Is there any significant effect of using song toward student's grammar mastery at the eight grade students in SMP Negeri 1 Kec. Bukik Barisan, Kab. Lima Puluh Kota?
2. Is there any significant different in understanding between the student who are taught by using song in learning grammar with the

students who are not taught by using song in learning grammar at eight grade students in SMP Negeri 1 Kec. Bukik Barisan, Kab. Lima Puluh Kota?

3. Are the using song as a media better than conventional strategies to improve students' grammar abilities at eight grade students in SMP Negeri 1 Kec. Bukik Barisan, Kab. Lima Puluh Kota?

E. Purpose of the research

The purposes of this research are:

1. To know whether there is any significant effect of using song in learning grammar?
2. To know whether any significant different in understanding between the student who are taught by using song in learning grammar with the students who are not taught by using song in learning grammar.
3. To know whether using song as a media better than conventional strategies to improve students' grammar abilities.

F. Significance of the research

The result of this research hopefully gave contribution to as follow:

1. For teacher

The result of study can give solution to the teacher, especially the English teacher at SMP N 1 Kec.Bukik Barisan Kab. Lima Puluh Kota, to improve students' grammar mastery by using song.

2. For students

   The result of this research can give solution for the students that have difficulties in learning English especially in learning grammar. The students can used this media to make them easy in learning grammar and help them to improving their grammar mastery.

3. For researcher

   This research also gave the contribution to the researcher in getting experience in teaching of grammar and it could be applied by the researcher later in the field.

4. For collage

   It would be used to add the literature for the library and as the reference for the next researcher.

G. Definition of the Key Terms

To avoid misunderstanding and reach the target to the research effectively, some essential key terms awere defined as follows:

1. **Song**. Teaching by using song is actually very enjoyable because suggestion of song music can make students to relax situation and free from pressure. The researcher use song as a media to stimulate students to study English.
2. **Grammar mastery** the students' capability in learning, understanding and using grammar of a language properly that they have to know. After using the song as a media, the teacher hope that the students know about grammar especially simple present tense.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. The Nature of Grammar

a. Definition of grammar

When learning a foreign language, the learners will learn about writing, reading, listening, speaking, grammar, vocabulary and spelling. Grammar is important aspect in English. Without grammar people can write something in English. Grammar is a set of rules to build a sentence in language. According to Brown, grammar is the system of rules governing the conventional arrangement, and relationship of word in a sentence[6]. Grammar describes the formation of sentences. In other word grammar concerns about the structure of word that can construct the sentences.

Grammar tells us the possible forms of sentences. As stated by Thornberry, Grammar is the study both of the way words are chained together in a particular order, and also of kind of words can slot into anyone link in the chain. [7]Grammar attempts to explain the sentences are acceptable in language. Furthermore, Ur says that grammar is a set of rules that define how word (or part of word) are

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[6]H. Douglas Brown, *Teaching by principle: An Interactive Approach to Language Pedagogy 2nd* ,(NY: Pearson Education,2001),p.362

[7]Scot Thornberry, *How to Teach Grammar*,(UK: Bluestone Press Press,2004)p.2

combined or changed to form acceptable nits of meaning within a language. [8]Thus, grammar explains about what kind of word that matches with other words in constructing sentences in language. Grammar is also described as the ways words can change their forms and can be combined into sentences.

Grammar is not only about the sentence formation but also shares the meaning. According to Thornberry, grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking. [9]When someone wants to express meaning but the use of simple word is not enough or the context I lacking, he need rules to convey that meaning clearly. From this view, grammar can be seen as a tool to make meaning because grammar can overcome the difficulties that might happen when someone share his thought to other in les situation context. This sentence can be used by people to share their feeling and ideas to other people clearly. So, grammar can facilitate people to making meaningful sentences or utterances for meaningful communication.

To sum up, grammar can be defined as the study of how words and their components are combined to form sentences. In addition, grammar can facilitate people for expressing meaning in communication particularly when the context are lacking, grammar

[8] Penny Ur, *A Course in Language Teaching*,(Cambridge: Cambridge University Press,2000),p.87

[9]Scot Thornberry*, How to Teach Grammar*,(UK: Bluestone Press Press,2004)p.4

can be used to express the thoughts clearly. In brief, grammar is an essential aspect of language, however grammar does not exist alone but grammar must carry out communicative goals.

b. The importance of grammar

When teaching a language, teachers actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures such us using of verb forms correctly, phrasal verbs, preposition, etc. to communicate intelligibly, to make sense with each sentence, the learners should know the grammar of a target language. According to Penny Ur,"Grammar does not only affect how units of language are combined in order to 'look right`; it also affects their meaning". [10] Supporting his opinion, Knapp and Watkins state that "Grammar a name for sources available to users of a language systems for producing texts. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text.[11] From that statement, it is clear that grammar is the important thing in English because it is not just to make the sentence good but also it will refers to its meaning. "Knowledge

[10] Penny Ur, *A course of language teaching; practice and theory (*Cambridge : Cambridge University Press, 1991), p.76

[11] Petter Knapp and Megan Watkins, *genre, TEXT, grammar; technologies for teaching and assessing writing ,* p. 32

of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written English function".[12] Therefore, to write or speak in clearer and more effective manner, people have to study grammar. For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use, but the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

c. Simple present tense

Simple present tense is used in writing or talking about general truth, habitual activities which is often followed with adverbial expressions as frequency such as usually, everyday, often, and etc; or activities which are repeated continuously.

The main complication of simple present is the addition of –s to the last part of a verb if the subject is a singular noun or he/ she/ it. But if the subject is plural such as they/ we/ I/ you, then there is no need to add –s at the end of the verb. But that's for verbal sentence, while for nominal sentence it uses present form of to-be. For singular subject like he/ she/ it, the to-be should be "is", while for plural subjects like they/ we/ I/ you, the to-be should be "are" and "am" for I.

[12] George Yule, *the study of language,(*Cambridge; Cambridge university press , 1985) p. 69

1. Affirmative Statement of Simple Present Tense

Thomson and Martinet, state that in the affirmative statement, the simple present tense has the same form as the infinitive adds an ‘s’ for third singular. Also for the first and the second singular person as well, while for the plural is without s. And if the 3rd person is singular i.e he, she, it; we add ‘s’ or ‘es’ to the main verb. There are two types of sentences in English that define the use of verb or to be: verbal and nominal sentences. Verbal sentence is a linguistic term that refers to a sentence with verbal or we can it is general type of sentence. While nominal sentence is a linguistic term that refers to a nonverbal sentence or a sentence without a verb, therefore we add to be as the substitute of verbs.

Here below are patterns for simple present tense categorized by the types of sentence which are verbal and nominal

Verbal

Subject + Verb 1 (s/ es)

For example:

a. I play football every day.
b. You play football every day.
c. They play fotbaall every day.

d. He plays football every day.

e. She plays football every day.

Nominal

Subject + Am/ Is/ Are/

For example:

a. I am smart.

b. You are smart.

c. We are smart.

d. They are smart.

e. He is smart.

f. She is smart.

2. Negative Statement of Simple Present Tense

Negative statements in the simple present tense includes the words “do not/ does not”. But that is for verbal sentence, while for nominal one, to-be is used to replace the job of “do/ does” and “do not/ does not”.

Verbal

Subject + do not/ does not (depending on the subject)

For example:

a. I do not play football every day.

b. You do not play football every day.

c. They do not play football every day.

d. He does not play football every day.

e. She does not play football every day.

Nominal

The negative sentence in nominal type is formed my adding "not" after the'to be'.

Subject + Am/ Is/ Are (depends on the subject)

For example:

a. I am not smart.
b. You are not smart.
c. They are not smart.
d. He is not smart.
e. She is not smart.

3. Interrogative Statement of Simple Present Tense

The interrogative form is also using auxiliary do and does and they are placed before the subject in order to for an interrogative sentence.

Verbal

Do/ does (not) + subject + V1 + (…) ?

For example:

a. Do you play football every day?
b. Do they play football every day?
c. Does he play football every day?
d. Does she play football every day?

Nominal

Am/ Is/ Are (not) + subject + (…) ?

For example:

a. Are you smart?

b. Are they smart?

c. Is he smart?

d. Is she smart?

For general guidelines, the simple present is used to:

1. describe repeated actions, customs, or habits

   a) Ned *leaves* for school at 8:00.

   b) Blair and Jamie *work* at a bank

2. describe general truths or facts

   a) The sun *rises* in the east,

   b) The president and his family *live* in the White House.

3. describe certain characteristics, mental states, emotions, and senses.

   - *feel, smell, taste* used intransitively, with the idea of using one of the “five senses” ,
   - *hear, see* used transitively with the idea of using one of the “five senses”3

     a) Gina *is* thin.

     b) The sky *looks* gray.

     c) Max *loves* pizza.

d) Helen *seems* happy.

e) A baby's skin *feels* smooth.

f) The soup *smells* delicious.

g) The noodles *taste* salty.

h) The audience *hears* the orchestra tuning up.

i) The worshippers believe God *sees* everything.

4. narrate stories and events

    a) And the batter hits the ball into the outfield for another home run for the Yankees."

    b) "She gets up, turns on the oven, leaves the room, and the next thing you know, there's smoke coming out of the kitchen."

5. summarize stories, articles

    a. The president addresses the soldiers and asks for their continued support in the fight against terrorism.

    b. The reviewer argues that the conclusions presented by the researchers are erroneous.[13]

A common problem among ESL/EFL students is using simple present tense the present progressive. More significantly for ESL/EFL learners a/re problems using the *do* auxiliary correctly, an issue that we explored in the previous chapter. To recap briefly,

[13] Andrea DeCapua, *Grammar for Teachers A Guide to American English for Native and Non-Native Speakers*, (Springer Science+Business Media 2008), p 169

learners frequently forget to insert *do* in questions and negatives, and/or to inflect *do* and the main verb correctly.

d. The Nature of Song

1. Definition of song

In this study, the researcher uses one of teaching media to teach grammar to make it simple and interesting to the students. In this study the researcher uses song as a media to teach grammar. By using song, students feel something new and different from what they usually got in their class.

Song means short piece of music with words that you sing. Liryc means something a bit different to the two. To the songwriter,lyrics are the words that are set to music. Historically, to a poet a lyric is any poem about an individual's feelings. One major difference is that while poetry often has a specified rhythm (e.g., iambic pentameter or trochaic trimeter), it generally is not meant to have musical accompaniment. Song lyrics are more similar to traditionally structured poetry than to more modern forms; there is little kinship with modern poets' taste for free verse and their disdain for rhyme. With the beat of the musical score and a preference for sound devices such as rhymes, consonance, and assonance, country lyrics hark back

to conventions of Renaissance or Victorian poetry[14]. Music is the universal language and children respond very strongly to songs. Singing together with other children, a teacher or another adult is a pleasure activity for children. It is a fun way for children in learning English to increase their skills in English.

Hulquist, in an unpublished handbook of activities for adult ELS students, suggest that song in conjunction with other grammar presentation activities can be effective in five different ways by:

a. Adding variety as well as enjoyment to language learning (all skills)
b. Presenting authentic language, as well as introducing students to various dialects spoken in the United States
c. Allowing students to practice a previously studied, contrasting structure along whit a new structure
d. Providing an opportunity to apply language skills to real life situations by extending the pattern in the song
e. Helping to develop cultural awareness, both of the present and past. [15]

[14] Charlotte Pence*, the poetic of American song lyric* (University Press of Mississippi Jackson 2012) p.107

[15] Marianne Celce-Murcia, Sharon Hilles, *Techniques and resources in teaching grammar, oxford university press 1988, p. 117*

Song can be used to focus on the form of the language, including grammar, vocabulary, and pronunciation. Firstly, the song can be used as a sample of language to be analyzed. This could involve activities such as the students answering concept questions about grammar features in the song, searching the song for antonyms or identifying certain pronunciation patterns. Secondly, the songs can be used as an exercise. Students can be asked to do gap-fills, transformation, pronunciation drills, and so on using the lyric. In either case, the student can create the use of the mnemonic quality of songs: the way words are much more memorable in combination with rhythm and melody. Students can call given language forms to memory simply by singing the song mentally, and this is something people even do involuntarily[16]. Lyric (of poetry) means expressing direct personal feelings or strong emotion in an imaginative way.

In conclusion, song lyric is a composition of words or sentences in verse that is sung and accompanied with musical instrument which the form of the verse is a form of poetry that expresses a subjective opinion (of the creator)

[16]Mark Hancock, *Singing Grammar-Teaching grammar through songs*(Melbourne: Cambridge University Press, 1998), p. 7

2. Selection the Song

Songs for use in the ELS classroom must be selected with care. According to Pomeroy, many songs stress words or even syllables which ordinarily do not receive stress.

Pomeroy, Gasser and Waldman provide guidelines for selecting songs. The following list is synthesis of their suggestion:

1) Song must be of sing able length, range, and rhythm. Verses should be short and melodies should have a one-octave range and an uncomplicated rhythmic pattern.
2) Song should have repetitive lyrics or a chorus which is easy to learn. This allows even the slowest students to participate.
3) Lyric should reflect standard spoken English, with respect to register, subject-verb agreement, and word order.
4) The emotional and conceptual content of a song should be appropriate to the age and maturity of the students.

5) Song must be pedagogical appropriate to the teaching point, and no so colloquial as to require that the lyrics be changed into Standard English[17].

e. Teaching Grammar through Song

Songs in the classroom is a wonderful way to learn English. Song is one the general media that is very useful to be used in teaching English. Everyone likes listening to the music and song. It cannot only be fun for students and teacher in teaching learning activity but also useful in students' daily activities effectively.

Teaching Grammar through Song Lyrics means teachers, especially English teachers, teach their students the lesson of grammar with certain media, in this case the media is song lyrics. In their teaching learning activity, teachers may allow using tape recorder, paper contained song lyrics, and others, to teach their students. Abrate stated that there are many benefit of utilizing popular song such us holding attention and interest of students, introducing native and colloquial use of the language, presenting cultural phenomena and point of view. Providing device and context for learning and alternative to textbook study. Abrate also states that song can be utilizing the teach vocabulary and listening comprehension, grammar and many language skill, abrate suggests making use of various useful exercise serving this

[17] Marianne Celce-Murcia, Sharon Hilles, *Techniques and resources in teaching grammar, oxford university press 1988, p. 118-119*

purpose.[18]

When teaching English as a second language to children in the classroom, song can be an effective way to get your point across. Some songs focus on teaching a particular grammar point or a part of speech. Connecting these concepts with music is mnemonic devices that can help students remember.

Gasser and Waldman suggest the following procedure for using songs in the classroom:

1. Begin by introducing the song.

   Tell a little about it, the period of American history during which it was written, who wrote it, etc.

2. Make the lyric available to students,

   Either by writing them on the board for students to copy, handing out mimeographed copies of words, or providing lyric with key word or structures missing (a modified cloze exercise) that students must listen for and fill in. this provides recognition practice as well.

3. Sing or play the song once and allow students to listen and enjoy it.

   It's not necessary of the song, ask a musically talented student to prepare ahead of time and perform the song, use a videotape, or play a musical instrument.

[18] Abrate, J.H. *pedagogical application of the French popular song in the foreign language classroom.* The modern language journal.67:8-12

4. Go through the lyrics with student aloud and check comprehension, understanding for lexical items, eyc.
5. Go through the song one verse at time, letting students listen before they sing. If there is a chorus, let the students practice it first.
6. Sing the entire song with the class several times. Once or twice is not enough. Give students sample opportunity to practice, and remember that they are dealing with a tune, rhythm, and language all at once.[19]

f. The example of the song in simple present tense

1. To Be

Singer: rockin
Source :Rockin English (Grammar)

I am here and
You are there
He is happy and
She is sad
It is burning
The world is turning
We are people and
They are plants
I am here and
You are there
He is blue and
She is red
It is burning
The world is turning
We are people and
They are plants
We are people and
They are plants

[19] Marianne Celce-Murcia, Sharon Hilles, *Techniques and resources in teaching grammar, oxford university press 1988, p. 119*

2. Morning Activity

Created by :miss babe
Singer: sou kids choir
Arranger by :imam kurnia

I wake up in the morning
At 5 o'clock to do the subuh pray
I wash my face and
Brush my teeth and
Not forget
To make my bed before
And I eat my breakfast
And I take shower
I get dress and I comb my hair
I tell my mom and dad
That I am ready now
I'm ready now to go to school

3. He Lives in You

By the lion king
WalyDisney youtube

Night, and the spirit of live,Calling
(oh,oh iyo)
Mamela
(Oh, oh, iyo)
And a voice, with the fear of a child, answer
(oh,oh iyo)
Oh mamela
(Oh, oh, iyo)
Wait there is no mountain too great
Hear the word and have faith
(oh, oh, iyo)
Have faith
He lives in you
He lives in me
He watches over everything we see
Into the water, into the truth
In your reflection,
He lives in you

g. Assesing grammar

The assessment of grammar was used to measure the students' grammar ability. When teacher has already helped the students in grammar, teacher needs to identify the development of students' grammar mastery. According to Stiggins, Gipps,Pellegrinio, Baxter and Glaser, Rea-Dickins and Gardner, In the context of learning grammar, learning-oriented assessment of grammar reflects a growing belief among educational assessment that if assessment, curriculum and instruction were more integrally connected, student learning would improve. This approach attempts to provide teachers and learners with summative and/or formative information on the test-takers' grammatical ability. Summative information from assessment allows teachers to assign grades based on specific assessment criteria, report student progress at a single moment or over time, and reward and motivate student learning. Formative information from assessment provides teachers and learners with concrete information on what aspects of the grammar students have and have not mastered and involves them in the regulation and assessment of their own learning, so that further learning can take place independently or in collaboration with teachers and other students. In pursuing a learning-oriented approach.[20] There are several indicators to measure students'grammar mastery:

[20]James E. Purpura, *Assessing Grammar* (Cambridge University Press 2004) . p 213

1. The students know the formula of simple present
2. The students are able to different between nominal sentencen and verbal sentence
3. The students are able to use the time signal of simple present tense.
4. The students are able to write a sentence; positive sentence, negative sentence and integrative sentence.

Outside the learning focus, teachers should naturally strive to be consistent and fair in their scoring and grading, and they should try to minimize the costs of constructing, administering, scoring and providing useful feedback

So, there are several indicators to measure students' grammar ability. The method of calculation for grammar score:

$$\text{Score of grammar test} = \frac{\text{Achieving score}}{\text{Maximum score}} \text{ X } 100$$

In order to find the grammar score of grammar test, the researcher divides the achieving scores to the maximum scores of the student's grammar test and it was multiplied to100. So, the lowest scores are 0 and the highest score is 100 in score of grammar test.

B. Review Related of The Study

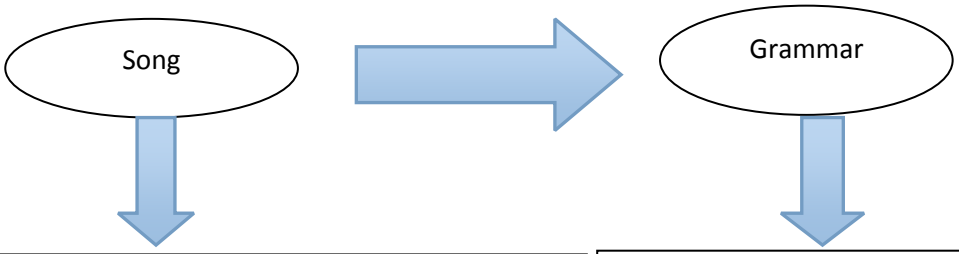
Many subjects have been conducted this object to be a research in order to improve students' language skills. Some of those study or researches are first, the research is conducted by Akhmad Ali Marjuni (2014) at IAIN Walisongo Semarang. His study is "The Use of Song Lyrics in Improving Students' Grammar Mastery of Conditional Sentence (A Classroom Action Research with Students of Eleventh Grade Scientist 1 of MAN Pemalangin the Academic Year of 2013/2014)". The method which is used in this research is action research. The finding of the research is the use song lyric to improve students' grammar is very beneficial for the students.

Second, the research is conducted by Mega (2009), Universities Pendidikan Indonesia (UPI). Her study is "The Use of Song Lyrics in Improving Students' Grammar Mastery Of Past Tense (A quasi-experimental study at the second grade of one senior high school in Cianjur in 2008/2009)".the method which is used this research is an action research. The finding of this research proves that using song lyric in improving students' grammar mastery of past tense.

Based on the related finding above, the researcher focused on effect of song in grammar mastery to know the students grammar mastery at SMP N 1 Kec, Bukik Barisan Kab, Lima Puluh Kota.

C. Conceptual Framework

In teaching and learning process, teacher should be able to teach appropriate activities. This applied in order to the students is not bored and understand the grammar what they have learned. One of activities that can help the student to understand the grammar is by using song. The following diagram show on the use of song in grammar mastery



The procedure of using songs in the classroom:

1. Begin by introducing the song.
2. Make the lyric available to students,
3. Sing or play the song once and allow students to listen and enjoy it.
4. Go through the lyrics with student aloud and check comprehension, understanding for lexical items, etc
5. Go through the song one verse at time, letting students listen before they sing.
6. Sing the entire song with the class several times.

There are several indicators to measure students'grammar mastery:

1. The students know the rules of simple present.
2. The students are able to different between nomonal sentencen and verbal sentence.
3. The students are able to use the time signal of simple present tense.
4. The students are able to write a sentence; positive sentence, negative sentence and integrative sentence.

Using song

Grammar ability

Does the using song have significance effect to students' grammar ability in English?

Based on the scheme above, in learning process, in ability can be caused by some factors; they are difficult to understand what the simple present is, lack of motivation, the teacher did not apply appropriate media. This factor will affect students' grammar ability in English that is in produce good writing and speaking in the other good of grammar. To help student's grammar ability, teacher can use song lyric in learning grammar. In apply the song lyric in learning grammar, teacher's role in this strategies are play or sing the song once or twice which the children just listen to, get them to join in the action with the teacher, then the teacher asks them if they can tell the song means from the action. Explain anything they do not understand. Mark Hancock, song can motivate students and provide variety in lesson.

D. Hypothesis

A hypothesis is a tentative explanation for certain behavior, phenomena, or events that have occurred or will be occur. A hypothesis states that the researcher's concerning the relationship between the variables in the research problem.[21] Therefore, the study proposed the null hypothesis (denoted by H_0), and alternative hypothesis (denoted H_a). The hypotheses of this research are:

[21] L.R.Gay,*Educationalresearch,*(Merrill: Macmillan Publishing, 1976).3^{td} edition,p.53

1. (Ha): there is significance effect of using song toward students' grammar mastery at the eight grade student in SMP N 1 Kec.Bukik Barisan, Kab. Lima Puluh Kota.

   (H_0): there is no significance effect of using song towards students' grammar mastery at the eight grade student in SMP N 1 Kec.Bukik Barisan, Kab. Lima Puluh Kota.

2. Ha: There is any difference between using Song and conventional technique towards students' grammar mastery at the eight grade students in SMP N 1 Kec.Bukik Barisan, Kab. Lima Puluh Kota.

   Ho: There is no difference using Song and conventional technique toward students' grammar mastery at the eight grade students in SMP N 1 Kec.Bukik Barisan, Kab. Lima Puluh Kota.

3. Ha: using song is better than conventional method in grammar mastery at the eight grade students in SMP N 1 Kec.Bukik Barisan, Kab. Lima Puluh Kota.

   Ho: using song is not better than conventional method in grammar mastery at the eight grade students in SMP N 1 Kec.Bukik Barisan, Kab. Lima Puluh Kota

CAPTER III

RESEARCH METHOD

A. Design of The Research

Based on the problem stated before, the research used quantitative approach. Quantitative research is a process to find knowledge by using numeral of data as the instrument to find information about everything that will be found.[22] Dealing with the problem of the study stated previously, the researcher used experimental research type in this research. According to Gay, experimental method is the only one method of research that can truly test hypothesis concerning cause and effect relationship.[23] The purpose of experimental research is to observe the possible of cause-effect relationship by giving treatment class comparing the result to those who do not use in by the control class.[24] It means that, in the result of comparing pre-test and post-test find the cause effect relationship between both variable.

In this research, the researcher used the experimental research, this research used two groups of sample. The experimental class treated by applying teaching by using song and control class treated by conventional technique e and the same English grammar materials in teaching grammar. In other word, Arikunto stated that the purpose of

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[22] Margono, *metodelogy penelitian paendidikan, (*jakarta : PT. Rineka Cipta,2007), p. 105

[23] L.R. Gay, *Educational research: Competencies For Analysis And Application, (*Singapore : Merrill Publishing, 1990*)*, p.260

[24] Sumardi Suryabarata, *methodology penelitian,*(Jakarta: Rineka Cipta,2007), p.88

experimental research is to know whether any causes or not from the treatment that will be given to the subject.[25] It means that experimental research was the research which tries to observe the cause effect relationship. The research described in following table:

Table 1

Randomize Control-Group Pre-tests Post-test Design

Group	Pre-test	Treatment	Post-test
E. Class	T1	Teaching grammar by using song lyric (X1)	T2
C. Class	T1	Conventional technique (X2)	T2

Note: E = Experimental Class

C = Control Class

X1 = Treatment of Experimental Class (Teaching grammar by using song lyric)

X2 = Treatment of Control Class (Conventional technique)

T1 = Pre-test of Experimental Class and Control Class

T2 = Post-test of Experimental Class and Control Class

The researcher used experimental design by using pre-test and post-test control class design. Pre-test and post-test control class design involves two class, experimental and control class. Experimental and

[25] Suharsimi Arikunto, *manajement penelitian*,(Jakarta : Rineka Cipta,2007), p 207

control class will pre-test and post-test, one class received as a new or unusual treatment and another received usual treatment as previously. In this research, the experimental class was treated by using song in teaching grammar, while the control class was treated without using song . Although these class will be treated differently, the material, the length of time, pre-test and post-testa re same.

B. Population and Sample

In this research the researcher used population and sample.

1. Population

Population and sample are the most important aspect which should be there in research, without population and sample the research could not be done. According to Gay, 'the population is a group of interest to the researcher would like the result of the study to be generalized.[26] It means that the population was the entri research object which some of them will be used as source of data. All of the population should have the specific character. Furthermore, Margono stated that the population is the totality of research object as a source of the data that has specific character in a research of study.[27] The population of the research was all of the eight grade students (VIII class) at SMP N 1 kec.Bukik Barisan Kab. 50 Kota. The population was described in the following table:

[26] L.R.Gay, *Educational Research,*.....p.102
[27] Margono, *methodelogi penelitian pendidikan,*.....p.118

Table 2

The Total Population of The Eight Grade Student in SMP N1 kec. Bukik Barisan Kab. 50 Kota 2016/2017 AcademicYeard

No	Class	Total Number of Students
1 2	VIII 1 VIII 2	24 25
	Jumlah	49

Souce : eight grade english teacher

from this table, the population from this research was 49 students that were the total of the students in the two class of the eight grade in SMP N1 kec.Bukik Barisan Kab. 50 Kota.

2. Sample

Sample is part of the population which used as sample and it is taken by a certain ways. According to Margono, ‘’sample is a part of population as the sample which is taken by using certain ways.’’[28] Based on the research problem and the research design which is used, the researcher needed an experimental class and a control class. There are some sampling techniques to determine the sample, and the researcher used total sampling technique. Based on Arikunto, the researcher use total sampling if the amount of population less than hundred, so it is better to take all of the population as the sample of the

[28] Margono, *Metedologi Penelitian Pendidikan*,…p, 128

research in order to make accurate generalization.[29] Based on the total sampling, the researcher chose the sample was the students of the eight grade on SMP N1 Kec. Bukik Barisan Kab. Lima Puluh Kota. Thus, one of two classes was chosen to be a control class and one class to be experimental class, the steps to take the sample were, the researcher follows the steps below:

a. Collect the score of students' grammar test in SMP N 1 kec, Bukik Barisan Kab. 50 Kota

Before doing the experiment, the researcher collected the score of students' grammar test to test the normality and homogeneity of the data.

b. Test the normality of the data

The purpose of testing the normality of the data is to know whether the data spread out normally or not. Normality of the data is tested by using Lilliefors test. It was done in these steps below:

1) Arrange the data from the lower to the higher
2) Find the mean score ($\bar{x}$), the standard deviation (SD) and the variant **(X)** = $\frac{\sum x}{N}$

$$\mathbf{SD} = \frac{\sqrt{\sum (fx)^2}}{n-1}$$

$$S^2 = \frac{\sum (fx)}{n-1}$$

3) Find the score of Zi by using this formula :

[29] Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p.107

$$Z_i = \frac{X_i - \bar{x}}{s}$$

4) Find the score of F(Zi) by consult the score of Zi with Z_{table}
5) Find S (Zi)
6) Find the absolute score of F (Zi) – S (Zi)
7) Determine the higher score of absolute mark F (Zi) – S(Zi). It is named with Lo (Lilliefors)
8) Test the Lo score with Lilliefors table with the certain degree of freedom $(\alpha) : 0,05$
9) Take the conclusion, if Lo < L_{tab} or if L_{tab} > Lo it can be conclude that the data is distributed normally with the degree of freedom in (α) 5%.[30]

c. Test The Homogeneity of The Data

The purpose of homogeneity test is to know whether the population had the homogeneous or not. F test is use to test the homogeneity of the data. F test is doing by follow the steps below :

1) Find the mean score ($\bar{x}$)

$$\bar{x} = \frac{\Sigma x}{n}$$

2) Find the Standars Deviation (SD)

$$SD = \frac{\sqrt{\Sigma (fx)^2}}{n-1}$$

[30] Gay, L.R, *Educational Research : Competencies for Analysis and Application*, … p. 102

3) Find the Variant (S^2) = $S^2 = \frac{\sum(fx)}{n-1}$

4) Find the F-obtained $= \frac{the\ higher\ variant}{the\ lower\ variant}$

5) Find the score of F-table with the certain of level significant (α) 0,05

6) Take the conclusion, if the F-obtained < F-table, the data is homogeny.[31]

C. Instrument of The Research

One of the objectives of teaching English at junior high school the students are able to write simple sentences correctly. It means students are able in grammar of sentence. In this research, the researcher used that instrument that was the test of students' grammar ability. According to Gay," a test is a means of measuring the knowledge, skill, feeling, intelligent, or attitude of an individual or group."[32] There are two tests that will be used, pre-tests and post-tests.

The tests are set based on the goal of teaching and learning that will be achieved. Pre-test was used to know the students' grammar ability at the beginning and post-test was used to know the development of students' grammar ability after applying the song in teaching and learning grammar. Pretest and posttest were consisting of 30 items of multiple-choice.

[31] Gay, L.R, *Educational Research : Competencies for Analysis and Application*, … p. 102

[32] Gay.L.R,*educational Research: Competencies For Analysis and Application,* (Singapore: Merrill Publishing,1990), p. 161to

Pretests administer before treatment, while posttests held at the end of the meeting after several treatments.

Before the instrument given to the students, the researcher had to know whether the instrument was valid and reliable. According to Margono, the requirements of the test are validity and reliability, as explain bellow:

1. Validity

Validity in testing has been understood to discover whether a test measures accurately what is intended to measure or it measures what it is purposed to measure. Arikunto stated that a test can be said as a valid test if it measures what is intended to measure and the instrument is called as a valid instrument when it can give the true description about the data based on the reality or fact[33]. Harris stated that in validity, two questions must always be considered, they were:[34]

a) What precisely does the test measure?

b) How well does the test measure?

In other word, test was valid if it measured accurately what was intended to be measured.

2. Reliability

If a test could give the current result as same as the previous test that had been conducted, that meant that the test had a high reliability.

[33]Suharsimi Arikunto, *Dasar-Dasar Evaluasi: Revisi, …*, p. 58

[34] David, P. Harris, *Testing English as a Second Language*, New York: Cambridge University, 1966, p.19

In other words, student got the similar rank in both of the previous or the latest test[35]. For instance, a student took the test last week and she got the first rank and after a week later, she took the test again and she still got the first rank in her group. The researcher gave twice test to the same class, class VIII. The students got similar rank in both of the test. In conclusion, the instrument that had been conducted by researcher was reliable.

To know the reliability of the instrument test, researcher consulted and ask to the expert that was not his supervisor. For example, consulting with the English teacher in SMP N 1 Kec. Bukik Barisan Kab. 50 Kota, with lecturer or others that expert in speaking aspect. The point is the instrumentation will be relied by the expert in speaking aspect.

D. The Procedure of Experimental Research

The procedure of experiment research is as follows:

1. Pre-test in experimental class and control class

The researcher given the pre-test to the sample class before teaching that consisted of 30 items. This pre-test was given for the eight grade students on SMP N 1 Kec. Bukik Barisan Kab. 50 Kota the researcher does the following instruction:

a. Accumulating the items and the answer sheet to the students
b. Limiting the time while the students answer the item

[35]Suharsimi Arikunto, *Dasar-Dasar Evaluasi: Revisi,…, p.60*

c. Collecting the answer sheet after doing the items

d. Analyzing the students' answer sheet and giving scores.

2. Treatment

a. Experimental class

The researcher used the song in student's grammar ability of the text trough their lesson material in syllabus program in the learning process. In this activity, the researcher asked the students' work to comprehend the content.

b. Control class

The researcher used the conventional technique in students grammar ability of the text through their lesson material in syllabus program at the teaching learning process. In this activity, the researcher asked the students work together to comprehend the content of the text.

c. Post-test in experimental class and control class

After teaching, the researcher gave 30 items for the students in 60 minutes as the comprehension and as the evaluation of students score before and after the treatment do. The researcher did the following instructions:

1) Arranging the students set and giving the items and the answer sheet

2) Asking the students to answer the items in 60 minutes

3) Collecting the answer sheet

4) Giving the score.

E. Technique of the Data Collection

In line with the research design above, the test will be used in pre-test is the same as the test will be used in post-test. Pre-test was given to the students to know whether the two groups have the same ability or not, then, the group will be given treatment; the experimental group is by using song in learning grammar, while the control group without using song in learning grammar. After teaching for third meeting the researcher will give post-test to both of groups. The scores of the students on this test were collected in order to be used as the data.

F. Technique of the Data Analysis

The data analysis is aimed to test the hypothesis of the research. The researcher used the t-test in analyzing the data. Suharmi Arikunto stated if in a research there are experimental and control class, the researcher uses t-test to analyze the data.[36] In line with Arikunto, Margono says to test the large sample is used average and variasi. The t-test is used as suggested by Margono:

$$t = \frac{X1 - X2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where:

For Hypothesis 1:

t : The score of t – calculated (obtained)

[36] Suharmi Arikunto, *Manajement Penelitian*, (Jakarta : Rineka Cipta, 2007),p.393

$\bar{X}1$: Mean score of the posttest of the experimental class

$\bar{X}2$: Mean score of the pretest of the experimental class

SS1 : Sums of squares of the posttest of the experimental class

SS2 : Sums of squares of the pretest of the experimental class

n1 : Number of experimental class in posttest

n2 : Number of experimental class in pretest.[37]

For the first, post-test scores were analyzed to see whether there was or there was no significant effect of the students' grammar mastery. Post-test result between the students who were treated use song and the students who treated by conventional technique in grammar mastery by comparing mean scores both of the classes.

For the next, to test the hypothesis in order to indicate a significant effect between mean scores of two classes, it will compare between $t_{obtained}$ to the value t_{table} in the table at the level of significance 0, 05. The condition is the alternative hypothesis (Ha) is accepted if $t_{obtained} > t_{table}$. While, the null hypothesis (Ho) is accepted if $t_{obtained} < t_{table}$.

To answer the third research question the researcher uses post-test in experimental class and control class is analyze to see grammar mastery in simple present tense taught by using song is better than grammar mastery on simple present tense taught by conventional method. To identify last question the researcher uses one tail test.

[37] Margono, *Metodologi Penelitian Pendidikan*,…….p.198

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This chapter describes about the analysis of the data collected to answer the research questions:

1) Is there any significant effect of using song toward students' grammar mastery at the eight grade of SMP N 1 Kec. Bukik Barisan Kab. 50 Kota

2) Is there any significant difference between using song and conventional strategy toward students' grammar mastery?

3) Is grammar mastery of the students who are taught by using sing better than the students who are taught without using song?

The finding consists of three parts, they are description of the data, analysis of the data and testing the hypothesis.

1. Description of the Data

The data of the research were based on the students' score on the pre-test and post- test given for both of groups: the experiment group and control group. Both groups were given the same pre-test and post-test, 24 students for control class and 25 students for experimental class.

The pre-test and post-test were multiple choices where students chose one of four options; A, B, C, D. The topic given was the simple

present tense. The scores in pre-test and post-test for both groups were different.

The description of the data in both of the experimental and control classes were explained below:

a. Data from the Pre- test of Experimental and Control Class

Pre-test has been given by researcher at the first meeting before conducting the treatment for experiment class by using song as media and treatment for control class by using conventional strategy.

From more the explanations see the table below:

Table 3:

Pre-test Scores of the Experimental class (VIII/II)

NO	NAME	SCORES
1	RYL	73
2	FST	73
3	RMP	77
4	ADP	77
5	ZA	77
6	R	77
7	MGA	70
8	FB	70
9	FI	70
10	MJ	47
11	DYF	43
12	RV	43
13	AF	43
14	EA	40
15	DS	37
16	MW	37
17	N	33
18	DPP	33
19	NA	33
20	S	33
21	NA	30
22	GPW	30
23	SYM	57
24	YWT	60
25	BS	30
highest score		77
lowest score		30
Mean Score		51.7
Standard Deviation		18.5
Variant		341.63

The description from the pre-test result of the experimental class found that there is one students who got 40, 47, 57, 60 two of them got 37, 73 three students got 30, 43, 70,

and four students got 33, 77 It is shows that the highest score of pre-test in the experimental class is 77 and the lowest score is 30. The mean score of pre-test is 51.7. The standard deviation is 18.5 and the variant is 341.63.

Table 4

Pre-test Score of the Control Class (VIII/I)

NO	NAME	SCORES
1	AR	53
2	AF	43
3	A	57
4	BA	47
5	DTM	33
6	DR	40
7	FI	43
8	GS	67
9	GC	30
10	HK	50
11	HP	70
12	IK	77
13	IPS	43
14	LP	53
15	M	73
16	MGP	77
17	MR	67
18	NP	60
19	RF	63
20	RD	43
21	RYS	47
22	RP	50
23	SP	60
24	SR	70
Highest Score		77
Lowest Score		30
Mean Score		54.8
Standard Deviation		13.6
Variant		184.49

The description from the pre-test result of the control class found that there is one students who got 30, 33, 40, 57, 63, and 73, two of them got 47, 50, 53, 60, 67, 70, 77, and four of the students got 43. It is shows that the highest score of pre-test in the experimental class is 77 and the lowest score is 30. The mean score of pre-test is 54.8. The standard deviation is 13.6 and the variant is 184.49

The result of pre-test in both of the experimental and control classes is also shown in the table below:

Table 5

The cumulative Test Result of Pre-test in the Experimental and control classes

Statistic	**Experimental Class**	**Control Class**
N	25	24
Mean	51.7	54.8
Standard Deviation	18.5	13.6
Variant	341.63	184.49
Minimum	30	30
Maximum	77	77

The data above shows that there are 49 students who are involved in the pre-test: 25 students in the experimental class and 24 students in the control class. The mean score of the experimental class is 51.7 and control class is 54.8. The standard deviation of the experimental class is 18.5 and control class is 13.6. The variant of the experimental class is 341.63 and control class is 184, 49. The lowest score of the

experimental is 30 and control class is 30. The highest score of the experimental class is 77 and control class is 77.

b. Data from the Post-test of Experimental and Control Class

Post test was conducted at the end of the treatment in the experiment and control class.

The data gained from the post-test score of the experimental class as follows:

Table 6

The Post-Test Score of the Experimental Class

NO	NAME	SCORES
1	RYL	83
2	FST	80
3	RMP	83
4	ADP	87
5	ZA	90
6	R	83
7	MGA	83
8	FB	87
9	FI	80
10	MJ	73
11	DYF	90
12	RV	90
13	AF	83
14	EA	93
15	DS	90
16	MW	87
17	N	93
18	DPP	87
19	NA	90
20	S	90
21	NA	83
22	GPW	80
23	SYM	83
24	YWT	80
25	BS	77
Highest Score		93
Lowest Score		73
Mean Score		85
Standard Deviation		5.1
Variant		26.25

The table above shows that the highest score of post-test in the experimental class is 93 and the lowest score is 73. The mean score of post-test is 85 the standard deviation is 5.1 and the variant is 25.26.

The data gained from the post-test score of the control class as follow:

Table 7

The Post-test Score of the Control Class

NO	NAME	SCORES
1	AR	83
2	AF	83
3	A	83
4	BA	80
5	DTM	83
6	DR	80
7	FI	80
8	GS	80
9	GC	80
10	HK	77
11	HP	80
12	IK	80
13	IPS	80
14	LP	80
15	M	77
16	MGP	87
17	MR	80
18	NP	83
19	RF	80
20	RD	80
21	RYS	80
22	RP	77
23	SP	73
24	SR	70
Highest Score		87
Lowest Score		70
Mean Score		79.8
Standard Deviation		3.4
Variant		11.71

The table above shows that the highest scores of post-test in control class is 87 and the lowest score is 70.

The mean score of post-test is 79.8, the standard deviation is 3.4 and the variant is 11.71.

The result of post-test in both of the experimental and control classes are also shown in the table below:

Table 8

The cumulative Test Result of Post-test in the Experimental and Control Classes

Statistic	**Experimental class**	**Control Class**
N	25	24
Mean Score	85	79.8
Standard Deviation	5.1	3.4
Variant	26.25	11.71
Minimum	73	70
Maximum	93	87

The data presents above shows that there are also 45students who are involved in the post-test: 25 students in experimental class and 24 students in control class. The mean score of the experimental class is 85 and control class is 79.8. The standard deviation of experimental class is 5.1 and control class is 3.4. The variant of the experimental class is 26.25 and control class is 11.71. The lowest score of the experimental class is 73 and control class is 70. The highest score of the experimental class is 93 and control class is 87.

The comparison of test result of pre-test and post-test from the experimental and the control class in show the following table:

Table 9

The Comparison of Pre-Test and Post-Test of the Experimental and Control Classes

Test Result / The Class	Pre-test	Post-test
Experimental Class	$\bar{x}$ = 51.7 S = 18.5 S^2 = 341.63	$\bar{x}$ = 85 S = 5.1 S^2 = 26.25
Control Class	$\bar{x}$ = 54.8 S = 13.6 S^2 = 184.49	$\bar{x}$ = 79.8 S = 3.4 S^2 = 11.71

The table above describes that the mean score of pre-test in the experimental class is 51.7 and the mean score of the post-test in the experimental class is 85. It means, the post-test result of the experimental class is higher than pre-test result of the experimental class. The table above also shows that the mean score of post-test in the experimental class is higher than the mean score of post-test in the control class, they are 54.8 and 79.8

1. Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from the experimental and control classes. The pre test of the two classes showed that both experimental and control classes were equal at the beginning of the research because they were normal and homogenous. The researcher used the Liliefors test to find out whether the data distributed normally

or not and used F-test to obtain whether the data of two classes were homogenous or not.

a. Normality Test of Pre-test Score in Experimental Class

Normality test was used in this research to know that the data distributes normally or not. The normality test of pre-test score of the experimental class could be showed by the table below:

Table 10

The Calculation of Mean Score, Standard Deviation, and Variant of Pre-test Score in Experimental Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)²	F (Xi-$\bar{x}$)²
30	3	90	51.7	-21.7	470.89	1412.67
33	4	132		-18.7	349.69	1398.76
37	2	74		-14.7	216.09	432.18
40	1	40		-11.7	136.89	136.89
43	3	129		-8.7	75.69	227.07
47	1	47		-4.7	22.09	22.09
57	1	57		5.3	28.09	28.09
60	1	60		8.3	68.89	68.89
70	3	210		18.3	334.89	1004.67
73	2	146		21.3	453.69	907.38
77	4	308		25.3	640.09	2560.36
	∑= 25	∑= 1293				∑= 8199.05

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{1293}{25} = 51.7$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi-\bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{8199.05}{25-1}} = \sqrt{\frac{8199.05}{24}} = \sqrt{341.63} = 18.5$$

Variant:

$S^2 = (18.5)^2 = 341.63$

Table 11

How to Find the Normality of Data in Pre-test of Experimental Class

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
30	3	3	0.12	-1.17	0.1210	-0.0010	0.0010
33	4	7	0.28	-1.01	0.1562	0.1238	0.1238
37	2	9	0.36	-0.79	0.2148	0.1452	0.1452
40	1	10	0.40	-0.63	0.2643	0.1357	0.1357
43	3	13	0.52	0.47	0.3192	0.1708	0.1708➔Lo
47	1	14	0.56	-0.25	0.4013	0.1587	0.1587
57	1	15	0.60	0.29	0.6141	-0.0141	0.0141
60	1	16	0.64	0.45	0.6736	-0.0336	0.0336
70	3	19	0.76	0.99	0.8389	-0.0789	0.0789
73	2	21	0.84	1.15	0.8749	-0.0349	0.0349
77	4	25	1	1.37	0.9147	0.0853	0.0853

From the column of |Sn(Xi)-P(Zi)|, the score of **Lo=**0.1708 . L^{tabel} for n= 25 with the level of significance 0.05= 0.173. It means that L^{tabel} > Lo (0.173 >0.1708). It can be concluded that the samples distributed normally.

b. Normality Test of Pre-test Score in Control Class

The normality test of pre-test score of control class could be showed by the table below:

Table 12

The Calculation of Mean Score, Standard Deviation, and

Variant of Pre-test Score in Control Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)²	F (Xi-$\bar{x}$)²
30	1	30	54.8	-24.8	615.04	615.04
33	1	33		-21.8	475.24	475.24
40	1	40		-14.8	219.04	219.04
43	4	172		-11.8	139.24	556.96
47	2	94		-7.8	60.84	121.68
50	2	100		-4.8	23.04	46.08
53	2	106		-1.8	3.24	6.48
57	1	57		2.2	4.84	4.84
60	2	120		5.2	27.04	54.08
63	1	63		8.2	67.24	67.24
67	2	134		12.2	148.84	297.68
70	2	140		15.2	231.04	462.08
73	1	73		18.2	331.24	331.24
77	2	154		22.2	492.84	985.68
	∑= 24	∑= 1316				∑= 4243.36

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{1316}{24} = 54.8$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi-\bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{4243.36}{24-1}} = \sqrt{\frac{4243.36}{23}} = \sqrt{184.49} = 13.6$$

Variant:

$S^2 = (13.6)^2 = 184.49$

Table 13

How to Find the Normality of Data in Pre-test of Control Class

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
30	1	1	0.04	-1.82	0.0344	0.0056	0.0056
33	1	2	0.08	-1.60	0.0548	0.0252	0.0252
40	1	3	0.13	-1.09	0.1379	-0.0079	0.0079
43	4	7	0.29	-0.87	0.1922	0.0978	0.0978➔Lo
47	2	9	0.38	-0.57	0.2843	0.0957	0.0957
50	2	11	0.46	-0.35	0.3632	0.0968	0.0968
53	2	13	0.54	-0.13	0.4483	0.0917	0.0917
57	1	14	0.58	0.16	0.5636	0.0164	0.0164
60	2	16	0.67	0.38	0.6480	0.0220	0.0220
63	1	17	0.71	0.60	0.7257	-0.0157	0.0157
67	2	19	0.79	0.88	0.8106	-0.0206	0.0206
70	2	21	0.88	1.12	0.8686	0.0114	0.0114
73	1	22	0.92	1.34	0.9099	0.0101	0.0101
77	2	24	1	1.63	0.9484	0.0516	0.0516

From the column of |Sn(Xi)-P(Zi)|, the score of **Lo**=0.0978. L^{tabel} for n= 24 with the level of significance 0.05= 0.178. It means that L^{tabel} > Lo (0.178 > 0.0978). It can be concluded that the samples distributed normally.

c. Normality Test of Post-test Score in Experimental Class

The normality test of pre-test score of the experimental class could be showed by the table below:

Table 14

The Calculation of Mean Score, Standard Deviation, and

Variant of Post-test Score in Experimental Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)²	F (Xi-$\bar{x}$)²
73	1	73	85	-12	144	144
77	1	77		-8	64	64
80	4	320		-5	25	100
83	7	581		-2	4	28
87	4	348		2	4	16
90	6	540		5	25	150
93	2	186	85	8	64	128
	∑= 25	∑= 2125				∑= 630

Mean Score:

$$\bar{x} = \frac{\sum F.Xi}{N} = \frac{2125}{25} = 85$$

Standard Deviation:

$$S = \sqrt{\frac{\sum F.(Xi-\bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{630}{25-1}} = \sqrt{\frac{630}{24}} = \sqrt{26.25} = 5.1$$

Variant:

$S^2 = (5.1)^2 = 26.25$

Table 15

How to Find the Normality of Data in Post-test of

Experimental Class

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
73	1	1	0.04	-2.35	0.0094	0.0306	0.0306
77	1	2	0.08	-1.57	0.0582	0.0218	0.0218
80	4	6	0.24	-0.98	0.1635	0.0765	0.0765
83	7	13	0.52	-0.39	0.3483	0.1717	0.1717➔Lo
87	4	17	0.68	0.39	0.6517	0.0283	0.0283
90	6	23	0.92	0.98	0.8365	0.0835	0.0835
93	2	25	1	1.57	0.9418	0.0582	0.0582

From the column of |Sn(Xi)-P(Zi)|, the score of **Lo**0.1717 . L^{tabel} for n= 25 with the level of significance 0.05= 0.173. It means that L^{tabel} > Lo (0.173 > 0.171). It can be concluded that the samples distributed normally.

d. Normality Test of Post-test Score in Control Class

The normality test of post-test score of control class could be showed by the table below:

Table 16

The Calculation of Mean Score, Standard Deviation, and

Variant of Post-test Score in Control Class

Xi	F	F.Xi	$\bar{x}$	Xi-$\bar{x}$	(Xi-$\bar{x}$)²	F (Xi-$\bar{x}$)²
70	1	70	79.8	-9.8	96.04	96.04
73	1	73		-6.8	46.24	46.24
77	3	231		-2.8	7.84	23.52
80	13	1040		0.2	0.04	0.52
83	5	415		3.2	10.24	51.2
87	1	87		7.2	51.84	51.84
	∑= 24	∑= 1916				∑= 269.36

Mean Score:

$\bar{x} = \frac{\sum F.Xi}{N} = \frac{1916}{24} = 79.8$

Standard Deviation:

$S = \sqrt{\frac{\sum F.(Xi-\bar{x})^2}{n-1}}$

$S = \sqrt{\frac{269.36}{24-1}} = \sqrt{\frac{269.36}{23}} = \sqrt{11.71} = 3.4$

Variant:

$S^2 = (3.4)^2 = 11.71$

Table 17

How to Find the Normality of Data in Post-test of Control Class

Xi	F	F(Ka)	Sn (Xi)	Zi	P(Zi)	Sn(Xi)-P(Zi)	|Sn(Xi)-P(Zi)|
70	1	1	0.04	-2.88	0.0020	0.0380	0.0380
73	1	2	0.08	-2.00	0.0228	0.0572	0.0572
77	3	5	0.21	-0.82	0.2061	0.0039	0.0039
80	13	18	0.75	0.06	0.5239	0.1261	0.1261
83	5	23	0.96	0.94	0.8264	0.1336	0.1336➔Lo
87	1	24	1	2.12	0.9830	0.0170	0.0170

From the column of |Sn(Xi)-P(Zi)|, the score of **Lo=** 0.1336 . L^{tabel} for n= 24 with the level of significance 0.05= 0.178. It means that L^{tabel} > Lo (0.178 > 0.1336). It can be concluded that the samples distributed normally.

e. Homogeneity Test of the Pre-test Score from the Experimental and Control Classes

Testing homogeneity was used to know that the data homogeny or not. The data from the pre-test of the experimental and control classes were homogeny as presented in the table below:

Table 18

The Mean Score, Standard Deviation, and Variant of Pre-test Score

The Class	Number of Score	Mean	Standard Deviation	Variant
Experiment	11	51.7	18.5	341.63
Control	14	54.8	13.6	184.49

$$\text{F-hit} = \frac{\text{higher variant}}{\text{lower variant}}$$

$$\text{F-hit} = \frac{341.63}{184.49} = 1.85$$

Then, consult to the F^{tabel} with the level of significant 0.05

F^{tabel}-right = $F\propto$ (V1, V2)

= F 0.05 (10, 13) = 2.67

$$F^{tabel}\text{-left} = \frac{1}{F\propto (V2,V1)}$$

$$= \frac{1}{F\ 0.05\ (13,10)} = \frac{1}{2.91} = 0.34$$

It can be concluded that in level of significant 0.05, the data is **homogenous** because F^{tabel}-left < Fobt < F^{tabel}-right (0.34< 1.85< 2.67).

Homogeneity Test of the Post-test Score from the Experimental and Control Classes

The data from the post-test of the experimental and control classes are homogeny as presented in the table below:

Table 19

The Mean Score, Standard Deviation, and Variant of Post-Test Score

The Class	Number of Score	Mean	Standard Deviation	Variant
Experiment	7	85	5.1	26.25
Control	6	79.8	3.4	11.71

$$\text{F-hit} = \frac{\text{higher variant}}{\text{lower variant}}$$

$$\text{F-hit} = \frac{26.25}{11.71} = 2.24$$

Then, consult to the F^{tabel} with the level of significant 0.05

F^{tabel}-right = $F\propto (V1, V2)$

$= F\ 0.05\ (6, 5) = 4.95$

$$F^{tabel}\text{-left} = \frac{1}{F\propto (V2,V1)}$$

$$= \frac{1}{F\ 0.05\ (5,6)} = \frac{1}{4.39} = 0.23$$

It can be concluded that in level of significant 0.05, the data is **homogenous** because F^{tabel}-left < Fobt < F^{tabel}-right (0.23< 2.24< 4.95).

2. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the t-obtained by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tasted as follow:

a. The First Hypothesis

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether H_o or Ha is accepted or rejected through comparing the pre-test and post-test of experimental class. The value of the t-obtained was compared with the score of the t-table. If the value of t-obtained located before t-table $\frac{1}{2}\propto$ and after $-$ t $-$ table $\frac{1}{2}\propto$, it means that Ha accepted and H_o rejected (-t-table $\frac{1}{2}\propto$ > t-obtained > t-table $\frac{1}{2}\propto$) as explanation below:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(n1-1)S1^2+(n2-1)S2^2}{n1+n2-2}\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{85 - 51.7}{\sqrt{\frac{(25-1)26.25+(25-1)841.68}{25+25-2}\left(\frac{1}{25}+\frac{1}{25}\right)}}$$

$$t = \frac{33.3}{\sqrt{\frac{630+8199.12}{48}\left(\frac{2}{25}\right)}}$$

$$t = \frac{33.3}{\sqrt{\frac{8829.12}{48}\left(\frac{2}{21}\right)}}$$

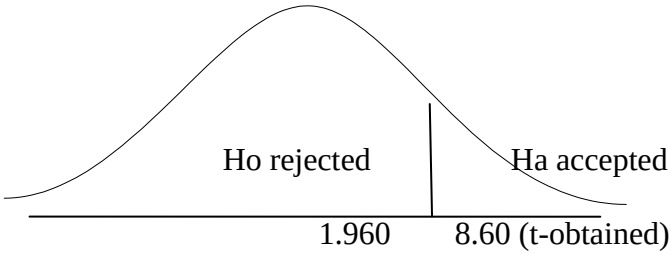
$$t = \frac{26.9}{\sqrt{183.94\ (0.08)}}$$

$t = \frac{33.3}{\sqrt{14.72}}$ $t = \frac{33.3}{3.84} =$ **8.60**

From the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{x}1$) is 85. It is greater than the mean score of the pre-test ($\bar{x}2$) 51.7.

Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is 8.60 and the t-table for degrees of freedom (df) = (na + nb – 2) = (25+25 – 2) = 48 with level of significance (∝) 0.05/2 (0.025) is 1.960.Through comparing the t-obtained and the t-table, it can be seen as -t-table ½∝ > t-obtained > t-table ½∝.

Figure 1: The Curve of the t-test Result in the Pre-test and the Post-test of Experimental Class



From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located before t-table $½\propto \text{ and after} - t - \text{table } ½ \propto$ (-t-table ½∝ > t-obtained > t-table ½∝). So that, it can be concluded that there is significant effect of

using song towards students' grammar mastery at the eight grade students in SMP N 1 Kec. Bukik Barisan Kab. Lima Puluh Kota.

b. The Second Hypothesis

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether H_o or Ha is accepted or rejected through comparing the post test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table $\frac{1}{2}\propto$ and after $-$ t $-$ table $\frac{1}{2}\propto$, it means that Ha accepted and H_o rejected (-t-table $\frac{1}{2}\propto$ > t-obtained > t-table $\frac{1}{2}\propto$) as explanation below:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(n1-1)S_1^2+(n2-1)S_2^2}{n1+n2-2}\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{85 - 79.8}{\sqrt{\frac{(25-1)26.25+(24-1)11.71}{25+24-2}\left(\frac{1}{25}+\frac{1}{24}\right)}}$$

$$t = \frac{5.2}{\sqrt{\frac{630+269.33}{47}(0.08)}}$$

$$t = \frac{5.2}{\sqrt{\frac{899.33}{47}(0.08)}}$$

$$t = \frac{5.2}{\sqrt{19.13\,(0.08)}}$$

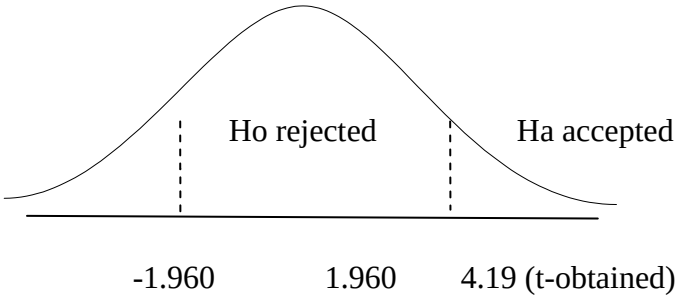
$$t = \frac{5.2}{\sqrt{1.53}} \qquad t = \frac{5.2}{1.24} = \mathbf{4.19}$$

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental

class ($\bar{x}1$) is 85. It is greater than the mean score of the post-test in control class ($\bar{x}2$) 79.8.

Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is 4.19 and the t-table for degrees of freedom (df) = (na + nb – 2) = (25+24 – 2) = 47 with level of significance ($\propto$) 0.05/2 (0.025) is 1.960. Through comparing the t-obtained and the t-table, it can be seen as -t-table $\frac{1}{2}\propto$ > t-obtained > t-table $\frac{1}{2}\propto$.

Figure 2: The Curve of the t-test Result in the Post-test of Experimental and Control Classes



From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located before t-table $\frac{1}{2}\propto$ and after $-$ t $-$ table $\frac{1}{2}\propto$ (-t-table $\frac{1}{2}\propto$ > t-obtained > t-table $\frac{1}{2}\propto$). So that, it can be concluded that there is any significant difference of the students' grammar masteery between the students

who are taught by using song and the students who are taught by using conventional technique in the classroom.

c. The Third Hypothesis

To prove this hypothesis, the researcher used the formula one tail test-right to find whether H_o or Ha is accepted or rejected through comparing the post test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located $\text{after } t - \text{table}$, it means that Ha accepted and H_o rejected (t-obtained > t-table) as explanation below:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\frac{(n1-1)S1^2+(n2-1)S2^2}{n1+n2-2}\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$t = \frac{85 - 79.8}{\sqrt{\frac{(25-1)26.25+(24-1)11.71}{25+24-2}\left(\frac{1}{25}+\frac{1}{24}\right)}}$$

$$t = \frac{5.2}{\sqrt{\frac{630+269.88}{47}(0.08)}}$$

$$t = \frac{5.2}{\sqrt{\frac{899.88}{47}(0.08)}}$$

$$t = \frac{5.2}{\sqrt{19.13\,(0.08)}}$$

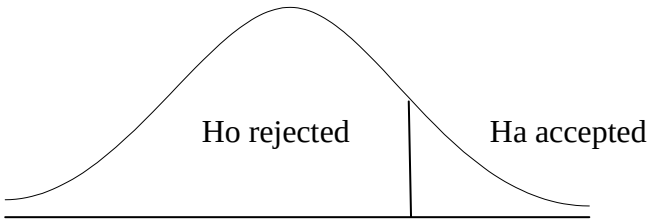
$$t = \frac{5.2}{\sqrt{1.53}} \qquad t = \frac{5.2}{1.24} = \mathbf{4.19}$$

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental

class ($\bar{x}1$) is 85. It is greater than the mean score of the post-test in control class ($\bar{x}2$) 78.9.

Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is 4.19 and the t-table for degrees of freedom (df) = (na + nb – 2) = (25+24 – 2) = 47 with level of significance ($\propto$) 0.05 is 1.645. Through comparing the t-obtained and the t-table, it can be seen as t-obtained > t-table.

Figure 3: The Curve of the t-test Result in the Post-test of Experimental and Control Classes



1.645 4.19 (t-obtained)

From the data in curve above, it means that the descriptive hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected because the value of t-obtained located after $t-table$ (t-obtained > t-table). So that, it can be concluded that the students' grammar mastery that are taught by using song is better than the students who are taught by using conventional technique.

A. Discussions

Based on the hypothesis that the researcher explained, the researcher had answered the three hypotheses. The first hypothesis is there is significant effect of using song towards students grammar mastery on SMP N 1 kec. Bukik Barisan Kab. 50 Kota. From the calculation of the pre-test and post-test scores in experimental class, it could be concluded that the alternative hypothesis (Ha) was accepted. So that, there was significant effect of using song towards students grammar mastery

In this research, the researcher had known there was the effect of using song. There were two classes involved in this research. One class was assigned as the experimental class and another as control class. The experimental class was treated by applying song while the control class was treated by using conventional technique which was used by the researcher in eight grade of SMP N 1 kec. Bukik Barisan Kab.50 Kota.

After the researcher calculated the data, the researcher found the data were significan between the experimental class and the contros class. Where the mean score of the students' post-test in the experimental class was 85 while the mean score of students' post-test in control class was 79.8. The different result of the two classes could be seen from the hypothesis testing. The different result of the two groups could be seen from the hypothesis testing. It means that the alternative hypothesis was accepted. Thus, it could be concluded that there is significant difference between students which were taught by using song had better in grammar

mastery than those who were taught by using conventional technique which used by the teacher in the eight grade students at SMP N 1 Kec. Bukik Barisan Kab 50 Kota.

One of the media that can be used in improving students' grammar mastery is using song. By using this media, the researcher assumed that the students who are taught by using song is better than students who are taught by using conventional technique because the students could be interested and active in grammar mastery. In this case, using song can have the effect on students' grammar mastery as stated by Marianne Celce-Murcia on the first chapter.[38] It could be said that the first hypothesis of this research was accepted that using song can have the effect on students' grammar mastery.

Based on the result, the researcher gave the evidence with the treatment by using song in experimental class during 4 meetings and the researcher also gave the treatment in control class by using conventional technique during 4 meetings. In this research, the researcher knew that there was significant effect of using song on students' grammar mastery. The experimental class was treated by asking the students to master in grammar mastery by using song, but the control class was treated to master in grammar mastery by using conventional technique. The material and the length of time in this research were the same for pre-test and post-

[38] Marianne Celce-Murcia, Sharon Hilles, *Techniques and resources in teaching grammar, oxford university press 1988, p. 118*

test in both classes. To measure the students' grammar mastery after do the treatment, the students do the test on the last meeting. The students answer that multiple choice test.

In this research, the experimental and control classes were given the pre-test, treatment, and post-test. The researcher gave the test before treatment was called pre-test. This was done by the researcher in first meeting in both of class. For the second and third meeting, the researcher gave the treatment by using song in experimental class and using conventional technique in control class. Then, the researcher gave the test after the treatment was called post-test both of classes in fourth meeting. In conclusion of this research, using song can have the effect on students' grammar mastery at the eight grade of SMP N 1 Kec. Bukik Barisan Kab. 50 . Kota.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research that has been discussed in previous chapter, it can be concluded that:

1. The students' post-test scores in the experimental class were higher than the pre-test scores. It was found that t-obtained value higher than the value of the t-table. It means that there is a significant effect of using song towards students' grammar mastery. In short, the first hypothesis of this researcher could be accepted that there is significant effect of song towards students' grammar mastery.
2. The students' post-test scores of the students who were using song were higher than the students who were not using song. It was found that the result of t-test which was higher that the t- table. It can be concluded that there is significant differences of using song and conventional strategy toward students' gramar mastery mastery.
3. The finding of the t-test of post-test scores of the both classes, experimental and control class: it is showed that the $t_{obtained}$ was higher than $t_{table.}$ So, it can be assumed that song gives better result than conventional strategy toward students' grammar mastery.

From the findings of these hypotheses, it can be concluded that the song is a good medium toward students' grammar mastery and the teacher can apply it in the classroom.

B. Suggestions

Based on the result of the research, the researcher would like to suggest that:

1. The English teacher can use song toward student's grammar mastery.
2. This research is an input or consideration for many people especially who concern in English education section and other educational institutions.
3. Since this research is only beginning research, further research is expected to be done to see other issues that have not been covered by this research.

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