

**AN UNDERGRADUATE THESIS**

**THE USE OF SONG AS MEDIUM TO IMPROVE THE  
STUDENTS AUXILIARY VERB MASTERY AMONG THE  
EIGHT GRADE OF THE SMP MA'ARIF 1 METRO**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1439 H/ 2018 M**

**THE USE OF SONG AS MEDIUM TO IMPROVE THE  
STUDENTS AUXILIARY VERB MASTERY THE EIGHT  
GRADE OF THE SMP MA'ARIF 1 METRO**

Presented as a Partial Fulfillment of the Requirement for  
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In English Education Study Program

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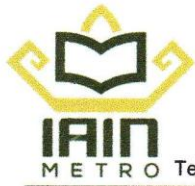
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An under graduated thesis entitled: **THE USE OF SONG AS MEDIUM TO IMPROVE THE STUDENTS AUXILIARY VERB MASTERY AMONG AT THE EIGHTH GRADE OF THE SMP MA'ARIF 1 METRO**

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## **ABSTRACT**

### **THE USE OF SONG AS MEDIUM TO IMPROVE THE STUDENTS AUXILIARY VERB MASTERY AMONG THE EIGHT GRADE OF THE SMP MA'ARIF 1 METRO**

**By:  
RIZKI ANUGRAH PUTRI RAHAYU**

This research is aimed to show that the use of song as medium can improve the students Auxiliary Verb or not in the teaching learning process. The research problem in this research that the students were lack in Auxiliary Verb mastery, the students had limited vocabularies of English, the students were lack of practice on grammar mastery material and the students needed an effective medium which were interesting in learning grammar mastery. The problems of this research can be stated as follows: can the use of song as medium to improve the students Auxiliary Verb mastery among the eight grade of the SMP MA'ARIF 1METRO? This research was conducted at SMP MA'ARIF 1METRO. The subject was the eighth grader, consisting 23students.

This research is classroom action research. This research was done two cycles. Each cycle is consisting of planning, action, observation, and reflection. In collecting data, the writer uses technique to collecting the data. There were observation, test, and documentation.

The research can be concluded that the use of songs as medium can improve the students Auxiliary Verb mastery. They are able to make sentences in auxiliary verb. Auxiliary verb can be divided into two, that is: primary auxiliaries and modal auxiliaries. The result of all cycles conducted as follows: The average score cycle I in pre test was 43,69 and post test I was 60,43. The average score cycle II in post test II was 79,78. Based on the data the minimum mastery criteria were 74. So, cycle 2 has been successful. Other findings show that the class condition also became better since this technique was applied. The students were more active joining the learning process. They also felt enjoyable and motivated when this technique was applied.

In conclusion, the use of song as medium can improve the students Auxiliary Verb mastery especially class VIII A in SMP MA'ARIF1METRO.

## **ABSTRAK**

### **PENGUNAAN LAGU SEBAGAI MEDIA UNTUK MENINGKATKAN PENGUSAAN AUXILIARY VERBDI ANTARA KELAS VIII SMP MA'ARIF 1 METRO**

**Oleh:  
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Penelitian ini bertujuan untuk menunjukkan bahwa penggunaan lagu sebagai media dapat meningkatkan penguasaan Auxiliary Verb siswa atau tidak dalam proses belajar mengajar. Masalah penelitian dalam penelitian ini adalah bahwa siswa kurang dalam penguasaan Auxiliary Verb, siswa memiliki kosa kata bahasa Inggris yang terbatas, siswa kurang berlatih dalam materi penguasaan tata bahasa, dan siswa membutuhkan media efektif yang Menarik dalam belajar penguasaan grammar. Permasalahan dalam penelitian ini dapat dinyatakan sebagai berikut: dapatkah penggunaan lagu sebagai media untuk meningkatkan penguasaan grammar siswa di antara kelas delapan SMP MA'ARIF 1METRO? Penelitian ini dilakukan di SMP MA'ARIF1METRO. Subjek pelajaran adalah siswa kelas delapan, terdiri dari 23 siswa.

Penelitian ini merupakan penelitian tindakan kelas. Penelitian ini dilakukan dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Dalam mengumpulkan data, penulis menggunakan teknik pengumpulan data. Ada observasi, tes, dan dokumentasi.

Hasil penelitian dapat disimpulkan bahwa penggunaan lagu sebagai media dapat meningkatkan penguasaan Auxiliary Verb siswa. Mereka mampu membuat kalimat dalam Auxiliary Verb. Auxiliary Verb dapat dibagi menjadi dua, yaitu: pembantu utama dan pembantu pelengkap. Hasil dari semua siklus dilakukan sebagai berikut: Rata-rata siklus I pada pre test adalah 43,69 dan post test saya adalah 60,43. Skor rata-rata siklus II pada post test II adalah 79,78. Berdasarkan data kriteria penguasaan minimum adalah 74. Jadi, siklus 2 sudah berhasil. Temuan lain menunjukkan bahwa kondisi kelas juga menjadi lebih baik karena teknik ini diterapkan. Para siswa lebih aktif mengikuti proses belajar. Mereka juga merasa senang dan termotivasi saat teknik ini diterapkan.

Kesimpulannya, penggunaan lagu sebagai medium dapat meningkatkan penguasaan Auxiliary Verb siswa terutama kelas VIII A di SMP MA'ARIF 1 METRO.



## STATEMENT OF RESEARCH ORIGINALITY

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Metro, January 1<sup>st</sup>, 2018

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Metro, 1 Januari 2018

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**MOTTOS**

*Man Jadda Wajada*

*"Where There Is a Will There is a Way"*

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In the name of Allah SWT, the Most Gracious, the Most Merciful. Praise is to Allah SWT, the Lord whom without His Mercy and Blessing none of these would be possible. Secondly, peace and salutation always given to our prophet Muhammad SAW, the great leader of moral are awakening in this world who has led us from the darkness to the lightness.

This undergraduate thesis entitled "THE USE OF SONGS AS MEDIUM TO IMPROVE THE STUDENTS AUXILIARY VERB MASTERY AMONG THE EIGHT GRADE OF THE SMP MA'ARIF 1 METRO" is presented to State Institute for Islamic Studies of Metro, English Education as a partial of fulfillment of the requirement for the S1 Degree.

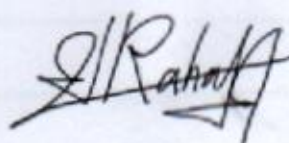
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2. Ahmad Subhan Roza, M.Pd, as the chief of English Department.
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With limitation of ability of the writer, still many mistake in this writing and presentation items. Therefore, the writer apologize hopefully this undergraduate thesis can be benefit to all of us properly.

Metro, January 1<sup>st</sup>, 2018

The Writer,



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## **DEDICATION PAGE**

*This undergraduate thesis would highly by dedicate to:*

*My beloved father and mother (Drs. Suwarno, M.Pd.I and Dra. Siti Aisyah).*

*My beloved younger sister & Brothers.*

*My beloved Almamater of State Institute for Islamic Studies of Metro.*

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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

In Indonesia, English became a compulsory subject from elementary school level to university level. English was a global language that was one of the international languages in learning and understanding. English became an inevitable requirement.

Learning English there are four skills which should be mastered, namely Listening, Speaking, Reading and Writing. To have those skills, someone had to understand and mastered by every student. To have those skills, like Listening, Speaking, Reading and Writing, someone must master and understand some factors that can keep that skill. Some of these factors are grammar. Grammar is a set of rules that describes how words and groups of words can be arranged to form sentences in a particular language.<sup>1</sup> Grammar can help the students to write the sentences clearly. The rule of grammar can help us to put the subject, verb, object, preposition, noun, and adjective so the sentences will have a good meaning and easy to understand for the reader.

---

<sup>1</sup>Aulia Fidiyaturrohma, "Improving Grammar Mastery through an Analysis of the Tenth Grade Students' Error in Writing Narrative Text at SMK Negeri 5 Jember in the 2015/2016 Academic Year", 2016, Page.4.

In general, students are often confused to learn grammar. That is because the English grammar is different from their first language “Indonesian as a mother tongue”. Students also have assumed that learning grammar is the most difficult subject. In learning grammar, more facilities are needed to understand and master in English learning.

Grammar is part of a speech that has several elements, one of which is auxiliary verbs. Verbs and auxiliary verbs are part of the speech in English. A verb shows a physical or mental action or it describes a state of being. Auxiliary verb is a verb used in conjunction with the main verb, also referred to as "helping verbs" or “auxiliary verbs”. Thus, students are often confused in understanding the use of auxiliary verbs in sentences. Students must understand and master the auxiliary verbs correctly.

The development of science and technology more encourage technological innovation in the utilization of technology in the learning process. Teachers asked to be able to use the tools that had been provided and did not rule out the tool appropriate with the current of development. For that teachers had to knowledge and understanding of learning medium, which included the medium as communication tools in teaching learning process. Learning basically should pay attention to the importance of learners, appropriate materials and appropriate learning strategies and appropriate learning medium. Utilization of appropriate learning medium by teacher was able to influence student learning activities. One effort that

can be done by the teacher was to utilize the learning medium as a stimulus in learning.

The use of instructional medium by the teacher is intended for more students to do activities during the learning process takes place, then the use of medium to convey messages from teachers to students able to activate the senses of the student. The medium used had to be seen, heard, read or even manipulated in such a way as to create a fun learning atmosphere and eager student in the learning process that takes place. For example, learning medium was a tool physically used to convey the content of the subject matter, which consists of books, modules, programmed texts, tape recorders, tapes, video cameras, video recorders, films, slides, photographs, pictures, graphics, television, Computer, and others.

According to the writer's observation, the auxiliary verb mastery of the eight grade students at SMP MA'ARIF1 METRO is still low. The evidence can be seen from the result of grammar test. One of which is on learning "auxiliary verb". To facilitate, the writer is interested in discussing the problems above. Many problems were found in auxiliary verb mastery at SMP MA'ARIF1 METRO. Firstly, students have a lack of auxiliary verb, this evidence shows students have not understood auxiliary verb that was given by the teacher like grammar exercise. Second, the students had limited vocabularies of English. Third, lack of practice was on auxiliary verb mastery material. Students need to select effective medium which were interesting in learning auxiliary verb mastery.



The writer did pre survey that followed by 23 students in eighth graders of SMP MA'ARIF1 METRO as the base of this research. The pre survey data which was conducted on October 20, 2016, the writer obtained the data of auxiliary verb score from English teacher, as follows:

**Table 1**  
**The Students' English Auxiliary Verb Score at the Eighth Grade of SMP MA'ARIF 1 METRO**

No.	Grade	Explanation	Number of student	Percentage
1.	< 74	failed	20	87%
2.	≥ 74	passed	3	13 %
<b>Total</b>			23	100 %

*Source: Dellia Astuti, S.Pd the English teacher of SMP MA'ARIF 1 METRO, Taken on the Pre-Survey at October 20, 2016.*

Based on the pre survey do in pre research, the writer found the fact that the eighth grade of SMP MA'ARIF1 METRO had some problems with their grammar, one of which is on learning "auxiliary verb". The students were still low in auxiliary verb. It can be seen that just 13% the students who passed for the material of auxiliary verb exam and 87% the students failed. The Minimum Mastery Criteria (MMC) of auxiliary verb in the eighth grade of SMP MA'ARIF1 METRO was 74. Occasionally, the writer wanted to grow up the students' auxiliary verb mastery.

In this research, the writer would choose song as a medium in teaching auxiliary verb mastery. The song is a song sung in the form of words. The song is also a great language that could be combine culture, vocabulary, grammar, and listening. The song gave the effect of relax on a boring day and could be become the basis of many lessons. The song

medium involved the participation of the learner, because the medium in the form of this song is very interesting, each student gets a unity in the task. The use of song can give benefits teachers and learners in all phases of teaching and learning auxiliary verb mastery. However, it is essential to consider the age, interests of the learners and the language being used in the song while selecting a song. Therefore, the use of song medium in one of which is on learning "auxiliary verb mastery" is the right medium to apply it in the classroom.

According to the writer, that the song medium is an interesting way to encourage students to learn auxiliary verb more easily and fun activity. Suitable medium should be chosen to make the materials enjoyable, interesting, and challenging. So that, the teacher can motivate the students learn and help them deduct their lazy and boring.

Based on the situation above the writer will conduct a research entitled "The Use of Song as Medium to Improve the Students Auxiliary Verb Mastery among the Eight Grade of the SMP MA'ARIFI METRO."

## **B. Problem Identification**

Based on the background of the study above, the writer can identify some problems as follows:

1. The students were lack in auxiliary verb mastery.
2. The students had limited vocabularies of English.
3. Students were lack of practice auxiliary verb to English in school area.

4. Students needed an effective medium which were interesting in learning auxiliary verb mastery.

### **C. ProblemLimitation**

From the problems identification above, the writer focuses on “The Use of Song as Medium to Improve the Students Auxiliary Verb Mastery among the Eight Grade of the SMP MA’ARIF1 METRO.”

### **D. ProblemFormulation**

Based on the background of the study and problems identification above, the writer formulated the problems in this research is “can the Use of Song as Medium to Improve the Students Auxiliary Verb Mastery Among the Eight Grade of the SMP MA’ARIF1 METRO?”

### **E. Objective and Benefit of the Study**

#### **1. Objective of The Study**

Based on the problem formulation above, the objective of the study to show that Song as Medium can to Improve the Students Auxiliary Verb Mastery among the Eight Grade of the SMP MA’ARIF1 METRO.

## 2. Benefit of the Study

Hopefully this research could be used:

a. For the Student

The result of this research is expected can be improved their ability in auxiliary verb mastery.

b. For the Writer

To give input to the writer in order to research about teach English better in the future and we can know that the advantage using medium in teaching learning.

c. For the Teacher

The writer hoped with this research the teacher in SMP MA'ARIF1 METRO got information dealing with how to use Song Medium can be used as an alternative consideration for the teacher of English at Junior High School to improve the student's in auxiliary verb mastery.

## CHAPTER II

### THE REVIEW OF RELATED THEORIES

#### A. The Concept of Auxiliary Verb Mastery

##### 1. Definition of Auxiliary Verb

The auxiliary verbs those words which may be added to the principal parts to form verb phrases, belong to a specific and limited group. The verb forms listed below are those which can be used to begin a verb phrase: do, does, did, may, might, must, can, could, shall, should, will, would, am, are, is, was, were, have, has, had.<sup>2</sup>

- a. The verbs in the first two columns combine only with the naming form of the verb e.g., go, break, freeze, see, and take: (you **will freeze** without a coat, she **did not go** to the party).
- b. The verbs in the second column can combine with the present participle: e.g. choosing, singing, and speaking: (he **is choosing** his words carefully, he **were speaking** together recently).
- c. The verbs in the third can combine with the past participle: e.g. broken, forgotten, slain, and written: (the dam **is broken**, he **has slain** his friend).

---

<sup>2</sup>Philip Gucker, *Essential English Grammar*, (New York: Dover, 1996), Page: 31.

Auxiliary verb may be attached to main verbs in verbs phrase: *is*, for example: *is going*.<sup>3</sup>

In English, Auxiliary verb are as the name implies “Helping Verbs”, they have independent existence as verb phrases, but only help to make up verb phrase. Auxiliary classified into primary auxiliary verbs and modal auxiliary verb.<sup>4</sup>

Auxiliary verbs are divided into two classes. The first verb class is modal auxiliaries verb: can, may, will, shall, must, etc. the second verb class is non modal auxiliary verbs: be, have, and do.<sup>5</sup>

According to Huddleston states that the general definition of auxiliary verbs is the use of verb as markers of tense, mood, aspect, and voice, i.e. they are grammatically. In this way, they are distinguished from the modal verbs which are associated mainly with the expression of the modal meanings (possibility, obligation, volition, etc).<sup>6</sup>

An auxiliary verb (also called helping verb) is a verb functioning to give further semantic or syntactic information about the main verb (non auxiliary verb) following it. In English, every clause consists of a main verb and optionally one or more auxiliary verbs. For

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<sup>3</sup>Penny Ur, *A Course in Language Teaching: Practice and Theory*. Page: 80.

<sup>4</sup>Zhang Hong Yan, “Comparative Analysis of Modal Auxiliaries Verbs in English and in China”, *David*, (Sino), Vol. 12, No. 2, Page. 129.

<sup>5</sup>Marta Kukucz, “Charasteritics of English Modal Verbs”, 2009, Page: 2.

<sup>6</sup>*Ibid.*



example, have written (one auxiliary verb), and have been written (two auxiliary verb).<sup>7</sup>

There is syntactic difference between an auxiliary verb and a main verb: that is, each has a different grammatical function within a sentence. In English, there are some verbs that can act either as auxiliary or main verb, such as “be” (I am writing a letter and I am a postman) and “have” (I have a letter and I have written a letter). In the case of *be*, it is sometimes ambiguous whether it is auxiliary or not, for example *the ice cream was melted* could mean either *someone melted the ice cream*. In which case *melt* would be the main verb or *the ice cream was mostly liquid*. In which case *be* would be the main verb.

## 2. Grammar

Grammar is a branch of study of language in a particular somewhere between sound and meaning, that is to say grammar is *concerned* with phonetics and meaning and relates the two. Grammar is used as a touchstone to test whether the language being spoken or written is correct and acceptable or not. There is no language can learning without paying attention to its grammatical forms or structures. Thus, grammar provides the basis for all the languages.<sup>8</sup>

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<sup>7</sup>Mariyam Damanik, “A Brief Description of English Primary Auxiliary Verb”, 2010, Page: 14.

<sup>8</sup>Ms. Rajarajeswari M., Dr K Balamurugan, “Elt to The Students Of Arts And Science College Puducherry A Study”. *International Journal Of English And Education*, (India), Volume: 2, Issue: 1, January 2013. Page. 61-62.

New South Wales Department of Education And Training explains some aspects of grammar such as elements of sentence: subject, verb, and object, part of speech: noun, pronoun, verb, auxiliary verb, modal auxiliaries, sentence structured, etc.<sup>9</sup>

Studying grammar can help people to learn a language. Learning about language is extremely different from being able to use the language itself. The grammar may serve as a reference by helping a correct deviation from standard usage. The construction of grammar is only subject, verb and object. What is more difficult to accept is that the new language grammar is also different from the way of mother tongue works. The most important constitute of the predicate is the verb. In his ordinary sentences only consist verb imperatives such as help! And look! The verb of the sentence may consist of more than one word: *could have been imagining*. The main verb in this verb phrase comes last: *imagining*. The verbs that come before the main verb are auxiliary verbs or simply auxiliaries: *could have been*.<sup>10</sup>

Grammar is the foundation in the proficiency of a language that is an essential part of language teaching as well. It is due to the grammar takes part in all language skills teaching and learning. Like other

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<sup>9</sup> , *Aspect of Grammar*, (New South Wales Department Of Education And Training, 2006), Page: 14.

<sup>10</sup> Sidney Greenbaum & Gerald Nelson, *An Introduction To English Grammar*, London: Longman, 2002), Second Edition, Page. 21.

language components, grammar is also integrated to those four language skills.<sup>11</sup>

### 3. The Kinds of Auxiliary Verbs<sup>12</sup>

There are so many different types of English grammar to know, one of which is auxiliary verbs. The auxiliary verb is as a helper of the verb that comes before the main verb. The auxiliary verb can be divided into two, that is: primary auxiliaries and modal auxiliaries.

#### a. Primary Auxiliary Verb

The primary auxiliary verbs are used together with a main verb to give the grammatical information and therefore they add an extra meaning to a sentence which is not given by the main verb. The primary auxiliary verbs are formed by conjugation into different forms: is, am, are, was, were, has, have, had, do, does, and did. But, the writer limits the material to the primary auxiliary verbs such as:

##### 1) Be

Auxiliary verb "be" is divided into "is, am, are, was, and were". But in this research the writer only discusses "is, am, and are". Auxiliary verb "be" as "is, am, are" form the present continuous tense sentence. The present continuous tense is to declare an ongoing event / action while speaking.

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<sup>11</sup>Nida Mufidah, "The Impact Of Video Making Activities On Students' Grammar Mastery", *Jurnal Ilmu Pendidikan, (Banjarmasin)*, Vol. 6, No. 1, 2017, Page. 1.

<sup>12</sup>Johan Wibowo, *Grammar For Easy English Speaking*, (Bandar Lampung: AURA, 2012), Page. 51-57.

Example:

- a) He **is** playing foot ball.
- b) I **am** writing letter.
- c) They are studying in the class.

b. Modal Auxiliary Verb

Modal auxiliary is helping verb to express ability, possibility, and permission. For example, verb like can, could, and will be used with other verbs to express an idea such as "possibilities" not explained by the main verb to the sentence.

1) **Can**

Used to express skills and abilities.

- a) Ability or skill.

Example:

- She can sing beautifully.
- I can speak English.

- b) Permission

Example:

- Can I borrow your book?
- Can I come to your house?

## c) Possibility.

Example:

- She can be at home at noon.
- He can be ill.

Besides "CAN" is divided into two forms:

## 1) Affirmative sentence

- He **can** speak English.
- She **can** write business letters very well.

## 2) Negative sentence

- I **cannot** play chess
- She **cannot** speak English.

2) **Could**

Past form of "can=could"

## a) Ability in the past

Example:

- Two years ago I could play tennis well, but now I can't anymore.

## b) Polite permission.

Example:

- Could you help me now?
- Could you take that book for me?

## c) Possibility

Example:

- She could be at home now, but she usually plays volleyball.
- He could be very busy at that time.

Besides "COULD" is divided into two forms:

## 1) Affirmative sentence

- Raisa wishes she **could** drive a car.
- We **could** visit the zoo tomorrow.

## 2) Negativesentence

- We **could not** visit the zoo tomorrow.
- She **could not** go to school yesterday, because she was ill.

## 3) Will

Used to state the shape of the time to come.

## a) Likelihood or Possibilities

Example:

- They will go
- He will do it

## b) Determination

Example:

- I will go
- She will go to Jakarta

Besides "WILL" is divided into two forms:

## 1) Affirmative sentence

- My father **will** go to Bandung next week
- He **will** come here soon.

## 2) Negative sentence

- She **willnot** go to Bandung next week.
- She **willnot** talk to him tomorrow.

## 4. Some Procedures in Applying Songs

In learning grammar, especially in auxiliary verb, the teacher must choose the technique and creative to get the emotion of students.

Here some variations, using songs recorded on tape:<sup>13</sup>

- a. Play the tape as many times as necessary and ask questions.
- b. Get the class to sing line by line, following the tape.
- c. Show students the script and get the class to sing it through, following the tape. Clear up queries on vocabulary or idiom.

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<sup>13</sup>Jhon Haycraft, *An Introduction To English Language Teaching*, (Great Britian: Longman, 1983), Page. 95.

- d. Divide up the class and have a group, each singing a line or verse. Re-play the tape as often as necessary. Find out who has a good voice, and try to get solos. Bring out a student to conduct. Try different combinations until the song is familiar.
- e. Play and sing whenever you want to revise. It's a good idea to play songs at
- f. The beginning of a class, while everyone is settling down.

## **B. The Concept Song as Media of Instruction**

### 1. The Definition of Song

The songs are producing vocally and linguistically meaningful and they have melody. Lyrics in songs are repeated regularly and this repetition may help English language learners by exposing them to forms, syntax, lexical items, segmental, and supra segmental that appear in English. This repeated exposure to a language feature can foster language acquisition.<sup>14</sup>

The use of songs in language classrooms provides many advantages. They entertain and relax the learners while they are learning or practicing a structure, and they often eliminate the students'

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<sup>14</sup>Mahin Rezaei1, Touran Ahour, "The Effect Of Listening To English Songs On Iranian Efl Pre-Intermediate Learners' Listening Comprehension", *The Journal Of Applied Linguistics*, (Iran: Department Of English, Tabriz Branch, Islamic Azad University), Vo. 8, No. 16, 2015, Page. 162.



negative attitude towards learning. Through providing authentically and context they make the grammar points more understandable and easy.<sup>15</sup>

The song is significant teaching tool in teaching EFL because, as most teacher knew students love listening to songs in language classes. This interest with the song made the song create a safe and natural classroom ethos, to overcome feelings of shame and doubt in the learner's part.<sup>16</sup>

The song provided an opportunity to develop a language fluency component that involved both to know what to say and to produce a language quickly without pause which was the main cognitive reason for using the song in class. In other words, a song can help in the process of automatic language updating. In essence, students should be placed in an environment where it was possible to use target languages in a communicative way.<sup>17</sup>

Songs helped children to learn since they provided a safe and non threatening context which enables the pupils to play with the language. Three patterns came out of the literature as to why teachers and writer stand up for the use of songs in the EFL classroom. There are affective, cognitive and linguistic reasons.<sup>18</sup>

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<sup>15</sup>Norwati Roslim, Aini Faridah Azizul, Mazira Mohd Zain, Using Songs In Enhancing The Teaching Of Grammar, *Advances In Language And Literary Studies*, Vol. 2, No.2, 2011, Smk Putrajaya, Malaysia), Page. 118.

<sup>16</sup>Mustafa Sevik, "Teaching Listening Skills To Young Learners Through "Listen And Do" Songs", *English Teaching Forum*, (Turkey), No. 3, 2012, Page. 11.

<sup>17</sup>Anna Kuśnierek, "The Role Of Music And Songs In Teaching English Vocabulary To Students", *World Scientific News*, (Polandia: Higher School Of Strange Languages Name Of Samuela Bogumila Lindego), Vol. 43, No.1, 2016, Page. 23.

<sup>18</sup>Case Carla, "The Pedagogical Value Of Games And Sings", 2014. Page. 12.

Songs provided a break from classroom routine. The enjoyment aspect of learning a language through song is directly associated to affective factors. Songs can create an emotional climate within the classroom to establish students' confidence in their abilities. Songs can make English lessons nice and funny for the students.<sup>19</sup>

## 2. Song as the of Instruction

a song is a versatile medium for language learning. All the features that exist in the song supported the ongoing learning. All language skills (grammar, listening, reading, writing, and speaking) can be taught using a song.<sup>20</sup>

The media are something that can channel the message and can stimulate the thoughts, feelings, and willingness of the audience (students) so as to encourage the learning process on him. Learning media is anything related to software and hardware that can be used to convey the content of teaching materials from learning resources to learners (individuals or groups), which can stimulate learners' thoughts, feelings, interests and interests in such a way that the learning process (Out of class) to be more effective.<sup>21</sup>

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<sup>19</sup>Vinyets Nuria Bach, "Using Songs In Primary Education: Advantages And Challenges", 2013. Page. 13-14.

<sup>20</sup>Suwartono And Dewi Puji Rahadiyanti, "Penggunaan Media Lagu Untuk Meningkatkan Partisipasi Siswa Dalam Pembelajaran Struktur Bahasa Inggris", 2012, Page. 6.

<sup>21</sup>Novi Deriska Kumalasari, "Evektivitas Media Lagu Dalam Meningkatkan Penguasaan Hirahana Siswa Kelas X Sma Negeri 1 Temanggung", Page. 8.

Media is derived from the Latin and the plural of the word "Medium" which literally means the intermediary, the intermediate source of the message (a source) with the receiver of a message from the sender to the message recipient. Media when understood in broad outline was the human, material, or event that built conditions, which caused students to acquire knowledge, skills, or attitudes.

Media commonly used in the learning process include:

- a. "Visual media" that is not projected, the media can be reflected on the screen, because the material used not transparent. For example: dead images (photos) that can be projected through magazines and newspapers, caricatures, posters, charts, charts, maps and charts.
- b. "Project of visual media" is the type of media that can be reflected on the screen because it was transparent. These media types included Over Head Projector (OHV), projector slide, and film trip projector.
- c. "Audio media" is a media that could be heard. This type of media is the form of interviews, radio news, news, radio drama, discussion, seminars and others.
- d. "Audio visual media" is media that could be viewed, can be heard.  
Example: TV.

"Song Medium" is the classification of "audio media". Audio media used in the learning process is a material that contained the message in the form (vocal cords or sound plates), which can stimulate the thoughts, feelings, attention, and willingness of students, resulting in the learning process teach. Audio media is a medium whose message content is received through the sense of hearing. In other words, this type of media only involved the senses of hearing and manipulating sound or sound elements only.

"Song Medium" is a pair of media tape recorders, which are both types of audio media. Both will serve as a teaching medium when both media is used together. "Song Medium" is one of the tools in delivering messages or teaching materials to students in audio. Messages is delivered in the form of verbal auditor or nonverbal or any combination of both. Using songs in the teaching of auxiliary verb in language classrooms is said to have many advantages. For instance, they enjoy when they are learning practice a structure, then, they make the auxiliary verb more understandable.<sup>22</sup>

The factors of researcher choose the song as medium in learning English because Songs are also able to stimulate and enhance the motivation of learners to learn, and able to enjoy in the process of teaching and learning. In addition, learning English through songs provided a non threatening atmosphere in the classroom and promotes

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<sup>22</sup>Zehra Ezgi Kara, *The Effectiveness Of Music In Grammar Teaching On The Teaching On The Motivation And Success Of The Students At Preparatory School At Uludag University*, (Turkey: Elsevier, 2013), Page. 2.

language learning found that songs could be a source of language for presenting and practicing grammar and syntax, vocabulary, pronunciation, listening, reading, speaking, writing, and translation.<sup>23</sup>

Based on the above explanation, it can be said that the song media can make learners become more enjoy the course of learning so that they are encouraged to participate actively.

### 3. The Criteria of Song as Media Instruction<sup>24</sup>

There are no rules for selecting a song for classroom use, but there are several factors to take into consideration. They are listed below in six categories: the class, the teacher, the level of difficulty of the song and the lyrics, the curriculum, the pace and sequence of the lesson and the classroom.

- a. **The learner:** Primarily, the teacher should consider the musical interest of the students as well as their age and language level. Each group is specific and has its own musical likes and dislikes.
- b. **The teacher:** The teacher should choose those songs that appeal to students so that students can be enthusiastic about the song.
- c. **The level of difficulty of the song and the lyrics:** Some factors to consider are tempo, clarity of pronunciation, stress, amount of repetition, language level, word order, vocabulary and the extent of

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<sup>23</sup>Mahin Rezaei, Touran Ahour, "The Effect Of Listening To English Songs On Iranian Efl Pre-Intermediate Learners' Listening Comprehension", Page. 163.

<sup>24</sup>Anna Kuśnierek, "The Role Of Music And Songs In Teaching English Vocabulary To Students", *World Scientific News*, Page. 27

metaphorical usage. All these factors determine whether or not the song will provide meaningful and understandable input for students.

- d. **The curriculum:** The song should support the curriculum. In other words, the song should fit the grammatical structure, vocabulary or topic being taught, so that the selected song is a direct complement to the lesson.
- e. **The pace and sequence of the lesson:** Songs can affect the pace and sequencing of the lesson because they have the ability to energize or calm down the students. Therefore, songs should be carefully chosen according to the need of the teacher to stimulate or calm down students, time of the day or day of the week.
- f. **The classroom:** Obviously, teachers will need the appropriate equipment to play the songs and the music videos. The availability of resources, such as CDs, CD player, videos, overhead projector, tape recorder, the interactive whiteboard or the Web in the classrooms, needs to be considered when designing classroom music activities.

## **C. The Use Song to Improve Auxiliary Verb**

### **1. The Principles**

Songs is fun to learn English. Everyone likes listening to the song. Song is one of media can used in teaching English. Song cannot only be fun and enjoy for the students and teacher in teaching learning activity but very important for the students daily activities effectively.

The suitable songs for include the students into the curriculum is the biggest task for teachers. The principle in choosing educational songs believes that each song can be useful and motivating but to some extent. Songs that have been heard and heard by students, most popular songs, will have the greatest impact on them. Teachers must choose songs that are suitable for the student's level, interests and social context and contain useful language and instruction. Because some songs may be offensive or inappropriate, teachers should always be careful when choosing a song. Using songs in auxiliary verb teaching in language classes is said to have many advantages. For example, they entertain and loosen learners as they learn or practice auxiliary verb; they often eliminate students' negative attitude of learning and by providing authenticity and context, they make auxiliary verb points easier to understand and easy.

## 2. Kinds of Song<sup>25</sup>

Various kinds of song that we can use according to our needs in class, Songs can be categorized into activity song, Animal Song, Counting Song, Food Song, Learning Song, Lullaby, Patriotic Song, Parody, Sport Song, Traditional Song, Popular Song and so on. Please note that not all English songs can we make a source of learning. Songs that the music is too dominant for example lag that contains too much metaphorical language, slank language, less good in use for children. Choose a simple song and fit the curriculum and choose the song and the lyrics can be heard clearly, also the correct pronunciation. Because students will use the song as a model then of course they have to find the best model.

### **D. Hypothesis.**

The hypotheses of the study were:

1. The use of song as medium can improve the students auxiliary verb mastery.
2. By using Song as Medium, the student can interest in the participating in the learning and they can express their ideas in ideas in auxiliary verb mastery.

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<sup>25</sup>*Ibid*, Page. 68.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter consists of five parts. The first part is research setting, the second is subject of research, the third is research procedure, the fourth is data collection technique, the fifth is data analysis method, and the sixth is indicator of success.

#### **A. Research Setting**

In this research, the writer using Classroom Action Research (CAR) and the research will conduct in the eighth grade of the SMP MA'ARIF 1 METRO. This school was located on Jl., Kartini-Purwosari, Districts Metro, and Metro City Regency.

#### **B. Subject of Research**

The subject of this study is the Eighth Grade of SMP MA'ARIF 1 METRO. There are 23 students in the class which consist of 11 male students and 12 female students. The writer chose class VIII A, because most of the students are low ability especially in auxiliary verb mastery. So, the writer wants to improve the students' auxiliary verb mastery.

## C. Research Procedure

### 1. Classroom Action Research

This research is purpose to improve students' auxiliary verb mastery by using media songs so that the writer used classroom action research. Action research was conducted by one or more individuals or groups to solve problems or obtain information to inform local practices. Those involved in action research generally want to solve some kind of problem.<sup>26</sup>

Meanwhile, Action Research provides opportunities for educators or teachers to reflect on their own practices.<sup>27</sup> Regarding the type of action research, writer will use collaborative Action Research that required collaborators or participant of English teachers to assist researchers in this study. Therefore the writer will be assisted by Dellia Astuti, S.Pd, she is an English teacher from SMP MA'ARIF 1 METRO.

The Kemmis & McTaggart model is a development of Kurt's model Lewin. In Kemmis & McTaggart the component action and observation are made into one unity. It is based on that the fact that application of action and observation cannot be separated. These two activities are performed at the same time.<sup>28</sup>

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<sup>26</sup>Jack R. Fraenkel & Norman E. Wallen, *Design and Evaluate Research in Education*, (New York: Beth Mejia, 1932), Seventh Edition, Page. 589.

<sup>27</sup>John Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p. 577.

<sup>28</sup>Ani Widayati, "Jurnal Pendidikan Akuntansi Indonesia", Vol. VI, No. 1, 2008, Page. 91-92.

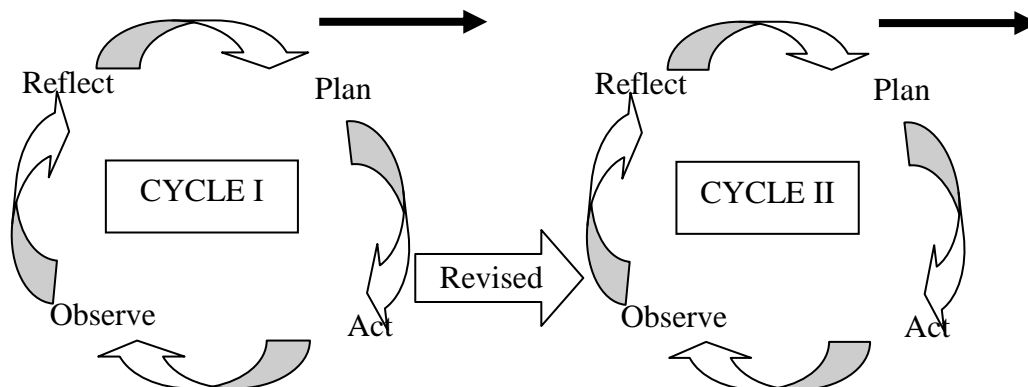
Action Research occurred through a dynamic and complementary of process which consisted of four essential 'moments': Planning, Action, Observation, and Reflection. Based on reflection and then compiled a Plan (Improvement), Action, Observation, Reflection, and so on. The number of cycles depended on the problem solved. These moments are the fundamental steps in a spiraling process which was undertaken by participants in an action research:<sup>29</sup>

- a. Developing a plan of critically informed action to improve what was already happening.
- b. Acting to implement the plan.
- c. Observing the effects of the critically informed action in the context in which it occurs.
- d. Reflection on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

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<sup>29</sup>Anne Burns, *Collaborative Action Research For English Language Teachers*, (Australia: Cambridge University Press, 1999), Page. 32.

Here is step Classroom Action Research design:



Picture 1. Kemmis' and MC Taggart Model

Classroom action research (CAR) cycles are:

1. Cycle 1

a. Planning

Planning is the first steps in each activity, in order to make the writer focus on what did the writer. In this step, the writer set up the overall plan concerning the action that would be implemented.

Here was the step that writer could make in planning:

- 1) The writer prepares the lesson plan, the material and the song as media.
- 2) The writer prepares the source of learning.
- 3) The writer prepares observation sheet to know the problem in teaching learning auxiliary verb mastery.

#### b. Acting

Doing action is the second step in activity. It is the realization from the planning the writer has made. Without the action the planning just imagination that never can be real. There were many steps that writer used in planning of strategy and scenario learning as follows:

- 1) Giving explanation about the material.
- 2) The writer gives explanation of the procedures of information song medium.
- 3) Then asked the students to complete the task while the teacher gave score of student's auxiliary verb mastery personally and observe their problems. So, it can be references to improve the action in next meeting.
- 4) The writer guide the students in the teaching learning process based on the lesson plan.

#### c. Observing

This stage, the writer observing the student's activity, their participations, class situation during teaching and learning process and teacher (writer) performance by using structured observation form and made note the overall activities. Furthermore, the writer also collected the data from the post test and the result of student's activity.

d. Reflection

In the fourth stage, the writer and the collaborator discussing the data collected from all activities. By reflection, the writer knew the strengths and weaknesses of action. At this stage, the writer used the data from the evaluation to make improvements, if the problem is still found. The writer will do the next cycle and using the data collected in the first cycle as a reference by fixing all the problems or weaknesses in the previous cycle.

2. Cycle II

a. Planning

Here is the step that writer can make in planning:

- 1) The writer prepares the lesson plan, the material and the song as media.
- 2) The writer prepares the source of learning.
- 3) The writer prepares observation sheet to know the problem in teaching learning auxiliary verb mastery.

b. Acting

Doing action is the second step in activity. It is the realization from the planning the writer has made. Without the action the planning just imagination that never can be real. There are many

steps that writer used in planning of strategy and scenario learning as follows:

- 1) Giving explanation about the material.
- 2) The writer gives explanation of the procedures of information song medium.
- 3) Then asked the students to complete the task while the teacher gave score of student's auxiliary verb mastery personally and observe their problems. So, it could be references to improve the action in next meeting.

c. Observing

This stage, the researcher observing the student's activity, their participations, class situation during teaching and learning process and teacher (writer) performance by using structured observation form and made note the overall activities. Furthermore, the writer also collected the data from the post test and the result of student's activity.

d. Reflecting

In the fourth stage, the writer and the collaborator discussing the data collected from all activities. By reflection, the writer knew the strengths and weaknesses of action. At this stage, the writer used the data from the evaluation to make improvements, if the

problem is still found. The writer will do the next cycle and using the data collected in the first cycle as a reference by fixing all the problems or weaknesses in the previous cycle.

#### **D. DataCollection Technique**

To collect the data, the writer using the data collection technique as follows:

##### 1. Observation

Observation is a process of watching or listening to professional action either while it is happening. Observation is data collection method by directly observing to the object that was examined. In this observation, the writer made check-list to recheck the data. It means to know the activity and the process of the students in the classroom.

##### 2. Test

Test is a set of stimuli presented to an individual in order to elicit responses on the basis which a numeral score could be assigned. In this research, the writer used action test. The test was divided by two parts as follows:

##### a. Pre-Test

After observing the subjects' activities, the writer gives the students a pre-test to identify their skill in grammar before the



writer gives the treatment. It was done to determine the readiness for instructional program and to analyze the quality of the problem in ability of auxiliary verb.

b. Post-Test

After the treatments, the writer gives them the post-test. It was done to find out the students' result in learning auxiliary verb by using Song Medium.

3. Documentation

It is methods which used to get information from written sources or documents like books, magazines, regulation and notes of meeting and daily report.

The writer used this method to get the data about the history of the school, the sum of the teachers, official employed and the students at SMP MA'ARIF 1 METRO. In addition, the documentation used to document classroom activity in the form of photos.

**E. DataAnalysis Technique**

1. Formula

In this research, the writer used very simple statistical formula for comparing the result of pre test and post test. To knows the increase of the average score. The result of individual subject is put in the table. The writer (teacher) analyzed the data and related

the result of the treatment. To find the average score of the pre-test and the post-test in the cycle 1 and cycle II. The formula to get average from pre-test and post test as follows:<sup>30</sup>

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

Notes:  $\bar{X}$  = Mean

$\sum X$  = The total number of students' scores

N = Number of students

After that, to know the result the writer compared the average scores between pre-test and post-test for each cycle. Then to know the percentage of increasing score in students learning activities, the writer used the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Note:

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students.

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<sup>30</sup>Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010), Page. 108.

**F. Indicator of Success**

The indicators of success of this study are emphasized on the auxiliary verb process and the test result. The writer hoped after conducting this study, the students' auxiliary verb mastery will enhance. In pre survey, it can be seen from total 23 students at eight classes at SMP MA'ARIF 1 METRO which reach KKM 74 ONLY 13%. The students are called success if from 87% students got to minimum standard criteria (KKM) 74. It meant that song as medium is success to be used as an activity in teaching and learning process, especially in auxiliary verb mastery.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of The Research**

##### **1. Brief History about the established of SMP MA'ARIF 1 METRO**

SMP MA'ARIF 1 METRO is one of the Junior High School in north metro, is built in 1982. It is located on Jl., Kartini-Purwosari, Districts Metro, Metro City Regency. it was built on the land area of  $\pm 1.440 \text{ m}^2$ .

Now, SMP MA'ARIF 1 METRO has three levels of graders. Those are the seventh graders have 3 classes, the eighth graders have 3 classes, and the ninth have 3 classes.

Since SMP MA'ARIF 1 METRO was established, this school has been led by the following principals:

- a. Andi Rasyid Jalil BA (1982-1983)
- b. Azhari Mukhtar (1983-1984)
- c. Anton Remndra.Ma,BA(1984-1985)
- d. Sunariyo.S. BA (1985-1986)
- e. Kiyai Abrori Mawardi BA (1986-1987)
- f. Amat Subari,BA (1987-2014)
- g. Muhaimin, M.Pd (2014-Now)

## **2. Vision, Mission and Goal of SMP MA'ARIF 1 METRO**

### **a. Vision of SMP MA'ARIF 1 METRO**

"Being an educator of Islamic character of Ahlussunnah Wal Jama'ah an-Nahdliyyah who is faithful, devoted, qualified, and environmentally friendly."

### **b. Mission of SMP MA'ARIF 1 METRO**

- 1) Creating learning environment based on Islamic values so as to awaken the faithful, pious, intelligent, and noble man.
- 2) Develop the potential of students' intelligence by implementing active, creative, effective and enjoyable learning so that they can achieve according to the times.
- 3) Carry out learning that can form an honest person, responsibility, discipline, independent and caring.

### **c. Goal of SMP MA'ARIF 1 METRO**

- 1) Meet the complete and forward-looking curriculum tools
- 2) Meet the active, creative, effective and fun learning
- 3) Produce graduates smart, skilled, faithful, pious and noble
- 4) Meet the educational facilities and infrastructure adequate
- 5) Produce comparative academic skills
- 6) Produce competitive sporting ability
- 7) Produce competitive art skills
- 8) Produce the scouting of the role model
- 9) Produce the ability to read the Qur'an

10) Produce religious values in everyday life

### 3. List of Teachers and Staff in SMP MA'ARIF 1 METRO

Total of teachers and staff in SMP MA'ARIF 1 METRO are 19 that can be identified as follows:

**Table 2**

**List of Teachers and Staff at SMP MA'ARIF 1 METRO**

No.	Name	Subject
1.	Muhaimin, M.Pd.I	PAI/Aswaja
2.	Amat Subari, S.Pd.I	PKN
3.	Dra. Nurhayati	Indonesian Language
4.	Sigit Wahyudi, S.Ag	IPS
5.	Luthfah Rusyanti, S.Pd	IPS
6.	Puji Hastutik, S.Pd	Math
7.	Maryani, S.Pd	English Language
8.	Tutik Marsiati, S.Ag	PAI/Aswaja
9.	Asna Milati Dewi, S.Pd	IPA
10.	Imam Mualim, M.Ti	Computer
11.	Purnawirawaningsih, S.Pd.I	Seni Budaya
12.	Irwan Nurdianto, S.Pd	Math/Penjas
13.	Dellia Astuti, S.Pd	English Language
14.	Drs. Abdul Manaf, M.Pd	Language Indonesian
15.	Diky Arisanto, S.Pd	BK
16.	Dian Astuti, S.Pd	Lampung Language
17.	Ria Puspita Widya N, S.Pd	IPA
18.	Hendri Ardiansyah	Staf
19.	Hoyyu Setia Hutami, S.Pd	Staf

*Source: The Documentation of SMP MA'ARIF 1 METRO*

### 4. Building Condition of SMP MA'ARIF 1 METRO

SMP MA'ARIF 1 METRO has many buildings such as classroom, library, canteen and many others. The explanation of these building as follow:

**Table 3**  
**Building Condition of SMP MA'ARIF 1 METRO**

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Class Room	9
4.	Library	1
7.	Canteen	1
8.	Kitchen	1
9.	Teachers' Toilet	1
10.	Students' Toilet	1
11.	Laboratory Science	1
12.	Laboratory Language	1
13.	Laboratory Computer	1

*Source: Documentation of SMP MA'ARIF 1 METRO*

#### 5. Total of The Students at SMP MA'ARIF 1 METRO

The conditions of the students at SMP MA'ARIF 1 METRO who registered the academic year 2016/2017.

**Table 4**  
**The Quantity of the Students at SMP MA'ARIF 1 METRO**  
**Academic Year 2016/2017**

No.	Class	Gender		Total
		Male	Female	
1.	Class VII	60	27	87
2.	Class VIII	41	28	69
3.	Class IX	47	51	98
	<b>Total</b>	148	106	254

*Source: Documentation of SMP MA'ARIF 1 METRO*

#### B. Description of Result Finding

In this research, the writer conducted the research in two cycles. Each of cycle consists of planning, acting, observing and reflecting. The writer gave a pre-test for the students before doing the treatment. It was

aimed to know how far the students' auxiliary verb mastery among the eighth graders class a before they were given the treatment. The students' result of auxiliary verb mastery was gained through test which consisted of pre test and post-test in the beginning research and in the end of each cycle while the students' activities were gained from observation during the learning process.

The writer conducted pre-test on Tuesday, November 14<sup>th</sup> 2017 at 09.00 – 10.30 a.m. was done to know the students auxiliary verb mastery before the treatment. The result of pre-test can be identified as follow:

**Table 5**  
**The Students' Score of Pre-test**

No.	Students Name	Score
1.	Adelia Novita Sari	40
2.	Ahmad Rifai	40
3.	Ahmad Zul Fadli	40
4.	Alif Fiaturahma	40
5.	Asifa Mitha Purnama Sari	45
6.	Bayu Ardiansyah	50
7.	Bima Fahrezi	35
8.	Bintang Akbar Al Aqsol	50
9.	Charisca Agustin	50
10.	Devi Mutia Indah	65
11.	Diva Ardiansyah	40
12.	Karen Danuarta	50
13.	M. Al Rasid Dimas P	45
14.	M. danuri	40
15.	M. Nur Huda	35
16.	Marshanda Diana S	70
17.	Mela Sari Anggraini	25



18.	Nur Tri Wadini	35
19.	Nurul Soleha	40
20.	Retno Ayu Ningsih	55
21.	Sendi Arlin Wardana	50
22.	Shandi Setiawan	35
23.	Shyma Asmarani W	25
<b>Total</b>		1.005
<b>Average</b>		43,69
<b>Lowest Score</b>		35
<b>Highest Score</b>		70

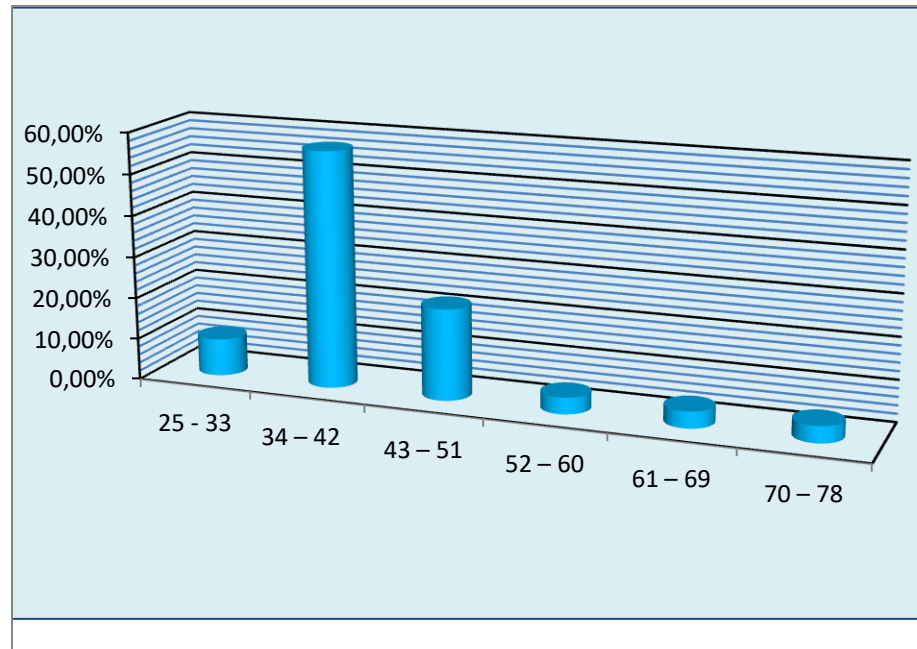
Based on the results of the pre test table above, it can be concluded that from 23 students, the writer found only 1 student who passed the minimum mastery criteria that is 74. In pre test the writer concluded that the student is still low in auxiliary verb mastery. Furthermore, there are only 22 students who scored less than the minimum mastery criteria of 74.

**Table 6**  
**Frequency of Students' Score at Pre-test**

Students' Score	Frequency	Percentage (%)	Category
25 – 33	2	9 %	Low
34 – 42	13	57 %	Low
43 – 51	5	22 %	Average
52 – 60	1	4 %	Average
61 – 69	1	4 %	Average
70 – 78	1	4 %	High
<b>Total</b>	23	100%	

**Figure 1**

**Graph of the Result of Pre-test on Tuesday, November 14<sup>th</sup> 2017**



Based on the results of data pre test students above, writer found problems auxiliary verb mastery students are still lacking. This problem can be seen with the task given by the writer. Many students get low scores in this test.

## **C. Description of The Research**

### **1. Cycle I**

#### **a. Planning**

In this step, The writer and the collaborator/English Teacher (Dellia Astuti, S.Pd) prepared some plans to conduct the classroom, prepared the lesson plan, material and song as medium that would be implemented in teaching learning process. The material is a song

with the title Skyscraper by Demi Lovato. Then, the song as medium can be used with “Audio Speaker”. Moreover, the writer made an observation sheet that consists of list of students’ name and list of the students’ activities that would be observed during teaching learning process.

### **b. Acting**

Acting is the second step in this research. The writer conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

#### 1) The First Meeting

The first meeting was done on Saturday, November 18<sup>th</sup> 2017 at 09.00 – 10.30 a.m. At the beginning of teaching learning process, the writer started by praying and greeting, and checking the attendance list.

Before giving the material, the writer gave stimulus like give some questions, for example “what do you know about auxiliary verb students?”. Some students could answer it but they used Indonesian language or English language. The writer explained the material about auxiliary verb to the students. Then the writer tasks by completing the task of a personalized song text song provided by the researcher. The writer observes the problems that students experience. So, this problem can be used

as a reference to improve the action at the next meeting. Then, the writer guide students in the learning process based on learning planning.

## 2) The Second Meeting

The second meeting was done on Tuesday, November 21<sup>th</sup> 2017 at 09.00 – 10.30 a.m. At the beginning of teaching learning process, the writer started by praying and greeting, and checking the attendance list. Before doing post test students were given little material about auxiliary verb. Then students were given post test question in cycle I to know students auxiliary verb mastery. The result of post test can be identified as follow:

**Table 7**  
**The Students' Score of Post-test Cycle I**

No.	Students Name	Score
1.	Adelia Novita Sari	70
2.	Ahmad Rifai	70
3.	Ahmad Zul Fadli	50
4.	Alif Fiaturahma	55
5.	Asifa Mitha Purnama Sari	80
6.	Bayu Ardiansyah	75
7.	Bima Fahrezi	50
8.	Bintang Akbar Al Aqsol	55
9.	Charisca Agustin	70
10.	Devi Mutia Indah	70
11.	Diva Ardiansyah	50
12.	Karen Danuarta	55
13.	M. Al Rasid Dimas P	55
14.	M. danuri	65

15.	M. Nur Huda	65
16.	Marshanda Diana S	80
17.	Mela Sari Anggraini	45
18.	Nur Tri Wadini	50
19.	Nurul Soleha	60
20.	Retno Ayu Ningsih	60
21.	Sendi Arlin Wardana	60
22.	Shandi Setiawan	65
23.	Shyma Asmarani W	50
<b>Total</b>		1.405
<b>Average</b>		61,08
<b>Lowest Score</b>		45
<b>Highest Score</b>		80

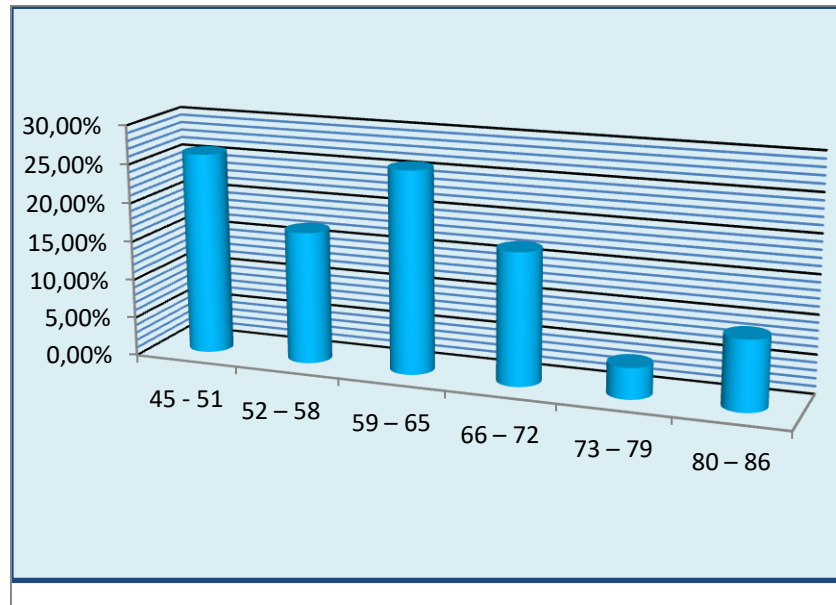
**Table 8**

**Frequency of Students' Score at Post-test Cycle I**

<b>Students' Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Category</b>
45 – 51	6	26%	Low
52 – 58	4	17 %	Low
59 – 65	6	26 %	Average
66 – 72	4	17 %	Average
73 – 79	1	4 %	Average
80 – 86	2	9 %	High
<b>Total</b>	23	100%	

**Figure 2**

**Graph of the Result of Post-test on Tuesday, November 21<sup>th</sup> 2017**



Based on the results of the pre test table above, it can be concluded that from 23 students, the writer found improvement from pre test to post test, with the minimum mastery criteria 74. Thus, it can be seen the comparison value of pre test get the average value of 43,69 and the value of post test scored an average of 61,08. This value indicated that improvement can do to the next stage of the cycle II.

### **c. Observing**

While the treatment was given, observation is also conducted. Here, the writer is as teacher and the English teacher is as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the writer got the result of the students' learning activities from the collaborator as follows:

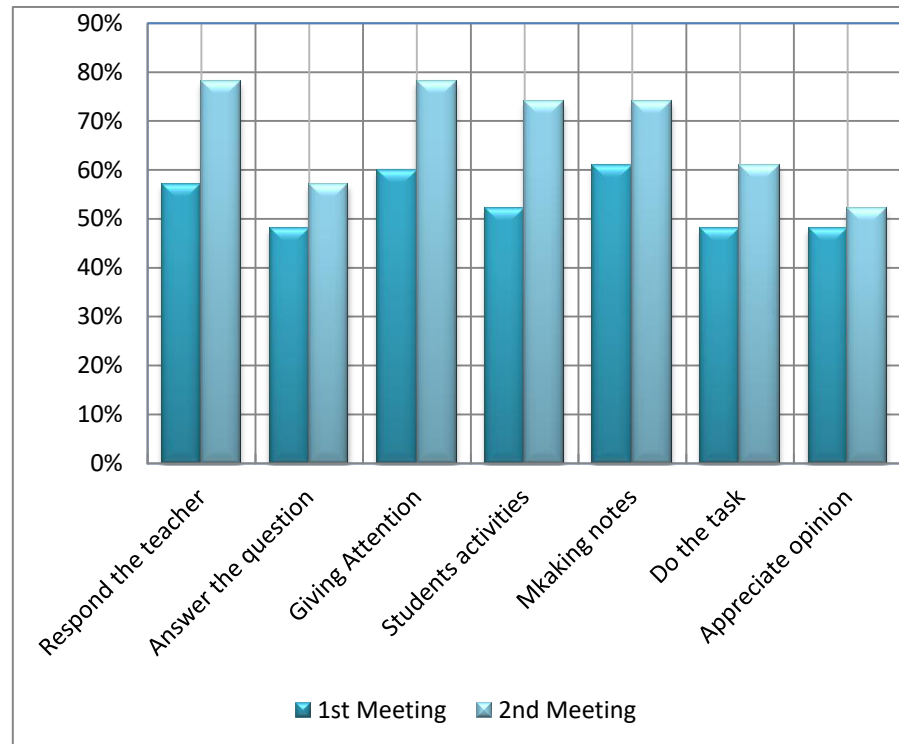
**Table 9**  
**The Result of Observation of the Students' Activity in Cycle 1**

No .	The Students' Activity	Meeting		Increase the Percentages	Average
		1	2		
1.	Response to the teacher question	57%	78%	21%	68%
2.	Answer the question	48%	57%	9%	52%
3.	Giving an attention to the teachers explanation	60%	78%	18%	69%
4.	Students perform learning activities with joy and fun.	52%	74%	22%	63%
5.	Making notes from the material	61%	74%	13%	68%
6.	Do the task	48%	61%	13%	55%
7.	Appreciate the opinions of others	48%	52%	13%	56%
	<b>Average</b>	53%	68%	16%	62%

Furthermore, to see the comparison of the students' activities in cycle I:

**Figure 3**

**Graph of the Result of the students Activity in the teaching and learning process in Cycle I**



Based on the table and the chart above in cycle 1, it is revealed that 68% “Response to the teacher question”, 52% answer the question, 69% Giving an attention to the teachers explanation, 63% Students perform learning activities with joy and fun, 68% Making notes from the material, 55% Do the task, 56% Appreciate the opinions of others. The average of the students activity was 62%, it can be concluded that the students’ activity are always increase by the use of song as medium.



#### **d. Reflecting**

From the result observation in learning process in cycle 1, it can be concluded that in the learning auxiliary verb mastery processed by using song as medium, the students still known the new technique in their learning. In giving subject material the teacher is not maximum in giving explain the material. Only 62% the average of observation the students' activity in cycle 1. So, we have to continue cycle 2.

## **2. Cycle II**

### **a. Planning**

Based on observation and reflection in cycle 1, it showed failure. So, we try to revise and to arrange the planning for cycle 2. The researcher and the collaborator/English Teacher (Dellia Astuti, S.Pd) prepared some plans to conduct the classroom, prepared the lesson plan, material and song as medium that would be implemented in teaching learning process. The material is a song with the title "Let It Go" by OST. Frozen. Then, the song as medium can be used with "Audio Speaker". Moreover, the researcher made an observation sheet that consist the list of students' name and list of the students' activities that would be observed during teaching learning process.

**b. Acting**

Acting is the second step in this research. The writer conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

**1) The First Meeting**

The first meeting was done on Saturday, November 25<sup>th</sup> 2017 at 09.00 – 10.30 a.m. At the beginning of teaching learning process, the writer started by praying and greeting, and checking the attendance list.

Before giving the material, the writer gave stimulus like give some questions, for example “what do you know about auxiliary verb students?”. Some students could answer it but they used Indonesian language or English language.

The writer explained the material about auxiliary verb to the students. Then, the writer tasks by completing the task of a personalized song text song provided by the writer. The writer observed the problems that students experience. So, this problem can be used as a reference to improve the action at the next meeting. Then, the writer guide students in the learning process based on learning planning.

## 2) The Second Meeting

The second meeting is done on Tuesday, November 28<sup>th</sup> 2017 at 09.00 – 10.30 a.m. At the beginning of teaching learning process, the writer started by praying and greeting, and checking the attendance list. Before doing post test students are given little material about auxiliary verb. Then students were given post test questions to know the students auxiliary verb mastery. The result of post test cycle II can be identified as follow:

**Table 10**  
**The Students' Score at Post-test Cycle II**

No.	Students Name	Score
1.	Adelia Novita Sari	80
2.	Ahmad Rifai	90
3.	Ahmad Zul Fadli	85
4.	Alif Fiaturahma	70
5.	Asifa Mitha Purnama Sari	85
6.	Bayu Ardiansyah	80
7.	Bima Fahrezi	75
8.	Bintang Akbar Al Aqsol	85
9.	Charisca Agustin	85
10.	Devi Mutia Indah	75
11.	Diva Ardiansyah	85
12.	Karen Danuarta	65
13.	M. Al Rasid Dimas P	90
14.	M. danuri	75
15.	M. Nur Huda	75
16.	Marshanda Diana S	85
17.	Mela Sari Anggraini	75
18.	Nur Tri Wadini	80
19.	Nurul Soleha	80

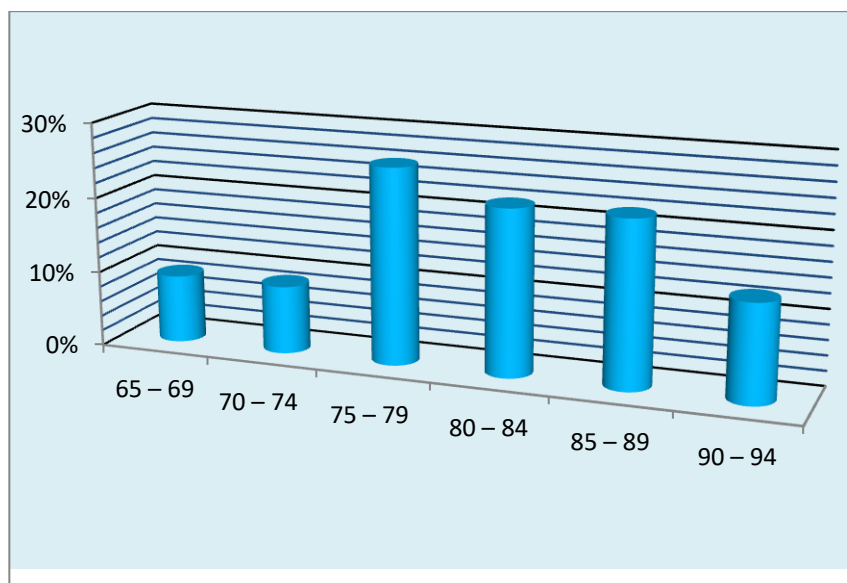
20.	Retno Ayu Ningsih	85
21.	Sendi Arlin Wardana	80
22.	Shandi Setiawan	70
23.	Shyma Asmarani W	80
<b>Total</b>		1.835
<b>Average</b>		79,78
<b>Lowest Score</b>		65
<b>Highest Score</b>		90

**Table 11**

**Frequency of Students' Score at Post-test Cycle II**

<b>Students' Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Category</b>
65 – 69	1	4 %	Low
70 – 74	2	9 %	Average
75 – 79	5	22 %	Average
80 – 84	6	26 %	High
85 – 89	7	30 %	High
90 – 94	2	9 %	High
<b>Total</b>	23	100%	

**Figure 4**  
**Graph of the Result of Post-test Cycle II on Tuesday, November 28<sup>th</sup>**  
**2017**



Based on the results of post test table above, it can be concluded that from 23 students, the writer found an increase with the minimum mastery criteria 74. With the average value of post test II was 79,78. This value indicated that there is improvement and success conduct in cycle II.

### **c. Observing**

While the treatment is given, observation is also conducted. Here, the writer is as teacher and the English teacher is as a collaborator who observes the students' activities during teaching learning process.

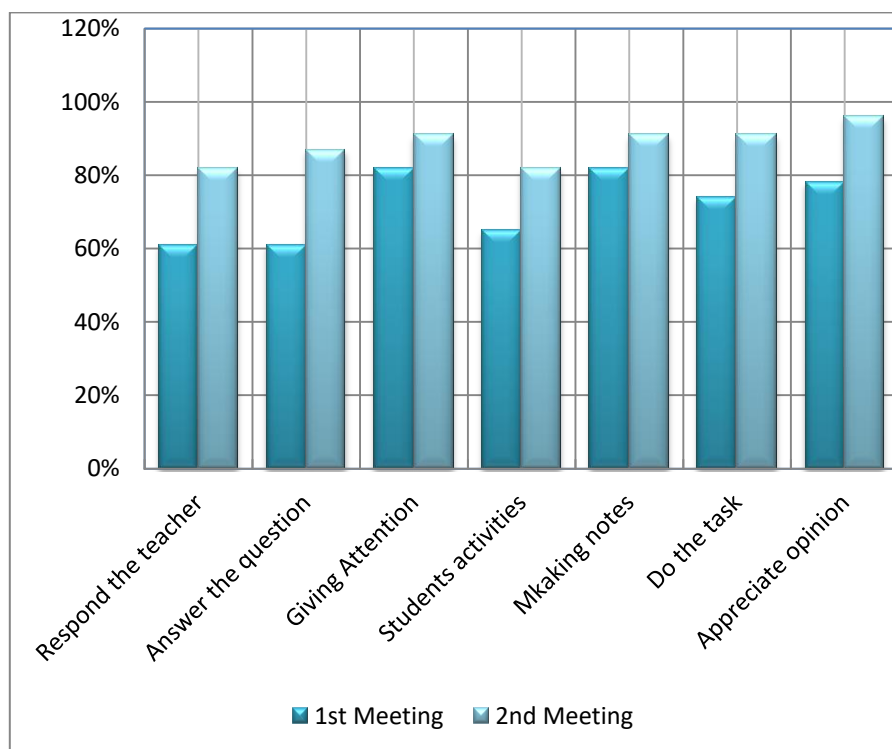
After doing the treatment and observation, the writer got the result of the students' learning activities from the collaborator as follows:

**Table 12**  
**The Result of Observation of the Students' Activity in Cycle II**

No.	The Students' Activity	Meeting		Increase the Percentages	Average
		1	2		
1.	Response to the teacher question	61%	82%	21%	71%
2.	Answer the question	61%	87%	26%	74%
3.	Giving an attention to the teachers explanation	82%	91%	9%	87%
4.	Students perform learning activities with joy and fun.	65%	82%	17%	74%
5.	Making notes from the material	82%	91%	9%	87%
6.	Do the task	74%	91%	17%	83%
7.	Appreciate the opinions of others	78%	96%	18%	87%
	<b>Average</b>	72%	89%	17%	80%

Furthermore, to see the comparison of the students' activities in cycle II:

**Figure 5**  
**Graph of the Result of the students Activity in the teaching and learning process in Cycle II**



From observation in cycle II, it is revealed that 80% of students are active in the teaching and learning process. it can be seen that the teacher's activities during learning process achieved 72% in the first meeting, 89% in the second meeting, in Cycle II.

#### **d. Reflecting**

From the result observation in learning process in cycle II, it can be concluded that in the learning auxiliary verb mastery processed by using song as medium was successful. The students auxiliary verb mastery score in the pre test is 43,69, the post test I is 61,08 while in the post test II is 79,78. Not only auxiliary verb mastery score but also the students activity in the class, on cycle I meeting 1 (67%), meeting 2 (80%). cycle II meeting 1 (72%), meeting 2 (89%).

Therefore, it showed improvement so that the use of songs as a medium to improve the students auxiliary verb mastery among the eighth grade of the SMP MA'ARIF 1 METRO.

### **D. Discussion**

#### **1. Interpretation The Result of Students Learning**

The result of pre test conducted by the writer to see the students' auxiliary verb mastery before treatment is pre test. The next, after the implementation of post test, to know there is improve with the students. The comparison of the students auxiliary verb mastery score can be seen in the following table:



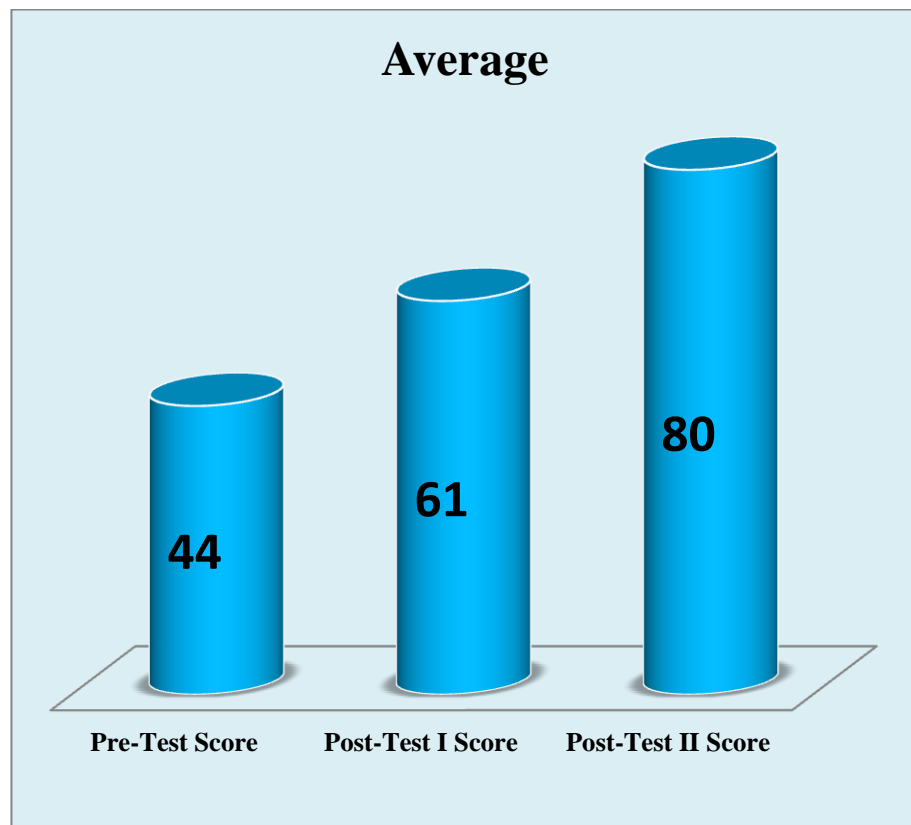
**Table 13**  
**The Result of Students Auxiliary Verb Mastery Score in Pre Test, Post Test I**  
**and Post Test II in Cycle I & II**

No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score	Explanation
1	Adelia Novita Sari	40	70	80	Improved
2	Ahmad Rifai	40	70	90	Improved
3	Ahmad Zul Fadli	40	50	85	Improved
4	Alif Fiaturahma	40	55	70	Improved
5	Asifa Mitha Purnama Sari	45	80	85	Improved
6	Bayu Ardiansyah	50	75	80	Improved
7	Bima Fahrezi	35	50	75	Improved
8	Bintang Akbar Al Aqsol	50	55	85	Improved
9	Charisca Agustin	50	70	85	Improved
10	Devi Mutia Indah	65	70	75	Improved
11	Diva Ardiansyah	40	50	85	Improved
12	Karen Danuarta	50	55	65	Improved
13	M. Al Rasid Dimas P	45	55	90	Improved
14	M. danuri	40	65	75	Improved
15	M. Nur Huda	35	65	75	Improved
16	Marshanda D. S	70	80	85	Improved
17	Mela Sari Anggraini	25	45	75	Improved
18	Nur Tri Wadini	35	50	80	Improved
19	Nurul Soleha	40	60	80	Improved
20	Retno Ayu . N	55	60	85	Improved
21	Sendi Arlin Wardana	50	60	80	Improved
22	Shandi Setiawan	35	65	70	Improved
23	Shyma A. W	25	50	80	Improved
<b>Total</b>		<b>1.005</b>	<b>1.405</b>	<b>1.835</b>	
<b>Average</b>		<b>43,69</b>	<b>61,08</b>	<b>79,78</b>	

The table above, it explained that there is improved of students' average of score from pre test is 43,69, post test is 61,08 in cycle I and post test II is 79,78 in cycle II. The target of research is students got score >74. This can be concluding that use of song as medium can improve the students' in learning auxiliary verb mastery.

Moreover, the comparison of students' score can be seen on the graph below:

**Figure 6**  
**Graph of Comparison of Average Score at Pre Test, Post Test I and Post Test II in Cycle I & II**



## 2. Interpretation The Result of Students' Activities

There seven indicators that are observed and analyzed in this research. There is progress of the students' activities from cycle I to cycle II for all indicators. The result of the students' activities can be seen in the following table:

**Table 20**

**The result of the Students' Activity in Cycle I and Cycle II**

	<b>1st Meeting</b>	<b>2nd Meeting</b>	<b>Total</b>	<b>Average</b>	<b>Note</b>
Cycle I	53%	68%	121%	61%	Improve
Cycle II	72%	89%	161%	81%	Improve

Based on the table above, it can be conclude that there is increasing in students' activity from the cycle I to cycle II. The average in cycle I for the first meeting 53% and the second meeting 68% is 61%. The average in cycle II for the first meeting 72% and the second meeting 89% is 81%. It showed that the use song as medium to improve students auxiliary verb mastery.

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

Based on the result can be concluded the use of song as medium in teaching auxiliary verb mastery, the writer would like to give the conclusion as follows:

Song as medium is alternative technique can improve the auxiliary verb mastery among at the eighth grade of the SMP MA'ARIF 1 METRO. It can be seen from the average result of students auxiliary verb mastery in the pre-test is 43, 69, post test I is 61, 08, post test II is 79, 78. That is suitable with the target of research is students got score >74.

The students activity in learning process is also improved. There seven indicators that were observed and analyzed in this research. It can be seen progress of the students' activities from cycle I to cycle II for all indicators. The average in cycle I for the first meeting 53% and the second meeting 68% was 61%. The average in cycle II for the first meeting 72% and the second meeting 89% was 81%. Based on the data, the writer concluded that the use song as medium to improve students auxiliary verb mastery was improve.

## **B. Suggestion**

Referring to the result of the research and the conclusion stated previously, the writer proposes some suggestions as follow:

### **1. For The Students**

The Students should be more active in process learning English, if they do not understand about the material that delivered by their teacher especially in auxiliary verb mastery, they should ask to the teacher. And then, the students are suggested to improve their auxiliary verb mastery.

### **2. For The English Teacher**

The English teacher can apply song as medium as a technique in teaching English especially in auxiliary verb mastery in order that the students can more participate fully, motivate, and understand the material that is delivered by the teacher. And then, make the students enjoy and fun in process learning English especially auxiliary verb mastery.

### **3. For The Headmaster**

The headmaster in order that to facilitate learning process English, especially in auxiliary verb mastery because this technique can make the students active and enjoy in the class.

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# APPENDICES

## LIST OF APPENDICES

### **Appendix I**

Research Instrument consists of:

- ❖ Syllabus
- ❖ Lesson Plans
- ❖ Grammar Test in Pre-Test, Post-Test 1, and Post Test 2
- ❖ Grammar Test in Cycle I & II
- ❖ The Observation Sheet The Students Activity in Cycle 1 & II

### **Appendix II**

Research Letter consists of:

1. Surat Izin Research
2. Surat Bimbingan Skripsi
3. Surat Keterangan Bebas Pustaka
4. Surat Tugas
5. Curriculum Vitae



## SILABUS PEMBELAJARAN

Sekolah : SMP 1 MA'ARIF METRO  
 Kelas : VIII ( Delapan )  
 Mata Pelajaran : Bahasa Inggris  
 Semester : 1 (Satu)  
 Standar Kompetensi : Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak	Percakapan singkatan memuat ungkapan – ungkapan: A : <i>Let me help you.</i> : <i>Thank you so much.</i> A: <i>Can I have a bit?</i> B: <i>Sure. Here you are.</i> A: <i>Did you break the glass?</i> B: <i>Yes I did / No, it wasn't me.</i> A: <i>What do you think of this?</i> B: <i>Not bad.</i>  TataBahasa Auxiliary verb:( <i>Can, Could, Will</i> ) & ( <i>Is, Am, Are</i> )	1. <i>Brainstorming</i> bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan. 2. Membahas kosakata ( <i>noun phrase, verb phrase, adverb phrase</i> ) tata bahasa (kalimat sederhana tentang tawaran jasa, meminta sesuatu, informasi faktual, pendapat terkait materi percakapan 3. Mendengarkan percakapan yang memuat ungkapan-ungkapan dalam materi. 4. Menjawab pertanyaan tentang isi percakapan.	1. Merespon ungkapan meminta, memberi, menolak jasa 2. Merespon ungkapan meminta, memberi, menolak barang 3. Mengakui, mengingkari fakta 4. Merespon ungkapan meminta dan memberi pendapat	Tes lisan  Tes tulis  Tes tulis	Merespon secara lisan  Merespon text rumpang  Pilihan ganda	<i>Respond the following statement</i> A: <i>Let me help you</i> B: .... A: <i>Can I have a bit?</i> B: ..... Choose the right response A: <i>Did you break the glass?</i> B:..... a. <i>Yes, I did</i> b. <i>I don't know</i> c. <i>I'm not sure</i> d. <i>All right</i> Give your response A: <i>What do you think of my new dress</i> B:.....	2 x 40 menit	1. <i>Script</i> percakapan an 2. Rekaman Percakapan: - <i>Cassette</i> - <i>Tape Recorder</i> - <i>CD</i> - <i>CD Player</i> - <i>TV</i> 3. Gambar-gambar/ benda terkait

barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	- Kata Terkait jenis teks dan tema	5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar.				
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Metro, 23 October 2017

Guru Mapel Bahasa Inggris

Peneliti




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## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(RPP)**

Satuan Pendidikan : SMP 1 MA'ARIF METRO

Kelas / Semester : VIII/1

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Auxiliary Verb (Can, Could, Will) &  
(Is, Am, Are)

Alokasi Waktu : 2 x 45 menit

#### **A. Standar Kompetensi**

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan terdekat.

#### **B. Kompetensi Dasar**

- 1.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat.

#### **C. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat:

- a. Menentukan pasangan kalimat berdasarkan percakapan
- b. Memilih jawaban yang tepat berdasarkan rekaman dialog
- c. Melengkapi teks wawancara berdasarkan rekaman
- d. Melengkapi teks dialog berdasarkan rekaman dengan memilih jawaban yang tersedia

- e. Melafalkan kalimat interogatif dan kalimat positif dengan intonasi yang tepat

#### D. Materi Pembelajaran

Auxiliary Verb (Can, Could, Will) & (Is, Am, Are)

#### E. Metode Pembelajaran

Three Phase Technique

#### F. Media dan Sumber Pembelajaran

1. Media : Papan Tulis, Spidol, Recorder
2. Sumber Pembelajaran : Buku yang relevan

#### G. Langkah-langkah Kegiatan

No	Kegiatan	Waktu
1	<p><b>Pendahuluan</b></p> <p>a. Orientasi</p> <ul style="list-style-type: none"> <li>➤ Guru mengucapkan salam dan berdo'a bersama berdo'a bersama-sama siswa dengan mengungkap rasa syukur kepada Allah SWT.</li> <li>➤ Guru mengabsen kehadiran siswa.</li> </ul> <p>b. Apersepsi</p> <ul style="list-style-type: none"> <li>➤ Peserta didik menerima informasi yang berkaitan tentang keterkaitan pembelajaran dengan materi yang akan dilaksanakan.</li> </ul> <p>c. Motivasi</p> <ul style="list-style-type: none"> <li>➤ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.</li> </ul>	10 menit

<p><b>2</b></p>	<p><b>Kegiatan Inti</b></p> <p>a. Eksplorasi</p> <p>Dalam kegiatan eksplorasi, guru:</p> <ul style="list-style-type: none"> <li>➤ Guru Memberi stimulus berupa pemberian materi Auxiliary Verb.</li> <li>➤ Mendiskusikan materi bersama peserta didik.</li> <li>➤ Guru melibatkan peserta didik berpartisipasi aktif dalam setiap kegiatan pembelajaran.</li> </ul> <p>b. Elaborasi</p> <p>Dalam kegiatan elaborasi, guru:</p> <ul style="list-style-type: none"> <li>➤ Guru menjelaskan materi tentang Auxiliary Verb.</li> <li>➤ Guru memperlihatkan sebuah teks lagu yang memuat seperti Auxiliary Verb.</li> <li>➤ Guru meminta Siswa untuk menjawab bagian teks lagu yang kosong dengan mendengarkan media lagu berupa audio, kemudian penggalan kata dalam teks lagu yang termasuk dalam Auxiliary Verb.</li> <li>➤ Dengan bimbingan dan arahan guru, Siswa dipersilakan untuk menjawab teks lagu tersebut.</li> </ul> <p>c. Konfirmasi</p> <p>Dalam kegiatan konfirmasi, guru:</p> <ul style="list-style-type: none"> <li>➤ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.</li> <li>➤ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.</li> </ul>	<p><b>70 menit</b></p>
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<b>3</b>	<p><b>Penutup</b></p> <p>Dalam kegiatan penutup, guru:</p> <ul style="list-style-type: none"> <li>➤ Menyimpulkan materi yang sudah dipelajari bersama-sama dengan siswa.</li> <li>➤ Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>➤ Menutup pelajaran dengan mengucapkan salam dan doa bersama dengan mengungkap rasa syukur kepada Allah SWT atas kemudahan dalam menyampaikan pelajaran.</li> </ul>	<b>10 menit</b>
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## H. Penilaian

Technique = written test

Complete the song text which contains Auxiliary Verb.

Form = song text.

Example = Listen to the song text and fill in the blank with the correct answer.

**I. Instrumen Penilaian**

**Task 1**

Complete the song texts below using Auxiliary Verb (Can, Could, Will) & (Is, Am, Are).

**SKYSCAPER**

By: Demi Lovato

Skies **1. ....** crying  
I **2. ....** watching  
Catching teardrops in my hands  
Only silence as it **3. ....** ending  
Like we never had a chance  
Do you have to make me feel?  
Like there is nothing left of me?  
You **4. ....** take everything I have  
You **5. ....** break everything I am  
Like I am made of glass  
Like I am made of paper  
Go on and try to tear me down  
I **6. ....** be rising from the ground  
Like a skyscraper  
Like a skyscraper  
As the smoke clears  
I awaken  
And untangle you from me  
**7. ....** it make you feel better  
To watch me while I bleed?  
All my windows still are broken  
But I **8. ....** standing on my feet  
You **9. ....** take everything I have  
You **10. ....** break everything I am  
Go run run run  
I am gonna stay right here  
Watch you disappear  
Yeah ohh  
Go run run run  
Yeah it is a long way down  
But I am closer to the clouds  
Up here

**ANSWER**

1. ARE	2. AM	3. IS	4. CAN	5. CAN
6. WILL	7. COULD	8. AM	9. CAN	10. CAN

**J. Pedoman Penilaian**

**Task 1**

Untuk tiap nomor, tiap jawaban benar skor 1

- Nilai Siswa =  $\frac{\text{Jumlah Benar} \times 100}{\text{Jumlah Soal}}$

Metro, 23 October 2017

Guru Mapel Bahasa Inggris

Peneliti

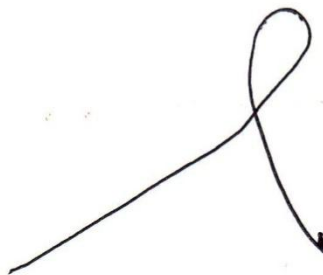


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## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Satuan Pendidikan : SMP 1 MA'ARIF METRO  
Kelas / Semester : VIII/1  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Auxiliary Verb (Can, Could, Will) &  
(Is, Am, Are)  
Alokasi Waktu : 2 x 45 menit

#### A. Standar Kompetensi

2. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan terdekat.

#### B. Kompetensi Dasar

- 2.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat.

#### C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- f. Menentukan pasangan kalimat berdasarkan percakapan
- g. Memilih jawaban yang tepat berdasarkan rekaman dialog
- h. Melengkapi teks wawancara berdasarkan rekaman
- i. Melengkapi teks dialog berdasarkan rekaman dengan memilih jawaban yang tersedia
- j. Melafalkan kalimat interogatif dan kalimat positif dengan intonasi yang tepat

#### D. Materi Pembelajaran

Auxiliary Verb (Can, Could, Will) & (Is, Am, Are)

#### E. Metode Pembelajaran

Three Phase Technique

#### F. Media dan Sumber Pembelajaran

3. Media : Papan tulis, Spidol, recorder
4. Sumber Pembelajaran : Buku yang relevan

#### G. Langkah-langkah Kegiatan

No	Kegiatan	Waktu
1	<b>Pendahuluan</b> d. Orientasi ➤ Guru mengucapkan salam dan berdo'a bersama berdo'a bersama-sama siswa dengan mengungkap rasa syukur kepada Allah SWT. ➤ Guru mengabsen kehadiran siswa. e. Apersepsi ➤ Peserta didik menerima informasi yang berkaitan tentang keterkaitan pembelajaran dengan materi yang akan dilaksanakan. f. Motivasi ➤ Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.	10 menit
2	<b>Kegiatan Inti</b> d. Eksplorasi Dalam kegiatan eksplorasi, guru: ➤ Guru Memberi stimulus berupa pemberian materi Auxiliary Verb. ➤ Mendiskusikan materi bersama peserta didik. ➤ guru melibatkan peserta didik berpartisipasi	70 menit

	<p>aktif dalam setiap kegiatan pembelajaran.</p> <p>e. Elaborasi  Dalam kegiatan elaborasi, guru:</p> <ul style="list-style-type: none"> <li>➤ Guru menjelaskan materi tentang Auxiliary Verb.</li> <li>➤ Guru memperlihatkan sebuah teks lagu yang memuat seperti Auxiliary Verb.</li> <li>➤ Guru meminta Siswa untuk menjawab bagian teks lagu yang kosong dengan mendengarkan media lagu berupa audio, kemudian penggalan kata dalam teks lagu yang termasuk dalam Auxiliary Verb.</li> <li>➤ Dengan bimbingan dan arahan guru, Siswa dipersilakan untuk menjawab teks lagu tersebut.</li> </ul> <p>f. Konfirmasi  Dalam kegiatan konfirmasi, guru:</p> <ul style="list-style-type: none"> <li>➤ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa.</li> <li>➤ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.</li> </ul>	
<b>3</b>	<p><b>Penutup</b>  Dalam kegiatan penutup, guru:</p> <ul style="list-style-type: none"> <li>➤ Menyimpulkan materi yang sudah dipelajari bersama-sama dengan siswa.</li> <li>➤ Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>➤ Menutup pelajaran dengan mengucapkan salam dan doa bersama dengan mengungkap rasa syukur kepada Allah SWT atas kemudahan dalam menyampaikan pelajaran.</li> </ul>	

## H. Penilaian

Technique = written test

Complete the song text which contains Auxiliary Verb.

Form = song text.

Example = Listen to the song text and fill in the blank with the correct answer.

## I. Instrumen Penilaian

### Task 1

Complete the song texts below using Auxiliary Verb (Can, Could, Will) & (Is, Am, Are)

## J. Instrumen Penilaian

### Task 1

Complete the song texts below using Auxiliary Verb (Can, Could, Will) & (Is, Am, Are)

### Let it go

The snow glows white on the mountain tonight  
not a footprint to be seen.

A kingdom of isolation and it looks like I am the Queen  
the wind **1. ....** howling like this swirling storm inside

**2. ....**not keep it in Heaven knows I have tried  
Do not let them in

Do not let them see

be the good girl you always have to be  
Conceal, do not feel, do not let them know

Well now they know

Let it go, let it go

**3. ....**hold it back anymore

Let it go, let it go

Turn away and slam the door

I do not care what they **4. ....**going to say  
let the storm rage on.

The cold never bothered me anyway

It is funny how some distance  
makes everything seem small  
and the fears that once controlled me

**5. ....**get to me at all

It is time to see what I **6. ....**Do  
To test the limits and break through  
No right, no wrong, no rules for me,

I am free!  
Let it go, let it go  
I am one with the wind and sky  
let it go, let it go  
you **7. ....**Never see me cry

Here I stand  
and here I **8. ....** stay  
Let the storm rage on  
my power flurries through the air into the ground  
my soul is spiraling in frozen fractals all around  
and one thought crystallizes like an icy blast

I **9. ....** never going back, the past is in the past  
Let it go, let it go  
and I **10. ....**rise like the break of dawn  
Let it go, let it go  
that perfect girl is gone

Here I stand  
In the light of day  
Let the storm rage on  
the cold never bothered me anyway!

**ANSWER**

1. IS	2. COULD	3. CANNOT	4. ARE	5. CANNOT
6. CAN	7. WILL	8. WILL	9. AM	10. WILL

**J. Pedoman Penilaian**

**Task 1**

Untuk tiap nomor, tiap jawaban benar skor 1

- Nilai Siswa =  $\frac{\text{Jumlah Benar} \times 100}{\text{Jumlah Soal}}$

Jumlah Soal

Metro, 23 October 2017

Guru Mapel Bahasa Inggris

Peneliti

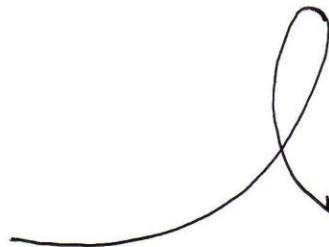


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## PRE-TEST

Name :	
Subject : English	Class/ Semester : VIII A/1
Subject Matter : Auxiliary Verb (Can, Could, Will) & (Is, Am, Are)	Time : 2 x 45

*Choose the right answer A, B, C, or D in your answer sheet!*

### Auxiliary Verb (*Can, Could, Will*) & (*Is, Am, Are*)

- |  |   |  |
|--|---|--|
| <p>1. <b>Rika : Hi Huda! Do you have A good ability on Speaking English?</b><br/><b>Huda : Sure, I..... speak English Fluently.</b></p> <p>A. May<br/>B. Can<br/>C. Shall<br/>D. Would</p> | <p>3. <b>She go.</b></p> <p>A. Shall<br/>B. Will<br/>C. May<br/>D. Would</p>  | <p>D. Can</p> <p>5. <b>They studying English. now.</b></p> <p>A. <b>Are</b><br/>B. <b>Is</b><br/>C. <b>Was</b><br/>D. <b>Were</b></p> <p>6. He playing foot ball.</p> <p>A. <b>Are</b><br/>B. <b>Is</b><br/>C. <b>Was</b><br/>D. <b>Were</b></p> |
| <p>2. <b>James : I got the winner Because I..... swimm Faster than other Yesterday.</b><br/><b>Enrico : Wow, it's amazing! Congratulation James!</b></p> <p>A. Could</p>                   | <p>4. <b>James : ..... I smoke in this Room?</b><br/><b>Enrico : You can't smoke Here. Please, go out The room!</b></p> <p>A. Would<br/>B. Will<br/>C. Should</p> | <p>7. <b>I driving my car to your home.</b></p> <p>A. <b>Am</b><br/>B. <b>Is</b><br/>C. <b>Are</b></p>   |

**D. Can**

8. **James: What your wish in the Future?**

**Enrico: I wish I..... Have a Beautiful wife.**

- A. Will
- B. Could
- C. Should
- D. Can

9. He writing letter.

- A. Is
- B. Are
- C. Am
- D. Can

10. **James: What must me do to Pass the exam?**

**Enrico: If you studied hard, you..... Pass the exam next month!**

- A. Will
- B. Could
- C. Should
- D. Can

**Complete the text which contains Auxiliary Verb (Can, Could, Will) & (Is, Am, Are)**

11. I\_\_\_\_\_make you be happy like before

12. The car come here.

13. They sweeping in front of class.

14. I will invite you to my home, I\_\_\_\_\_make a delicious food for you

15. I reading book biology with my sister.

16. She do more than two tasks at one time yesterday.

17. My father is very smart. He

\_\_\_\_\_ speak five languages.

18. I go to Bali tomorrow.

19. He cooking fried chicken now.

20. Hespeak English well if he took English course.



### POST-TEST

Name	:		
Subject	: English	Class/ Semester	: VIII A/1
Subject Matter	: Auxiliary Verb (Can, Could, Will) & (Is, Am, Are)	Time	: 2 x 45

*Choose the right answer A, B, C, or D in your answer sheet!*

#### **Auxiliary Verb (Can, Could, Will) & (Is, Am, Are)**

1. She go to Pandawa beach tomorrow.  
A. Will  
B. Would  
C. Might  
D. Must
2. He ... have a good rest tonight' the doctor said.  
A. Would  
B. Can  
C. Could  
D. Must
3. The dog..... Jump very high
4. Dewi..... Help you solve the problem. (solve=memecahkan)  
A. Can  
B. Could  
C. Should  
D. Had better
5. They studying at UGM.  
A. Is  
B. Are  
C. It  
D. Am
6. I play basket ball when I was a child  
A. Will  
B. Would  
C. Could  
D. Must

7. Andi always coming late.

- A. Is
- B. Are
- C. It
- D. Am

8. She write schedule biology

very well

- A. Will
- B. Could
- C. Can
- D. Should

9. I reading a book at the moment

- A. Is
- B. Are
- C. It
- D. Am

10. He play chess

- A. Cannot

B. Have

C. Are

D. Must

**Complete the text which contains  
Auxiliary Verb (Can, Could, Will) &  
(Is, Am, Are)**

11. She do more than two tasks at  
one time yesterday.

12. I not smoking.

13. I do anything if I want.

14. I \_\_\_\_run fast.

15. They not listening to you.

16. She writing a novel.

17. We cooking some bread.

18. We visit the zoo tomorrow.

19. I go to the library tomorrow.

20. He finish that work on time.

## POST-TEST 2

Name	:		
Subject	: English	Class/ Semester	: VIII A/1
Subject Matter	: Auxiliary Verb (Can, Could, Will) & (Is, Am, Are)	Time	: 2 x 45

*Choose the right answer A, B, C, or D in your answer sheet!*

### **Auxiliary Verb (Can, Could, Will) & (Is, Am, Are)**

- Anis : Hello. I speak to jihan please?  
Jihan: Yes, this is Jihan speaking  
A. Will  
B. Can  
C. Have  
D. Has
- I run fast when I was a child  
A. Could  
B. Would  
C. Have  
D. Has
- Can I borrow your pen?  
A. Will  
B. Would  
C. Have  
D. Can
- I go to the school tomorrow.  
A. Will  
B. Would  
C. May  
D. Have
- Freddy studying mathematic.*  
A. Is
- Yesterday I play badminton  
A. Would  
B. Have  
C. Could  
D. Will
- I brushing the bathroom floor.  
A. Is  
B. Are  
C. Am

D. Have

8. She can beautifully

- A. Sing
- B. To sing
- C. Song
- D. Singing

9. He can very well

- A. Drives
- B. Do drive
- C. Drive
- D. Driving

10. Could I in this room?

- A. Ate
- B. Eat
- C. Eating
- D. Eats

**Complete the text which contains  
Auxiliary Verb (Can, Could, Will) & (Is,  
Am, Are)**

11. He write like my father.

12. I cooking chocolate today.

13. My father walk without me last  
night

14. I come back home tomorrow

15. Yesterday my brothers speak  
Arabic and English

16. They cooking together in the  
kitchen.

17. He taking a bath.

18. You read in the library every day

19. My sister swim today

20. Yesterday my brother read Arabic  
language very well

### **JAWABAN PRE-TEST**

1. B
2. A
3. B
4. D
5. A
6. B
7. A
8. B
9. A
10. B
11. CAN
12. WILL
13. ARE
14. CAN
15. AM
16. COULD
17. CAN
18. WILL
19. IS
20. COULD

### **JAWABAN POST-TEST**

1. A
2. B
3. A
4. B
5. B
6. C
7. A
8. C
9. D
10. A
11. COULD
12. AM
13. CAN
14. CAN
15. ARE
16. IS
17. ARE
18. WILL
19. WILL
20. CAN

## **JAWABAN POST-TEST 2**

1. B
2. A
3. D
4. A
5. A
6. C
7. C
8. A
9. C
10. B
11. CAN
12. AM
13. COULD
14. WILL
15. COULD
16. ARE
17. IS
18. CAN
19. CAN
20. COULD

## CYCLE I

Name :

Class :

Complete the song texts below using Auxiliary Verb(**Can, Could, Will**) & (**Is, Am, Are**)!!!

### SKYSCAPER

By: Demi Lovato

Skies **1. ....** crying  
I **2. ....** watching  
Catching teardrops in my hands  
Only silence as it **3. ....** ending  
Like we never had a chance  
Do you have to make me feel?  
Like there is nothing left of me?  
You **4. ....** take everything I have  
You **5. ....** break everything I am  
Like I am made of glass  
Like I am made of paper  
Go on and try to tear me down  
I **6. ....** be rising from the ground  
Like a skyscraper  
Like a skyscraper  
As the smoke clears  
I awaken  
And untangle you from me  
**7. ....** it make you feel better  
To watch me while I bleed?  
All my windows still are broken  
But I **8. ....** standing on my feet  
You **9. ....** take everything I have  
You **10. ....** break everything I am  
Go run run run  
I am gonna stay right here  
Watch you disappear  
Yeah ohh  
Go run run run  
Yeah it is a long way down  
But I am closer to the clouds  
Up here

## CYCLE II

Name :

Class :

Complete the song texts below using Auxiliary Verb(**Can, Could, Will**) & (**Is, Am, Are**)!!!

### Let it go

The snow glows white on the mountain tonight  
not a footprint to be seen.  
A kingdom of isolation and it looks like I am the Queen  
the wind **1. ....** howling like this swirling storm inside  
**2. ....**not keep it in Heaven knows I have tried  
Do not let them in  
Do not let them see  
be the good girl you always have to be  
Conceal, do not feel, do not let them know  
Well now they know  
Let it go, let it go  
**3. ....**hold it back anymore  
Let it go, let it go  
Turn away and slam the door  
I do not care what they **4. ....**going to say  
let the storm rage on.  
The cold never bothered me anyway  
It is funny how some distance  
makes everything seem small  
and the fears that once controlled me  
**5. ....**get to me at all  
It is time to see what I **6. ....**Do  
To test the limits and break through  
No right, no wrong, no rules for me,  
I am free!  
Let it go, let it go  
I am one with the wind and sky  
let it go, let it go  
you **7. ....**Never see me cry  
Here I stand  
and here I **8. ....** stay  
Let the storm rage on  
my power flurries through the air into the ground  
my soul is spiraling in frozen fractals all around  
and one thought crystallizes like an icy blast  
I **9. ....** never going back, the past is in the past  
Let it go, let it go  
and I **10. ....**rise like the break of dawn  
Let it go, let it go  
that perfect girl is gone  
Here I stand

In the light of day

let the storm rage on, The cold never bothered me anyway!



**Observation Sheet of Students' Activities  
Eighth Graders at SMP 1 Ma'arif Metro**

Subject : English	Meeting : 1
Day / Date : Saturday, Nov 18 <sup>th</sup> 2017	Cycle : I

No	Name	The Students' Activity						
		a	b	c	d	e	f	g
1	Adelia Novita Sari		√	√	√		√	√
2	Ahmad Rifai	√	√	√	√	√		
3	Ahmad Zul Fadli							
4	Alif Fiaturahma	√			√		√	√
5	Asifa Mitha Purnama Sari				√	√		√
6	Bayu Ardiansyah	√	√	√	√		√	
7	Bima Fahrezi	√	√			√		
8	Bintang Akbar Al Aqsol				√	√	√	√
9	Charisca Agustin	√	√	√		√		√
10	Devi Mutia Indah	√			√		√	
11	Diva Ardiansyah	√		√		√		√
12	Karen Danuarta		√	√		√	√	
13	M. Al Rasid Dimas P	√			√	√		
14	M. danuri	√		√			√	√
15	M. Nur Huda		√	√		√		
16	Marshanda Diana S	√			√	√	√	
17	Mela Sari Anggraini		√	√	√			
18	Nur Tri Wadini	√		√		√	√	√
19	Nurul Soleha							√
20	Retno Ayu Ningsih	√	√	√		√	√	
21	Sendi Arlin Wardana		√	√	√	√		√
22	Shandi Setiawan	√		√	√	√		
23	Shyma Asmarani W		√	√	√	√	√	√
<b>Total</b>		13	11	14	12	15	11	11
<b>Percentage</b>		57%	48%	60%	52%	61%	48%	48%

Direction – Give a tick (√) for the active student  
– Let's it empty for inactive student

Metro, 23 October 2017

Guru Mapel Bahasa Inggris

Peneliti



**Dellia Astuti, S.Pd**  
NIP.



**Rizki Anugrah Putri Rahayu**  
NPM. 13108267

**Observation Sheet of Students' Activities  
Eighth Graders at SMP 1 Ma'arif Metro**

Subject : English	Meeting : 2
Day / Date : Tuesday, Nov 21 <sup>th</sup> 2017	Cycle : I

No	Name	The Students' Activity						
		a	b	c	d	e	f	g
1	Adelia Novita Sari	√	√	√	√		√	√
2	Ahmad Rifai	√	√	√	√	√	√	
3	Ahmad Zul Fadli			√		√	√	
4	Alif Fiaturahma	√	√	√	√	√	√	
5	Asifa Mitha Purnama Sari	√		√	√	√	√	√
6	Bayu Ardiansyah		√	√	√		√	
7	Bima Fahrezi		√	√			√	
8	Bintang Akbar Al Aqsol	√		√	√	√		√
9	Charisca Agustin	√	√	√		√	√	
10	Devi Mutia Indah	√		√	√		√	√
11	Diva Ardiansyah	√			√	√		√
12	Karen Danuarta		√	√		√	√	
13	M. Al Rasid Dimas P	√	√	√	√	√	√	
14	M. danuri	√			√	√	√	√
15	M. Nur Huda	√					√	√
16	Marshanda Diana S	√	√	√	√	√	√	
17	Mela Sari Anggraini		√	√	√	√	√	√
18	Nur Tri Wadini	√		√	√	√		
19	Nurul Soleha	√				√	√	√
20	Retno Ayu Ningsih	√	√	√	√		√	
21	Sendi Arlin Wardana	√	√	√	√	√		√
22	Shandi Setiawan	√			√	√	√	√
23	Shyma Asmarani W	√	√	√	√	√		√
Total		18	13	18	17	17	15	12
Percentage		78%	57%	78%	74%	74%	61%	52%

Direction – Give a tick (√) for the active student  
– Let's it empty for inactive student

Metro, 23 October 2017

Guru Mapel Bahasa Inggris

Peneliti



**Dellia Astuti, S.Pd**  
NIP.



**Rizki Anugrah Putri Rahayu**  
NPM. 13108267



**Observation Sheet of Students' Activities  
Eighth Graders at SMP 1 Ma'arif Metro**

Subject : English	Meeting : 1
Day / Date : Nov 25 <sup>th</sup> 2017	Cycle : II

No	Name	The Students' Activity						
		a	b	c	d	e	f	g
1	Adelia Novita Sari		√	√	√		√	
2	Ahmad Rifai	√	√	√		√	√	√
3	Ahmad Zul Fadli		√			√	√	
4	Alif Fiaturahma	√		√	√	√		√
5	Asifa Mitha Purnama Sari	√	√	√	√	√	√	√
6	Bayu Ardiansyah		√				√	
7	Bima Fahrezi		√				√	√
8	Bintang Akbar Al Aqsol	√	√	√	√	√	√	√
9	Charisca Agustin	√		√	√	√	√	√
10	Devi Mutia Indah	√	√	√	√		√	√
11	Diva Ardiansyah	√		√	√	√		√
12	Karen Danuarta		√			√	√	√
13	M. Al Rasid Dimas P		√	√	√	√	√	
14	M. danuri	√		√	√	√		√
15	M. Nur Huda		√	√	√	√	√	√
16	Marshanda Diana S		√	√	√	√	√	
17	Mela Sari Anggraini	√	√	√		√	√	√
18	Nur Tri Wadini			√	√	√	√	√
19	Nurul Soleha	√	√	√		√	√	√
20	Retno Ayu Ningsih	√	√	√	√	√	√	√
21	Sendi Arlin Wardana	√		√		√	√	√
22	Shandi Setiawan	√	√	√	√	√	√	√
23	Shyma Asmarani W	√	√	√	√	√	√	√
Total		14	14	19	15	19	17	18
Percentage		61%	61%	82%	65%	82%	74%	78%

Direction – Give a tick (√) for the active student  
– Let's it empty for inactive student

Metro, 23 October 2017

Guru Mapel Bahasa Inggris

Peneliti



**Dellia Astuti, S.Pd**  
NIP.



**Rizki Anugrah Putri Rahayu**  
NPM. 13108267

**Observation Sheet of Students' Activities  
Eighth Graders at SMP 1 Ma'arif Metro**

Subject : English	Meeting : 2
Day / Date : Tuesday, Nov 28 <sup>th</sup> 2017	Cycle : II

No	Name	The Students' Activity						
		a	b	c	d	e	f	g
1	Adelia Novita Sari	√	√	√	√	√	√	√
2	Ahmad Rifai	√	√	√	√	√	√	√
3	Ahmad Zul Fadli		√	√			√	
4	Alif Fiaturahma	√	√	√	√	√	√	√
5	Asifa Mitha Purnama Sari	√	√		√	√		√
6	Bayu Ardiansyah		√	√				√
7	Bima Fahrezi		√	√		√	√	√
8	Bintang Akbar Al Aqsol	√	√		√	√	√	√
9	Charisca Agustin	√	√	√	√	√	√	√
10	Devi Mutia Indah	√	√	√	√	√	√	√
11	Diva Ardiansyah	√	√	√	√	√	√	√
12	Karen Danuarta		√	√	√	√	√	√
13	M. Al Rasid Dimas P	√	√	√	√	√	√	√
14	M. danuri	√	√	√	√	√	√	√
15	M. Nur Huda	√	√	√	√	√	√	√
16	Marshanda Diana S	√	√	√	√	√	√	√
17	Mela Sari Anggraini	√	√	√	√	√	√	√
18	Nur Tri Wadini	√	√	√	√	√	√	√
19	Nurul Soleha	√	√	√		√	√	√
20	Retno Ayu Ningsih	√	√	√	√	√	√	√
21	Sendi Arlin Wardana	√	√	√	√	√	√	√
22	Shandi Setiawan	√	√	√	√	√	√	√
23	Shyma Asmarani W	√	√	√	√	√	√	√
Total		19	20	21	19	21	21	22
Percentage		82%	87%	91%	82%	91%	91%	96%

Direction – Give a tick (√) for the active student  
– Let's it empty for inactive student

Metro, 23 October 2017

Guru Mapel Bahasa Inggris

Peneliti



**Dellia Astuti, S.Pd**  
NIP.



**Rizki Anugrah Putri Rahayu**  
NPM. 13108267





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2237/In.28/D.1/TL.00/10/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP 1 MA'ARIF METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2236/In.28/D.1/TL.01/10/2017, tanggal 24 Oktober 2017 atas nama saudara:

Nama : **RIZKI ANUGRAH PUTRI RAHAYU**  
NPM : 13108267  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP 1 MA'ARIF METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SONG AS MEDIUM TO IMPROVE THE STUDENTS GRAMMAR MASTERY AMONG AT THE EIGHT GRADE OF THE SMP 1 MA'ARIF METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 24 Oktober 2017

Wakil Dekan I,

  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

Nomor : B-2080/In.28.1/J/TL.CC./10/2017  
Lamp : -  
Hal : **Bimbingan Skripsi**

19 Oktober 2017

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag
  2. Trisna Dinillah Harya, M.Pd.
- Dosen Pembimbing Skripsi

di-

Tempat

*Assalamualaikum Wr.Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Rizki Anugrah Putri Rahayu  
NPM : 13108267  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Dosen Pembimbing 2 bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester semenjak mahasiswa yang bersangkutan lulus komprehensif
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (Pendahuluan+ Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan bahasa Inggris dengan:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian disampaikan untuk di maklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamualaikum Wr.Wr.*

Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1395/In.28/S/OT.01/12/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

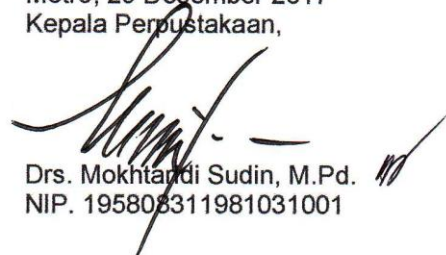
Nama : RIZKI ANUGRAH PUTRI RAHAYU  
NPM : 13108267  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13108267.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 Desember 2017  
Kepala Perpustakaan,



Drs. Mokhtadi Sudin, M.Pd.  
NIP. 195808311981031001



## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Rizki Anugrah PR

NPM : 13100267

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul "Essential Teaching Skills"

---

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Metro,

Ketua Jurusan TBI

  
Ahmad Subhan Roza, M.Pd

NIP. 19750610200801 1 014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2236/In.28/D.1/TL.01/10/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : RIZKI ANUGRAH PUTRI RAHAYU  
NPM : 13108267  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP 1 MA'ARIF METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SONG AS MEDIUM TO IMPROVE THE STUDENTS GRAMMAR MASTERY AMONG AT THE EIGHT GRADE OF THE SMP 1 MA'ARIF METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.



Mengetahui,  
Pejabat Setempat

MUHAMMIDIN, M.Pd.1  
NIP. 196807152006041003



Dikeluarkan di : Metro  
Pada Tanggal : 24 Oktober 2017

Wakil Dekan I,

Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003

4



## 1. Introduce With The Teacher And The Students



## 2. Pre Test





### 3. Explain The Material With The Students In Cycle I



### 4. Post Test I



**5. Explain The Material With The Students In Cycle II**



**6. Post Test II**



## 7. Photo Together With The Students





## **CURRICULUM VITAE**



The writer was born on November 27<sup>th</sup>, 1995 in Metro. Her name is Rizki Anugrah Putri Rahayu. The first child from sixth. She is daughter of Drs. Suwarno, M. Pd.I and Dra. Siti Aisyah, S.Pd.I.

The writer's education history as follows:

1. TK Aisyiah Metro started in 2002 and graduated in 2004.
2. Islamic Elementary School (MIN) 1 Metro started in 2004 and graduated in 2009.
3. Islamic junior high school Al-Muhsin Metro in 2009.
4. Continue to SMP Muhammadiyah 1 Metro starting in 2010 and graduating in 2011.
5. Islamic Senior High School (MAN) 1 Lampung Timur starting in 2011 and graduating in 2013.
6. And then, the researcher continued at State Institute for Islamic Studies of MetroIn 2013.