THE USE OF SONG AS THE REALIZATION OF MIMICRY-MEMORIZATION TO PROMOTE STUDENTS' VOCABULARY POWER IN IRREGULAR VERB
(A Classroom Action Research with tenth grade of MA Mathali'ul Falah Pati in the Academic Year 2015/2016)

THESIS

Submitted in Partial Fulfillment of the Requirement
For Gaining The Degree of Education Bachelor
In English Language Education

Laila Fathiyyah
Student Number: 113411022

**ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2016**

THESIS PROJECT STATEMENT

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Semarang, June 9th 2016

The Researcher.

Laila Fathiyyah
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Name : **Laila Fathiyyah**

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Department : English Language Education

had been ratified by the board of examiner of Education and Teacher Training Faculty Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.
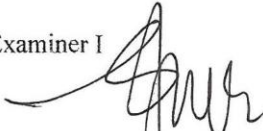
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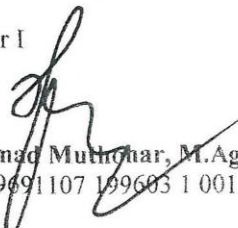NIP. 19810908 200710 2 001

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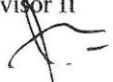NIP. 19650727 199203 2002

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ADVISOR NOTE

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To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

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Name   : **Laila Fathiyyah**
Student Number: 113411022
Department   :   English Language Education

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqosyah Session.

Wassalamu'alaikum. wr. wb.

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</div>

<div align="center">iv</div>

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Wassalamu'alaikum. wr. wb.

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MOTTO AND DEDICATION

وَلَلْآخِرَةُ خَيْرٌ لَكَ مِنَ الْأُولَى (٤) وَلَسَوْفَ يُعْطِيكَ رَبُّكَ فَتَرْضَى [الضحى/٤، ٥]

And the Hereafter is better for you than the first (life)
And your Lord is going to give you, and you will satisfied[1]

"*Possibility exists in every adversity*"

(Lailah Gifty Akita)[2]

"Bertawasullah"

This thesis is dedicated to:

1. **Father and Mother**

2. **My Nielyaniz Bayla Family**

---

[1] Al Kalam Digital, DVD Program Version 1.0 (Bandung: Penerbit Diponegoro, 2009), Surah Al Dluha:4-5

[2] www.goodreads.com/quotes/tag/anition-and-attitude

ABSTRACT

Title   : The Use of Song as the Realization of Mimicry-Memorization to promote Students' Vocabulary Power in Irregular Verb (A CAR in tenth grade of MA Mathali'ul Falah Pati in academic year 2015/2016)
Researcher   : Laila Fathiyyah
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Key Words: Song, Irregular verb, Vocabulary Power, and Mimicry-Memorization.

The background of the study in this research is based on the phenomena that there were some students face difficulties in vocabulary, less of students had motivation in learning activity because teaching learning process was not satisfied and less of students' vocabulary power especially in irregular verb. There is one method used in teaching English, the method is *Mim-Mem* (Mimicry-Memorization). To collect the data, the researcher used several methods: observation, test, and documentation. The analysis of data method was used to support the research at the school to get the purpose of the research. The design of this study is a CAR with purpose to promote students' vocabulary power in irregular verb through song. This research was conducted in two cycles and was done in three activities including the pre cycle with four activities in each cycle they are: planning, observing, acting and reflecting. The result of study shows that using Song as the media can improve students' achievement in learning irregular verb. In this research, the researcher took a test of the students' achievements in each cycle. This is proved by students' test that improved in every cycle. In the pre cycle, the average of the students' achievement was 6.01. In the first cycle the students got 7.23 and in the second cycle the students got 8.08. Result of the research can be concluded that the use of Song as the realization of Mimicry-Memorization to promote Students' Vocabulary Power in irregular verb was successful.

CHAPTER I
INTRODUCTION

A. Background of the Study

In Indonesia, English is one of the subjects that is examined for graduation at the unit level of education both junior and senior high school level, Law of the Republic of Indonesia Number 20 of 2003 states that in order to control the quality of national education evaluation as a form of accountability of education providers to the parties concerned. Further stated that the evaluation conducted by an independent institution on a regular basis, a thorough, transparent, and to systematically assess the achievement of national education standards and the monitoring process evaluation should be conducted on an ongoing basis. There are four subjects examination for junior high school and six for senior high school and one of them is English, in this situation students inevitably have to follow the standardization of government that required students to pass all subjects invariably.

In English, there are four skills that should be mastered by students, one of them is writing and to be mastered in writing, students have to know the rules of writing itself. The rules of writing is generally called grammar, regarding to Advance

Cambridge Dictionary[1] grammar is the rules about how words changes their form and combine with other words to make sentence. Basically, for making sentence, there are many parts that students must know. They are called part of speech. There are nine parts of speech, one of them is verb. Verb is a word or phrase that describes an action, condition and experience. From the definition that verb describes experience, thus, verb can change from present into past and vice versa, because from the characteristic of experience itself, that is present experience and past experince. There are two of the change, they are regular verb and irregular verb. In order to master in writing skill, students must understand the changing of of both, particularly the change of irregular verb, because of the complex of irreggular verb.

In fact many students, especially students in tenth grade of MA Mathali'ul Falah Pati have difficulties in understanding irregular verb. Irregular verbs are more complicated and variables because of many difficulties for those students. Sometimes they make an error in using the verb. They use unfamiliar past verb, because not every single past verb added with –ed for examples: she <u>writed</u> a letter, it is supposed to be she wrote a letter, he <u>telled</u> me a funny story, it is should be he told me a funny story. So, in this case students have to be able to distinguish the form of the verb and usage. Some of their mistakes are because of the lack of

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[1] *Advance Cambridge Dictionary Third Ed.*

knowledge in regular and irregular verb form which is used in simple past tense.

$$\text{ن وَالْقَلَمِ وَمَا يَسْطُرُونَ}^{2}$$

Nun. By the pen and they inscribe

Regarding to the phenomenon above, researcher offers a method for encreasing the students power in irreggular verbs, it is called Mimicry-Memorization method.

In the poetry of Imam Shafi'I (150-204H), he has written[3]:

شكوت إلى وكيع سوء حفظي // فأرشد ني إلى ترك المعاصي

وأخبرني بأن العلم نور // ونور الله لا يهدى لعاصى

I complained to Wakee' of my poor memory // Leaving sins is what he guided me to address

He informed me that knowledge is a light and // Allah's light is not gifted to those who transgress.

وسهّل علي حفظه ثم درسه

The nadhm above written حفظه first and درسه next. Memorize before understanding is an important one. Because understand could be taken during students able to memorize and repeat the knowledge as well. When people remember something, they would understand easier, valid and better.

Mimicry-Memorization method was developed firstly for military personel during the Second World War. This method was successful because of high motivation, intensive practice, small classes and good models. That momentum inspires many teachers to do the same in teaching foreign language.

In this classroom action research would involve many participants and collaborate with other that have relevance and relationship with students, either directly or indirectly, the researcher really hopes it will obtain a complete data to answer problem related to students' interest and motivation towards learning English, the main reason for this action research is derived from real problem in the classroom and try to look comprehensive and integrated to find students' power in irregular verb achievement.

Madrasah Aliyah Mathali'ul Falah which is one of some levels of education program in PIM (Perguruan Islam Mathali'ul Falah). Madrasah Aliyah Mathali'ul Falah Kajen Pati is the school which has Nahdlatul Ulama (NU) basis. It is located around 18 km from Pati and walk to northward, 10 km from Tayu and 25 km from Jepara. Kajen geographically is in Tayu (the northernmost of Pati). It is 300 above the sea level. English curriculum of Madrasah Aliyah Mathali'ul Falah from the first teaching until now uses the national curriculum with a little adjustment to the time available without joining workshop,

because almost of PIM (Perguruan Islam Mathali'ulFalah) is independent.

For these reasons, the researcher is interested in analyzing the use of song as the realization of mimicry-memorization to promote students' vocabulary power in irregular verb at tenth grade of MA Mathali'ul Falah Pati in Academic Year of 2015/2016. The researcher also wants to know the achievements encountered by conduct it.

B. Research Question

The research question of the study, they are as follows:

1. How is the students' participation during taught by using songas the realization of mimicry-memorization to promote thestudents' vocabulary power in irregular verb with tenth Grade of MA Mathali'ul Falah Kajen Margoyoso Pati in the Academic Year 2015/2016?

2. How is the improvement of the students' vocabulary power in irregular verb after being taught through using English songs in tenth Grade of MA Mathali'ul Falah Kajen Margoyoso Pati in the Academic Year 2015/2016?

C. Objective and Significance of the Study

The objectives of the study will be about:

1. To describe the implementation of using song to improve students' English vocabulary power in irregular verb in tenth Grade of MA Mathali'ul Falah Kajen Margoyoso Pati in the Academic Year 2015/2016.

   2. To identify the improvement of students' understanding on vocabulary power in irregular verb especially using songs as the realization of Mimicry-Memorization in tenth Grade of MA Mathali'ul Falah Kajen Margoyoso Pati in the Academic Year 2015/2016.

The results of the study could useful for students, teachers, school, and researcher:

1. For students by using song in teaching irregular verb, hopefully the students will be interested in English class especially in learning vocabulary and motivating students to improve their English vocabulary through English songs.

2. For teacher by doing the research, the researcher hopes that the output of the study will be useful and to give contribution of developing English teaching especially in irregular verb.

3. For school in hopes it can give positive effect to the future in teaching learning process, especially in teaching vocabulary.

4. For the researcher will get more detail ways how to teach irregular effectively for senior high school.

CHAPTER II

THE USE OF SONG AS THE REALIZATION OF MIMICRY-MEMORIZATION TO PROMOTE STUDENTS' VOCABULARY POWER IN IRREGULAR VERB

In this chapter, the researcher discussed some theories related to the research.

A. Literature Review

1. Song

   a. The definition of song

   To make musical sound with a short piece of music with words which are sung could take the students to the comfort area, namely study with less active and more calm and happy or become less stiff. This could make something seem more important and so that everyone notices it.

   According to Oxford Learner's Pocket Dictionary [1] the song is a short piece of music with words that you sing. Song in general is music for singing for a song at a very low price song and dance unnecessary fuss. Based on some definition of song above, the researcher will provide

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[1] Oxford Learners Pocket Dictionary, (New York: Oxford University Press, 2000), p.412

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her own definition that song is a set of a group of words which are contracted in/ or not in poetic phrases, sentences or composition with the musical accompaniment.

b. English songs as media for learning process

Using songs in teaching learning language is not a new technique. Many materials have been designed to use songs to teach vocabulary, syntax, and objective of discussion.[2] Because song in foreign language classes maybe use to motivate students and to create a more relaxing foreign language classes.[3] There is nothing more rewarding for a teacher, than seeing their students smile and laugh while they learn. The same can be said for students. Students who are taught in a fun and creative way, love coming to class. Using music in the classroom is a great way for teachers to achieve success with second language learners.[4]

Schoep (2001) states that to be able to understand the grounded theory on which base their reasons for using songs in the classroom and find them valuable we have to

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[2] Eunice Santoso, *Learning English with Fun through Popular Song*, (Jakarta: Papas Sinar Sinanti, 2009), p.ix.

[3] Tarwiyah Siti, Game, Song and Practical Ideas to Teach Language, (Semarang: 2008), p. 2.

[4] www.englishclub.com/teaching-tips/music-classroom.htm accessed on Monday December 8th 2014

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understand the listening process that occurs when a song is used in the classroom. He states that teachers see patterns emerge from the material they use. These patterns include factors that are affective, linguistic and cognitive, which are the reasons they use songs in their classrooms. Cognitively, songs give the chance of developing automaticity and because it is authentic material it can be aid to the development of linguistic components.

In order to help students back on track and trigger their interest again you need some interesting resources, which is where songs become valuable tool. Students need to be interested in learning if they are gain maximum results and learners of all ages enjoy music activities, which can not only be a relaxing and well-deserved break from the textbooks, but also work to weaken their affective filter. [5]

c. The reason of using song

The use of music (song) as a problem solver to enhance learning is justified by Gardner who states that

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[5] Porvaldsdottir Gyoa Hrund, *Song as Teaching Resources in the Young Learners' ESL Classroom,* (Kennarahaskoli, Grunnnam: Kennarahaskoli Islands, 2008), p.5

"all normal (non-brain-damaged) people possess some musical intelligence".[6]

The left hemisphere of the brain expresses thoughts in words, while the right hemisphere of the brain controls action, problem resolution, memory, and emotions. Most learners use the right hemisphere of the brain to process music, and since most instruction relies heavily on left brain approaches, music opens an opportunity to learners who have a strong right brain orientation.

As Guglielmino states, "Songs bridge the (brain's) hemispheres, strengthening retention through a complementary function as the right hemisphere learns the melody, the left, the words."[7]

Of course songs itself can't teach someone a new language but they can be aid to the development of language. As horn (2007) has noted: "Singing in the classroom is not intended to replace valuable speaking techniques. It is an additional and enjoyable way of presenting language imaginatively."[8]

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[6] H Gardner, *Frames of Mind: the Theory of Multiple Intelligence*. (New York: Basic Books, 1985), p.285

[7] L. M. Guglielmino, *The Effective Edge: Using Songs and Music in ESL Instruction,* (Adult Literacy and Basic Education, 1986), p.20

[8] Catharina Eletta, *Using Music to Enhance the Listening Abilities of Grade One.* Downloaded at January 19, 2015, p.53

Shelley Vernon[9] explains in her articles "Using ESL songs" why using songs as a part of ESL teaching has a lot of benefit and gives ten different reasons

1) Songs help pupils learn vocabulary, grammar and syntax: They hear complete sentences in the songs and absorb grammar and syntax subconsciously helping them to remember words and phrases

2) Pupils hear meaningful language in context: They hear different words and structures in a natural and meaningful context

3) Songs are catchy and re-usable: If the songs used in the classroom are fun and catchy pupils will be happy to hear them many times over a short period of time

4) Songs enhance listening skills: As long as the language used in the songs is within the grasp of the learner, pupils will improve their listening skill by trying to understand what the song is saying

5) Pupils improve their speaking fluency: They hear the natural rhythm and stresses of English whiles listening to the songs which improve their pronunciation

6) Including music and actions in the lessons makes them more appealing: Actions can be used with any

[9] http://www.teachingenglishgames.com/articles/using_esl_songs.htm accessed on March 27th 2015

song and not just with the "action songs". This makes the students enjoy the activity and it helps us reach to more pupils since we are using different learning styles

7) Songs are fun and motivating: Using music lifts the atmosphere in class and brings in a boost energy making the pupils be motivated and paying more attention

8) Sometimes songs act as confidence builders: Songs allow students to practice English in a group and achieve more with each listening

9) Songs are memory aids: Songs stick in our heads and very useful for English learners

10) Songs help with classroom management: Songs attract the attention of the pupils and they join in singing or with the actions, in that moment the teacher knows that they are paying attention.

d. Teaching English through song

Larry M. Lynch[10] stated that the keys to using songs for teaching children English as a foreign language there are 12 keys they are; first, teacher uses most popular

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[10]12 Keys to Using Songs For Teaching Children English As a Foreign Language By:Larry M. Lynch on http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?read=4486 accessed on August 6th 2015

song in language teaching. Second, teacher should also select song with easy to understand lyrics absolutely, no profanity (violent, illegal or immoral themes like sex drug use, prostitution, gang violence, kill your mother, suicide, etc.). Third, teacher can give motivate their students (teacher takes along children's songs on cassette or CD with the lyrics). Forth, teacher will need to be very careful of downloads most popular song lyric from sites (like this since they frequently full of viruses). Fifth, teacher uses films and shorts directly or just a recording with display pictures for visual support. Sixth, teacher should use the standard children's song (teacher does not use children's song difficulty to understand). Seventh, teacher should use inter-active games and total physical response (TPR) along with the songs. Eighth, teacher keeps a fairly past faced class going as children gets bored and restless easily with their short attention and teacher can change activities every in minute. Ninth, teacher tries incorporating some simple dance moves into the songs too for some added benefit (like pantomime, swing, sway, kick, jump, etc.). Tenth, teacher uses pictures as an aid in teaching key words in the song lyrics (like posters, drawings anything that provides positive visual support and reinforcement for lexical elements, grammatical then connected speech,

pronunciation or use on context is fair game in EFL classes for children). Eleventh, teacher gives practice a couple of the songs and activities before hand in front of a mirror or your own. Twelfth, teacher should make classroom interesting with teaching is fun.

2. Mimicry-Memorization Method

   a. The understanding of Mimicry-Memorization

   In language, mimicry-memorization derived for two words. Mimicry means the action or skill of imitating someone or something, especially in order to entertain or ridicule and memorization means commit to memory; learn by heart. In Arabic this called by *thoriqoh al samaa' wa al muhafazah*. According to Ahmad Lutfi this method has hard relation to students' memory.[11]

   Mimicry-memorization method also named by *informant-drill* method, because the treatments emphasized in demonstration, repetition exercise of pronunciation and use of word by repeat and imitate the teacher or native speaker. In this method teacher or native speaker pronounce some sentences repeatedly and imitated by students till they able to memorize well. While the grammar in this method is not being taught directly, that is through the sentence models that have

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[11]Bisri Mustofa and Abdul Hamid, *Metode dan Strategi Pembelajaran Bahasa Arab,* (Malang: UIN-Malang Press, 2012), p. 63

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been articulated by teacher. An efficient and effective way to memorize the subjects: lessons from yesterday repeated 5 times, 4 times a day after tomorrow, the day before yesterday 3 times, 2 times a day before that, and the day before that one.[12]

According to Brown another factor that accounted for the method's popularity was the "quick success" it achieved in leading learners towards communicative competence. Through extensive mimicry memorization and "over-learning" of language patterns and forms, students and teachers were often able to see immediate results. Just as the Direct Method that preceded it, the overall goal of the Audio-Lingual Method was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to "over learn" the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistics pattern of the language into the minds of the learners in a way that made responses automatic and "habitual". To this end it was held that the language habits of the first language would constantly interfere, and the only to overcome those problems was to facilitate the learning of a new set

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[12] Syekh Burhanul Islam Zanurji, *Ta'lim al Muta'allim,* (Semarang: Thoha Putra, 1999) p.60

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of habits appropriate linguistically to the language being studied.[13]

Memory related to language learning which studied by adherents of the behaviorism theory. In the view of behaviorism, language acquisition is affected by the stimulus from the environment outside the individual. Language term for the behaviorists considered less appropriate because the term implies a form of the language, whereas language is one of human behavior. Therefore, they are called the language uses the term *verbal behavior*. Memorizing sometimes is not an easy thing for some people. In its implementation, is often regarded by learners as a daunting task. They had to fight hard, say, or read a text repeatedly in order to quickly '*stuck*' in their memory. Creativity of learners in finding ways to make text easier to remember is a very influential in the process of memorizing it. In addition to the guidance and motivation of teachers is also very necessary. It has been said: "The new subject of the letter, repeating a thousand times."[14]

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[13]The Audio lingual Method http://www.englishraven.com/method_audioling_html accessed on August 5th 2015

[14] *Ta'lim al Muta'allim,...* p. 51

b. The Characteristics of Mimicry-Memorization Method

Linguistics described language in terms of certain levels: phonology, morphology and syntax. Audio linguists believed in separation of the skills: listening, speaking, reading, and writing (LSRW) and the Audio lingual method used certain practical techniques like mimicry-memorization, pattern practice and the language laboratory; it encouraged the use of dialogues and substitution tables.

Mimicry memorization was included as a number of Audio Lingual method's drill. The most important aspects of this are summarized by Richards and Rodgers[15]:

1) Language teaching begins with the spoken language; the material is taught orally before it is presented in written form

2) The target language is the language of the classroom

3) New language points are introduced and practiced *situationally*

4) Vocabulary selection procedures are followed to ensure that an Essential Service Vocabulary is covered

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[15]Richards, Jack *Approaches and Methods in Language Teaching*,(UK :Cambridge University Press,1999) p. 115

5) Items of grammar are graded following the principle that simple forms should be taught before complex ones

6) Reading and writing are introduced when a sufficient lexical and grammatical basis is established.

c. The principles of mimicry-memorization method

Mimicry memorization actually part of Audio Lingual Method (ALM) and the ALM like the direct method; it is also an oral-approach. However, it is very different in that rather that emphasizing vocabulary acquisition through exposure to its use in situations, the ALM drills students in the use of grammatical sentence pattern. In its development, principles from behavioral psychology were incorporated. It was thought that the way to acquire the sentence pattern of the target language was through conditioning helping learners to respond correctly to stimuli shaping and reinforcement.

Bushra Noori (2001) described the principles of the ALM as follows;[16]

1) instructions are given in the target language

2) language forms occur within a context

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[16]www.yementimes.com/article.shtml?p=education retrieved on July 20th 2015

3) students native language interferes as little as possible with the students attempts to acquire the target language

4) teaching is directed to provide students with a native speaker like model

5) analogy provides a better foundation for language learning than analysis

6) errors are carefully avoided because they lead to the formation of bad habits

7) positive reinforcement helps the students to develop correct habits

8) students are encouraged to learn to respond to verbal and non-verbal stimuli

9) the teacher is regarded as an orchestra leader conducting, guiding and controlling the students' behavior in the target language

10) learning foreign language is treated on par with the native language

Dialogues and drills form the basis of audio-lingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Dialogues are used for

repetition and memorization, correct pronunciation, stress, rhytm cultural aspects of the target language.

d. The technique of mimicry-memorization method

Mimicry memorization as part of the Audio lingual method (ALM) also has some hints for using the ALM drills it selves in second language teaching. The hints can be explained as follow: (1) the teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern. For example, the use of the AUX verb <u>have</u> should not suddenly switch ho have as a main verb (2) drills should be conducted as rapidly as possible so as to insure automatically and to establish a system (3) ignore all but gross errors of pronunciation when drilling for grammar practice (4) use of shortcuts to keep the pace of drills at a maximum. Use hand motion, signal cards, notes, etc. to cue response. The teacher is a choir director (5) use normal English stress intonation and juncture pattern conscientiously (6) drill material should always be meaningful. If the content words are not known, teach their meanings (7) introduce the drill in this way: focus (by writing on the board, for example), exemplify (by speaking model sentences), explain (if a simple grammatical explanation is needed) and drill (8) do not stand in one place; move about the

room standing next to as many different student as possible to spot check their production. Thus you will know who to give more practice to during individual drilling (9) arrange to present drills in the order of increasing complexity of students' response. The question is: how much internal organization or decision making must the students do in order to make a response in this drill. Thus: imitation first, single-slot substitution next, then free response last. [17]

According to Larsen-Freeman, in her book *Technique and Principles in language Teaching* provides expanded descriptions of some common/typical technique closely associated with the Audio Lingual Method. The listing here is in summary form only:

1) Dialog memorization. Students memorize an opening dialog using mimicry and applied role-playing

2) Backward Build-up (expansion drill). Teacher breaks a line into several parts, students repeat each part starting at the end of the sentence and "*expanding*" backward through the sentence, adding each part in sequence)

3) Repetition Drill. Students repeat teacher's model as quickly and accurately as possible

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[17]www.coe.sdsu.edu/people/jmora/ALMethod.sthtml   retrieved   on March 30th 2015

4) Chain drill. Students ask and answer each other one-by-one in a circular chain around the classroom

5) Single slot substitution drill. Teacher states a line from the dialog, then uses a word or a phrase as a "*cue*" that students, when repeating the line, must substitute into the sentence in the correct place

6) Multiple-slot Substitution drill. Same as the single slot drill, except that there are multiple cues to be substituted into the line

7) Transformation drill. Teacher provides as sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.

8) Question and answer drill. Students should answer or ask questions very quickly

9) Use of minimal pairs. Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners – students are to pronounce and differentiate the two words

10) Complete the dialog. Selected words are erased from a line in the dialog –students must find and insert

11) Grammar games. Various games designed to practice a grammar point in context, using lots of repetition.[18]

3. Vocabulary in teaching learning process

In learning English language, the students often have problem remembering the different derivation pattern of irregular verb. The extra vocabulary power in irregular verb needs to be added in spoken language. In this case, oral practice is an important for helping students master the different inflection. With practice this vocabulary of irregular verbs the students become familiar the spelling changes for many of irregular verbs. Good principles of teaching and learning are useless without good teachers' principle in teaching process. So, there is compatibility between principles of teaching learning and teacher's principles. Then, the aim of teaching learning can be gained.

a. The ways to promote vocabulary

A large vocabulary can help you communicate clearly and effectively and the positive repercussions are endless-write understandable textbook and letters, communicate your thought in any speech, getting well understanding of any listened songs, write better research papers, give memorable speeches that make long-lasting

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[18]http://site.iugaza.edu.ps/sfirwana/files/Overview_of_Language_Teaching_Methodology21.docx. Accessed on Wednesday, December 17th 2014

impressions and more. The list goes on and on. There are some ways to improve vocabulary, they are.[19]

First, attend lectures or continuing education classes. There are many free lectures at local colleges, universities and libraries. Be sure to take your dictionary. It's never too late to learn something new.

Second, keep a notebook of new words. We hear and read new words all of the time but rarely do we take the time to look them up. When you hear an unfamiliar word, jot it down and take the time to look it up later.

Third, study foreign languages. Studying foreign language is a great way to improve your vocabulary in your native language. You will find similar words and become more familiar with conjugations. A common word in a foreign language may be uncommon in your native language. For example, *edificio* is a common word in Spanish for building. The word edifice is the less common English translation.

Forth, use dictionary software and Thesaurus. Dictionary software is a handy tool to define words you come across on the Internet and in emails. You can also easily search for words in thesaurus to use in your emails and reports.

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[19]http://dictionary-software-review.toptenreviews.com/some-simple-ways-to-improve-your-vocabulary.html Accessed on March 20th 2015

Fifth, sign up for word of the day email or use a word of the day calendar. Various websites offer a word of the day so you can increase your vocabulary. Check out dictionary.com and w-m,com, both websites that offer a word of the day. Another way to learn a new word each day is use a tear-off calendar that features vocabulary.

Sixth, read, read and read. There is no better way to improve your vocabulary than to read books. Read a variety of genres from different periods, and when you read unfamiliar word, look it up in a dictionary or dictionary software.

Seventh, play word games. Scrabble, crossword puzzles and other word games are not only fun, but also educational. You can keep your mind sharp, alert and full of good words by doing the crossword puzzle in your favorite newspaper or magazine.

Eighth, watch educational shows on TV. You can learn a lot of new words and terms by watching educational TV like OPRAH or the Discovery Channel instead of your favorite sitcom or listening English song in TV. This is especially helpful to learn words that pertain to a certain topic like amphibians, space or nuclear energy.

Ninth, join writing group or book club. A writing or book club can motivate you write, read and learn new words. And you can share your new vocabulary with the group *vice versa*.

b. The principle of teaching and learning vocabulary

In teaching, a principle is beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making. There are principles of teaching and learning vocabulary, they are:[20]

1) Aim: the teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do? And which word?

2) Quantity: the teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.

3) Need: the teacher may have to choose the vocabulary that will be taught on the students. The students are put in a situation where they have to communicate and get the get words they need it.

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[20] Michael J. Wallace, *Teaching Vocabulary,* (London: Heinman Education Books, Ltd, 1982), p. 27-30

4) Frequent exposure and repetition: it is seldom, however, that we remember a new word simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that the student has learned the target word.

5) Meaning presentation: Wallace states that the teacher must have a clear and specific understanding of what it denotes or refers t, i.e. its meaning- although 'meaning' involves many other things as well/ this requires that the word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6) Situation presentation: Michael J. Wallace says that the choice of words can depend on the situation, in which they are speaking and how well we know the person, to whom we are speaking. So, students should learn words in the situation, in which they are appropriate.

Based on the explanation above, it can be concluded that there are principles in teaching and learning such aim, quantity, need, frequent exposure and repetition, meaning and situation presentation. Besides that, teacher's principles are an important aspect of their belief systems, and may be it is a result of teaching

experience, training, or their own experiences as learners. Good principles of teaching and learning are useless without good teacher's principle in teaching process. So, there is compatibility between principles of teaching learning and teacher's principles. Then, the aim of teaching learning can be gained.

c. The student's vocabulary power

Vocabulary is a list of words with their meanings especially on that accompanies a textbook in a foreign language. So, it is important to teach vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

A study by Vidal (2003) revealed that students who listened to just three lectures demonstrated reasonable increases in vocabulary (Cohen, 2008). It is suggested that listening could substitute for reading in regards to increasing vocabulary, and that when used with interactive teaching, exposure to audio increases vocabulary development than once thought.[21]

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[21]http://www.write-better-english.com/importance-of-hearing-words.aspx accessed on May 12th 2015

When the students limited of vocabulary, they will have some difficulties in learning and understanding the foreign language.

The definition of power is the specific ability or faculty. So, the word of power is used to measure the strength of students' vocabulary. Vocabulary power is the ability of students to understand the English vocabulary.

d. The Relationship between Using the Song Technique and promoting vocabulary

Languages are normally learned by ear and the learner's first exposure to structure and vocabulary of the new language is usually trough listening. Like language, music is based on sounds and rhythm so that is why songs can enhance the students' listening skills. Extensive studies have been done on the field of listening and many theories have been put forward. For example active listening which is the process where students start to add feeling and understand to their ability to listen and check for understanding. Active listening can also be called listen for understanding or listen for meaning. Body language is an important thing to pay attention to while listening for understanding. Songs in the classroom are often based on body language or body movement, for example; head, shoulders, knees and toes. The students

have to listen and understand in order to follow the song and know what part to point at.

Fluency in the use of the language was one of the most valuable contributions of songs, according to Bartle (1962), who believed that: "some songs lend themselves to the incidental revision of grammatical points or of verb tenses. Songs are a definite advantage in memorization of phrase constructions. They are more easily learned and tend to 'stick' longer than straight-out grammatical examples."[22]

Unlike spoken conversation, music contains pitches, melodies, rhymes, beats, and measured phrases that may help students remember vocabulary or grammatical structures and aid in comprehending the general meaning. Practically all grammar points and a wide variety of vocabulary can be found in musical texts.

4. General concept of irregular verb

Irregular verb is verb that have some functions with regular verb, Irregular verb different with regular verb, in regular verb the verb just added by *ed*, but in irregular verb, the change of verb which not systematic.[23]

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[22] Bartle, G., *Music in the language classroom*. (Canadian Modern Language Review, 19 (1): 1962), p. 11-13.

[23] Betty Shrampfer Azzar, *Understanding and Using English Grammar,* Second ed, (New Jersey; Prentice Hall Regent, 1989) p.17

a. Definition of Irregular Verb

English verbs are divided into two classes: regular and irregular. These classifications come from the way the verb forms its past tense and past participles.

Regular verbs: The past tense and past participle forms are created by adding –d,-ed, or –t to the present form, but the vowel doesn't change; e.g walk, walked, walked.

Irregular verbs: no pattern is followed when the past and past participle are formed. Instead, there are many different forms. E.g. with some irregular verbs the vowel changes and an –n or –e is added, *as* in *begin, began, begun.* With other verbs, the vowel changes and a –d or –t is added, *as* in *lose, lost, lost*.[24]

Apart from the highly irregular verb be (which has eight forms), irregular verbs may have three, four, or five forms, depending on whether on form is used for two or three form-types. The –s form and the –ing participle are always available and can be predicted from the base for all verbs except the verb *be* (which has the unpredictable –s form *is* as well as the unpredictable present tense forms *am* and *are).* Except for the verb *be,* we therefore need list only three forms to show irregularities in the verb: the

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[24]Rozakis Laurie, *English Grammar for The Utterly Confused,* (USA: The McGraw-Hill Companies, Inc, 2003)p, 33

base, the past, and the –*ed* participle. These three forms are known as the principal parts of the verb.[25]

b. Types of Irregular Verb

The present-day forms of the verb *be* derive historically from different verbs: the past tense *was and were*, the present tense *am, is, are,* and *be, being, been.* The verb *go* takes its past form *went* from a different verb; the principal parts are *go, went, gone.*

Examples of verbs in the seven classes follow, together with some brief comments.

1) Bend bent bent   learn learnt learnt

    Build built built   smell smelt smelt

    Have had had   spell spelt spelt

    Make made made

The inflections are irregularly attached. The –t inflections follow a voiced sound, contrary the general rule.

2) Show showed shown   shear sheared shorn

    Mow mowed mown   swellswelled swollen

    Sew sewed sewn   saw sawed sawn

The past is formed regularly, but the participle has the –(e)n inflection.

3) Buy bought bought   dream dreamt dreamt

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[25]*Oxford English Grammar,* (UK: Oxford University Press Inc, 1996), p.126

Hear heard heard   leap leapt leapt

Say said said   Keep kept kept

      Despite the identify of spellings in some instances, the vowel sounds of the past and participle always differ from that of the base. Those in the second column also have regular variants: dream dreamed dreamed.

4) Break broke broken   see saw sawn

   Speak spoke spoken   take took taken

   Blow blew blown   tear tore torn

   Hide hid hidden   write wrote written

   Lie lay lain   bite bit bitten

      All these forms differ. The past lacks an inflection, but the participle has the –(e)n inflection. The verbs vary in their sameness of vowels. For example, *blow* has the same vowel in the base and the participle (*blown), tear* has the same vowel in the past and participle (*tore, torn*), and the vowels are different in all three principal parts of write.

5) Hit hit hit   fit fit fit

   Burst burst burst   rid rid rid

   Set set set   sweat sweat sweat

   Cast cast cast

All three parts are identical. Those in the second column also have regular variants: fit fitted, fitted. *Cost* belongs to this class, but it is regular in the sense 'estimate the value or cost of'.

6) Find found found   get got got
   Feed fed fed   hold held held
   Read read read   stand stood stood
   Fight fought fought   wind wound wound
   Dig dug dug   light lit lit
   Win won won   speed sped sped
   Sting stung stung   hang hung hung

The past and participle are identical, in the regular verb. But there is a change in the vowel and there are no inflections. A few verbs in this class also have regular variants: light lighted lighted; speed speeded speeded. In American English, *get* has two participles: got and gotten; the tendency is for *have got* to denote possessing something and have gotten to denote obtaining something. *Hang* also has a regular variant –hang hanged hanged –which tends to be used to denote suspension by the neck, especially in an official execution.

7) Begin began begun   come came come

    Drink drank drunk   run ran run

    Sing sang sung

    Ring rang rung

    Shrink shrank shrunk

    Swim swam swum

Those in fist column have three different forms from the principal parts and no inflections. Those in the second column have the same form for the base and the participle.[26]

B. Previous Research

A thesis by Indah Rahmawati Student Number 063411075 bachelor program of English Education of State Institute for Islamic studies Walisongo (IAIN Walisongo) 2010/2011. The title is "The Use of English Children Songs as media to improve Students' English Vocabulary power in noun. (A Classroom Action Research with the Fifth Grade Students of MI Miftahul Ulum Sekuro Jepara in the Academic Year of 2010/2011)." She used English Children songs as teaching media to promote students' English power in noun.[27]

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[26] *Oxford English Grammar,* p. 127-129

[27] Indah Rahmawati, *"The Use of English Children Songs as media to improve Students' English Vocabulary power in noun. (A CAR)*, (Semarang: IAIN Walisongo, 2011), p.24

The next study was conducted by student of UIN Syarif Hidayatullah Erna Fatmawati entitled "Teaching Simple Past Tense through Audio Lingual Method"[28]. This experimental study aimed to describe the objective condition of the teaching simple past tense through Audio Lingual Method and the purpose of this study is to find out the empirical evidence of the effectiveness of teaching simple past tense using Audio Lingual Method compared to use of Grammar Translation Method.

The third study was titled "Audio-lingual Teaching as an Alternative Method in Teaching Speaking (An action Research Given to the first year students of SMP Negeri 2 Pemalang in the academic year 2006/2007)[29]. This study was conducted by Purwita Anggraini student's number 2201402030 student of English Department Faculty of Language and Art Semarang State University 2007. In this study was discussed by stating the following problem: how effective is Audio-lingual Method used as an alternative method in improving the students' speaking achievement? The result of this study revealed that be the post-test scores were better than the pre-test.

According to the studies mentioned above, it can be seen that there are similarities both them. The differences between previous researches and this research is in method and strategies of learning to

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[28] Fatmawati Erna, *Teaching Simple Past Tense through Audio Lingual Method,* (Jakarta: UIN Syarif Hidayatullah, 2010), p.43

[29] Purwita Anggraini, *Audio-lingual Teaching as an Alternative Method in Teaching Speaking,* (Semarang: Unnes 2007), p.17

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promote vocabulary power in irregular verb, the media of teaching learning activities. The previous research above was using audio lingual method as a media of learning to enrich students' speaking skill.

C. Action Hypothesis

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved.[30] In this research, the hypothesis can be stated as follows.

Ha : There is a significant difference grade in grammar test achieved by the students taught using Mimicry-Memorization through Song from those taught using non- using Mimicry-Memorization through Song.

Ho : There is no significant difference grade in grammar test achieved by the students taught using Mimicry-Memorization through Song from those taught using non- Mimicry-Memorization through Song.

Based on the theory above, the researcher proposed the hypothesis of this Classroom Action Research which can be stated that Song as the realization of Mimicry-Memorization can promote Students' Vocabulary Power in Irregular Verb.

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[30] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 13th ed, p.116

CHAPTER III
METHOD OF INVESTIGATION

This research is a classroom action research that used observation data on the process of teaching learning in the classroom. Those data analyzed through some steps in the cycles. Method is an important factor in the research, the important steps had to be formulated to support the research, while the methods of this research consist of:

A. Research Design

This research is a classroom action research at tenth grade students of MA Mathali'ul Falah Pati in the Academic Year of 2015/2016. It used a classroom action research. The major focus of action research was on concrete and practical issues of immediate concern to particular social groups or communicates. Because of its practical nature and focus on immediate concerns, it held particular appeal for classroom teachers and a promising direction for the building of theories related to teaching and learning. It required systematic data collection and analysis, and therefore it differed significantly from the more intuitive introspection and reflection that might be part of professional development programs. An action research is highly flexible research process, it can also respond rapidly

to emerging political, social and educational questions as they impact on practice.[1]

A classroom action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching.

There are four components in conducting a classroom action research. It consists of planning, action, observation, and reflection. Each step will conclude based on the previous one and the next one. It means that the activities in the classroom action research will based on planning, acting, observing, and reflecting the activities in each cycle.[2] The researcher adopted from this theory which before doing the cycles, the initial observation was done first the followed by cycles.

1. Initial Observation

    The initial observation that was done by the researcher were:

    a. Collecting data related to count of the students, names of the students, and students' marks.

    b. Interviewing with the English teacher.

    c. Identify the problem

        Based on the interview with English teacher can be identified the problem in English teaching learning process

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[1]Anne B., *Collaborative Action Research for English Language Teachers,* (UK: Cambridge University Press, 2005), p. 24-25.

[2]Suhartini A., *Penelitian Tindakan Kelas,* (Jakarta: PT. Bumi Aksara, 2008), p.75-80.

especially irregular verbs. The problems were: less students'
ability in irregular verb and the low of students'
comprehension in vocabulary power because of using
uninteresting method (teacher centered method).

2. Action Plan

There were three cycles in this research. Each cycle
consists of four steps. They are planning, action, observation,
and reflection. Those steps are explained as followed:

a. Planning

Planning a classroom action research by focusing on
who, what, when, where, and how the action will be
done. This step arranged the plan of action that involved:
arranging the lesson plans, teaching material and
evaluation. This research was collaborative research
which was the action was done by the teacher and the
researcher was as observer. In making a plan, the teacher
and the researcher worked together to decide teaching
material.

b. Action

The planning strategy is applied in teaching and
learning process. In this step, the use of song as the
realization of Mimicry-Memorization was applied in
teaching irregular verb to improve students' vocabulary

power. The teacher taught the material that had been made with the researcher before.

c. Observation

Observation is the next step to monitor and watch closely teaching and learning process and collect the data from result of action. The researcher prepared the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher for tenth grade) discussed about the result of observation, what the problem were faced when teaching and learning process and looked for good solution to solve the problem. In this phase, the researcher observed and took notes during teaching and learning process.

d. Reflection

Reflection means to analyze the result based on the data that was collected to determine the next action in the next cycle. In this phase, the researcher observed the activity that results any process, the progress happened, and also about the positive and negative sides.

A cyclical process involving stages of classroom action research was followed by action. This theory was implemented in the research. It was illustrated below[3]:

Cycle 1

Set of the problem → Planning 1 → Action 1

Reflection 1 ← Observation 1

Cycle 2

New problem from reflection 1 → Planning 2 → Action 2

Observation 2

Next Cycle ← Reflection 2 ← Observation 2
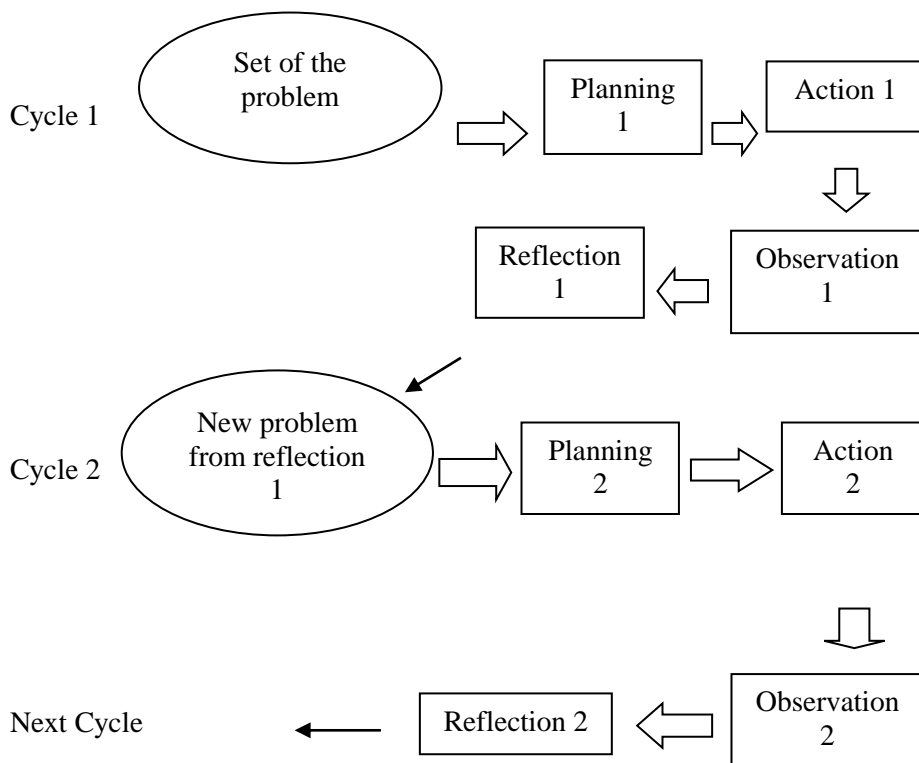
Figure 1 Cyclical Process of Action Research

[3]Suharsimi, A. et. all., *Penelitian Tindakan Kelas,* (Jakarta: PT. Bumi Aksara, 2011), p. 74.

B. Research Setting And Participant

In this research, a classroom action research was conducted at MA Mathali'ul Falah Pati located at Desa Kajen Margoyoso Pati 59154. The researcher chose this Islamic High School because the school belongs to one of oldest school in Pati. The academic year was started from 1912. Conducting the research in this setting was a good idea because it was appropriate with the program of teaching and learning process in MA Mathali'ul Falah Pati that was designed based on the religious programs to the students. It was also proper with the independent curriculum that was designed to improve students' moral values that benefit in society and in humanity.

C. Collaborator

The collaborator in this classroom action research was person who will help the researcher to collect the data. The collaborator will be Mr. Ulin Nuha as the English teacher who is teaching English in tenth grade in MA Mathali'ul Falah Pati academic year 2015/2016

D. Research Procedure

This research is a classroom action research conducted in three meetings. It consisted of a pre-cycle and two cycles. The research procedures as follows:

1. Pre-cycle

In pre-cycle, the teacher taught recount text using teacher-centered method to the students. Song was not used in

pre-cycle. After the activity finished, the teacher gave comprehension test. The test was a table that filled infinitive verb of irregular verb. The table was provided by the researcher in order to be completed by the students individually. The students should fill the past verb and participle verb of the table test. The test was used to know the students' vocabulary power in promoting irregular verb.

After the researcher got the data from the test, then she interviewed the students to know the problems faced by them in improving their vocabulary power in promoting irregular verb. The result was used to make a plan in cycle 1.

2. First Cycle

    a. Planning

        1) The researcher planned to be an English teacher in this cycle;

        2) Arranging a lesson plan and preparing teaching material;

        3) Arranging observation scheme;

        4) Preparing test instruments (topic and assessing sheet)

    b. Action

        1) Teacher explained about song as the realization of mimicry-memorization that will be used in

every cycle as a technique to improve students'
vocabulary power in promoting irregular verb;

2) Teacher explained about the irregular verb, the
ways how to pronounce to good pronunciation,
the ways how to memorize it well;

3) Teacher explained about irregular verb with no
inflection, the second form and the last are
different, some irregular verb in form with prefix
miss-, out-, over-, re-, un-, under-, with-;

4) Teacher divided students into five groups;

5) Teacher told students using song as a medium
that students might memorize the irregular verb;

6) Teacher told students that they may open their
dictionary, so they could totally good
pronunciation in their performance. Meanwhile,
they were unable to develop the song through
their creativity. In this case, students should
speak loudly when they are performing;

7) After composing the song finished, teacher
instructed to students to perform in front of the
class with friends-group.

c. Observation

In this step, the researcher was doing observation toward teaching learning process used observation scheme that has been made.

d. Reflection

The result of the observation then analyzed, and the result used to improve students' vocabulary power in promoting irregular verb.

3. Cycle 2

The second cycle was done based on the result of the reflection from the first cycle. If the students' achievement has not met the satisficing yet, so it was needed to conduct the next cycle.

a. Planning

1) Arranging a lesson plan;

2) Preparing teaching material;

3) Preparing observation scheme;

4) Preparing test instrument.

b. Action

1) Teacher divided students into five groups as the same group previously;

2) Teacher gave the chance to every group of students to make their each irregular verb to be a proper story;

3) Teacher asked students to start composing their story using their irregular verb;

4) Teacher asked students to make sure that the story using the irregular verb correctly;

5) Teacher asked every group of students to consider the story which represent the irregular verb;

6) Teacher asked students in every group to take turns performing their story for the class.

c. Observation

Observing the teaching learning process focused on the students' participation.

d. Reflection

The result of the observation then analyzed, and the result used to improve students' vocabulary power in promoting irregular verb.

E. Technique of Data Collection

1. Source of the Data

This research was classroom action research which includes research field that was the data gained by field approach through several methods. The source of data was the subject where the data can be gotten in detailed, those data were the field data. They were:

a. Data from the vice director of academic and education of MA Mathali'ul Falah Pati as known as Perguruan Islam Mathali'ul Falah (PIM Pati) involves the history and the development of MA Mathali'ul Falah Pati;

b. Data from the teacher especially the English teacher of the tenth grade involves teaching learning process and students' name;

c. Data from the students involves: students' achievement that was obtained from students' score in the end of every cycle, data observation from students during teaching learning process took place, data from the test in the pre-cycle, first cycle and second cycle and data from the picture and video documentations during the research.

2. Data Collection Method

To collect the data, the researcher used several methods. They were:

a. Observation

Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. The term observation is being used here in the sense of taking regular and

conscious *notice* of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated. It also refers to using *procedures* that ensure that the information collected provides a sound basis for answering research questions and supporting the interpretations that are reached.[4]

b. Test

In simple term, test is measuring a person's ability knowledge, or performance in a given domain.[5] The researcher used pre-test and post-test. The pre-test was given toward students before teaching learning processes. In addition, the post-test was given into students after the treatment. Both were used to know the differences of students' ability before and after the conduction of teaching learning processes.

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[4]Anne B., *Collaborative Action Research for English Language Teachers*, p. 80.

[5] Brown, Douglas, Brown, Douglas, "*Language Asssessment Principles and Classroom Practice,* United State of America: Longman*",* 2004.p.3

c. Documentation

It refers to archival data that helped researcher to collect the needed data. Documentation is used to get the researcher data linked to research object that would be elaborated in this research. The documentations were students name list, students' worksheet and the documentary image of teaching learning process in conducting song as the realization of mimicry-memorization method.

F. **Technique of Data Analysis**

For the technique of data analysis the researcher used to find out the improvement of students' vocabulary power in irregular verb as follows.

1. Method of Analyzing Observation Checklist

The analysis of method was used to support the research at the school to get the purpose of the research, which was improving students' vocabulary power in irregular verb. The data was gotten from the research; it consisted of observing, test or documenting which was collected to describe the condition of improvement to get students' achievement in appropriate with the indicator of studying every cycle and to describe the achievement

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of teaching grammar in irregular verb by using song as the realization of mimicry-memorization.

Observation is the activity giving total concern to research object using five senses.[6] Observation would be used to monitor the students' activities during the teaching learning process. In this observation, the researcher observed five aspects with criterion of scoring from the observation checklist such as below.

Criterion	Score	Percentage
Poor	1	(0-20%)
Less	2	(21-40%)
Fair	3	(41-60%)
Good	4	(61-80%)
Excellent	5	(81-100%)

Observation was analyzed by using the following formula[7]:

$$P = \frac{X}{Xi} \text{ x } 100\%$$

P = the percentage

X = the sum of score

Xi = the sum of total score

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[6] Arikunto, Suharsimi, *"Penelitian Tindakan Kelas...."*, p.149
[7] Hartiny, Rosma, "*Model Penelitian Tindakan Kelas*" (Yogyakarta: Teras, 2010), p.94

2. Method of Analyzing Test

When the researcher did treatments using song as realization of mimicry-memorization, the researcher determined the test results that were measured by using the formula as follows:

1) Measuring Score of Pre-cycle, Two cycles

Composing song for irregular verb lyric as the realization of mimicry-memorization in group of five. In this research, the researcher implemented the analytic scoring to measure the students' vocabulary power in irregular verb. This analysis technique was purposed to find out how the improvement of using song as the realization of mimicry-memorization on students' vocabulary power in irregular verb.

In this research, the researcher counted the data that used to decide the achievement of students' vocabulary power because from this technique, it was already known the result of the research was different in every cycle or not, was significant or not. Finally, the students were expected to be able to increase their vocabulary power in expressing irregular verb using song as the realization of mimicry-memorization.

In every cycle, after giving a treatment the researcher gave assignment to students. The correct answers' score is 1 and 0 to each wrong answer. The test result will be analyzed by using percentage scoring as following formula[8]:

$$Score = \frac{\sum right\ answer}{\sum items}\ x\ 100\%$$

2) Measuring the Mean

Students' score in irregular verb was analyzed by using the percentage of scoring in order to get the percentage of descriptive analysis of the score in use of song as the realization of mimicry-memorization to promote students' vocabulary power in irregular verb. The mean score of the class can be searched by using this following formula[9]:

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

M= the mean

X= the sum offset score

N= the number of the students

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[8] Arikunto, Suharsimi, "*Dasar-dasar Evaluasi Pendidikan*" (Jakarta: Bumi Aksara, 2006) Rev edition, Pub. 6, p.236

[9] Sudjana, Nana, "*Penilaian Hasil Proses Belajar-Mengajar*" (Bandung: Rosdakarya, 2016) Pub. 19th, p.109

G. Indicator of Achievement

Classroom action research is being to be successful if there is a completeness learning outcomes learner that is at least 85% of the total number of participant students who complete the learning gain score is greater than or equal to 65%.[10]

The application of song as realization of mimicry-memorization to promote students' vocabulary on this study, expected learning outcomes learner could be increased from minimum passing grade criteria as expected in standard competence and based competence used on the school. Set a minimum 80% of the number of learners who completed this study with obtaining more value greater or equal to minimum passing grade criteria. Minimum passing grade criteria as expected in standard competence and based competence used on MA Mathali'ul Falah Pati in academic year 2015-2016 was 65. The tools for analyzing the percentage of completeness learning to learners based on the test cycle that has done by them.

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[10] Mulyasa, E., *"Kurikulum Berbasis Kompetensi, Konsep, Karakteristik, Implementasi dan Inovasi",* (Bandung: Remaja Rosdakarya, 2008), p.99

CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. Research Preparation

The researcher prepared some steps before this research was conducted, the preparation are as follow.

1. Doing preliminary research to identify the problems through the interview with the English teacher of the tenth grade it was conducted on September 2015.

2. Asking for the headmaster permission to conduct this research it was done on September 2015.

3. Searching for information and note the students' data of tenth in the academic year of 2015/2016.

B. Process Of The Research

1. Preliminary Research

Preliminary research was conducted on September 2015 by doing interview with the English teacher. The teacher said that there were 6 classes with various characteristics of student. And some of them still don't know with thing in their surrounds, still lazy to memorize the words. Based on the problem, the researcher offered the English teacher to use English song to solve it. Therefore, she decided to conduct pre

cycle and gave the students vocabulary test in order to know the students' ability before getting new media.

2. Pre Cycle

Pre cycle was conducted on the second week of September, 2015. The activities were as follow:

a. Teacher started the teaching learning process by greeting the students;

b. Teacher explained about the recount text;

c. Teacher gave the students an example about recount text;

d. Teacher pronounced the materials and students listened;

e. Students repeated after the teacher;

f. Teacher asked students to make other example;

g. Students wrote their answer in black board.

Based on the observation result of the vocabulary teaching learning process, the researcher saw that teacher still taught the class by using conventional method, where teacher explained, and students listened. After giving students vocabulary test, the researcher concluded that students' vocabulary power in irregular verb was low, because the average score of pre cycle is only 6,01, whereas the Minimum Passing Grade Criteria (Kriteria Ketuntasan Minimal/ KKM) was 6. The teacher and the researcher agreed to use song in teaching vocabulary in irregular verb.

The test result of pre-cycle could be seen in the table below:

Table 4.1
Test score in pre-cycle

No.	Students Code	Score	No.	Students Code	Score
1.	**R-1**	6,5	16.	**R-16**	8,5
2.	**R-2**	4	17.	**R-17**	4
3.	**R-3**	9	18.	**R-18**	5
4.	**R-4**	7,5	19.	**R-19**	4
5.	**R-5**	4	20.	**R-20**	5,5
6.	**R-6**	4	21.	**R-21**	6
7.	**R-7**	5	22.	**R-22**	8,5
8.	**R-8**	5,5	23.	**R-23**	7,5
9.	**R-9**	9	24.	**R-24**	6
10.	**R-10**	5	25.	**R-25**	8,5
11.	**R-11**	5,5	26.	**R-26**	5
12.	**R-12**	4	27.	**R-27**	4
13.	**R-13**	8,5	28.	**R-28**	9
14.	**R-14**	8	29.	**R-29**	7
15.	**R-15**	6	30.	**R-30**	7,5
Total score					180,5
Minimum					4
Maximum					9

$$M = \frac{\Sigma x}{N}$$

$$M = \frac{180,5}{30} = 6,01$$

After getting the mean of each element in accomplishing the task of pre-cycle the researcher formulated the result to get the percentage of total mean score as follows:

$$M = \frac{\Sigma X}{N} \text{x } 100\%$$

$$M = \frac{6.01}{10} \text{ x } 100\% = 60,1\%$$

The average score of pre-cycle test was 60,1%. It means that the result was fair. It did not mean that the result was enough, because that was lower than the criterion that has been stipulated by Minimum Passing Grade Criteria which is 6.

After that, the researcher was going to determine the students' achievement. It was aimed go gave classification to the students' ability. The students who completed their task by obtaining value greater or equal to minimum passing grade it could be classified that they was achieved. Whereas the students who completed their task under the minimum passing grade, it could be classified under achievement. The students' achievement in pre cycle was as follows.

Table 4.2
The Students' Achievement in Pre-cycle

Students Achievement		
Achieved / Under Achieved	Total Number of Students	Percentage
Achieved	14	46,7%
Under Achieved	16	53,3%

The result of the table of students' achievement above, it could be seen that students were achieved (14 students) less

than the students were under achieved (16 students). Then the researcher calculated the mean to measure the improvement of students score in this pre-cycle.

Table 4.3
Score of Observation in Pre-Cycle

NO	INDICATORS	None 0%	Few <20%	Half 20-40%	Many 50%	Most 60-80%	All 100%
		0	1	2	3	4	5
1	Paying attention		√				
2	Participating toward teacher's explanation			√			
3	Asking question to teacher to clarify their understanding		√				
4	Being enthusiastic in responding teacher's question			√			
5	Accomplishing the task					√	

$$P = \frac{X}{Xi} \text{ x } 100\%$$
$$score = \frac{11}{25} \text{ x } 100\% = 44\%$$

The result of the observation checklist was 44%. It means fair. The researcher concluded that the students did not really interest with the method used by teacher. Based on the observation result of pre-cycle, just a few of student (<20%) which paid attention toward teacher's explanation.

After doing the test, the researcher decided to use another media to invite students' interested in order to promote their

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vocabulary power in irregular verb using song as the realization of mimicry-memorization. The researcher considered that by applying continuous treatment to the students would get better result of the test and the researcher was also aware that teacher ability to carry out the material in teaching learning in an important part.

3. First Cycle

This research was conducted on last week of September, 2015. The result of the test on the pre-cycle was not satisfied yet. So, the researcher decided to use children song to solve the problem. In this activity, the researcher acted a teacher. The students were enthusiastic in following the treatment; the researcher told students that she would use English song to teach vocabulary in irregular verb. This research was classroom action research there were four steps; planning, acting, observing and reflecting. The activities were as follow:

a. Planning

   i. The researcher made lesson plan as guiding to teach students in the first cycle.

   ii. The researcher made observation guide to observe the students during teaching learning process.

   iii. The researcher prepared the instruments test to check students understanding.

iv. The researcher made students name card in order to make easy when she observed the students.

v. The researcher prepared the song related to the topic

b. Acting

The activities in these steps were as follows.

i. Teacher started by greeting the students.

ii. Teacher introduced herself to the students.

iii. Teacher checked students' attendance.

iv. Teacher gave building knowledge to students by asking one of students to tell her friends about yesterday's activity.

v. Teacher pronounced the irregular verbs and student repeated it

vi. Teacher explained again about noun and gave example that related to the topic

vii. Students made other example

viii. Teacher wrote song lyric in white board

ix. Teacher played the song and students listen it carefully

x. Teacher asked students to identify noun form and interpret it

xi. Students worked in group; each group consists of four students

xii. Most of them wrote their answer in white board

xiii. Teacher and students sung together

xiv. Students did the assignments the teacher for about 10 minutes

xv. Students and teacher discussed the assignments.

c. Observing

In observation step, the researcher observed the events that happened during teaching learning process. The researcher observed the activity by using observation guide. It was used to find out to what extent the action result reached the objective. The steps were as follows.

i. The researcher observed the activeness and attention of students in the classroom during teaching learning process.

ii. The researcher monitored the students' response when they were asked by teacher.

iii. The researcher observed the students' task, they accomplishing the task or not.

Table 4.4

Score of Observation in First-Cycle

NO	INDICATORS	None 0%	Few <20%	Half 20-40%	Many 50%	Most 60-80%	All 100%
		0	1	2	3	4	5
1	Paying attention					√	
2	Participating toward teacher's explanation				√		
3	Asking question to teacher to clarify their understanding			√			
4	Being enthusiastic in responding teacher's question				√		
5	Accomplishing the task					√	

$$P = \frac{X}{Xi} \text{ x } 100\%$$
$$P = \frac{16}{25} \text{ x } 100\% = 64\%$$

Based on the result of the first cycle could be concluded that students activeness improved from the pre-cycle result but not too satisfying yet. So, the next cycle is needed to be better.

d. Reflecting

For the reflection on the activity during cycle 1, the researcher noted that there were some problems should be solved in the next cycle, the problems were as follow:

i. Class should be conducive during teaching learning process, before teacher started the activity. It found some students shouted making noise. And 2 students did not enter the classroom yet.

ii. When the activity in progress, it found that some students were passive, they were not fully joining the teaching learning process. It was then the duty of the teacher to give some more attention and motivation toward the students in order to make them interest to join the activity.

iii. There were many students that could not answer the question from teacher or answer but not directly.

iv. Time management was a very crucial factor in teaching learning process, to make students understanding, the teacher needed a longer time, so teacher should try to manage and provide time perfectly.

Table 4.5
The Result Score from the Test of Using Song as the
realization of Mimicry-Memorization to Promote Students'
Vocabulary Power in Irregular Verb at the First Cycle

No.	Students Code	Score	No.	Students Code	Score
1.	R-1	8	16.	R-16	8
2.	R-2	7	17.	R-17	6
3.	R-3	9	18.	R-18	6
4.	R-4	8	19.	R-19	7
5.	R-5	7	20.	R-20	7
6.	R-6	7	21.	R-21	7,5
7.	R-7	6	22.	R-22	8
8.	R-8	5	23.	R-23	8
9.	R-9	9	24.	R-24	6
10.	R-10	7	25.	R-25	8,5
11.	R-11	8	26.	R-26	6
12.	R-12	6	27.	R-27	6
13.	R-13	7	28.	R-28	9
14.	R-14	9	29.	R-29	7
15.	R-15	8	30.	R-30	8
Total score					217
Minimum					5
Maximum					9

$$M = \frac{217}{30} = 7,23$$

$$P = \frac{7,23}{10}x\ 100\% = 72,3\%$$

According to the table above, there were some students got 6. The achievement did not satisfy yet. The students' achievement in vocabulary power to express irregular verb

was failed. It seemed that there was a student got 5 (R-8), seven students got 6 (R-7, R-12, R-17, R-18, R-24, R-26, R-27), only four students got 9 (R-3, R-9, R-14, R-28) and the rest of students got 7-8,5 (R-1, R-2, R-4, R-5, R-6, R-10, R-11, R-13, R-14, R-15, R-16, R-19, R-20, R-21, R-22, R-23,R-25, R-29, R-30). There was an improvement between Pre-cycle and Cycle 1. It could be concluded that using song as the realization of students' vocabulary power in irregular verb was affective to teach past tense in this cycle. However, both of the cycle's minimum standard rating was still low average. So, the second cycle would be conducted.

Although there was only student in under achieved classification because she got 5, but eight students got the minimum passing grade criteria score. It meant the first cycle was successful enough. The classification of students' achievement of the first cycle could be seen as follow:

Table 4.6
The Students' Achievement in First cycle

Students Achievement		
Achieved Under Achieved	Total Number of Students	Percentage
Achieved	29	96,9%
Under Achieved	1	3,1%

Based on the result in cycle 1, it showed that there was improvement from pre-cycle to cycle 1. It could be classified that 29 students were achieved and 1 student under achieved. It was also used to reflect in doing second cycle to get maximum research.

4. Second Cycle

The second cycle was conducted on first week of October 2015. In this cycle the researcher tried to handle weakness in the first cycle. The teacher gave new topic "*recount text*", but she still used English song to teach it. There steps were as follow:

a. Planning

i. The researcher made lesson plan as guiding to teach students in the second cycle.

ii. The researcher made observation guide to observe the students during teaching learning process.

iii. The researcher prepared the instruments test to check students understanding.

iv. The researcher made students' name card in order to make easy when she observed the students.

v. The researcher prepared the song that related to the topic

b. Acting

In this step was quiet different with previous cycle. The activities were as follows.

     i.   The researcher started by greeting the students.

    ii.   The researcher checked students' attendance

   iii.   The researcher asked students about the material in previous meeting

   iv.   The researcher asked some students to tell the past experience

    v.   The researcher played song and students listen to it

   vi.   The researcher asked students identify and interpret it

  vii.   Students worked in pairs

 viii.   Students wrote their answer in white board

   ix.   Students did the assignments from the teacher about the toys and games

    x.   Students and teacher discussed the assignments.

c. Observing

In observation step during cycle 2 did not different with the previous cycle, the researcher also observed the events that happened during teaching learning process. The researcher observed the activity by using observation guide, the steps were as follows.

  i. The researcher observed the activeness and attention of students in the classroom during teaching learning process.

ii. The researcher monitored the students' response when they were asked by teacher.

iii. The researcher observed the students' task, they accomplishing the task or not.

Table 4.7

Score of Observation in Second-Cycle

NO	INDICATORS	None 0%	Few <20 %	Half 20-40%	Many 50%	Most 60-80%	All 100 %
		0	1	2	3	4	5
1	Paying attention						√
2	Participating toward teacher's explanation					√	
3	Asking question to teacher to clarify their understanding			√			
4	Being enthusiastic in responding teacher's question						√
5	Accomplishing the task					√	

$$P = \frac{X}{Xi} \text{ x } 100\%$$
$$score = \frac{20}{25} \text{ x } 100\% = 80\%$$

According to the observation result above and compared with the previous observation, it could be concluded that almost all of students joined the class enthusiastically. It meant better than first cycle. >80% students paid attention; most of them participate toward teacher's explanation, asked question to clarify their understanding, enthusiastic in responding teacher's question, and

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accomplish the task. They enjoyed learning irregular verb through song as the realization of mimicry-memorization that they have composed with their group.

d. Reflecting

Generally, based on the activity in cycle 2, the result was significant enough. This involved teaching learning process, students' activeness and attention, students' ability in using English song. The reflection results were as follow:

i. Class was conducive enough, since some students were concentrated to join the activity. And they love to use English song

ii. In this cycle the researcher asked students to work in pairs and most of students were enjoying themselves to get engaged in the activity. They seemed more active expressing their opinions although in Indonesian language. This can be shown when she asked students' opinions about the material.

iii. Some students that can't explain in the first cycle, in this cycle they can explain it better.

iv. Teacher had provided enough time; this can be shown that most of students come forward to answer the questions.

The result rating of the second cycle was gotten by researcher from the test. The rating of students in the second cycle could be seen in the table below:

Table 4.8
The Result Score from the Test of Using Song as the
realization of Mimicry-Memorization to Promote Students'
Vocabulary Power in Irregular Verb at the Second Cycle

No.	Students Code	Score	No.	Students Code	Score
1.	R-1	9	16.	R-16	8
2.	R-2	7	17.	R-17	8
3.	R-3	9	18.	R-18	8
4.	R-4	9	19.	R-19	8
5.	R-5	7	20.	R-20	7
6.	R-6	8	21.	R-21	8
7.	R-7	7	22.	R-22	8,5
8.	R-8	8	23.	R-23	9
9.	R-9	10	24.	R-24	7
10.	R-10	8	25.	R-25	8,5
11.	R-11	8	26.	R-26	7
12.	R-12	8	27.	R-27	8
13.	R-13	8	28.	R-28	9,5
14.	R-14	9	29.	R-29	8
15.	R-15	8	30.	R-30	9
Total score					242,5
Minimum					7
Maximum					10

$$M = \frac{242,5}{30} = 80,8\%$$

$$P = \frac{7,23}{10} \times 100\% = 80,8\%$$

According to the result of the test above, then the researcher was going to determine the students' achievement. The result of students' achievement in second cycle was as bellow:

Table 4.9
The Students' Achievement in Second Cycle

Students Achievement		
Achieved / Under Achieved	Total Number of Students	Percentage
Achieved	30	100%
Under Achieved	0	0%

From the result above, it could be classified that 100% students were achieved. The result of this cycle was also considered as the promotion. It was better than the previous one. The researcher concluded that the problems solved using Song as the realization of Mimicry-Memorization for teaching vocabulary in irregular verb and the learning process is effective to increase their vocabulary power.

C. Result of the Research and Discussion

After the researcher implementing English song in teaching irregular verb, the researcher got the data from each cycle. It was analyzed to get the improvement in every cycle, and then the researcher got the result of the classroom action research. The results can be seen in the following table:

Table 4.10
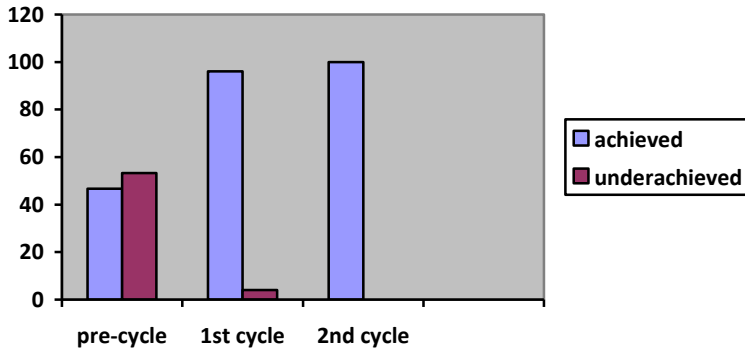
From the table above, the use of Song as the realization of Mimicry-Memorization could improve students' vocabulary power in irregular verb. So the CAR of the implementation of Song as the realization of Mimicry-Memorization to promote students' vocabulary power in irregular verb was successful. It could be seen from the result in each cycle

In cycle 1, it is showed that the students' achievement in vocabulary power in irregular verb was 46.7%. In cycle 2, the students' achievement increased to be 96.9%. It could be concluded that there was improvement in every cycle after using Song as the realization of Mimicry-Memorization to promote students' vocabulary power in irregular verb.

D. Limitation of the Research

This research was not a perfect research. There were many boundaries in conducting this research. That's why this research was still need to be developed by other researchers. The result of this research was not maximal yet, and can still be improved. The limitations of this research are:

1. Time and Object of the research

   The researcher realized that a vocabulary power could not be improved in a very short time. It would need very long time to reach ideal and perfect research. However, this research was conducted for about two month, since observation (8 September 2015) until writing the report (3 November 2015). This research was conducted in tenth grade D of MA Mathali'ul Falah Pati academic year 2015/2016.

2. Cycles of the research

   This research was conducted in one pre-cycle and two cycles, those were cycle 1 and cycle 2.

3. Materials taught during the research

   This research was conducted when teaching irregular verb only.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the result of the research about "The Use of Song as the Realization of Mimicry-Memorization to promote Students' Vocabulary Power in Irregular Verb with the Tenth Grade Students of MA Mathali'ul Falah Pati in the Academic Year of 2015/2016", can be concluded such as below.

1. The implementation of Song as the realization of Mimicry-Memorization to promote Students' Vocabulary Power in Irregular Verb at tenth grade students of MA Mathali'ul Falah Pati in two cycles. It was oriented with learning process in placing irregular verb properly in simple past tense. It was not enable to open students' dictionary in the pre cycle to write down the inflection of infinitive one to the past and participle form. Students should song aloud in performance. If there were mistakes from the students' pronunciation, the researcher as a teacher gave correction. The proof that Song as the realization of Mimicry-Memorization could improve students' vocabulary power in irregular verb was able to know from the result of the research. In pre-cycle showed that the students' average of achievement standard was 6. In cycle 1 it showed that the

students' achievement in irregular verb was 7. In cycle 2 it increased to be 8. In the pre-cycle percentage of observation checklist was 44%, in the first cycle was 64% and in the second cycle was 80%. It could be concluded that there was improvement in every cycle after using Song as the realization of Mimicry-Memorization. So the Classroom Action Research of the implementation of Song as the realization of Mimicry-Memorization was successful.

2. The improvement of using Song as the realization of Mimicry-Memorization to promote students' vocabulary power in Irregular Verb can be seen in every cycle of learning process. Teaching irregular verb by using Song could help to improve the students' achievement in memorize irregular verb. As test result showed that the students' vocabulary power could be known based on conducting in every cycle. After holding in pre-cycle showed that the students' average of achievement standard was 6. In cycle 1 it showed that the students' achievement of vocabulary power in irregular verb was 7. It was also low average. It needed to conduct the second cycle. In cycle 2 increased to be 8. So, the students' achievement of vocabulary power in irregular verb using Song as the realization of Mimicry-Memorization fulfilled the minimum passing standard in the cycle 2.

B. Suggestion

Based on the result of observation, there are some suggestions:

1. For Teacher

    a. Teacher should have prepared the material well to get maximum result in teaching and learning process;

    b. Teacher should be creative to get students' interest in learning process, especially to improve the students' vocabulary power, such as doing Song as the realization of Mimicry-Memorization;

    c. Teacher should create the condition of the class to be fun, such as the students could perform Song as the realization of Mimicry-Memorization;

    d. Teacher should more care and more pay attention to the students' mistakes in order there will be correction from the teacher to the students;

    e. Teacher should always motivate the students of the English importance as an International language;

    f. Teacher should study more about teaching strategies to get optimal in teaching and learning.

2. For School

    The researcher felt difficult enough to provide fun and interesting learning during the research, because the school is belong to an oldest school. The academic year was started in 1912. Besides that, the school facilities were very minimal.

The researcher had to use an LCD projector that it is one and only at MA Mathali'ul Falah Pati and it is in multimedia room. In addition, the researcher observed from the teacher's teaching style which still used chalks in delivering material and only stand in front of students not walk around. The English teacher at MA Mathali'ul Falah Pati also still used conventional method in teaching English. The researcher hoped that the school would increase the facility and the teacher's method.

3. For Student

   a. Students should study more and respond in learning process;

   b. Students should be more interested in learning English;

   c. Students should improve their ability in English;

   d. Students should be confident to speak English.

C. Closing

Praise to Allah, which has been giving everything so that the final project can be finished. The researcher realizes that this final project is far from being perfect, because of that constructive critic and advice are really expected for the perfection of this final project. Hopefully, this final project will be useful for all of us. Ameen.

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APPENDIXES

Table 4.1
Test score in pre-cycle

No.	Students Code	Score	No.	Students Code	Score
1.	**S-1**	6,5	16.	**S-16**	8,5
2.	**S-2**	4	17.	**S-17**	4
3.	**S-3**	9	18.	**S-18**	5
4.	**S-4**	7,5	19.	**S-19**	4
5.	**S-5**	4	20.	**S-20**	5,5
6.	**S-6**	4	21.	**S-21**	6
7.	**S-7**	5	22.	**S-22**	8,5
8.	**S-8**	5,5	23.	**S-23**	7,5
9.	**S-9**	9	24.	**S-24**	6
10.	**S-10**	5	25.	**S-25**	8,5
11.	**S-11**	5,5	26.	**S-26**	5
12.	**S-12**	4	27.	**S-27**	4
13.	**S-13**	8,5	28.	**S-28**	9
14.	**S-14**	8	29.	**S-29**	7
15.	**S-15**	6	30.	**S-30**	7,5
Total score					180,5
Minimum					4
Maximum					9

Table 4.2
The Students' Achievement in Pre-cycle

Students Achievement		
Achieved ╲ Under Achieved	Total Number of Students	Percentage
Achieved	14	46,7%
Under Achieved	16	53,3%
Total	**30**	**100%**

Table 4.3
Score of Observation in Pre-Cycle

NO	INDICATORS	None 0%	Few <20%	Half 20-40%	Many 50%	Most 60-80%	All 100%
		0	1	2	3	4	5
1	Paying attention						
2	Participating toward teacher's explanation						
3	Asking question to teacher to clarify their understanding						
4	Being Enthusiastic in responding teacher's question						
5	Accomplishing the task						

4

Table 4.4
The Result Score from the Test of Using Song as the realization of Mimicry-Memorization to Promote Students' Vocabulary Power in Irregular Verb at the First Cycle

No.	Students Code	Score	No.	Students Code	Score
1.	S-1	8	16.	S-16	8
2.	S-2	7	17.	S-17	6
3.	S-3	9	18.	S-18	6
4.	S-4	8	19.	S-19	7
5.	S-5	7	20.	S-20	7
6.	S-6	7	21.	S-21	7,5
7.	S-7	6	22.	S-22	8
8.	S-8	5	23.	S-23	8
9.	S-9	9	24.	S-24	6
10.	S-10	7	25.	S-25	8,5
11.	S-11	8	26.	S-26	6
12.	S-12	6	27.	S-27	6
13.	S-13	7	28.	S-28	9
14.	S-14	9	29.	S-29	7
15.	S-15	8	30.	S-30	8
Total score					217
Minimum					5
Maximum					9

Table 4.5

Score of Observation in First-Cycle

NO	INDICATORS	None 0%	Few <20%	Half 20-40%	Many 50%	Most 60-80%	All 100%
		0	1	2	3	4	5
1	Paying attention						
2	Participating toward teacher's explanation						
3	Asking question to teacher to clarify their understanding						
4	Being Enthusiastic in responding teacher's question						
5	Accomplishing the task						

Table 4.6
The Students' Achievement in First-cycle

Students Achievement		
Achieved ⟋ Under Achieved	Total Number of Students	Percentage
Achieved	29	96,9%
Under Achieved	1	3,1%
Total	**30**	**100%**

6

Table 4.7
The Result Score from the Test of Using Song as the
realization of Mimicry-Memorization to Promote Students'
Vocabulary Power in Irregular Verb at the Second Cycle

No.	Students Code	Score	No.	Students Code	Score
1.	S-1	9	16.	S-16	8
2.	S-2	7	17.	S-17	8
3.	S-3	9	18.	S-18	8
4.	S-4	9	19.	S-19	8
5.	S-5	7	20.	S-20	7
6.	S-6	8	21.	S-21	8
7.	S-7	7	22.	S-22	8,5
8.	S-8	8	23.	S-23	9
9.	S-9	10	24.	S-24	7
10.	S-10	8	25.	S-25	8,5
11.	S-11	8	26.	S-26	7
12.	S-12	8	27.	S-27	8
13.	S-13	8	28.	S-28	9,5
14.	S-14	9	29.	S-29	8
15.	S-15	8	30.	S-30	9
Total score					242,5
Minimum					7
Maximum					10

7

Table 4.8
Score of Observation in Second-Cycle

NO	INDICATORS	None 0%	Few <20%	Half 20-40%	Many 50%	Most 60-80%	All 100%
		0	1	2	3	4	5
1	Paying attention						
2	Participating toward teacher's explanation						
3	Asking question to teacher to clarify their understanding						
4	Being Enthusiastic in responding teacher's question						
5	Accomplishing the task						

Table 4.9
The Students' Achievement in First-cycle

Students Achievement		
Achieved / Under Achieved	Total Number of Students	Percentage
Achieved	30	100%
Under Achieved	0	0%
Total	**30**	**100%**

8

Table 4.10
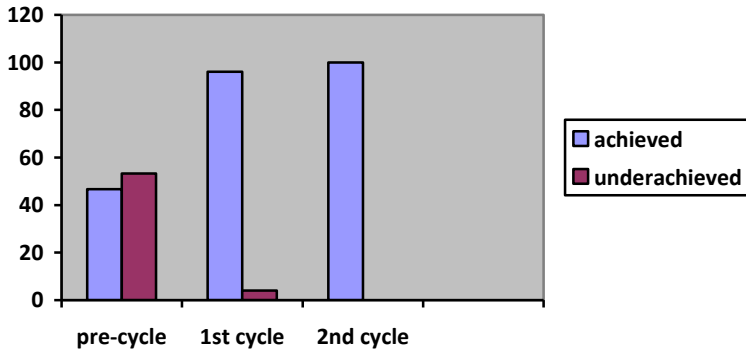
ICE BREAKING

Wonder if I gave an Oreo
To my pretty Mom
How would the story go?
She has given me a brave
And she has given me new shirt
To meet up with nice people outside
We give gave given

Wonder if I made a dark chocolate
To my handsome dad
How would the story go?
He has made me smile everyday
And he has made me know and care
Or I just make it for my friends only
We make made and made

Wonder if I went to the big zoo
Wonder if I went to the big zoo
Would I go there with my friend?
Or would I go with family
And I have gone with every people
We go went and gone

Wonder if I wrote a small letter
To the president who leads our great country
Would he write to reply mine?
Or would he just write the important one?
I have written that we all are fine
We write wrote written

Inspired by: Commercial Break "Oreo"

Did u come to school?
Yes I *came* to the school
Did you see your teacher?
Yes I *saw* my teacher
Did you read a book?
Yes I *read* a book
Did you write a story?
Yes I *wrote* a story
Did you throw all your homework in the bin or the loo?
No I didn't that was you.

Did you go to the beach?
Yes I *went* to the beach
Did you swim in the sea?
Yes I *swam* in the sea
Did you sit in the sun?
Yes I *sat* in the sun
Did you eat an ice cream?
Yes I *ate* an ice cream
Did see a killer whale and an octopus too?
No I didn't that was you

Did you ride a bike?
Yes I *rode* a bike
Did you run outside?
Yes I *ran* outside
Did you drive a car?
Yes I *drove* a car
Did you get a bus?
Yes I *got* a bus
Did you fly in a plane and land in the zoo?
No I didn't that was you

Did you make a friend?
Yes I *made* a friend
Did you have a camera?
Yes I *had* a camera
Did you take a picture?
Yes I *took* a picture
Did you give a present?
Yes I *gave* a present
Did you shake their hand and both feet too?
No I didn't that was you.

Did you sing a song?
Yes I *sang* a song
Did you feel so happy?
Yes I *felt* so happy
Did you do a dance?
Yes I *did* a dance
Did you have a party?
Yes I *had* a party
Did you think about Taekwondo or Kung Fu?
No I didn't that was you!

Infinitive	Past	Participle
Begin	Began	Begun
Meet	Met	Met
Mean	Meant	Meant
Bend	Bent	Bent
Bring	Brought	Brought
Catch	Caught	Caught
Buy	Bought	Bought
Fight	Fought	Fought
Teach	Taught	Taught
Feel	Felt	Felt
Kneel	Knelt	Knelt
Keep	Kept	Kept
Leave	Left	Left
Send	Sent	Sent
Sleep	Slept	Slept
Lend	Lent	Lent
Lose	Lost	Lost
Deal	Dealt	Dealt
Make	Made	Made
Hold	Held	Held
Find	Found	Found
Say	Said	Said
Sell	Sold	Sold
Speed	Sped	Sped
Stand	Stood	Stood
Run	Ran	Run
Bite	Bit	Bitten
Blow	Blew	Blown
Break	Broke	Broken
Choose	Chose	Chosen
Draw	Drew	Drawn
Drive	Drove	Driven
Eat	Ate	Eaten
Do	Did	done

Activities in the Pre-Cycle

Activities in First-Cycle

Activities in First-Cycle

Activities in Second-Cycle
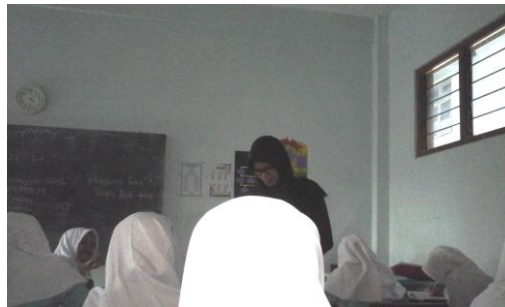
V-1	V-2
Freeze	Frooze
Set	Set
Find	Fand ✗
Show	Show ✗
Draw	Drew
Seek	Seek ✗
Mislead	Mislead ✗
Slide	Slade ✗
Hang	Hung
Undo	undo

1. The lake has _Frozen_ ....and people are skating on the ice. (freeze)

2. The president is _Set_ to visit at the end of next week. (SET)

3. As you enter the gallery, the statue is to be _Found_ on the left. (FIND)

4. The film was _shown_ ....in several arts cinemas last year. (SHOW)

5. The new team will be _drawn_ ......from those currently involved in sales. (DRAW)

6. Nobody else is being _sought_ .... in connection with the incident. (SEEK)

7. I felt that we were *misled* by our advisers. (_mislead_)

8. He *slid* the gun underneath the newspaper. (_slide_)

9. He knew he'd done something wrong and *hung* his head in shame. (_hang_)

10. His careless remarks have *undone* all the work we did to gain the prisoners' trust. (_undo_)

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Student' name on Tenth grade of MA Mathali'ul Falah Pati in

the Academic year 2015/2016

No.	Students' Name	Students' Code
1.	Alfita Sitra F.	**S-1**
2.	Ana Khotimatul Laili	**S-2**
3.	Anisa Sulistiowati	**S-3**
4.	Arina Farda	**S-4**
5.	Aryu Challi	**S-5**
6.	Chisnayatuz Zuhrotul Mala	**S-6**
7.	Erliana Wardatuz Zahro	**S-7**
8.	Hayatul Mustaghfiroh	**S-8**
9.	Hilma Hildatus Syifa	**S-9**
10.	Hilyatul Badriyah	**S-10**
11.	Iffah Nadiyatul Khoiriyah	**S-11**
12.	Isna Ainun Nisi	**S-12**
13.	Izzatun Nada	**S-13**
14.	Jamaliyatul Hidayah	**S-14**
15.	Khumaidah Nisa R.	**S-15**
16.	Laili Nurhidayatun Amalia	**S-16**
17.	Lina Imatus Sa'diyah	**S-17**
18.	Maemunah	**S-18**
19.	Maslakhah	**S-19**
20.	Maulida Fitriana	**S-20**
21.	Munzayyanatur Rodliyah	**S-21**
22.	Nailul Maghfiroh	**S-22**
23.	Naily Muflihati	**S-23**
24.	Niken Rahmawati	**S-24**
25.	Nurul Aulia M.	**S-25**
26.	Rizqi Miftakhul Jannah	**S-26**
27.	Sima Aulan Nisa'	**S-27**
28.	Syafa'atun Khoiriyah	**S-28**
29.	Umi Robi'ah Sholihatin	**S-29**
30.	Zahrotul Muniroh	**S-30**

LESSON PLAN of Pre-Cycle

Name of observer : Laila Fathiyyah	Class/cawu : XD/1
Date & Time :	Subject / Topic : Simple Past Tense

Prior Knowledge

1st meeting Students should able to: 1. Understand past tense

Instructional Objectives

By the end of the lesson, should be able to: 1. Answer the correct answer as many as possible

Lesson Overview

Time	Lesson Development	Resources/materials/media	21st Century Skills
25 min	<u>Introduction OR Pre-Activity</u> 1. Teacher opens class by greeting and invites students to pray together 2. Teacher checks students' attendance 3. Teacher reviews the last meeting briefly 4. Teacher asks three students to tell their yesterday activities		Communication
50 min	<u>Lesson Development OR Main Activities</u> 1. Teacher explains past tense, the formula, affirmative form, negative form, and interrogative form 2. Teacher asks students to come forward and write verb	1. Black-board and chalk 2. Chalk and black board	

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| | | I and verb II on black board
3. Teacher defines there regular and irregular for using verb II
4. Teacher asks students to differ regular and irregular verb
5. Students with wrong answer would get punishment | 3. Regular and irregular verbs | Communication Critical thinking Creativity |
| | 15 min | <u>Closure OR Post-Activity</u>
1. Student do the exercise that observer has entrusted to the teacher for them | 1. Paper of Exercise | Creativity Critical thinking |

Reflection

What went well?
What did not go as well?
Improvements

Signature of Teacher	
Submitted on	
Name & Signature of HOD/Coordinator	
Name & Signature of VP	
Name & Signature of Principal	

LESSON PLAN of 1st Cycle

Name of teacher: Laila Fathiyyah	Class/cawu : XD/1
Date & Time :	Subject / Topic : Simple Past Tense

Prior Knowledge

20

2ⁿᵈ meeting

Students should able to:
2. Analyze past tense

Instructional Objectives

By the end of the lesson, should be able to:
2. Understand what past tense is
3. Identify the form of past tense
4. Identify irregular verb

Lesson Overview

Time	Lesson Development	Resources/materials/media	21ˢᵗ Century Skills
25 min	Introduction OR Pre-Activity 5. Teacher opens class by greeting and invites students to pray together 6. Teacher reviews the last meeting briefly 7. Teacher asks three students to tell their yesterday activities 8. Teacher asks students to make a big circle 9. Teacher divides students to be 5 groups by asks students to find as soon as they can to make a group of 6 members		Communication
50 min	Lesson Development OR Main Activities 6. Teacher explains about song as the realization of mimicry-memorization that will be used in every cycle as a technique to improve students' vocabulary power in irregular verb 7. Teacher explains irregular verb with no inflection, the	4. Black-board and chalk 5. Paper of irregular	Communication Critical thi

l

	second form and the last are different and some irregular verb in form with prefix *miss-, out-, over-, re-, un-, under-, with-* identified by students 8. Teacher tells students using song as a medium that students might memorize the irregular verb with their group that consist of 6 students 9. Teacher tells students that they may open their dictionary, so they can totally good pronunciation in their performance 10. In this case students should speak loudly in front of class while they are performing 11. Some of students give comments for the performance	verb list 6. *Mim-Mem*	
15 min	<u>Closure OR Post-Activity</u> 2. Student make a conclusion of today's activity		Communi-cation Creativity

Reflection

What went well?
What did not go as well?
Improvements

22

Signature of Teacher	
Submitted on	
Name & Signature of HOD/Coordinator	
Name & Signature of VP	
Name & Signature of Principal	

LESSON PLAN of 2nd Cycle

Name of teacher: Laila Fathiyyah	Class/cawu : XD/1
Date & Time :	Subject / Topic : Simple Past Tense

Prior Knowledge

3rd meeting Students should able to: 1.   Analyze irregular verb

Instructional Objectives

By the end of the lesson, should be able to:
        1.   Understand what irregular verb is
        2.   Identify the form of irregular verb
        3.   Compose sentence using irregular verb

Lesson Overview

Time	Lesson Development	Resources/materials/media	21st Century Skills
	Introduction OR Pre-		

23

25 min	<u>Activity</u> 1. Teacher opens class by greeting and invites students to pray together 2. Teacher reviews the last meeting briefly 3. Teacher asks students to gather with their previous group		Communication
50 min	<u>Lesson Development OR Main Activities</u> 1. Teacher plays song of irregular verb and replays 3 times 2. Students repeat after the audio 3. Teacher gives the chance to every group of students to make their each irregular verb to be a proper story. The verb based on their students' number 4. Teacher asks students to start compose their story using irregular verb 5. Teacher asks students to consider the story which represent the irregular verb 6. Teacher asks students in each group to take turn performing their	1. Source: https://www.youtube.com/watch?v=CyuBK7Ykep0 4. Paper of irregular verb list 5. *Mim-Mem*	Communication Critical Thinking Creativity

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	story for the class		Communication Critical Thinking Creativity
15 min	Closure OR Post-Activity 1. Teacher gives a test for students to find out the understand of students during the activities	1. Test	Communication Critical Thinking Creativity

Reflection

What went well?	
What did not go as well?	
Improvements	
Signature of Teacher	
Submitted on	
Name & Signature of HOD/Coordinator	
Name & Signature of VP	
Name & Signature of Principal	

Complement

Do	Did	Done
Go	Went	Gone
Give	Gave	Given
Begin	Began	Begun
Break	Broke	Broken
Know	Knew	Known
Write	Wrote	Written
Run	Ran	Run
Drink	Drank	Drunk
See	Saw	Seen

A. Change the verbs in brackets into the past tense. Some are regular and some are irregular.

Yesterday (to be) *was* a busy day. I (wake) *woke* up at 6am, (have) *had* breakfast quickly and then I (go)*went* to work. I (finish) *finished* at noon and then (eat)*ate* some lunch. Afterwards I (drive)*drove* _____to the shops, (buy)*bought* some paint and then (paint)*painted* my bedroom. My brother (come) *came* home from work so I (help) *helped* him paint his room. After that I (clean) *cleaned* my house. I (vacuum) *vacuumed* all the downstairs and then (tidy) *tidied* up the living room and the kitchen. I was pretty tired by then so I (eat) *ate* some dinner, (yawn) *yawned* and (go) *went* to bed.

B. Change the verbs below into the past tense and put them into the correct place in the sentences.

Pay – Ring – Think – Drink – See – Eat – Go – Take – Leave – Say

1. Think – Thought
2. Ring - Rang
3. Go – Went

6. See-saw
7. Leave-left
8. Drink-drunk

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4. Eat - Ate   9. Say-said
5. Take - Took   10. Pay-paid

C. Complete the tables below.

Present	Past
Hear	Heard
Leave	Left
Ring	Rang
Drink	Drunk
Go	Went
Get	Got
Take	Took
Come	Came
See	Saw
Shut	Shut
Lend	Lent
Steal	Stole
Swim	Swam

Present	Past
Be	Was/were
Put	Put
Think	Thought
Drive	Drove
Break	Broke
Oversleep	Overslept
Sit	Sat
Wake	Woke
Run	Ran
Write	Wrote
Dig	Dug
Bring	Brought
Fly	Flew

RESEARCH ACTIVITY

	Pre-cycle	First-cycle	Second-cycle	Evaluation of Teacher
Planning	Identify the problem	Done	✓	
Action	The researcher acts as the observer not be a teacher	✓	✓	well
Observing	Give score on observation form	✓	✓	
Reflecting	Conducting the method is desperate	✓	✓	

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. Change the verbs in brackets into the past tense. Some are regular and some are irregular.

Yesterday (to be) _was_ a busy day. I (wake) _woke_ up at 6am, (have) _had_ breakfast quickly and then I (go) _went_ to work. I (finish) _finished_ at noon and then (eat) _X_ some lunch. Afterwards I (drive) _drove_ to the shops, (buy) _X_ some paint and then (paint) _parted_ my bedroom. My brother (come) _came_ home from work so I (help) _helped_ him paint his room. After that I (clean) _cleared_ my house. I (vacuum) _X_ all the downstairs and then (tidy) _X_ up the living room and the kitchen. I was pretty tired by then so I (eat) _late_ some dinner. (yawn) _X_ and (go) _wint_ to bed.

Change the verbs below into the past tense and put them into the correct place in the sentences.

Pay – Ring – Think – Drink – See – Eat – Go – Take – Leave – Say

1. I _____ that he was fired. X
2. My mum ___ left _turne_ the last night but I wasn't at home to take her answer. X
3. I ___ went ___ to the zoo with my friends last week.
4. I ___ takew ___ four cakes for lunch. I feel sick.
5. He ___ left ___ his wife to see the doctor because he had been ill for so long. X
6. I ___ saw ___ that new movie last night. It was great.
7. He ___ said ___ his son alone all day. X
8. I ___ drink ___ two bottle of coffee last night. I don't feel too well today
9. They _____ it tasted horrible. X
10. It was too expensive and we ___ paid ___ too much for it. X

Complete the tables below.

Present	Past
Hear	hear
leave	Left
Ring	rung
Drink	Drunk
Go	Went
Get	Got
Take	Taken X
Come	Came
See	seen X
shoot X	Shut
Lend	X
X	Stole
Swim	swim X

Present	Past
Be	been X
Put	Put
Think	Think X
Drive	Drove
Break	Broke
oversleep	Overslept
Sit	sit
Wake	Woke
Run	run
Write	Wrote
Dig	Dig X
Bring	Brought
Fly	flied X

	Score
	7,5

Fill in the blank with irregular verb using the infinite one (bracket)!

1. Ronaldo ...went... to Indonesia last year. (go)
2. Rossi...saw...Leonardo yesterday. (see)
3. Justin...met.. Eko yesterday. (meet)
4. Alexa ...ran... around the hospital. (run)
5. Raffi Ahmad ..did.. a good job. (do)
6. My father...bought...a bike last week. (buy)
7. Ariana...lift...her sister alone. (leave)
8. My friend...slept...too night last night. (sleep)
9. Nagita...found....a bag yesterday. (find)
10. The teacher...talk....a story. (tell)
11. Mr. Frank...drive....a car. (drive)
12. He...spread...the nails on the street last night. (spread)
13. Hasan...read....a news about Jokowi yesterday. (read)
14. Arman...ate...a watermelon. (eat)
15. The airplane...flied.....from Adi Soemarmo Airport. (fly)

Change the following sentence to be simple past tense!

16. Andrea writes a book. = Andrea wrote a book.
17. Ali Taufan sends a letter. = Ali Taufan sent a letter.
18. I get a gift from my father. = I got a gift from my father.
19. Merry builds a house. = Merry built a house.
20. Nabil breaks a glass. = Nabil broke a glass.

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Class :	Score
Name/ No. :	10

Fill in the blank with irregular verb using the infinite one (bracket)!

1. Ronaldo ...went.... to Indonesia last year. (go)
2. Rossi. saw..Leonardo yesterday. (see)
3. Justin. met.. Eko yesterday. (meet)
4. Alexa ..ran.. around the hospital. (run)
5. Raffi Ahmad .did. a good job. (do)
6. My father bought a bike last week. (buy)
7. Ariana. left....her sister alone. (leave)
8. My friend. slept...too night last night. (sleep)
9. Nagita. found....a bag yesterday. (find)
10. The teacher. told....a story. (tell)
11. Mr. Frank. drove..a car. (drive)
12. He spread...the nails on the street last night. (spread)
13. Hasan. read...a news about Jokowi yesterday. (read)
14. Arman. ate...a watermelon. (eat)
15. The airplane. flew.....from Adi Soemarmo Airport. (fly)

Change the following sentence to be simple past tense!

16. Andrea writes a book. = Andrea wrote a ~~letter~~ book
17. Ali Taufan sends a letter. = Ali Taufan sent a letter
18. I get a gift from my father. = I got a gift from my father
19. Merry builds a house. = Merry built a house
20. Nabil breaks a glass. = Nabil broke a glass

PERGURUAN ISLAM MATHALI'UL FALAH

Kajen - Margoyoso - Pati

LEMBAR DISPOSISI

Dari : Laila Fathiyyah ....

Hal : Mohon Izin Riset ....

Diterima tgl. : 20 - 10 - 2015

Agenda No : 759 ....

Sifat Surat : - Asli.

: - Tembusan.

DISPOSISI/CATATAN/TANGGAPAN :

Deteruskan PD I 24/10 20.

Harap Koordinasi dengan ka. TU.

JAWABAN :

a. Tak perlu dijawab.

b. Dijawab :

Tgl : ....

No : ....

c. Tertanda :

( ) Direktur.

( ) PD. I.

( ) PD. II

( ) PD. III

( ) PD. IV.

Pembimbing : 1. Sayyidatul Fadhilah, M. Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu mohon diberi izin riset selama 1 bulan, pada tanggal 21 Oktober sampai dengan 20 November 2015.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan FITK,
Wakil Dekan Bidang Akademik

Drs. H. Wahyudi, M. Pd
NIP. 19681205 199403 1003

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

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CURRICULUM VITAE

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