

**IMPLEMENTING CHANT TO IMPROVE STUDENTS' ACHIEVEMENT
IN PAST TENSE VERBS IN RECOUNT TEXTS AT SMA S AL- KAUTSAR
BANDAR LAMPUNG IN THE 2024/2025 ACADEMIC YEAR**

(An Undergraduated Thesis)

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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UNIVERSITY OF LAMPUNG
2025**

ABSTRACT**IMPLEMENTING CHANT TO IMPROVE STUDENTS' ACHIEVEMENT
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This study investigated the use of chants to improve students' achievement in past tense verbs in their recount texts at SMA S Al-Kautsar Bandar Lampung. A one-group pre-test and post-test design was employed, involving 36 first-grade students over five sessions. The data was collected by asking the students to write a recount text about their past experience and after that students' error would be classified by two raters based on Surface Taxonomy Strategy. The data was measured by using paired sample t-test. This result indicated that the difference between the pre-test and post-test scores was statistically significant. Based on the research, chant could facilitate the students to improve their achievement in past tense verb usage. The use of chants also made learning past tense verbs more engaging and effective, fostering better retention and application of grammar rules. The findings suggest that chants can be an enjoyable and valuable tool in grammar instruction and support further exploration of chant-based teaching methods.

Keywords: Teaching English, Past tense verb, Error, Chants.

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KAUTSAR BANDAR LAMPUNG IN THE 2024/2025 ACADEMIC YEAR**

By

Wanda Berlianti Lotus

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Submitted in a Partial Fulfillment of

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DEPARTMENT OF LANGUAGE AND ARTS
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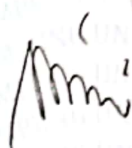
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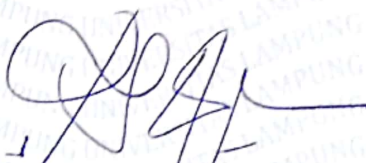
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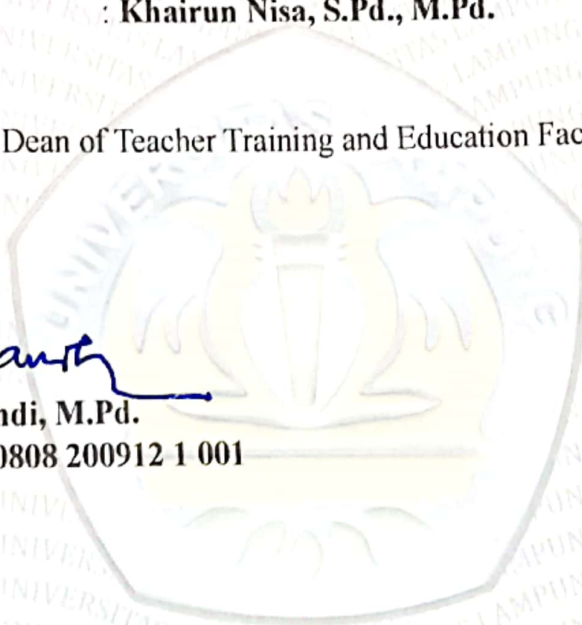
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwasannya pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Wanda Berlianti Lotus is the only child of M. Syukur and Rofiah who was born on September 7th, 2003 in Central Lampung.

She started her education in kindergarten at TK Gula Putih Mataram. Then, the following year she continued her elementary school at SDS 02 Gula Putih Mataram. After graduating from elementary school in 2015, she went to SMP Sugar Group. Three years later, she complemented her junior high school in 2018 and continued her study at SMA Sugar Group. She finally graduated from high school in 2021.

During college, she actively participated both academic and non-academic activity. She joined the internal organization, namely SEEDS as the member of Education division in her first year. In the second year, she had a chance as the vice president, by joining SEEDS, she got many opportunities to participate several national competitions. She was also chosen to be the SEA Teacher buddy in 2023.

She eventually joined a program that involved other skills besides English, namely *Kampus Merdeka*. She had an opportunity to take part in an internship at SMP Gajah Mada Bandar Lampung.

MOTTO

“As long as you’re living, that’s enough. If you’re alive, you can fight again”

Monkey D Luffy

DEDICATION

Bismillahirrahmanirrahim, by the name of *Allah Subhanahu Wa Ta'ala*, who always blesses my life and gives me strength in each process, this script is proudly and fully dedicated to:

My dearest, parents, “Mamak and Bapak”

My beloved family

My amazing lecturers

My best friends

My almamater, Lampung University

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Numerous good-hearted people assisted and encouraged the researcher as she worked to finish this script. Consequently, the researcher would like to sincerely thank to:

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Finally, the researcher believes that her research still needs to be improved. Therefore, suggestions, and constructive feedback are always welcome for better research. The researcher hopes that this study can make a practical contribution to the development of education, for the readers and for those who want to conduct further research. *Aamiin.*

Bandar Lampung, Januari 2025

The Researcher,

Wanda Berlianti Lotus

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I. INTRODUCTION

This chapter presents an introduction concerning the background of the research, research questions, objectives of the research, use of the research, the scope of the research, and definition of terms.

1.1 Background of Research

Since English is the language of business, research, public relations, and the internet, it has become increasingly crucial in today's world to succeed professionally. Teachers are searching for more effective ways to teach English because of this. This subject requires a variety of talents, including vocabulary proficiency in addition to speaking, listening, reading and writing skills. One of the most important aspects of learning a foreign language, especially English, is developing vocabulary.

Nation (2015) stated in his paper that "Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform." Without vocabulary, we cannot comprehend the text and write anything in terms reading and writing skills. Vocabulary has three tiers that consist of tier one – basic vocabulary, tier two – high frequency/multiple meaning, and tier three-subject related. In the first tier consists of the most basic words, one of them is the verbs (Hutton, 2008).

Learning verbs is very important part of learning a language. A thorough knowledge of the verbs, therefore, is the main part of language-grammar (Thring, 1880). The more words of verbs that can be recognize, the students will have greater potential for understanding what is heard, read, say, and write. It can be said that the use of person's language verb selection can determine the increase in that person's verb.

Verbs are very important for learners because they are common in everyday spoken or written informal English even in formal English (Setiani, 2014).

In learning verbs, sometimes the students face the difficulties. According to Harmer (2004) many students struggle with irregular verbs because they do not follow standard conjugation rules, it makes them harder to memorize and apply. Students also often confuse with the verb tenses, especially when shifting between past, present, and future contexts, due to a lack of understanding of when and how to use them (Thornbury, 1999). Matching the verb with the subject in number and person can be confusing, particularly for students whose native language does not have similar grammatical structure (Celce-Murcia et.al, 1999). According to Ellis (1997) learners often apply regular verb rules to irregular verbs, leading to errors such as “goed” instead of “went”.

The difficulties faced by the students that has been explained above also can cause the error, like insufficient understanding of grammar rules, such as tense usage, sentence structure, or subject-verb agreement (Thornbury, 1999). Actually, there are another reason why errors can happen. According to Selinker (1972) errors often occur because learners transfer linguistic rules from their native language to the target language, leading the interference. Nation (2001) states that a restricted vocabulary also can lead the students to use incorrect words or structures, especially when attempting to express complex idea. Errors can also occur from unclear or inconsistent instruction or teaching methods where it can lead to confusion about language rules (Richards et.al, 2001). The way how to overcome or reduce the error itself, the learning process needs a learning media.

According to Hussin, Sofyan, & Asnawi (2020) on their research about learning English using media. The research shows that learning English using media can help them to improve students' speaking skill as well as their vocabulary. Another research, according to Mayer (2009) learning media, such as video, infographics, and digital tools, simplify complex grammar rules and writing structures by presenting them visually or interactively. As the example, animations and

interactive exercises can break down concepts like verb tense usage or sentence structure. These points out that there are many ways can be used to reduce students' past tense verb errors in writing a text, such as mind mapping, flashcards, picture series, song, and chants. Those kinds of media can be used to overcome the problem, it depends on the things they enjoy and make them comfortable. Starting from things they like or they usually do and making them comfortable can be their initial stage in learning and mastering the simple past tense verb.

A chant is a tool that is a type of song with a repetitive and monotonous structure which the lyrics are adjusted to the problem to be discussed. According to Forster (2006) there are some reasons that support chant is good to be used as learning media, such as memorization of longer word strings will be facilitated, Music and rhythm work can be dovetailed into grammar and language activities and allow for fun and creative uses of classroom time outside of the specific time allotted for "English". It gives the practitioner more scope and time for teaching and allows more and varied opportunities for the pupils to practice new language skills, children will noticeably increase their vocabulary bank of lexical items and multi-word structures. These multi-words structure can include a range of sociolinguistic situations appropriate to the age and needs of the pupils any language items necessary for basic classroom functions and routines.

Chants also have been used in some research. According to Mejzini (2016) chants also used as a media in teaching English as a foreign language to young learners to develop their listening and speaking skills. Another research also use chant as a learning media to teach pronunciation at the eighth-grade students and the research show the result that students' pronunciation ability was improved, not only that, chant also effective to be used to teach pronunciation (Nurhayati, 2019). The other study shows that there are statistically significant differences in mean scores of each of the communication skills after being treated with chants (Mostafa, 2017).

Therefore, by holding this study, the researcher knows that chant as a learning media can be used to teach verb in the class. Based on the results of collecting data

from previous studies, the author wants to try to apply this chant as a learning media to Senior High School students, where, the object of research in the form of senior high school students who have never been given this treatment especially for writing skill and a way to reduce the verb errors.

Based on the various problems that have been described, it can be said that the role of teacher in the classroom in implementing verb teaching strategies is very important. Therefore, the researcher is interested in examining the research which is implementing chant to improve students' achievement in past tense verb in recount texts at the first-grade students of SMA S Al-Kautsar Bandar Lampung in the 2024/2025 academic year.

1.2 Research Question

In line with the background above, the researcher formulates the research question as follows:

Is there a statistically significant improvement of students' achievement in past tense verbs in recount text after they were taught by using the chant?

1.3 The Objective

Concerning the research questions formulated above, the objective of this research is to investigate whether chants can be a way to help the students to improve their achievement in past tense verbs in recount texts.

1.4 Uses of the Research

The uses of the research on this study can be formulated as follows:

1. Theoretically, the findings of this study contribute to the development of education, especially in language learning. This research can also be used as a reference for those who want to do the research with the same theory regarding the use of chant to improve students' achievement in the past tense verbs at different levels of students.
2. Practically, the results of this study are expected to provide positive contributions and information for researchers in implementing and

expanding their knowledge, especially in the field of educational research, such as research on teaching and learning English.

3. This research is expected to be an additional material and rational for educational institutions/schools in alternative verb teaching.

1.5 Scope

This research is focused on investigating and finding out whether there is a significant improvement in students' achievement in past tense verb made by the students in their recount text after being taught by using the chant. This research was carried out on November 2024. The subjects of this research are 36 students of class X in the 2024/2025 academic year at SMA S Al- Kautsar Bandar Lampung. Furthermore, the type of the media used in this study is chant.

1.6 Definition of Terms

The definition of terms of this research is as follows:

1. Teaching English

Teaching is defined as “an interactive process, primarily classroom talk which takes place between teacher and pupil and occurs during certain definable activities.”

2. Verb

Verb is defined as a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence.

3. Past Tense Verb

Past tense verb describes an action or series of actions that happened in the past.

4. Error

Error is a repeated incorrect form produced by a learner of the target language, often caused by lack of knowledge or a misunderstanding of the

language. Errors serve as a reflection of the learner's understanding and proficiency in the target language.

5. Media

Media helps the teacher to motivate students by bringing a slice of real life into the classroom by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input that would be impossible to obtain in the classroom, the media can help students process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities.

6. Chant

Chant is the rhythmic speaking or singing of words or sounds, often primarily on one or two pitches. Chant also can be defined as a repeated rhythmic phrase, typically one shouted or sung in unison by a crowd. In this research, the chant will be made by using existing audio chant and the researcher will make the new lyrics.

II. LITERATURE REVIEW

This chapter presents the concept of verb, the concept of teaching verb, the concept of chants, previous research, and the theoretical framework of the research.

2.1 Concept of Verb

The verb concepts will be discussed at this point consist of verb definitions, verb forms, aspects of verb, and types of verbs.

2.1.1 Definition of Verb

According to Frank (1972), verb is the grammatical “center” of the sentence. It means that verbs are words that can help a person to express actions and statements. A verb could be a kind of word that more often than not tells almost an action or a state and is the most portion of a sentence. In English, it was kind of word that changes to appear past or display tense. From linguistic use books available at school, library, or any other assets, it is common that verbs are separated into two categories: Regular Verbs and Irregular Verbs.

2.1.2 Verb Tenses

Before knowing the explanation related to the verb tense, it is important to understand the verb form first. According to College (2020) there are some verb forms which consist of the base or root form (called v1), past tense form (v2), past participle form (v3), and to infinitives. Here are the examples of those verb forms.

Table 2. 1 Verb Forms

Type of verb	Infinitive	Base (v1)	Simple past (v2)	Past participle (v3)
Regular verbs	to register	Register	Registered	Registered
	to work	Work	Worked	Worked
	to cook	Cook	Cooked	Cooked
Irregular verbs	to see	See	Saw	Seen
	to sleep	Sleep	Slept	Slept
	to freeze	freeze	Froze	Frozen

Verb tenses indicate when an action happened and how long it lasted. In terms of describing the structures involved in the system, it is well known that English has two tense forms, present and past. English speakers make use of wide variety of other structure to indicate futurity to fill the role of the simple future. To these, the aspectual markers of perfect and progressive are added. There are 12 forms of tenses (Murcia, et al., 1999) here are the explanation:

Table 2. 2 Twelve Verb Tense-Aspect combinations

	Simple 0	Perfect <i>Have + -en</i>	Progressive <i>be + -ing</i>	Perfect Progressive <i>have + -en be + -ing</i>
Present	Simple present <i>Plays</i>	Present perfect <i>has/have played</i>	Present progressive <i>am/is/are playing</i>	Present perfect progressive <i>has/have been playing</i>
Past	Simple past <i>Played</i>	Past perfect <i>had played</i>	Past progressive <i>was/were playing</i>	Past perfect progressive <i>had been playing</i>

Future	Simple future <i>will play</i>	Future perfect <i>will have played</i>	Future progressive <i>will be playing</i>	Future perfect progressive <i>will have been playing</i>
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Based on the types of verb-tenses above, the researcher will focus on one tense. That is simple past tense.

2.2 Simple Past Tense

Here are the explanations related to simple past tense based on the experts. According to Gupta (2006) tense comes from the Latin word ‘tempus’, which means ‘time’. Tenses are the different forms of a verb that show the timing of the action or state described by the verb. There are three types of tenses: present, past, and future. According to Azar (1992), the simple past tense is used to describe actions or situations that started and finished at a specific time in the past. If a sentence includes "when" and uses the simple past tense in both clauses, the action in the "when" clause occurs first. For example, in the sentence "When I rode my motorcycle, the little boy crossed the way," the first clause, also known as the time clause, indicates the activity that happened first. A time clause can either precede or follow the main clause, which describes the second activity that occurred after the first (Azar, 1999)

First: I rode my motorcycle

Then: The little boy crossed the way.

1. The use of Simple Past Tense

It is a verb form that is used to express:

- a. One action which happened or took place at a particular time in the past.

Examples:

She was there yesterday.

They were in Japan last month.

John met his grandmother yesterday.

I went to Indonesia last year.

- b. Repeated, habitual actions in the past.

She used to have five cats and two dogs.

My father always went to mosque at night.

2. Time Markers

They are usually used:

- a. Yesterday : *yesterday afternoon, yesterday morning, etc.*
- b. Last : *last week, last month, last year, etc.*
- c. Ago : *two days ago, a week ago, a month ago, etc* (Riyanto, 2009)
- d. For : *for three years, for hours, etc.*

Time markers usually come at the beginning or end of the sentence. The time marker *yesterday* can be used alone or used before morning, afternoon, and morning. As the example:

Yesterday I studied.

I studied ***yesterday***.

I visited my mother ***yesterday***.

I visited my mother ***yesterday evening***.

The word *ago* can be used after a length of time and the word *last* before words like night, week or year. As the example:

*I opened this shop a month **ago**.*

*I watch the movie **last** month* (Schoenberg, 2012).

The word *for* can be used to talk about how long an action went on in the past, but the action is now finished.

*James lived in Spain **for** four years before he died.*

*He waited **for** hours before she turned up.*

3. Forms of the Simple Past

Table 2. 3 Forms of the Simple Past

Statement		(I – You – She – He – It – We – They)	worked yesterday.
			ate breakfast.
Negative		(I – You – She – He – It – We – They)	did network yesterday.
			did not eat breakfast
		(I – She – He – It)	was not (wasn't) busy.
		(You – We – They)	were not (weren't) busy.
Questions	Did	(I – You – She – He – It – We – They)	work yesterday? eat breakfast?
	Was	(I – She – He – It)	right?
	Were	(You – We – They)	right?
Short Answer	Yes,	(I – You – She – He – It – We – They)	did
	No,		didn't

The simple past form ends in -ed for regular verbs. Most of the verb are regular, but there are many common verbs have irregular past forms (Azar, 1992).

Regular verb : *study-studied*

Visit-visited

Open-opened

Irregular verbs: *win-won*

Swim-swam

Sleep-slept

4. Spelling of the Regular Verbs

A key feature of the simple past tense is that verbs are in the past forms. These verbs can be either regular or irregular. Irregular verbs typically need to be memorized from a list, while regular verbs follow specific patterns for forming the past tense. Regular verbs in the simple past tense are spelled with one of three suffixes: -d, -ed, or -ied. Below are the guidelines for creating past tense verbs using the -ed pattern (Schoenberg, 2012).

Table 2. 4 Spelling of Regular Verbs

End of Verb	Double the Consonant?	Simple Form	-Ed	
-e	NO	Smile Hope	Smiled Hoped	Just add -d
Two consonants	NO	Help Learn	Helped Learned	If the verb ends in two consonants, just add -ed .
Two vowels + One consonant	NO	Rain Heat	Rained Heated	If the verb ends in two vowels + a consonant, just add -ed .
One vowel + one consonant	YES	ONE SYLLABLE VERBS		If the verb has one syllable and ends in one vowel + one consonant, double the consonant to make the -ed form.

		Stop Plan	Stopped Planned	
	NO	TWO SYLLABLE VERBS		If the first syllable of a two syllables verb is stressed, do not double the consonant.
		Visit Offer	Visited Offered	
	YES	Prefer Admit	Preferred Admitted	If the second syllable of a two syllables verb is stressed, double the consonant.
-y	NO	Play Enjoy	Played Enjoyed	If the verbs end in a vowel + -y , keep the -y . don't change it to -i .
		Worry Study	Worried Studied	If the verb ends in a consonant + -y , change the -y to -i to make the -ed form.
-ie		Die Tie	Died Tied	Just add -d .

There are some exceptions forming the past of the regular verb form. All verb that ends w or x just add the suffix-ed without doubling the final letter (Azar, 1992).

2.3 Error

According to Grass & Selinker (2001) errors are systematic, meaning they can occur repeatedly without the learner realizing them because the erroneous form is not recognized within the learner's understanding. From this perspective, these errors are identified more from the teacher's viewpoint rather than the learner's. Errors include all incorrect forms produced by the learner, typically caused by a lack of knowledge about the target language (English) or by incorrect assumptions about its rules. In other words, errors arise from students' limited understanding of the target language or misconceptions about its structure.

Brown (2000) defines an error as an indicator of a native speaker's competence in written communication. Similarly, a learner's competence in the target language can be assessed based on the errors they make. In essence, the more errors a learner makes, the lower their proficiency in the target language. An error is described as a systematic mistake that occurs when a learner has not fully learned a specific aspect and consistently makes the same error.

Based on these expert definitions, the writer concludes that an error is a repeated incorrect form produced by a learner of the target language, often caused by lack of knowledge or a misunderstanding of the language. Errors serve as a reflection of the learner's understanding and proficiency in the target language.

2.3.1 Causes of Error

According to Lightbown and Spada (2006) errors can be caused by the influence of a learner's first language. However, not all errors stem from this transfer. Many errors are better to be understood in the term of the learner's evolving knowledge of the target language, rather than as attempts to apply structures from their first language.

According to Erdogan (2005) the cause of errors divided into two types:

a. Interlingual Transfer

Interlingual transfer is a common source of mistakes for language learners. *The Dictionary of Language Teaching and Applied Linguistics* explains that errors are caused by the influence of a learner's first language. These errors can happen at different levels, like pronunciation, word formation, grammar, or meaning, where elements of the native language are carried over into the target language.

b. Intralingual Transfer and Developmental Errors

Intralingual errors happen because the learner hasn't fully learned the target language, not because of their first language. These errors can occur when one part of the target language affects another. For example, a learner might use two tense markers in the same sentence because they haven't mastered the rules yet.

Based on the explanation above, it can be concluded that the main causes of errors are interlingual and intralingual. Interlingual errors happen when the learner is influenced by their native language. On the other hand, intralingual errors occur due to a lack of understanding of the language they are learning.

2.3.2 The Types of Error

According to Dulay (1982) type of errors is elaborated into four descriptive classifications. Those are:

a. Error Types Based on Linguistic Category

This category classifies errors according to either or both language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style) or the particular linguistic constituent the error effects.

b. Surface Strategy Taxonomy

There are four subtype errors based on this category:

1. Omission

This type is signified by the absence of certain morphemes which are needed in sentences. The example is "*I not brought.*" This sentence misses an auxiliary which is needed in negative sentence. Thus, the revised sentence would be "*I did not bring.*"

2. Additions

It is just in the opposite of omission which is indicated by the presence of the unwanted certain morphemes in the sentences. The sentence "*They ask me to open what did they give.*" Contain unnecessary auxiliary. Then the better revised sentence becomes "*They asked me to open what they gave.*"

3. Misformation

The error occurs when a word is used in the wrong form in the sentence. The first example is "*Then in journey we stop for a moment to fill up gasoline.*"

4. Misordering

It is an error in which several words are arranged in reverse order. The example is "*I not was happy at that time.*" This sentence can be revised to "*I was not happy at that time.*"

c. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions.

d. Communicative Effect Taxonomy

it deals with errors from the perspective of their effect on the listener or reader.

Based on the explanation above, it can be concluded that there are four types of errors. There are errors types based on linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. The

researcher will focus on surface strategy taxonomy that consist of four forms, they are omission, addition, misformation, and misordering.

2.4 Verb Errors

Verb errors are a common issue faced by language learners, as verbs form the backbone of grammatical structures and convey essential information in sentences. Various studies have explored the types, causes, and implications of verb errors in language learning, highlighting their significance in understanding students' language development and improving instructional methods.

2.4.1 Types of Verb Errors

Verb errors can be broadly categorized into several types, including tense misuse, subject-verb agreement errors, and incorrect verb forms. Here is the explanation:

1. Tense Errors

Learners often struggle with selecting the appropriate tense, especially when distinguishing between past, present, and future contexts. For example, they may incorrectly use the present tense in a past narrative (Richards, 1971).

2. Subject-Verb Agreement

Errors in matching verbs with their subjects in number and person are frequent, particularly among learners whose first language does not have a similar grammatical structure (Dulay, Burt, & Krashen, 1982).

3. Irregular Verb Forms

The unpredictability of irregular verbs often leads to overgeneralization of regular verb patterns, such as "goed" instead of "went" (Ellis, 1997).

In summary, verb errors are common complex challenge in language learning. Based on the explanation above, the researcher would focus on the verb tense error.

2.5 Concept of Teaching English

When someone shares knowledge or skills with another person, it is often called teaching. This sharing can involve conveying experiences or delivering information, such as through lectures. Teaching is seen as both an art and a science. As an art, it emphasizes the teacher's creativity and artistic ability to create a valuable learning environment in the classroom. As a science, it highlights the logical, mechanical, or procedural steps necessary to achieve effective learning outcomes. Various educators have different perspectives on the concept of teaching.

John Brubacher (1939), as cited in Rajagopalan (2019), defined teaching as "the arrangement and manipulation of a situation in which there are gaps or obstructions that an individual will seek to overcome, learning in the process." B. O. Smith described teaching as "a system of actions intended to induce learning." Gage (1963), also cited in Rajagopalan (2019), described teaching as "a form of interpersonal influence aimed at changing another person's behavior potential." Teaching involves a series of actions performed by experts in a particular field, with the goal of achieving a specific result.

Based on the aforementioned theory, it can be concluded that teaching is a deliberate form of interpersonal influence aimed at changing others' potential behavior and mindset. Teaching vocabulary, specifically, involves activities designed to help individuals or groups become familiar with new words that were previously unknown to them. The goal is to facilitate easier communication in a new language using the vocabulary that has been learned.

One of the teaching activities is language teaching. The study of English is introduced on the day the child enters the school. In school curriculum, English occupies an important place (Elizabeth, 2010). In teaching English, there are four important components of English: listening, speaking, reading, and writing. Every component will have their material that should be learnt by the students. As the example, there is a teaching for oral practice which focus on vocabulary (Willis, 1981).

2.6 Concept of Teaching Vocabulary

Teaching vocabulary is essential in language education, as it forms the foundation for communication, comprehension, and expression. A rich and functional vocabulary enhances a learner's ability to understand spoken and written language, construct meaningful sentences, and convey ideas effectively in both speech and writing.

According to Nation (2001) teaching vocabulary involves several critical components that ensure learners can use words effectively and meaningfully. First, learners must acquire deep word knowledge, which includes understanding a word's meaning, form, pronunciation, grammatical role, and connotations. This comprehensive understanding enables students to use vocabulary appropriately in various contexts (Nation, 2001). Another essential aspect is the distinction between active and passive vocabulary, where instruction aims to convert passive knowledge (words recognized but not used) into active use in speaking and writing (Thornbury, 2002). Additionally, vocabulary instruction often employs explicit teaching of specific words and strategies to encourage incidental learning through exposure to authentic language materials, such as reading and listening activities (Krashen, 1989). Contextualizing vocabulary within meaningful settings further enhances retention, helping learners understand how words function in real-life situations (Carter & McCarthy, 1988). Teaching collocations, word families, and nuances such as synonyms and antonyms also supports fluency and natural language use (Lewis, 2000). Repetition and practice solidify retention, while engaging methods like games and discussions foster motivation and interest in expanding vocabulary (Schmitt, 2010).

On the other hand, the concept of teaching verb should be known. Verbs are central to language learning as they form the foundation for constructing sentences and expressing actions, states, and ideas. According to Celce-Murcia and Larsen-Freeman (1999), verbs provide the structure and meaning of sentences, making their mastery essential for effective communication. Nation (2001) emphasizes that without a strong understanding of verbs, learners struggle with both speaking and

writing, as verbs are critical for conveying tense, aspect, and mood. Similarly, Richards and Renandya (2002) highlight that learning verbs helps students develop grammatical accuracy and fluency in language use.

Teaching verbs effectively involves presenting them in meaningful contexts and focusing on both their meaning and forms. Thornbury (2002) advocates for teaching verbs within real-life examples, such as stories or conversations, to help students understand their usage. Additionally, repetition and engaging activities like chants can make learning verbs more enjoyable and memorable, especially for irregular forms.

2.7 Teaching Media to Teach Vocabulary

The song is a great aid for learning a language. They work well for both kinesthetic and audiovisual learners. They can provide effective listening instruction. There are poetic language or lyrics in the music. Both the text and the lyrics are different. According to Redlich (1975), a song is a brief composition, typically for one voice, that is based on a poem's lines. Weikart (1988) defines the song as a brief poem or series of lyrics that are musically created and meant to be sung.

A song that fits the genre and has both music and words can be added to the list. Their substance is deep, and they use lyrical metaphors and symbols to represent the world we live in on an emotional level. Music has the power to inspire the listener.

According to Lozanov (1988), the mood that the song created makes it simpler for individuals to recall new vocabulary since enjoyable and melodic content is easier to absorb than formal sentences. Moreover, the song keeps students' interest and focus. Using music in the classroom can inspire students, make them feel less frustrated than they would with a boring textbook lesson, and foster a calm learning environment (Brewer, 2005).

2.8 Concept of Chant

A chant is defined as a rhythmic repetition of words, phrases, or sounds, often used in language learning to enhance memory and pronunciation. According to Celce-Murcia, Brinton, and Goodwin (1996), chants are valuable tools in language teaching because they combine rhythm and repetition, which help learners internalize language patterns and improve fluency. Graham (2006) further explains that chants make learning engaging and memorable by leveraging rhythm to reinforce vocabulary, grammar, and pronunciation in a fun and interactive way.

According to Mejzini (2016) songs, rhymes, and chants are excellent teaching aids for foreign languages since children learn best when engaged in engaging activities. Actually, these are the resources that support kids' learning in a fun setting without adding pressure to pick up a foreign language. Songs, chants, and rhymes are rich in vocabulary, employ real language, and the students can take advantage from their melodic and repetitive nature, which aids in the acquisition of new phrases. Students pick up and absorb a lot of language input automatically when they listen to them repeatedly. Additionally, they contribute to the establishment of a calm and enjoyable environment in the foreign language classroom, which inspires students to learn and brings joy and excitement. Chants, rhymes, and songs are all quite effective. There are many chants that can be used as the media, for example, "*Song of the Simple Past*" is good for learning the simple past tense:

Simple Past

Sometimes in life you need to describe
 Something that happened and it's been a while.
 You use it about something that is done and dusted
 It's easy to remember it's the Simple Past, and
 Everyone knows with regular verbs
 You just put "ED" at the end of the word.
 But irregular verbs can be very hard –
 The only chance you have is to learn them by heart, so

I found, you sought
 I threw, you caught
 I sold, you bought ...and you paid
 I ate, you drank
 I grew, you shrank
 You swam while I sank

You forgave me when I rang
 I thought that we could, so we began.

The past of “be” is I /he/she/it was;
 The others take “were” - but you knew that, of course!

When you need to make a question you use “Did” at the start,
 Like: “Did you like this song about the Simple Past?”

It’s used when something happened at a certain time
 Or for a longer period that stopped after a while.
 It often goes with expressions like “yesterday” or “ago”.
 The British say “learnt” and “dreamt”, but Americans don’t... so

You slept, I woke
 You heard, I spoke
 I lent, it bent and it broke!
 I wrote, you drew I rode, you flew
 You stood while I ran

You forgave me when I rang
 I thought that we could, so we began.

So we began, so we began.

The chant above can be sung with movements to make it more interesting. If the students sing it together, in groups or in pairs, it will be very fun. It can gain their interest in the learning activities.

2.9 Procedure of Teaching Verb through Chant

According to Graham (1986) the way how to present the chant to the students is:

- Step 1 : Explain the functional context of the chant, using either the students' native language or very simple English.
- Step 2 : Have the students listen to the first presentation of the chant on the cassette or as read by the teacher.
- Step 3 : Have the students repeat any difficult sounds or particularly new or difficult structures.
- Step 4 : have the students repeat each line of the chant after the teacher. It is important to establish a clear, strong beat by counting, clapping, using rhythm sticks, or snapping the fingers.
- Step 5 : Have the students listen again to the solo presentation of the chant.
- Step 6 : Divide the class into two (or three) groups, each taking a role in dialogue of the chant.
- Step 7 : Have the students respond to the teacher, taking one of the roles in the dialogue of the chant.
- Step 8 : Divide the class again and have them perform the chant without teacher's model.
- Step 9 : Have the class continue to work with the chant by using three or four-part exchanges, pair work, and role playing.

Based on the procedures above, the researcher constructs the procedures of using chant for teaching simple past tense verb. The procedures are as follows:

Pre-Activities:

- 1) The teacher greets the students.
- 2) The teacher checks the attendance list
- 3) The teacher asks some questions related to the material that will be learnt.

- 4) The teacher tells the students related to the material that will be learnt and the learning goals.

While-Activities:

- 1) The teacher gives the explanation about basic knowledge related to recount text and the use of simple past tense in a simple way to the students.
- 2) The teacher plays the chant and the students will be given the script from the lyrics of the chant and ask the students to listen it.
- 3) The teacher asks the students to sing the chant together.
- 4) The teacher and the students have a discussion related to the situational context of the chant, then give some explanation and meaningful questions about the chant.
- 5) The teacher asks them to practice and memorize the chant in a well rhythm.
- 6) The teacher asks the students to make some sentences using the verb provided in the chant.
- 7) The teacher divides the class into some groups and the teacher gives them an instruction to make their own chant that will be presented next meeting (second meeting of the treatment) and continued by asking the students to make their own chant individually (third meeting/last meeting of the treatment)
- 8) The teacher keeps the pace of the class quick and lively and try to always make sure students join the practice.

Post-Activities:

- 1) The teacher gives feedback and corrections on what students have done.
- 2) The teacher gives motivation to the students and conclude what they have learnt.
- 3) The teacher closes the class.

2.11 Advantages and Disadvantages

According to the experts in teaching verb using chants there are advantages and disadvantages, as follows:

2.11.1 Advantages

According to Nurhayati (2019), there are some advantages from applying chants in the class, those are:

- a. Chants can help the students more enjoy and fun in the class.
- b. Chants can make the students easily to understand the material that is given by the researcher.
- c. Using chants in the class also would not be difficult for the students.

Another research also points out several advantages of using chant in the learning activity. Those are:

- a. Chant can be used as a warm-up activity for students to get ready and prepared for the class (Graham, 1978).
- b. The speed of chants is a natural to slightly fast rate that pushes learners beyond their current fossilized pronunciation (Huber 1994).
- c. It can also give language teachers more chances to pick out students' problems when it is given as a dictation activity.

According to Arima and Sato (2008), chants were utilized in Asia after 2001 as a significant method of acquainting students with English sounds and rhythms. Furthermore, the analysis of the consequences of language instructors and material creators have developed many methods for implementing suprasegmental practice in the classroom as a result of the impact that pausing, stress, and intonation have on the comprehensibility of non-native English speech (Tanner & Landon, 2009).

2.11.2 Disadvantages

Besides, there are some advantages that chants have, there are still several disadvantages of using chant in the class. The emphasis on sounds and rhythms makes it challenging for teachers to get to know each student in separate sessions; at times, students are urged to simply imitate what during this activity, they have just heard (Berry & Williams, 1992). Then, because they are more accustomed to using the sound system, the more advanced students could take over the class,

discouraging and frustrating the less advanced ones early on (Tanner & Landon, 2009).

According to Graham (2006), there are some disadvantages of chant, as follows:

- a. Bother the other class.
- b. Not a serious study.
- c. Some students do not like singing.
- d. Students just want to listen not to learn.
- e. Students disagree about “which” song.

In summary, because they just focused on singing, the chant can also cause the students lose interest in what they are studying. They do not comprehend the materials as a result. Furthermore, the chant also possesses an issue in time; these tasks all demand time. There are a lot of talks and discussion during role-playing chants and simulations.

2.12 Theoretical Assumption

Verb is one of the important parts of a sentence. Without mastering verbs, the students cannot communicate well with other people in a written or oral form. Teaching verb also becomes a thing that the teacher should think. The objective of teaching verb is more than memorizing the list of words. The students have to understand the meaning and how to use. There are some techniques that can be used to help students more easily to learn and understand the material. The teacher should choose the appropriate technique and implement it to obtain the goal. By offering fun materials, as well as create a comfortable and good learning space. Chants can be used in teaching simple past tense verbs to reduce the errors because it makes students enthusiastic and active in the class. Chant can attract the students and also get their understanding the words via entertainment.

Based on the statements above, the researcher believes that teaching the simple past tense verbs through chant can give a good influence on the students for reducing their past tense verb errors and make the students are not bored and they are not realized that they are actually learning.

2.13 Hypothesis

Based on the theoretical assumption above, the researcher proposed the following hypothesis as follows:

H₁: There is a significant improvement of students' achievement in past tense verb in recount text after they were taught by using chant.

This chapter has discussed about definition of verb, verb tenses, simple past tense, error, verb errors, concept of teaching English, concept of teaching vocabulary, concept of teaching verb, concept of chant procedure of teaching verb through chant, advantages and disadvantages of the chant, theoretical assumption, and hypothesis.

III. METHODS

This chapter discussed the research design, population and sample, the instruments of the research, the data and the sources of data, the procedures, the data collecting technique, and data analysis.

3.1 Design

This research was conducted to see the reduction of past tense verb errors in writing recount text by using the chants. To answer the research questions, this research used a quantitative approach and one group Pre-test and post-test design (Setiyadi, 2018). Pre-test and post-test gave to find out the significant reduction in past tense verb errors. The Pre-test would be given to the students to see their past tense verb errors before doing the treatment and the post-test would be given after the treatment to find out how far the improvement in the students' achievement in past tense verb after implementing the treatment. There would be three meetings in this research.

The design for the research question is illustrated as follows:

T1 X T2

Where:

- T1: is the pre-test that is used to know students' past tense verb errors' number (before the students are taught using the chant).
- X: belongs to the treatment (The implementation of teaching simple past tense verb using chant media)
- T2: is a post-test that is used to know students' past tense verb errors' number (after the students are taught using the chant).

3.2 Population and Sample

The population in this research was the first grade of SMA Al- Kautsar Bandar Lampung in the 2024/2025 academic year. Each class consisted of 36 students. The sample of the research was class X-5 total of the samples were 36 students. The sample decided to use random sampling to show up if all the students had the same opportunity to be the sample of the research. This research was conducted in five meetings, which were one meeting for conducting the Pre-test, three meetings for the treatment, and last meeting for conducting the post-test.

3.3 Variable

Setiyadi (2018) stated that a variable is a group of people, behavior, or environment that have various characteristics. In this research, the variables are teaching past tense verb using Chants (Y) and past tense verb errors reduction (X). It assumed that past tense verb errors are a dependent variable that will be reduced by the chant. Besides, the independent variable was teaching past tense verb using chant which were expected to reduce students' past tense verb errors.

3.4 Instruments

The researcher collected the data by giving a writing task to the students. The instrument was recount text writing task. The researcher asked the students to write their past experience. The students were given a chance to write their story in 90 minutes on a piece of paper. After the students submitted the task, the researcher analyzed the errors made by the students on the writing task based on Surface Strategy Taxonomy.

3.5 The Procedures of Research

The procedures of the research were elaborated below:

1. The researcher collected the data. Before conducting the research, the researcher already prepared the instrument.
2. The researcher did the research in the class. The researcher gave instruction to do the writing task.

3. After that, the researcher collected the students' writing task and checked the errors of students' recount texts.
4. Next, the researcher analyzed the writing tasks to find the errors made by the students in the recount texts.
5. The researcher calculated the total errors by drawing it up in tables based on the classification of errors then the researcher made the result of total errors into percentages.
6. The researcher analyzed and classified the sources of errors based on Surface Strategy Taxonomy.
7. On the other meetings, the researcher did the treatment for 3 meetings.
8. Last meeting of the research, the researcher asked the students to do the writing task and do the analysis of the verb errors made by the students like the previous one.
9. The last step was making conclusions of the research.

3.6 Data Collecting Techniques

To analyze the past tense verb errors in students' recount text writing, the writer took a writing task in a piece of paper to the first-grade students of senior high school. The students' writing task were made in order to use as indicator of their understanding in using the simple past tense in recount text. The task was used to get information about the past tense verb errors made by the students in writing recount text.

3.7 Data Analysis Technique

The researcher analyzed the data. The steps of the data analysis were:

3.7.1 Sorting the Data

The steps of the data analysis were as follows:

1. Collecting the data from the students' work.
2. Identifying students' errors by two raters.

Identifying the errors by underlining the errors item, and classifying the errors based on surface strategy taxonomy. The writer identified the students' errors

by underlining and giving initial code. Here are the codes for Surface Strategy Taxonomy:

- a. Omission (OM)
- b. Addition (AD)
- c. Misformation (MF)
- d. Misordering (MO)

In this step the writer worked in pair with English teacher in checking the errors of students' recount texts.

3. Classifying errors to find out frequency of errors, each error was classified by using Surface Strategy Taxonomy.
4. Every rater got the copy of students' writing and the rubric.
5. Every rater classified the past tense verb errors based on the rubric.
6. If the results from the two raters showed a discrepancy, the raters would discuss the results until they reached an agreement.
7. Calculating the percentage of students' errors. There were five types of errors calculated based on Surface Strategy Taxonomy namely: the percentage of omission, percentage of addition, percentage of misformation, and percentage of misordering,

The writer calculated the percentage of students' errors based on Surface Strategy Taxonomy by using the following formula:

1. $POM = \frac{\text{Total Omission}}{\text{Total Errors}} \times 100\%$
2. $PAM = \frac{\text{Total Addition}}{\text{Total Errors}} \times 100\%$
3. $PMF = \frac{\text{Total Misformation}}{\text{Total Errors}} \times 100\%$
4. $PMO = \frac{\text{Total Misordering}}{\text{Total Errors}} \times 100\%$

In which:

POM is Percentage of Omission

PAD refers to Percentage of Addition

PMF is Percentage of Misformation

PMO means Percentage of Misordering

3.8 Validity

Validity is the degree of accuracy between the data that occurs in the object of research and the data that can be reported by the researcher (Sugiyono, 2015). The validity used in this study are content and construct validity.

a. Content Validity

Sugiyono (2020) stated that Content Validity is a tool, in the form of a test, that is frequently used to gauge program implementation and goal achievement as well as learning attainment. In order to ensure content validity, the researcher examined the test items and determined whether accurate or not on reflected the complete subject matter that was supposed to be measured. The exam satisfies content validity requirements if it has accurately captured every concept in the material that will be measured (Setiyadi, 2006)

The author of this study made a connection between the instrument and the senior high school curriculum and syllabus. This indicated that the content was founded on the fundamental skills listed in the first-grade of senior high school syllabus at SMA Al-Kautsar Bandarlampung. Based on the data, the researcher would create a writing task.

b. Construct Validity

According to Suryabrata (2000) construct validity is extent to which the scores of measurement result with an instrument reflect the theoretical construct underlying the preparation of the instrument. In this study, the researcher used the theory from Rod Ellis.

3.9 Hypothesis Testing

The function of hypothesis testing is to prove whether the hypothesis in the research is accepted or not. The formula of the hypothesis is as follows:

$$H_0 = \text{Sig.} < 0.05$$

The criteria of those hypotheses are:

H1: is accepted if the significant level is lower than 0.05

H0: is accepted if the significance level is higher than 0.05

This chapter covers the methods of the research that consist of research design, variable, population, sample of the research, data collecting technique, research procedures, research instrument, reliability and validity, scoring rubric system, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter focused on the discussion of two points. Those were the conclusion of the research and suggestions for English teacher and other researchers who were going to conduct the similar research.

5.1 Conclusion

The implementation of chants in teaching past tense verb effectively improved students' achievement in past tense verbs in recount texts at SMA S Al-Kautsar Bandar Lampung. The use of chants helped students to improve their grammatical accuracy by providing an engaging and repetitive learning method. This study confirmed that chants were a practical and impactful strategy for reducing students' past tense verb errors in recount text writing.

The activities were conducted both in groups and individually, allowing students to get the benefit from different learning dynamics. Groups activity encouraged collaboration, and helped the students reinforced their understanding through discussion and collective practice. Meanwhile, individual activity allowed the students to focus on their personal learning progress, ensuring they could independently apply the correct past tense verbs forms in their recount text writing. By incorporating both group and individual chant-based exercises, the students experienced a balance and effective approach to master the past tense verb usage.

This study confirmed that chants were a practical and impactful strategy for minimizing past tense verb errors in recount text writing, highlighting their potential as an effective pedagogical tool in language learning.

5.2 Suggestions

This section provided some suggestions for English teacher that should aid in the learning process. Considering the research results, the researcher also would like to recommend for future researchers who will conduct the research in the same field as the reference or comparison that the researchers may found valuable.

1. Suggestions for English Teacher

Based on the research that had been conducted, teachers were advised to ensure that students created chant lyrics using their own past tense verbs and avoided generating them entirely with AI. During the chant creation process, the researcher observed that some students had initially created lyrics entirely with AI before being reprimanded.

Teachers were also encouraged to provide regular feedback on students' work, as this was a key to their success in understanding the use of past tense verbs. Additionally, teachers could innovate this activity into other forms of activities that were more effective and enjoyable, tailored to the students' learning styles and the desired learning objectives. The teacher also should provide the chant in past tense form or combine the tenses with the base or root verb form and provided the suitable adverb of time to make it contrast, so, the students could differentiate and understand the usage of past tense verb.

2. Suggestions for Future Researcher

The findings of this study could inspire future researchers to explore grammatical errors in recount text writing or other related topics. As this study focused solely on students' errors based on the Surface Strategy Taxonomy, future researchers were encouraged to incorporate additional error types, such as word order and vocabulary choice. Moreover, since this study examined recount text, future studies could expand to other types of writing, such as report, descriptive, or analytical exposition texts.

This study also utilized only one error taxonomy. Future researchers were strongly encouraged to include other frameworks, such as the Communicative Effect Taxonomy, Linguistic Category Taxonomy, and Comparative Analysis Taxonomy, for a more comprehensive classification of errors. Additionally, since this research was conducted with first-grade of senior high school students, future studies might consider involving older participants, such as university students, to explore errors across different academic levels.

Finally, while this study had contributed valuable findings, the researcher acknowledges its limitations. It was hoped that future studies would build on this work, providing a more thorough and nuanced understanding of the topic to advance research in this area further.

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