

## **CHAPTER IV**

### **FINDING**

#### **A. The Implementation of Song in Teaching Conditional Sentences**

This study was conducted in three cycles. There were four meetings. The first meeting of pre-cycle was held on April 4<sup>th</sup> 2011, the second meeting of cycle 1 was on April 5<sup>th</sup> 2011, the third meeting of cycle 2 was on April 12<sup>st</sup> 2011, and then, on April 26<sup>th</sup> 2011 the fourth meeting of cycle 3 was held. After conducting preliminary research, the researcher concluded that some students were not being enthusiastic in learning grammar, because grammar is hard subject and make them confused. They faced problems in matching conditional sentences. To make the students enthusiastic in learning, the researcher implemented songs to improve students understanding on conditional sentences.

This research is action research on the use of songs to improve students' understanding on conditional sentences at eleventh grade students of MA Darul Ulum Semarang in the academic year of 2010/2011. It is aimed to know the implementation of songs in improving students' understanding on conditional sentences and to identify the improvement of students' understanding on conditional sentences after taught using songs. The researcher used four cycles which is started with pre cycle. Before the researcher did the research, he made a plan to set the activities that would be done in the research cycles by making lesson plans. Tessa Woodward explains that making planning before teaching has some benefits, one of them is to reduce feeling uncertainly or panic when teaching and learning process. By planning the activities, teaching and learning process has

purpose, progression and coherence.<sup>1</sup> In every cycle, the researcher observed the classroom activities and gave test to the students in the end of lesson. Then, the researcher and the teacher made a reflection step to analyze the problems faced by them in every cycle. After that, the researcher compared the result of the test in the pre cycle with the result of the test in the next cycle. The descriptions of each cycle are as follow:

#### 1. Preliminary research

Before the teaching and learning activities were undertaken, the teacher performed a pre-cycle test on Monday, 4<sup>th</sup> April 2011. The test consisted of 10 items. The aim of the test was to measure whether or not the students were familiar with the conditional sentences. It involved the whole students in the class that consisted of 15 students.

Before giving the test, the teacher asked them to introduce their name one by one, in order the students and he knew each other and even it had also facilitated him to transfer knowledge to them because the students and he had been closed and we had a good relation during conducting his study.

At the time, after the question sheets had been distributed, then the teacher directly explained the rule of the test, they simply needed to answer the question by crossing a, b, c, or d and they were only provided 30 minutes in it.

#### 2. The first cycle

The first cycle was conducted on Tuesday, April 5<sup>th</sup> 2011. The result of the test in pre-cycle was not satisfied yet. In the first cycle teacher explained conditional sentences type I and II. So, the researcher decided to use songs to solve the problem. In this activity, the researcher became a teacher and he was accompanied by the

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<sup>1</sup>Tessa Woodward, *Planning Lesson and Courses; Designing Sequences of Work for The Language Classroom*, (United Kingdom: Cambridge University Press, 2001) p.181

teacher as observer facilitator. The teacher and researcher have to do as follow:

a. Planning

Things that have to be done by teacher and researcher before doing the teaching learning process are:

- a) Arranging an appropriate lesson plan with school.
- b) Looking for several songs which include conditional sentences
- c) Preparing the teaching material(conditional sentences)
- d) Preparing the test instrument(multiple choice)
- e) Preparing the observation checklist

After the planning is arranged well, the next step was conducting some actions according to the planning above.

b. Acting

The next action done by researcher was doing the procedures that have been planned as follow:

- a) Entering the class and greeting the students. After that, he checked students' attendances.
- b) Asking a question related the topic. Such as; have they ever listened a song?
- c) Explaining the pattern of conditional sentences and give chance to students who want to ask question.
- d) Giving the song lyric to each student.
- e) Playing a song and asking them to listen carefully. The song used in this cycle under title '*If You Go Away*' by Glenn Edeiro and '*If You Were a Sailboat*' by Katie Melue those songs were contained of conditional sentences.
- f) After that, the researcher asked them to identify the sentences contains of conditional sentences from the lyrics and asked

some of them to write the sentences in the blackboard and discuss together

- g) Singing together
- h) Then giving final test to find out the final outcomes of first cycle.

c. Observing

In observation step, the researcher and the teacher observed the events that happened during the treatment using observation checklist. The problems were faced by the researcher and the teacher in the this cycle the students were less active to ask the difficult vocabularies and made noise when the researcher was explaining the material, and they didn't pay attention to the material conveyed by the teacher so they were still confused in understanding conditional sentences. In doing the exercise there were many students get low score. From ten questions which were given, it was found eight students who got score under 70.

d. Reflecting

Based on the observation above, teacher and researcher need to do some improvements such as follows:

- a) Teacher should louder the voice in explaining the lesson
- b) Giving the meaning of difficult vocabularies
- c) Teacher asked students to make pair
- d) Giving motivation and guidance to students

3. The second cycle

The second cycle was conducted on Tuesday April 12<sup>th</sup> 2011. In this second cycle, teacher explained conditional sentences type I and II. In the second cycle, researcher conducted some activities such as follows:

a. Planning

Planning was done before conducting teaching and learning process. These were:

- a) Identifying the problems and formulation of the problems based on the reflection in first cycle.
- b) Designing the new lesson plan before teaching.
- c) Preparing the teaching material(conditional sentences)
- d) Preparing the song which was applied in cycle II
- e) Preparing observation checklist of cycle II
- f) Designing test in cycle II

b. Acting

After the planning, the next step was doing some actions as follows:

- a) Entering the class and greeting the students
- b) Checking the students' attendance
- c) Giving motivation to students
- d) Asking students about previous lesson.
- e) Playing a song and giving the lyric under title "*Nothing's Gonna Change My Love for You*" by Glenn Medeiros and "*If I Had a Hammer*" by Trini Lopez,
- f) Explaining the pattern of conditional sentences (type I and type II)
- g) After that, the researcher asked them to identify the sentences contains of conditional sentences from the lyrics and asked some of them to write the sentences in the blackboard
- h) Asking students to make pair and discuss in pair
- i) Asking students to make conditional in pair and presenting in the blackboard

- j) Singing together
- k) Then giving final test to find out the final outcomes of second cycle.

c. Observing

It was found different condition between first and second cycle. Students' attention was increasing from 8 to 11 students.

Number of students who were just talking in by themselves was decreasing. Teaching and learning process ran more effectively and any students made noise and less active to ask the difficult vocabularies when the researcher was explaining the material. As a result, the score of students' worksheet increased. It could be seen from ten questions which were given to the students. They had already reached the criteria, but still two students could not reach.

d. Reflecting

After observing, there are several improvements should be done:

- a. Giving motivation and reinforcement to the students who were just talking by themselves when teacher explained
- b. Giving the meaning of difficult vocabularies
- c. Repeating explanation clearly
- d. More pay attention to students who got low score
- e. Making group to discuss in group

4. The third cycle

The third cycle was conducted on Tuesday, April 26<sup>th</sup> 2011. In this cycle the researcher reviewed the all material from first and second cycle. It was aimed to improve students understanding. In the third cycle, researcher conducted some activities such as follows:

a. Planning

Planning was done before conducting teaching and learning process. These were:

- a) Identifying the problem and problem analysis based on cycle I and cycle II.
- b) Designing lesson plan of cycle III
- c) Preparing the teaching material(conditional sentences)
- d) Preparing the song that was applied in cycle III
- e) Preparing observation checklist of cycle III
- f) Preparing the test instrument (multiple choice)

b. Acting

After planning was arranged well, the next procedures were:

- a) Entering the class and greeting the students. After that, he checked students' attendances.
- b) Explaining more about conditional sentences
- c) Giving song lyrics to students under title '*If I Were a Rich Man*' by Bidu. The researcher asked them to listen carefully when song was played
- d) Asking them to find the conditional sentences from the lyric and presenting on blackboard
- e) Singing together
- f) Asking students to make group and discuss the sentence according to the pattern of conditional sentences in group and the researcher asked one of them to present the result of their discussion
- g) Explaining again about conditional sentences to make sure that they have no problems

h) Then giving final test to find out the final outcomes of third cycle.

c. Observing

The condition of the students in three cycles was much better. Teaching and learning process ran more effectively. Students' enthusiasm in doing the students worksheet increased. Students' attention was focused on the teacher's explanation. Joke and kidding did not appear anymore.

d. Reflecting

In third cycle, the improvement was not necessary anymore, because in this cycle, the students' improvement on understanding conditional sentences was more significant. It could be seen from the average improvement score of the test. Teacher and researcher concluded that students understood on conditional sentences more significantly after being given treatment using song. It was seen by their enthusiastic in learning process, they were serious in paying attention when the researcher explained the material, some of students who asked question and responded questions were increased, they were serious in making effort to understand conditional sentences.

## **B. Result of Research and Discussion**

After the researcher implementing song in teaching conditional sentences, 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 were as follow:

### **1. Preliminary research**

The researcher conducted the pre-test on Monday, April 4<sup>th</sup> 2011. The method used to gather the data for this study was



achievement test. Pre-test was done before giving teaching and the test consisted of 10 items. This was done to know how far students ability to understand in conditional sentences, so that in the next meeting the researcher could prepare the teaching according to the situation of students. It involved the whole students in the class that consisted of 15 students. In the pre cycle, the researcher just observed the teaching learning process which hold by the teacher using conventional method, and then the teacher gave the test to them in the end of lesson. After conducting the test, the researcher gave score. Each correct answer was scored 10 and 0 to each wrong answer. The maximum score was 100. Then, after finding the result of the students' test score, the researcher went to analyze the score by using percentage of scoring as follow<sup>2</sup>:

$$Score = \frac{\Sigma \text{right answer}}{\Sigma \text{items}} \times 100\%$$

By using the percentage of scoring above, the researcher had purpose to get the percentage of correct answer to analyze the students' score. Example: the percentage of the students number 1 as follow:

Student number 1 =

Right answer = 4 items of test = 10

$$P = \frac{4}{10} \times 100\%$$

P = 40%

Then the researcher used five letters: A, B, C, D and E to classify the grade of students' score level as presented on the tabel below.

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

Table. 1

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<sup>2</sup>Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan, edisi revisi cet. 6*, [Jakarta: Bumi Aksara, 2006], p. 236

The Result of Percentage in The Pre Cycle as follow:

No	Students Code	Score	Percentage	Letter Score	Category
1	B – 001	40	40%	E	Poor
2	B – 002	50	50%	E	Poor
3	B – 003	60	60%	D	Less
4	B – 004	40	40%	E	Poor
5	B – 005	60	60%	D	Less
6	B – 006	70	70%	C	Fair
7	B – 007	50	50%	E	Poor
8	B – 008	60	60%	D	Less
9	B – 009	40	40%	E	Poor
10	B – 010	80	80%	B	Good
11	B – 011	60	60%	D	Less
12	B – 012	50	50%	E	Poor
13	B – 013	70	70%	C	Fair
14	B – 014	80	80%	B	Good
15	B – 015	40	40%	E	Poor
	<b>Sum</b>	580			

After that, the researcher was going to determine the frequency of students' ability, it was aimed to give classification to their ability. The frequency of level percentage is divided by the total of respondent (n), and multiplied by 100% the formula was:

$$P = \frac{\sum f}{n} \times 100\%$$

Note P = The Percentage of frequency

f = Frequency of students' score

n = the Total of Students

The category of students' ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:

Table. 2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	90% - 100%			Excellent
2	80% - 89%	2	13.3%	Good
3	70% - 79%	2	13.3%	Fair
4	60% - 69%	4	26.7%	Less
5	0% - 59%	7	46.7%	Poor
		15	100%	

From the data above, it could be classified that 13.3% or 2 students got good mark, 13.3% or 2 students got fair mark, 26.7% or 4 students got less mark, and 46.7% or 7 students got poor mark.

After calculating the percentage of students score, the researcher calculated the mean to measure the improvement of students' score in every cycle. To know the mean of the students' score in the pre cycle using this formula is as follows:

$$\begin{aligned} \text{The average of the students' test result} &= \frac{\text{The total percentage}}{\text{The number of students}} \times 100\% \\ \bar{X} &= \frac{580}{15} \\ &= 56.6 \end{aligned}$$

The average of test is 56.6. The result of pre-test was not satisfying yet. It means that the result was low. The teacher and researcher decided to use another technique to make students interested in the learning process in order to improve students' understanding on conditional sentences. They decided to use song as teaching media to facilitate the teaching learning process

## 2. Cycle I

The first cycle conducted on Tuesday, April 5<sup>th</sup> 2011. In this first cycle, the researcher used songs '*If You Go Away*' by Glenn Edeiro and '*If You Were a Sailboat*' by Katie Melue as teaching media to teach conditional sentences, and students were being enthusiastic because it was their first experience. The researcher explained about conditional sentences. The students were interested but they were still confused in matching the conditional sentences. After the teacher used songs in teaching learning process, the researcher gave test to them. The result of test in every cycle was better than pre test. It was because some of the students have understood the material. The test result of the first cycle can be seen in the table below:

Table. 3

The Result of Percentage in The Firsr Cycle as Follow:

No	Students Code	Score	Percentage	Letter Score	Category
1	B – 001	40	40%	E	Poor
2	B – 002	70	70%	C	Fair
3	B – 003	50	50%	E	Poor
4	B – 004	50	50%	E	Poor
5	B – 005	50	50%	E	Poor
6	B – 006	90	90%	A	Excellent
7	B – 007	40	40%	E	Poor
8	B – 008	80	80%	B	Good
9	B – 009	60	60%	D	Less
10	B – 010	80	80%	B	Good
11	B – 011	80	80%	B	Good
12	B – 012	50	50%	E	Poor
13	B – 013	90	90%	A	Excellent
14	B – 014	80	80%	B	Good
15	B – 015	50	50%	E	Poor
	<b>Sum</b>	960			

From the result of the test above, the researcher classified the students' ability and their percentage using the formula. The result of the scoring percentage as follow:

Table. 4

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	90% - 100%	2	13.3	Excellent
2	80% - 89%	4	26.7	Good
3	70% - 79%	1	6.6%	Fair
4	60% - 69%	1	6.6%	Less
5	0% - 59%	7	46.8%	Poor
		15	100%	

From the data above, it could be seen that 13.3% or 2 students got excellent mark, 26.7% or 4 students got good mark, 6.6% or a student got fair mark, 6.6% or a student got less mark, 46.8% or 7 students got poor mark. After that, the researcher calculated the mean using the same formula with previous research. The result of the mean of the first cycle is:

The average of the students' test result =  $\frac{\text{The total percentage}}{\text{The number of the students}}$

$$\bar{X} = \frac{960}{15}$$

$$= 64$$

The result of the mean was 64. It means that the students' score in first cycle is still low, because there are many students get low score. So the researcher had to continue to the next cycle.

### 3. Cycle II

The second cycle was conducted on Tuesday, April 12<sup>th</sup> 2011. The activities were same with the previous research. In this cycle, the researcher used songs under title “*Nothing's Gonna Change My Love For You*” by Glenn Medeiros and” If I Had a Hammer” by Trini Lopez. He focused on the students who got low score in the previous cycle. There was significant improvement in this cycle. The test result of the second cycle can be seen in the table below:

Table. 5

The Result of Percentage in The Second Cycle as Follow:

No	Students Code	Score	Percentage	Letter Score	Category
1	B – 001	70	70%	C	Fair
2	B – 002	90	90%	A	Excellent
3	B – 003	60	60%	D	Less
4	B – 004	70	70%	C	Fair
5	B – 005	70	70%	C	Fair
6	B – 006	80	80%	B	Good
7	B – 007	80	80%	B	Good
8	B – 008	80	80%	B	Good
9	B – 009	70	70%	C	Fair
10	B – 010	90	90%	A	Excellent
11	B – 011	80	80%	B	Good
12	B – 012	70	70%	C	Fair
13	B – 013	80	80%	B	Good
14	B – 014	90	90%	A	Excellent
15	B – 015	50	50%	E	Poor
	<b>Sum</b>	1130			

From the result of the test above, the researcher classified the students’ ability and their percentage using the formula. The result of the scoring percentage as follow:

Table. 6

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	90% - 100%	3	20%	Excellent
2	80% - 89%	5	33.3%	Good
3	70% - 79%	5	33.3%	Fair
4	60% - 69%	1	6.6%	Less
5	0% - 59%	1	6.6%	Poor
		15	100%	

From the data above, it could be seen that 20 % or 3 students got excellent mark, 33.3% or 5 students got good mark, 33.3% or 5 students got fair mark, 6.6% or a students got less mark, and 6.6% or a students got poor mark. After that, the researcher calculated the mean using the same formula with previous research. The result of the mean of the first cycle is:

$$\begin{aligned} \text{The average of the students' test result} &= \frac{\text{The total percentage}}{\text{The number of the students}} \\ X &= \frac{1130}{15} \\ &= 75.3 \end{aligned}$$

The result above showed us that the average of students test in the second cycle was 75.3. The result of the second cycle was better than the previous one. It means that there were improvements for the students' understanding on conditional sentences.

#### 4. Cycle III

The third cycle was done based on the result of the second cycle. There were several aims of cycle III, to fix the weakness in cycle II, to improve the teaching learning process, and give opportunities to students to improve their understanding on conditional sentences. The result of test was better than the first and second cycle. In the teaching and learning process, all students pay attention when the teacher explained the material. Students' sight is focused on the teacher. It was seen from students' concentration that really pays attention to what is being explained and it was seen in the result of test which is better than the first and second cycle.

Table. 7

The Result of Percentage in The Third Cycle as Follow:

No	Students Code	Score	Percentage	Letter Score	Category
1	B – 001	80	80%	B	Good
2	B – 002	90	90%	A	Excellent
3	B – 003	70	70%	C	Fair
4	B – 004	90	90%	A	Excellent
5	B – 005	80	80%	B	Good
6	B – 006	100	100%	A	Excellent
7	B – 007	90	90%	A	Excellent
8	B – 008	100	100%	A	Excellent
9	B – 009	90	90%	A	Excellent
10	B – 010	100	100%	A	Execellen
11	B – 011	90	90%	A	Excellent
12	B – 012	70	70%	C	Fair
13	B – 013	100	100%	A	Excellent
14	B – 014	100	100%	A	Excellent
15	B – 015	70	70%	C	Fair
	<b>Sum</b>	1320			



From the result of the test above, the researcher classified the students' ability and their percentage using the formula. The result of the scoring percentage as follow:

Table. 8

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	90% - 100%	10	66.6%	Excellent
2	80% - 89%	2	13.4%	Good
3	70% - 79%	3	20%	Fair
4	60% - 69%			Less
5	0% - 59%			Poor
		15	100%	

From the table above, it could be seen that 66.6% or 10 students got excellent mark, 13.4% or 2 students got good mark, and 20% or 3 students got fair mark. Then, the researcher calculated the mean

The average of the students' test result =  $\frac{\text{The total percentage}}{\text{The number of the students}}$

$$X = \frac{1320}{15}$$

$$= 88$$

So the mean of the students third cycle score was 88. It means the students score in this cycle could be categorized as successful because the result of the cycle was no students who got less mark or poor mark, so the researcher and the teacher decided to stop in this cycle. The result of the test from the pretest until third cycle briefly can be seen in the table below:

Table 9

No	Name	Sample	Pre-Cycle	Cycle I	Cycle II	Cycle III
1	Abdurahman	B – 001	40	40	70	80
2	Agus Setiawan	B – 002	50	70	90	90
3	Amir Machmudin	B – 003	60	50	60	70
4	Danang Supriyanto	B – 004	40	50	70	90
5	Joko Bisro	B – 005	60	50	70	80
6	Mekar Wulan Sari	B – 006	70	90	80	100
7	M. Khoirudin	B – 007	50	40	80	90
8	Nanang Supriyanto	B – 008	60	80	80	100
9	Nur Alim	B – 009	40	60	70	90
10	Nofi Eka Pisisa	B – 010	80	80	90	100
11	Sugeng Priyatno	B – 011	60	80	80	90
12	Umu Rohmatul M	B – 012	50	50	70	70
13	Zuni Listiowati	B – 013	70	90	80	100
14	Zumaroh	B – 014	80	80	90	100
15	Nanang Djaelani	B – 015	40	50	50	70
	<b>SUM</b>		<b>580</b>	<b>960</b>	<b>1130</b>	<b>1320</b>
	<b>AVERAGE</b>		<b>56,6</b>	<b>64</b>	<b>75,3</b>	<b>88</b>
	<b>Low Score</b>		<b>40</b>	<b>40</b>	<b>50</b>	<b>70</b>
	<b>High Score</b>		<b>80</b>	<b>90</b>	<b>90</b>	<b>100</b>

## 5. The result of Observation

The result of observation checklist from pre cycle until third cycle as follow:

Table 10

No	Indicators	Total of students			
		Pre-Cycle	Cycle I	Cycle II	Cycle III
1	Paying attention	5	8	11	13
2	Asking questions	3	5	6	8
3	Asking the difficult	4	7	8	10

	vocabularies				
4	Responding to question	3	4	6	8
5	Enthusiastic in doing the test	6	9	11	15

From the data above, it would be analyzed by calculating the percentage from the checklist as the pattern below:

$$\text{Percentage (\%)} = \frac{\text{Sum of checklist}}{\text{amount of students}} \times 100\%$$

The Percentage as follow:

Table 11

No	Indicators	Achievement			
		Pre-Cycle	Cycle I	Cycle II	Cycle III
1	Paying attention	33.3%	53.3%	73.3%	86.7%
2	Asking questions	20%	33.3%	40%	53.3%
3	Asking the difficult vocabularies	26.7%	46.7%	53.3%	66.7%
4	Responding to question	20%	26.7%	40%	53.3%
5	Enthusiastic in doing the test	40%	60%	73.3%	100%

From some tables above, the use of song in teaching conditional sentences could help students to understand the material. So, this classroom action research in the implementation of song to improve students' understanding on conditional sentences at eleventh

grade students of MA Darul Ulum Semarang in the academic year of 2010/2011 was success. It could be seen from the result of test and observation checklist in every cycle.

**C. Limitation of This Study**

1. This study may have differences when it is conducted in other subject. Therefore, this study is only limited in eleventh grade students of MA Darul Ulum Semarang in the academic year of 2010/2011.
2. The use of song in this study is only to improve students' understanding on conditional sentences type I and II not all of conditional sentences.