CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

A. Description of the Result Research

The research had been conducted since February 10th 2010 to February 25th 2010. This research had been carried through six steps. They involve tryout tests, pre test, three times treatment and post test.

To find out the effectiveness of songs in teaching parts of speech, the researcher identified some result, they are: The score of students before treatment, the score of students after treatment, the differences between pre test and post test score of students and from the differences of students' atmosphere between the students who are taught by using song and the students who are not taught by using song in teaching and learning process, they are in teaching parts of speech, especially in SMPN 1 Bansari Temanggung.

The researcher did an analysis of quantitative data. The data is obtained by giving test to the experimental class and control class after giving a different treatment both classes.

The subjects of this research were divided into three classes. They are experimental class (VII D), control class (VII C) and try out class (VII E). Before the test was used an instrument to collect the data, it had been tried out first to the students in tryout class. The researcher prepared 20 items as the instrument of the test. From 20 test items of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering many categories, like: validity, reliability, discriminating power and degree of test difficulty. Test was given before and after the students follow the learning process that was provided by the researcher, this test was given for control and experimental class.

Before the activities were conducted, the researcher determined the materials and lesson plan of learning. Learning in the experiment class used song, while the control class without used songs.

After the data were collected, the researcher analyzed it. The first analysis data is from the beginning of control class and experimental class that is taken from the pre test value. It is the normality test and homogeneity test. It is used to know that two groups are normal and have same variant. Another analysis data is from the ending of control class and experimental class. It is used to prove the truth of hypothesis that has been planned. The description of the result as follow:

B. The Data Analysis and Test of Hypothesis

1. The Data Analysis

a. The Data Analysis of Try-out Finding

This discussion covers validity, reliability, level of difficulty and discriminating power.

1) Validity of Instrument

As mentioned in chapter III, validity refers to a measurement which shows validity of the instrument. In this study, item validity is used to know the index validity of the test. To know the validity of instrument, the researcher used the Pearson product moment formula to analyze each item.

It is obtained that from 20 test items; there are 10 test items which are valid and 10 test items which are invalid. They are to invalid with the reason the computation result of their r_{xy} value (the correlation of score each item) is lower than their r_{table} value.

Table 3
Validity and Invalidity of Items

No.	Criteria	Item Number
1.	**Valid**	4, 5, 7, 8, 9, 12, 13, 15, 16, 19.
2.	**Invalid**	1, 2, 3, 6, 10, 11, 14, 17, 18, 20.

The following is the example of item validity computation for item number 1 and for the other items would use the same formula.

N = 38 $\sum Y = 583$

$\sum XY = 512$ $\sum X^2 = 33$

$\sum X = 33$ $\sum Y^2 = 9155$

$$r_{xy} = \frac{N\sum XY - \sum(X)\sum(Y)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

$$r_{xy} = \frac{38(512) - 33(583)}{\sqrt{\left\{38(33) - (33)^2\right\}\left\{38(9155) - (583)^2\right\}}}$$

$$r_{xy} = \frac{19456 - 19239}{\sqrt{(1254 - 1089)(347890 - 339889)}}$$

$$r_{xy} = \frac{217}{\sqrt{(165)(8001)}}$$

$$r_{xy} = \frac{217}{1148.98}$$

$$r_{xy} = 0.1889$$

From the computation above, the result of computing validity of the item number 1 is 0.1889. After that, the researcher consulted the result to the table of r Product Moment with the number of subject (N) = 38 and significance level 5% it is 0.320. Since the result of the computation is lower than r in table, the index of validity of the item number 1 is considered to be invalid. The list of the validity of each item can be seen in appendix.

2) Reliability of Instrument

A good test must be valid and reliable. Besides the index of validity, the researcher calculated the reliability of the test the

researcher applied the *product-moment* formula and then continued to the *spearman-brown* formula.

N = 38 $\sum Y = 268$

$\sum XY = 2255$ $\sum X^2 = 2661$

$\sum X = 315$ $\sum Y^2 = 1984$

$$r_{xy} = \frac{N\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{N\sum x^2 - \left(\sum x\right)^2\right\}\left\{N\sum y^2 - \left(\sum y\right)^2\right\}}}$$

$$r_{xy} = \frac{38(2255) - (315)(268)}{\sqrt{\left\{38(2661) - (315)^2\right\}\left\{38(1984) - (268)^2\right\}}}$$

$$r_{xy} = \frac{85690 - 84420}{\sqrt{(101118 - 99225)(75392 - 71824)}}$$

$$r_{xy} = \frac{1270}{\sqrt{(1893)(3568)}}$$

$$r_{xy} = \frac{1270}{2598.89}$$

$$r_{xy} = 0.4887$$

After finding r_{XY} the computation is continued to the *spearman-brown* formula as follow:

$$r_{11} = \frac{2 \times r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2 \times 0.4887}{1 + 0.4887}$$

$$r_{11} = \frac{0.9774}{1.4887}$$

$$r_{11} = 0.6565$$

From the computation above, it is found out that r_{11} (the total of reliability test) is 0.6565, whereas the number of subjects is 38 and the critical value for r-table with significance level 5% is 0.320. Thus, the value resulted from the computation is higher than

its critical value. It could be concluded that the instrument used in this research is reliable.

3) Degree of Test Difficulty

The following is the computation of the degree of test difficulty for item number 1 and for the other items would use the formula.

$R = 33$ $N = 38$

$$FV = \frac{R}{N}$$

$$FV = \frac{33}{38}$$

$$FV = 0.868$$

It is proper to say that the index difficulty of the item number 1 above can be said as the easy category, because the calculation result of the item number 1 is in the interval $0.70 \leq p \leq 1.00$.

After computing 20 items of the try-out test, there are 13 items are considered to be easy and 7 items are sufficient. The whole computation result of difficulty level can be seen in appendix. Here the following results of analyzing degree of test difficulty:

Table 4
Degree of Test Difficulty

No.	Criteria	Item Number
1.	**Difficult**	None
2.	**Sufficient**	8, 10, 11, 13, 17, 18, 20.
3.	**Easy**	1, 2, 3, 4, 5, 6, 7, 9, 12, 14, 15, 16, 19.

4) The Discriminating Power

As mentioned in chapter III, The discrimination power measures how well the test items arranged to identify the differences in the students' competence. To do this analysis, the number of try-out subjects was divided into two groups, upper and lower groups.

The following is the computation of the discriminating power for item number 1, and for other items would use the same formula.

U = 19

L = 14

n = 19

So,

$$D = \frac{Correct\ U - Correct\ L}{n}$$

$$D = \frac{19 - 13}{19}$$

$$D = \frac{5}{19}$$

D = 0.26316

The obtained result states that D = 0.26316 and after being consulted to the discriminating power category, it is found that the result is on the $0.20 \leq p \leq 0.40$. Thus, the items number one is on the enough level. The result of the discriminating power of each item could be seen appendix. Here the results of the discrimination index of the items of the test:

Table 5
The Discrimination Index

No.	Criteria	Item Number
1.	**Less**	2, 3, 4, 6, 9, 10, 14, 16, 17, 20.
2.	**Enough**	1, 5, 7, 8, 11, 12, 13, 15, 18, 19.
3.	**Good**	None.
4.	**Excellent**	None.

And the last the researcher got number 4, 5, 7, 8, 9, 12, 13, 15, 16 and 19 to be used as instrument.

b. The Data Analysis of Pre-request Test

1) The Data Analysis of Pre-test Scores of the Experimental Class and the Control Class

Table 6

The list of Pre-Test Score of

The Experimental and Control Classes

Control Class			Experimental Class		
No	**Code**	**Total Score**	**No**	**Code**	**Total Score**
1	C-1	90	1	D-1	70
2	C-2	100	2	D-2	80
3	C-3	100	3	D-3	30
4	C-4	80	4	D-4	70
5	C-5	60	5	D-5	80
6	C-6	70	6	D-6	50
7	C-7	100	7	D-7	100
8	C-8	90	8	D-8	100
9	C-9	70	9	D-9	70
10	C-10	60	10	D-10	70
11	C-11	70	11	D-11	90
12	C-12	80	12	D-12	100
13	C-13	30	13	D-13	70
14	C-14	80	14	D-14	80
15	C-15	80	15	D-15	90
16	C-16	100	16	D-16	50
17	C-17	90	17	D-17	70
18	C-18	70	18	D-18	60
19	C-19	90	19	D-19	50
20	C-20	100	20	D-20	60

21	C-21	90	21	D-21	60
22	C-22	50	22	D-22	90
23	C-23	80	23	D-23	90
24	C-24	60	24	D-24	90
25	C-25	70	25	D-25	80
26	C-26	80	26	D-26	80
27	C-27	70	27	D-27	80
28	C-28	100	28	D-28	90
29	C-29	60	29	D-29	60
30	C-30	80	30	D-30	100
31	C-31	50	31	D-31	70
32	C-32	90	32	D-32	60
33	C-33	80	33	D-33	60
34	C-34	70	34	D-34	40
35	C-35	80	35	D-35	80
36	C-36	70	36	D-36	70
37	C-37	60	37	D-37	80
38	C-38	90	38	D-38	100
39	C-39	50	39	D-39	80
40	C-40	40	40	D-40	70

a) The Normality Pre-test of the Experimental Class

Table 7

Normality Test of Pre-test of Experimental Class

Class Interval	Limit Class	Z for the Limit Class	$P(Z_i)$ Opportunities for Z	Size Classes for Z	Oi	Ei	$\frac{(O_i - E_1)^2}{E_i}$
	28.5	-2.68	0.4963				
29 – 40				0.0202	2	0.8	1.7585
	40.5	-1.98	0.4761				
41 – 52				0.0781	3	3.1	0.0049
	52.5	-1.27	0.3980				
53 – 64				0.1823	6	7.3	0.2289
	64.5	-0.57	0.2157				
65 – 76				0.1640	9	6.6	0.9076
	76.5	0.13	0.0517				
77 – 88				0.2450	9	9.8	0.0653
	88.5	0.83	0.2967				
89 – 100				0.1415	11	5.7	5.0381
	100.5	1.54	0.4382				
Total					40	X^2 =	8.0033

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.08. Because X^2_{count} is lower than X^2_{table} (8.003<11.08). So, the distribution list is normal.

b) The Normality Pre-test of the Control Class

Table 8

Normality Test of Pre-test of Control Class

Class Interval	Limit Class	Z for the Limit Class	$P(Z_i)$ Opportunities for Z	Size Classes for Z	Oi	Ei	$\frac{(O_i - E_1)^2}{E_i}$
	28.5	-2.70	0.4965				
29 – 40				0.0187	2	0.7	2.0956
	40.5	-2.01	0.4778				
41 – 52				0.0696	3	2.8	0.0168
	52.5	-1.33	0.4082				
53 – 64				0.1693	5	6.8	0.4637
	64.5	-0.64	0.2389				
65 – 76				0.2229	8	8.9	0.0941
	76.5	0.04	0.0160				
77 – 88				0.2513	9	10.1	0.1101
	88.5	0.73	0.2673				
89 – 100				0.1534	13	6.1	7.6784
	100.5	1.41	0.4207				
Total					40	X^2 =	10.4586

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.07. Because X^2_{count} is lower than X^2_{table} (10.45<11.07). So, the distribution list is normal.

c) The Homogeneity of Initial Data in the Control Class and the Experimental Class.

Homogeneity test is used to find out whether the group is homogenous or not.

Hypothesis :

$H_o : \sigma_1^2 = \sigma_2^2$

$H_A : \sigma_1^2 \neq \sigma_2^2$

Test of hypothesis:

The formula is used:

$$F = \frac{Biggest\ variant}{smallest\ variant}$$

Table 9

Source Variant	Experiment	Control
Total	2970.00	3030.00
n	40	40
$\bar{x}$	74.25	75.75
Variant (s^2)	291.7308	307.1154
Standart deviation (s)	17.08	17.52

Based on the formula, it is obtained:

$$F = \frac{307.115}{291.7308} = 1.053$$

With α = 5% and df = (40-1 = 39) : (40-1 = 39), obtained F_{table} = 1.70. Because F_{count} is lower than F_{table} (1.053 < 1.70). So, Ho is accepted and the two groups have same variant / homogeneous**.**

d) The Average Similarity Test of Pre-test of Experimental and Control Classes

To test the average similarity, data is analyzed using t-test.

H_o: $\mu_1 = \mu_2$

H_a: $\mu_1 \neq \mu_2$

Description:

μ_1: average of experimental class

μ_2: average of control class.

Table 10

The Average Similarity Test of Pre-Test of the Experimental and the Control Classes

Source variant	Experimental class	Control class
Total	2970	3030
N	40	40
$\overline{X}$	74.2500	75.7500
Variant (s^2)	291.7308	307.1154
Standard Deviation (s)	17.0801	17.5247

$$S = \sqrt{\frac{(n_1 - 1)S_1^{\ 2} + (n_2 - 1)S_2^{\ 2}}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(40-1)291.7308 + (40-1)307.1154}{40 + 40 - 2}} = 17.303$$

So, the computation t-test:

$$t = \frac{\overline{x_1} - \overline{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{74.25 - 75.75}{17.303\sqrt{\frac{1}{40} + \frac{1}{40}}} = -0.388$$

With α = 5% and df = 40+40–2 = 78, obtained t_{table} = 1.9908. Because t_{count} is lower than t_{table} (-0.338< 1.9908). So, Ho is accepted and there is no difference of the pre test average value from both groups.

2) The Data Analysis of Post-test Scores of the Experimental Class and the Control Class

Table 11

The Score of the Post Test of the Experimental and Control Classes

Control Class			Experimental Class		
No	**Code**	**Total Score**	**No**	**Code**	**Total Score**
1	C-1	50	1	D-1	90
2	C-2	80	2	D-2	80
3	C-3	70	3	D-3	60
4	C-4	70	4	D-4	60
5	C-5	50	5	D-5	80
6	C-6	80	6	D-6	90
7	C-7	70	7	D-7	90
8	C-8	90	8	D-8	90
9	C-9	100	9	D-9	70
10	C-10	90	10	D-10	80
11	C-11	70	11	D-11	100
12	C-12	100	12	D-12	100
13	C-13	90	13	D-13	80
14	C-14	90	14	D-14	100
15	C-15	100	15	D-15	70
16	C-16	100	16	D-16	50
17	C-17	90	17	D-17	70
18	C-18	80	18	D-18	80
19	C-19	70	19	D-19	80
20	C-20	80	20	D-20	70
21	C-21	50	21	D-21	70
22	C-22	90	22	D-22	80
23	C-23	70	23	D-23	100
24	C-24	90	24	D-24	60
25	C-25	100	25	D-25	60
26	C-26	60	26	D-26	70
27	C-27	70	27	D-27	100
28	C-28	60	28	D-28	100
29	C-29	60	29	D-29	80

30	C-30	70	30	D-30	100
31	C-31	80	31	D-31	80
32	C-32	60	32	D-32	100
33	C-33	60	33	D-33	80
34	C-34	60	34	D-34	90
35	C-35	60	35	D-35	100
36	C-36	50	36	D-36	100
37	C-37	80	37	D-37	100
38	C-38	90	38	D-38	100
39	C-39	80	39	D-39	100
40	C-40	70	40	D-40	90

a) The Normality Post-test of the Experimental Class

Table 12

Normality Test of Post-test of Experimental Class

Class Interval	Limit Class	Z for the Limit Class	$P(Z_i)$ Opportunities for Z	Size Classes for Z	Oi	Ei	$\frac{(O_i - E_1)^2}{E_i}$
	46.5	-2.55	0.4846				
47 – 55				0.0114	1	0.5	0.6490
	55.5	-1.93	0.4732				
56 – 64				0.0666	4	2.7	0.6700
	64.5	-1.32	0.4066				
65 – 73				0.1486	6	5.9	0.0005
	73.5	-0.70	0.2580				
74 – 82				0.2221	10	8.9	0.1402
	82.5	-0.09	0.0359				
83 – 91				0.1660	6	6.6	0.0617
	91.5	0.53	0.2019				
92 – 100				0.1730	13	6.9	5.3420
	100.5	1.15	0.3749				
Total					40	**X^2= 6.8634**	

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.07. Because X^2_{count} is lower than X^2_{table} (6.863<11.07). So, the distribution list is normal.

b) The Normality Post-test of the Control Class

Table 13

The Normality Test of Post-Test of Control Class

Class Interval	Limit Class	Z for the Limit Class	$P(Z_i)$ Opportunities for Z	Size Classes for Z	Oi	Ei	$\frac{(O_i - E_1)^2}{E_i}$
	46.5	-1.89	0.4706				
47 – 55				0.0657	4	2.6	0.7163
	55.5	-1.31	0.4049				
56 – 64				0.1376	7	5.5	0.4066
	64.5	-0.73	0.2673				
65 – 73				0.2077	9	8.3	0.0576
	73.5	-0.15	0.0596				
74 – 82				0.1104	7	4.4	1.5120
	82.5	0.44	0.1700				
83 – 91				0.1761	8	7.0	0.1297
	91.5	1.02	0.3461				
92 – 100				0.0991	5	4.0	0.2708
	100.5	1.60	0.4452				
Total					40	**X^2 =**	**3.0931**

With α = 5% and df = 6-1=5, from the chi-square distribution table, obtained X_{table} = 11.07. Because X^2_{count} is lower than X^2_{table} (3.0931<11.07). So, the distribution list is normal.

c) The Homogeneity Post-test of the Experimental Class and Control Class

Hypothesis :

$H_o : \sigma_1^2 = \sigma_2^2$

$H_A : \sigma_1^2 \neq \sigma_2^2$

Test of hypothesis:

The formula is used:

$$F = \frac{Biggest\ \text{var}iant}{smallest\ \text{var}iant}$$

Table 14

Source Variant	Experiment	Control
Total	3350.00	3030.00
n	40	40
$\bar{x}$	83.75	75.75
Variant (s^2)	213.7821	240.4487
Standard deviation (s)	14.62	15.51

Based on the formula, it is obtained:

$$F = \frac{240.448}{213.7821} = 1.125$$

With α = 5% and df = (40-1 = 39): (40-1 = 39), obtained F_{table} = 1. 70. Because F_{count} is lower than F_{table} (1.125 < 1.70). So, Ho is accepted and the two groups have same variant / homogeneous.

2. Hypothesis Test

The hypotheses in this research is a significance difference in parts of speech test score between students taught using songs and those taught using non-songs.

In this research, because $\sigma_1^2 = \sigma_2^2$ (has same variant), the t-test formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \qquad S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Table 15

The data of the research:

Source variant	Experimental class	Control class
Total	3350	3030
N	40	40
$\overline{X}$	83.7500	75.7500
Variant (s^2)	213.7821	240.4487
Standard deviation (s)	14.6213	15.5064

$$S = \sqrt{\frac{(n_1 - 1)S_1^{\ 2} + (n_2 - 1)S_2^{\ 2}}{n_1 + n_2 - 2}}$$

$$= \sqrt{\frac{(40-1)213.7821 + (40-1)240.448}{40 + 40 - 2}} = \sqrt{\frac{(39)213.7821 + (39)240.448}{78}}$$

$$= \sqrt{\frac{88337.5 + 9377.5}{78}}$$

$$= \sqrt{\frac{17715}{78}}$$

$$= 15.07$$

So, the computation t-test:

$$t = \frac{\overline{x_1} - \overline{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{83.75 - 75.75}{15.05\sqrt{\frac{1}{40} + \frac{1}{40}}} = \frac{8}{15.05\sqrt{0.05}} = \frac{8}{(15.05)(0.2236)} = \frac{8}{3.36} = 2.374$$

With α = 5% and df = 40 + 40 – 2 = 78, obtained t_{table} = 1.9908. Because t_{count} is higher than t_{table} (2.374> 1.9908).

From the result, it can be concluded that there is a difference in students' understanding on parts of speech score between students taught using song and those taught using non-song. The hypothesis is accepted.

C. Discussion of Research Finding

This section discusses the research findings while include discussion and the advantages of the treatment, they are the use songs in teaching parts of speech.

1. Discussion

Based on the finding of the research, it was found that the students who were taught by using songs have been improved in parts of speech mastery than the students who were taught by using conventional method because the students who were taught by using songs can memorize parts of speech through song lyric so that the students easily to absorb the material.

Based on the result of the pre-test before the song was implemented, the ability of students to identify parts of speech was lower than after the song was implemented.

After getting songs treatment and post-test was conducted, it was found that there were significant differences between experimental group and control group where the post test score of experimental group was higher. The improvement of the students' who taught using songs is higher than the improvement of students who taught without songs. It can be seen the mean pre test score of control class was 75.75, and in the post test was 75.75, while the mean of pre test score of experimental class was 74.25 and in the post test was 83.75. it means that there was no improvement in the control class score.

The result of the data analysis showed that the strategy of using songs in teaching parts of speech seemed to be applicable for the seventh grade students of SMPN Bansari Temanggung. The strategy encouraged the students to be more active and motivated in teaching grammar, especially in parts of speech. And also can be used in teaching variety of language.

The testing hypothesis indicated that the experimental group was significant higher than the control group. The mean score of the experimental group was 83.75 and the control group was 75.75, and the differences between the two means was 8.00. The t-test score showed that t_{count} is higher than t_{table} (1.9908 > 2.374) with α = 5%.

There are differences the students' atmosphere who were taught using songs between who were taught without songs, in can be seen in teaching learning process, they are as follow:

a. In the experimental class

When the teacher taught using songs, it makes the students more interested in learn. In teaching and learning process the students more enjoy and relax, so they can free express their idea in the classroom. When the teacher asked students to memorize the songs lyric, most of them can memorize it well, if they memorize about the lyric it means that unconscious they can memorize the material. When teacher gave them assignment, the students did it with fun.

b. In the control class

When the teacher using conventional method, just explain the material and gave them assignment, the students' attention not focused on the lesson. Students get bored; it makes them difficult to absorb the material. Students also lazy when teacher gave them some assignments. And the last they can not improve their understanding about parts of speech.

Based on the statement above, it is proven that there was a significant different achievement between the students who were taught by using songs as a medium of teaching parts of speech and the students who were taught by using conventional method.

2. The advantages of the treatment

Here the researcher showed some factors that might influence the result of the experiment. The factors were the advantages in using songs in teaching parts of speech. Songs have some positive influences in teaching

parts of speech. There are some reasons why using songs are effective to teaching and learning English, especially in English parts of speech .They are as follows:

a. Song can make the students more enjoyable relax in learning and teaching process.
b. More understand than using conventional method, because by songs students can learn grammar (parts of speech) directly.
c. The use of song in young learners' classrooms would seem to offer similar rich of opportunities for learning parts of speech from context indirectly. So, students not only understand about parts of speech, but also they can use it.
d. By using songs, the students can learn parts of speech relax and enjoy.
e. Song can improves concentration, memory, motivates learning, makes learning fun and help students to absorb material well.

In contrast, not all students have good English grammar, especially parts of speech. Those are caused by some factors that influence the students in learning English. They are as follows:

a. The perception that English is the difficult lesson in school.
b. A poor motivation from the students to learn English seriously
c. The difficulties in memorizing the new words influenced by the culture, pronunciation and grammar.
d. There is no big willingness to learn English

In this research, the researcher used the songs to improve the students' understanding on parts of speech in SMPN 1 Bansari Temanggung. So, the research findings are only representative in that school. The researcher hopes that more researches will be done by the others to prove this method in teaching grammar parts of speech and to find out other methods in learning and teaching English.

D. Limitation of the Research

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research are:

1. Relative short time of research makes this research could not be done maximum.
2. The research is limited at SMPN 1 Bansari Temanggung. So that when the same research will be gone in other schools, it is still possible to get different result.
3. The implementation of the research process was less smooth; this was more due to lack of experience and knowledge of the researcher.

Considering all those limitations, there is a need to do more research about teaching parts of speech using song. So that, the more optimal result will be gained.