

## **CHAPTER IV**

### **DATA INTERPRETATION**

#### **A. RESEARCH PREPARATION**

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

1. Doing preliminary research to identify the problems through the interview with the English teacher of the fifth grade it was conducted on May.
2. Asking for the headmaster permission to conduct this research it was done on August.
3. Searching for information and note the students' data of fifth in the academic year of 2010/2011.

#### **B. PROCESS OF THE RESEARCH**

##### **1. Preliminary Research**

Preliminary research was conducted on May by doing interview with the English teacher. The teacher said that there were many students still don't know with thing in surround them, many of them still lazy to memorize the words. Based on the problem, the researcher offered the English teacher to use English children song to solve it. Therefore, she decided to conduct pre cycle and gave the students vocabulary test in order to know the ability of students before getting new media.

##### **2. Pre Cycle**

Pre cycle was conducted on September 8, 2010. The activities were as follow:

- a. Teacher started the teaching learning process by greeting the students.
- b. Teacher explained about the noun
- c. Teacher gave the students an example about noun
- d. Teacher pronounced the materials and students listened.
- e. Students repeated after the teacher.
- f. Teacher asked students to make other example

g. Students wrote their answer in white board.

Based on the observation result of the vocabulary teaching learning process, the researcher saw that teacher still taught the class by using conventional method, where teacher explained, and students listened. After giving students vocabulary test, the researcher concluded that students' vocabulary power in noun was low, because the average score of pre cycle only 57,3, whereas the standard score (KKM) was 6. It was suitable with the English teacher said when preliminary research. Thus, the teacher and the researcher agreed to use English children song in teaching vocabulary in noun

### 3. Cycle I

This research was conducted on Friday, September 15, 2010. The result of the test in pre-cycle was not satisfied yet. So, the researcher decided to use English children song to solve the problem. In this activity, the researcher became a teacher. The students were enthusiastic in following the treatment, the researcher told students that she would use English children song to teach vocabulary in noun. This research was classroom action research there were four steps; planning, acting, observing and reflecting. The activities were as follow:

#### a. Planning

1. The researcher made lesson plan as guiding to teach students in the first cycle.
2. The researcher made observation guide to observe the students during teaching learning process.
3. The researcher prepared the instruments test to check students understanding.
4. The researcher made students name card in order to make easy when she observed the students.
5. The researcher prepared the song related to the topic

### b. Acting

The activities in these steps were as follow:

1. Teacher started by greeting the students.
2. Teacher introduced her self to the students.
3. Teacher checked students attendance.
4. Teacher gave building knowledge to students by asking one of students the english of foods and drinks
5. Teacher pronounced the word and student repead it
6. Teacher explain again about noun and give example that related to the topic
7. Students made other example
8. Teacher writed song lyric in white board
9. Teacher played the song and students listened it carefully
10. Teacher asks students to identify noun form and interpret it
11. Students worked in group, each group consists of four students.
12. Most of them write their answer in white board.
13. Teacher and students sung together.
14. Students done the assignments the teacher for about 10 minutes.
15. Students and teacher discussed the assignments.

### c. Observing

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

1. The researcher observed the activeness and attention of students in the classroom during teaching learning process.
2. The researcher monitored the students response when they were asked by teacher
3. The researcher observed the students' task, they accomplishing the task or not

d. Reflecting

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

1. Class should be conducive during teaching learning process, before teacher started the activity. It found some students shouted making noise. And 2 students did not enter the classroom yet.
2. When the activity in progress, it found that some students were passive, they were not fully joining the teaching learning process. It was then the duty of the teacher to give some more attention and motivation toward the students in order to make them interest to join the activity.
3. There were many students that can't answer the question from teacher.
4. Time management was a very crucial factor in teaching learning process, to make students understanding, the teacher needed a longer time, so teacher should try to manage and provide time perfectly.

**4. Cycle II**

The second cycle was conducted on Friday , September 22, 2010. In this cycle the researcher tried to handle weakness in the first cycle. The teacher gave new topic "toys and games", but she still used English children song to teach it. There steps were as follow:

a. Planning

1. The researcher made lesson plan as guiding to teach students in the second cycle.
2. The researcher made observation guide to observe the students during teaching learning process.
3. The researcher prepared the instruments test to check students understanding.

4. The researcher made students' name card in order to make easy when she observed the students.
5. The researcher prepared the song that related to the topic

b. Acting

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

1. Teacher started by greeting the students.
2. Teacher checked students attendance.
3. Teacher asked students about the material in previous meeting.
4. Teacher asked some students about the name of foods in English
5. Teacher write song lyric in white board
6. Teacher played song and students listened it.
7. Teacher asked students identify and interpret it
8. Students worked in pairs.
9. Students written their answer in white board.
10. Students done the assignments from the teacher about the the toys and games
11. Students and teacher discussed the assignments.

c. Observing

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

1. The researcher observed the activeness and attention of students in the classroom during teaching learning process.
2. The researcher monitored the students response when they were asked by teacher
3. The researcher observed the students' task, they accomplishing the task or not

d. Reflecting

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

1. Class was conducive enough, since some students were concentrated to join the activity. And they love to use English children song
2. In this cycle the researcher asked students to work in pairs and most of students were enjoying themselves to get engaged in the activity. They seemed more active expressing their opinions although in Indonesian language. This can be shown when she asked students' opinions about the material.
3. Some students that can't explain in the first cycle, in this cycle they can explain it better.
4. Teacher had provided enough time; this can be shown that most of students come forward to answer the questions.

### **C. RESULT OF THE RESEARCH AND DISCUSSION**

After the researcher implementing English children song in teaching noun, 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. Pre Cycle

The first cycle was conducted on Friday, September 8, 2010. There were 34 students as participants. In the pre cycle, the researcher just followed the teaching learning process which taught by the teacher using conventional method, and then the teacher gave the vocabulary test to them in the end of lesson.

**Table 4**  
**Score of observation in first cycle**

NO	Indicators	None (0%)	Few (<20%)	Half (20- 49%)	Many (51- 69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students pay attention			v			3
2	Students show curiosity by asking questions		V				2
3	Students answer teachers' questions.		V				2
4	Students accomplish task		V				2

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximum score}} \times 100\% \\
 &= \frac{9}{20} \times 100\% = 45\%
 \end{aligned}$$

Based on the result of observation above it can be concluded that only less half of the students are active and enthusiastic, After implementing the test, the researcher examined it and gave score. In giving score, the researcher used the following formula:

$$\text{score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

The score of all students that had been counted as follow:

**Table 5**  
**The Results of the pre cycle are as Follows**

No	Code	Score	Percentage	Letter Score	Level
1	C1	50	50 %	C	Fair
2	C2	absent	absent	absent	absent
3	C3	60	60%	C	Fair
4	C4	30	30%	D	Less
5	C5	50	50%	C	Fair
6	C6	50	50%	C	Fair
7	C7	70	70%	B	Good

8	C8	60	60%	C	Fair
9	C9	50	50%	C	Fair
10	C10	70	70%	B	Good
11	C11	80	80 %	B	Good
12	C12	60	60%	C	Fair
13	C13	50	50%	C	Fair
14	C14	70	70%	B	Good
15	C15	absent	absent	absent	absent
16	C16	60	60%	C	Fair
17	C17	70	70%	B	Good
18	C18	60	60%	C	Fair
19	C19	50	50%	C	Fair
20	C20	70	70%	B	Good
21	C21	50	50%	C	Fair
22	C22	60	60%	C	Fair
23	C23	70	70%	B	Good
24	C24	60	60%	C	Fair
25	C25	50	50%	C	Fair
26	C26	Absent	Absent	absent	absent
27	C27	50	50%	C	Fair
28	C28	absent	absent	absent	absent
29	C29	70	70%	B	Good
30	C30	70	70%	B	Good
31	C31	60	60%	C	Fair
32	C32	50	50%	C	Fair
33	C33	40	40%	D	Less
34	C34	60	60%	C	Fair
35	C35	50	50%	C	Fair
36	C36	50	50%	C	Fair
37	C37	60	60%	C	Fair
38	C38	40	40%	D	Less

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



**Table 6****The Category of The Students Score and Their Percentage:**

No	Interval	Freq	Percentage	Category
1	90% - 100%			
2	70% - 89%	9	26.47%	Good
3	50% - 69%	22	64.70%	Fair
4	30% - 49%	3	8.83%	Less
5	0% - 29%			
		34	100%	

From the data above, it could be classified that 26.47% or 9 students got good mark, 67.70% or 22 students got fair mark, and 8.83% or 3 students got less 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:

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

X = the mean

f = the sum offset score

n = the number of the students.

The computation of the average of the score is as follow:

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

$$X = \frac{195}{34} = 57,35$$

Mean = 57,35

From the data above, it showed that the average of the students' score in the pre cycle is 57,35. 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' ability on

vocabulary especially in noun. They decided to use English children song as teaching media to facilitate the teaching learning process.

## 2. The First Cycle

This research was done on Friday, September 15, 2010. In this first cycle, the researcher used English children song as teaching media to teach vocabulary in noun, and students were being enthusiastic because it was their first experience. The researcher thought about food and drink. The students' were interested but they were still forgetting the English of the word. The test result of the first cycle can be seen in the table below.

**Table 7**  
**Score of observation in first cycle**

NO	Indicators	None (0%)	Few (<20%)	Half (20- 49%)	Many (51- 69%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students pay attention			v			3
2	Students show curiosity by asking questions		V				2
3	Students answer teachers' questions.		V				2
4	Students accomplishing task			v			3

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximum score}} \times 100\% \\
 &= \frac{10}{20} \times 100\% = 50\%
 \end{aligned}$$

Based on the result of observation above it can be concluded that only half of the students are active and enthusiastic, a half students need more attention from the teacher in teaching learning process. They paid attention to the lesson, although some students cannot answer the question because they still difficult to remember the word

After implementing the test, the researcher examined it and gave score. In giving score, the researcher used the following formula:

$$score = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

The score of all students that had been counted as follow:

**Table 8**

**The Results of the First Cycle are as Follows:**

<b>N0</b>	<b>Student code</b>	<b>Score</b>	<b>Percentage</b>	<b>Letter Score</b>	<b>Level</b>
1	C1	60	60 %	C	Fair
2	C2	Absent	Absent	Absent	Absent
3	C3	70	70%	B	Good
4	C4	50	50%	C	Fair
5	C5	60	60%	C	Fair
6	C6	70	70%	B	Good
7	C7	70	70 %	B	Good
8	C8	70	70%	B	Good
9	C9	70	70%	B	Good
10	C10	80	80%	B	Good
11	C11	90	90%	A	Excellent
12	C12	70	70 %	B	Good
13	C13	60	60%	C	Fair
14	C14	80	80%	B	Good
15	C15	Absent	Absent	Absent	Absent
16	C16	70	70%	B	Good
17	C17	70	70%	B	Good
18	C18	80	80%	B	Good
19	C19	60	60%	C	Fair
20	C20	80	80%	B	Good
21	C21	60	60%	C	Fair
22	C22	70	70%	B	Good
23	C23	80	80%	B	Good
24	C24	80	80%	B	Good
25	C25	70	70%	B	Good
26	C26	30	30%	D	Less
27	C27	70	70%	B	Good
28	C28	30	30%	E	Poor

29	C29	70	70%	B	Good
30	C30	80	80%	B	Good
31	C31	60	60%	C	Fair
32	C32	70	70%	B	Good
33	C33	50	50%	C	Fair
34	C34	60	60 %	C	Fair
35	C35	70	70%	B	Good
36	C36	60	60%	C	Fair
37	C37	70	70%	B	Good
38	C38	60	60%	C	Fair

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

**Table 9**  
**The category of the students score and their percentage**

No	Interval	Freq	Percentage	Category
1	90% - 100%	1	2,77%	Exellent
2	75% - 89%	22	61,11%	Good
3	60% - 74%	11	30,5%	Fair
4	50% - 59%	1	2,77%	Less
5	0% - 49%	1	2,77%	Poor
		36	100%	

From the data above, it could be seen that 2,77% or 1 students got excellent mark, 61,11% or 22 students got good mark, 30,55% or 11 students got fair mark, 2,77% or 1 students got less mark, and 2,77% or 1 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:

$$X = \frac{\sum f}{n} \cdot 100\% \quad X = \frac{2390}{36} = 66,38$$

The result of the mean was 66,38. It means that the students' score in first cycle could be said successful, because the whole students get over 6 of the achievement. But it was unsatisfied yet, because 1 students still got less mark and 1 students got poor mark, so the researcher had to continue to the next cycle.

The second cycle was conducted on Friday, September 22<sup>th</sup> 2010 at 08.00-10.00 a.m. The activities were same with the previous research. In this cycle, the topic in this cycle is toys and games and she focused on the students who got low score in the previous cycle. There was significant improvement in this cycle, it could be seen from the result of the test below:

**Table.10**  
**The Result of Percentage in The Second Cycle**

No	Students Code	Score	Percentage	Letter Score	Level
1	C1	80	80 %	B	Good
2	C2	50	50 %	C	Fair
3	C3	100	100%	A	Excellent
4	C4	70	70%	B	Good
5	C5	90	90%	A	Excellent
6	C6	100	100%	A	Excellent
7	C7	90	90%	A	Excellent
8	C8	Absent	Absent	Absent	Absent
9	C9	80	80%	B	Good
10	C10	90	90%	A	Excellent
11	C11	100	100%	A	Excellent
12	C12	80	80%	B	Good
13	C13	70	70%	B	Good
14	C14	100	100%	A	Excellent
15	C15	40	40 %	D	Excellent
16	C16	80	80%	B	Good
17	C17	90	90%	A	Excellent
18	C18	90	90%	A	Excellent
19	C19	80	80 %	B	Good
20	C20	90	90%	A	Excellent

21	C21	80	80%	B	Good
22	C22	90	90 %	A	Excellent
23	C23	100	100%	A	Excellent
24	C24	90	90%	A	Excellent
25	C25	70	70%	B	Good
26	C26	50	50%	C	Fair
27	C27	90	90%	A	Excellent
28	C28	50	50%	C	Fair
29	C29	80	80%	B	Good
30	C30	90	90%	A	Excellent
31	C31	80	80%	B	Good
32	C32	90	90%	A	Excellent
33	C33	70	70%	B	Good
34	C34	70	70%	B	Good
35	C35	80	80%	B	Good
36	C36	80	80%	B	Good
37	C37	70	70%	B	Good
38	C38	70	70%	B	Good

Then, the researcher calculated students' score based on the percentage formula to categorize their ability. The result of the scoring percentage as follow:

**Table. 11**

**The Category of The Students Score and Their Percentage**

No	Interval	Freq	Percentage	Category
1	90% - 100%	19	50%	Excellent
2	70% - 89%	17	44,74%	Good
3	50% - 69%	3	5,26%	Fair
4	30% - 49%			
5	0% - 29%			
		38	100%	

From the Table 6 above, it could be seen that 50% or 19 students got excellent mark, 44,74% or 17 students got good mark, and 5,26% or 3

students got fair mark From that result, the researcher could calculate the average (mean) of the score as follows:

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

$$\text{Mean} = X = \frac{2970}{37} = 80.27$$

The result above showed us that the average of students test in the second cycle was 7,8. The result of the second cycle was better than the previous one. It means that there were improvements for the students' vocabulary power in noun.

#### D. The Analysis of The Whole Meetings

**Table 12**

**Comparison percentage students enthusiastic in response teaching learning process using English children songs on pre cycle, cycle 1, and cycle 2.**

No	Cycle	Total Score	Percentage (%)
1	Pre Cycle	9	45
2	Cycle 1	10	50
3	Cycle 2	15	75

**Table 13**

**Comparison the average of students score on pre cycle 1, and cycle 2**

No	Cycle	Mean
1	Pre Cycle	57,35
2	Cycle 1	66,38
3	Cycle 2	80,27

As whole the meetings ran well. There was some significant improvement from first cycle to second cycle.

In the pre cycle, all of the students have been doing the test, and the average result was 57,35. In this activity, the teacher still used LKS as source and conventional method. She did not use different method. In teaching learning process, only half of the students were active and

enthusiastic to the lesson. A half of students did not give response maximally, especially the students who silent and talk their pairs. The students looked boring and sleepy.

In the first cycle, the average result was 66,38. The teacher began to use children song as medium to teach the students and used audio lingual method. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many students still confused with past form.

In the third cycle, the average result was 80,27. Before the lesson was begun, the research asked the students to give more pay attention to the lesson. All activities in this cycle run well. According to the research that use children song in teaching vocabulary caused their interesting and responses more increasing than before.

The researcher felt that the implementation of English as media to improve students' vocabulary power in noun form was successful, because English children songs are interesting media for the students to develop their vocabulary power. So, English children songs are helpful in the process of learning and teaching vocabulary in noun form