CHAPTER IV
FINDING

A. The Implementation of Song Lyrics in Teaching Vocabulary about Animals' Name

After conducting pre cycle of the research, the researcher concluded that some students were not being enthusiastic in learning English because English is a foreign language that is new material for them and it make them confuse. They faced problems in learning vocabulary about animals because they were still confused to understand the name of animals in English, and how to pronounce it. To make the students enthusiastic in learning, the researcher implemented song lyrics to improve students understanding on vocabulary about animals.

This research is action research on the use of song lyrics to improve students' understanding on vocabulary about animals at the fourth grade students of SDN 01 Sekuro Mlonggo Jepara in the academic year of 2010/2011. It was aimed to know the implementation of song lyrics in improving students' understanding on vocabulary about animals and to identify the improvement of students' understanding on vocabulary about animals after taught using song lyrics. The researcher used two cycles which had started by pre cycle. Before the researcher did the research, the researcher made a plan to set the activities that would be done in the research cycles by making lesson plans. 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. According to Suharsimi Arikunto and friends, argue that reflection is critical thinking about a previous experience or action with a view to understand the better process in the future action.[1] It can be concluded that reflection is needed in the teaching learning process. After that,

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[1] Suharsimi Arikunto, *et. all*, *Penelitian Tindakan Kelas,* (Jakarta: Bumi Aksara, 2001) P.133

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. Pre Cycle

This research was conducted on Monday, November 8rd 2010. There were 33 students as participant. In this activity, the researcher became a teacher. The teacher taught vocabulary about animals using conventional method. In this activity, the teacher began with explanation, but not all of the students paid attention to the teacher's explanation. There were only some students active to ask questions to the teacher during the teaching learning process. After that, the teacher gave test to know the students' initial condition. This test was multiple choice tests and matching words test which contained of 10 items. It was followed by 33 students and the teacher provided 30 minutes for them to do the test.

In this pre- cycle, the result of the average score was 57,3. This score was still low from the standard score in this score (KKM) was 60. The teacher and researcher decided to use another technique to make students interested and enjoyed the learning process in order to improve students' understanding on vocabulary about animals. They decided to use song lyrics as teaching media to facilitate the teaching learning process.

2. The First Cycle

This research was conducted on Monday, November 15th 2010. The result of the test in pre-cycle was not satisfied yet. So, the researcher decided to use song lyrics as a teaching media to teach vocabulary about animals to solve the problem. The students were enthusiastic in following the treatment when the researcher told students that the researcher would use song lyrics to teach vocabulary about animals. Because this research was classroom action research, there were four steps; planning, acting, observing and reflecting. In the planning, the researcher was making lesson plan, looking for several songs which include vocabulary about animals, preparing material, preparing the test instrument, preparing the

observation checklist. In the acting, the researcher began the activity with explaining vocabulary about animals and the students paid attention to the teacher's explanation. After the researcher gave explanation, then she divided the students into two groups. Then the researcher distributed the song lyrics to students and asked them to listen to the song carefully and identify the name of animals from the lyrics. The song used in this cycle under title "The Animal Sounds Song". This song was contained of animals' name. After the students listened to the song, the researcher asked them to find the name of animals in group. Then, the researcher asked one person of the group to write the name of animals in the blackboard and discuss together. The researcher gave chance to students who want to ask some questions if they had not understood yet, then she gave a test to know their understanding on vocabulary about the name of animals. This cycle was followed by 33 students. In conducting the test, the researcher provided 30 minutes for them to do 10 questions and the researcher also asked them to do it individually and they could not open the lyrics that had been discussed together and they are also could not open dictionary and another book. In observation step, the researcher and the teacher observed the events that happened during the treatment using observation checklist.

3. The Second Cycle

    The second cycle was conducted on Monday, November 22rd 2010. The activity in this cycle was same with previous cycle, the researcher made planning before conducting research and some preparations. The researcher used song under title The Zoo Song Book-Classroom Book Project and the students were very interested, so the teaching learning processes was better than before. If in the first cycle the students were still confused to understanding the name of animals in English and how to pronounce it. In this cycle the researcher repeated her explanation clearly and gave chance for them to ask some questions if they had difficulties. Then, researcher gave some questions in the blackboard

and asked some of the students to answer by write down the answer of question on the black board. It was aimed to make sure that they did not have any problems. After that, the researcher gave them a test in the end of lesson. This test was still multiple choice test and matching words test consist of 10 questions which followed by 33 students as participant, the researcher gave 30 minutes for them to accomplish the test.

In this cycle, the students' improvement on understanding vocabulary about animals was more significant. It could be seen from the average improvement score of the test. Teacher and researcher concluded that students understood on vocabulary about animals more significantly after being given treatment using song lyrics. 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 vocabulary about animals. The teacher and researcher decided to stop in this cycle, because they concluded that students' understanding on vocabulary about animals was significantly improved since the pre cycle until the second cycle.

B. Result of Research and Discussion

After the researcher implementing the song lyrics in teaching vocabulary about animals, 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 Monday, at November 8rd 2010. There were 33 students as participants. In the pre cycle, the researcher teaching vocabulary about animals by using conventional method, and then the researcher 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 10. Then, after finding the result of the students' test score, the researcher went to analyze the score by using percentage of scoring as follow[2]:

$$Score = \frac{\Sigma right\ answer}{\Sigma items} x100\%$$

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 student number 1 as follow;

Student number 1:

Right answer = 6   items of test = 10

$$P = \frac{6}{10} x100\%$$

P= 60%

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

Table. 1

The Result of Percentage in The Pre Cycle as Follow:

No	Students Code	Score	Percentage
1	Z-1	60	60%
2	Z-2	50	50%
3	Z-3	50	50%
4	Z-4	70	70%
5	Z-5	50	50%
6	Z-6	60	60%
7	Z-7	60	60%
8	Z-8	40	40%
9	Z-9	50	50%
10	Z-60	70	70%
11	Z-11	40	40%
12	Z-12	60	60%
13	Z-13	70	70%
14	Z-14	60	60%

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[2]Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*, *edisi revisi cet. 6*, (Jakarta: Bumi Aksara, 2006), p. 236

15	Z-15	50	50%
16	Z-16	70	70%
17	Z-17	60	60%
18	Z-18	80	80%
19	Z-19	60	60%
20	Z-20	50	50%
21	Z-21	80	80%
22	Z-22	60	60%
23	Z-23	60	60%
24	Z-24	40	40%
25	Z-25	50	50%
26	Z-26	70	70%
27	Z-27	40	40%
28	Z-28	60	60%
29	Z-29	80	80%
30	Z-30	40	40%
31	Z-31	40	40%
32	Z-32	70	70%
33	Z-33	40	40%

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:

$$P = \frac{\Sigma f}{n} x 100\%$$

Note   P = The Percentage of frequency

f = Frequency of students' score

n = The Total of Students

Example: The percentage of the students' ability as follow:

F= Frequency of 7   n =33

$$P = \frac{\Sigma f}{n} x 100\%$$

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
1	90% - 100%		
2	75% - 89%	3	9,1%
3	60% - 74%	16	48,5%
4	50% - 59%	7	21,2%
5	0% - 49%	7	21,2%
		33	100%

From the data above, it could be classified that 9,1% or 3 students got good mark, 48,5% or 16 students got fair mark, 21,2% or 7 students got less mark, and 21,2% 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 each cycles. To know the mean of the students' score in the pre cycle using this formula is as follows:

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

M= the mean

Σx = the sum offset score

n = the number of the students.

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

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

$$M = \frac{1890}{33} = 57,3$$

Mean = 57,3

From the data above, it showed that the average of the students score in the pre cycle is 57, 3. 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 vocabulary animals. They decided to use song lyrics as teaching media to facilitate the teaching learning process.

2. First Cycle

This research was done on Monday, at November 15th 2010. In this first cycle, the researcher used song under title The Animal Sounds Song as teaching media to teach vocabulary about animals, and students were being enthusiastic because it was their first experience. The researcher explained about vocabulary about animals. The students' were interested but they were still confused in understanding the name of animals in English and how to pronounce the animals' name as well as. They needed much help from their teacher and the teacher suggested them to use dictionary. After the teacher used song in teaching learning process, the teacher gave test to them. The test result of the first cycle can be seen in the table below:

The Results of The First Cycle Are as Follows:

No	Students Code	Score	Percentage
1	Z-1	70	70 %
2	Z-2	70	70 %
3	Z-3	60	60 %
4	Z-4	80	80 %
5	Z-5	60	60 %
6	Z-6	60	60 %
7	Z-7	70	70 %
8	Z-8	50	50 %
9	Z-9	70	70 %
10	Z-10	60	60 %
11	Z-11	50	50 %

12	Z-12	50	50 %
13	Z-13	90	90 %
14	Z-14	70	70 %
15	Z-15	60	60 %
16	Z-16	90	90 %
17	Z-17	70	70 %
18	Z-18	100	100 %
19	Z-19	80	80 %
20	Z-20	60	60 %
21	Z-21	90	90 %
22	Z-22	80	80 %
23	Z-23	70	70 %
24	Z-24	40	40 %
25	Z-25	60	60 %
26	Z-26	100	100 %
27	Z-27	70	70 %
28	Z-28	80	80 %
29	Z-29	90	90 %
30	Z-30	60	60 %
31	Z-31	50	50 %
32	Z-32	60	60 %
33	Z-33	40	40 %

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. 4

The category of the students score and their percentage

No	Interval	Freq	Percentage
1	90% - 100%	6	18,2%
2	75% - 89%	4	12,1%
3	60% - 74%	17	51,5%
4	50% - 59%	4	12,1%
5	0% - 49%	2	6,1%
		33	100%

From the data above, it could be seen that 18,2% or 6 students got excellent mark, 12,1% or 4 students got good mark, 51,5% or 17 students got fair mark, 12,1% or 4 students got less mark, and 6,1% or 2 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:

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

$$M = \frac{2260}{33} = 65,45$$

The result of the mean was 65,45. 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 4 students still got less mark and 2 students got poor mark, so the researcher had to continue to the next cycle.

3. Second Cycle

The second cycle was conducted on Monday, at November 22th 2010. After the first treatment, students showed their improvement. It could be seen from observation stage by the researcher and the teacher. In this cycle, the researcher used song under title "The Zoo Song Book-Classroom Book Project". The researcher tried to handle the weakness in the first cycle. The researcher reviewed previous lesson, then concluded that there was significant improvement of students' understanding on vocabulary about animals after the researcher taught vocabulary about animals using song lyrics.

Table 4

The Result of Percentage in The Second Cycle

No	Students Code	Score	Percentage
1	Z-1	60	60 %
2	Z-2	70	70 %
3	Z-3	90	90 %

4	Z-4	90	90 %
5	Z-5	70	70 %
6	Z-6	80	80 %
7	Z-7	80	80 %
8	Z-8	70	70 %
9	Z-9	80	80 %
10	Z-10	80	80 %
11	Z-11	70	70 %
12	Z-12	70	70 %
13	Z-13	70	70 %
14	Z-14	80	80 %
15	Z-15	70	70 %
16	Z-16	100	100 %
17	Z-17	60	60 %
18	Z-18	100	100 %
19	Z-19	70	70 %
20	Z-20	70	70 %
21	Z-21	100	100 %
22	Z-22	100	100 %
23	Z-23	80	80 %
24	Z-24	60	60 %
25	Z-25	70	70 %
26	Z-26	90	90 %
27	Z-27	80	80 %
28	Z-28	90	90 %
29	Z-29	90	90 %
30	Z-30	70	70 %
31	Z-31	60	60 %
32	Z-32	80	80 %
33	Z-33	70	70 %

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

Table 5

The Category of the Students Score and Their Percentage

No	Interval	Freq	Percentage
1	90% - 100%	9	48,5%
2	75% - 89%	8	24,2%
3	60% - 74%	16	27,3%
4	50% - 59%	-	-
5	0% - 49%	-	-
		33	100%

From the table above, it could be seen that 48,5% or 9 students got excellent mark, 24,2% or 8 students got good mark, 27,3% or 16 students got fair mark. Then, the researcher calculated the mean.

$$M = \frac{2570}{33} = 77,9$$

So the mean of the students second cycle score was 77, 9. It means the students score in this cycle could be categorized as successful, because the result of the cycle there 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 pre cycle until second cycle can be seen in the table below

Table 6

The Result of Test From the Pre Cycle Until Second Cycle as Follow:

No	Students Code	Pre cycle	Cycle 1	Cycle 2
1	Z-1	60	70	60
2	Z-2	50	60	70
3	Z-3	50	60	90
4	Z-4	70	80	90
5	Z-5	50	60	70
6	Z-6	60	70	80
7	Z-7	60	70	80
8	Z-8	40	50	70
9	Z-9	50	70	80

10	Z-10	70	60	80
11	Z-11	40	50	70
12	Z-12	60	50	70
13	Z-13	70	90	70
14	Z-14	60	70	80
15	Z-15	50	60	70
16	Z-16	70	90	100
17	Z-17	60	70	60
18	Z-18	80	100	100
19	Z-19	60	80	70
20	Z-20	50	60	70
21	Z-21	80	90	100
22	Z-22	60	80	100
23	Z-23	60	70	80
24	Z-24	40	40	60
25	Z-25	50	60	70
26	Z-26	70	100	90
27	Z-27	40	70	80
28	Z-28	60	80	90
29	Z-29	80	90	90
30	Z-30	40	60	70
31	Z-31	40	50	60
32	Z-32	70	60	80
33	Z-33	40	40	70
sum		1890	2260	2570
Average (mean)		57,3	68,5	77,9
Low score		40	40	60
High score		80	100	100

Table 7

The result of observation checklist from pre cycle until second cycle as

follow:

No	Indicators	Total of students		
		Pre-Cycle	Cycle I	Cycle II
1	Paying attention	10	15	20
2	Asking questions	5	10	15
3	Responding to question	7	12	18
4	Ability to spells the name of animals.	9	16	19
5	Ability to pronounce the name of animals	4	7	11
6	Accomplishing Task	12	18	22

From some tables above, the use of song lyrics in teaching vocabulary about animals could help students to understand the material. So, this classroom action research in the implementation of song lyrics to improve students' understanding on vocabulary about animals at the fourth grade students' of SDN 01 Sekuro Mlonggo Jepara 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 fourth grade students' of SDN 01 Sekuro Mlonggo Jepara in The Academic Year of 2010/2011.

2. The use of song lyrics in this study is only to improve students' understanding on animals' name.