

CHAPTER IV

FINDING

A. The Implementation of Song in Teaching Present Perfect Tense

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 using verb III in present perfect sentence because they were confused to distinguish verb I, verb II, and verb III. To make the students enthusiastic in learning, the researcher implemented song lyrics to improve students understanding on present perfect tense.

This research is action research on the use of song lyrics to improve students' understanding on present perfect tense at the eight grade students of MTs Matholibul Huda Jepara in the academic year of 2009/2010. It is aimed to know the implementation of song lyrics in improving students' understanding on present perfect tense and to identify the improvement of students' understanding on present perfect tense after taught using song lyrics. The researcher used four cycles which is started with pre cycle. Before the researcher did the research, she 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.¹ 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. Arlene Gilpin said in Kennedy that reflection is critical thinking about a previous experience or action with a view to

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

understand the better process in the future action.² It can be concluded that reflection is needed in the teaching learning process. 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. Pre Cycle

This research was conducted on Saturday, January 23rd 2010. There were 45 students as participant, 44 students were present and one student was absent that day because she was sick. However, the class should be going on. In this activities, the teacher taught present perfect tense using conventional method and the researcher observed the teaching learning process. In this activity, the teacher began with explanation, but not all of the students paid attention to him. 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 which contained of 10 items. It was followed by 44 students and the teacher provided 30 minutes for them to do the test.

In this pre- cycle, the result of the average score was 5,9. This score was still low from the standard score in this score (KKM) was 6. 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 present perfect tense. They decided to use song lyrics as teaching media to facilitate the teaching learning process.

2. The First Cycle

This research was conducted on Saturday, February 6th 2010. The result of the test in pre-cycle was not satisfied yet. So, the researcher decided to use song lyrics to solve the problem. In this activity, the researcher became a teacher and she was accompanied by the teacher as observer facilitator. The students were enthusiastic in following the

²Chris Kennedy, *A Framework for Teaching Reflection*, (England; Pearson Education Limited, 2001) P.110

treatment, the researcher told students that she would use song lyrics to teach present perfect tense. 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 present perfect tense, preparing material, preparing the test instrument, preparing the observation checklist. In the acting, the researcher began the activity with explaining present perfect tense and the students paid attention to her explanation. After the researcher gave explanation, then she divided the students into some groups, each group consisted of five students. This activity made the class noisy because they had to change the seat position in order to make good position to work in group. Then the researcher distributed the song lyrics to students and asked them to listen to the song carefully and identify the present perfect sentences from the lyrics. The song used in this cycle under title 'we are the champion' by Queen this song was contained of present perfect sentences. After the students listened to the song, the researcher asked them to find the present perfect sentences in group. Then, the researcher asked one person of the group to write the present perfect sentences in the whiteboard and discuss them 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 check their understanding on present perfect tense. This cycle was followed by 44 students because one student was sick. 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 their books but they could open dictionary because they were still confused in differing verb 1, 2, 3. In observation step, the researcher and the teacher observed the events that happened during the treatment using observation checklist. After that, the researcher and the teacher discussed about teaching learning process that have been done to find the weakness and how to fix it in the next cycle.

3. The Second Cycle

The second cycle was conducted on Saturday, March 20th 2010. The problems were faced by the researcher and the teacher in the previous cycle were some of the students made noise when the researcher was explaining the material and they were also still confused in understanding present perfect tense, it was seen from the result of their test. The researcher used the same technique as the previous one (using song lyrics), and the students did the same activities as same the first cycle. Before acting, the researcher gave motivation to students especially the students were less active in the group discussions. Teacher also asked them about the previous lesson, and the researcher reviewed the previous lesson. In this cycle the researcher asked students to more pay attention when she began explaining the material in order to fix the previous problems. After that, the researcher gave them song lyrics were different with previous song under title “Have you ever” by Brandy, then she played it and asked students to identify the present perfect sentences from the song lyrics individually. Then, the activity was going on like the previous cycle and the teacher observed the event during the treatment. After those activities were done, the researcher gave an individual test. When they were finished, the researcher and teacher discussed the result of the observation as their reflection to conduct the next cycle.

4. The Third Cycle

The third cycle was conducted on Tuesday, March 23rd 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 ‘I still haven’t found what I’m looking for’ by U2 and the students were very interested, so the teaching learning processes was better than before. If in the second cycle the students were still confused to distinguish present perfect verbal sentence and nominal sentence, in this cycle the researcher repeated her explanation clearly and gave chance for them to ask some questions if they had difficulties. Then,

she gave some questions in the whiteboard and asked some of the students to answer. 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 consist of 10 questions which followed by 45 students as participant, the researcher gave 30 minutes for them to accomplish the test.

In this cycle, the students' improvement on understanding present perfect was more significant. It could be seen from the average improvement score of the test. Teacher and researcher concluded that students understood on present perfect tense 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 present perfect tense. The teacher and researcher decided to stop in this cycle, because they concluded that students' understanding on present perfect tense was significantly improved since the first cycle until the third cycle.

B. Result of Research and Discussion

After the researcher implementing song in teaching present perfect tense, the researcher got the data fro 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 Saturday, January 23rd 2010 at 07.30-09.00 a.m. There were 45 students as participants, but one student was absent that day because she was sick and 44 students followed the lesson. 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 1 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 follow³:

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

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 4=

Right answer = 7 items of test = 10

$$P = \frac{7}{10} \times 100\%$$

P = 70%

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

The Result of Percentage in The Pre Cycle as Follow:

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	7	70%	B	Good
2	A- 2	2	20%	E	Poor
3	A- 3	8	80%	B	Good
4	A- 4	5	50%	D	Less
5	A- 5	8	80%	B	Good
6	A- 6	7	70%	B	Good
7	A- 7	5	50%	D	Less
8	A- 8	7	70%	B	Good
9	A- 9	8	80%	B	Good

³Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan, edisi revisi cet. 6*, [Jakarta: Bumi Aksara, 2006], p. 236

10	A- 10	4	40%	E	Poor
11	A- 11	7	70%	B	Good
12	A- 12	8	80%	B	Good
13	A- 13	7	70%	B	Good
14	A- 14	7	70%	B	Good
15	A- 15	2	20%	E	Poor
16	A- 16	6	60%	C	Fair
17	A- 17	6	60%	C	Fair
18	A- 18	7	70%	B	Good
19	A- 19	6	60%	C	Fair
20	A- 20	7	70%	B	Good
21	A- 21	4	40%	E	Poor
22	A- 22	7	70%	B	Good
23	A- 23	6	60%	C	Fair
24	A- 24	6	60%	C	Fair
25	A- 25	2	20%	E	Poor
26	A- 26	8	80%	B	Good
27	A- 27	2	20%	E	Poor
28	A- 28	8	80%	B	Good
29	A- 29	6	60%	C	Fair
30	A- 30	7	70%	B	Good
31	A- 31	7	70%	B	Good
32	A- 32	Absent	Absent	Absent	Absent
33	A- 33	6	60%	C	Fair
34	A- 34	6	60%	C	Fair
35	A- 35	7	70%	B	Good
36	A- 36	5	50%	D	Less
37	A- 37	8	80%	B	Good
38	A- 38	7	70%	B	Good
39	A- 39	4	40%	E	Poor
40	A- 40	5	50%	D	Less
41	A- 41	6	60%	C	Fair
42	A- 42	4	40%	E	Poor
43	A- 43	6	60%	C	Fair
44	A- 44	5	50%	D	Less
45	A- 45	4	40%	E	Poor

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

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

F= Frequency of 6 n =44

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

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	Category
1	90% - 100%			
2	75% - 89%	20	45,5%	Good
3	60% - 74%	10	22,7%	Fair
4	50% - 59%	5	11,4%	Less
5	0% - 49%	9	20,4%	Poor
		44	100%	

From the data above, it could be classified that 45,5% or 20 students got good mark, 22,7% or 10 students got fair mark, 11,4% or 5 students got less mark, and 20,4% or 9 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 cycles. 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:

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

$$X = \frac{260}{44} = 5,9$$

Mean = 5,9

From the data above, it showed that the average of the students score in the pre cycle is 5, 9. 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 present perfect tense. They decided to use song lyrics as teaching media to facilitate the teaching learning process.

2. First Cycle

This research was done on Saturday, February 6th 2010 at 07.30-09.00 a.m. In this first cycle, the researcher used song under title we are the champion by Queen as teaching media to teach present perfect tense, and students were being enthusiastic because it was their first experience. The researcher explained about present perfect tense. The students' were interested but they were still confused in differing verb 1, 2, and 3. They needed much help from their teacher and the teacher suggested them to use dictionary. After the researcher used song in teaching learning process, the researcher gave test to them. The test result of the first cycle can be seen in the table below:

Table. 3
The Results of The First Cycle Are as Follows:

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	8	80 %	B	Good
2	A- 2	4	40 %	E	Poor
3	A- 3	10	100 %	A	Excellent
4	A- 4	6	60 %	C	Fair
5	A- 5	9	90 %	A	Excellent
6	A- 6	10	100 %	A	Excellent
7	A- 7	5	50 %	D	Less
8	A- 8	8	80 %	B	Good
9	A- 9	9	90 %	A	Excellent
10	A- 10	5	50 %	D	Less
11	A- 11	8	80 %	B	Good
12	A- 12	9	90 %	A	Excellent
13	A- 13	8	80 %	B	Good
14	A- 14	10	100 %	A	Excellent
15	A- 15	4	40 %	E	Poor
16	A- 16	6	60 %	C	Fair
17	A- 17	6	60 %	C	Fair
18	A- 18	9	90 %	A	Excellent
19	A- 19	9	90 %	A	Excellent
20	A- 20	9	90 %	A	Excellent
21	A- 21	4	40 %	E	Poor
22	A- 22	8	80 %	B	Good
23	A- 23	7	70 %	B	Good
24	A- 24	6	60 %	C	Fair
25	A- 25	4	40 %	E	Poor

26	A- 26	10	100 %	A	Excellent
27	A- 27	Absent	Absent	Absent	Absent
28	A- 28	9	90 %	A	Excellent
29	A- 29	8	80 %	B	Good
30	A- 30	8	80 %	B	Good
31	A- 31	9	90 %	A	Excellent
32	A- 32	7	70 %	B	Good
33	A- 33	6	60 %	C	Fair
34	A- 34	6	60 %	C	Fair
35	A- 35	9	90 %	A	Excellent
36	A- 36	5	50 %	D	Less
37	A- 37	10	100 %	A	Excellent
38	A- 38	8	80 %	B	Good
39	A- 39	4	40 %	E	Poor
40	A- 40	5	50 %	D	Less
41	A- 41	8	80 %	B	Good
42	A- 42	4	40 %	E	Poor
43	A- 43	7	70 %	B	Good
44	A- 44	6	60 %	C	Fair
45	A- 45	4	40 %	E	Poor

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	Category
1	90% - 100%	14	31,8%	Excellent
2	75% - 89%	12	27,3%	Good

3	60% - 74%	7	15,9%	Fair
4	50% - 59%	4	9,1%	Less
5	0% - 49%	7	15,9%	Poor
		44	100%	

From the data above, it could be seen that 31,8% or 14 students got excellent mark, 27,3% or 12 students got good mark, 15,9% or 7 students got fair mark, 9,1% or 4 students got less mark, and 15,9% 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:

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

$$X = \frac{314}{44} = 7,1$$

The result of the mean was 7,1. 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 7 students got poor mark, so the researcher had to continue to the next cycle.

3. Second Cycle

The second cycle was conducted on Saturday, March 20th 2010 at 07.30-09.00 a.m. The activities were same with the previous research. In this cycle, the researcher used song under title 'have you ever' by Brandy 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.5
The Result of Percentage in The Second Cycle

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	9	90 %	A	Excellent
2	A- 2	7	70 %	B	Good
3	A- 3	9	90 %	A	Excellent
4	A- 4	9	90 %	A	Excellent
5	A- 5	9	90 %	A	Excellent
6	A- 6	8	80 %	B	Good
7	A- 7	7	70 %	B	Good
8	A- 8	9	90 %	A	Excellent
9	A- 9	9	90 %	A	Excellent
10	A- 10	8	80 %	B	Good
11	A- 11	9	90 %	A	Excellent
12	A- 12	6	60 %	C	Fair
13	A- 13	9	90 %	A	Excellent
14	A- 14	10	100 %	A	Excellent
15	A- 15	6	60 %	C	Fair
16	A- 16	10	100 %	A	Excellent
17	A- 17	8	80 %	B	Good
18	A- 18	9	90 %	A	Excellent
19	A- 19	8	80 %	B	Good
20	A- 20	8	80 %	B	Good
21	A- 21	3	30 %	E	Poor
22	A- 22	9	90 %	A	Excellent
23	A- 23	10	100 %	A	Excellent
24	A- 24	8	80 %	B	Good
25	A- 25	4	40 %	E	Poor

26	A- 26	5	50 %	D	Less
27	A- 27	9	90 %	A	Excellent
28	A- 28	9	90 %	A	Excellent
29	A- 29	8	80 %	B	Good
30	A- 30	8	80 %	B	Good
31	A- 31	7	70 %	B	Good
32	A- 32	7	70 %	B	Good
33	A- 33	9	90 %	A	Excellent
34	A- 34	8	80 %	B	Good
35	A- 35	7	70 %	B	Good
36	A- 36	9	90 %	A	Excellent
37	A- 37	9	90 %	A	Excellent
38	A- 38	6	60 %	C	Fair
39	A- 39	9	90 %	A	Excellent
40	A- 40	7	70 %	B	Good
41	A- 41	9	90 %	A	Excellent
42	A- 42	8	80 %	B	Good
43	A- 43	7	70 %	B	Good
44	A- 44	8	80 %	B	Good
45	A- 45	6	60 %	C	Fair

Then, the researcher calculated students' score based on the percentage formula to categorize their ability. 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%	20	44,5%	Excellent
2	75% - 89%	18	40%	Good

3	60% - 74%	4	8,9%	Fair
4	50% - 59%	1	2,2%	Less
5	0% - 49%	2	4,4%	Poor
		45	100%	

From the Table 6 above, it could be seen that 44,5% or 20 students got excellent mark, 40% or 18 students got good mark, 8,9% or 4 students got fair mark, 2,2% or 1 students got less mark, and 4,4% or 2 students got poor mark. From that result, the researcher could calculate the average (mean) of the score as follows:

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

$$\text{Mean} = X = \frac{357}{45} = 7,9$$

The result above showed us that the average of students test in the second cycle was 7,9. The result of the second cycle was better than the previous one. It means that there were improvements for the students' understanding on present perfect tense.

4. Third Cycle

The third cycle was conducted on Tuesday, March 23rd 2010 at 10.30-11.15. After second 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 'I still haven't found what I'm looking for' by U2 and she tried to handle the weakness in the second cycle. The researcher reviewed previous lesson, she concluded that there was significant improvement of students' understanding on present perfect after the researcher taught present perfect tense using song lyrics. The result of the test in this cycle as follow:

Table. 7
The Result of Percentage in The Third Cycle

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	9	90 %	A	Excellent
2	A- 2	8	80 %	B	Good
3	A- 3	8	80 %	B	Excellent
4	A- 4	9	90 %	A	Excellent
5	A- 5	10	100 %	A	Excellent
6	A- 6	9	90 %	A	Excellent
7	A- 7	7	70 %	B	Excellent
8	A- 8	8	80 %	B	Excellent
9	A- 9	10	100 %	A	Excellent
10	A- 10	6	60 %	C	Fair
11	A- 11	9	90 %	A	Excellent
12	A- 12	10	100 %	A	Excellent
13	A- 13	8	80 %	B	Excellent
14	A- 14	10	100 %	A	Excellent
15	A- 15	7	70 %	B	Excellent
16	A- 16	9	90 %	A	Excellent
17	A- 17	8	80 %	B	Good
18	A- 18	10	100 %	A	Excellent
19	A- 19	8	80 %	B	Good
20	A- 20	10	100 %	A	Excellent
21	A- 21	9	90 %	A	Excellent
22	A- 22	8	80 %	B	Good
23	A- 23	9	90 %	A	Excellent
24	A- 24	7	70 %	B	Good
25	A- 25	7	70 %	B	Excellent

26	A- 26	10	100 %	A	Excellent
27	A- 27	6	60 %	C	Fair
28	A- 28	8	80 %	B	Excellent
29	A- 29	9	90 %	A	Excellent
30	A- 30	10	100 %	A	Excellent
31	A- 31	8	80 %	B	Good
32	A- 32	10	100 %	A	Excellent
33	A- 33	9	90 %	A	Excellent
34	A- 34	6	60 %	C	Fair
35	A- 35	6	60 %	C	Fair
36	A- 36	9	90 %	A	Excellent
37	A- 37	10	100 %	A	Excellent
38	A- 38	10	100 %	A	Excellent
39	A- 39	7	70 %	B	Good
40	A- 40	6	60 %	C	Fair
41	A- 41	10	100 %	A	Excellent
42	A- 42	8	80 %	B	Excellent
43	A- 43	9	90 %	A	Excellent
44	A- 44	8	80 %	B	Good
45	A- 45	6	60 %	C	Fair

Then, the researcher calculated students score based on the percentage formula to categorize their ability. 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%	23	51,1%	Excellent
2	75% - 89%	16	35,6%	Good

3	60% - 74%	6	13,3%	Fair
4	50% - 59%	-	-	
5	0% - 49%	-	-	
		45	100%	

From the table above, it could be seen that 51,1% or 23 students got excellent mark, 35,6% or 16 students got good mark, 13,3% or 6 students got fair mark. Then, the researcher calculated the mean.

$$X = \frac{378}{45} = 8,4$$

So the mean of the students third cycle score was 8,4. It means the students score in this cycle could be categorized as successful because the result of the cycle was 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 first cycle until third cycle briefly can be seen in the table 9 below:

Table. 9

The Result of Test From the First Cycle Until Third Cycle as Follow:

No	Students Code	Pre cycle	Cycle 1	Cycle 2	Cycle 3
1	A- 1	7	8	9	9
2	A- 2	2	4	7	8
3	A- 3	8	10	9	8
4	A- 4	5	6	9	9
5	A- 5	8	9	9	10
6	A- 6	7	10	8	9
7	A- 7	5	5	7	7
8	A- 8	7	8	9	8
9	A- 9	8	9	9	10
10	A- 10	4	5	8	6

11	A- 11	7	8	9	9
12	A- 12	8	9	6	10
13	A- 13	7	8	9	8
14	A- 14	7	10	10	10
15	A- 15	2	4	6	7
16	A- 16	6	6	10	9
17	A- 17	6	6	8	8
18	A- 18	7	9	9	10
19	A- 19	6	9	8	8
20	A- 20	7	9	8	10
21	A- 21	4	4	3	9
22	A- 22	7	8	9	8
23	A- 23	6	7	10	9
24	A- 24	6	6	8	7
25	A- 25	2	4	4	7
26	A- 26	8	10	5	10
27	A- 27	2	Absent	9	6
28	A- 28	8	9	9	8
29	A- 29	6	8	8	9
30	A- 30	7	8	8	10
31	A- 31	7	9	7	8
32	A- 32	Absent	7	7	10
33	A- 33	6	6	9	9
34	A- 34	6	6	8	6
35	A- 35	7	9	7	6
36	A- 36	5	5	9	9
37	A- 37	8	10	9	10
38	A- 38	7	8	6	10
39	A- 39	4	4	9	7

40	A- 40	5	5	7	6
41	A- 41	6	8	9	10
42	A- 42	4	4	8	8
43	A- 43	6	7	7	9
44	A- 44	5	6	8	8
45	A- 45	4	4	6	6
sum		260	314	356	378
Average (mean)		5,9	7,1	7,9	8,4
Low score		2	4	3	6
High score		8	10	10	10

Table. 10

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

No	Indicators	Total of students			
		Pre-Cycle	Cycle I	Cycle II	Cycle III
1	Paying attention	9	17	25	32
2	Asking questions	5	7	8	10
3	Responding to question	6	8	8	15
4	Accomplishing Task	10	25	27	34

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

$$\frac{\text{Sum of checklist}}{\text{amount of students}} \times 100\%$$

Table. 11
The Percentage as Follow:

No	Indicators	Achievement			
		Pre-Cycle	Cycle I	Cycle II	Cycle III
1	Paying attention	20,5%	38,6%	55,6%	71,1%
2	Asking questions	11,7%	15,9%	17,8%	22,2%
3	Responding to question	13,6%	18,2%	17,8%	33,3%
4	Accomplishing Task	22,7%	56,8%	60%	75,6%

From some tables above, the use of song in teaching present perfect could help students to understand the material. So, this Classroom action research in the implementation of song to improve students' understanding on present perfect tense at the eighth grade students of MTs Matholibul Huda Jepara in The Academic Year of 2009/2010 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 VIII E students of MTs Matholibul Huda Jepara in The Academic Year of 2009/2010.
2. The use of song in this study is only to improve students' understanding on present perfect tense not all of tenses.