

CHAPTER IV

DESCRIPTION AND DATA ANALYSIS

A. Data Description

The research held at MAN Pemalang on 16 until 29 September 2013. The headmaster of that school was Mr. H. Bukhori, S. Ag. The researcher decided to hold the research with the students of Eleventh Grade Scientist 1 of MAN Pemalang in the Academic Year of 2013/2014. The researcher did so because he made a simple interview with the teacher before the research is held. This class consists of 38 students. They are 8 male students and 30 female students. **(See Appendix 1)**

B. Data Analysis

This chapter discussed the data that had been collected to know the result of each cycle during the research.

There were two cycles that have been done by the researcher:

1. Cycle One

This cycle was conducted on 25 September 2013. There were 35 students that followed the teaching learning process. Teaching learning process during treatment was presented in four steps. They are:

a. Planning

In this process, the teacher did followings activities:

- 1) Chose teaching and learning material.
- 2) Arranged lesson plan.
- 3) Prepared material sources, observation checklist and a set of sound system.
- 4) Prepared test instrument.

b. Acting

In this step, the teacher started teaching learning process to get the data by conducting Cycle One. The purpose of this cycle was to measure and to get the information how far the students know and master about the material with implementing the method, in this case it was the use of song lyrics.

At the beginning of the meeting, firstly, the teacher greeted the students. Second, he took the students' attendance. Then, the teacher asked the students to pray before they study. Then, he told the students what materials would be discussed and the purpose of the materials.

The next was the main activities. The teacher explained about the materials, in this case the material was Conditional Sentence. Several of them perhaps ever

once knew about the material, at least from book or other sources.

The teacher began explaining the material by contributing the material paper, book sources and the paper contained song lyrics to the students. He explained conditional sentence type one first. He explained that conditional sentence type one is used to express the statements that show some conditions or events might be happened in future time. Then, the teacher gave students the formula which has to be used in conditional type one, that is the Simple Present Tense form in If-Clause and the Simple Future Tense form in Main Clause. The teacher firstly gave the examples:

- 1) If my father gives me money, I will buy a new bag.
- 2) If I am a doctor next time, I will give you a good medicine.

Example 1) was for the example of verbal sentence, and example 2) was for the example of nominal sentence. Example 1) showed that we have to use the Simple Present Tense form, that was “my father gives me money”, in If-Clause, and the Simple Future Tense form, that was “I will buy a new bag”, in Main Clause. Then, example 2) showed similar structure that we have to use the Simple Present Tense form, that was “I am a doctor next time”, in If-Clause, and the Simple

Future Tense form, that was “I will give you a good medicine”, in Main Clause.

After the teacher finished explaining conditional sentence type one, he asked students to give their confirmation that they have understood about it and offered students to ask question. There was no question from the students to be asked to the teacher about conditional sentence type one.

Then, the teacher continued explaining about the material, that was conditional sentence type two. He explained that conditional sentence type two is used to express the statements that show some conditions or events that are impossible or have no big opportunity to be happened at present time. Then, the teacher gave students the formula which has to be used in conditional sentence type two, that is the Simple Past Tense form in If-Clause and the Future Past Tense form in Main Clause. The teacher gave the examples:

- 1) If I watched the football match in *Camp Nou* right now, I would be happy.
- 2) If I were at home right now, I would help you.

Example 1) was for the example of verbal sentence, and example 2) was for the example of nominal sentence. Example 1) showed that we have to use the Simple Past Tense form, that was “I watched the

football match in *Camp Nou* right now”, in If-Clause, and the Future Past Tense form, that was “I would be happy”, in Main Clause. Then, example 2) showed similar structure that we have to use the Simple Past Tense form, that was “I were at home right now”, in If-Clause, and the Future Past Tense form, that was “I would help you”, in Main Clause.

After the teacher finished explaining conditional sentence type two, he asked students to give their confirmation that they have understood about it and offered students to ask question. There was still no question from the students to the teacher about the materials.

Then, the teacher continued explaining about the material, that was conditional sentence type three. He explained that conditional sentence type three is used to express the statements that show some conditions or events that are impossible or have no big opportunity to be happened at past time. Then, the teacher gave students the formula which has to be used in conditional sentence type two, that is the Past Perfect Tense form in If-Clause and the Past Future Perfect Tense form in Main Clause. The teacher gave the examples:

- 1) If I had trained football skill when childhood, I would have been a professional football player.

- 2) If you had been at home yesterday, you would have seen me.

Example 1) was for the example of verbal sentence, and example 2) was for the example of nominal sentence. Example 1) showed that we have to use the Past Perfect Tense form, that was “I had trained football skill when childhood”, in If-Clause, and the Past Future Perfect Tense form, that was “I would have been a professional football player”, in Main Clause. Then, example 2) showed similar structure that we have to use the Past Perfect Tense form, that was “you had been at home yesterday”, in If-Clause, and the Past Future Perfect Tense form, that was “you would have seen me”, in Main Clause.

After the teacher finished explaining conditional sentence all types, he asked students to give their confirmation that they have understood about it and offered students to ask question. There was no student asking a question.

After that, the teacher implemented the method, in this case was the use of song lyrics. The researcher helped the teacher prepared the media, that was a set of sound system and music player. The researcher decided using his hand phone because it was simple to use.

The teacher played three different songs for three types of conditional sentences. First song was “Lead the Way” from Mariah Carey (**See Appendix 7**). The piece of the lyric that showed the conditional sentence type one was “....if I move closer, then love will take over....” Second song was “If I were A Boy” from Beyonce (**See Appendix 8**). The pieces of the lyric that showed the conditional sentence type two was “If I were a boy even just for a day, I'd roll out of bed in the morning”, “If I were a boy, I think I could understand”, and “If I were a boy, I would turn off my phone.” Then, the last song was “Should've Said No” from Taylor Swift (**See Appendix 11**). The pieces of the lyric that showed the conditional sentence type three was “You should've said no, you should've gone home”, “You should've thought twice 'fore you let it all go”, “You shouldn've known that word”, and “I should've been there in the back of your mind.”

After that, the teacher pointed several students to give other examples of conditional sentence. There were five students gave the examples which they wrote on whiteboard.

1. First student, Catur Prasetyo Wibowo, stated, “If you give me money, I will feel happy.”

2. Second student, NurIka Arimi, stated, “If I am horse, I will run fast.”
3. Third student, Ani Satul Alifah, stated, “If you had eaten yesterday, you would have not hungried.”
4. Fourth student, Anis Kartika Rakhmaniar, stated, “If you drunk orange juice, you would healthy.”
5. Fifth student, Dede Suharno, stated, “If my mother cooks rice, I will eat it.”

Those examples showed various comprehension of the explanation of the materials from the teacher. The first student stated a correct example. The example was conditional sentence type one because the condition was possible to be happened that the If-Clause is the Simple Present Tense form, “you give me money”, and the Main Clause is the Simple Future Tense form, “I will feel happy”.

Then, the next student made an incorrect example. The example was conditional sentence type two because the condition was impossible or have no big opportunity to be happened at that time, but she stated the sentence in the form of conditional sentence type one. The correct one should be “If I were a horse, I would run fast.”

Then, the next student gave the correct example in its form, but incorrect in vocabulary agreement. She

considered that “hungry” was the verb, however it should be the adjective. The correct one should be, “If you had eaten yesterday, you would have been not hungry.”

The fourth student made an incorrect example, both in the form and vocabulary agreement. She considered that “healthy” was the verb, however it should be adjective. And she made the example in the form of conditional sentence type two, but it should be conditional sentence type one because the condition was possible to be happened in that time. The correct one should be, “If you drink orange juice, you will be healthy.”

Then, the last student stated a correct example. The example was conditional sentence type one because the condition was possible to be happened that the If-Clause is the Simple Present Tense form, “my mother cooks rice”, and the Main Clause is the Simple Future Tense form, “I will eat it”.

After that, the teacher held the test to measure students’ ability about the material. The result showed in the table. **(See Appendix 3)**

The table shows there are 12 students which did not pass the minimum score criterion (72). They are 9

students followed test but did not pass, and 3 others did not follow the test.

Total score which collected is 2,570 from 35 students. From this, the researcher concludes the average score for this cycle is:

$$Mean = \frac{\text{Total Score}}{\text{Total Students}}$$

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{2,570}{35} \\ &= 73.4 \end{aligned}$$

c. Observing

First cycle was conducted on Wednesday, 25 September 2013. There were 35 students joined in teaching learning process. The students were enthusiastic in listening the teacher's explanation because the teacher used song lyrics, it was unusual activity because the teacher rare to use song lyrics in teaching learning process. When the teacher pointed out Catur Prasetyo Wibowo, Nur Ika Arimi, Ani Satul Alifah, Kartika Rakhmaniar, and Dede Suharno to make examples of conditional sentence, only two of them

could do it well, they were Catur and Dede. While Nur Ika, Ani Satul, and Kartika did not give the correct examples. Almost the students were enthusiastic in listening songs, they showed their enthusiastic by implementing the pieces of song lyrics. The students were also enthusiastic in doing test given by the teacher. The result of the observation showed in the observation checklist. **(See Appendix 5)**

The checklist showed the students who were enthusiastic in listening to teachers' explanation of Conditional Sentence were 26 from 35 students or 74%. The students who participated in answering the teacher question were 30 from 35 students or 86%. The students who showed curiosity by asking question were 20 from 35 students or 57%. The students who were enthusiastic in concerning to the song lyrics when the teacher played the song were 24 from 35 students or 68%. And the students who were enthusiastic in doing test were 33 from 35 students or 94%.

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Percentage}}{\text{Total Points of Observation}} \\
 &= \frac{379}{5} \\
 &= 75.8 \%
 \end{aligned}$$

Based on the result above, the researcher concluded that 75.8% of 35 students enjoyed the teaching and learning process.

d. Reflecting

In this cycle, there were a lot of students did not pay attention to the teacher. The teacher should ask the students to give their attention more. The most students also did not do the test well, because they did not pay attention well when the teacher explained the material.

2. Cycle Two

This cycle was conducted on 26 September 2013. There were 35 students that followed the teaching learning process. Teaching learning process during treatment was presented in four steps. They are:

a. Planning

In this process, the teacher did followings activities:

- 1) Chose teaching and learning material.
- 2) Arranged lesson plan.
- 3) Prepared material sources, observation checklist and a set of sound system.
- 4) Prepared test instrument.

b. Acting

In this step, the teacher started teaching learning process to get the data by conducting pre cycle. The purpose of this cycle was to measure and to get the information how far the students know and master about the material without implementing the method, in this case was the use of song lyrics.

At the beginning of the meeting, firstly, the teacher greeted the students. Second, he asked the students to pray before they study. Then, he told the students what materials would be discussed and the purpose of the materials.

The next was the main activities. The teacher explained about the materials, in this case the material was Conditional Sentence.

The teacher began explaining the material by contributing the material paper and book to the students. He explained conditional sentence type one first. He explained that conditional sentence type one is used to express the statements that show some conditions or events might be happened in future time. Then, the teacher gave students the formula which has to be used in conditional type one, that is the Simple Present Tense form in If-Clause and the Simple Future Tense form in Main Clause. The teacher firstly gave the examples:

- 1) If you invite me, I will come.
- 2) If I am at home, I will call you.

Example 1) was for the example of verbal sentence, and example 2) was for the example of nominal sentence. Example 1) showed that we have to use the Simple Present Tense form, that was “you invite me”, in If-Clause, and the Simple Future Tense form, that was “I will come”, in Main Clause. Then, example 2) showed similar structure that we have to use the Simple Present Tense form, that was “I am at home”, in If-Clause, and the Simple Future Tense form, that was “I will call you”, in Main Clause.

After the teacher finished explaining conditional sentence type one, he asked students to give their confirmation that they have understood about it and offered students to ask question. There was no question from the students to be asked to the teacher about conditional sentence type one.

Then, the teacher continued explaining about the material, that was conditional sentence type two. He explained that conditional sentence type two is used to express the statements that show some conditions or events that are impossible or have no big opportunity to be happened at present time. Then, the teacher gave students the formula which has to be used in conditional

sentence type two, that is the Simple Past Tense form in If-Clause and the Future Past Tense form in Main Clause. The teacher gave the examples:

- 1) If I had much money right now, I would help you.
- 2) If I were a bird, I would fly.

Example 1) was for the example of verbal sentence, and example 2) was for the example of nominal sentence. Example 1) showed that we have to use the Simple Past Tense form, that was “I had much money right now”, in If-Clause, and the Future Past Tense form, that was “I would help you”, in Main Clause. Then, example 2) showed similar structure that we have to use the Simple Past Tense form, that was “I were a bird”, in If-Clause, and the Future Past Tense form, that was “I would fly”, in Main Clause.

After the teacher finished explaining conditional sentence type two, he asked students to give their confirmation that they have understood about it and offered students to ask question. There was still no question from the students to be asked to the teacher about the materials.

Then, the teacher continued explaining about the material, that was conditional sentence type three. He explained that conditional sentence type three is used to express the statements that show some conditions or

events that are impossible or have no big opportunity to be happened at past time. Then, the teacher gave students the formula which has to be used in conditional sentence type two, that is the Past Perfect Tense form in If-Clause and the Past Future Perfect Tense form in Main Clause. The teacher gave the examples:

- 1) If I had known that you were there, I would have written a letter.
- 2) If you had come to the meeting yesterday, you would have seen her.

Both example 1) and 2) were for the examples of verbal sentence. Example 1) showed that we have to use the Past Perfect Tense form, that was “I had known that you were there”, in If-Clause, and the Past Future Perfect Tense form, that was “I would have written a letter”, in Main Clause. Then, example 2) showed similar structure that we have to use the Past Perfect Tense form, that was “If you had come to the meeting yesterday”, in If-Clause, and the Past Future Perfect Tense form, that was “you would have seen her”, in Main Clause.

After the teacher finished explaining conditional sentence all types, he asked students to give their confirmation that they have understood about it and offered students to ask question. There was one student

asked a question, she said, “Why do we only allow using to be “were” in Conditional Sentence type two?” The teacher answered, “Because it is the rule. We do not allow using to be “was” in conditional sentence, we only allow using to be “were” in Conditional Sentence, especially in type two.”

After that, the teacher implemented the method, in this case was the use of song lyrics. The researcher helped the teacher prepared the media, that was a set of sound system and music player.

The teacher played three different songs for three types of conditional sentences. First song was “Time After Time” from Cindy Lauper (**See Appendix 9**). The pieces of the lyric that showed the conditional sentence type one were “If you're lost you can look and you will find me”, and “If you fall I will catch you.” Second song was “If You Were A Sailboat” from Katie Melua (**See Appendix 10**). The pieces of the lyric that showed the conditional sentence type two was “If you're a cowboy I would trail you”, “If you're a piece of wood I'd nail you to the floor”, “If you're a sailboat I would sail you to the shore”, “If you're a river I would swim you”, “If you're a house I would live in you all my days”, and “If you're a preacher I'd begin to change my ways.” Then, the last song was similar with previews

cycle, that was “Should’ve Said No” from Taylor Swift **(See Appendix 11)**. The pieces of the lyric that showed the conditional sentence type three was “You should've said no, you should've gone home”, “You should've thought twice 'fore you let it all go”, “You shouldn've known that word”, and “I should've been there in the back of your mind.” After that, the teacher pointed several students to give other examples of conditional sentence. There were four students gave the examples which they wrote on whiteboard.

1. First student, Widi Kurniasih, stated, “If you eat bananas, you will not be hungry anymore.”
2. Second student, Fathul Azis, stated, “If I were a professional football player, I would show you my dribbling skill.”
3. Third student, Catur Prasetyo Wibowo, stated, “If you had written a letter yesterday, I would have beennot come late.”
4. Fourth student, Siti Nurfadhilah, stated, “If my father were a rich man right now, I would give you a plane.”

Those examples showed various comprehension of the explanation of the materials from the teacher. Three of them gave correct examples, but one of them did not. The first student stated a correct example. The

example was conditional sentence type one because the condition was possible to be happened that the If-Clause is the Simple Present Tense form, “you eat bananas”, and the Main Clause is the Simple Future Tense form, “you will not be hungry anymore”.

Then, the next student made a correct example. The example was conditional sentence type two because the condition was impossible or has no big opportunity to be happened at that time. The If-Clause is the Simple Past Tense form, “I were a professional football player”, and the Main Clause is Past Future Tense form, “I would show you my dribbling skill.”

Then, the third student gave an incorrect example in Main Clause. He considered that “come” was the adjective, however it should be the verb. The correct one should be, “If you had written a letter yesterday, I would have not come late.”

Then, the last student stated a correct example. The example was conditional sentence type two because the condition was impossible or has no big opportunity to be happened at that time. The If-Clause is the Simple Past Tense form, “my father were a rich man right now”, and the Main Clause is the Past Future Tense form, “I would give you a plane”.

Then, the teacher held the test to measure students' ability about the material. The result showed in the table. (See **Appendix 4**)

The table shows there are 7 students which did not pass the minimum score criterion (72). They are 4 students followed test but did not pass, and 3 others did not follow the test.

Total score which collected is 2,717.5 from 35 students. From this, the researcher concludes the average score for this cycle is:

$$Mean = \frac{\text{Total Score}}{\text{Total Students}}$$

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{2,171.5}{35} \\ &= 77.6 \end{aligned}$$

c. Observing

Cycle Two was conducted on Thursday, 26 September 2013. There were 35 students joined in teaching learning process. The students were enthusiastic in listening the teacher's explanation because the teacher used song lyrics, it was unusual activity because the teacher rare to use song lyrics in

teaching learning process. When the teacher pointed out Widi Kurniasih, Fathul Azis, Catur Prasetyo Wibowo, and Siti Nurfadhilah to make examples of conditional sentence, three of them could do it well, they were Widi, Fathul, and Nurfadhilah. While Catur did not give the correct example. Almost the students were enthusiastic in listening songs, they showed their enthusiastic by implementing the pieces of song lyrics. The students were also enthusiastic in doing test given by the teacher. The result of the observation showed in the observation checklist. **(See Appendix 6)**

The checklist showed the students who were enthusiastic in listening to teachers' explanation of Conditional Sentence were 31 from 35 students or 88%. The students who participated in answering the teacher question were 31 from 35 students or 88%. The students who showed curiosity by asking question were 27 from 35 students or 77%. The students who were enthusiastic in concerning to the song lyrics when the teacher played the song were 29 from 35 students or 82%. And the students who were enthusiastic in doing test were 34 from 35 students or 97%.

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Percentage}}{\text{Total Points of Observation}} \\
 &= \frac{433}{5} \\
 &= 86.6 \%
 \end{aligned}$$

Based on the result above, the researcher concluded that 86.6% of 35 students enjoyed the teaching and learning process.

d. Reflecting

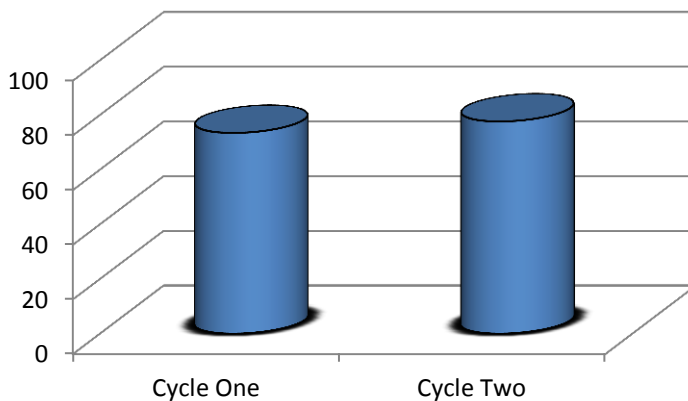
In this cycle, almost all of the students were enthusiastic not only when the teacher implemented the method, in this case is the use of song lyrics, but also in following the whole teaching learning process. The teacher did not need to ask more the students to pay attention.

C. Final Analysis

After the teacher implemented the use of song lyrics to teach conditional sentence, he got the data from the test and analyzed the result of each cycle. There were improvements from the students' understanding in conditional sentence. Students were enthusiastic in teaching learning process. The result was analyzed from each cycle and the researcher got the result as follow:

Cycle	One	Two
Score	73.4	77.6

Based on the research, the researcher concluded that there was the improvement of students' understanding from cycle one to cycle two. It showed by the increasing of students' score. Diagram below shows the improvement of students' score:



The researcher also concluded that there was the improvement of students' enjoyment in teaching learning process from cycle one to cycle two. It showed when the students paid attention more to the teacher when the teacher implemented the use of song lyrics. Diagram below shows the improvement of students' enjoyment in teaching learning process:

