

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and the result of analyzing the data. Therefore, this chapter focuses on the research findings, hypothesis testing and discussion.

A. Research Findings

The findings of this research are intended to answer the research problems. As mentioned previously, there are three formulations of research problems. The two research problems are about how the students' understanding towards parts of speech before and after using song lyrics and the last one is about whether there is a significant difference between two of them.

For investigating the students' understanding towards parts of speech before and after using song lyrics, the researcher conducted pre-test and post-test. Then, the students' understanding about parts of speech can be known based on both two tests. Therefore, the research finding discusses about the student's achievement on pre- test and post- test. In addition to answer whether there is a significant difference between students 'understanding towards parts of speech before and after being taught using

song lyrics, the researcher analyzed the data by using paired sample T-test through SPSS 16.0 for windows (Sujarweni, 2014:100).

1. The Students' Ability in Identifying Parts of Speech before being Taught using Song Lyrics

The writer presented the students' ability in identifying parts to speech before using song lyrics in the form of pre-test score. The test was given to 32 students of VIII B class which was taken as sample. The writer used initial name for students' name. Table 4.1 shows the students' score before being taught using song lyrics.

Table 4.1 The Students' Score before being Taught using Song Lyrics

No.	Students' Name	Score (Y₁)
1.	AF	50
2	AFN	80
3	AA	70
4	ASA	50
5	BCA	70
6	CTR	70
7	CAM	75
8	CN	70
9	MFHA	70
10	FTR	60
11	IAA	70
12	IH	70

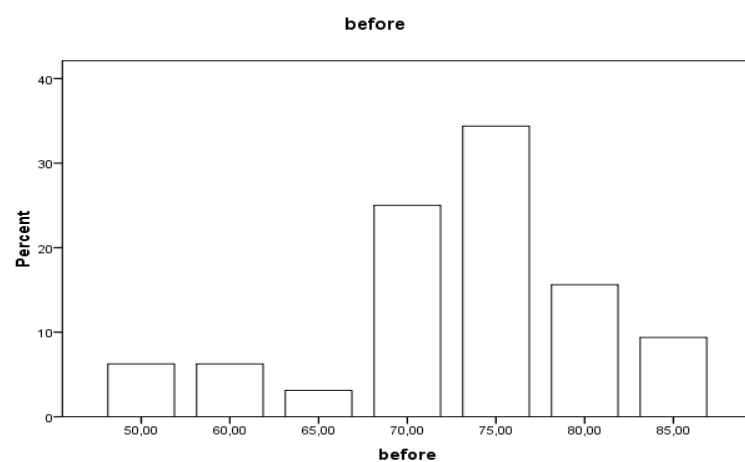
13	MAR	80
14	MAA	80
15	MRN	85
16	NWF	75
17	NNS	80
18	NA	75
19	NAZ	85
20	PHI	75
21	RA	75
22	RNAFS	75
23	RES	65
24	RAN	80
25	REA	75
26	SOA	70
27	SA	75
28	TH	85
29	VPM	75
30	YWY	75
31	YWE	75
32	ZNR	60

The pre-test had done before the treatment (teaching parts of speech by using song lyrics). It was conducted on April, 22nd 2016. The test was filling the blank of identifying parts of speech. This test was intended to know the students' ability in identifying parts of speech before getting treatment. From the data above, the highest score is 85 while the lowest score is 50

For making easy to interpret the data, the writer arranged the data of students' pre-test in the form of frequency and percentage. Table 4.2 and Figure 4.2 The Frequency and Percentage of Students' Score on Pre-test. The results are as follows:

Table 4.2 The Frequency and Percentage of Students' Score on Pre-test.

Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	6.2	6.2	6.2
	60	2	6.2	6.2	12.5
	65	1	3.1	3.1	15.6
	70	8	25.0	25.0	40.6
	75	11	34.4	34.4	75.0
	80	5	15.6	15.6	90.6
	85	3	9.4	9.4	100.0
Total		32	100.0	100.0	



Based on the data of table 4.2 above, the result on pre-test known that from 32 students, 2 students got score 50 with 6.2%, 2 students got score 60 with 6.2%, 1 student got 65 score with 3.1%, 8 students got score 70 with 25.0%, 11 students got score 75 with 34.4%, 5 students got score 80 with 15.6% and 3 students got score 85 with 9.4%.

From Table 4.2 and Figure 4.2, it can be concluded that most of students got score 75 with 34.4%.

2. The Students' Ability in Identifying Parts of Speech after being Taught using Song Lyrics

The presented data below was the result to students' post- test. It was gotten after conducting the treatment. The writer also used initial name for the students' name. Table 4.3 and Figure 4.3 below show The Students' Score after being Taught using Song Lyrics. The data presented as follows:

Table 4.3 The Students' Score after being Taught using Song Lyrics

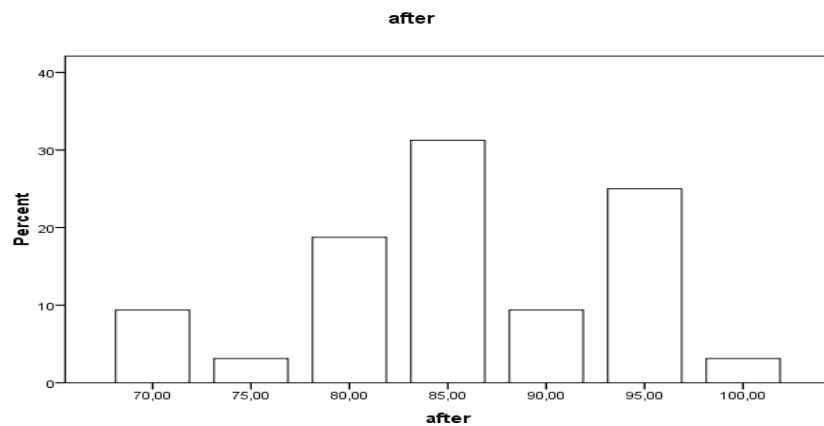
No.	Students' Name	Score (Y₂)
1	AF	70
2	AFN	85
3	AA	80
4	ASA	75

5	BCA	90
6	CTR	95
7	CAM	95
8	CN	80
9	MFHA	70
10	FTR	85
11	IAA	80
12	IH	95
13	MAR	100
14	MAA	85
15	MRN	85
16	NWF	95
17	NNS	85
18	NA	95
19	NAZ	85
20	PHI	80
21	RA	85
22	RNAFS	85
23	RES	95
24	RAN	80
25	REA	95
26	SOA	95
27	SA	90
28	TH	85
29	VPM	90
30	YWY	80
31	YWE	85
32	ZNR	70

In the post-test, the writer also gave the students 20 items test of filling the blank about identifying parts of speech. The post-test was held on April, 29th 2016 the data was from 32 students' score. The highest score is 100, while the lowest score is 70. The data of students' post-test above, the writer arranged in the form of frequency and percentage. Table 4.4 and Figure 4.4 show The Frequency and Percentage of Students' Score on Post-test. The results are presented as follows:

Table 4.4 The Frequency and Percentage of Students' Score on Post-test

		Post-Test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	3	9.4	9.4	9.4
	75	1	3.1	3.1	12.5
	80	6	18.8	18.8	31.2
	85	10	31.2	31.2	62.5
	90	3	9.4	9.4	71.9
	95	8	25.0	25.0	96.9
	100	1	3.1	3.1	100.0
Total		32	100.0	100.0	



Based on the Table 4.4 above, from the result of students' post-test after getting treatment, it knows from 32 students, 3 students got score 70 with 9.4%, 1 student got score 75 with 3.1%, 6 students got score 80 with 18.8%, 10 students got score 85 with 31.2%, 3 students got score 90 with 9.4%, 8 students got score 95 with 25% and 1 student got score 100 with 3.1%.

Based on Table 4.4 and Figure 4.4, it had been known that most of students after getting treatment got score 85 with 31.2%. Then, the researcher concluded from the result pre-test and post-test, the students get improvement after getting treatment. For more detail result of the students, the writer analyzed again the data. It can be shown in Table 4.5. Table 4.5 shows The Result of Descriptive Statistics. The result as follows:

Table. 4.5 The Result of Descriptive Statistics**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Before	32	50.00	85.00	2325.00	72.6562	8.51795	72.555
After	32	70.00	100.00	2745.00	85.7812	8.04317	64.693
Valid N (listwise)	32						

From the table above, it showed that the amount student (N) are 32, on pre-test, it knows that minimum value is 50 and the maximum score is 85. The sum is 2325. The mean is 72.66. The standard deviation is 8.518 and the variance is 72.55. While on the post-test, it knows that the minimum score is 70 and the maximum score is 100. The sum is 2745. The mean score is 85.78. The standard deviation is 8.043 and the variance is 64.69.

From the result of computation of Table 4.3 knows that the mean on pre-test is 72.66, while on post-test is 85.78. It was known that the mean of post-test is higher than in pre-test.

For knowing whether the treatment was effective or not, then the writer analyzed the by using SPSS 16.0 for windows. The score above, then continued analyzed by using paired sample T-test through SPSS 16.0 for windows (Sujarweni, 2014:100) to test the

effectiveness of using song lyrics. The Table 4.6 show the outputs of Paired Sample Statistics. The result are as follows:

Table 4.6 Paired Sample Statistics

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Before	72.6562	32	8.51795	1.50577
After	85.7812	32	8.04317	1.42184

The data was presented above, it was the performance scores of one group/class which was taken as the sample, before and after being taught using song lyrics as the treatment. The mean score of pre-test is 72.66, while the mean score of post-test is 85.78. The number of students (N) is 32. The standard deviation of pre-test is 8.518, while the standard deviation of post-test is 8.043. Then, the standard error mean of pre-test is 1.505, while the standard error mean of post-test is 1.421

Based on the result of the mean above, it can be concluded that there was increased since the mean score of post-test is higher than pre-test. It was stated that the mean score of post-test is 85.78 while the mean score of pre-test is 72.66. Table 4.7 show output Paired Sample T-test, as follow;

Table 4.7 Paired Sample T-test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test – Post-test	-1.31250E-01	9.13607	1.61504	-16.41890	-9.83110	-8.127	31	.000

Table 4.7 shows the result of output Paired Sample T-test. It is known that the mean score of both tests (pre-test and post-test) is 1.312, standard deviation is 9.136, the standard error mean is 1.615. The lower difference is 16.418, while the upper difference is 9.831. The result of t_{count} is 8.127 with $df = 31$ and the significance value (2 tailed) is 0.00. Furthermore, with the degree of freedom ($df = 31$), then it consulted to t_{table} with significant level $0.05:2 = 0.025$ (two tailed test) and the result is 2.040.

The writer concerned to t_{count} and significant value (sig). The writer used both of them to analyze the data and test the hypothesis. In this case, the writer compared t_{count} to t_{table} . According to Sujarweni (2014:103) stated that “if $-t_{\text{table}} < t_{\text{count}} <$

t_{table} then H_0 is accepted, while if $t_{count} < -t_{table}$ and $t_{count} > t_{table}$ then H_0 is rejected. Table 4.9 shows that $t_{count} > t_{table}$ ($8.127 > 2.040$). It can be concluded that t_{count} is higher than t_{table} . It means that H_0 was rejected. In other words, it can be interpreted that there is a significance difference score of the use of song lyrics toward students' ability in identifying parts of speech.

From table above, it was known that significance value is 0.000. The writer also used it for testing the hypothesis. According to Sujarweni (2014:103) stated that "Since $sig > 0.05$ then H_0 is accepted while, $sig < 0.05$ then H_0 is rejected ". It is known that significant value < 0.05 ($0.000 < 0.05$). It means that H_0 is rejected. It can be interpreted that there is a significance difference score of the use of song lyrics toward students' ability in identifying parts of speech at SMPN 1 Sumbergempol Tulungagung.

B. Hypothesis testing

In quantitative research, hypothesis testing is very essential and crucial. In chapter 1, it had mentioned before that there are two of hypothesis testing. Alternative Hypothesis (H_a) and Null Hypothesis (H_0). Alternative Hypothesis (H_a) states there is a significant difference score of the use of song lyrics toward students' ability in identifying parts of speech at eight grade of SMPN 1 Sumbergempol Tulungagung in

academic year 2015/2016, while Null Hypothesis (H_0) states that there is no significant difference score of the use of song lyrics toward students' ability in identifying parts of speech at eight grade of SMPN 1 Sumbergempol Tulungagung in academic year 2015/2016. The hypothesis testing is concerned on null hypothesis. Means, the using of song lyrics as the treatment is effective if H_0 is rejected, while the treatment is not effective if H_0 is accepted.

The testing of hypothesis is done through SPSS 16.0 for windows. Whether the null hypothesis testing accepted or rejected, it depends on the interpretation of the output of Paired Sample T-test. The table above showed that H_0 was rejected since t_{count} is higher than t_{table} ($8.127 > 2.040$) and significance value is lower or less than 0.05 ($0.000 < 0.05$). Therefore, the using song lyrics as the treatment for teaching parts of speech is effective and it suggested to be used.

C. Discussion

As stated before in chapter 1, that there are three of research objectives. The two of them are to find out the students' score in identifying parts of speech before and after being taught by using song lyrics. the last one is to find out the significant difference score between students' ability in identifying parts of speech before and after being taught by using song lyrics.

For achieving the objectives of the research, the researcher did three steps to collect the data. The first step was administered pre-test to the students. It intended to know the students' ability in identifying parts of speech before being taught using song lyrics.

Then, the researcher gave the treatment (song lyrics) to the students by teaching parts of speech using song lyrics. The researcher did treatment three times in two meetings with different song title and lyrics. The last one was administered post-test. It was intended to measure students' ability in identifying parts of speech after getting the treatment. The researcher wanted to know whether there was any improvement or not after getting the treatment by using song lyrics. The Lesson Plan and Picture of Teaching Learning can be seen in Appendix 7.

After all, the researcher got the data in the form of pre-test and post-test score. The data were analyzed by using paired sample T test through SPSS 16.0 for windows. In the first output of paired statistics, it stated that the mean score of pre-test is 72.66, while the mean score of post-test is 85.78. Hence, the students' ability in identifying parts of speech on post-test is better than on pre-test. It can be interpreted that students' ability in identifying parts of speech had been improved after getting the treatment by using song lyrics.

Then, the second output of paired sample T-test shows that the value of t_{count} is 8.127 and the significance value is 0.000. The value of t_{table} in significant level 5% (two tailed test) with $df=31$ is 2.040. From the data

which was described in research finding above, it is concluded that H_0 was rejected while H_a was accepted since the data has met the requirements of t_{count} is higher than t_{table} ($8.127 > 2.040$) and significant value is lower or less than 0.05 ($0.000 < 0.05$). It means that there is a significance difference score between students' ability in identifying parts of speech before and after being taught using song lyrics.

Related to the result analysis above, the using of song lyrics as treatment in classroom was very effective and bring many advantages of using it for all students. The using of song lyrics was also benefit for teaching students' listening skill. As known that song lyrics is parts of music. In this case, the advantages between music and song almost the same. Both of them, it can influence the students' feeling to be more motivated, enjoy in classroom and enthusiasm. According to Dorrell (2005 :19) also states "Music creates emoticons, or interacts with the emotions we already feel and, sometimes, it makes us want to dance."

Harmer (2002:242) stated that "A piece of music can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and entertain, and it make a satisfactory connection between the word leisure and the world of learning."

In addition, the use of song is also bringing some advantages in the classroom. Griffie (1995) as cited by Rosova (2007:16) said that "Songs have a place in the classroom for helping create that friendly and co-

operative atmosphere so important for language learning, but they can offer much more”.

Another explanation is given by Papa and Lantorno (1979) as cited by Rosova (2007:15) stated as follows:

Recent researches in the field of foreign language teaching have pointed out that students’ motivation and interest are among the most important factors for the learning of a foreign language. There are several means to improve the teaching effectiveness and to raise the interest and motivation of the students. Recorded tapes, filmstrips, sound films, songs, comics, newspapers and magazines are all familiar to teachers and students and they have proved to be, in most cases, very effective because they are strongly related to everyday life.

Based on theory above, the using of song lyrics that used in the classroom give students good atmosphere. Then the students to be interested and motivated for learning the material through song.

Song lyrics was classified as good activity of students’ learning in the classroom. When the researcher conducted in the classroom by using song lyrics, they more interested and very enthusiastic for learning English material (parts of speech) and they happily sang the song together by guiding the song lyrics sheet.

All in all, the advantages above show that the using of song lyrics is very good for teaching parts of speech in the classroom. Because of the using of song lyrics gives positive impact or effects towards the students itself. Beside they can be motivated and enjoy in the class, they also can learn English material (parts of speech). It has been verified by the result

of data analysis above, that there is a significant difference score between students' ability in identifying parts of speech before and after using song lyrics as the treatment. Hence, it can be concluded that by using of song lyrics for teaching parts of speech is effective for eight students of SMPN 1 Sumbergempol Tulungagung.

Some results of previous studies also used for strengthening the students' activity in the classroom by using song lyrics.

Identifying the Effectiveness of Using Songs to teach parts of speech from Handayani (2010). The result of the research shows that mean of parts of speech test score of experimental class (the students who taught using songs) are 83.75 and the mean of parts of speech test score of control class (the students who taught without using songs) are 75.75. using songs is more effective than without using songs method in teaching parts of speech. It is showed of the mean of experimental class is higher than control class ($83.75 > 75.75$). on the other hand, the test of hypothesis using t-test formula shows the score of the t-test is higher than the score of the table. The score of t-test is 2.374, while the score of t-table on $\alpha = 5\%$ is 1.99 ($2.374 > 1.99$). the hypothesis is accepted.

The use of song lyrics to improve students' vocabulary of verb from Zahro' (2010). The result of this thesis is after the data had been collected by using test, it was found that the pre-test average of the treatment group was 49.20 and control group was 51.00. While, the post-test average of the experimental group was 68.00 and control group were 63.60. the obtained

t-test was 1.855, whereas the t-table was 1.68 for $\alpha = 5\%$. The t-test score was higher than the t-table ($1.855 > 1.68$). It was meant that H_a was accepted while H_o was rejected.