CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1.Findings

As mentioned in the previous chapters, this research explains the use of songs in teaching English vocabulary to elementary students. This chapter presents research results conducted at Oepoi Elementary School, Kupang. The research involved 19 students of class 3A. The following are the results of the data taken from this research.

4.1.1. Cycle 1

In this section, the researcher used CAR (Classroom Action Research) methodologies, which included four stages: planning, action, observation, and reflection (Susilo et al., 2011:1). These steps can be described as follows:

1) Planning

This begins with the planning stage where the researcher prepared a lesson plan that included the use of songs in teaching vocabulary and pronunciation (See appendices on page 52). The songs contained objects in the classroom which was written in two languages (Indonesian and English languages) (See appendices on page 55).

2). Action

The action was conducted in the first meeting on September 5th, 2003. First, the researcher did the pre teaching activities consisted of greetings, opening prayer,

checking students' attendance, and informing students about the teaching objectives.As an initial introduction, the teacher started the main teaching activities by asking some apperception questions such as "Do you like singing?", "Do you know some songs in English?".In the next step, the researcher turned on the speakers and asked the students to listen to the song. First of all, starting with the song played through the speakers and each student was given a paper containing the song to be sung to make it easier for students to know the vocabulary. The teacher then sang the song's words to the students, who listened. After that, the teacher and students repeated the song three times to improve their vocabulary and pronunciation.

The researcher then asked students to do an exercise on the worksheets. The exercise consisted of 10 numbers which required students to fill in the missing letters. The researcher and the students then discussed the answers together. Next, the researcher guided the students to sing the song line by line until the students memorized it and could sing it independently. Then the teacher again gave the secondexercise consisting of nine numbers which asked them to unscramble the words. Next, the teacher invited students to sing again while memorizing the vocabularies and pronouncing the words together. To end the first meeting, the researcher asked the students if they enjoyed learning English through songs. The researcher also provided feedback and motivated students to practice the song out of the school. Next, the researcher and students sang a song together and ended with a closing prayer and farewell greetings.

3). Observation of Cycle 1

Researchers discovered the following data based on their observations of the classroom learning process:

1. The classroom was overcrowded, which surprised the researcher. They were making a lot of noise and ignoring the researcher. They did not pay attention to the researcher. Many students still looked perplexed about the music and what to perform in class. The researcher also noticed that the students had weak pronunciation skills, as they frequently mispronounced the terms.

2. During the meeting, the researcher also observed that some students did not focus on the lesson. They could not follow the material because probably, the use of song in the classroom was new to them so they were less active and enthusiastic. Besides, the writer also noticed that some students specifically those who were at the back rows were walking around with their friends and did not participate in singing. Only a few of them participated actively and showed interest in singing the song.

In short, during the first cycle, the researcher discovered that classroom teaching and learning were not particularly successful, and the classroom learning environment was not favorable. Many students were packed and lacked passion for singing together.

4). Reflection of the first cycle

Regarding the difficulties from cycle 1, what must be improved for the second cycle was that classroom management must be improved to attract students' attention. Besides, the classroom teaching procedures were also improved to reduce students'

confusions and invite them to be more engaging. The details of the improvement in the second cycle can be explained as follows.

4.1.2. Cycle 2

1) Planning

During the second cycle, the researcher improved the second lesson plan. The writer intended to use genuine objects in the classes. The students were invited to sing the song and point to the things. If the items were not available in the classroom, the researcher used previously prepared images to make the objects more appealing to students.

2) Action

Based on the first cycle, the researcher discovered several flaws, including: students' inability to follow the material and the classroom situation being crowded, students' confusion about the material provided, the classroom situation being less effective, and a lack of student activity and enthusiasm for the given material or song. Therefore, researchers made variations to make the class more fun and easy to follow.

Second Meeting

The second meeting was held on September 11th at 12:00 pm. As usual, the teacher started the class by greeting the students and inviting them to an opening prayer. After that, the teacher checked the students attendance and asked them to sit quietly so that the learning process could begin. Next, the teacher began to ask students about pervious materials as an initial reminder to start learning. At this point, the teacher administered the first pre-test to students to determine the level of their

vocabulary mastery as well as the manner in which they pronounce the terms. The vocabulary test consisted of 10 numbers which required the students to translate the words into Indonesian. After giving them about 20 minutes to complete the test, the teacher then instructed the students to read the vocabulary one at a time in front of the class.. By doing this individual test, the teacher also measured whether the students can pronounce the words correctly. The teacher then continued the teaching activities by asking them to sing the songs again. The material given was still about the vocabulary of objects in the classroom. Here, a different treatment from the first meeting was applied to the students.

First of all, the song was played through the speakers and each student was given the text of the song. Next, the teacher turned on the speaker and the teacher sang the song to give the students examples of how to sing the song. While singing the lyrics of the song, the teacher also pointed to the objects in the classroom. The students listened and watched the teacher. The teacher then switched on the speaker again and requested the kids to sing the song together, pointing to the objects. They did it for two times to build their confidence for singing. The students were then asked to stand in the aisle of their respective seats and the teacher told them to sing in two small groups based on the aisle lines. While the students singing the song, the teacher also improved their pronunciation if they mentioned the words incorrectly. After the group singing, the students were asked to complete an individual posttest to find out their vocabulary improvement. For the vocabulary pronunciation test, each student was invited to come to the front of the class and read each word from a piece of paper

provided by the teacher. After all the students completed the test, the teacher then asked the students' feelings and feedback about learning English through song. Before going home, they sang the song again and ended the class with a closing prayer and farewell greetings.

3) Observation of Cycle 2

Based on the observation results in this second cycle, the following data were found:

1. In this cycle, students paid more attention to the learning process. This was different from cycle I, where many students paid less attention to the material and were more focused on playing, making noise or talking to their friends. Class conditions were more conducive in the second cycle.

2. Almost all students enjoyed the lesson. In this cycle students were more active and enthusiastic in singing because the teacher used the objects and actions while singing. The students also did not feel shy to pronounce the words as they had more time singing in big and small groups. This impacted on their vocabulary and pronunciation mastery which was quite improved from the first cycle (See table 4.1.)

4) Reflecting

Following the teaching process, the researcher examined the students' vocabulary tests, which were administered at the start (pre-test) and end of the teaching stage.

The following table explains the results of students' vocabulary tests:

Table 4.1. The results of Pretest and Post Test of Vocabulary and Pronunciation

Name	Pre-Test	Pronunciation	Post-Test	Pronunciation
Student 1	80	About the pronunciation of this vocabulary, there are some mispronunciations: Cupboard (cepbor), table (tebel), eraser (erase), ruler (lurel) Score : 60	90	About the pronunciation of this vocabulary, there are some mispronunciations: table (teble) Score : 90
Student 2	70	About the pronunciation of this vocabulary, there are some mispronunciations: table (tebel), flag (flas) Score : 80	90	About the pronunciation of this vocabulary, there are some mispronunciations: ruler(lurel) Score : 90
Student 3	90	About the pronunciation of this vocabulary, there are some mispronunciations: chair (cier) Score : 90	100	About the pronunciation of this vocabulary, there are some mispronunciations: eraser(iraser) Score : 90
Student 4	90	About the pronunciation of this vocabulary, there are some mispronunciations: pencil (pensil) Score : 90	100	About the pronunciation of this vocabulary, there are some mispronunciations: eraser (iraser) Score : 90
Student 5	100	About the pronunciation of this vocabulary, there are some mispronunciations: table (tebel) Score : 90	100	About the pronunciation of this vocabulary, there are some mispronunciations: eraser (iraser) Score : 90
Student 6	60	About the pronunciation of this vocabulary, there are some mispronunciations: table (taibel), eraser(iraser) Score : 80	100	About the pronunciation of this vocabulary, there are some mispronunciations: eraser(iraser) Score : 90
Student	80	About the pronunciation of this	100	About the pronunciation

7		vocabulary, there are some mispronunciations :table (tebel),eraser (eraser) Score : 80		of this vocabulary, there are some mispronunciations: eraser (iraser) Score: 90
Student 8	50	About the pronunciation of this vocabulary, there are some mispronunciations :table(tebel) Score : 90	80	About the pronunciation of this vocabulary, there are some mispronunciations: eraser(iraser) Score : 90
Student 9	70	About the pronunciation of this vocabulary, there are some mispronunciations: whiteboard(witbor),table(table) ,ruler(luler) Score : 70	100	About the pronunciation of this vocabulary, there are some mispronunciations : table (taibel), pencil (pensil) Score : 80
Student 10	100	About the pronunciation of this vocabulary, there are some mispronunciations: table(tebel), eraser(iraser) Score : 80	100	About the pronunciation of this vocabulary, there are some mispronunciations table(tebel) Score : 90
Student 11	70	About the pronunciation of this vocabulary, there are some mispronunciations: table (taibel), eraser(iraser) Score : 80	100	About the pronunciation of this vocabulary, there are some mispronunciations: eraser(iraser) Score : 90
Student 12	90	About the pronunciation of this vocabulary, there are some mispronunciations: whiteboard (watbor), table(tebel), chair(cer), eraser (eraser) Score :60	90	About the pronunciation of this vocabulary, there are some mispronunciations: eraser (iraser) Score: 90
Student 13	80	About the pronunciation of this vocabulary, there are some mispronunciations: table(tebel), eraser(iraser) Score : 80	100	About the pronunciation of this vocabulary, there are some mispronunciations table(tebel), ruler (lurel) Score : 80
Student	80	About the pronunciation of this	100	About the pronunciation

14		vocabulary, there are some mispronunciations : eraser (iraser), ruler(lurel) Score : 80		of this vocabulary, there are some mispronunciations :eraser (iraser) Score : 90
Student 15	90	About the pronunciation of this vocabulary, there are some mispronunciations :eraser (iraser), pencil(pensil) Score : 80	100	About the pronunciation of this vocabulary, there are some mispronunciations: ruler (lurel) Score : 80
Student 16	70	About the pronunciation of this vocabulary, there are some mispronunciations: table (tebel), ruler(lurel) Score: 80	100	About the pronunciation of this vocabulary, there are some mispronunciations: eraser (iraser), pencil(pensil) Score: 80
Student 17	60	About the pronunciation of this vocabulary, there are some mispronunciations: eraser(iraser) Score : 90	90	About the pronunciation of this vocabulary, there are some mispronunciations: eraser(iraser) Score : 90
Student 18	70	About the pronunciation of this vocabulary, there are some mispronunciations :table (tebel), eraser (iraser), flag (flas) Score : 70	90	About the pronunciation of this vocabulary, there are some mispronunciations :eraser(iraser), pencil (pensil) Score : 80
Student 19	80	About the pronunciation of this vocabulary, there are some mispronunciations: whiteboard (waitbot), eraser (iraser) Score : 80	90	About the pronunciation of this vocabulary, there are some mispronunciations: Eraser (iraser) Score : 90
Total of the score	1480	1510	1820	1660
Average	77,89	70,47	95,78	87,36

Table 4.1. indicated that majority of students experienced significant improvement in their vocabulary and pronunciation. The data obtained through the results of the pre test and post test showed that the level of students' vocabulary mastery increased significantly from 77,89 in the pre-test to 95,78 in the post test stage. Moreover, the students' pronunciations was also improved from 70.47 in the pre-test to 87.36 in the post-test. In other words, the teaching of English vocabulary using songs combined with the actions as implemented in the second cycle was able to increase students' interest and enjoyments to participate actively in learning English. This situation impacted positively to the students' vocabulary and pronunciations scores.

4.2. Discussions

Vocabulary is an essential part of learning a foreign language; without it, one will struggle to talk, read, listen, and write. The researcher acquired the expected results based on the reflections in Cycle 2. The findings indicated that the usage of songs can boost students' enthusiasm and interest in learning English. This finding corroborated the previous study by Gushendra (2017) who found that the use of songs can improve students' vocabulary acquisition and provide motivation to students in learning English. The study's findings also included a variety of teaching approaches that used music to help students improve their English vocabulary and pronunciation.

In addition, this study findings show that the students can engage and follow the lesson better when the use of songs are combined with the actions and translations. Similarly, are search conducted by Kuśnierek (2016) confirmed that listening to

songs can be a good technique for learning a foreign language, so to know the content of the song, they read and translate the lyrics themselves. Furthermore, with songs we can also learn new words unconsciously. Many words in songs are repeated over and over again and this keeps them in mind. Songs and lyrics infiltrate people's minds and can stay in our memories for a long time. Therefore, learning through songs can be a good method to memorize vocabulary because lyrics are sung repeatedly and catchy songs can help to remember them.

The results of this study found that English songs are very effective in teaching new vocabulary and can be used as supplementary materials in the classroom. Active vocabulary learning is an activity that receives little emphasis in most language schools, yet songs can be extremely beneficial. A song contains several lyrics that are tied to a specific theme or feeling. To summarize, songs are a pleasant approach to introduce or refresh vocabulary, teach pronunciation, and show sentence structures and patterns in a creative way. Song is an innovative and efficient method to improve students' English skills including listening, speaking, grammar, vocabulary and pronunciation skills (Lynch, L.M. 1993, P.23).

However, this study suggests that additional practice should be done so that students can use vocabulary better. Exercises on vocabulary aspects need to be taught to students as a form of initial introduction to students starting from basic vocabulary and vocabulary used in daily life, such as the objects in the classroom and also verbs to support their ability to use vocabulary.

Based on the statistics shown above, it is possible to conclude that using songs as a medium to improve students' vocabulary is effective because average vocabulary and pronunciation mastery scores increase.