

CHAPTER IV

RESULT AND DISCUSSION

4.1. Result of the Research

To find out the difference between the students' understanding who were taught by using song lyric and the students' understanding who were not taught by using song lyric in teaching grammar (conditional sentence) in SMK N 1 JETIS Mojokerto, the researcher did an analysis of quantitative data. The data was obtained by giving test to the subject of this research (experimental group and control group) after giving a different treatment of learning process in both groups.

Before conducting pre-test, the researcher gave try out test to another sample of both groups experimental group and control group to analyze validity and reliability of each item. The try out test were tested to know whether the questions were appropriate to be tested into experimental group and control group's pre-test and post-test or not. The researcher prepared 25 questions as the instrument of the test, 10 questions were multiple choice in part I, 10 questions were fill the blank with the correct verb in part II, and 5 questions were underline the correct tense in part III. The 25 questions had a difficulty index of each part. So that, the researcher analyzed the data of validity and reliability of each part.

To know the validity and reliability of each item of try out test given, the researcher measures the data that was collected by using SPSS 16.00. The data collected below was the score of try out test:

Table 4.1.
The Score of Try Out

No	Name	Score
1.	Student 1	86
2.	Student 2	78
3.	Student 3	62
4.	Student 4	88
5.	Student 5	80
6.	Student 6	94
7.	Student 7	50
8.	Student 8	96
9.	Student 9	100
10	Student 10	78
11.	Student 11	64
12.	Student 12	94
13.	Student 13	54
14.	Student 14	84
15.	Student 15	44

From the data above, the researcher measured the data of validity by using factor analysis, if the correlation of every factor was positive and $> 0,3$ or more, it was strong construct and validity. While, to measure the data of reliability, the researcher used formula of coefficient reability Alpha Cronbach, it could be said into reliable if it had reliability coefficient or *alpha* > 0.6 or more. Here, the result of validity and reliability of each part from the data colected above.

Table 4.2.
The Result of Validity Test (Part I)

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I_1	6,93	5,495	,421	,799
I_2	7,20	4,743	,595	,779
I_3	6,93	5,352	,515	,791
I_4	7,07	4,924	,581	,781
I_5	7,13	4,981	,503	,792
I_6	6,87	5,838	,328	,808
I_7	6,93	5,638	,331	,808
I_8	7,07	4,924	,581	,781
I_9	6,93	5,495	,421	,799
I_10	7,13	4,838	,577	,782

Based on the table 4.2, it can be seen that all item has score of *corrected item total correlation* or $r_{count} > 0,3$. (I_1) **0,421** > 0,3, (I_2) **0,595** > 0,3, (I_3) **0,515** > 0,3, (I_4) **0,581** > 0,3, (I_5) **0,503** > 0,3, (I_6) **0,328** > 0,3, (I_7) **0,331** > 0,3, (I_8) **0,581** > 0,3, (I_9) **0,421** > 0,3, (I_10) **0,577** > 0,3. So, it can be concluded that all items of part I are validity.

Table 4.3.
The Result of Reliability Test (Part I)

Reliability Statistics

Cronbach's Alpha	N of Items
,809	10

Based on the table 4.3, it can be seen that all questions item in the part I have Cronbach's Alpha $0,809 > 0,6$. So, it can be concluded that all items are very reliable based on scale intrepertation.

Table 4.4.
The Result of Validity Test (Part II)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
II_11	6,93	5,638	,574	,794
II_12	6,80	6,029	,546	,800
II_13	6,87	5,838	,543	,798
II_14	6,93	5,638	,574	,794
II_15	6,87	6,124	,390	,814
II_16	6,87	5,981	,466	,806
II_17	6,87	6,267	,317	,821
II_18	7,07	5,352	,633	,787
II_19	6,93	5,781	,502	,803
II_20	6,87	5,981	,466	,806

Based on the table 4.4, it can be seen that all item has score of *corrected item total correlation* or $r_{\text{count}} > 0.3$. (I_1) **0,574** > 0,3, (I_2) **0,546** > 0,3, (I_3) **0,543** > 0,3, (I_4) **0,574** > 0,3, (I_5) **0,390** > 0,3, (I_6) **0,466** > 0,3, (I_7) **0,317** > 0,3, (I_8) **0,633** > 0,3, (I_9) **0,502** > 0,3, (I_10) **0,466** > 0,3. So, it can be concluded that all items of part II are validity.

Table 4.5.
The Result of Reliability Test (Part II)

Reliability Statistics

Cronbach's Alpha	N of Items
,819	10

Based on the table 4.5, it can be seen that all questions item in the part II have Cronbach's Alpha $0,819 > 0,6$. So, it can be concluded that all items are very reliable based on scale intrepertation.

Table 4.6.
The Result of Validity Test (Part III)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
III_21	3,00	1,714	,527	,748
III_22	3,13	1,552	,548	,744
III_23	3,13	1,552	,548	,744
III_24	2,87	1,981	,563	,756
III_25	3,07	1,495	,672	,696

Based on the table 4.6, it can be seen that all item has score of *corrected item total correlation* or $r_{\text{count}} > 0.3$. (I_1) **0,527** > 0,3, (I_2) **0,548** > 0,3, (I_3) **0,548** > 0,3, (I_4) **0,563** > 0,3, (I_5) **0,672**. So, it can be concluded that all items of part III are validity.

Table 4.7.
The Result of Reliability Test (Part III)

Reliability Statistics

Cronbach's Alpha	N of Items
,780	5

Based on the table 4.7, it can be seen that all questions item in the part II have Cronbach's Alpha $0,780 > 0,6$. So, it can be concluded that all items are reliable based on scale interpretation.

From all the result above, the items are categorized into validity, it can be seen from correlation of every items were positive and $> 0,3$. While, the items are categorized into reliable, it can be seen reliability coefficient or *alpha* $> 0,6$. So that, it can be concluded that all item questions are appropriate to be tested to experimental group and control group's pre-test and post-test. The researcher had

also hold the consultation with the expert judgements and the teacher of SMKN 1 JETIS. It is to know the appropriate between the material of the researcher and English teacher given. The validity sheet is in the appendix.

After that, the researcher conducted pre-test that was given to two groups of experimental group and control group. The pre-test question of conditional sentence was given to the both groups without any explanation. Most of the students found any difficult to do the pre-test questions, because all students said that they had not understood yet about this topic. Here was the result of experimental group and control group's pre-test.

Table 4.8.
The Pre-test Score of Experimental Group

No	Name	Pre-Test Score
1.	Student 1	46
2.	Student 2	32
3.	Student 3	40
4.	Student 4	34
5.	Student 5	19
6.	Student 6	53
7.	Student 7	48
8.	Student 8	46
9.	Student 9	36
10.	Student 10	19
11.	Student 11	36
12.	Student 12	38
13.	Student 13	38
14.	Student 14	62
15.	Student 15	46
16.	Student 16	27
17.	Student 17	45
18.	Student 18	40
19.	Student 19	32
20.	Student 20	64
21.	Student 21	58
22.	Student 22	42

23.	Student 23	32
24.	Student 24	36
25.	Student 25	27
26.	Student 26	32
27.	Student 27	34
28.	Student 28	34
29.	Student 29	42
30.	Student 30	38

Table 4.9.
The Pre-test Score of Control Group

No	Name	Pre-Test Score
1.	Student 1	34
2.	Student 2	26
3.	Student 3	28
4.	Student 4	34
5.	Student 5	42
6.	Student 6	44
7.	Student 7	36
8.	Student 8	36
9.	Student 9	46
10.	Student 10	48
11.	Student 11	36
12.	Student 12	48
13.	Student 13	44
14.	Student 14	42
15.	Student 15	27
16.	Student 16	32
17.	Student 17	54
18.	Student 18	33
19.	Student 19	36
20.	Student 20	32
21.	Student 21	58
22.	Student 22	54
23.	Student 23	42
24.	Student 24	38
25.	Student 25	36
26.	Student 26	46
27.	Student 27	52
28.	Student 28	48
29.	Student 29	53

30.	Student 30	46
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The result of pre-test above was calculated in normality and homogeneity calculation by using SPSS 16.0, The researcher used normality calculation to know whether the data is in normal distribution or not. In this finding result, the researcher used formula Kolmogorov-Smirnov method. While, homogeneity calculation is to know whether sample in the research comes from population that have same variance or not. In this study, the homogeneity of the test is measured by comparing the obtained score F_{score} with F_{table} . Here is the result of normality calculation:

- a. Testing data of Experimental group and Control group pre-test using SPSS 16.00

Table 4.10.
The Result of Pre Test in Normality Testing
One-Sample Kolmogorov-Smirnov Test

		Pretestexperimental group	pretestcontrolgroup
N		30	30
Normal Parameters ^a	Mean	39.2000	41.0333
	Std. Deviation	10.80038	8.67610
Most Extreme Differences	Absolute	.119	.152
	Positive	.111	.152
	Negative	-.119	-.083
Kolmogorov-Smirnov Z		.653	.835
Asymp. Sig. (2-tailed)		.788	.489

- b. Testing data of Experimental group and Control group post-test using SPSS 16.00

Table 4.11.
The Result of Post Test in Normality Testing
One-Sample Kolmogorov-Smirnov Test

	Posttestexperimental group	Posttestcontrolgroup up
N	30	30
Normal Parameters ^a Mean	74.3333	55.8667
Std. Deviation	8.22248	7.80686
Most Extreme Absolute Differences	.166	.110
Positive	.128	.094
Negative	-.166	-.110
Kolmogorov-Smirnov Z	.908	.604
Asymp. Sig. (2-tailed)	.382	.860
a. Test distribution is Normal.		

Based on the output from One-Sample Kolmogorov-Smirnov Test in SPSS 16.0 at table 4.10 and 4.11, it is known that significant value from pre-test of experimental group is 0.78 and control group 0.48. As stated earlier, the hypotheses for normality testing said that if H_0 is in normal distribution, while if H_1 is not in normal distribution. In this pretest normality result shows that in the experimental group $0.78 > 0.05$ and in the control group $0.48 > 0.05$. It shows that the significant value of pre-test 0.78 and 0.48 is higher than 0.05. It means that H_0 is accepted while H_1 is rejected.

Next, the significant value of post-test experimental group and control group is $0.38 > 0.05$ and $0.86 > 0.05$. it means that H_0 is accepted while H_1 is rejected. It

can be interpreted that the data is in normal distribution. From the interpretation above, it can be conclude that both of the data , those are pre-test and post-test scores, are in normal distribution.

After knowing the normality calculation, here is the result of homogeneity calculation:

Table 4.12.
The Result of Homogeneity

		Levene's Test for Equality of Variances	
		F	Sig.
pretest	Equal variances assumed Equal variances not assumed	.284	.596

From the table above, it can be seen that $F_{score} 0.284$, while $F_{table} 2.042$. The result is homogent because $F_{score} 0.284 < 2.042 F_{table}$. So, the experimental and control group's grammar understanding come from the same variant.

Next, the treatment process had been conducted after having the pre-test, the researcher gave different learning process to both groups of experimental group and control group. Here, the researcher had found any differences between two groups. The control group was not taught by song lyric. The researcher only explained the function and the pattern of conditional sentence followed by some examples by using LCD as a media slide presentation in the first day. It made the students felt bored and were not enthusiastic to have learning grammar method. In the second day, the researcher reviewed the explanation of conditional sentence with the same method, it made the students more bored and were lazy to have learning grammar process. It was proved that when the researcher asked the

students of control group to identify the sentences given by mentioning what type the sentences are, the students of control group could not answer correctly. They still needed guiding. It was different from the students of experimental group. The experimental group was taught by the song lyric, it was showed by using LCD followed by song lyric in video. It made the students were enjoyable to have learning grammar process. The students said that it is the first time, we have learning grammar process which makes us enjoy and fun. So, it made them getting the high score in the post test and also they more understand about the conditional sentence. The first day, the researcher did same learning grammar process as control group that explained the function and the pattern of conditional sentence followed by some examples by using LCD as a media slide presentation. But in the second day, the researcher did different method that the researcher reviewed the conditional sentence by applying song lyric (If clause song and the top 10 conditional song lyric) by LCD because it was in video. The students were enthusiastic to identify what type the condition sentences were in song lyric correctly without the reseaher's guiding. It was proved, when the researcher asked the students mentioned what type the sentences are, they directlly raised their hand, they mentioned each type of conditional sentence correctly. Not only the students were enjoy to have learning grammar process by using song lyric but the researcher also, it made relaxed and fun atmosphere.

In the last meeting, after both of groups had been accepted the treatment, the experimental group was easier to answer the post-test given. While the control group were still confused to answer the post-test questions given, although they

had accepted the explanation. Some of the students of control group understood about the conditional sentence while the others did not understand. They complained to the researcher that they were confused to answer the post-test questions given. Here is the result of experimental group and control group's post-test:

Table 4.13.
The Post-test Score of Experimental Group

No	Name	Post-Test Score
1.	Student 1	72
2.	Student 2	78
3.	Student 3	76
4.	Student 4	74
5.	Student 5	56
6.	Student 6	86
7.	Student 7	72
8.	Student 8	78
9.	Student 9	70
10.	Student 10	52
11.	Student 11	64
12.	Student 12	72
13.	Student 13	76
14.	Student 14	86
15.	Student 15	70
16.	Student 16	64
17.	Student 17	78
18.	Student 18	72
19.	Student 19	70
20.	Student 20	84
21.	Student 21	86
22.	Student 22	78
23.	Student 23	72
24.	Student 24	72
25.	Student 25	74
26.	Student 26	78
27.	Student 27	84
28.	Student 28	78
29.	Student 29	86
30.	Student 30	72

Table 4.14.
The Post-test Score of Control Group

No	Name	Post-Test Score
1.	Student 1	52
2.	Student 2	42
3.	Student 3	40
4.	Student 4	56
5.	Student 5	64
6.	Student 6	54
7.	Student 7	62
8.	Student 8	52
9.	Student 9	58
10.	Student 10	62
11.	Student 11	58
12.	Student 12	60
13.	Student 13	54
14.	Student 14	54
15.	Student 15	40
16.	Student 16	53
17.	Student 17	67
18.	Student 18	48
19.	Student 19	52
20.	Student 20	48
21.	Student 21	68
22.	Student 22	68
23.	Student 23	54
24.	Student 24	53
25.	Student 25	48
26.	Student 26	58
27.	Student 27	65
28.	Student 28	58
29.	Student 29	64
30.	Student 30	64

The result of post-test above was calculated in T-test calculation by using SPSS 16.00, it is to know the different significance between experimental group and control group. Here is the result of T-test calculation.

Table 4.15.
The Result of Paired Sample Test (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
Pair 1	x – y	18.46667	11.31594	2.06600	14.24122	22.69211	8.938	29	.000

From the calculation above, it shows that the calculation t_{count} is 8.938. After consulting with t_{table} in the table of significant level 5% and df 29 is 2.042. It appears that t_{count} is higher than t_{table} ($8.938 > 2.000$). According to the hypothesis of T-test said that It means that H_1 , If the t_{count} is greater than t_{table} , it means that there is significant difference between the students who are taught by using song lyric and the students who are not taught by using song lyric.

According to the explanation above, the researcher infers that using song lyric to improve students' understanding is better than without using song lyric, this inference is taken by the table analysis result of SMKN 1 JETIS Mojokerto. Furthermore, the students of two groups have significant difference that the students who were taught by the song lyric get higher score than the students who were not taught by using the song lyric.

Afterwards, in the research finding, it can be concluded that using song lyric can make the process of learning english more enjoyable. The using of song lyric can also create relax situation that the students are easier to understand the conditional sentence clearly.

Concisely, the grammar achievement of using song lyric has proven in the experimental group. It can be good method to improve students' understanding on learning grammar (conditional sentence).

The table below is the detail of learning process that had been done by the researcher:

Table 4.16.

Experimental Group	Control Group
1. First Meeting <ul style="list-style-type: none"> • The researcher gave the students pre-test 	1. First Meeting <ul style="list-style-type: none"> • The researcher gave the students pre-test
2. Second Meeting (with treatment) <p>First Treatment</p> <ul style="list-style-type: none"> • The researcher asked the students about conditional sentence • The researcher explained about the conditional sentence followed by some examples <p>Second Treatment</p> <ul style="list-style-type: none"> • The researcher showed the song lyric • The researcher asked the students to identify the lyric sentence what the type of conditional sentence (the song 	2. Second Meeting (with treatment) <p>First Treatment</p> <ul style="list-style-type: none"> • The researcher asked the students about conditional sentence (Power Point) • The researcher explained about the conditional sentence followed by some examples <p>Second Treatment</p> <ul style="list-style-type: none"> • The researcher asked the students to identify the sentence given what the type of conditional sentence

lyric was showed by LCD)	
<p>3. Third Meeting</p> <ul style="list-style-type: none"> • The researcher reviewed the previous lesson (conditional sentence) • The researcher gave the students post-test • The researcher evaluated the students learning 	<p>3. Third Meeting</p> <ul style="list-style-type: none"> • The researcher reviewed the previous lesson (conditional sentence) • The researcher gave the students post-test • The researcher evaluated the students learning

4.2. Discussion

Based on the result of experimental group and control group, we can see that the use of song lyric was effective, it can be seen in the out put of T-test, it appears that T_{count} is higher than T_{table} ($8.938 > 2.000$). So that, the hypothesis (H_1) is accepted, it means that there is significant difference between students who are taught by using song lyric and the students who are not taught by using song lyric.

To know whether the using of song lyric is appropriate to be taught to the students or not, the researcher analyzes the result of pre test and post test, it can be seen from the increment result from both tests. The researcher only focuses on experimental group result. The result below had been analyzed by the researcher from each item on every type of conditional sentence.

Where:

Conditional Type I on number: 1, 2, 3, 4, 11, 12, 13, 14, 21

Conditional Type II on number: 5, 6, 7, 15, 16, 17, 19, 25

Conditional Type III on number: 8, 9, 10, 18, 20, 22, 23, 24

PRE TEST OF EXPERIMENTAL GROUP

No	Name	Conditional Sentence		
		Type I	Type II	Type III
1.	Student 1	2	3	2
2.	Student 2	4	1	1
3.	Student 3	3	2	1
4.	Student 4	2	2	1
5.	Student 5	4	0	2
6.	Student 6	3	3	1
7.	Student 7	3	4	0
8.	Student 8	3	2	2
9.	Student 9	3	3	1
10.	Student 10	4	2	2
11.	Student 11	4	1	1
12.	Student 12	5	1	1
13.	Student 13	3	3	2
14.	Student 14	4	0	2
15.	Student 15	4	0	2
16.	Student 16	4	2	1
17.	Student 17	3	4	1
18.	Student 18	4	0	2
19.	Student 19	4	1	1
20.	Student 20	3	4	1
21.	Student 21	4	1	2
22.	Student 22	4	0	2
23.	Student 23	3	2	1
24.	Student 24	4	0	3
25.	Student 25	4	1	1
26.	Student 26	3	2	1
27.	Student 27	4	0	2
28.	Student 28	4	0	2
29.	Student 29	5	2	2

30.	Student 30	4	2	2
	Total	108	48	45
	Mean	3,6	1,6	1,5

POST TEST OF EXPERIMENTAL GROUP

No	Name	Conditional Sentence		
		Type I	Type II	Type III
1.	Student 1	7	3	6
2.	Student 2	8	6	4
3.	Student 3	7	5	5
4.	Student 4	8	5	5
5.	Student 5	4	0	2
6.	Student 6	7	7	6
7.	Student 7	7	5	6
8.	Student 8	7	6	4
9.	Student 9	6	8	4
10.	Student 10	5	6	2
11.	Student 11	8	4	5
12.	Student 12	7	5	5
13.	Student 13	7	5	5
14.	Student 14	8	7	5
15.	Student 15	8	4	5
16.	Student 16	7	4	6
17.	Student 17	8	5	5
18.	Student 18	8	5	4
19.	Student 19	6	5	5
20.	Student 20	7	7	5
21.	Student 21	4	1	2
22.	Student 22	7	7	6
23.	Student 23	7	5	6
24.	Student 24	7	5	5
25.	Student 25	6	6	4
26.	Student 26	3	2	1
27.	Student 27	8	7	6
28.	Student 28	4	0	2
29.	Student 29	5	7	5

30.	Student 30	4	2	2
	Total	195	144	133
	Mean	6,5	4,8	4,4

From the result above, the researcher calculates all the result of experimental group, it can be known the increment of the pre test into post test below.

The Increment of Pre-test and Post-test Score based on the each type of Conditional Sentence

No	Test	Experimental Class		
		Type I	Type II	Type III
1.	Pre-Test	108	48	45
2.	Post-Test	195	144	133
	Increment	87	96	88

The calculation above shows that the result of pre test and post test of each type on conditional sentence get significant increment. It can be seen from the different score of pre test and post test, the score of post test was higher than pre test of each type on conditional sentence, it was (195>108 in type I, 144>48 in type II, 133>45 in type III). The researcher also explains that those increment does not have any difference of each type, it can be seen from the increment calculation is not too far of each other. Here, the researcher concludes that song lyric can be used to teach conditional sentence type I, type II, and also type III effectively.

Feedbacks from the experimental group's reflection also indicated that they enjoyed having to be involved in the experiment. They found that the treatments given by using song lyric were very helpful in understanding the intended grammar points. Likewise, the researcher's observation revealed that not only the

students of experimental group found the lessons fun, they were also learning some thing else. For example, they were learning how to make a good sentence of conditional sentence, and also identifying the type of conditional sentence on song lyric. In addition, the students of experimental group who are seemed rather passive at the beginning gradually began to respond actively because they were interesting and relaxing.