

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

The writer would describe, reflect, and discuss what happened in the class when the teacher was implementing using song as supplementary material for teaching listening in junior high school students. Then writer would like to describe the implementation of using songs in improving listening ability in junior high school students. As well as how the students' responses were toward the implementation of using song to improve listening ability of junior high school students. This chapter contains the analysis of the data of the previous chapter, direct observation, and assesment.

Direct observation was used to know the progress of teaching learning, the involvement of teacher and the students during teaching learning process and how teaching learning listening using songs was applied. Next the data from the assesment were used to know the improvement of students' listening ability. Finally, all the data were used to answered the questions, those are teaching of listening using songs could help junior high school students to improve their listening ability and what students' responses toward the teaching learning by using songs.

## **4.1 Finding**

### **4.1.1 The finding of interview**

The interview was held on Thursday, April 3<sup>th</sup> 2014 started at 10.15 and finished at 11.00. The writer asked to the teacher some questions to get information about weakness' students

. From result of interview, the writer and the teacher discussed the listening class. The teacher said that the most of students did not like studying English, because it is difficult lesson and they sometimes gained low competence in English. The teacher also said that listening is the most difficult skill to be learned in VIIA grade.

The listening ability is difficult for the students. The teacher said that the students' difficult in listening because the students not understanding English, sometimes they do not know pronunciation and vocabulary. The teacher said that she has never used media of song in teaching the students, she usually teaches listening about common teaching listening.

#### **4.1.2 What songs are used for teaching listening ability**

From the direct observation, the writer using a song from Hoobastank entitled “The Reason”. The writer used this song, because chances are most people interested in this album came from the self-titled single, "The Reason". This track is an ordinary, bland rock ballad.

*(<http://www.sputnikmusic.com/forums/showthread.php?t=180271>).*

The writer used this song was done the treatment to improve listening ability. In using the song on treatment process, this song is suitable for teaching listening ability. The students were attracted the teaching learning process using this songs.

The writer reached the goal with this song by Hoobastank entitled “The Reason” to treatment process. Therefore, the writer will not go to the next treatment and used other song. It is suitable for teaching listening ability especially to teach junior high school.

#### **4.1.3 The implementation of using songs in the teaching and learning process**

Day / date: Thursday, April 24<sup>th</sup>2014

##### **4.1.3.1 Planning**

In the phase, the writer and the teacher did not revise the lesson plan because there are not problem in the indicators, goals, learning activities, but the revision included the teaching learning process. The lesson plan was made by writer and teacher.

	Teacher Activities	Students' Activities
<b>Pre-activity</b>	<ol style="list-style-type: none"> <li>1. Greeting</li> <li>2. Leading prayer</li> <li>3. Checking attendance</li> <li>4. Responding lateness</li> <li>5. firming readiness</li> </ol>	<ol style="list-style-type: none"> <li>1. Responses the greeting</li> </ol>
<b>Main activity</b>	<ol style="list-style-type: none"> <li>6. Explaining about the material of listening</li> <li>7. Asking the students definition of listening</li> <li>8. Explain about the new media teaching listening using songs</li> <li>9. Giving a treatment play the song for four times</li> <li>10. Giving fill in the blanks lyrics of song</li> <li>11. Having student's discuss the answer</li> </ol>	<ol style="list-style-type: none"> <li>2. Listening to the teacher's explanation</li> <li>3. Answering the questions from the teacher</li> <li>4. Attention to the teacher explanation</li> <li>5. Listen carefully and guess the songs</li> <li>6. Listen the song and fill in the blank lyrics of song is correct then decide what the song is about</li> <li>7. Discussing the answer</li> </ol>
<b>Post activity</b>	<ol style="list-style-type: none"> <li>12. Asking the students to reflect method being used in teaching learning process</li> <li>13. Closing the meeting</li> <li>14. Saying thanking and good bye</li> </ol>	<ol style="list-style-type: none"> <li>8. Asking some problems when listening using song</li> <li>9. Getting feedback from the teacher</li> </ol>

### 4.1.3.2 Implementation ( acting, observing, and reflecting in field stage )

#### 4.1.3.2.1 Pre-Activity

In the process Pre-activity, the teacher entered in the classroom on time at 10.00. The teacher opened the class with asked “ *assalamualikumwr.wb*” the next greeting began the study. Next, The teacher checked the presence one by one.

Teacher : “Good Morning, students”

Students : “Good Morning”

Teacher : “How are you today?”

Students : “I’m fine. And you?”

Teacher : “I’m fine too. Thanks you. “Ok before we begin a study, we pray together. Pray start now”

Students : “Alfatihah pray”

The teacher opened the class with greeting. Teacher gave greeting with cheerful face and full spirit. Until, the students have seen a spirit for study. The responses from the students are very well to teacher.

The teacher checked the students on by one before began study, to know who are absent at the time.

Teacher : “I would check the presence one by one!” if i called your name, please said present. Do you understand???”

The teacher checked the students and there are no students who are absent at the time. The teacher prepare the students before starting the study.

- Teacher : “are you ready to study?”
- Student : “yesssss.....”
- Teacher : “are you ready???”
- Students : “yesss miss.....”

The teacher began the study by saying “*Are you ready?*” the students answered “*yes miss.....*”. The students were ready.

#### 4.1.3.2.2 Main-Activity

In the Main-activity process, the teacher gave explanation about the material as the main-activity talked about “Today we will study about listening”. What is the meaning about listening?” the students kept silent nothing answered. Afterward, one student answered but her answer was not listened by other friends. The teacher responded with “*oke, good, Any other?*” one students raised his hand and said “*listening sangat penting agar kita bias merespon kembali*”. The teacher responded “*oke you're clever students*”. Next, the teacher explained clearly about the definition of listening. The teacher also explained about the new media in teaching listening by using songs.

From the explanation about listening using songs, the teacher divided paper lyrics of songs on the students, then explained their duties.

- Teacher : “oke students, please is fill in the blanks song lyrics on paper. During playing the cassette, don't be noise and listen carefully. Do you understand??”
- Students : “ngomong apa sih miss, gak ngertii...”
- Teacher : “Tugas kalian mengisi titik-titik lirik lagu yang sudah saya kosongi. Tapi, selama saya memutar kaset jangan ada yang rame. Listen carefully. Do you understand??”

Students : “iyaa yaa miss.....”

The teacher always responded students comment calmly, when the students saying “*ngomong apasih miss, gak ngertii*”. Furthermore, the teacher explained clearly about the task.

After that the student understood. The teacher started to play the song

In the first time played, students listened seriously the song. After the song had been played on, the teacher asked to the students.

Teacher : “are you finished??”

Students : “belum miss....baru pertama”

Teacher : “oke I played again”

In the second time played, students still listened seriously and have started to find the words.

Teacher : “are you finished??”

Students : “masih kurang dikit miss...”

Teacher : “oke played”

In the third time played, there are some students who have completed the blank words and some of them have not finished yet.

Teacher : “bagaimana ada yang sudah selesai?”

Students : “sudah miss ( 80% siswa sudah mampu menyelesaikan tugasnya )”

Teacher : “oke saya putar sekali lagi, setelah ini kita cek jawabannya bersama-sama”.

In the fourth time played, students started to check again the answer and all students were able to answer the lyrics of song perfectly.

Teacher : “oke studens, finished. “We discuss answer together”

Students : “iyaa miss.....”

The teacher explained the media of songs easily, while doing the task. Students felt calm and comfort. In the third time, almost all the students were able to answer, although one or two students who did not complete. In the fourth time, all students finished and are able to fill the song perfectly.

After finishing the task, the teacher and the student discussed the answer together.

Teacher : “what about answer number one??”

Students : “perfect”(siswa sangat serentak menjawab pertanyaan dari penulis).

Teacher : “Oke good. And number two?”

Students : “say” (siswa sangat percayadiri dalam menjawab pertanyaan tersebut).

Teacher : “Number three??”

Students : “reason” (siswa sangat keras dalam menjawab)

Teacher : “sorry” the number four is “*sorry*” ( penulis mencoba mengecohkan jawaban siswa dengan menulis jawaban yang salah).

Students : “nomer empat jawabannya start miss”. (Siswa serentak membenarkan jawaban penulis)

Teacher : “oh iya..i’m sorry. You’re clever students. Kalian hebat-hebat.J auh lebih pintar dari saya.Oke next, number five?”

Students : “sorry” ini baru yang sorry miss.....

Teacher : “oke good. Number six??”

Students : “ change” (serentak)

Teacher : “number eight??”

Students : “never” (siswa masih terlihat serentak dalam menjawab)

Teacher : “number nine??”

Students : “found” ( siswa masih bersemangat dalam menjawab)

Teacher : “oke last, number ten?”

Students : “side”(siswa sangat kompak menjawabnya)

Teacher : “How about you, teaching listening using songs? More easy or not??”

Stdents : “more easy miss.....”( dengan serentak siswa menjawab)



The teacher is greatly to make the students to confident answer the question. Every question which was given the teacher, all students could answer very well. Students felt easy in listening by using song. The teacher asked the students about listening result by using song, who feel difficult or not, the students answered with “*more easy miss*”. Furthermore, the teacher asked about their answered.

Teacher : “oke students, ada yang jawabannya salah semua?”  
 Students : “no miss...”  
 Teacher : “ada yang salah satu?”  
 Students : “yesss” ( ada beberapa siswa angkat tangan)  
 Teacher : “ada yang salah dua sampai seterusnya?”  
 Students : “no.....”(siswa serentak menjawab)

The writer said “*oke students, ada yang jawabannya salah semua?*”. The students answered together with “*No*”.

#### 4.1.3.2.3 Post-Activity

In the process post-activity, teaching listening by using song is well done. All students participate very well. The implementation on time finished. In the last time, the teacher asked the students to reflect method being used in teaching learning process. The teacher closed the meeting and say good bye.

Teacher : “okey students, we remember definition about listening. What the meaning about listening??”  
 Students : “listening is “The process of interpreting messages-what people say”  
 Teacher : “okey good....kira-kira belajar listening menggunakan lagu lebih mudah apa lebih sulit?”  
 Students : “lebih mudah miss... lagunya enak”

Teacher : “thank you. oke students, because time off. Good bye. See you”

Students: “see you miss”.

The teacher gave appreciated with say “okey good” the students answered. In the last, the teacher say “good bye”.

#### 4.1.3.3 Reflecting in the stage

From the field note, the writer and the teacher felt satisfied to the action result, because the implementation of song media in teaching English especially teaching listening showed amount changes in meeting . From the result of fill in the blanks in lyrics of song, it showed that 19 students get scores 90, and 17 students scores 100. Afterwards, teaching listening using song entitled The Reason by Hoobastank is very suitable to improve listening ability. The writer would not go to the next cycle with evaluations because the target was successfully.

#### 4.1.4 Assessment

The scores of assessment were taken from the quizzes given in the form of completing the essay at the end of the teaching learning process.

No	Name	Scores
1	ACHMAD ADI LESMANA	90
2	AGNES FEBIANI	100
3	ANDI MIA NUR MAHMUDI	90
4	ANGELLA DWITA ARTANA	90
5	BAGUS SAJIWO	100
6	BAMBANG	90
7	DELLA PUTRI VITASARI	90
8	CINDY INDAH SARI	100
9	FEBRY ROSAMILA J	100
10	I'IN SAGITA	90
11	IRMA KHOIRIK MURIYANTI	90

12	ISABELL INTAN NOVA	90
13	ISTIQOMAH YULIA N	90
14	ISWATUN KHASANAH	100
15	LUTA FEBRYANTOKO	90
16	M.NUR ROHIM	100
17	MARCO DWI KUSUMO	100
18	MARIO DWI CAHYONO	90
19	MIFTACHUL JANNAH	100
20	MOH.NINO AINUL YAQIN	90
21	MOHAMMAD ADITYA A N	100
22	MUHAMMAD RAFLY	90
23	MUHAMMAD ADI ARI FIAN TO	90
24	MUHAMMAD DAVID K	100
25	MUHAMMAD HIDAYAT	90
26	MUHAMMAD RIO ADTYA	100
27	MUHAMMAD VICKY HARIANTO	90
28	NOVIANA RAHMADHANI P	100
29	NUR INDAH JAYANTI	100
30	PUTRI DWI LESTARI	100
31	RICHA NUR OKTAVIA	100
32	VERRA WAHYU ANGGRAIN I	90
33	SULIYADI	90
34	NUR KHABIBAH	90
35	FARIDA AINUN NADIRO	100
36	AHMAD FAUZI FEBRIAN ANGGARA	100

#### 4.2 Discussion

From the data that have been analyzed in the finding, the writer can conclude implementation of the uses song to improve students' listening ability. The teacher gave explanation about the material of listening. Next, the teacher explained clearly about the definition of listening. The teacher also explained about the new media in teaching listening by using song.

On the one cycle, the teacher used a song from Hoobastank entitled "The Reason. The teacher divided paper lyrics of songs on the students, then explained their duties. The objective of this meeting was to conclude and measure the students' listening ability of completing of an essay from containing missing words. The song was played for four times without stops on every phrase.

In the first time played, students listened seriously the song. In the second time played, students still listened seriously and have started to find the words. In the third time played, there are some students who have completed the blank words and some of them have not finished yet. In the fourth time played, students were able to answer the lyrics of song.

Almost all the students were able to answer the song perfectly. The teacher is greatly to make the students to confident answer the question. Every question which was the given the teacher, all students could answer very well. Students felt easy in listening using song. Teaching listening by using song is well done. All students participate very well. The implementation on time finished.

In the last time, the teacher asked the students to reflect method being used in teaching learning process. The students did not have problem with song anymore. Almost all students listened to the teacher explanation during teaching learning process. Furthermore, teacher was easier to present the use of song during teaching learning process.

In this way, the use of song made the students comfortable and enjoy while catching the words in completing an essay containing some missing words. The students were attracted with teaching learning process using song. Song entitled The Reason really attracted the students' attention. In the classroom, the situation was attractive and enthusiastic, almost all of the students were attracted with the teaching learning process.