CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Results

The research was conducted on experimental class and control class of seventh grade students at Junior High School at Watukumpul. Before giving the treatment to the experimental class, both of experimental and control class was given pre-test to measure students’ capability, and after the treatment was done, the class was given post-test as measurement tools to know student’s achievement after the treatment was given to the experimental class, and it was compared to the control class students.

The purpose of giving pre-test and post-test was to know the progress of the students’ improvement that was reached. After conducting the research, then the data was analyzed to find the students’ competence using formula which has been explained in previous chapter. After the data of both test have been gotten, then the data of both experimental and control class was analyzed to find out the result.
1. Experimental Class Result

Figure 1

Experimental Class Score Result

The figure 1 showed the increase scores of students’ achievement between pre-test and post-test. None of the students’ get scored 91 until 100. However, there were 15 students’ get scored in range between 91 until 100 in post-test.

With the result of the research that was the songs as media which were used in treating the students in learning vocabulary was proved effective increasing students scores.
2. Control Class Result

Based on figure 1 and 2, decreasing of student’s score between pre-test and post-test was on the lowest range (range 61-70) which consists of 3 students of experimental group and 8 students of control group.

Moreover, the increasing of student’s score of experimental class was higher than the increasing student’s score of control class; it was on the highest range (range 91-100) which consists of 15 students of experimental group and 2 students of control group.
The increasing score of experimental class students happened significantly, because the students of experimental class had been given the song as media treatment in learning vocabulary. The song gave an effect in students’ achievement. It was proved that song in experimental class as media of teaching vocabulary was effective to learn vocabulary.

3. Class Percentage

Table 3
Descriptive Statistic of Pre-Test Result

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>30</td>
<td>12</td>
<td>88</td>
<td>56.80</td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>44</td>
<td>72</td>
<td>56.93</td>
</tr>
</tbody>
</table>

Based on the computation of the pre-test result from both experimental class and control class, the value of class percentage of experimental and control class on the equal position, the minimum score of control class were 44 which higher than the minimum score of experimental class were 12 and the maximum score of were 72 which lower than maximum score of experiment class were 88.
Table 4
Descriptive Statistic of Post-Test Result

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>30</td>
<td>20</td>
<td>96</td>
<td>81.06</td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>44</td>
<td>92</td>
<td>64.93</td>
</tr>
</tbody>
</table>

While, based on the computation of post-test result from both experimental and control class, the value of class percentage of experimental higher than the control class there were 81.06 for experimental class and 64.93 for control class. The maximum score of experiment class were increased to 96 higher than the maximum score of experimental class were increased to 96 higher than the maximum score of control class were 92 with the minimum score of experimental class were 20 and the minimum score of control class were 44.

From the table 2, we can find the increasing of experimental class percentage was higher than the control class which was not given songs as treatment.

4. Class Mean

After the class percentage has been known. The experimental class increasing was higher than the control class; the result of the class mean could be seen in table 3. The students’ experimental class percentage of pre-test was 56.80 and the post-test was 81.06. It could be
concluded that the student’s class mean improved and the improvement was 24.26%. While the control class that was not given the songs as media treatment, the students’ control class percentage of pre-test was 56.93 and the post-test was 64.93. It could be concluded that the students mean improved and the improvement was 8.01%, the improvement of control class mean was lower than the experimental class mean which were given the treatment.

5. T-test Result

Table 5

<table>
<thead>
<tr>
<th>N</th>
<th>t-test</th>
<th>t-table</th>
<th>df</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>3.31</td>
<td>1.672</td>
<td>58</td>
<td>0.05</td>
</tr>
</tbody>
</table>

The result were t-test result 3.31 with the degree of freedom were 58. After the result was found, it was compared with t-table, and the distribution statistic result was shown in table 4, the value of t-table = 1.672 with significant 0.05. It was stated that the research was proved increase the students’ vocabulary comprehension. It was concluded that the hypothesis was accepted. It means songs were effective in teaching vocabulary.
B. Discussion

After doing the research and giving treatment for experimental group in learning vocabulary by using songs, the result of the research would be discussed. There was higher progress that had been achieved by the students of experimental group than the control class. The using of English songs in learning vocabulary has brought the students into enjoyable learning. Thus, there were different achievements both of experimental and control class.

The result in experimental class has shown that there were higher changes of students’ achievement in post-test. While, during the students activities learning by using English songs, there were achievement that shown:

1. Students were more active in expressing their idea

Music can be a powerful medium for natural language learning which lets the students active participate and practice language without pressure (Langit, 2008: 323). That has been shown in this research, that the students of experimental class were more active than the control class. They were easier to understand the meaning of vocabulary by using the songs. This was proved that songs give good effect to the students’ achievement in learning English vocabulary. It was supported by the previous research that proved songs were effective to be used in teaching vocabulary, the result of previous research was found that students in experimental class was more active and enjoy the lesson, while the students of control class looked passive and did not show
good response which make them get some difficulties to answer teachers question (Prianto, 2010: 32).

2. Students enjoy on teaching learning process

Classroom activities must be enjoyable for the students. Students think that a song was an entertainment rather than study and therefore find learning English through songs was fun and enjoyable. It supported by Sosiowati (2008: 453) stated that sing the words is one of drilling which makes the students having fun with their learning process.

3. Students attention and motivation was increasing

The previous research that has been conducted found the effect of songs (lyric and music) on vocabulary acquisition was found the increasing of students’ motivation in their English teaching learning process (Li and Brand, 2008: 455). By using songs as media in teaching basic vocabulary to the students, it was shown that songs increasing students attention and motivation in learning English vocabulary. The increased attention and motivation was made the students easy to memorize new words.

4. Students were easier to memorize the vocabulary

Memorizing is collecting the vocabulary as the essential of comprehending the language. Memory-aided strategies have been accepted as effective vocabulary learning strategy (Badawi, 2008: 378). There were much of memory-aided strategies, such as using English
songs as media in teaching vocabulary. That had been shown in this research, that the students of experimental class were easier to memorize the vocabulary by repeating and listening a song for some time. The students also still sing that song when the lesson was finished.

5. Students’ pronunciation was better

Based on the result of the research, the pronunciation of students in experiment class was better than before. Students hear the native pronunciation of words for some time. It improves their ability of hearing the language and also help the students how to practice correct pronunciation. Farrug argues that “music lends a natural rhythm to words and phrases, helping language learners to use good pronunciation. Melodies and rhymes guide learners to speak in a native cadence.”

In conclusion, the using of English songs as media in teaching vocabulary was proved effective to increase students’ vocabulary mastery. The research was found that the use of songs could make the students more active in expressing their idea, enjoy the teaching learning process, increase students’ attention and motivation, increase students’ vocabulary understanding, and also can memorize the vocabulary easier.
And the result of research was proved that the experimental class result increased higher than the control class. It was caused the control class did not use an appropriate teaching method. The situation of vocabulary teaching learning in control class made students bored and were not interest in learning the vocabulary.