**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSIONS**

1. The Application of Foreign Songs as Media To Teach English

In collecting the data, researcher used interview, questionnaire, and observations methods. Researcher used instrument an interview guide (see Appendix 1). The following were the description about the result of interview conducted with Mrs. Diyah Suharmin;

When researcher asked about how foreign song is used as media to teach English, she answered that, firstly, teacher should have planned what materials are to be taught to students. This can be adapted to the material. For example, if teacher wanted to teach the students the materials of speaking and wanted to try something other than conversation, songs can be used as alternatives. She can provide the lyrics to the students and asked them to read directly in front of the class with the correct pronunciation. The things that might be difficult to do were to convince the students to want to perform and not embarrassed in front of the class.

Then, she stated that there were three stages when teaching to the students in the teaching-learning process. The stages were as follows; Pre-teaching, While-teaching, and Post-teaching. Following were the descriptions;

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1. In the first stage was Pre-teaching:

This stage was the stage where teacher was planning the learning materials, the selection of songs, and preparing the necessary tools. Teacher had to design the activities that in accordance with the learning objectives.

1. In the second stage was While-teaching:

At this stage, teacher was already in the classroom to teach the students. Teacher started doing the activities as in the lesson plan.

1. In the third stage was Post-teaching:

At this stage, teacher has been reflecting on the learning that has been done. If she felt less effective on the learning, the teacher would find out the mistake and the lack of the teaching-learning process, then, fixed it in subsequent learning. And, if in the learning activities, teacher gave the students assignments, then, at this stage she was assessing students’ answers and seeing the results of student progress.

In the selection of songs, she explained that there were some things to consider. They were; choosing songs that were known or liked by the students, the songs must contain materials that will be taught both language skills and language elements, the songs should have a level of difficulty to suit of the student’s ability, the song should contain a message or a value corresponding to the age and maturity level of students. Mistake in choosing it may interfere with the achievement of learning objectives. To know the songs were known by students, teachers could ask directly to students. Usually, the teacher chose songs with lyrics that were easy and sung with a slow tempo. For example; Songs of Nursery Rhymes, The Beatles, Westlife, etc. Material selection, song selection, and design activities must be appropriate and in accordance with the conditions of the students so that learning activities could be effective and affective.

The activities were usually carried out, they were;

1. Listening practice and repetition drill. Listening practice, this was an activity by comparing the words in the song when spoken sounds similar. For example; to distinguish between word “bad” and “bed”. Repetition drill by the form of oral drill. The activity, while the teacher read certain words in the song and then, the students pronounce the words.
2. Gap filling activity. The students were asked to fill or complete words or phrases were important in a song deliberately omitted by the teacher. The words or phrases were usually the important terms that must be mastered by students. In this activity, teacher repeated several times through a tape recorder playback and students complete the word or phrase is missing. Then, students and teachers were together to check and write on the board.
3. Recording words. The students were asked to arrange the words of the text of a song were randomized after their teachers listen to the song that is played through a tape recorder.
4. Dictate activity. This activity was to determine students' skills in writing. The words spoken by the teacher must be in accordance with the words that students wrote on the answer sheet.

In teaching English using foreign songs, it needed some additional equipment. Usually, mini speaker and laptop are used to play the songs.

1. The Student’s Responses on the Use of Foreign Song As Media In Teaching English

Researcher used questionnaire to find out the student’s responses about the use of foreign song as media in teaching English. The subjects were all of the 8th grade students at MTS Al-Huda Bandung. They are; 37 students were in class 8 B, 34 students were in class 8 C, 36 students were in class 8 D, and 36 students were in class 8 E. Thus, the amount of the subjects was 143 students.

After the questionnaire distributed to the students, researcher collected the answers that have been answered by the students. Then, the data from questionnaires were analyzed and adjusted to obtain the accurate results. After the data were sorted in accordance with the overall results were available, verified, and then given explanations and conclusions.

The results of questionnaire analyze are summarized below;

1. The student’s preference listening songs, as follow;

**Table 4.1. The table and histogram of the answer no. 1**

|  |  |  |
| --- | --- | --- |
| The answer | frequency | percentage |
| yes | 136 | 95 % |
| no | 7 | 5 % |

1. Student’s agreement about fun and joyful to learn English by using foreign songs, as follow;

**Table. 4.2. The table and histogram of the answer no.2**

|  |  |  |
| --- | --- | --- |
| The answer | frequency | percentage |
| yes | 136 | 95 % |
| no | 7 | 5 % |

1. The enrichment of knowledge, vocabulary, grammar, and pronunciation after the students are taught by using the foreign song, the students’ agreements, as follow;

**Table. 4.3. The table and histogram of the answer no. 3**

|  |  |  |
| --- | --- | --- |
| The answer | frequency | percentage |
| yes | 143 | 100 % |
| no | 0 | 0 % |

1. The enrichment of English language skills, if the students was listening foreign songs and practice with them continuously, the students’ agreement, as follow;

**Table. 4.4. The table and histogram of the answer no. 4**

|  |  |  |
| --- | --- | --- |
| The answer | frequency | percentage |
| yes | 90 | 63 % |
| no | 53 | 37 % |

1. The students opinions that they liked songs that teacher used as media to teach English, as follow;

**Table 4.5. The table and histogram of the answer no.5**

|  |  |  |
| --- | --- | --- |
| The answer | frequency | percentage |
| yes | 140 | 98 % |
| no | 3 | 2 % |

Based on the result above, researcher concluded that the responses of the 8th grade students at MTS Al-Huda Bandung on the use of foreign song as media in teaching English, were; 1.) 95 % of the 8th grade students liked listening songs, 2.) 95 % of the 8th grade students stated that learning English in the classroom by using song was fun and joyful, 3.) 100 % of the students agreed that after the teacher used songs as media to teach English, they got enrichment of knowledge, vocabulary, grammar, and pronunciation, 4.) 63 % of the students agreed that if they were listening foreign songs and practice with them continuously, they could improve their English language skills, 5.) 98 % of the students stated that they have liked the teacher teach English by using the foreign songs.

1. The Advantages of Using Foreign Song as Media to Teach English

Because of the students liked listening songs, the songs could make the students like to learn English. It could attract their interesting and motivation. From the interview, the teacher said that there was a difference when the teacher taught English by using song and when she explained the lessons as usual. The students were more enthusiastic and like to listening songs. Based on observations made by researcher in the each class of subjects, researcher found that the use of foreign songs as a media in teaching English is perfect to teach students about the vocabulary and pronunciation. The use of this song in the classroom could be very enjoyable for the students and teacher. However, the thing to keep in minds that teacher must keep the classroom atmosphere is conducive, so the delivery of knowledge through the song could be effective.