

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter is needed to present the result and discussion of the study. The writer would like to analyze the data gathered from the research. The data was obtained from teaching learning process of fifth grade students of MI Tamrinussibyan II. The researcher is going to describe the teaching and learning process of English speaking skill conducted at MI Tamrinussibyan II. The researcher got the data through observation, questionnaire, and interview, but to know the student's achievement the researcher pay attention to the teacher test. The teacher measured the students' achievement through using a test.

As a global elementary school level, the teacher used a media to teach Speaking class. The teacher used a song to help the students memorize vocabulary after teaching. It is help the researcher conducted the research at MI Tamrinussibyan II got the data and to know how to teach speaking using kids songs for fifth grade students of MI Tamrinussibyan II. The researcher also got the data what factors the teacher influence implementation in using kids songs in teaching speaking. The researcher obtained the data of the fifth grade students of MI Tamrinussibyan II in academic year 2017/2018. The subject of this study was 25 students, 16 females and 9 males.

The data in this research were analyzed qualitatively. The method of this research was descriptive research. The data were from observation, questionnaire, and interview.

4.1 Discussion about How are Kids Songs Used in Teaching Speaking.

The researcher observed the situation in the subject to got the data and answer how kids songs media was used in teaching speaking at fifth grade students of MI Tamrinussibyan II.

The first meeting the teacher was giving the material about the object in the sky, the second meeting the teacher was giving the material about introduction (identity), and the third meeting the teacher gave the material about rooms at school. The researcher observes the classrooms situation and condition and also observe the interaction between the teacher and students in teaching learning process. The researcher used observation sheet to get the data about how to teach speaking using kids song at MI Tamrinussibyan II.

Before the researcher conduct the observation, the researcher discussed with the English teacher about the setting of the research. The observation will be conducted at the fifth graders and the duration of this research is 2x60 minutes on Thursday. It is start from 10.30 pm and finish at 12.30 pm. There are two classes in fifth grades it is

A and B. The researcher has been chosen the fifth A. the researcher use purposive sampling to choose the subject, so the researcher continually observe the fifth A class. The researcher followed the teacher into the five A class.

The teacher gave two questionnaire that given in the before teaching activity and the after teaching activity. The first questionnaire to the students given by the teacher before he start to teach them. Then, the students answered the questionnaire after the teacher instruction. There were seven statements that are needed to be chosen by the students, they were:

- 1) I like English lesson
- 2) I find the difficulties when study English
- 3) I don't like the English teacher
- 4) I difficult to memorize English vocabulary
- 5) Study English is bored
- 6) I lazy to open dictionary
- 7) I want new method to study English

From the students answer, all the students like English lesson. There were two students who faced difficult when study English. It is almost the all students do not find the difficult in study English. There were three students who find difficult in study English. Most of the students did not like the English teacher. There are fifth teen students of twenty fifth students who do not like the teacher. Some of the students were difficult to memorize vocabulary. There were fifth students who difficult to memorize new vocabulary. Almost all the students were not lazy to open dictionary. There were three students who does not like open dictionary. They felt bored with the method that the English teacher used to teach them. All of the student want to study with new method that used by the English teacher.

After the questionnaire answered by the students, the teacher gave the material. For the first meeting the researcher observed the classroom situation. The teacher used a song to help the students memorizing the vocabulary. The teacher was choosing the folk song and he using the tone and replace the lyric with the vocabulary as the material that have given before to sing together. The method helped the students enjoy the material, it facilitated the students to enrich the vocabulary. But the students feel afraid to speak up, they worried about the mistake. As the researcher observed, the students were just memorizing the vocabulary without practice it to speaking. In the next meeting the teacher used a song to teach speaking. The teacher used the lyric song to help the students pronounce it and to practice speaking.

The researcher observed the teacher to know the way of the teacher in teaching using kids songs as media. The researcher used observation sheet to get some data. The observation sheets include some aspects of observation. They are:

- 1) The teacher starts the lesson with greeting
- 2) The teacher tells the material about to students
- 3) The teacher prepare the tools and play music to heard the song
- 4) The teacher uses kids songs as media in teaching process
- 5) The teacher gives instruction to students
- 6) The teacher asks students to practice with partner
- 7) The teacher asks to students about the material
- 8) The teacher concludes the lesson and the students respond
- 9) The teacher gives the homework to students
- 10) The teacher closes the teaching process
- 11) The teaching appropriate with the lesson plan
- 12) Strength
- 13) Weakness

In observation sheet, there were 13 aspects to observe the teacher in the classroom. The researcher gave check mark and comment based on observing in the classroom.

Table 4.1. Observation Sheet at First Meeting

No	Aspect of Observation	Check Mark	Comments
1.	Teacher start the lesson with greeting and praying	√	The teacher start the lesson with greeting
2.	Teacher explain about the material	√	The teacher tell something in the sky
3.	The teacher prepare the tools and play music to heard the song	√	The teacher used speaker and laptop to play the song "twinkle-twinkle little star"
4.	Teacher ask the students to pay attention	√	The teacher ask the students pay attention to understanding the meaning of the song lyric
5.	Teacher ask the students follow the teachers' instruction	√	The teacher ask the students to repeat the word

			to correct the pronunciation
6.	Teacher ask the students to practice with partner	-	The teacher ask the students practice individually
7.	Teacher ask the students about the material	√	The teacher ensure the students understanding with ask question about the meaning of the lyric song
8.	Teacher concludes the material and the students respond	√	The teacher concludes the material with give question and the students answer the question
9.	Teacher give assignment to the students	-	The teacher do not give the assignment
10.	Teacher close the teaching process with greeting	√	The teacher using greeting to close the class
11.	The teaching appropriated with lesson plan	-	The teacher does not use lesson plan
12.	Strength	√	The strength of the teacher is the teacher help the students to build the students courage and give motivation to the students to speak up
13.	Weakness	√	The weakness of the teacher is the students grammatical error do not considered by the teacher

At the first observation, the researcher gave check mark in aspect about the teacher start the lesson with greeting and praying. The comment of the aspect was the teacher start the lesson with salam and good afternoon. The second aspect the researcher gave check mark about the teacher explain the material. The comment to the second aspect was the teacher gave explaining about the meaning of vocabulary that related with something in the sky and ask the students to follow the teacher instruction.

The third, the researcher gave check mark in the next aspect about the teacher explain the material using kids songs. The comment was the teacher using “Twinkle-Twinkle Little Star” and ask the students sing together. The fourth aspect about the teacher asked the students to pay attention. The researcher gave check mark and the comment was the teacher asked the student to hear the song. The fifth aspect the researcher gave check mark about the teacher asked the students to follow her instruction. The teacher asked the students sing the song after they heard the song.

The sixth aspect, the researcher did not give check mark on the aspect about the teacher ask to students practice with partner because the teacher ask the students practice individually. The seventh aspect about the teacher asked the students about the material. The researcher gave check mark and the comment was the teacher asked the students what the meaning of word in the song lyric to ensure the students understanding. The next, the researcher gave check mark in the eight aspect was about the teacher conclude the material and the students respond. The comment was the teacher gave games to conclude the material and the student very enthusiasm respond it. The ninth aspect the researcher did not give check mark in the nine aspects because the teacher does not give the students assignment.

Then, the teacher closed the teaching process with greeting and give motivate to study hard. In the first meeting the teacher did not used lesson plan to teaching. The strength of the teacher was the teacher can help the student to courage to speak up without worried to do mistake and give motivation to the students to improving their speaking skill. The weakness of the teacher was that the teacher was limited time so the teacher does not consider in students grammatical errors.

Table 4.2. Observation Sheet at Second Meeting

No	Aspect of Observation	Check Mark	Comments
1.	Teacher start the lesson with greeting and praying	√	The teacher start the lesson with greeting
2.	Teacher explain about the material	√	The teacher tell his identity
3.	Teacher explain the material using kids songs in teaching process	√	The teacher play music and ask the students to hear it and sing the song together
4.	The teacher prepare the tools	√	The teacher used speaker

	and play music to heard the song		and laptop to play the song “What is your name”
5.	Teacher ask the students follow the teachers’ instruction	√	The teacher ask the students to repeat the word to correct the pronunciation
6.	Teacher ask the students to practice with partner	-	The teacher ask the students practice with observer (stranger) about “what is your name”
7.	Teacher ask the students about the material	√	The teacher ensure the students understanding with ask question about the meaning of the lyric song
8.	Teacher concludes the material and the students respond	√	The teacher concludes the material with give question and the students answer the question
9.	Teacher give assignment to the students	√	The teacher give the assignment to translate the next material in handbook
10.	Teacher close the teaching process with greeting	√	The teacher using greeting to close the class
11.	The teaching appropriated with lesson plan	√	The teaching process appropriated with lesson plan
12.	Strength	√	The strength of the teacher is the teacher help the students to build the students courage to introduce self
13.	Weakness	√	The weakness of the teacher is the students grammatical error do not considered by the teacher

At the second meeting, the researcher gave check mark in aspect about the teacher start the lesson with greeting and praying. The comment of the aspect was the teacher start the lesson with salam and good afternoon. The second aspect the researcher gave check mark about the teacher explain the material. The comment to the second aspect was the teacher gave explaining about identity. The teacher explained the way to introduce self.

The third, the researcher gave check mark in the next aspect about the teacher explain the material using kids songs. The comment was the teacher played the audio and asked the students to hear it. The teacher using kids songs and asked the students to sing together. The fourth aspect the researcher gave check mark about the teacher prepare the lesson. The teacher played the tool which the song will be played. The fifth aspect, the teacher asked the student to follow his instruction.

The sixth aspect, the researcher did not give check mark on the aspect about the teacher asked to students practice with partner. This is the teacher's way to push the students to speak with stranger. The comment was the teacher asked the students find their partner to practice simple dialog "what is your name?" The seventh aspect about the teacher asked the students about the material. The researcher gave check mark and the comment was the teacher asked the students what the meaning of the song lyric to ensure the students understanding. The next, the researcher gave check mark in the eight aspect was about the teacher concluded the material and the students respond. The comment was the teacher asked the students made a question for the teacher. It helped the teacher to know how far the students can practice speaking. The teacher also gave point to the students who practice it, so the students enthusiasm. The next aspect the researcher gave check mark in the ninth aspects. The teacher give assignment by translate the next material in handbook to the students. Then, the teacher closed the teaching process with greeting and give motivation to study hard. In the second meeting the teacher using lesson plan and appropriated with the teaching process. The strength of the teacher was the teacher can help the student to courage to speak up without worried to do mistake and give motivation to the students to improving their speaking skill by using introduce self. The weakness of the teacher is the teacher was in limited time so the teacher did not consider in students grammatical errors.

Table 4.3. Observation Sheet at Third Meeting

No	Aspect of Observation	Check Mark	Comments
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1.	Teacher start the lesson with greeting and praying	√	The teacher start the lesson with greeting
2.	Teacher explain about the material	√	The teacher tell about the school
3.	Teacher explain the material using kids songs in teaching process	√	The teacher play music about school and library and ask the students to hear it and sing the song together
4.	The teacher prepare the tools and play music to heard the song	√	The teacher used speaker and laptop to play the song “school and Library”
5.	Teacher ask the students follow the teachers’ instruction	√	The teacher ask the students to repeat the word to correct the pronunciation
6.	Teacher ask the students to practice with partner	-	The teacher ask the students to find the meaning of library
7.	Teacher ask the students about the material	√	The teacher ensure the students understanding with ask question about the meaning of the lyric song
8.	Teacher concludes the material and the students respond	√	The teacher concludes the material with give question and the students answer the question
9.	Teacher give assignment to the students	-	The teacher does not gave the assignment
10.	Teacher close the teaching process with greeting	√	The teacher using greeting to close the class
11.	The teaching appropriated with lesson plan	√	The teaching process appropriated with lesson plan
12.	Strength	√	The strength of the teacher

			is the teacher help the students to build the students courage to introduce self
13.	Weakness	√	The weakness of the teacher is the students grammatical error do not considered by the teacher

At the third meeting, the researcher gave check mark in aspect about the teacher start the lesson with greeting and praying. The comment of the aspect was that the teacher started the lesson with salam and good afternoon. The second aspect the researcher gave check mark about the teacher explain the material. The comment to the second aspect was the teacher gave explaining about school. The teacher explained the rooms in the school.

The third, the researcher gave check mark in the next aspect about the teacher explain the material using kids songs. The comment was the teacher played the audio and asks the students to hear it. The teacher was using kids songs and ask the students to sing together. The fourth aspect about the teacher prepares the tool to play the song. The researcher gave check mark and the comment was the teacher used laptop and speaker to help the teaching activity. The fifth aspect the researcher gave check mark about the teacher ask the students to follow her instruction. The teacher asked the students sing the song after they heard the song.

The sixth aspect, the researcher did not give check mark on the aspect about the teacher ask to students practice with partner. The comment was the teacher asked the students to answer the meaning of the vocabulary. The seventh aspect about the teacher asked the students about the material. The researcher gave check mark and the comment was the teacher asked the students what the meaning of the song lyric to ensure the students understanding. The next, the researcher gave check mark in the eight aspect was about the teacher conclude the material and the students respond. The comment was the teacher asked the students make a question for the teacher. It helps the teacher to know how far the students can practice speaking. The teacher also gave point to the students who practice it, so the students enthusiasm. The next aspect the researcher did not give check mark in the nine aspects. The teacher give a game in the last time by translate the vocabulary in handbook to the students. Then, the teacher closed the teaching process with greeting and give motivation to study hard. In the third meeting the teacher used lesson plan and appropriated with the teaching

process. The strength of the teacher was that the teacher can help the student to courage to speak up without worried to do mistake and gave motivation to the students to improving their speaking skill by using introduce self. The weakness of the teacher was on limited time so the teacher did not consider in students grammatical errors.

So, the way used kids song in teaching speaking are easy to practically. The teacher just needed to play kids song and to give instruction to ask the student sing a song together. After that the teacher checks the students understanding by giving question of the meaning of song lyric. Then, the teacher asked the students to practice speaking through make question based the related the material. The teacher can teach how to pronounce the word by the sound of the song. So, the student will easily to habituate speak as native speaker. They will enjoy the learning activity and they have confidence to speak up.

In this research, the researcher used second questionnaire to know the students' achievement after being taught through kids songs in teaching speaking. The second questionnaire was given by the teacher after the teaching activity. There were ten statements that have been answered by student.

- 1) English is fun
- 2) I like the English teacher
- 3) I interest with English
- 4) I like the method that use by the teacher
- 5) I like study use kids song
- 6) I understand with the material
- 7) I always active in learning process
- 8) I always ask question to the teacher when getting misunderstanding
- 9) I will ask my friend to explain the material when I cannot understand
- 10) I like English after study using kids songs

Almost all the students answered that English is fun. Just one student answered the question with no answer. After using kids song in teaching speaking almost the students like English teacher. The students were interested in English, it appeared at just one students who is not interested in English. The students liked the use kids song as media in learning process. The entire students like to learn English through kids song. The 75% the student understand well the material after learning through kids songs media. It was just 5 students who do not understand the material.

4.2 Discussion about the factors from the teacher who influence the implementation of using kids song in teaching speaking.

In this research the researcher has interview the teacher to get the data. In interview, the researcher got some the data about the factors that influenced the implementation using kids song in teaching speaking. The researcher gave some question related the factors from the teacher who implement in the use kids song in teaching speaking.

In teaching speaking using kids songs as media, the teacher used lesson plan and prepare the tools before teach his students. The teacher prepared in speaking class using a song and the tools that used in the class like speaker and laptop. The teacher practiced to sing first before asking the students to practice speaking by heard the song. Then, the teacher should be master about the learning process. So, the teacher learnt about the material will be given to the students.

The teacher used so many media in teaching process and asked the students go out the class. The teacher asked the students to study and meet the foreigner is the media that he used in teaching speaking. For example, the students made a question for the foreigner. But the most effective media that used in teaching speaking were kids song. He can use the media easily in the classroom without going out class.

The strategy which the teacher used was good. The teacher explain about his strategy was run well and effective to teach speaking. It is good to use in speaking class because using kids song in teaching speaking it was help to the students build the courage to speaking. In teaching process the teacher found difficulties because the school located so far with city. So, he was difficult asked the student to meet foreigner.

To solve the problem, the teacher gave motivation to the students. The teacher was build the students courage by asked the student make question then they must practice with the foreigner.

The teacher think that using kids song as media in teaching speaking are effective. It can help the students improve the speaking ability. Because the teacher taught in elementary school kids song help the students memorize vocabulary and also make fun.

The impact of the using kids song in teaching speaking is the student enthusiasm an fun to study. If the student enjoy watching teaching process in the classroom, the process of transferring knowledge was easily accepted. The students were more easily understand the material and success in learning English.

According to the teacher about difficulties used kids song in teaching speaking there were two students characteristic. The characteristic are active student and

passive student. The active students were compromised in teaching process. It was seen when the teacher give instruction the teacher would respond. It was reverse with passive students who do not respond the teaching instruction. Based on the observation, the passive student felt shy to respond the teacher. It became passive teaching learning process.

The factor on the teacher that influence the implementation of using kids song in teaching speaking was to asked the students confidence to speak English. The strategy made students enjoy their teaching in the classroom. The students would enjoy the lesson without bored and lazy in teaching process. The students in elementary school liked song very much. So it is influence the students to get spirit in teaching process.

The teacher told that the strength of using kids song in teaching speaking was help the students to practice speaking in detail. They can pronounce the word by imitate the native speaker or the singer. It is help the students to understand structure language and correct the grammar. After the students heard the song the student would be easy to memorize the lyric song. Subconsciously it can enrich the students' vocabulary. Using kids song in teaching speaking also can improve the students listening skill.

The teacher explained the weakness of using kids song in teaching speaking was that the students who were less in listening skill will be difficult to accept the material. They would misunderstanding with the material and made the students feel shy to practice speaking. The use kids song in teaching speaking also need long time to preparation.