

## **CHAPTER IV**

### **FINDINGS**

This chapter consists of the process and the findings of the study. There were two cycles in the process and each consisted of four meetings. Each meeting consisted of five steps: reconnaissance, planning, acting, observing and reflecting.

#### **A. Cycle 1**

##### **1. Reconnaissance**

###### **a. Description of the Situation**

Sekolah Dasar Negeri (SDN) Cibubur 05 Pagi is located on Jl. Taruna Jaya RT 02/014 Cibubur, Ciracas, East Jakarta. It was built in 1979 and started to operate in 1980. It is led by Mrs. TA, S.Pd. as a principal of the school. It has 17 teachers, four staffs, and approximately 440 students. The operated hour per day is 6 hours from morning till midday. In the afternoon, the school is used by SDN Cibubur 08 Petang.

The building is next to Sekolah Tinggi Mesin (STM) 10 and facing a street that leads to a junction towards Toll Street. The teachers and the

students usually go to the school by public transportation and motorcycle but some of them who live nearby go there by feet. The school building has 13 rooms, which are eight classes, an office as well as administrative and the principal's room, a spacious toilet, a library as well as storeroom, a canteen, and a staff house. The school has two fields, inside and outside, where the outside one is often used as a parking lot where the parents wait for their children.

The grade being studied was second grade students. The class being understudied was only one class that consists of 45 students. There are 28 male learners and 17 female learners of 7 years old. The class used is clean and spacious enough for teaching-learning process. There are three cupboards, one whiteboard, and one teacher's desk in front of the classroom. There are also 46 desks for the students that divided into four rows: three rows each consist of 12 seats while the last is ten seats. The arrangement is tidy and easing the teacher to regard the students. However, due to the former lesson, which was Physical Education (Olahraga), the situation in the class was less comfortable because many students fan themselves to cool down and the teacher had to wait for several minutes. The schedule of English subject is once a week, every Thursday from 08.00 a.m. to 09.15 a.m. and/or from 11.00 a.m. to 12.15 p.m. The time is divided into two different times because the first and the

second graders in the school use the class in rotation. If the first graders start the lesson at 06.30 a.m., the second graders will start the lesson at 09.20 a.m., and the next week, the second graders will start earlier than the first graders. They are switching every week. Despite the differences, they get along one with another whether in the same class or not.

### **b. Problem Identification**

Song, as stated in the background, may help the students to learn English pronunciation in a fun way. It helps them to remember the sounds produced by memorizing the words' melody and rhythm. It also helps the teacher to teach pronunciation with ease. Unfortunately, the teacher almost always uses song only to teach the vocabulary. The teacher tends to use song with less care of the appropriate pronunciation. Along with the other techniques such as using pictures, games, etc., the teacher is satisfied as long as the students remember the words' written form and the meaning.

In order to avoid such a circumstance, the teacher must change the technique used. Instead of teaching vocabulary only, the teacher must also focus on the students' pronunciation. The teacher can use a certain song regarding the topic chosen and repeatedly pronounce the sound of the words. The teacher can also ask the students to say the words themselves for times until they can pronounce them rightfully.

Based on the pre-test in the first meeting, it could be seen that the students' pronunciation is still lacking due to the inappropriate teaching. Moreover, most of them seemed difficult to pronounce several words that consist of /ð/ and /θ/ inside such as *mother* and *Thursday*. They often mistake the sounds as /d/ and /t/.

### **c. Problems Analysis**

The main problem of the students was the difficulty in pronouncing /ð/ and /θ/ inside the word. It is because they did not know the sounds before. In Indonesia language, there is no such phonetic symbol as /ð/ and /θ/. They tried to pronounce them in an appropriate way but instead of /ð/ and /θ/, they produced /d/ and /t/. Thus, the teacher was challenged to find another technique while still using song to improve students' pronunciation.

### **d. Hypothesis**

Based on the literature, a hypothesis that comes up in this research is that songs can be used to improve students' pronunciation. Using songs was believed could increase students' pronunciation. In this research, two songs were used as the media: *One, Two & Three* and *Days*. The teacher also used the other media such as pictures and words twister in order to keep the students' attention and interest during teaching-learning process.

### **e. Collaborator**

For collaboration, the researcher needed a person who knows about English language teaching-learning that was included in the research to help the researcher and also had experience in dealing with young learners directly. The collaborator on this research is one of the English teachers at SDN Cibubur 05 Pagi, Mr. MA, S.Pd. He was graduated from university in 2006 and has been teaching since April 10<sup>th</sup>, 2010, which makes two years teaching at the school. Mr. MA helped the researcher in taking notes and mentioning the difficulties that the students were facing as well as the strength and weakness of the technique during the process.

## **2. Planning**

Based on the problem identification and analysis, the researcher designed a plan that consisted of several steps:

- Preparing a lesson plan that consists of objective, actions, and activities that will be conducted to teach pronunciation using song in the classroom.
- Choosing an appropriate song that will suit the students' need and interest.
- Preparing the way of collecting data describing the process and the result of teaching-learning pronunciation in the classroom.

In this cycle, there were four meetings with the same topic. The first meeting was conducted to collect the pre-test data, and the rest of the meetings were conducted to collect post-test data of pronunciation teaching-learning process.

### **First Meeting**

#### **Topic : Family Members**

- a. The teacher greeted the students and checked their attendance.
- b. The teacher brainstormed the students about family member by asking the class about their own family.
- c. The teacher drew eight family members which are Mother, Father, Brother, Sister, Aunt, Uncle, Grandmother, and Grandfather on the whiteboard. Then, she asked who they are picture by picture.
- d. The teacher wrote down the vocabulary and its meaning under the pictures. After that, the teacher asked the students to come forward one by one and assessed their pronunciation.
- e. The teacher ended the session by playing word twister.

## **Second Meeting**

### **Topic : Family Members**

- a. The teacher greeted the students and checked their attendance.
- b. The teacher brainstormed the students about the previous lesson. She asked the students row per row then one by one about family members, the vocabulary and its sounds.
- c. The teacher taught them a song related to family which is One, Two & Three. She sang it twice before asking the students to join her. The teacher wrote the lyric of the song and asked the students to sing it again together. About five to six times the teacher and the students were singing the songs.
- d. The teacher asked the students to sing One, Two & Three in pair in front of the classroom.
- e. The teacher ended the lesson by playing guessing game about the family.

## **Third Meeting**

### **Topic : Family Members**

- a. The teacher greeted the students and checked their attendance.

- b. The teacher wrote down the lyrics of two version of One, Two & Three song on the whiteboard. She asked the students to pronounce the words without singing them.
- c. The teacher pronounced each word of the eight members of the family slowly and carefully by moving her mouth in the right way.
- d. The teacher sang the song by replacing each member with the same word. For example, when the teacher wants to focus on the pronunciation of *mother*, she replaced all of the names with the word ‘mother. She asked the students to repeat after her.
- e. The teacher taught the pronunciation of each word using the technique above repeatedly until all of the words given have been pronounced in the right way.
- f. The teacher started to assess students’ pronunciation by making them came forward to the teacher’s desk and pronounced the words directly. Due to the lack of time, the teacher would test half of the students in the next meeting.
- g. The teacher ended the session by playing pantomime game.



### **Fourth Meeting**

#### **Topic : Family Members**

- a. The teacher greeted the students and checked their attendance.
- b. The teacher brainstormed the students about the last meeting.
- c. The teacher asked the students to sing the song like in the previous meeting.
- d. The teacher continued to assess the rest of the students
- e. The teacher ended the lesson by asking the difficulties they were facing during process.

### **3. Action**

The actions that will be conducted are as follow:

- Teaching pronunciation using songs.
- Involving the students' active participation in the process of teaching-learning pronunciation in the classroom.
- Observing the process of teaching-learning pronunciation in the classroom.

- Conducting evaluation test to find out the students' outcomes of pronunciation that have been conducted in cycle 1.

**a. First meeting, October 25<sup>th</sup>, 2012**

The first meeting was conducted on Thursday, October 25<sup>th</sup>, 2012. It was started in the third session in the morning from 11.00 a.m. to 12.15 p.m. The topic was Family Members which consists of eight people, which are mother, father, brother, sister, aunt, uncle, grandmother, and grandfather.

The teacher greeted the students and checked their attendance. The, she brainstormed the students about family member by asking the class about their own family. The teacher chose random students to ask whether they know the English of the member being mentioned in Bahasa Indonesia. Some of them has known the English and can pronounce well but the rest could not. The teacher, then, drew eight family members which are mother, father, brother, sister, aunt, uncle, grandmother, and grandfather, on the whiteboard. Then, she asked who they are picture by picture. Many answered right but still with inappropriate pronunciation.

The teacher wrote down the vocabulary and its meaning under the pictures. The teacher asked the students one by one to come forward to pronounce the vocabulary given. As the students pronouncing the words, the teacher collected the data of pre-test.

The teacher ended the lesson by playing word twister game. The teacher wrote down the vocabulary of the topic chosen on the whiteboard in unarranged letters. For example, the teacher wrote down R-O-T-E-M-H for *mother*, A-T-H-F-R-E for *father*, and so on until all of the vocabulary given had been done. After that, the teacher asked the students to raise their hand if they knew the answer. The teacher repeated the game two times to make sure that the students remember the words for the next meeting.

**b. Second meeting, November 1<sup>st</sup>, 2012**

The second meeting was conducted on Thursday, November 1<sup>st</sup>, 2012. It was started in the third session in the morning from 08.00 a.m. to 09.15 a.m. The topic was still Family Members due to the unfinished assessment of the students' pronunciation.

The teacher greeted the students and checked their attendance. The teacher brainstormed the students about the previous lesson and most of the students responded with enthusiasm. The teacher, then, asked the

students row per row then one by one about family members that have been taught before.

Many of them having difficulty in pronouncing the letter /ð/ in mother, father, brother, grandmother, and grandfather. They often said the letter /ð/ with /d/ that makes mother ['mʌðər] into ['mʌdər], father ['fɑ:ðər], and so on. The teacher corrected the mistakes by pronouncing /ð/ loudly and clearly. The students were also having difficulty in pronouncing the words 'aunt' and 'uncle'. Instead of saying [ænt] and ['ʌŋkl], they paid attention to the written forms provided on the whiteboard that made them pronounce ['ʌʊnt] and [ʊŋkl]. The teacher corrected the mistakes by saying the right pronunciation.

The next activity given by the teacher was singing a song related to family members, that is One, Two & Three.

*One and one, I love my mother*

*Two and two, I love my father*

*Three and three, I love brother sister*

*One, two and three, I love everybody*

The teacher sang it twice before asking the students to join her. After that, she wrote the lyric of the song on the whiteboard and asked the students to sing it again by themselves. Then, the teacher changed the first four members of the family with the rest, which were grandmother, grandfather, aunt, and uncle.

*One and one, I love grandmother*

*Two and two, I love grandfather*

*Three and three, I love aunt uncle*

*One, two and three, I love everybody*

After the students remembered the song, the teacher asked the students to sing the song together. The teacher asked them to sing the first version of the song three times and then the second version three times. Then, the teacher asked the students to form a group of two and made them sing in front of the class.

The teacher ended the lesson by playing guessing game about the family. The teacher described the appearance of the family members using two languages, English and Bahasa Indonesia, and asked the students to guess who was being described. The teacher also made one of the students

to come forward and tried to make him described a family member to be guessed by his friends.

**c. Third meeting, November 8<sup>th</sup>, 2012**

The third meeting was conducted on Thursday, November 8<sup>th</sup>, 2012. It was started in the third session in the morning from 11.00 a.m. to 12.15 p.m. The topic was still Family Members due to the result of the students' pronunciation pre-test in the first meeting. The results of the assessment in the pre-test conclude that students' pronunciation are still lacking. Most of them got the score below KKM. Thus, in the third meeting, the teacher would apply the same topic with the same song again in teaching the pronunciation.

The teacher greeted the students and checked their attendance. The teacher wrote down the lyrics of two version of One, Two & Three song on the whiteboard. She asked the students to pronounce the words without singing them. The teacher pronounced each word of the eight members of the family slowly and carefully by moving her mouth in the right way. Then, the teacher sang the song by replacing each member with the same word.

*One and one, I love my **mother***

*Two and two, I love my **mother***

*Three and three, I love **mother mother***

*One, two and three, I love my **mother***

The teacher asked the students to repeat after her until they can pronounce the word in the right way. After that, the teacher replaced the word *mother* with *father*, and then *brother*, *sister*, *aunt*, *uncle*, *grandmother*, and the last *grandfather* to sing it in the same way as she sang *mother* part. The teacher taught the pronunciation of each word using the technique above repeatedly until all of the words given have been pronounced in the right way.

The teacher assessed the students' pronunciation again by making them come forward to pronounce the vocabulary near the teacher's desk. However, a problem arose which was lack of time. Thus, the teacher would test half of the students in the next meeting.

The teacher ended the session by playing pantomime game concerning the topic chose. The teacher made some silent movements to mimic a certain family member and the students guess it. The teacher also asked two students to mimic their family in front of the class.

**d. Fourth meeting, November 22<sup>nd</sup>, 2012**

The third meeting was conducted on Thursday, November 8<sup>th</sup>, 2012. It was started in the third session in the morning from 11.00 a.m. to 12.15 p.m. The topic was still Family Members due to the result of the students' pronunciation pre-test in the first meeting and the continuation of the unfinished assessment.

The teacher greeted the students and checked their attendance. The teacher asked the students to sing the two version of One, Two & Three song that consists of eight family members. Then, the teacher asked them to sing the song that each family member had been replaced with the same word from *mother* till *grandfather*. After that, the teacher continued to assess the rest of the students by making them pronounce the vocabulary in front of the classroom. The teacher ended the lesson by asking the difficulties they were facing during process. Almost all the students said that it was difficult to pronounce /ð/ because they are still unfamiliar with the sound and *aunt* [ænt] but remembering the melody of the song helped them to pronounce them better than before.



#### **4. Observation**

Every two meeting, the researcher was accompanied by the collaborator. When the researcher was conducting the lesson, the collaborator would take some notes regarding the process of teaching-learning. The collaborator observed the technique process, the presentation of the teacher, the instruction of the teacher, the students' reactions and performances.

After the application of the song in four meetings, the researcher and the collaborator recognized that most of the students could pronounce the vocabulary well enough. They were also active and enthusiast. They liked to repeat the song by themselves in the same way as they were taught. They repeated the pronunciation of the words again and again even though sometimes they mispronounced it. But then, they tried to remember the appropriate way to pronounce the words after singing it one more time. When they really forgot how to pronounce the words, they would ask the teacher or the collaborator to say the right ones again.

Based on the result in the four meetings, it is found in the cycle 1:

Pre-test	Total students	Percentage (%)
Students' score < KKM	31	68.9%
Students' score > KKM	14	31.1%

Table 1. Pre-test percentage

Post-test	Total students	Percentage (%)
Students' score < KKM	2	4.4%
Students' score > KKM	43	95.6%

Table 2. Post-test percentage

The students' pronunciation total score was increased. The progress in those meetings could be seen from the table below:

	Total Scores	n	$x (\Sigma/n)$
$\Sigma_1$	19960	45	443.56
$\Sigma_2$	25180	45	559.56

The difference	-116
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Table 3. The difference between pre-test and post-test's average

Symbols:  $\sum_1$  : Pre-test total

$\sum_2$  : Post-test total

n : Total students

x : Average

The average improvement for each student can be seen in the following table.

$\sum_3$	n	x ( $\sum/n$ )
953.3	45	21.19

Symbols:  $\sum_3$  : total average improvement

n : total students

In cycle 1, the total score is increased by 116 point. The average improvement for each student is approximately 21.19 point.

## 5. Reflecting

At the end of the cycle 1, a reflection was conducted to analyze and evaluate the whole process and findings of cycle 1. The researcher and the collaborator discussed the strengths and weaknesses occurred during the teaching-learning process related to the use of songs to teach pronunciation.

In the first and second meetings of *Family Members* topic, the researcher and the collaborator recognized that the students were not all active during the teaching-learning process. They were unfamiliar with the sounds of the vocabulary given by the teacher, especially concerning /ð/ sound. Most of them were having difficulty in pronouncing /ð/ sounds. Instead of making their teeth-ridge touching the front of tongue to make a voice to pronounce /ð/, they seemed to produce /d/ sound. Not to mention that some of them were shy to follow the teacher's invitation to practice the sound until they can pronounce it appropriately. Besides that, the students were also shy to sing together mainly because they lack of confidence. They felt inferior of their other friends who could sing along without care. They also confused when having to pronounce the difficult sounds/words because they were not common with the sounds produced, especially the /ð/ sound. They often pronounce it with /d/. Despite the

weaknesses above, the researcher and the collaborator recognized the strength of the technique. Some of the students found themselves remembering the sounds production by singing the song. They often repeated it to recall the difficult sounds. The situation was also fun and made the students interested. The students also looked so enthusiast to try singing the song and pronounced the words' sound.

In the third and fourth meetings, the researcher and the collaborator recognized that the students slowly focused on the pronunciation rather than the written form and meaning of the vocabulary. They were progressing from shy to brave enough to show that they were being attentive by following the teacher's instructions of pronouncing the sounds. They also sang the song by themselves. The students also often asked the teacher when they forgot how produce a certain word. Moreover, several of them were using the song to tease their friends who were still awkward to perform the song.

Giving another activity could be helpful enough to teach pronunciation. As mentioned in the first three meetings, the teacher gave the students games of word twister, guessing, and pantomime. The games can be related to the topic chosen as well as the use of songs. By giving the students words to be guessed and twisted into the right form, the

teacher may use the song being taught, and playing pantomime may help the students to remember the vocabulary of Family Members easier. It might help them who were shy in the main lesson to actively participate.

The average of the improvement is 116 point that is good enough for the first cycle. Further action, the researcher discussed with the collaborator that cycle 2 is needed to strengthen and reassure that the technique used is appropriate to teach pronunciation.

## **B. Cycle 2**

### **1. Reconnaissance**

#### **a. Description of the Situation**

Based on the findings in cycle 1, the students had shown progress in dealing with pronunciation using song.

#### **b. Problem Identification**

In cycle 1, it is found that the pronunciation of the students was improving through song for about 116 point. The findings showed that two students still got the score below KKM. Based on the findings, it could be

seen that the students' pronunciation is still lacking due to the less appropriate teaching. Moreover, several of them still confused to pronounce some words that consist of /ð/ inside. They often mistake the sound as /d/. In this cycle 2, /θ/ sound was added in the company of *Days of the Week* topic.

### **c. Problems Analysis**

The main problem of the students was still the difficulties in pronouncing /ð/ and /θ/ inside the word. Besides that, the difficulties found by the students were also caused by some factors during the process, such as the teacher's explanation, the opportunities to assure the pronunciation, and the lack of time. While teaching in the class, the teachers sometimes gave the explanations too fast that made the students losing the opportunity to make sure of their hearing right. Moreover, the time given to conduct the teaching-learning process was very limited and unbalanced to the sum of the students.

### **d. Hypothesis**

Based on the problem analysis above, there were several points that should be considered to overcome the problems. First, the students would understand better if the teacher's way of giving explanation was not too fast. Therefore, the teacher needs to slow down her speaking when

giving the explanation to the students especially when she is about to teach the /ð/ and /θ/ sounds that is uncommon for the students. Second, the teacher also needs to spare time to reassure students that they were hearing right. When the students are given the opportunity, they will have more confidence to go through the lesson. Third, if the time allocation were too limited, the teacher should not waste time to use another technique rather than using songs to teach pronunciation.

#### **e. Collaborator**

As in the cycle 1, the collaborator was Mr. MA. He had identified several problems occurred in cycle 1 and discussed the solution to overcome the problems with the researcher.

## **2. Planning**

Based on the findings and reflection in cycle 1, some steps are designed to be applied in cycle 2 are as following:

- Preparing a lesson plan that consists of objective, actions, and activities that will be conducted to teach pronunciation using song in the classroom.
- Choosing an appropriate song that will suit the students' need and interest.



- Preparing clear explanation in using song to teach pronunciation in the classroom.
- Preparing the way of collecting data describing the process and the result of teaching-learning pronunciation in the classroom.

In this cycle, there were also four meetings with the same topic. The first meeting was conducted to collect the pre-test data, and the rest of the meetings were conducted to collect post-test data of pronunciation teaching-learning process.

### **3. Action**

The actions that will be conducted the same as cycle 1:

- Teaching pronunciation using songs.
- Involving the students' active participation in the process of teaching-learning pronunciation in the classroom.
- Observing the process of teaching-learning pronunciation in the classroom.
- Conducting evaluation test to find out the students' outcomes of pronunciation that have been conducted in cycle 1.

**a. Fifth meeting, November 29<sup>th</sup>, 2012**

The first meeting was conducted on Thursday, November 29<sup>th</sup>, 2012. It was started in the third session in the morning from 08.00 a.m. to 09.15 a.m. The topic was Days of the Week which consists of seven days, which are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.

The teacher greeted the students and checked their attendance. The teacher brainstormed the students by asking what day that day was. The teacher drew seven pictures that representing the days of the week. They were the Sun for Sunday, a Flag for Monday, a Book for Tuesday, a Basketball for Wednesday, Batik for Thursday, a Star for Friday, and an Ice Cream for Saturday. The teacher wrote down the vocabulary of the days and its meaning under the matching pictures. The teacher asked the students one by one to come to her desk to pronounce the vocabulary, and then she collected the data for the pre-test.

After collecting the data for the pre-test, the teacher taught them a song related to the days of the week which is Days. However, the class has known another version of Days song which is being sung using 'Naik-naik ke Puncak Gunung' melody. So, the teacher decided to use the already known song. The teacher asked the students to sing the song together. Due

to the lack of time, the teacher would continue the lesson in the next meeting. The teacher ended the session by having the class singing Days song again.

**b. Sixth meeting, December 6<sup>th</sup>, 2012**

The sixth meeting was conducted on Thursday, December 6<sup>th</sup>, 2012. It was started in the third session in the morning from 11.00 a.m. to 12.15 p.m. The topic was still Days of the Week.

The teacher greeted the students and checked their attendance. The teacher brainstormed the students about the previous lesson. She asked the students row per row then one by one about the days of the week, the vocabulary and its sounds. She also asked the students the representative pictures used to refer the days.

The teacher sang the Days song with 'Naik-naik ke Puncak Gunung' melody and then asked the students to sing it again together. The teacher asked the students to make a group of three or four to perform in front of the classroom. The teacher ended the lesson by asking the difficulties the students were facing.

**c. Seventh meeting, December 13<sup>th</sup>, 2012**

The seventh meeting was conducted on Thursday, December 13<sup>th</sup>, 2012. It was started in the third session in the morning from 08.00 a.m. to 09.15 a.m. The topic was still Days of the Week due to the result of the students' pronunciation pre-test in the first meeting. The results of the assessment in the pre-test conclude that students' pronunciation are still lacking. Most of them got the score below KKM. Thus, in the seventh meeting, the teacher would apply the same topic with the same song again in teaching the pronunciation.

The teacher greeted the students and checked their attendance. The teacher wrote down the lists of Days song on the whiteboard. She asked the students to pronounce the words without singing them. The teacher pronounced each word of the seven days slowly and carefully by moving her mouth in the right way. Then, the teacher sang the song by pronouncing only one word for the entire song. For example, if the teacher wanted to pronounce Sunday clearly, she sang the entire song using only the word *Sunday*.

*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday,*  
*Saturday.*

Sunday version:

*Sunday, Sunday, Sunday, Sunday, Sunday, Sunday, Sunday.*

The teacher asked the students to repeat after her until they can pronounce the word in the right way. After that, the teacher replaced the word *Sunday* with *Monday*, and then *Tuesday*, *Wednesday*, *Thursday*, *Friday*, and the last *Saturday* to sing it in the same way as she sang *Sunday* part. The teacher taught the pronunciation of each word using the technique above repeatedly until all of the words given have been pronounced in the right way.

The teacher assessed the students' pronunciation again by asking them to come forward to pronounce the vocabulary in front of the classroom near the teacher's desk. However, the same problem as in the first cycle arose which was the lack of time. Thus, the teacher would test half of the students in the next meeting. The teacher ended the session by repeating the song once again.

**d. Eight meeting, December 20<sup>th</sup>, 2012**

The eight meeting was conducted on Thursday, December 20<sup>th</sup>, 2012. It was started in the third session in the morning from 11.00 a.m. to 12.15 p.m. The topic was still Days of the Week due to the result of the

students' pronunciation pre-test in the first meeting and the continuation of the unfinished assessment.

The teacher greeted the students and checked their attendance. The teacher asked the students to sing Days song that consists of seven days. Then, the teacher asked them to sing the song with the same word from *Sunday* till *Saturday*. After that, the teacher continued to assess the rest of the students by having them pronounce the words in front of the classroom. The teacher ended the lesson by asking the difficulties they were facing during process. Almost all the students said that it was difficult to pronounce /θ/ but remembering the melody of the song helped them to pronounce it better than before.

#### **4. Observation**

In cycle 2, the observation was conducted by the researcher and the collaborator. It was conducted on the way the teacher taught the students, teaching-learning process, and the material used in the process.

#### **Data Analysis and Interpretation**

- The plans made were done as the ones have been planned before.

- The teacher had changed the way she gave explanation and slow down her speaking. The teacher gave the explanation more clearly and spared some time to reassure the students that their hearing was right.
- The teacher had excluded adding another technique beside songs in teaching the pronunciation due the limited time they have.
- The class became a little too noisy when the students practiced the song given by the teacher.
- The students could remember the songs taught by the teacher as well as the pronunciation. They could also pronounce the sounds well.

Based on the result in the last four meetings, it is found in the cycle

2:

Pre-test	Sum of students	Percentage (%)
Students' score < KKM	34	75.6%
Students' score > KKM	11	24.4%

Table 4. Pre-test percentage

Post-test	Sum of students	Percentage (%)
Students' score < KKM	2	4.4%
Students' score > KKM	43	95.6%

Table 5. Post-test percentage

The students' pronunciation was increased. The progress in those meetings could be seen from the table below:

	Scores	n	$x (\sum/n)$
$\sum_1$	18200	45	404.44
$\sum_2$	22060	45	490.22
The difference			-85.78

Table 6. The difference between pre-test and post-test's average

Symbols:  $\sum_1$  : Pre-test total

$\sum_2$  : Post-test total

n : Total students

x : Average



The average improvement for each student can be seen in the following table.

$\sum_3$	n	x ( $\sum/n$ )
554.3	45	12.32

Symbols:  $\sum_3$  : total average improvement

n : total students

In cycle 2, the total score is increased by 85.78 point. The average improvement for each student is approximately 12.32 point.

## 5. Reflecting

Based on the interpretation of data collected in cycle 2, it was concluded that:

- In the process of learning, the students were more active and enthusiast when the teacher used songs to teach pronunciation which made them easier in dealing with sounds production.

- The way teacher gave explanation was clearer than before because she was slowing down the speed of her speaking.
- There were some weaknesses found during the teaching-learning process. They were the limited of time, the shy behavior of the students, and the noisiness in the classroom.
- There were also strengths found in the process. They were fun and relaxing activities, interesting media as to make the students recalling the sounds production by remembering the songs, and it improved students' pronunciation.

Based on the progress shown in the process and result in cycle 2, it was decided that cycle 2 was the last cycle in this research since the plans had been conducted according to the discussion between the advisor and the researcher, and between the researcher and the collaborator, in which the progress has been shown to both in the process of the students' learning and achievement.