

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

This chapter discussed the data that had been collected to know the result of each cycle during the research

4.1.1 Pre Cycle

In pre cycle, the researcher began by exploring some information such as the class, the technique, the problems, students' names and scores. Students that had problems was Class 8B. Their mean of recount text score was 65. It was the lowest score compare to the other parallel classes. They had difficulties in understanding the Recount text, the result of 8B students was lower compare to the other paralel classess. The researcher gave the strategy to improve the scores by implementing the song in order to enhance their interest in learning recount text, so it could improve their achievement in understanding recount text.

4.1.2 Cycle 1

Cycle 1 was conducted on Monday, 12 April 2021. There were 27 students following teaching learning process. 8 students were absent. Teaching learning process during treatment was presented in many steps.

4.1.2.1 Planning

The researcher prepared everything needed in implementing the teaching and learning process.

- a) Chose teaching and learning material. The researcher used Microsoft Teams to conduct the teaching. Microsoft Sway to present the recount text, Teams Meet to play the video song dan explain the lesson
- b) Arranged lesson plan.
- c) Prepared observation checklist and did preliminary meeting with collaborate teacher to discuss about what she would be done during teaching learning process
- d) Made a test instrument. The teacher gave the students the pre test using Microsoft Form in order to get the students' prior knowledge before the researcher implementing the teaching learning with songs strategy. 35 students did the test

Table 2. The Pre Test Score of 8B Students

No	NAMA	L/P	NILAI
1	ACHMAD RAJENDRA NADHIFPUTRA	L	36
2	AHMAD AKMAL RAFA GUSTIN	L	44
3	AHMAD NUR RAMADHANI	L	40
4	ALIZA ZALFA ZAHIIYA	P	68
5	ALVATRA RHYVAN ARHANACHILA	L	40
6	ANDINI NANDARA RANIAH	P	56
7	ANNISA SALSABILA AZZAHRA	P	52
8	AZZAHRA RAMADHANI	P	60
9	AZZAM ABDURROHMAN	L	80
10	AZZIM ABDURROHIM	L	88
11	BAGAS NANDA SAPUTRA	L	80
12	CEVIN ARARYA ATHA PRIADI	L	80
13	DEWI ANINDYA	P	60
14	DWI MULYA WAHYU WIJAYA	L	72
15	FRISA ASTY AURELIA	P	84
16	HANIF MARSA YURIANANDA	L	48
17	HUWAIDA ALYA MAHMUDA	P	72

18	IRWANSYAH LA TAHZAN RAMADHANI	L	52
19	JAYA KHIAR ALTHAFAH	L	48
20	KIRANTHI PUTRI KASTAMAN	P	40
21	LUTFIA LAILATUL KHASANAH	P	60
22	MUHAMMAD AL FARIZI RAMADANI	L	36
23	NIZARUL WIDAD	L	60
24	OLIVIA RAMADHANI	P	36
25	RADITYA RAMADHANA PRADIPTA	L	40
26	RIFQI RUSYDI	L	40
27	RININTA ANTA SOFIA	P	84
28	SALSABILLAH NUR SOFIA RAHMAWATI	P	80
29	SUSAN SUKMA SAKINAH	P	56
30	TEMMY OKTA FITRIANI	P	40
31	WIDYA YULIATI	P	44
32	WILDAN TAWAQQAL WICAKSONO	L	X
33	WULAN RACHMAWATI	P	52
34	YUDISTIRA WAHYU SAPUTRA	L	48
35	ZAHIDA KHANZA FARZANA	P	64
36	ZAHRA ANDINA RINJANI	P	64
	SUM		2,064
	MEAN		59

4.1.2.1 Implementing

The first stage was pre activities. Firstly, the researcher greeted the students and asked them the simple questions such as what they did this morning, what they ate, what time they woke up to make them engaged the learning would be given. Students had to fill the attendance form via online platform using Microsoft Form after the teaching learning had finished. There were 27 students joined the teaching learning process. 8 students were absent. The picture below showed the attendees in the meeting. Not all the attendees appeared at the same time on the screen during the teaching learning process. Only 9 attendees showed on the screen each time.

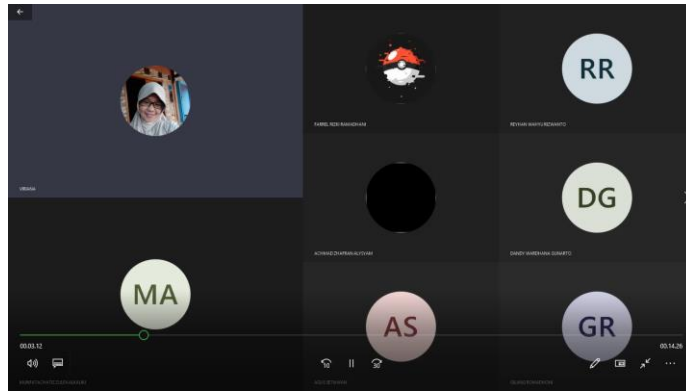


Figure 2. Students Attendance in Teams Meet

Then, the researcher told the students the learning aim. Before explaining the material, teacher helped students to explore students' knowledge about recount. The researcher explained about the verbs used in the recount text. Before playing the video song, teacher told the students to notice all the verbs they would hear and see in the video song. The verbs were written on the lower part of the screen. They had to pay close attention to the verbs written and the action done at the same time with the text from video song. So the students could relate the verbs to the meaning of the verbs by looking at the action done in the video song.



Figure 3. Video Song display on The Team Meet



Figure 4. Video Song Title



Figure 5. Example of Past Form from Video Song

After that the researcher played a video song the video played three times. The title of the song was “The Tale of Mr. Morton”. After the song played, the researcher displayed the Microsoft Sway contain recount text “My Last Experience” in the Teams Meet. The researcher explained briefly about the recount text and the students had to answer 5 questions given at the end of the text.

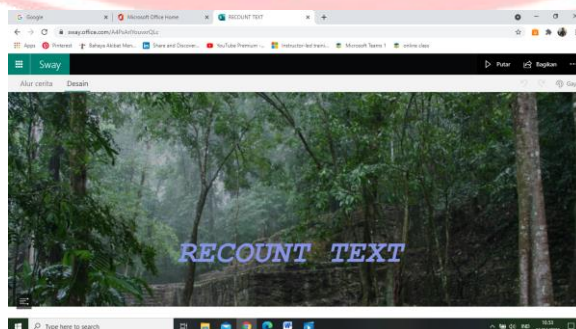


Figure 6. First Recount Text Display on

Team Meet

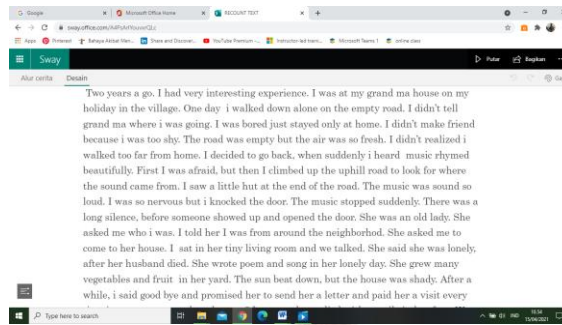


Figure 7. Recount Text “My Last Experience”

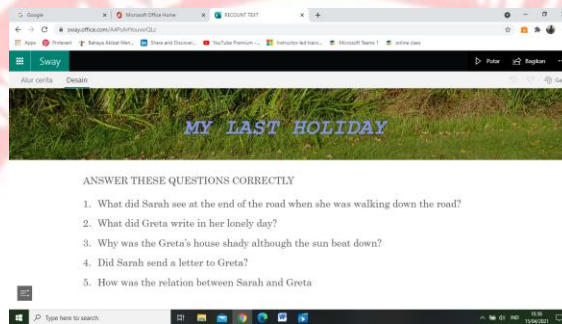


Figure 8. Questions of Recount Text “My Last Experience”

There were 5 questions following the recount text. The students had to answer all the questions. The table below showed the students result of reading task. Only 25 students submitted the task.

Table 3. The Score of The First Recount Text Task

No	NAMA	L/P	NILAI
1	ACHMAD RAJENDRA NADHIFPUTRA	L	X
2	AHMAD AKMAL RAFA GUSTIN	L	X
3	AHMAD NUR RAMADHANI	L	60
4	ALIZA ZALFA ZAHIYA	P	70
5	ALVATRA RHYVAN ARHANACHILA	L	X
6	ANDINI NANDARA RANIAH	P	85
7	ANNISA SALSABILA AZZAHRA	P	X
8	AZZAHRA RAMADHANI	P	60

9	AZZAM ABDURROHMAN	L	80
10	AZZIM ABDURROHIM	L	85
11	BAGAS NANDA SAPUTRA	L	85
12	CEVIN ARARYA ATHA PRIADI	L	80
13	DEWI ANINDYA	P	80
14	DWI MULYA WAHYU WIJAYA	L	80
15	FRISA ASTY AURELIA	P	80
16	HANIF MARSA YURIANANDA	L	X
17	HUWAIDA ALYA MAHMUDA	P	X
18	IRWANSYAH LA TAHZAN RAMADHANI	L	70
19	JAYA KHIAR ALTHAFAH	L	70
20	KIRANTHI PUTRI KASTAMAN	P	70
21	LUTFIA LAILATUL KHASANAH	P	70
22	MUHAMMAD AL FARIZI RAMADANI	L	X
23	NIZARUL WIDAD	L	70
24	OLIVIA RAMADHANI	P	60
25	RADITYA RAMADHANA PRADIPTA	L	60
26	RIFQI RUSYDI	L	X
27	RININTA ANTA SOFIA	P	80
28	SALSABILLAH NUR SOFIA RAHMAWATI	P	70
29	SUSAN SUKMA SAKINAH	P	X
30	TEMMY OKTA FITRIANI	P	70
31	WIDYA YULIATI	P	70
32	WILDAN TAWAQQAL WICAKSONO	L	X
33	WULAN RACHMAWATI	P	75
34	YUDISTIRA WAHYU SAPUTRA	L	75
35	ZAHIDA KHANZA FARZANA	P	65
36	ZAHRA ANDINA RINJANI	P	65
	SUM		1883
	MEAN		75

From the result showed, the researcher concluded that the students' understanding in recount text was low. The mean of students' tests of first cycle was 75, but it was far from satisfactory result, because there were many students who got under minimum passing score. The Minimum Completeness of Mastery Learning (*KKM*) is 83. From the students answers of the task, the researcher found that there were many students who were still confused in understanding the recount text and as the result they gave the wrong answers of the reading task.

4.1.2.2 Observing

First monitoring was conducted on Monday, 12 April 2021. There were 27 students joined in teaching learning process. The students were enthusiastic in watching the video song and listening to the researcher's explanation. They were also enthusiastic in responding teacher's questions but in this process, there were no students who asked about the material. After conducting treatment, the researcher gave a test to the students to measure their understanding. Students looked enthusiastic enough in doing the test. It could be said because most of the students submitted their work soon after the test was launched. The table below was the observation checklist during teaching learning process in the first cycle

Table 4. The First Cycle of Observation Checklist

No	Indicator	None (0 %)	A few (< 20%)	Half (20- 49%)	Many (50-69%)	Majority (> 70 %)	Total Score
		1	2	3	4	5	
1	The students are enthusiastic in attending the teachers' meeting of recount text.					√	5
2	The students participate in answering the teacher		√				2

	Question						
3	The students show curiosity by asking Question	√					1
4	The students are enthusiastic in responding teachers' technique watching video song					√	5
5	The students are enthusiastic in doing test				√		4
	Total Score	1	2	0	4	10	17

$$\begin{aligned}
 \text{Participation Score} &= \frac{\text{Total Score}}{\text{Maximum score}} \times 100\% \\
 &= \frac{17}{25} \times 100\% \\
 &= 68\%
 \end{aligned}$$

From the result above showed that the result of the observation checklist in the first cycle was 68%. The majority of students were enthusiastic in learning process and paid attention to the lesson seriously and enthusiastically, but the number is still below 75%

4.1.2.3 Reflecting

The result of students' score showed that many students got under Minimum Completeness of Mastery Learning (*KKM*). Although the majority of students were enthusiastic in learning process, there were students who missed the online class and no students who asked the question. So, the researcher decided to continue to the next cycle. The researcher used the different song to make students more interested, enthusiastic and easier to understand the topic.

4.1.3 Cycle 2

Cycle 2 was conducted on Monday, 19 April 2021. There were 30 students who joined in the class. Teaching learning process during treatment was represented in many steps.

4.1.3.1 Planning

The plan was made based on the problems identified in the first cycle. The teacher prepared the lesson plan and chose the different video song to improve students understanding in recount text. The researcher used different recount reading passage but the verbs in the new reading passage were taken from the verbs in the reading passage from the first cycle. The purpose of this was to enhance the students acquisitions of the past verbs they have gotten from the first cycle.

4.1.3.2 Implementing

The second cycle was conducted to improve the teaching of the first cycle. The teaching learning initiated by greeting the students, asking their condition and how they felt. Before learning, the researcher reminded the students to fill out the attendance provided in the

Microsoft Teams right after the video conference was finished. The researcher discussed about the problems the students faced from the previous learning. The mistakes of answering questions made by the students from previous lesson were also discussed. After that the researcher asked the students to watch and listen to the video song. The title of the song was “Song of The Simple Past”. Before playing, the researcher asked the students to pay attention to the song. In the video there was an explanation about the regular and irregular verb, how to arrange the simple past of positive, negative sentences and how to make the question form. The verbs were shown by the words written at the bottom and the actions related to those words. The video song was played three times



Figure 9. The Title of Second Video Song.

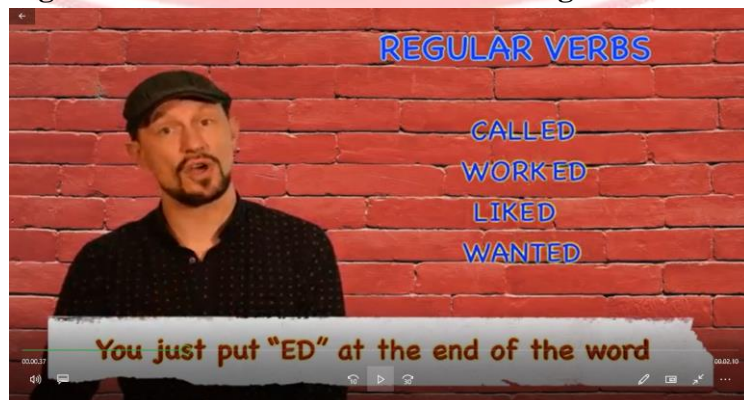


Figure 10. The Regular Form of Past Verb



Figure 11. The Irregular Form of Past Verb

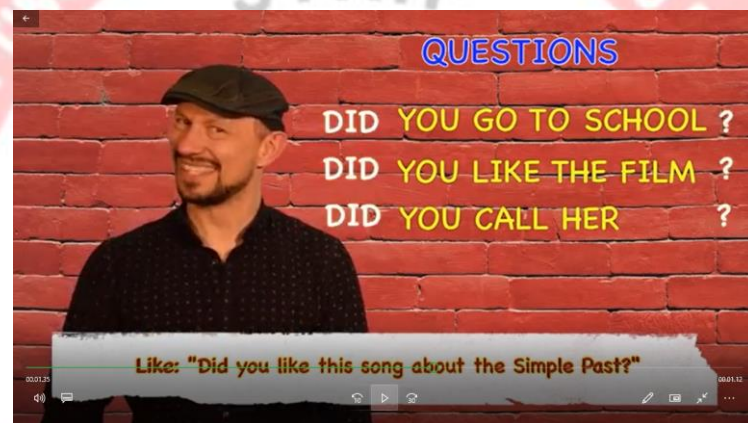


Figure 12. The Question Form of Past Sentence

The students could also access the video song themselves after the lesson was over, as it was attached in the Microsoft Teams. After that from Teams Meet, the researcher shared the Microsoft Sway of recount text task with different title from the first cycle. The title was “Sandra First Love” and discussed it together with the students. They were also permitted to ask questions. This recount test task was attached in the Microsoft Teams so they could do the task and submit them soon after the lesson was over.

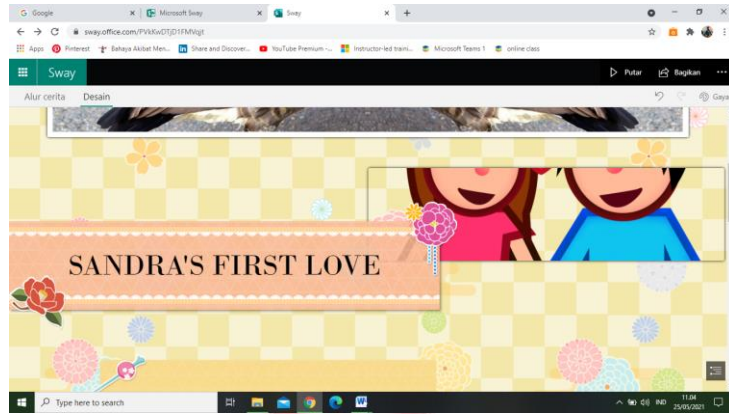


Figure 13. The Second Recount Text Display on Team Meet

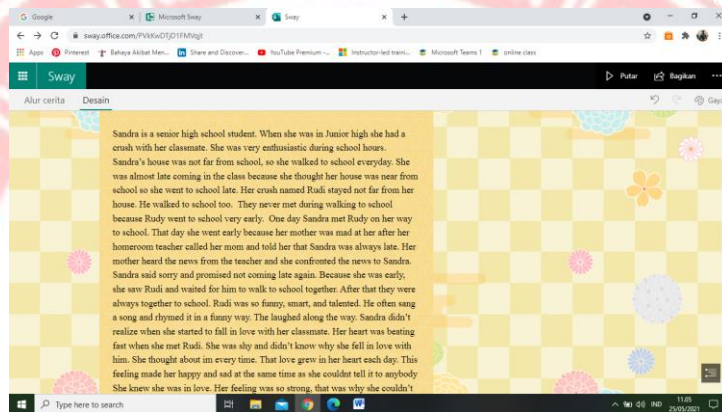


Figure 14. The Second Recount Text “Sandra’s First Love”

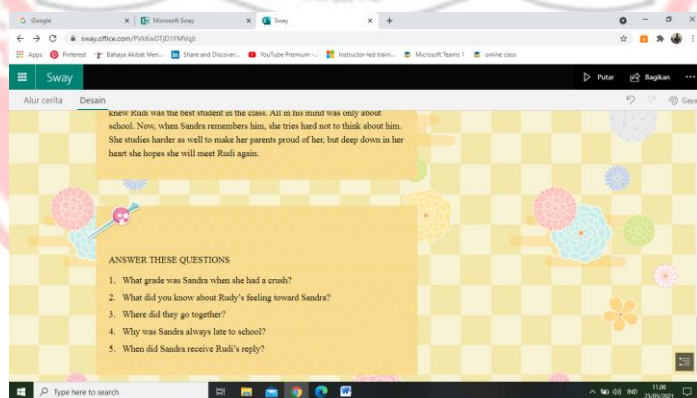


Figure 15. Questions of Recount Text “Sandra’s First Love”

Students who submitted the task were 29 students. The table below shows the result of the second recount text task.

Table 5. The Score of Recount Text Task

No	NAMA	L/P	NILAI
1	ACHMAD RAJENDRA NADHIFPUTRA	L	85
2	AHMAD AKMAL RAFA GUSTIN	L	X
3	AHMAD NUR RAMADHANI	L	85
4	ALIZA ZALFA ZAHIYA	P	85
5	ALVATRA RHYVAN ARHANACHILA	L	X
6	ANDINI NANDARA RANIAH	P	85
7	ANNISA SALSABILA AZZAHRA	P	85
8	AZZAHRA RAMADHANI	P	75
9	AZZAM ABDURROHMAN	L	80
10	AZZIM ABDURROHIM	L	85
11	BAGAS NANDA SAPUTRA	L	85
12	CEVIN ARARYA ATHA PRIADI	L	80
13	DEWI ANINDYA	P	80
14	DWI MULYA WAHYU WIJAYA	L	70
15	FRISA ASTY AURELIA	P	80
16	HANIF MARSA YURIANANDA	L	85
17	HUWAIDA ALYA MAHMUDA	P	X
18	IRWANSYAH LA TAHZAN RAMADHANI	L	75
19	JAYA KHIAR ALTHAFAH	L	75
20	KIRANTHI PUTRI KASTAMAN	P	75
21	LUTFIA LAILATUL KHASANAH	P	90
22	MUHAMMAD AL FARIZI RAMADANI	L	X
23	NIZARUL WIDAD	L	100
24	OLIVIA RAMADHANI	P	85
25	RADITYA RAMADHANA PRADIPTA	L	90
26	RIFQI RUSYDI	L	X
27	RININTA ANTA SOFIA	P	100
28	SALSABILLAH NUR SOFIA RAHMAWATI	P	80
29	SUSAN SUKMA SAKINAH	P	X
30	TEMMY OKTA FITRIANI	P	75
31	WIDYA YULIATI	P	75
32	WILDAN TAWAQQAL WICAKSONO	L	X
33	WULAN RACHMAWATI	P	75
34	YUDISTIRA WAHYU SAPUTRA	L	95
35	ZAHIDA KHANZA FARZANA	P	95
36	ZAHRA ANDINA RINJANI	P	95
	SUM MEAN		2425 84

After the lesson ended, the students were asked to do the post test. The post

test was the same as the pre test. 32 students submitted the post test. The table below shows the score of the post test

Table 6. The Post test Scores

No	NAMA	L/P	NILAI
1	ACHMAD RAJENDRA NADHIFPUTRA	L	80
2	AHMAD AKMAL RAFA GUSTIN	L	80
3	AHMAD NUR RAMADHANI	L	X
4	ALIZA ZALFA ZAHIYA	P	88
5	ALVATRA RHYVAN ARHANACHILA	L	84
6	ANDINI NANDARA RANIAH	P	96
7	ANNISA SALSABILA AZZAHRA	P	92
8	AZZAHRA RAMADHANI	P	92
9	AZZAM ABDURROHMAN	L	96
10	AZZIM ABDURROHIM	L	96
11	BAGAS NANDA SAPUTRA	L	92
12	CEVIN ARARYA ATHA PRIADI	L	92
13	DEWI ANINDYA	P	92
14	DWI MULYA WAHYU WIJAYA	L	88
15	FRISA ASTY AURELIA	P	84
16	HANIF MARSA YURIANANDA	L	76
17	HUWAIDA ALYA MAHMUDA	P	72
18	IRWANSYAH LA TAHZAN RAMADHANI	L	X
19	JAYA KHIAR ALTHAFAH	L	52
20	KIRANTHI PUTRI KASTAMAN	P	72
21	LUTFIA LAILATUL KHASANAH	P	92
22	MUHAMMAD AL FARIZI RAMADANI	L	92
23	NIZARUL WIDAD	L	88
24	OLIVIA RAMADHANI	P	84
25	RADITYA RAMADHANA PRADIPTA	L	84
26	RIFQI RUSYDI	L	X
27	RININTA ANTA SOFIA	P	92
28	SALSABILLAH NUR SOFIA RAHMAWATI	P	84
29	SUSAN SUKMA SAKINAH	P	76
30	TEMMY OKTA FITRIANI	P	84
31	WIDYA YULIATI	P	84
32	WILDAN TAWAQQAL WICAKSONO	L	X
33	WULAN RACHMAWATI	P	80
34	YUDISTIRA WAHYU SAPUTRA	L	84

35	ZAHIDA KHANZA FARZANA	P	76
36	ZAHRA ANDINA RINJANI	P	92
	SUM		2,646
	MEAN		83

4.1.3.1 Observing

The second observation was conducted on Monday, 19 April 2021. 30 students attended the lesson. The students looked more enthusiastic about the lesson. They asked about their previous lesson which they didn't understand and they were able to make simple past sentences when they were told to make it. The participation of the students were higher compare to the previous one. Here are the observation checklist from the second cycle.

Table 7. The Second Cycle of Observation Checklist

No	Indicator	None (0 %)	A few (< 20%)	Half (20- 49%)	Many (50-69%)	Majority (> 70 %)	Total Score
		1	2	3	4	5	
1	The students are enthusiastic in attending the teachers' meeting of recount text via Teams Meet					√	5
2	The students participate in answering the teacher			√			3

	Question						
3	The students show curiosity by asking Question		√				2
4	The students are enthusiastic in responding teachers' technique watching video song					√	5
5	The students are enthusiastic in doing test					√	5
	Total Score	0	2	3	0	15	20

$$\begin{aligned}
 \text{Participation Score} &= \frac{\text{Total Score}}{\text{Maximum score}} \times 100\% \\
 &= \frac{20}{25} \times 100\% \\
 &= 80\%
 \end{aligned}$$

The prosentage 80% showed the participation score of the observation checklist in the second cycle. It was higher compare to the first cycle. There were 2 students who asked the question during teaching learning in this cycle. The majority of students were more enthusiastic in learning process and paid attention to the lesson more seriously and enthusiastically compare to the first cycle.

4.1.3.2 Reflecting

In the second cycle the students showed improvement in understanding recount text. It could be seen from the students achievements in the task of recount text. They also had higher score mean from the post test compare to pre test. From this data, the researcher decided to stop the cycle.

4.2 Discussion

After the implementation of the songs in the teaching of recount text, the researcher got the data from each cycle There was an improvement of students understanding of the recount text. It could be shown from the students scores and the students' enthusiastic was increased in the second cycle. The result was analyzed from each cycle and the researcher got the result of recount text task as Table 8 follows:

Table 8. The Students Achievements of Recount Text Task

Description	First cycle	Second Cycle	Enhancement
Sum of Score	1883	2425	542
Mean	75	84	9

From the table above. It can be seen that the score mean is increased in the second cycle. This can be happened because in the second cycle the students get higher understanding in the recount text compare to the first cycle besides the verbs used in the recount text of the second cycle are similar to the first cycle. The same verbs used in the recount text in both cycles increased the students memory of the

meaning of the words. The topic of the recount text in the second cycle is more attractive. It is about Sandra's first love. The topic of love always attracts teenagers because it is close to their personal experience.

The desire to learn comes naturally to young learners, although sometimes teachers need to make efforts to increase their interest in learning. In fact, the best topics that can be used are those that involve young learners in learning and are closely related to the daily lives they experience. This is why choosing the right activities, and materials, is so important. There are many resources available that provide great information about young learners and what they can do at a certain age. Choose a good and relevant topic that they will be interested in. Using relevant topics provides a purposeful, meaningful, and authentic opportunity for young learners to engage with content (Pesce, 2020)

Here is the diagram of students achievement, The score mean 75 in the first cycle enhance to 84. Based on the data the students achievement increase to 9 digits

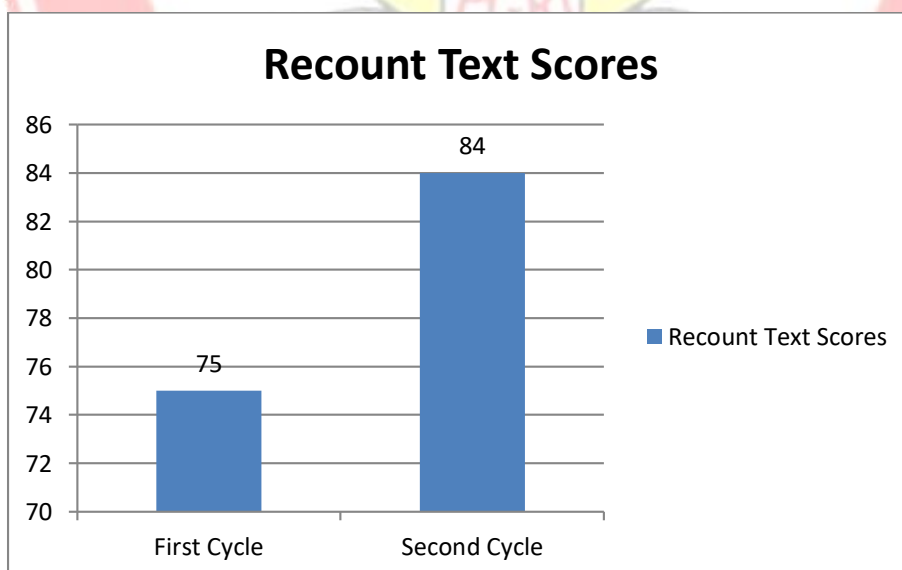


Figure 16. The Diagram of Students Achievements of First and Second Cycle

During the implementation in the first cycle, the students showed their enthusiasm in the lesson. The students participation based on the observation checklist was 68%. The resercher decided to conduct the second cycle with different songs and different recount text to increase the students participation. From the observation checklist of the second cycle the students participation increase to 80%. The improvement happened because song is an attractive media to enhance the students enthusiasm. The more interesting song and topic of recount text can be the reason why the students showed their participation more than in the first cycle. This statement is supported by (Lenertz, 2002) music improves children's skills when music is used during lessons. Music also stimulates the mind and body. In the second cycle their anthusiasm is higher, because the verbs used in the second recount text were still the same as the first recount text, and the second recount text topic was more interesting. The students were familiar with the verbs they found in the first recount text, and they have already known the verbs when they used them in the second recount text. It made them easier to understand the text. They asked the questions to the researcher because they were able to figure out what the topic about. This is supported by (Mekuria, 2018) that using visual aids encourages student learning and increases student attention and interest. Visual aids grab their attention and make the lesson more colorful. Likewise with the communicative approach, making them feel more comfortable in following the lesson. Build positive environment is very important for student interest. When students feel relaxed, the level of interest makes them more motivated to learn.

In addition, it is assumed that songs are useful for helping students memorize phrases and formula sequences in certain sentences. Melodies make it easier for the

brain to keep a longer list of linked words and texts in one's native language (Tegge, 2015, p. 4).

Here is the diagram shows about the students activeness in the class for both cycles. The enhancement of students activeness in the first and second cycle was 12%

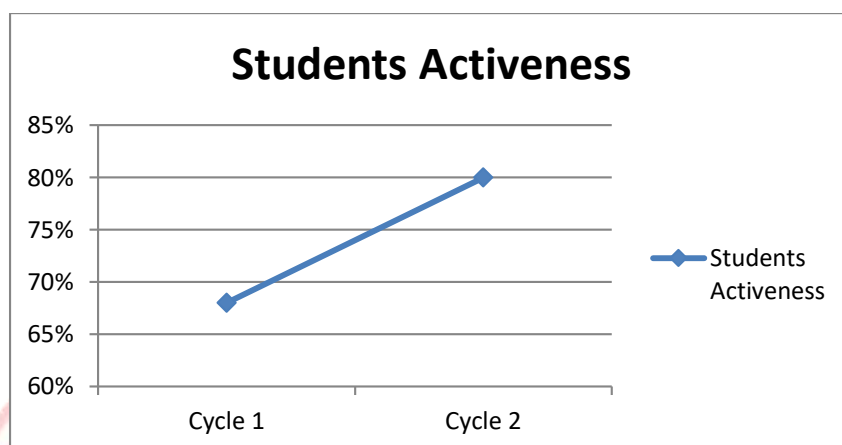


Figure 17. The Diagram of Students Activeness of First and Second Cycle

The improvement in students understanding was also increased, based on the scores data of the pre/post test about the using of the past verbs in the Past sentences. The improvement showed because of the use of the songs enhanced the ability of the students to memorize the words from the song. As the result the students were able to use the words from the songs in the sentences easier. Songs can motivate students' learning process, as well as function as something that makes them relax in the midst of routine. This makes giving songs as a learning activity a fun thing for the students' learning process. (Nurandini, 2015, p. 113)

This statement also supported by (Kusnierek, 2016, p. 23) music is the unique teaching tool that can increase students motivation in learning foreign language. Besides song also valuable for an English lesson that create favorable condition for

learning. Moreover (Romero, 2017, p. 41) said that songs help students understand a language in a number of ways: emotionally, songs can increase their level of attention, songs also help students distinguish language phonologically, and optimize students' abilities in learning mechanisms.

Here is the table showed the scores of pre/post test. The students achievement of post test was 8 digits higher compare to the result from the pre test

Table 9. The Students Achievements of Pre and Post Test

Description	Pre Test	Post Test	Enhancement
Sum of Score	2,064	2,646	582
Mean	59	83	24

The diagram below shows the enhancement of students achievement on Pre and Post Test

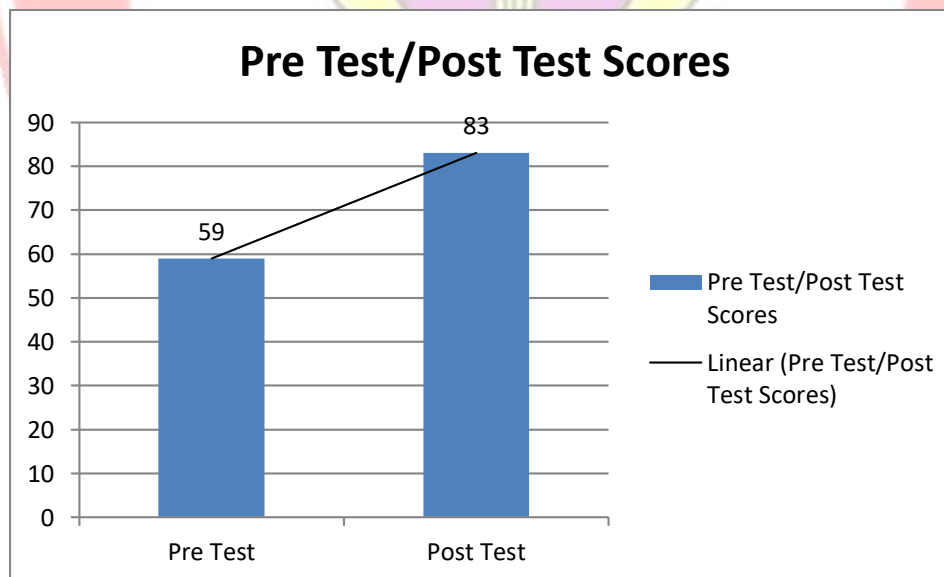


Figure 18. The Diagram of Students Achievements of Pre Test and Post Test

In the first cycle 27 students attended the lesson, and in the second cycle 30 students were present. During pandemic the teaching learning was done by using Microsoft Office as the legal platform for all secondary schools in Surabaya. Microsoft Teams is an application that can be used for education. Microsoft Teams for Education enables teachers to continue to promote learning in a virtual classroom aside from their normal classroom environment. They can easily communicate with students, host virtual learning webinars, host Team Meetings with unlimited pupils and store easily accessible files (Configure Teams for Education, 2019) It is a digital hub that brings conversations, meetings, files, and apps together in one place. Because Teams is built on Office 365, schools' benefit from integration with their familiar Office apps and services. It delivers enterprise-grade security and compliance that is extensible and customizable to fit the needs of every school. Not all the students have the equipments to support them to join the online class, since the Microsoft Teams needs the stable connection of internet. The socio-economic background of the students families in 48 Junior High School is middle to lower. It can be the reason why students often missed the online learning. The students who were able to join the online class, sometimes they left during meeting without reasons. It can be happened because they didn't have the credit in their phone/laptop.

Microsoft Teams has many features including Microsoft Sways and Microsoft Forms. They can be used as the tool of online learning, although it also needs the stable internet connection. After online teaching, the students did the assignment related to the topic given and submitted them right after they finished them. Sometimes they had difficulties in submitting their assignments because of internet connection and their parents have to use the gadgets for work or are used interchangeably with other family members.

