THE USE OF SONGS TO IMPROVE STUDENTS’ UNDERSTANDING ON CONDITIONAL SENTENCES

(A Classroom Action Research with the Eleventh Graders of MA Darul Ulum Semarang in the Academic Year of 2010/2011)

Final project
Submitted in partial fulfillment of the requirement
for the degree of Bachelor of Education
In English Language Education

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Dengan ini saya mohon kiranya skripsi saudara tersebut dapat dimurutkan.

Atas perhatiannya saya ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

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The writer,

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Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge (Al-Mujadilah: 11)\(^1\)

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\(^1\) [http://quran.com/58 accessed on 31 May 2011](http://quran.com/58 accessed on 31 May 2011)
DEDICATION

This final project is dedicated to:

1. My beloved father M Yunus and mother Curah.
2. My beloved first sister Nur Hayati and second sister Siti Asiatun.
3. My beloved brother M Arifin and the last sister Winayah
ABSTRACT


Keyword: Improving, Students’ Understanding, Conditional Sentences, Song, Action Research,

This research is focused on the grammar especially conditional sentences. The teaching of grammar is generally felt boring and even confusing for students at MA Darul Ulum Semarang because it needs more analytical ability.

This research is aimed at finding the answer to the following research questions: How is the implementation of song improve students’ understanding on conditional sentences?

The objective of this study is to identify the implementation of song to improve students’ understanding on conditional sentences.

This study is a classroom action research that was done in three cycles. Data collection is done using observation, documentation, and test. To analyze the data, descriptive quantitative analysis is used; it is to present the result of study in the form of descriptive explanation. Statistic analysis is used to analyze the data about the improvement of students’ understanding on conditional sentences.

Result of the study shows that by using song can improve students’ understanding on conditional sentences at the eleventh grade of MA Darul Ulum Semarang in The Academic Year of 2010/2011. This success can be seen from the result of students’ average score and good responses students. The result after getting all of the treatment using song, the students’ average increased in line with the increase of the students’ score achievement in each cycle. Students’ average score from the pre cycle was 56.6, first cycle was 64, second cycle was 75.3, and the third cycle was 88.

Based on the result of the study, the writer suggested that the use of song can be an alternative way to teach language, especially to improve the students’ understanding on conditional sentences. This result hopefully would motivate language teacher to use song in teaching English in the classroom, especially when teaching grammar to the level of Senior High School students.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

All Glory is to almighty Allah Who bestowed His blessing upon the researcher in his life and enabled him to accomplish this thesis entitled the Use of Song to Improve Students Understanding on Conditional Sentences, (A Classroom Action Research with (11th) Grade Students of MA Darul Ulum Semarang in the Academic Year of 2010/2011). The prayer and salaams are always offered for the Prophet Muhammad the most beloved Prophet of Allah, his relatives and companions.

In this opportunity, the writer extends his gratitude to:

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3. He is also thankful to all the English lecturers for providing academicals assistance and support.
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5. My beloved father (M Yunus) and mother (Curah), thank you very much for your prayer and love which always accompany me.
6. My beloved first sister and second sister (Nur Hayati & Siti Asiatun),
7. My beloved brother and last sister (Arifin and Winayah) never give up in your study, and go always with great spirit.
8. All my friends in Harsono Community, Cihuui Community in Pondok Ngalian Asri (PNA), Cah grombyangan (IMPP), and especially in ADASSA community.

Finally, the researcher realizes that thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer expects that this thesis may be helpful for all. Amin.

Semarang, Mei 19th 2011
The writer,

JAJULI
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CHAPTER I
INTRODUCTION

A. Background of the Study

Learning English is not easy for Indonesian learners. One of the obstacles that they generally face is the grammar or the language rules. On the other hand, they have to encounter it because it is one of the compulsory lessons in school from the elementary level to the highest one.

The success of learners in acquiring their second language is influenced by some factors, which is one of them is the grammatical mastery of the target language. Language may refer either to the specifically human capacity for acquiring and using complex systems of communication. It means that the grammatical aspect becomes one of the essential requirements for people, in this case especially for Indonesian learners, to be able to communicate. The language which is produced may become more accurate and meaningful when they communicate in grammatical sentences and also help students understand how texts work.

These competence states that if one gets involved in communication either written or orally, he or she also gets involved in a discourse. At this point, in order to reach that level of competence, English learners should posses it’s supporting competences that are linguistic, actional, socio cultural, and strategic competence. The relevance of grammar teaching learning to those curriculum competences is that the aspect of grammar is placed on one of them that is in linguistic competence. English is tool to communicate spoken and written. Definition of communication is to understand and express information, mind, and feeling that develop science, technology and culture that used its language.

In this world, there are varieties of language. People who live in different country, ethnic and culture will have different language. Allah states about the variety of language in surah Ar-Rum verse 22:

وَمِنْ عَبْرَتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَحْيَافُ آلِ السَّمَوَاتِ وَآلِ الْأَرْضِ إِنَّ كُلٌّ مُّخْتَلِفُ.

"And of His signs is the creation of the heavens and the earth, and the diversity of your tongues and colors. In that surely are signs for those who possess knowledge." (Ar-Rum: 22)

In surah above, Allah shows us the signs of His authority through differences of tongue. The tongue means a language from different languages in the world, there is language which is used as an international language. English is an international language. So, learning a language is first and foremost a question its grammar, so grammar is best learned deductively-that is, by studying rules and then applying the rules to example.

In addition, according to Hallyday if one thinks about language, there are three important aspects that should be considered; contexts, texts, and language system. Here, language system plays important role because it influences the communication. The negligent of using grammar in communication causes miscommunication and serious impact on communication. Thus, the curriculum plays important role in emphasizing the grammar mastery.

So in teaching English materials need to possess certain characteristic and apply equally whether we are considering printed course

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4 [http://www.quranenglish.com/tafheem_quran/030-1.htm](http://www.quranenglish.com/tafheem_quran/030-1.htm) accessed on 7 Marc 2011
book, ancillary readers, visual of many kinds, recordings, films, or any other kind of instructional materials. They need to be realistic, relevant, and interesting to the students.\textsuperscript{7}

In this case, the researcher attempts to offer one method that makes the students interested and fun in studying grammar through song method and songs are useful for freeing the speech muscle and evoking positive emotions. Song in foreign language classes may be used to motivate students, create a more relaxing foreign language classes and they do not realize that they are practicing language\textsuperscript{8}

Regarding to those phenomena which is usually found in teaching of English, especially in teaching of grammar rules, the researcher intends to conduct the classroom action research of applying a learning method which is considered will be helpful and beneficial for both students and teacher side.

Furthermore, the researcher wants to take the research about The Use of Song to Improve Students Understanding on Conditional Sentences: A Classroom Action Research with 11\textsuperscript{th} Grade, MA Darul Ulum semarang in the Academic Year of 2010/2011.

The characteristic of students MA Darul Ulum are different. Some of students are interesting to study English, and other students are still confused and difficult to understand English, especially grammar. Because of students bore with method that gives the teacher, the researcher wants to give new strategy to teach English using song. The researcher hopes by using song to teach conditional sentences, students will be more interesting and more relaxing.

At this point, the writer try to apply song method, this method is viewed as a solver for the problem stated above.

\section*{B. Reason for Choosing the Topic}

\textsuperscript{7} Peter Strevens, \textit{New Orientation In the Teaching English} (New York: Oxford University Press, 1977), p 27
\textsuperscript{8} Siti Tarwiyah, \textit{Games, Songs, and Practical Ideas to Teach Language}, (Semarang: IAIN Walisongo 2008), p.4
There are two main reasons why the researcher takes this topic to study.
1. The exposure of grammar in English teaching learning is considerably important because it becomes pre-communicative activity which can contribute to the students’ accuracy. Meanwhile there is still students’ viewpoint stating that English grammar is one of the language items which is notorious for its intricacy.

2. The application of method and technique employed in English language teaching is one of the key components to reach the objective of the language teaching learning. Here, song is chosen to be employed because it may make students interested and fun in English teaching learning process

C. Research Questions

This research is aimed to find the answer to the following research questions.
How does the implementation of song improve students’ understanding on conditional sentences?

D. Objectives of the Study

The objectives of the research are as follows.
To identify the implementation of song to improve students’ understanding on conditional sentences.

E. Significance of the Study

This study is hoped can give some positive contributions to the English language learning context and will be beneficial for many sides such as for students, teacher, writer, the school, reader and for the next researcher.
1. This study may be helpful to the students. Song in learning grammar will make their understanding clear and can improve the students’ competence that is the ability to communicate each other in
understanding the material in English teaching learning focusing on grammar understanding.

2. The finding of this study may be helpful for the English teacher to be employed in his/her teaching practice. It can be one of choices to do in the classroom.

3. For the writer, the writer can use this method to improve his skill in mastery grammar

4. For the school, it can be supported method to improve in teaching and learning process

5. For the readers, it can give more information and contribute the knowledge

6. This study is hoped can enhance many studies in English teaching learning context. The next researcher can conduct further research in this field by extending it to other levels, other subject and to different settings.

F. Scope of Study

The scope of English study is so broad. We may not be able to reach all the aspects to be studied as a whole. Particularly in English learning context, there are so many components that may become the concern of the study such as the students, the textbook used, the materials, the process of teaching and learning, etc. Thus, the boundary of this study specifies on the teaching of grammar focusing on these following subject.

1. Grammar which refers to the structure of language is extremely complex. In this study, the material to teach is specified on conditional sentences (type I, and type II).

2. Subjects of this research are the students of grade eleven MA Darul Ulum Semarang In the Academic Year of 2011.
3. Because of many kinds of song method is chosen as the employed technique.

4. The non song technique which is meant, here, refers to the lecturing technique that is usually employed in grammar class.

G. Definition of the Key Terms

To avoid misunderstanding, the writer presents the following definition of the key terms:

1. Use

The word “use” has several meanings. “Use as verb is defined as to employ or take as a means of achieving something”. But in the research, word “use” has function as noun which means the action of using or state of being used.9

2. Song

A song is a short of piece in one concise movement for the medium of solo voice and piano. According to Parto a song is a group of arrangements which consists of lyrics and elements of music like rhythm, melody, harmony and expressions. Moreover, A song is a musical composition for the voice of several voices. A song is a short poem whether intended to be sung or not; a lyric or ballad. The American Heritage Dictionaries says that song is: Music is a brief composition written or adapted for singing. It also says that song is a distinctive or characteristic sound made buy an animal, such as a bird or an insect. The last definition, song is poetry, a verse and a lyrics poem or ballad.10

3. Improve

“Improve means to rise to a more desirable or more excellent quality or condition; or to make better”. To increase the productivity or value of (land or property), and to put to good use; use profitably.11

4. Understanding


10 www.answers.com/topic/song accessed on 26 January 2011

“Understanding is formed came from understand plus –ing becoming understanding. Understanding is the ability to learn, judge, make decisions intelligence or sense”.  

Understanding on conditional sentences is the ability of students in learning conditional sentences.

5. Conditional sentences

“A Conditional sentence is complex sentence that consists of main clause and a subordinate clause; the latter typically begins with the adverbial subordinate if”.

6. Action research

“Action research is one of problem solving strategy which provides real action in the form of innovative development process that “tried while continue” or “on going job” to detect and to solve problem”.

7. The eleven Grade Students

It refers to the students who have been studying at MA Darul Ulum Semarang.

8. M A Darul Ulum

It is institution in which the object of this study and where the writer held his research.


It means the duration time for teaching and learning and other academic activities that consists of two semesters, has been started on July 2010 and will have been completed on July 2011.

The researcher attempts to offer one method that makes the students interested and fun in studying grammar through song method and songs are useful for freeing the speech muscle and evoking positive emotions. The researcher hopes that the use of song can improve students understanding on

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conditional sentences and motivate students in studying English at MA Darul Ulum Semarang
CHAPTER II
REVIEW OF RELATED LITERATURE
The Use of Songs to Improve Students’ Understanding on Conditional Sentences

A. Theoretical Frame Work

1. Teaching Grammar and Conditional Sentences
   a. Definition of Grammar

   Grammar is theory of language, how language is put together and how it works.\(^ {15} \) It means that simple words are not enough to express meaning, language learners need to study grammar to express and to understand a greater variety of meaning because grammar distinguish sentences in different context. Beside grammar is theory of language, grammar also has important function depend on the sentences. One sentence may express different meaning and express variety time in different tense, it is important to study grammar because when we use uncorrected grammatical sentences, it can make misunderstanding between speaker and listener; it is the reason why should people study grammar. Grammar also helps to make language input more comprehensible and it helps students produce messages. Without grammar, students cannot speak and write effectively.

   Penny Ur explains that grammar is the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.\(^ {16} \) It means that grammar is study of how to combine words in a sentence to make the sentence meaningful. The kinds of meaning realized by grammar has two principles, there are representational and interpersonal meaning. Representational means


\(^ {16} \) Penny Ur, *Grammar Practice Activities; A Practical Guide for Teacher*, (United Kingdom: Cambridge University Press, 2002) p. 4
that grammar allows us to use the language to describe the words in
term of how, when, and where does something happen. Interpersonal
means that grammar facilitates the way we interact with other people
when we need to get things done using language. According to the
Longman Dictionary of Contemporary English, grammar defines as
(study and practice of) the rules by which words and change their
form and are combined into sentences. So there is no doubt that
knowledge of grammatical rules is essential for the mastery of
language.

Grammar is also rules about sentence formation, tenses, verb
patterns and the moment structuring of what we say as it is being
spoken. The researcher concluded that grammar is not just study
about how to make correct grammatical sentences but also study
about the moment when the action happen and what is the
appropriate verb used in definite moment. So grammar can be seen
as system how the language works, because grammar as central rule
in the language and without it language cannot produce sentences. In
this case, the researcher concluded that grammar is very important in
study language and the conditional sentences are part of grammar.

b. Types of Grammar

There are four forms of tenses that indicate the certain time
of action. They are present, past, future and perfect.

1) Present Tense

Present tense describes habitual action, routine or thing
that are generally or always true. Using time expression as

17 Scott Thornbury, How to Teach Grammar, (Malaysia: Pearson Education limited, 2006) p.13
follow: always, often, sometimes, seldom, every day, every year, etc.

2) Future Tense

Future tense describes the action that happened in the future time. Using time expression as follow: tomorrow, next week, next month, etc.

3) Past Tense

Past tense is used to express actions that happened in the past. The time signals which used in the past tense are; yesterday, ago, last week, last month, for three years ago, etc.

4) Perfect Tense

Perfect tense is used to express actions that happened before another time or even\(^{20}\).

c. General Concept of Conditional Sentences

A Conditional sentence is complex sentence that consists of main clause and a subordinate clause; the latter typically begins with the adverbial subordinate *if*\(^{21}\). Conditional sentences consist of two parts, one clause is called *the if clause* because it is introduced by or begin with the word *if*. The other clause is referred to as *the conditional clause* because this is the part of the sentence that refers to some type of possibility or reality\(^{22}\).

There are three kinds of conditional sentences. Each kind contains a different pair of tenses. With each type, certain variations are possible but students who are studying the conditional for the

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first time should ignore these and concentrate on the basic forms. The kinds of conditional sentences are as follows:

<table>
<thead>
<tr>
<th>Type</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type I</td>
<td>If + subject + present tense + subject + future tense</td>
</tr>
</tbody>
</table>
| Type II  | If + subject + past tense + subject + would ……..  
|          | Could……..                                      |
|          | Might…….                                      |
| Type III | If + subject + past perfect + would             
|          | Could    + have + past                          
|          | participle                                      
|          | Might                                            |

1) Conditional type I: real

a) Basic Pattern

The verb in *the if clause* is in the present tense; the verb in *the main clause* is in the future.

*If* he runs, *he will get there in time*

*The cat will scratch you if you pull her tail*

b) Possible variation of the basic form

1. Variation of the main clause

   Instead of if + present + future, we may have:

   a. If + present + may or might (possibility)

      Example:

      *If the fog gets thicker, the plane may/might be diverted*

   b. If + present + may or can (permission)

      Example:

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If your documents are in order, you may/can leave at once

c. If + present + must or should
   Example:
   If you want to lose weight, you must/should eat less bread

2. Variation of the if clause

   Instead of if + present tense, we can have:

   a. If + present continuous, to indicate a present action or future arrangement
      Example:
      If you are waiting for bus, (present action) you would better join the queue
      If you are staying for another night, (future arrangement) I will ask manager to give you a better room

   b. If + present perfect
      Example:
      If you have finished dinner, I will ask the waiter for the bill
      If he has written the letter, I will post it

   c) The writing

      When if-clause is written in the front, we use a comma at the end of the clause. When the main clause is written at the back, we do not use a comma at the end of the clause. Look at the same example and pay attention to the comma in the first sentence.

      Example:

---

If you are happy, I am happy

He will not come tomorrow if he comes

2) Conditional type 2 unreal (contrary to fact) in the present/future

a. Basic Pattern

The verb in the if clause is in the past tense, the verb in the main clause is conditional tense

Example:

If I had a map I would lend to you (but I haven’t a map. The meaning here is present)
If someone tried to blackmail me, I would tell the police (but I don’t expect that anyone will try to blackmail me, the meaning here is future)

b. Type 2 is used

1. When the supposition is contrary to known fact

Example:

If I lived near my office, I would be time for work. (But I don’t live near office)
If I were you, I would plant some trees round the house. (But I am not you)

2. When we don’t expect the action in the if clause to take place

Example:

If burglar came in to my room at night, I would scream. (But I don’t expect a burglar to come in)
If I dyed my hair blue, everyone would laugh at me. (But I don’t intend to dye it)

c. Possible variations of the basic form

1. Variations of main clause
a. Might or could may be used instead of would

Example:

*If you tried again, you would succeed.* (Certain result)
*If you tried again, you might succeed.* (Possible result)
*If I knew her number, I could ring her up.* (Ability)
*If he had a permit, he could get a job.* (Ability or permission)

b. If +past tense can be followed by another past tense when we wish to express automatic or habitual reactions in the past. Note that the past tense here have a past meaning:

Example:

*If anyone interrupted him, he got angry* (whenever anyone interrupted him)

2. Variations of if-clause

Instead of if +simple past we can have:

a) If + past continuous

Example:

*If my car was working, I would drive you to station.*

b) If + past perfect

Example:

*If he had taken my device, he would be rich man now.*

3) **Conditional type 3 unreal (contrary to fact) in the past**

a. Basic Pattern

The verb in the if clause is in the past perfect tense; the verb in main clause is in the perfect conditional. The time is past and the condition cannot be fulfilled because the action in the if clause didn’t happened.
Example:
If you had told me about the problem, I would have helped you.
If they had studied, they would have passed the exam

b. Possible variations of the basic form
1. Could or might may be used instead of would:
   Example:
   If we had found him earlier, we could have saved his life.
   (Ability)
   If we had found him earlier, we might have saved his life (possibility)
   If our documents had been in order, we could have left at once. (Ability or permission)
2. The continuous form of the perfect conditional may be used:
   Example:
   At the time of the accident I was sitting in the back of the car,
   Because Tom’s little boy was sitting beside him in front. If Tom’s boy had not been there, I would have been sitting in front.
3. We can use the past perfect continuous in the if-clause:
   Example:
   I was wearing a seat belt. If I hadn’t been wearing one,
   I’d have been seriously injured.
4. A combination of types 2 and 3 is possible:
   Example:
   The plane I intended to catch crashed and everyone was killed. If I had caught that plane, I would be dead now or I would have been killed. (Type 3)
If I had worked harder at school, I would be sitting in a comfortable office now; I wouldn’t be sweeping the streets. (But I didn’t work hard at school and now I am sweeping the streets.)

c. The writing

The writing is the same with conditional sentence type I and type II. When the if clause is written at the beginning of the conditional sentence, we use a comma at the end of the clause. When the main clause is written at the beginning, we do not use a comma at the end of the clause. Addition had can be placed first and the if omitted.

Example:

If you had obeyed orders, this disaster would not have happened = Had you obeyed orders this disaster would not have happened.27

d. Approach in Teaching Grammar

In teaching, there are many theoretical approaches that have been developed to promote the students' success in learning grammar. In TESOL (Teaching English to Students of Other Languages), there are two main theoretical approaches for the presentation of new English grammar structures or functions to ESL/EFL students: inductive approach and deductive approach.

1) Deductive Approach

The deductive approach represents a more traditional style of teaching in that the grammatical structures or rules are dictated to the student, because the students learn the rule and apply it only after they have been introduced to the rule.28

Thornbury explains that in deductive approach starts with the

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presentation of a rule and followed by example which the rule is applied. In addition, deductive approach is learners are taught rules and given specific information about the language, and then the students are expected to apply when they use the language. The researcher concluded that deductive approach is the conventional method which commonly used by teacher in last period and in deductive approach the teacher should explain the rules clearly because he as the learning centre.

As shown by Thornburry, the advantages of deductive approach are as follows.\footnote{Scott Thornbury, op.cit., p.29}

1) It gets straight to the point and can be time-saving because many rules are more quickly explained thereby allowing more time for practice and application.

2) It confirms students’ expectations about classroom learning, particularly for those with an analytical learning style.

3) It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

On the other hand, the deductive approach has also disadvantages that are as follows.

1) It may be frustrating for some students, especially younger one to memorize the explanation.

2) Most of students are less active because teacher as learning centre.

3) Explanation is seldom as memorable as other forms of presentation, such as demonstration.

In other words, this approach will be beneficial for the students whose analytical ability are high and give much

\footnote{Scott Thornbury, op.cit., p.30.}

\footnote{Ruth Wajnryb, Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers, (United Kingdom: Cambridge University Press, 1992), p. 85.}
opportunity for students to do more practice rather than the teachers’ rules explanation. In contrary, it will be a hindrance for young learner to study grammar because they have not had the analytical ability yet.

2) Inductive Approach

The inductive approach is the students learn the use of the structure through practice of the language in context, and later realize the rules from the practical examples.\textsuperscript{32} Ruth Wajnrb states that inductive approach is such as communication one, learners are not taught grammatical rules directly, but are left to induce the rules from their use of the language.\textsuperscript{33} In other hand Scott Thorn Burry explains that inductive approach starts with some examples from which a rule is inferred, learners can study grammar without having met the rule, they study examples and from these examples derives an understanding of the rule.\textsuperscript{34} From the statement above, the writer concludes that inductive approach is improvement of the deductive approach; English teacher used some methods to improve the teaching strategy.

This second approach to the grammar teaching learning has many advantages and disadvantages as well. Here may be its advantages.

1. The rules learners discover for themselves are more likely to fit their existing mental structure than rules they have been presented and will make the rules more memorable and meaningful.

2. Students are more actively involved in learning process, rather than being simply passive recipients.

\textsuperscript{32}\url{http://www.teflcertificatecourses.com/tefl-articles/tesol-inductive-deductive-approaches.php} accessed on 17 February 2011

\textsuperscript{33}Ruth Wajnryb, \textit{op.cit.}, p. 85.

\textsuperscript{34}Scott Thornbury, \textit{op.cit.}, p. 49.
Besides, this approach has also its disadvantages. Here are the following.
1) Teacher should be patient to build students understanding because the rules are discovered in example.
2) Spend lot of time and energy.
3) It is possible for students to make the wrong answer when analyzing the rules from example.\textsuperscript{35}

It can be said that students will understand easily what the grammar point is actually taught without telling them the rule directly because they are given opportunities to think more and infer the rule from the given examples. However, not all students will enjoy when they are taught by using this approach because of their different learning styles.

Regardless those two approaches, teacher actually can use either deductive or inductive approach based on the teaching learning context which may include student learning style because there is no single approach will be appropriate for all grammar items and for all learners.

2. Song as teaching media

1) Definition of Song

A song is a short piece in one concise movement for the medium of solo voice and piano. According to Parto a song is a group of arrangements which consists of lyrics and elements of music like rhythm, melody, harmony and expressions. Moreover, A song is a musical composition for the voice of several voices. A song is a short poem whether intended to be sung or not; a lyric or ballad. The American Heritage Dictionaries says that song is: Music is a brief composition written or adapted for singing. It also says that song is a distinctive or characteristic sound made by an animal, such as a bird or an insect. The last definition, “song is poetry, a verse and

\textsuperscript{35}Ibid, p. 54.
a lyrics poem or ballad.\textsuperscript{36} Song is one of the tools you can use to teach English to your class, regardless of the age of the learner. Music is a tie that binds all cultures and languages and therefore, one of the best ways to make learning English fun.\textsuperscript{37} So song is one of teaching media, it may be used to create a more relaxing foreign language classes. It also can be used to teach grammar because in the lyrics of song there are several kinds of tenses, teacher can choose definite song which appropriate with tense that will be taught

2) Kinds of Teaching Media

There are many kinds of media to teach English, one of them is song. Song could be used to teach grammar because in the lyrics of song there are several kinds of tenses, teacher could choose definite song which appropriate with tenses that would be taught. Media is an agent or companion, Association for Education and Technology (AEGT) defines that media is a tool which is used to distribute information. Moreover, National Education Association (NEA) defines that media is a something which can be manipulated, seen, heard, and read by instrument used in teaching learning process.\textsuperscript{38} In other hand, media is a tool store and conveys information. Media in teaching learning process are often used by teachers to improve students’ understanding on the material and to make teaching and learning process more enjoyable. From those definitions, the researcher concluded that teaching media are the tools which are used by teacher to convey teaching message and to stimulate brain and feeling so the students interest in learning. Besides that, the use of media in teaching and learning process is to surmount the problem of communication between teacher and

\textsuperscript{36} \url{www.answers.com/topic/song} accessed on 26 January 2011

\textsuperscript{37} \url{http://www.ehow.com/how_5182054_use-teaching-english-second-language.html} accessed on 26 January 2011

\textsuperscript{38} Asnawir and Basyaruddin Usman, \textit{Media Pembelajaran}, (Jakarta: Ciputat Pers, 2002) p.11.
students, to motivate students in order to become active and to make them focus on the material.

In addition, teaching media can be various forms. It can be classified in three kinds, they are:

a. Visual aids; it is media that can be seen such as pictures, flashcard or card short, newspaper, realia, map, etc.

b. Audio aids; it is teaching media that can be heard such as radio, music or song, tape, cassette, MP3 player, CD, etc.

c. Audio Visual aids; it is teaching media that can be seen and can be heard such as video clips, films, TV news, VCD, TV, etc.

According to the explanation above, the researcher concluded that the use of song can be classified as audio visual aid because it can be seen and can be heard. In other hand, media are needed in teaching learning process because it has several benefits, they are:

1. The teaching process will be more interesting, so that the students are motivated to learn. By using media, teacher can attract students’ attention to the material. In this case, by using media in teaching and learning process, students will be motivated in learning.

2. The material will be clear so that the students can understand the material easily. Media makes students easier in catching the material given by teacher.

3. The teaching and learning process will be variety. It makes students enjoying the teaching learning process. The students will be bored if the teachers only use explanation when he is presenting the material during teaching and learning process. The students will not feel bored if the teachers use media in teaching learning process.\(^{39}\)

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As a teaching media, song prevents students’ boredom in language classroom. The use of song in teaching learning process has advantages and disadvantages:

a. The Advantages

1) Songs are highly memorable and motivating to students. So, students are easy to understand the material.

2) Reduce learning stress levels. As a filler, when students are boring teacher can stimulate them by playing music to make them active again.

3) Increase the joy of learning and add new vocabulary

4) Reinforce grammatical structures. Students are easy to understand the grammatical structure of a song by analyzing the tenses from the lyrics of a song

5) Sustain students attention and concentration so students can concentrate with materials

6) Facilitate a positive learning mood and motivate students to learn. Music helps students to focus on the material discussed and raise their concentration in the learning activities.40

b. Disadvantages

1) Music can hurt eardrums if it is set up so loud.

2) Music disturbs concentrations when applying to people who hate a genre of music.41

According the advantages and the disadvantages above, the researcher concluded that the use of song in teaching learning process has good effect than bad effect. It gives good effects to activate understanding and make students easy to memorize the material.

B. Previous Research


The writer will describe some works which are relevant to this thesis to make the thesis arrangement easier:

1. Thesis under title, *The Use of Song as Media in Teaching Vocabulary to SDN Winong 02 Students at Fifth Grade in The Academic Year of 2009/2010* by Mare Tri Mulyawati (4114752), Department of English Education The Faculty of Language and Arts Education IKIP PGRI Semarang. She was identifying the implementation of song to teach vocabulary. The result shows that the use of song in teaching vocabulary was very beneficial for the students to facilitate them in learning.

   The similar between her research and the researcher’s are on the research approach and media. The research approach is classroom action research and the media is using songs. The difference on this previous researcher is material that is vocabulary while the research that is material conditional sentences.

2. Thesis under title, *The Use of Song to Improve Students’ Pronunciation (A Classroom Action Research With The 11 Graders of MANU Limpung Batang in The Academic Year of 2008/2009)* by Ulfatul Qurnia (3104077), thesis of bachelor program of English Language Education of Institute for Islamic Studies Walisongo Semarang. She conducted classroom action research at 11 Graders of MANU Limpung Batang using song to improve students’ pronunciation, she used three different song in every cycle, the result of her research is the use of song in improving student’ pronunciation is very useful.

   The similar between her research and the researcher’s are on the research approach and media. The research approach is classroom action research and the media is using songs. The difference on this previous

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42Mare Tri Mulyawati (4114752) The Faculty of Language and Arts, *The Use of Song as Media in Teaching Vocabulary to SDN Winong 02 students*, (Semarang: IKIP PGRI, 2009), unpublished thesis.

43Ulfatul Qurnia (3104077) Tarbiyah Faculty, *The Use of Song to Improve Students’ Pronunciation (A Classroom Action Research With The 11 Graders of MANU Limpung Batang in The Academic Year of 2008/2009* (Semarang: IAIN Walisongo,2009), unpublished thesis.
researcher is material that is pronunciation while the research that is material conditional sentences.

3. Thesis under title, *Using Song Lyrics To Improve Students’ Understanding On Present Perfect Tense (An Action Research at the 8th Grade of MTs Matholibul Huda Jepara in the Academic Year of 2009/2010)* by Muhimatul Ulya (063411037) thesis of bachelor program of English Language Education of Institute for Islamic Studies Walisongo Semarang. She conducted classroom action research at MTs Matholibul Huda Jepara in the Academic Year of 2009/2010 Using Song Lyrics To Improve Students’ Understanding On Present Perfect Tense, she used three different song in every cycle, the result of her research is the use of song lyric to improving student’ understanding on present prefect is very useful.44

The similar between her research and the researcher’s are on the research approach and media. The research approach is classroom action research and the media is using songs. The difference on this previous researcher is material that is present perfect tense while the research that is material conditional sentences.

CHAPTER III
METHOD OF INVESTIGATION

A. Research Design

This study is action research at the Eleventh Graders of MA Darul Ulum Semarang in the Academic Year of 2010 / 2011. This research is Classroom Action Research (CAR) that uses data observation toward teaching learning process in conditional sentences. This data is analyzed through some cycles in action. “Action research is a research that has been done reflectively and systematically about various action or steps that have been done by teacher, start from planning until assessing about real action in the class such as teaching learning activity to improve learning condition.”

According to Kemmis and Mc Taggart cited by Nunan argue that the three defining characteristic of action research are; it is carried out by practitioners (for our purpose classroom teachers) rather than outside researchers, secondly that it is collaborative, thirdly that it is aimed at changing things. In addition action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher. Action research involves taking a self reflective, critical, and systematic approach to exploring your own teaching contexts. In conducting this research, the researcher made collaborative research. The researcher was helped by the teacher in order to reach the goal of the research which is aimed to improve teaching method.

Moreover, Jean Mcniff and Jack Whitehead explain action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work and how they are trying to improve their own learning and influence the learning of others.

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47 Anne Burns, *Doing Action Research In English Language Teaching*, (New York: Taylor 2009) p2
Based on the explanations above, the researcher concludes that action research is one of the strategies in improving or increasing the practice of learning. It can be achieved by doing such reflection in order to diagnose condition, and then try it systematically as an alternative way to solve learning problems that is being faced in the class.

In this study there are three cycles applied and there are four components in one cycle for doing classroom action research. They are planning, acting, observing, and reflecting.  

All those steps can be explained as follow:

a. Planning

At planning stage, the researcher formulates some procedures on how to improve students’ understanding on conditional sentences. The procedures are put in some lesson plans, grammar material, test, the students’ observation and also the documentation which is according to the teaching learning process.

b. Acting

At acting stage, the researcher tries to implement some techniques or procedures that have been formulated at planning.

c. Observation

When researcher implements some techniques, he also observes some activities such as: attendant of students, attention’s students to teacher’s explanations, student’s engagement to make question, and the student’s activity in the classroom.

d. Reflection

After the observation process is done, the researcher makes a reflection to evaluate teaching learning process and the students’ understanding on conditional sentences.

Before starting the research in the classroom, the first thing to do by the researcher is observation in preliminary research. Through the observation the researcher tries to get the information

about students’ condition and problems in learning conditional sentences. The basic steps in this study are: planning, acting, observing and reflecting. They are called one cycle. If one cycle did not show any improvement, the research activity may be continued in the following cycle until the researcher gets satisfied.

The steps of classroom action research Elliot’s model that are copied by Subyantoro in his book “Penelitian Tindakan Kelas”, as follow:\textsuperscript{50}

Figure 3.1
The steps of classroom action research

\begin{tikzpicture}
  \node {Action}
  \arrow {Planning} {Cycle I}
  \arrow {Observation} {Reflection}
  \arrow {Action} {Planning}
  \arrow {Cycle II} {Observation}
  \arrow {Reflection} {Action}
  \arrow {Planning} {Cycle III}
  \arrow {Observation} {Reflection}
  \arrow {Action} {Planning}
\end{tikzpicture}

\textsuperscript{50}Subyantoro, op.cit, p. 10.
B. Subject of the Research

The subject of this research is students of class Eleventh Graders of MA Darul Ulum Semarang on conditional sentences in second semester the academic year 2010/2011 that consists of 15 students, 10 male and 5 female.

C. Time and Setting of the Study

The researcher had time schedule for doing the research and he used the time to do observation and got familiar with school conditions, conduct the research and analysed the result. The explanation of time and setting the research are such as follow:

1. Time for research
   The researcher did the research from 4 April until 30 April 2011.

2. Setting of the Research
   The action research was in MA Darul Ulum Semarang in the academic year of 2010/2011. The school is on Jl.Raya Anyar Wates Ngalian Semarang. Phone.02470667875

D. Variables

Variable refers to the object of research that becomes research focus. In this research there are two variables:

1. Independent variable is the teaching learning method using song.
2. Dependent variable is the students’ achievement on conditional sentences.

E. Technique of Data Collection

One of the most important activities in the research is how to collect the data needed the researcher applied some appropriate research
instruments. According to Arikunto, data source in research is basically subject from which a researcher gets data, depends on necessity and kind of information needed. The researcher used observation, test, and documentation.

1. Observation

   This observation is the activity of giving total concern to research object by the sense. In this research, the concern of research was focused on the students’ observable behaviour pertaining to their understanding on conditional sentences. The observation checklist is used as an instrument in this research.

   Table 3.1
   The observation checklist

<table>
<thead>
<tr>
<th>NO</th>
<th>Object of Observation</th>
<th>Check List</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Asking questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Asking the difficult vocabularies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Responding to question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Enthusiastic in doing the test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Explanation:

   a. Poor

   The aspect of activity that was observed above, reaches about 20% from overall percentage 100%

   b. Fair

   The aspect of activity that was observed above, reaches about 21%-40% from overall percentage 100%

   c. Average

   The aspect of activity that was observed above, reaches about 41%-60% from overall percentage 100%
d. Good

The aspect of activity that was observed above, reaches about 61%-80% from overall percentage 100%

e. Excellent

The aspect of activity that was observed above, reaches about 81%-100%.$^{51}$

2. Test

It is a set of questions and exercises used to measure the achievement or capability of the individual or group and tests may be constructed primarily as devices to reinforce learning and to motivate the students’ performance in the language.$^{52}$ Through tests the teacher can evaluate the effectiveness of new teaching method of a different approach to a difficult pattern of new material, because the researcher does not have students' score on conditional sentences. The researcher gave pre-test to get information about students’ achievement to understand conditional sentences. The writer gave pre-test at the prior of teaching learning process before using song.

The action research was carried out in three cycles. There were tests in each cycle. The tests were aimed to measure the student’s progress and result of the teaching learning activities.

3. Documentation

It refers to the archival data that helps the researcher to collect the needed data.$^{53}$ The function of the document related to the object research such as students name list and the English subject schedule.

F. Procedure of the Research


$^{52}$ J. B. Heaton, Writing English Language Tests, (London: Longman Group Limited, 1975), P. 1

In this classroom action research, the researcher planned to conduct three cycles through song in teaching conditional sentences. This research was done in three cycles. Each cycle consists of four stages, they are: planning, acting, observing and reflecting.

The activities that have been done in each cycle are as follows:

1. Pre-Cycle Test

   The first step in making classroom action research is conducting preliminary observation to know the teaching method and the initial condition of students’ understanding on conditional sentences. The researcher observes the class to get information about students’ initial condition and to know their problems in learning grammar. In this activity the teacher taught students using conventional method, after that, the teacher gave test to check the students’ understanding on conditional sentences. After the researcher got the data from observation and test, the researcher decided to analyze the problems faced by students. The next step which is done by the researcher is designing a plan to continue the next cycle to surmount the problems in the previous cycle. It was going on Monday, April 4th 2011. After conducting preliminary research, the researcher conducted cycle I, II, and III.

2. First Cycle

   The first cycle conducted on Tuesday, April 5th 2011. In this cycle the researcher prepared some activities that will be done in this first treatment, those are:

   Table 3.2

   The first cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Steps</th>
<th>Researchers’ Activity</th>
<th>Teachers’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning</td>
<td>- Arranging an appropriate lesson plan with school.</td>
<td>- preparing students’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identifying several songs which consist of</td>
<td>attendance list.</td>
</tr>
</tbody>
</table>

44
### Table of Activities

<table>
<thead>
<tr>
<th></th>
<th>Acting</th>
<th>Observing</th>
</tr>
</thead>
</table>
| 1 | - Preparing the teaching material  
   - Preparing the test as an instrument  
   - Preparing the observation scheme | - Teacher as an observer of the classroom activities. |
| 2 | - Entering the class and greeting the students. After that, he checked students’ attendances.  
   - Asking a question related the topic. Such as; have they ever listened a song?  
   - Explaining the pattern of conditional sentences and give chance to students who want to ask question.  
   - Giving the song lyric to each student.  
   - Playing a song and asking them to listen carefully  
   - After that, the researcher asked them to identify the sentences contains of conditional sentences from the lyrics and asked some of them to write the sentences in the white board.  
   - Then giving final test to find out the final outcomes of first cycle. | - The teacher becomes an observer in the classroom activities. |
| 3 | - The researcher also becomes an observer of the classroom activities. | - The teacher becomes an observer in the classroom. |
3. Second Cycle

After conducting the first cycle, the researcher conducted cycle II. The second cycle was done based on the result of the first cycle, if the result from observation shows that students score still low, it is needed to be continued to the next cycle to fix the previous weakness. The second cycle was conducted on Tuesday, April 12th 2011. The designs of the second cycle are:

Table 3.3

<table>
<thead>
<tr>
<th>No</th>
<th>Steps</th>
<th>Researchers’ Activity</th>
<th>Teachers’ Activity</th>
</tr>
</thead>
</table>
| 1  | Planning | - Designing lesson plan of cycle II  
- Preparing the teaching material.  
- Preparing the song which is applied in cycle II  
- Preparing observation | - Preparing students’ attendance list.  
- Teacher and the researcher made a plan to develop teaching learning process. |

- Reflecting

- Observing students’ activities using observation sheet.

- Reflecting

- Analyzing the data from the observation checklist and result of the test to find out the improvement of students understanding on conditional sentences after taught using song.

- The researcher and teacher discuss about teaching learning process that have done to find the weakness and how to improve it in the next cycle.

- The teacher and researcher evaluated the step in teaching learning process and discuss the result of the observation sheet.

- Teacher and researcher discussed the results of the test.

3. Second Cycle
<table>
<thead>
<tr>
<th></th>
<th>checklist of cycle II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Designing test in cycle II</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Acting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Entering the class and greeting the students</td>
<td>Teacher asked students about their problems on the previous lesson.</td>
</tr>
<tr>
<td></td>
<td>Giving song lyrics to students.</td>
<td>Teacher and the researcher asked the students to find the difficult words then they will help them to find the meaning of the words.</td>
</tr>
<tr>
<td></td>
<td>Before the researcher plays the song, he asked students about conditional sentences to refresh memory.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explaining more about conditional sentences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Playing a song and asked students to identify the sentences from the song</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asking some students to write the sentences in white board. Then he explained once more about conditional sentences, the researcher will make sure that they will not have problem with it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asking students to make pair and ask them to discuss and make conditional sentences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conducting the final test in cycle II to find out the learning outcomes of the teaching learning process in cycle II.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Observing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observing the event during teaching learning process using observation checklist</td>
<td>Observing students’ participation.</td>
</tr>
</tbody>
</table>
48

- Observing students’ activities when they did the test to know their improvement of understanding on conditional sentences in cycle II.

| 4 Reflecting | The researcher and teacher discussed the teaching and learning process that has been done to find the weakness and how to surmount the problem in the next cycle. |
| - Analyzing the students score and the observation checklist to find on the improvement of students’ understanding at the cycle II researcher reflection. |
| - The teacher and researcher evaluated the step of teaching learning process and discussed the result of the test and the result of observation checklist. |

4. Third Cycle

The third cycle was done based on the result of the second cycle. There were several aims of cycle III, to fix the weakness in cycle II, to improve the teaching learning process, to give opportunities to students to improve their understanding on conditional sentences. The third cycle was conducted on Tuesday, April 26th 2011. The designs of the third cycle are:

Table 3.4

<table>
<thead>
<tr>
<th>Steps</th>
<th>Researchers’ Activity</th>
<th>Teachers’ Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>- Designing lesson plan of cycle III.</td>
<td>- Preparing students’ attendance list.</td>
</tr>
<tr>
<td></td>
<td>- Preparing the teaching material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Preparing the song</td>
<td></td>
</tr>
<tr>
<td>Acting</td>
<td>Observing</td>
<td>Helping the researcher to give the paper test to students.</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>----------------------------------------------------------</td>
</tr>
</tbody>
</table>
| - Entering the class and greeting the students  
- Explaining more about conditional sentences  
- Giving song lyrics to students. The researcher asked them to listen carefully when song was played  
- Playing a song, and asked them to find the conditional sentences from the song  
- Singing together  
- Asking them to discuss the sentence according to the pattern of conditional sentences in group and The researcher asked one of them to present the result of their discussion  
- Explaining again about conditional sentences to make sure that they have no problems  
- Finally, the researcher gave them a test to find out the learning outcome of cycle III | - While students discussing the learning process. |
material, the researcher observed the difficulties faced by them by using observation checklist
- Observing students’ response to the researcher question.
- Observing students participation.

Reflecting
- The researcher and teacher discussed teaching learning process that has been done and then they analyzed students score to find out the improvement of students understanding on conditional sentences. The result of the observation compared with the students score in cycle I and II.
- The teacher and researcher evaluated the step in teaching learning process and discuss the result of observation.
- The teacher and researcher reflected the activity that has been done. The result of this analysis could be used as review to use song to improve students’ understanding on conditional sentences using song.

5. The Criterion of the Assessment

The students’ success and failure in doing the planned activities are assessed by referring the criterion issued by MA Darul Ulum Semarang, namely Kriteria Ketuntasan Minimum (KKM) Minimum Passing Grade Criteria. A material could be said to be successful if the students had minimal score 70. It means that 60% the material must be understood by students and a class was said to be successful if 85% of the members pass the test.54

G. Technique of Data Analysis

1. Scoring Guidance of Cycle Test

54Mulyasa, Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi, (Bandung: PT. Remaja Rosdakarya, 2008), p. 99
The scoring guidance contains the information or explanation the way score is broken down or mark that be given to the students for the questions which have been done. The test consists of completion items. The completion items are useful means of testing the students’ ability to produce the correct of conditional sentences. The completion consists of 10 items.

The scoring guidance is as follows:

a. Each item in completion is marked 10
b. Total score: 10 x 10 = 100
c. The maximum score is 100

2. The data Analysis of Observation

The researcher analyzed the data of observation used descriptive technique through percentage. The formula that is used as follows:

\[
\text{Percentage} (\%) = \frac{\text{right answer}}{\text{items}} \times 100\%
\]

3. The data Analysis of Cycle Test

After the researcher collected the data through test, the writer analyzed the data using the percentage descriptive quantitative analysis in giving the test score. This scoring is aimed at giving description of the improvement students’ achievement of conditional sentences, the processes are:

a. Giving the weight test item.

b. Determining the interval grade of students, the score of the test by counting the number correct answer. The counted of the percentages of the score test by using the following formula:

\[
\text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%
\]

c. Determining the frequency of correct answer respondent.

The frequency of respondent is divided by the total of respondent (n), and multiplied by 100% the formula is:

\[ P = \frac{\sum f}{n} \times 100\% \]

Note:
- \( P \) : The percentage of correct answer
- \( f \) : Frequency of the students with the same score
- \( n \) : The total of students

After giving the result statistically, then the researcher scores which uses five letters: A, B, C, D, and E that expressed various levels as follows:\(^56\)

<table>
<thead>
<tr>
<th>The percentage of correct answer</th>
<th>Grade</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A= Excellent</td>
<td>Outstanding</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B= Good</td>
<td>Above average</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C= Fair</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D= Less</td>
<td>Below Average</td>
</tr>
<tr>
<td>0% - 59%</td>
<td>E= Poor</td>
<td>Insufficient</td>
</tr>
</tbody>
</table>

4. Finding The Classical Mean

After the data had been analyzed, the researcher found the sum of the score in distribution that was used to calculate the mean. The mean is the arithmetical average that is obtained by adding the sum offset score and dividing the number of students.\(^57\)

This formula is as follows:

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\(^56\) Nana Sudjana, op. cit., p. 124.

\(^57\) Ibid, p. 109.
\[ \bar{X} = \frac{\sum f \cdot X}{n} \]

Note:

\( \bar{X} \): The mean

\( f \cdot X \): The sum offset score

\( n \): The number of students

CHAPTER IV
FINDING

A. The Implementation of Song in Teaching Conditional Sentences

This study was conducted in three cycles. There were four meetings. The first meeting of pre-cycle was held on April 4\textsuperscript{th} 2011, the second meeting of cycle 1 was on April 5\textsuperscript{th} 2011, the third meeting of cycle 2 was on April 12\textsuperscript{th} 2011, and then, on April 26\textsuperscript{th} 2011 the fourth meeting of cycle 3 was held. After conducting preliminary research, the researcher concluded that some students were not being enthusiastic in
learning grammar, because grammar is hard subject and make them confused. They faced problems in matching conditional sentences. To make the students enthusiastic in learning, the researcher implemented songs to improve students understanding on conditional sentences.

This research is action research on the use of songs to improve students’ understanding on conditional sentences at eleventh grade students of MA Darul Ulum Semarang in the academic year of 2010/2011. It is aimed to know the implementation of songs in improving students’ understanding on conditional sentences and to identify the improvement of students’ understanding on conditional sentences after taught using songs. The researcher used four cycles which is started with pre cycle. Before the researcher did the research, he made a plan to set the activities that would be done in the research cycles by making lesson plans. Tessa Woodward explains that making planning before teaching has some benefits, one of them is to reduce feeling uncertainly or panic when teaching and learning process. By planning the activities, teaching and learning process has purpose, progression and coherence.\textsuperscript{58} In every cycle, the researcher observed the classroom activities and gave test to the students in the end of lesson. Then, the researcher and the teacher made a reflection step to analyze the problems faced by them in every cycle. After that, the researcher compared the result of the test in the pre cycle with the result of the test in the next cycle. The descriptions of each cycle are as follow:

1. Preliminary research

Before the teaching and learning activities were undertaken, the teacher performed a pre-cycle test on Monday, 4\textsuperscript{th} April 2011. The test consisted of 10 items. The aim of the test was to measure whether or not the students were familiar with the conditional

\textsuperscript{58}Tessa Woodward, \textit{Planning Lesson and Courses; Designing Sequences of Work for The Language Classroom}, (United Kingdom: Cambridge University Press, 2001) p.181
sentences. It involved the whole students in the class that consisted of 15 students.

Before giving the test, the teacher asked them to introduce their name one by one, in order the students and he knew each other and even it had also facilitated him to transfer knowledge to them because the students and he had been closed and we had a good relation during conducting his study.

At the time, after the question sheets had been distributed, then the teacher directly explained the rule of the test, they simply needed to answer the question by crossing a, b, c, or d and they were only provided 30 minutes in it.

2. The first cycle

The first cycle was conducted on Tuesday, April 5th 2011. The result of the test in pre-cycle was not satisfied yet. In the first cycle teacher explained conditional sentences type I and II. So, the researcher decided to use songs to solve the problem. In this activity, the researcher became a teacher and he was accompanied by the teacher as observer facilitator. The teacher and researcher have to do as follow:

a. Planning

Things that have to be done by teacher and researcher before doing the teaching learning process are:

a) Arranging an appropriate lesson plan with school.
b) Looking for several songs which include conditional sentences
c) Preparing the teaching material(conditional sentences)
d) Preparing the test instrument(multiple choice)
e) Preparing the observation checklist

After the planning is arranged well, the next step was conducting some actions according to the planning above.

b. Acting

The next action done by researcher was doing the procedures that have been planned as follow:
a) Entering the class and greeting the students. After that, he checked students’ attendances.
b) Asking a question related the topic. Such as; have they ever listened a song?
c) Explaining the pattern of conditional sentences and give chance to students who want to ask question.
d) Giving the song lyric to each student.
e) Playing a song and asking them to listen carefully. The song used in this cycle under title ‘If You Go Away’ by Glenn Edeiro and ‘If You Were a Sailboat’ by Katie Melue those songs were contained of conditional sentences.
f) After that, the researcher asked them to identify the sentences contains of conditional sentences from the lyrics and asked some of them to write the sentences in the blackboard and discuss together
g) Singing together
h) Then giving final test to find out the final outcomes of first cycle.

c. Observing

In observation step, the researcher and the teacher observed the events that happened during the treatment using observation checklist. The problems were faced by the researcher and the teacher in the this cycle the students were less active to ask the difficult vocabularies and made noise when the researcher was explaining the material, and they didn’t pay attention to the material conveyed by the teacher so they were still confused in understanding conditional sentences. In doing the exercise there were many students get low score. From ten questions whice were given, it was found eight students who got score under 70.

d. Reflecting

Based on the observation above, teacher and researcher need to do some improvements such as follows:
a) Teacher should louder the voice in explaining the lesson
b) Giving the meaning of difficult vocabularies
c) Teacher asked students to make pair
d) Giving motivation and guidance to students

3. The second cycle

The second cycle was conducted on Tuesday April 12th 2011. In this second cycle, teacher explained conditional sentences type I and II. In the second cycle, researcher conducted some activities such as follows:

a. Planning

Planning was done before conducting teaching and learning process. These were:

a) Identifying the problems and formulation of the problems based on the reflection in first cycle.
b) Designing the new lesson plan before teaching.
c) Preparing the teaching material(conditional sentences)
d) Preparing the song which was applied in cycle II
e) Preparing observation checklist of cycle II
f) Designing test in cycle II

b. Acting

After the planning, the next step was doing some actions as follows:

a) Entering the class and greeting the students
b) Checking the students’ attendance
c) Giving motivation to students
d) Asking students about previous lesson.
e) Playing a song and giving the lyric under title “Nothing's Gonna Change My Love for You” by Glenn Medeiros and” If I Had a Hammer” by Trini Lopez,
f) Explaining the pattern of conditional sentences (type I and type II)
g) After that, the researcher asked them to identify the sentences contains of conditional sentences from the lyrics and asked some of them to write the sentences in the blackboard
h) Asking students to make pair and discuss in pair
i) Asking students to make conditional in pair and presenting in the blackboard
j) Singing together
k) Then giving final test to find out the final outcomes of second cycle.

c. Observing

   It was found different condition between first and second cycle. Students’ attention was increasing from 8 to 11 students.
   Number of students who were just talking in by themselves was decreasing. Teaching and learning process ran more effectively and any students made noise and less active to ask the difficult vocabularies when the researcher was explaining the material. As a result, the score of students’ worksheet increased. It could be seen from ten questions which were given to the students. They had already reached the criteria, but still two students could not reach.

d. Reflecting

   After observing, there are several improvements should be done:
   a. Giving motivation and reinforcement to the students who were just talking by themselves when teacher explained
   b. Giving the meaning of difficult vocabularies
   c. Repeating explanation clearly
   d. More pay attention to students who got low score
   e. Making group to discuss in group

4. The third cycle

   The third cycle was conducted on Tuesday, April 26th 2011. In this cycle the researcher reviewed the all material from first and second cycle. It was aimed to improve students understanding. In the third cycle, researcher conducted some activities such as follows:
   a. Planning

      Planning was done before conducting teaching and learning process. These were:
a) Identifying the problem and problem analysis based on cycle I and cycle II.
b) Designing lesson plan of cycle III
c) Preparing the teaching material (conditional sentences)
d) Preparing the song that was applied in cycle III
e) Preparing observation checklist of cycle III
f) Preparing the test instrument (multiple choice)

b. Acting

After planning was arranged well, the next procedures were:
a) Entering the class and greeting the students. After that, he checked students’ attendances.
b) Explaining more about conditional sentences
c) Giving song lyrics to students under title ‘If I Were a Rich Man’ by Bidu. The researcher asked them to listen carefully when song was played
d) Asking them to find the conditional sentences from the lyric and presenting on blackboard
e) Singing together
f) Asking students to make group and discuss the sentence according to the pattern of conditional sentences in group and the researcher asked one of them to present the result of their discussion
g) Explaining again about conditional sentences to make sure that they have no problems
h) Then giving final test to find out the final outcomes of third cycle.

c. Observing

The condition of the students in three cycles was much better. Teaching and learning process ran more effectively. Students’ enthusiasm in doing the students worksheet increased. Students’ attention was focused on the teacher’s explanation. Joke and kidding did not appear anymore.

d. Reflecting
In third cycle, the improvement was not necessary anymore, because in this cycle, the students’ improvement on understanding conditional sentences was more significant. It could be seen from the average improvement score of the test. Teacher and researcher concluded that students understood on conditional sentences more significantly after being given treatment using song. It was seen by their enthusiastic in learning process, they were serious in paying attention when the researcher explained the material, some of students who asked question and responded questions were increased, they were serious in making effort to understand conditional sentences.

B. Result of Research and Discussion

After the researcher implementing song in teaching conditional sentences, the researcher got the data from each cycle. It was analyzed to get the improvement in every cycle, and then the researcher got the result of the classroom action research. The results were as follow:

1. Preliminary research

The researcher conducted the pre-test on Monday, April 4th 2011. The method used to gather the data for this study was achievement test. Pre-test was done before giving teaching and the test consisted of 10 items. This was done to know how far students ability to understand in conditional sentences, so that in the next meeting the researcher could prepare the teaching according to the situation of students. It involved the whole students in the class that consisted of 15 students. In the pre cycle, the researcher just observed the teaching learning process which hold by the teacher using conventional method, and then the teacher gave the test to them in the end of lesson. After conducting the test, the researcher gave score. Each correct answer was scored 10 and 0 to each wrong answer. The maximum score was 100. Then, after finding the result
of the students’ test score, the researcher went to analyze the score by using percentage of scoring as follow:\(^5\)

\[
\text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%
\]

By using the percentage of scoring above, the researcher had purpose to get the percentage of correct answer to analyze the students’ score. Example: the percentage of the students number 1 as follow:

Student number 1=
Right answer = 4 items of test = 10
\[P = \frac{4}{10} \times 100\% = 40\%
\]

Then the researcher used five letters: A, B, C, D and E to classify the grade of students’ score level as presented on the tabel below.

The test result of pre cycle can be seen in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Students Code</th>
<th>Score</th>
<th>Percentage</th>
<th>Letter Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B – 001</td>
<td>40</td>
<td>40%</td>
<td>E</td>
<td>Poor</td>
</tr>
<tr>
<td>2</td>
<td>B – 002</td>
<td>50</td>
<td>50%</td>
<td>E</td>
<td>Poor</td>
</tr>
<tr>
<td>3</td>
<td>B – 003</td>
<td>60</td>
<td>60%</td>
<td>D</td>
<td>Less</td>
</tr>
<tr>
<td>4</td>
<td>B – 004</td>
<td>40</td>
<td>40%</td>
<td>E</td>
<td>Poor</td>
</tr>
<tr>
<td>5</td>
<td>B – 005</td>
<td>60</td>
<td>60%</td>
<td>D</td>
<td>Less</td>
</tr>
<tr>
<td>6</td>
<td>B – 006</td>
<td>70</td>
<td>70%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>7</td>
<td>B – 007</td>
<td>50</td>
<td>50%</td>
<td>E</td>
<td>Poor</td>
</tr>
<tr>
<td>8</td>
<td>B – 008</td>
<td>60</td>
<td>60%</td>
<td>D</td>
<td>Less</td>
</tr>
<tr>
<td>9</td>
<td>B – 009</td>
<td>40</td>
<td>40%</td>
<td>E</td>
<td>Poor</td>
</tr>
<tr>
<td>10</td>
<td>B – 010</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>B – 011</td>
<td>60</td>
<td>60%</td>
<td>D</td>
<td>Less</td>
</tr>
<tr>
<td>12</td>
<td>B – 012</td>
<td>50</td>
<td>50%</td>
<td>E</td>
<td>Poor</td>
</tr>
</tbody>
</table>

After that, the researcher was going to determine the frequency of students’ ability, it was aimed to give classification to their ability. The frequency of level percentage is divided by the total of respondent (n), and multiplied by 100% the formula was:

\[ P = \frac{\Sigma f}{n} \times 100\% \]

Note  
\( P = \text{The Percentage of frequency} \)  
\( f = \text{Frequency of students’ score} \)  
\( n = \text{the Total of Students} \)

The category of students’ ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90% - 100%</td>
<td></td>
<td></td>
<td>Exceellent</td>
</tr>
<tr>
<td>2</td>
<td>80% - 89%</td>
<td>2</td>
<td>13.3%</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>70% - 79%</td>
<td>2</td>
<td>13.3%</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>60% - 69%</td>
<td>4</td>
<td>26.7%</td>
<td>Less</td>
</tr>
<tr>
<td>5</td>
<td>0% - 59%</td>
<td>7</td>
<td>46.7%</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the data above, it could be classified that 13.3% or 2 students got good mark, 13.3% or 2 students got fair mark, 26.7% or 4 students got less mark, and 46.7% or 7 students got poor mark.

After calculating the percentage of students score, the researcher calculated the mean to measure the improvement of students’ score in every
cycle. To know the mean of the students’ score in the pre cycle using this formula is as follows:

The average of the students’ test result = \[
\bar{X} = \frac{580}{15} = 56.6
\]

The average of test is 56.6. The result of pre-test was not satisfying yet. It means that the result was low. The teacher and researcher decided to use another technique to make students interested in the learning process in order to improve students’ understanding on conditional sentences. They decided to use song as teaching media to facilitate the teaching learning process

2. Cycle I

The first cycle conducted on Tuesday, April 5\(^{th}\) 2011. In this first cycle, the researcher used songs ‘If You Go Away’ by Glenn Edeiro and ‘If You Were a Sailboat’ by Katie Melue as teaching media to teach conditional sentences, and students were being enthusiastic because it was their first experience. The researcher explained about conditional sentences. The students were interested but they were still confused in matching the conditional sentences. After the teacher used songs in teaching learning process, the researcher gave test to them. The result of test in every cycle was better than pre test. It was because some of the students have understood the material. The test result of the first cycle can be seen in the table below:

Table. 3

The Result of Percentage in The Fisrt Cycle as Follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Students Code</th>
<th>Score</th>
<th>Percentage</th>
<th>Letter Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B – 001</td>
<td>40</td>
<td>40%</td>
<td>E</td>
<td>Poor</td>
</tr>
<tr>
<td>2</td>
<td>B – 002</td>
<td>70</td>
<td>70%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>3</td>
<td>B – 003</td>
<td>50</td>
<td>50%</td>
<td>E</td>
<td>Poor</td>
</tr>
<tr>
<td>4</td>
<td>B – 004</td>
<td>50</td>
<td>50%</td>
<td>E</td>
<td>Poor</td>
</tr>
</tbody>
</table>
From the result of the test above, the researcher classified the students’ ability and their percentage using the formula. The result of the scoring percentage as follow:

Table. 4
The Category of The Students Score and Their Percentage:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90% - 100%</td>
<td>2</td>
<td>13.3%</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>80% - 89%</td>
<td>4</td>
<td>26.7%</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>70% - 79%</td>
<td>1</td>
<td>6.6%</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>60% - 69%</td>
<td>1</td>
<td>6.6%</td>
<td>Less</td>
</tr>
<tr>
<td>5</td>
<td>0% - 59%</td>
<td>7</td>
<td>46.8%</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td>Sum</td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the data above, it could be seen that 13.3% or 2 students got excellent mark, 26.7 or 4 students got good mark, 6.6% or a student got fair mark, 6.6% or a student got less mark, 46.8% or 7 students got poor mark. After that, the researcher calculated the mean using the same formula with previous research. The result of the mean of the first cycle is:
The average of the students’ test result is calculated as:

\[ \bar{X} = \frac{\text{The total percentage}}{\text{The number of students}} \]

\[ \bar{X} = \frac{960}{15} = 64 \]

The result of the mean was 64. It means that the students’ score in first cycle is still low, because there are many students get low score. So the researcher had to continue to the next cycle.

3. Cycle II

The second cycle was conducted on Tuesday, April 12\(^{th}\) 2011. The activities were same with the previous research. In this cycle, the researcher used songs under title “Nothing's Gonna Change My Love For You” by Glenn Medeiros and “If I Had a Hammer” by Trini Lopez. He focused on the students who got low score in the previous cycle. There was significant improvement in this cycle. The test result of the second cycle can be seen in the table below:

Table. 5
The Result of Percentage in The Second Cycle as Follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Students Code</th>
<th>Score</th>
<th>Percentage</th>
<th>Letter Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B – 001</td>
<td>70</td>
<td>70%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>2</td>
<td>B – 002</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>3</td>
<td>B – 003</td>
<td>60</td>
<td>60%</td>
<td>D</td>
<td>Less</td>
</tr>
<tr>
<td>4</td>
<td>B – 004</td>
<td>70</td>
<td>70%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>5</td>
<td>B – 005</td>
<td>70</td>
<td>70%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>6</td>
<td>B – 006</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>B – 007</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>B – 008</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>9</td>
<td>B – 009</td>
<td>70</td>
<td>70%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>10</td>
<td>B – 010</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>11</td>
<td>B – 011</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>12</td>
<td>B – 012</td>
<td>70</td>
<td>70%</td>
<td>C</td>
<td>Fair</td>
</tr>
</tbody>
</table>
From the result of the test above, the researcher classified the students’ ability and their percentage using the formula. The result of the scoring percentage as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90% - 100%</td>
<td>3</td>
<td>20%</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>80% - 89%</td>
<td>5</td>
<td>33.3%</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>70% - 79%</td>
<td>5</td>
<td>33.3%</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>60% - 69%</td>
<td>1</td>
<td>6.6%</td>
<td>Less</td>
</tr>
<tr>
<td>5</td>
<td>0% - 59%</td>
<td>1</td>
<td>6.6%</td>
<td>Poor</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the data above, it could be seen that 20% or 3 students got excellent mark, 33.3% or 5 students got good mark, 33.3% or 5 students got fair mark, 6.6% or a students got less mark, and 6.6% or a students got poor mark. After that, the researcher calculated the mean using the same formula with previous research. The result of the mean of the first cycle is:

\[
X = \frac{\text{The total percentage}}{\text{The number of the students}} = \frac{1130}{15} = 75.3
\]

The result above showed us that the average of students test in the second cycle was 75.3. The result of the second cycle was
better than the previous one. It means that there were improvements for the students’ understanding on conditional sentences.

4. Cycle III

The third cycle was done based on the result of the second cycle. There were several aims of cycle III, to fix the weakness in cycle II, to improve the teaching learning process, and give opportunities to students to improve their understanding on conditional sentences. The result of test was better than the first and second cycle. In the teaching and learning process, all students pay attention when the teacher explained the material. Students’ sight is focused on the teacher. It was seen from students’ concentration that really pays attention to what is being explained and it was seen in the result of test which is better than the first and second cycle.

Table 7

The Result of Percentage in The Third Cycle as Follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Students Code</th>
<th>Score</th>
<th>Percentage</th>
<th>Letter Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B – 001</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>B – 002</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>3</td>
<td>B – 003</td>
<td>70</td>
<td>70%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>B – 004</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>5</td>
<td>B – 005</td>
<td>80</td>
<td>80%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>B – 006</td>
<td>100</td>
<td>100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>7</td>
<td>B – 007</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>8</td>
<td>B – 008</td>
<td>100</td>
<td>100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>9</td>
<td>B – 009</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>10</td>
<td>B – 010</td>
<td>100</td>
<td>100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>11</td>
<td>B – 011</td>
<td>90</td>
<td>90%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>12</td>
<td>B – 012</td>
<td>70</td>
<td>70%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>13</td>
<td>B – 013</td>
<td>100</td>
<td>100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>14</td>
<td>B – 014</td>
<td>100</td>
<td>100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>15</td>
<td>B – 015</td>
<td>70</td>
<td>70%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>Sum</td>
<td></td>
<td>1320</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the result of the test above, the researcher classified the students’ ability and their percentage using the formula. The result of the scoring percentage as follow:

Table. 8

The Category of The Students Score and Their Percentage:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90% - 100%</td>
<td>10</td>
<td>66.6%</td>
<td>Execellent</td>
</tr>
<tr>
<td>2</td>
<td>80% - 89%</td>
<td>2</td>
<td>13.4%</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>70% - 79%</td>
<td>3</td>
<td>20%</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>60% - 69%</td>
<td></td>
<td></td>
<td>Less</td>
</tr>
<tr>
<td>5</td>
<td>0% - 59%</td>
<td></td>
<td></td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it could be seen that 66.6% or 10 students got excellent mark, 13.4% or 2 students got good mark, and 20% or 3 students got fair mark. Then, the researcher calculated the mean

The average of the students’ test result = \( \frac{\text{The total percentage}}{\text{The number of the students}} \)

\[
X = \frac{1320}{15} = 88
\]

So the mean of the students third cycle score was 88. It means the students score in this cycle could be categorized as successful because the result of the cycle was no students who got less mark or poor mark, so the researcher and the teacher decided to stop in this cycle. The result of the test from the pretest until third cycle briefly can be seen in the table below:

Table 9

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sample</th>
<th>Pre-Cycle</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
</table>

68
<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Total of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-Cycle</td>
</tr>
<tr>
<td>1</td>
<td>Paying attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Asking questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Asking the difficult vocabularies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Responding to question</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Enthusiastic in doing the test</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
From the data above, it would be analyzed by calculating the percentage from the checklist as the pattern below:

\[
\text{Percentage (\%) = } \frac{\text{Sum of checklist}}{\text{amount of students}} \times 100\%
\]

The Percentage as follow:

Table 11

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Pre-Cycle</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying attention</td>
<td>33.3%</td>
<td>53.3%</td>
<td>73.3%</td>
<td>86.7%</td>
</tr>
<tr>
<td>2</td>
<td>Asking questions</td>
<td>20%</td>
<td>33.3%</td>
<td>40%</td>
<td>53.3%</td>
</tr>
<tr>
<td>3</td>
<td>Asking the difficult vocabularies</td>
<td>26.7%</td>
<td>46.7%</td>
<td>53.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>4</td>
<td>Responding to question</td>
<td>20%</td>
<td>26.7%</td>
<td>40%</td>
<td>53.3%</td>
</tr>
<tr>
<td>5</td>
<td>Enthusiastic in doing the test</td>
<td>40%</td>
<td>60%</td>
<td>73.3%</td>
<td>100%</td>
</tr>
</tbody>
</table>

From some tables above, the use of song in teaching conditional sentences could help students to understand the material. So, this classroom action research in the implementation of song to improve students’ understanding on conditional sentences at eleventh grade students of MA Darul Ulum Semarang in the academic year of 2010/2011 was success. It could be seen from the result of test and observation checklist in every cycle.

C. Limitation of This Study

1. This study may have differences when it is conducted in other subject. Therefore, this study is only limited in eleventh grade students of MA Darul Ulum Semarang in the academic year of 2010/2011.
2. The use of song in this study is only to improve students’ understanding on conditional sentences type I and II not all of conditional sentences.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data, the researcher concluded that:

1. The implementation of song to improve students’ understanding on conditional sentences are:
   a. The improvement of learning tool
      The researcher used interesting songs in every cycle that appropriate for senior high school in order to make students interested in learning conditional sentences.
   b. Motivate students to discuss in group
      It also motivates students to discuss in group when they are assigned to make conditional sentences.
   c. Motivate the passive students to be more active during the lesson. This relates with students ability to pay attention during the lesson, to understand the material and to speak up their mind in order to brave to express their mind or to ask question.
   d. Students engagement in learning conditional sentences
This related to students’ effort to understand the pattern of conditional sentences.

2. This research shows us that the use of song in improving students’ understanding on conditional sentences can help the students to solve their problems. The test result indicated that the students varied in their understanding on conditional sentences. After three cycles, there was a significant improvement of students’ understanding on conditional sentences in every test. Based on calculation result after getting all of the treatment using song, the students’ average score increased significantly, the students average score from pre cycle was 56.6, so just 4 students or 26.7% who passed the minimum grade. The first cycle was 64, so seventh students or 46.7% passed the minimum grade passed. The second cycle was 75.3, so thirteen students or 86.7% passed the minimum grade. The average score of students in the third cycle was 88, so all students passed the minimum grade or 100% passed the minimum grade. It showed that the use of song could improve students understanding on conditional sentences.

B. Suggestions

After implementing songs in improving students’ understanding on conditional sentences, there are several important things that can be suggested in the last report of the paper and it is hopefully can be useful for the reader, especially:

1. For the teacher

   Grammar mostly known as difficult subject, the use of songs in teaching learning is interesting media because it can attract students’ interest and motivation in teaching and learning process. English teacher should be able to develop their strategy to teach the students in order to make them interest in learning the subject. Teacher can use several songs in any subjects; they can choose the appropriate song with the material.

2. For the students

   Grammar is important subject to be learnt. But, most of students have difficulties in learning grammar because there are some tenses in
English and there are no tenses in Indonesian language system. Therefore, students have to develop their knowledge by studying grammar using interesting media like song. By using song, students can identify the sentences which have form of tense in the lyric, they also can discuss their problems when they are learning grammar using song with the teacher.

3. For the school

   This research was carried out in MA Darul Ulum Semarang in the academic year of 2010/2011. The researcher concluded that students in this school have motivation in learning, but there are limited facilities such as limited library collection and there is no language laboratory. School should prepare and design the material based on the students need and their competence. School also has to provide interesting learning environment to the students such as providing language laboratory and teaching media.

C. Closing

   Praise to Allah SWT that has been giving protection and guidance so that this thesis can be finished.

   The researcher are aware that in the process of making this thesis, the writer has some weakness and mistakes, so the writer needs the readers’ suggestions and critics to make it perfect in the next opportunities. The last but not least, the writer hopes this paper is useful for everyone. Amin.
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The writer,