

CHAPTER IV

FINDING OF THE RESEARCH

In this chapter the writer discusses about finding of the research. The writer will explain the result of the research from the pre-cycle, cycle 1 and cycle 2.

4.1 Pre-Cycle

Before doing the Classroom Action Research, the writer did the pre-cycle first. The writer interviewed to the English teacher of SD Metaraman Pati. He said that most of the students only knew the vocabularies but low in pronunciation. When the teacher taught English to the students, the teacher just wrote the material in the blackboard and explained the meaning of material without media or various activities. And then, when the teacher explained the material some of students feel bored and sleepy. The teacher given test to students, when asked about the meaning or the name the picture the student knew, but if the teacher asked the students to pronounce, just some students correct answer and most of students just smile. These make the students just know the vocabularies and the meaning of the word, and the students low in pronunciation.

Besides the writer did observation, the writer used daily test score of pronunciation as pre-cycle score. The score of daily test of pronunciation in pre-cycle is used as a base score. The result of the test indicated that most of the students got the low score.

The students' score of daily test of pronunciation test is shown in the table below:

Table 4.1 The Scoring of Pronunciation ability of the Fifth Grade Students of SD Metaraman Pati in Academic Year 2013/2014 in Pre Cycle

Number	Students' Number	Score	Achievement
1.	1	2	Need Improvement
2.	2	5	Sufficient
3.	3	5	Sufficient
4.	4	4	Sufficient
5.	5	7	Good
6.	6	8	Good
7.	7	6	Good
8.	8	6	Good
9.	9	7	Good
10.	10	3	Sufficient
11.	11	6	Good
12.	12	6	Good
13.	13	7	Good
14.	14	3	Sufficient
15.	15	6	Good
16.	16	7	Good

Based on the students' score of pronunciation ability in pre-cycle, the writer can look for the average of score.

To look for the average score, it can use this formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{88}{16}$$

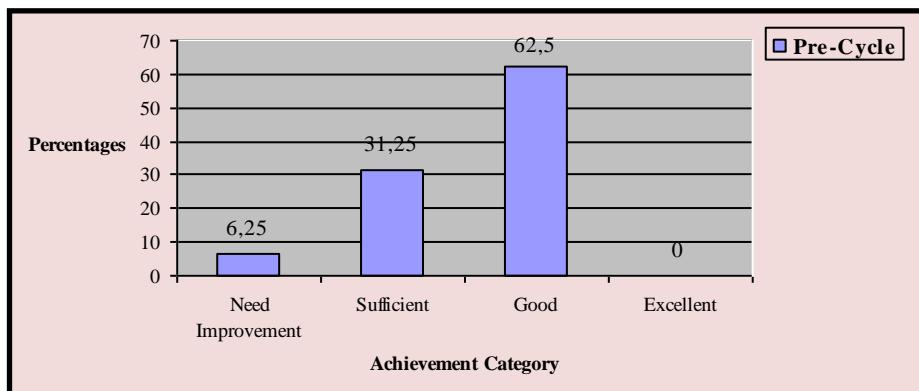
$$\bar{X} = 5.5$$

After that, the writer looked for the total of students who got achievement category. Then total of students who got achievement category was changed into percentage:

Table 4.2 The Percentage of Students' Achievement Category in Pre Cycle

Achievement Category	Total Students	Percentage
Need Improvement	1	$P = \frac{F}{N} \times 100\%$ $= \frac{1}{16} \times 100\%$ $= 6.25 \%$
Sufficient	5	$P = \frac{F}{N} \times 100\%$ $= \frac{5}{16} \times 100\%$ $= 31.25 \%$
Good	10	$P = \frac{F}{N} \times 100\%$ $= \frac{10}{16} \times 100\%$ $= 62.5 \%$
Excellent	0	$P = \frac{F}{N} \times 100\%$ $= \frac{0}{16} \times 100\%$ $= 0 \%$

From table 4.2, can be shown as the diagram below:



Picture 4.1 Diagram of Achievement Category Percentage of Pre-cycle Score of the Fifth Grade Students of SD Metaraman Pati in Academic Year 2013/2014

The mean score of pronunciation test in pre-cycle is 5.5. And then from the table 4.2, 6.25% the students need improvement, 31.25% is sufficient, 62.5% is good and 0% is excellent. Based on that score, the writer concludes that the students' of pronunciation ability is low, because only some students who get higher score than KKM (7.5). So, it needs an improvement of pronunciation ability of the students.

From the data above, the writer thought that the students need some special media to make teaching and learning process more interesting. Besides that, the teacher just using picture from textbook to explaining the material and seldom to use the other media to support his teaching and learning process. So, the writer collaborated with the English teacher solved the problem. The writer consulted to sing children songs as an activity to teaching English pronunciation of fifth grade students of SD Metaraman Pati in academic year 2013/2014. The

writer worked collaborative with the teacher, the teacher teaching based on lesson plan, and the writer as observer who observe the teacher's and students' activity in the classroom.

4.2 The Result of Cycle 1

The finding of this research includes the implementation of singing children song and the students' pronunciation ability of fifth grade students in SD Metaraman Pati in academic year 2013/2014. It consisted of 16 students. This cycle was applied by some procedures as follows:

4.2.1 Planning

Planning is the first step that was conducted. In this stage, the writer discussed with the English teacher about how to solve the students' problem in teaching pronunciation. The writer planned to apply the children song to improve the students' pronunciation ability and consulted with the teacher about this activity. After that, the writer designed lesson plan to teach the students by guiding the teacher. In this research, the writer prepared observation sheet and students' worksheet. Observation sheet is to know the teacher's and the students' activities in teaching process by using children song, and students' worksheet is used to know the students' improvement in pronunciation ability.

4.2.2 Acting

In this step, the teacher did the lesson plan in teaching process and the writer helped the teacher to observe teaching and learning process in class. The

teacher did three activities they are pre-activity, main-activity and post-activity. And the teacher taught students based on the lesson plan. In first cycle consist of two meeting.

a. First Meeting

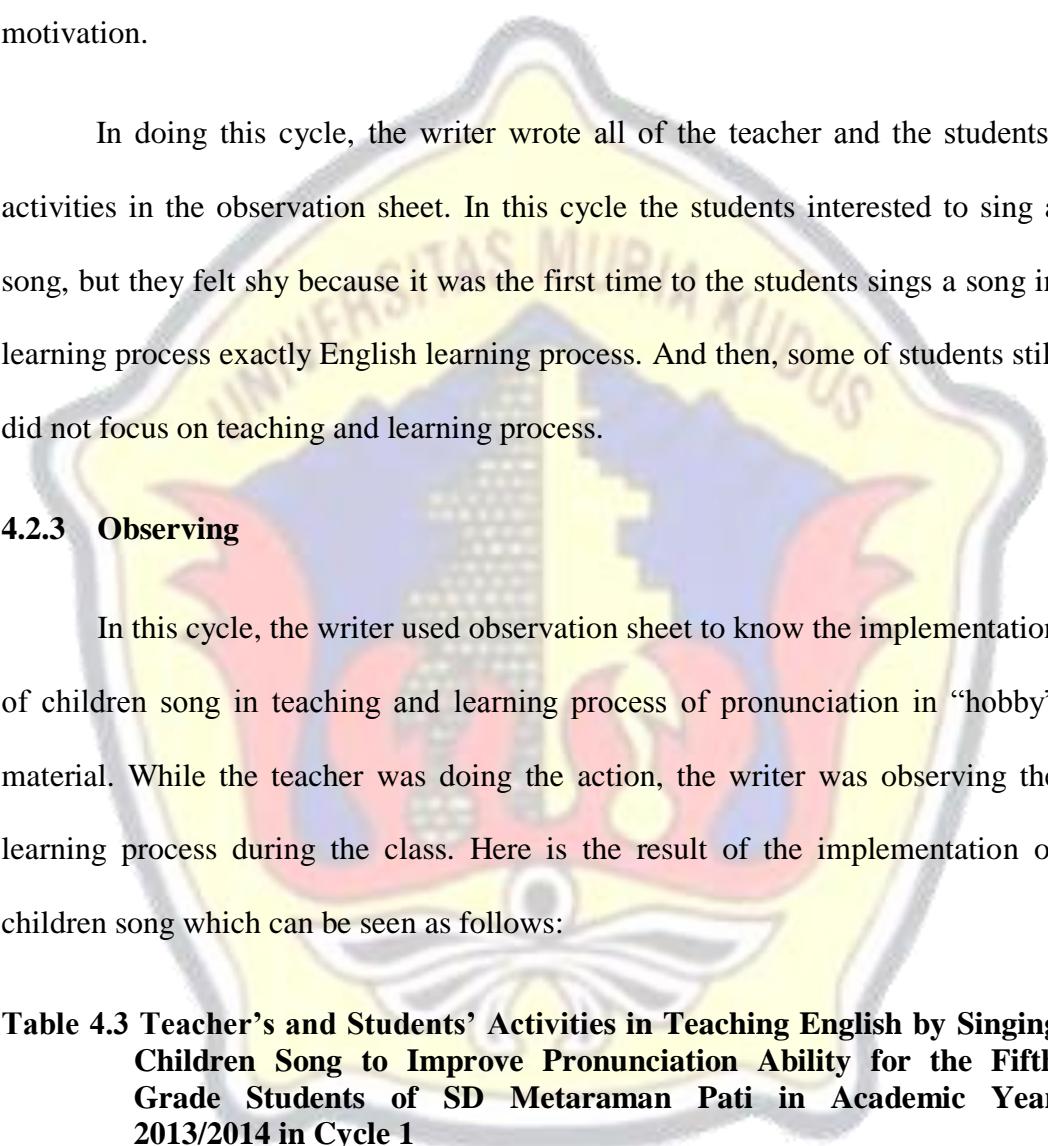
In the first meeting, the time allotment was 2x35 minutes. The teacher taught by singing children songs as an activity of teaching. Here, the teacher started the teaching and learning process by greeting, praying, checking attendance list and apperception. After that, the teacher sang “My Hobbies” song. After the students knew the song, the teacher asked the students to mention the theme of song. And the teacher wrote the lyric in the black board. And he delivered the material about the hobby.

Next, the teacher sang a song again, and the students repeated after the teacher. After that, he asked the students to sing a song together. And he gave punishment, because few of students did not sing a song.

b. Second Meeting

The second meeting in cycle 1, the time allotment was 2x35 minutes. The teacher started the teaching and learning process by greeting, praying, and checking attendance list and apperception. Here, the teacher reviewed the material about hobby which was given to the students in previous meeting. After explained the material briefly, he continued that the students sang “My Hobbies” song together. After the students sang a song, then the teacher gave a punishment to some students because they just keep silent and smile. Next, he asked some

students to come forward to sing “My Hobbies” song. After that, the teacher gave paper to students and called the student s one by one to come forward and read the sentences in the paper. And in the last, the teacher did post activity. Before the teacher closed the class, he checked the students’ understanding and gave motivation.



In doing this cycle, the writer wrote all of the teacher and the students’ activities in the observation sheet. In this cycle the students interested to sing a song, but they felt shy because it was the first time to the students sings a song in learning process exactly English learning process. And then, some of students still did not focus on teaching and learning process.

4.2.3 Observing

In this cycle, the writer used observation sheet to know the implementation of children song in teaching and learning process of pronunciation in “hobby” material. While the teacher was doing the action, the writer was observing the learning process during the class. Here is the result of the implementation of children song which can be seen as follows:

Table 4.3 Teacher’s and Students’ Activities in Teaching English by Singing Children Song to Improve Pronunciation Ability for the Fifth Grade Students of SD Metaraman Pati in Academic Year 2013/2014 in Cycle 1

Activities	The teacher	The students	Notes
Pre-Activity	<ul style="list-style-type: none"> the teacher opened the class by greeting 	<ul style="list-style-type: none"> The students answered greeting. 	<ul style="list-style-type: none"> All of the students answered the greeting.

Main Activity			
	<ul style="list-style-type: none"> The teacher asked to pray together 	<ul style="list-style-type: none"> The students prayed together. 	<ul style="list-style-type: none"> The students prayed together.
	<ul style="list-style-type: none"> The teacher checked attendance list. 	<ul style="list-style-type: none"> The students informed the attendance list. 	<ul style="list-style-type: none"> Good
	<ul style="list-style-type: none"> Apperception Checked the students' readiness. 	<ul style="list-style-type: none"> The students gave response the teacher's question about readiness. 	<ul style="list-style-type: none"> Good
Exploration			
	<ul style="list-style-type: none"> The teacher sang "my hobbies" song. 	<ul style="list-style-type: none"> The students listen carefully. 	<ul style="list-style-type: none"> Some student chit chat with his their partner.
	<ul style="list-style-type: none"> The teacher asked the students to mention the theme of song. And wrote the lyric in the black board. 	<ul style="list-style-type: none"> The students answered the teachers' question. 	<ul style="list-style-type: none"> Some students' did not answer so they just keep silent.
	<ul style="list-style-type: none"> The teacher explained about the theme and explained the material. 	<ul style="list-style-type: none"> The student listen the teacher explanation. 	<ul style="list-style-type: none"> Few students did not pay attention the teachers' explained.
Elaboration			
	<ul style="list-style-type: none"> The teacher sang a song. 	<ul style="list-style-type: none"> The students repeated after the teacher 	<ul style="list-style-type: none"> All of the students sang a song together.
	<ul style="list-style-type: none"> The teacher asked the students to sing a song together 	<ul style="list-style-type: none"> The students sang a song together 	<ul style="list-style-type: none"> Few of students did not sing a song.
	<ul style="list-style-type: none"> The teacher gave punishment to 	<ul style="list-style-type: none"> Some students come forward 	<ul style="list-style-type: none"> The class situation

	<p>some students.</p> <ul style="list-style-type: none"> The teacher asked some students come forward and sing “my hobbies” song. 	<p>and got punishment from the teacher to dancing in front of class.</p> <ul style="list-style-type: none"> Just one the student come forward and sang “my hobbies” song. 	<p>was so busy, because the students laughing.</p> <ul style="list-style-type: none"> The teacher called 2 students again to come forward to sing a song.
	<ul style="list-style-type: none"> The teacher gave the students a paper. 	<ul style="list-style-type: none"> Some students helped the teacher to distribute the paper. 	<ul style="list-style-type: none"> Few students were sleepy.
	<ul style="list-style-type: none"> The teacher asked every student to come forward to read the sentences in the paper. 	<ul style="list-style-type: none"> Every student come forward based students’ number. 	<ul style="list-style-type: none"> Some students were busy with their own activity.
Confirmation			
	<ul style="list-style-type: none"> The teacher gave flashback the material 	<ul style="list-style-type: none"> The students listen the teacher explanation. 	<ul style="list-style-type: none"> Some students were busy with their own activity.
	<ul style="list-style-type: none"> The teacher checked the students’ understanding 	<ul style="list-style-type: none"> The students answer the teachers’ question 	<ul style="list-style-type: none"> Some students still were shy to speak louder.
Post Activity	<ul style="list-style-type: none"> The teacher gave motivation for the students 	<ul style="list-style-type: none"> The students enthusiasm 	<ul style="list-style-type: none"> Good
	<ul style="list-style-type: none"> The teacher closed the class. 	<ul style="list-style-type: none"> The students enthusiasm 	<ul style="list-style-type: none"> Good

From the data above, we know that the teaching learning process did not run fluently. In the main activity some students were busy with their own activity. And few students did not pay attention with the teacher's instruction to sing a song after the teacher. Therefore, it was found that there were few students still talked each other when every student read sentences in front of class.

However, in some part of main activity (elaboration), some students looked confused when reading the sentences and still wrong in hobby's word. And few students still were shy to speak louder. Beside doing observation to know the teacher's and students' activities in teaching English by singing children songs, the writer gave achievement test to the students to measure their pronunciation ability. The achievement test result of the students' pronunciation ability in cycle 1 was as follows:

Table 4.4 Scoring of the Students' Achievement Test in Cycle 1

Number	Students' Number	Score	Achievement
1.	01	5	Sufficient
2.	02	7	Good
3.	03	8	Good
4.	04	8	Good
5.	05	8	Good
6.	06	9	Excellent
7.	07	7	Good
8.	08	10	Excellent
9.	09	9	Excellent
10.	10	7	Good
11.	11	9	Excellent
12.	12	8	Good
13.	13	9	Excellent
14.	14	6	Good
15.	15	9	Excellent

16.	16	9	Excellent
	Sum of the Score	128	

Based on the students' score of pronunciation ability in cycle 1, the writer can look for the average score test of pronunciation by using children song.

To look for the average, it can use this formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{128}{16}$$

$$\bar{X} = 8$$

After that, the writer looked for the total of students who got achievement category. Then total of students who got achievement category was changed into percentage:

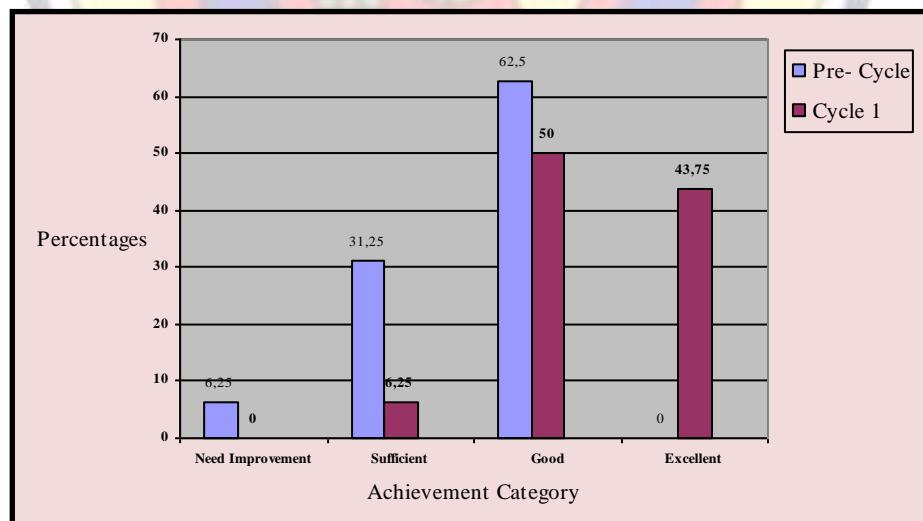
Table 4.5 The Percentage of Students' Achievement Category in Cycle 1

Achievement Category	Total Students	Percentage
Need Improvement	0	$P = \frac{F}{N} \times 100\%$ $= \frac{0}{16} \times 100\%$ $= 0\%$
Sufficient	1	$P = \frac{F}{N} \times 100\%$ $= \frac{1}{16} \times 100\%$ $= 6.25\%$

Good	8	$P = \frac{F}{N} \times 100\%$ = $\frac{8}{16} \times 100\%$ = 50 %
Excellent	7	$P = \frac{F}{N} \times 100\%$ = $\frac{7}{16} \times 100\%$ = 43.75 %

From the students' achievement, we can see that there is an improvement. Their pronunciation were better, they had less mispronouncing than in pre-cycle. Although most of them still read in slow voice so that made the other students did not so pay attention.

Based on the students' achievement percentage (table 4.5). There was improvement compared to the pre-cycle can be displayed as diagram as seen on picture 4.2



Picture 4.2 Diagram of Achievement Category Percentage of Pre-Cycle and Cycle 1 Test by Singing Children Song of Fifth Grade Students of SD Metaraman Pati in Academic Year 2013/2014.

From diagram above, even though there was an improvement in pronunciation. The mean score of pronunciation test in pre-cycle is 8. And then from the table 4.5, 0% the students is need improvement, 6.25% is sufficient, 50% is good and 43.75% is excellent. But, the writer concluded that there were some students still confused when to pronounce. So, the writer decided to continue the next cycle.

4.2.4 Analyzing and Reflecting

In this part, the writer would like to explain the result of instrument of the research in cycle 1. The instrument of this research that was used: observation and achievement test. The result of observation described that there were some students could not to pronounce the word when teacher asked the students to pronounce it.

In main activity of teaching learning process, a problem shown that some students looked confused with the word in the lyric, because when the teacher explained the lyric and gave example of the song, some students not pay attention. They knew the meaning of the word, but they felt difficulties to pronounce, so they did not pronounce the word and they just keep silent and smile. So, the teacher repeated again and again to pronounce the words. And asked the students to repeat after the teacher pronounces the word. But in this situation, when the teacher gave explanation of the material and gave instruction some students was

busy with their own activities. Though some students were busy with their own activities, the students felt happy when they sang “my hobbies” song. Although some students did not sing a song, they felt happy, so the teacher gave punishment to the student because it.

To know the students’ score in cycle 1, the teacher gave 10 sentences and the teacher asked every student to come forward and read the sentences in front of the class. And then, the score of the students based on the correct pronounce of the “Hobbies” word in every sentence.

The result of achievement test to measure the students’ pronunciation ability in hobby material explained that the total score was 128 and the average score of achievement test in cycle 1 is 8. And the writer found the percentage of achievement category of the students, the percentage was taken 0% student is need improvement, 6.25% student is sufficient , 50% student is good and 43.74% student is excellent. But, some students get score under KKM, so it needed to an improvement in next cycle.

Based on the result of observation and achievement test, the writer reflection in cycle 1 as follows:

- 1) The teacher ought to give reinforcement to make the students feel happy to study, so the students have spirit to answer the question.
- 2) The teacher had to control over the class during the teaching and learning process by monitoring directly close to the students.

- 3) The teacher must be more innovative to make class more life, so the students can enjoy to study.

4.3 The Result of Cycle 2

The finding of this research includes the implementation of children song and the students' pronunciation ability of fifth grade students in SD Metaraman Pati in academic year 2013/2014. It consisted of 16 students. This cycle was applied by some procedures as follows:

4.3.1 Planning

The result of achievement test in cycle 1 showed the pronunciation ability of the students were still sufficient and the students still got more difficulties to pronounce word. Then, the writer asked the teacher argument about the score of the students in cycle 1, and the teacher assumed that the students got more difficulties because the students still need explanation again about how to pronounce the word.

Before doing cycle 2, the writer made lesson plan which different with the first lesson plan. The writer used different lesson plan, but the same achievement test. The differences lesson plan in cycle 1 and cycle 2 on main activity. In the second cycle the teacher used grouping for the students. Because in the cycle 1, the students looked afraid and felt shy if they would ask the teacher about the material. So the writer gave the suggestion using group. With the agreement of the English teacher, for the action in cycle 2, the writer planned 2 meeting.

4.3.2 Acting

In this step, the teacher did the second lesson plan in teaching process and the writer helped the teacher to observe teaching and learning process in class. The teacher did three activities they are pre-activity, main-activity and post-activity. And the writer wrote the teacher's and the students' activities in the observation sheet and the teacher taught students based on the lesson plan. In second cycle consist of two meeting:

a. First Meeting

In the first meeting, the time allotment was 2x35 minutes. In doing this action, the teacher did the lesson plan fluently than before. Here, the teacher started the teaching and learning process by greeting, praying, checking attendance list and apperception. After that, the teacher asked the students to sing "My Hobbies" song. After the students sang a song together, the teacher asked the students to mention the theme and the meaning of the word in "My Hobbies" song's lyric. Next, he explained the material of hobby. In this meeting, the students wrote material in their book. After the students finished their note, the teacher asked the students to make group (4 students). The students looked enthusiastic than in cycle 1. And all of students were active in their group. They asked with their partner about the lyric, how to pronounce, and about the song. After that, the teacher gave homework for the students to prepare their group next meeting to sing "My Hobbies" song in front of class. And he would give reward for the winner, and gave punishment for the looser.

b. Second Meeting

In the first meeting, the time allotment was 2x35 minutes. Here, the teacher started the teaching and learning process by greeting, praying, checking attendance list and apperception. After that the teacher gave instruction to every group come forward and sang “My Hobbies” song. And the group come forward based on lottery. The students looked seriously to prepare their group because the teacher gave 5 minutes to prepare their group. After the students sang a song in front of class in group, the teacher gave reward for the winner and punishment for the looser. And he asked the students to sing a song again together, this condition made students and teacher more comfortable. After that, the teacher gave a test to know the students’ achievement after teaching learning process by using children song. Next he gave paper to the students, and he called the students one by one to come forward and read the sentences in the paper. The test was done individually. After doing test, the teacher gave conclusion and reviewed all of the material that had been learned in the class. Before the teacher closed the class, he gave questionnaire to the students to know the students’ respond in teaching learning process by using children song.

In doing cycle 2, the teacher did all of activities had been set in lesson plan. And the teaching and learning process in second cycle was more active. In this cycle, the students more interesting than before. The interaction between the teacher and the students looked enjoy.

4.3.3 Observing

In this cycle, the writer used observation sheet to know the teacher's and the students' activities by using children song in teaching and learning process of pronunciation in "hobby" material. While the teacher was doing the action, the writer was observing the learning process during the class. Here is the result of the implementation of children song which can be seen as follows:

Table 4.6 Teacher's and Students' Activities in Teaching English by Singing Children Song to Improve Pronunciation Ability for the Fifth Grade Students of SD Metaraman Pati in Academic Year 2013/2014 in Cycle 2.

Activities	The teacher	The students	Notes
Pre-Activity	<ul style="list-style-type: none"> the teacher opened the class by greeting 	<ul style="list-style-type: none"> The students answered greeting. 	<ul style="list-style-type: none"> All of the students answered the greeting.
	<ul style="list-style-type: none"> The teacher asked to pray together 	<ul style="list-style-type: none"> The students prayed together. 	<ul style="list-style-type: none"> The students prayed together.
	<ul style="list-style-type: none"> The teacher checked attendance list. 	<ul style="list-style-type: none"> The students informed the attendance list. 	<ul style="list-style-type: none"> Good
	<ul style="list-style-type: none"> Apperception Checked the students' readiness. 	<ul style="list-style-type: none"> The students gave response the teacher's question about readiness. 	<ul style="list-style-type: none"> Good
Main Activity	Exploration		
	<ul style="list-style-type: none"> The teacher asked the students to sing "my hobbies" song. 	<ul style="list-style-type: none"> The students sang a song together. 	<ul style="list-style-type: none"> All of the students sang a song.
	<ul style="list-style-type: none"> The teacher asked the students to 	<ul style="list-style-type: none"> The student answered the 	<ul style="list-style-type: none"> Some students

	<p>mention the theme and the meaning of the word.</p> <ul style="list-style-type: none"> The teacher explained the material. 	<p>question.</p> <ul style="list-style-type: none"> The students wrote material in their book. 	<p>answered while read a book.</p> <ul style="list-style-type: none"> Few students were busy with their own activities.
Elaboration			
	<ul style="list-style-type: none"> The teacher asked the students to make a group (1 group 4 students) 	<ul style="list-style-type: none"> The students made a group based students' number. 	<ul style="list-style-type: none"> Good, all students were active.
	<ul style="list-style-type: none"> The teacher asked every group to sing a song in front of class. (the winner got reward and the looser got punishment) 	<ul style="list-style-type: none"> Every group came forward. 	<ul style="list-style-type: none"> Good.
	<ul style="list-style-type: none"> The teacher gave punishment to the looser group and gave reward to the winner group. 	<ul style="list-style-type: none"> Some students come forward and got punishment from the teacher to dancing in front of class in group. 	<ul style="list-style-type: none"> The class situation was so busy, because the students laughing.
	<ul style="list-style-type: none"> The teacher asked students to sing a song together. 	<ul style="list-style-type: none"> All of students sang a song together. 	<ul style="list-style-type: none"> Good.
	<ul style="list-style-type: none"> The teacher gave the students a paper. 	<ul style="list-style-type: none"> Some students helped the teacher to distribute the paper. 	<ul style="list-style-type: none"> Few students were busy with their own activities.
	<ul style="list-style-type: none"> The teacher asked every student to come forward to read the sentences in the paper. 	<ul style="list-style-type: none"> Every student come forward based students' number. 	<ul style="list-style-type: none"> Some students were busy with their own activity.

Confirmation			
Post Activity	<ul style="list-style-type: none"> The teacher gave conclusion. 	<ul style="list-style-type: none"> The students listen the teacher. 	<ul style="list-style-type: none"> Some students were sleepy.
	<ul style="list-style-type: none"> The teacher asked the students to give a big applause to all students. 	<ul style="list-style-type: none"> All students gave a big applause together. 	<ul style="list-style-type: none"> Good
	<ul style="list-style-type: none"> The teacher gave questionnaire to the students 	<ul style="list-style-type: none"> The students did the questionnaire 	<ul style="list-style-type: none"> Good
	<ul style="list-style-type: none"> The teacher closed the class. 	<ul style="list-style-type: none"> The students enthusiasm 	<ul style="list-style-type: none"> Good

From the observation sheet above, we can see that there are some improvement of teaching and learning process from cycle 1 to cycle 2. In cycle 2, the students were more interested to study in the class than before. When the teacher started the class, the students were more enthusiastic than the first cycle. And then, when the teacher asked the students' readiness the all of students answered together, so that was making the students feel fresh before they start to study.

In the next activity which is the main activity in this main activity, the teacher and the students enjoyed in this learning process. The first activity in the exploration, the teacher asked the students to sing "My Hobbies" song together. The students sang a song together and the students enjoyed singing this song. But when teacher explained material again, few students were busy with their own activities. In elaboration activity, the teacher asked the students to make a group

each group consisted 4 students. The students looked seriously to prepare their group. And some students asked with their partner about the meaning of word, how to pronounce the lyric and etc. The teacher gave 5 minutes to prepare their group. The purpose of group activity, the writer and the teacher hopes the students can get spirit to know and understanding to pronounce the lyric correctly. The class situation was so busy, while one group got punishment to dancing and singing a song.

The post activity of second cycle goes on well. When the teacher gave conclusion and motivation, the student looked seriously and pay attention. And before the teacher closed the class, the teacher gave questionnaire for the students. the purpose of questionnaire sheet to know the students' respond after doing learning process using children song , can be seen on table. 4.11. Happily, the students were comfortable in teaching and learning process.

Beside doing observation to know the teacher's and students' activities in teaching English by using children song, the writer gave achievement test to the students to measure their pronunciation ability. The achievement test result of the students' pronunciation ability in cycle2 was as follows:

Table 4.7 Scoring of the Students' Achievement Test in Cycle 2

Number	Students' Number	Score	Achievement
1.	1	6	Good
2.	2	7	Good
3.	3	8	Good
4.	4	8	Good
5.	5	10	Excellent
6.	6	10	Excellent

7.	7	8	Good
8.	8	10	Excellent
9.	9	9	Excellent
10.	10	8	Good
11.	11	10	Excellent
12.	12	8	Good
13.	13	9	Excellent
14.	14	6	Good
15.	15	9	Excellent
16.	16	10	Excellent
Sum of the score		136	

Based on the students' score of pronunciation ability in cycle 2, the writer can look for the average score test of pronunciation by using children song.

To look for the average, it can use this formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\begin{aligned}\bar{X} &= \frac{136}{16} \\ \bar{X} &= 8.5\end{aligned}$$

After that, the writer looked for the total of students who got achievement category. Then total of students who got achievement category was changed into percentage:

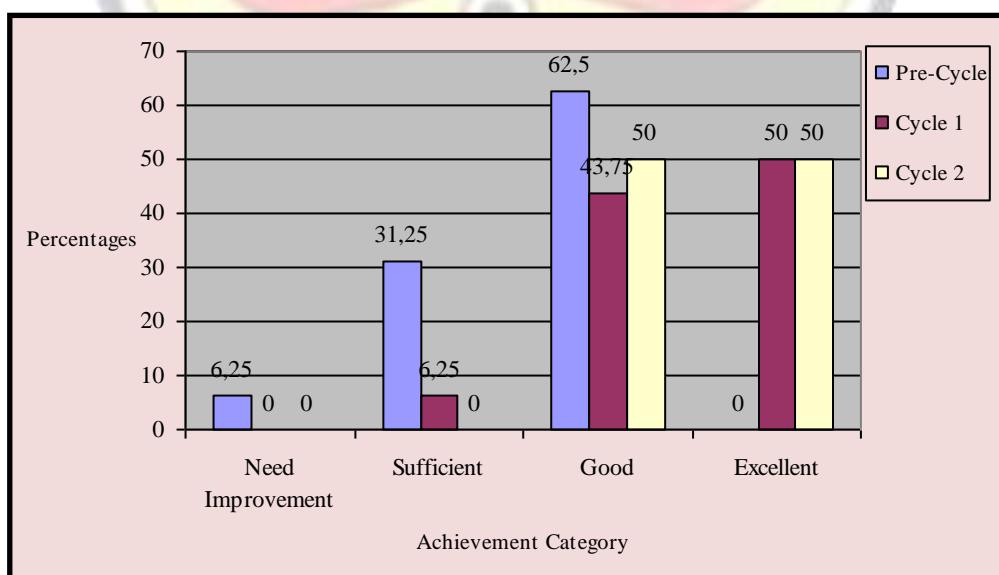
Table 4.8 the Percentage of Students' Achievement Test in Cycle 2

Achievement Category	Total Students	Percentage
Need Improvement	0	$\begin{aligned}P &= \frac{F}{N} \times 100\% \\ &= \frac{0}{16} \times 100\% \\ &= 0\%\end{aligned}$
Sufficient	0	$P = \frac{F}{N} \times 100\%$

		$= \frac{0}{16} \times 100\%$ $= 0\%$
Good	8	$P = \frac{F}{N} \times 100\%$ $= \frac{8}{16} \times 100\%$ $= 50\%$
Excellent	8	$P = \frac{F}{N} \times 100\%$ $= \frac{8}{16} \times 100\%$ $= 50\%$

From the students' achievement, we can see that there is an improvement. Their pronunciation was better than the first cycle. And the student more comfortable to read a sentences in front of class than before.

Based on the students' achievement percentage (table 4.8). There was improvement compared to the pre-cycle can be displayed as a diagram as seen on picture 4.3.



Picture 4.3 Diagram of Achievement Category Percentage of Pre-Cycle, Cycle 1 and Cycle 2 Test by Singing Children Song of Fifth Grade Students of SD Metaraman Pati in Academic Year 2013/2014

From diagram above, even though there was an improvement in pronunciation. The mean score of pronunciation test in pre-cycle is 5.5, the first cycle is 8 and the second cycle is 8.5. And then from the table 4.8, 0% the students is need improvement, 0% is sufficient, 50% is good and 50% is excellent. From the data above, we know that the achievement category of all of the students is **good and excellent**.

4.3.4 Analyzing and Reflecting

In this part the writer would like to explain the result of the research instrument in cycle2. The instrument of the research that was used was observation, achievement test and questionnaire. The result of observation described that the students more active and understand their activities in teaching and learning process. The teacher and the students more comfortable and enjoy in teaching and learning process in cycle 2.

In this cycle the writer made a group, every group consist 4 students. The teacher hopes using group, the students more active to asked with their partner about how to pronounce the hobby's word. And the teacher gave some minutes to the students to prepare their performs. Most of students looked active, because in

this session which the winner would get reward and the looser would get punishment. So the entire group prepared their group well.

In the main activity of teaching learning process in cycle 2, the teacher and the students enjoyed in this learning. The students looked enjoy to sing “my hobbies” song, and most of the students could memorize this song. Although few of students were busy with their own activities, they could to answer the teacher’s question and understand to pronounce the word.

Same with the cycle 1, to know the students’ score in cycle 2. And in this cycle, the achievement test was same with cycle 1. The teacher gave 10 sentences and the teacher asked every student to come forward and read the sentences in front of the class. And then, the score of the students based on the correct pronounce of the “Hobbies” word in every sentence.

Based on the students’ score of achievement test in cycle 2, the total score was 136 and the average score of achievement test in cycle 2 was 8.5. And the writer found the percentage of achievement category of the student, the percentage was taken 0% is need improvement, 0% is sufficient, 50% is good and the last 50% is excellent.

Based on the result of the pre-cycle, cycle 1 and cycle 2, there was a significant improvement on the students’ pronunciation. Those students’ score comparison can be seen on the table below:

Table 4.9 Score Comparison of Pronunciation Ability of the Fifth Grade Student of SD Metaraman Pati by Singing Children Song

Number	Students' Number	Score		
		Pre-Cycle	Cycle 1	Cycle 2
1	01	2	5	6
2	02	5	7	7
3	03	5	8	8
4	04	4	8	8
5	05	7	8	10
6	06	8	9	10
7	07	6	7	8
8	08	6	10	10
9	09	7	9	9
10	10	3	7	8
11	11	6	9	10
12	12	6	8	8
13	13	7	9	9
14	14	3	6	6
15	15	6	9	9
16	16	7	9	10
Total Score		88	128	136
Average Score		5.5	8	8.5

From the average score, we can see that there was an improvement from pre-cycle until cycle 2. From the pre-cycle, the average score is 5.5 while in the cycle 1 the average score increased to 8 and the cycle 2 the average score is 8.5.

If we also see the achievement category percentage, there was an improvement too. The students' achievement category percentage can be seen on table 4.10 below:

Table 4.10 The Comparison of the Achievement Category Percentage of Pronunciation Ability of the Fifth Grade Students in SD Metaraman Pati by Singing Children Song

Achievement Category	Percentage		
	Pre-Cycle	Cycle 1	Cycle 2
Need Improvement	6.25%	0%	0%
Sufficient	31.25%	6.25%	0%
Good	62.5%	50%	50%
Excellent	0%	43.75%	50%

From the table 4.10 above, there was an improvement in the students' pronunciation. From the pre-cycle, there were 6.25% of the students who got "Need Improvement" score then it decreased to 0% in cycle 1 and cycle 2 which means a good thing. And then, 31.25% of the students got "Sufficient" score in pre-cycle and decreased into 6.25% in cycle 1 and 0% in cycle 2. There were 62.5% of the students got "Good" score in pre-cycle and decreased to 50% in cycle 1 and cycle 2. Meanwhile, no one of the students got "Excellent" score in pre-cycle, then it increased in cycle 1 became 43.75% and in cycle 2 became 50%.

4.4 The Response of Pronunciation Ability of Fifth Grade Students of SD Metaraman Pati by Singing Children Song in cycle 2

Besides using observation sheet and test, then teacher also distributed the questionnaire for the students. It was used to know the students' response English teaching learning process by using children song. Here is the result of the response of English Learning Process with "hobby" material of fifth grade students of SD Metaraman Pati through children song in cycle 2 can be seen the table below:

Table 4.11 The Students' Response of English Learning Process with "Hobby" Material of Fifth Grade Students of SD Metaraman Pati by Singing Children Song in Cycle 2

QUESTION PERTANYAAN	YES YA	NO TIDAK
1. Do you like study English? (Apakah kamu senang belajar bahasa Inggris?)	15 (93.75%)	1 (6.25%)
2. Is English difficult to learn? Apakah Bahasa Inggris itu sulit?	14 (87.5%)	2 (12.5%)
3. Do you feel bored when study about "my hobby"? Apakah kamu merasa bosan dengan pelajaran bahasa inggris materi "my hobby"?	0 (0%)	16 (100%)
4. Do you like sing a song to study English? Apakah kamu senang bernyanyi untuk belajar bahasa inggris?	16 (100%)	0 (0%)
5. Do you feel bored when sing a "my hobbies" song? Apakah kamu merasa bosan ketika menyanyikan lagu "my hobbies")	0 (0%)	16 (100%)

In relation of students' response which was shown from their respond in questionnaire, most of students gave positive response. From the data above, we can see that most of the students like study English but they thought that English is so difficult. From the questionnaire, the teacher and the writer knew that through children song can make the student felt enjoy while studying English. Based on questionnaire sheet, the writer can conclude that through children song, it can improve students' activeness to in the class.



