

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings of the study and its discussion in a form of descriptive analysis. It is divided into two sub chapters that are findings and discussions. Findings cover all necessary data collected from each of the stages of the classroom action research, while discussions consist of the discussion of data in data analysis and the analysis of criteria of success that have been set.

4.1 Findings

The research findings in this study were collected during teaching and learning process by using English song during one cycle, started from April 8th, 2015 up to April 19th, 2015. This cycle was conducted in four meetings in the classrooms of seventh grade of MTs Miftahul Ulum Malang. There were four stages that have to be done by researcher, namely planning, implementing, observing, and reflecting. Researcher elaborates those stages in descriptive analysis form as follows;

4.1.1 Planning

The first stage that had to be done by researcher was planning. In this stage, researcher planned the material and the procedure of teaching in a form of lesson plan. The lesson plan used was based on the basic competence and standard competence that has to be achieved by students in the second semester. While the material used was based on the result of pre-test which showed that students had

difficulty in using appropriate vocabulary. So that, researcher used some songs which the vocabularies are not too difficult to be found in the dictionary. There were four lesson plans for four meetings in the first cycle. The lesson plans were made to accommodate the Process-Genre Approach. The first lesson plan focused on the Building Knowledge of Field and Modeling of Text stage. The second and third lesson plan focused on the Joint Construction of Text stage. While the last lesson plan focused on the Independent Construction of Text stage. Each of the meeting has the same topic which was description of people with different activities to avoid students' boredom.

4.1.2 Implementing

Implementing stage presents the findings that were related to students' responses and attitude toward teaching and learning process and also the description of teaching and learning process itself. The implementations of the plan were conducted on April 8th to April 18th 2015 that were divided in four meetings.

The first meeting was done on April 8th 2015. The activity was begun by greeting the students and prepared them for teaching and learning activity. Then researcher reviewed what they have learnt about descriptive text in the previous meeting. Some students still remembered what kind of text descriptive text is. They answered researcher's question enthusiastically. After that, researcher showed the students an audio-visual English song entitled "Teddy Bear". The students actively listened and watched the song played by the researcher. After listening to the song, students were also asked to sing and demonstrate the part of body which was shown in the song. After having singing activity, the class discussion was conducted in

order to understand the content of the song. Most of the students understood the content of the song because of the demonstration they did during the activity.

The next activity was doing vocabulary exercise which is related to the next song that would be played. In doing the vocabulary exercise, the students actively searched the difficult vocabulary given by researcher. The class discussion was also done after all of the students had done their exercise. Most of the students had their answer correct. Nevertheless, unfortunately, there was vocabulary that was not found by students because the vocabulary was comparative adjective. Therefore, researcher as the teacher had to give a short explanation about the adjective.

Next, researcher asked students to listen to Uncle Jim song. Students enthusiastically listened to the song played while filling the blank space of the lyrics with the vocabulary from the previous exercise. After playing the song for about three times, the students could fill out all of the blank space then they discussed the answer with researcher's guidance. Researcher gave some questions related to the content of the song to students in order to build students understanding about the content of the text that would be discussed as the model text. Students actively answered researcher's questions related to the content of the song. After that, researcher reviewed the generic structure of descriptive text then asked students to identify the generic structure from the model text given as exercise. Most of the students could identify the generic structure of the text easily and there were few students who still needed researcher's guidance in identifying the generic structure because they were not in the classroom when researcher was reviewing. The next activity was doing reading comprehension based on the text given. However, because of time limitation the task was done as homework.

The second and third meeting concerned on the group activity that guide students to make writing product in group. The second meeting was begun by greeting students and prepared them for teaching and learning activity. In preparing students, researcher asked whether all of them had done the homework or not.

Unfortunately, there were some students who did not do their homework. So, researcher asked them to come in front of the class and sang the song entitled "Teddy Bear" from the previous meeting as their punishment. All of students who were punished demonstrated the song actively. Because this meeting concerned on group activity, the class was divided into some groups consisting of three to four students. Each of the students was asked to do vocabulary exercise with their member of the group. All of the students actively and cooperatively searched the meaning of vocabulary given in group. The students also carefully searched the vocabulary, so when there was mistype in the vocabulary they asked for the confirmation to the researcher. After that, the class discussed the answer together.

The next activity was listening to the song entitled The Chosen One. While listening to the song, the students were also asked to arrange jumbled verse into a good order based on the song played. They did it cooperatively with the member of their group. Researcher played the song twice then she guided the students to discuss the answer. After that, researcher guided the students to discuss the content of the song played and related it with some vocabulary in the previous exercise.

Afterward, researcher asked groups of the students to write their own descriptive text about the personality of The Prophet Muhammad S.A.W, as the one described in The Chosen One song and submitted it in the end of the class.

Unfortunately, because of time limitation the students had to do the group task at

home as homework. The class was closed by reviewing the material discussed from the previous meeting to the present meeting.

The third meeting was continuance of the second meeting activity which was related to group work activity. In this meeting the students were given review of adjective and simple present tense before they went to grammar exercise. Most of the students still remembered the use of simple present tense but they still did not understand the adjective. So, researcher linked the vocabulary exercise from the previous meeting with the material given. Finally, they understood the used of adjective and simple present tense correctly. For making sure their understanding, researcher also asked students to do grammar exercise. Most of them still found difficulty in understanding some vocabulary so they asked to the researcher. After having grammar exercise done, it was continued by class discussion. The class discussion was discussing the answer of the exercise.

The next activity was doing proofreading to other groups' writing by using proofreading guidance from researcher (see appendix 1c). Most of the groups got difficulty in understanding the content of their friends' writings. They also got confused on checking the use of capital and punctuation because the unclear writing from their friends, so they needed to confirmed it to the writer groups. After that, the students were asked to give the result of proofreading back to the writer groups.

Then the writer groups were asked to revise their writings. While revising the writings, researcher played The Chosen One song to give students other ideas and reminded them the content of the song. After having their revision of descriptive writings, they were asked to decorate their writings before their writing were displayed as classroom wall art. The students were very enthusiastic in decorating

their writings. In the end of the class, they were asked to submit their final products, but most of the group did not feel satisfied with their product so they wanted to bring it home as their homework. The class was closed by reviewing the material discussed in the third meeting.

In the fourth meeting, the activity concerned on Independent Construction of Text. In this stage, the students were asked to write their own writing individually. Before they got their chance to write, they were shown a song entitled What Do You Look Like and asked to identify the adjective found on the song lyric.

Most of the students easily found the adjective on the song lyric. The final activity was writing descriptive text based on the What Do You Look Like song. Each of the students were asked to write one of the character's description from the song.

They were free to add some information related to the character from the text. They had freedom to create their imagination about the character they described. In the end of the class, they were asked to submit their work. Researcher also reviewed the materials discussed from the previous meeting until the present materials.

4.1.3 Observing

During action on each meeting, researcher was observed by observer to monitor the effects of the teaching and learning activities. Observer observed the process of teaching and learning activity that was conducted in the classroom. In doing observation, observer used teaching observation checklist (see appendix 9) and students' participation observation checklist (see appendix 8) to record the data during teaching and learning process. They focused on the researcher's role, students' responses and the use of English song affected students' performance.

Beside, researcher also made field note (see appendix 7) during the lesson in order to give more information as reflection.

Observation checklists that had been filled up by the observer were analyzed in order to find out the researcher's performances and also students' response showed by their participation. Some procedures which indicated the students did not participate actively or could not facilitate their exploration in the classroom were revised. The results of observation checklist are also useful if the first cycle failed, so researcher knows what procedures which have to be revised. Since this research is successful in one cycle, so the analysis of observation checklist and field notes not were used to make some revision for the next meeting in the first cycle.

4.1.4 Reflecting

After implementing the plan in the first cycle, the analysis and reflection were done. The data being analyzed were taken from teaching observation checklist, students' participation observation checklist and students' questionnaire.

The result of the data will be elaborate as follow;

4.1.4.1 Students' Participation

The students' participation was observed during the teaching and learning process conducted in each meeting. In collecting the data, students' participation checklists and field notes were used as the instruments to investigate. Observer filled students' participation checklists. While researcher made field notes during the teaching and learning process.

From the data collected, it was revealed that during the implementation of action in this cycle, there were about 87,25% of students participating in the teaching and learning activities (see appendix 8). It was obtained from converting the average score given by the observer from the first meeting up to fourth meeting into percentage. In the first meeting, the percentage of students who were active in taking part in teaching and learning activities were about 90%. Furthermore, there were about 83% took a part actively during the second meeting. In this meeting, students' participation was decreased because they were familiar with the song played, so they did not had interest to the song. For each of the third and fourth meeting, the percentage of students who participated in the teaching and learning activities were 88%.

In the stage of BkoF and MoT, all students participated in doing vocabulary and listening exercise. Furthermore, most of the students participated in paying attention to the model text given by researcher based on the song. However, based on the information written on the field notes for the first meeting, most of the students did not participate in singing the song together. They said that the song was too fast and difficult to be sung.

During the Joint Construction of Text (JCoT), there were about 85,5% of the students who answered the task cooperatively with their partner. In the beginning of the class, about eight students did not do their homework, so that they had to sing a song in front of the class as punishment. All groups of the students in the classroom wrote their descriptive text about the personality of The Prophet Muhammad S.A.W. Some students were full of enthusiasm in discussing about their knowledge of The Prophet Muhammad S.A.W in group.

During Joint Construction of Text (JCoT), most of the students paid their attention actively to researcher's explanation of simple present tense. However, few students did not participate in doing proofreading and revising their draft because they did not have interest in reading their friends' writing. Whereas, the entire group had to revise their draft. Based on the field notes information, most of them had mechanism mistakes, such as punctuation and mistype of capital form. Furthermore, students were very happy and enjoy their decorating activity after doing revising.

In the stage of Independent Construction of Text (ICoT), the students felt happy to sing a song together since the song used was interesting and easier to be sung than previous song. In the fourth meeting, the percentage of students' participation was about 88%. In the opening activity, all of students paid attention to researcher's review of descriptive text and adjective. Furthermore, in this meeting, students participated actively in singing "What Do You Look Like?" song. From field notes information, it was found that students actively participated in singing the song because the song was easier to be sung and not too fast. Most of the students also participated in identifying adjective in the song and also class discussion about adjective found in the song. All of the students enthusiastically wrote their own descriptive text based on the song played.

The result of the participation checklist and field notes also showed that the students gave positive responses toward the use of English song in teaching and learning writing descriptive text. From the first meeting up to the fourth meeting, there were about 88% of students up to 92% of students who paid attention towards the English song displayed (see appendix 8a, 8b, 8c, 8d). This information was in

line with those written on the field notes, which stated that the students were attracted by English song used (see appendix 7a, 7b, 7c, 7d).

In brief, the students participated actively and did the procedures conducted in the teaching and learning process well so the implementation of English song to improve their ability in writing descriptive texts could be conducted without any major obstacles.

4.1.4.2 Teaching and Learning Process

Data of teaching and learning process during the first cycle was gathered from the result of teaching checklist (see appendix 9a, 9b, 9c, 9d) which was done by observer during teaching and learning process in the classroom. The details of observation result in each meeting will be described as follow:

1. First Meeting

Based on the teaching observation checklist, researcher had prepared students to follow learning activities well. Researcher had used interesting activities which was singing “My Teddy Bear” song and asked students to demonstrate the song by pointing the part of body. Researcher linked the material discussed in the first meeting with students’ daily life very well. She reminded students that everything around the students could be explained in details. When she asked students how they described their classroom, students enthusiastically said their classroom appearance in Bahasa Indonesia.

After building students’ knowledge, researcher began to explain the topic discussed in the first meeting which was descriptive text. Material delivered is

suitable with the basic competence in the curriculum and indicator that were shown in the lesson plan. The material delivered was also correct in term of theory.

Unfortunately, based on observer observation, the use of teaching method did not involve students to interact with other students and enrich their understanding of the competence well. That was caused by the activities which were mostly done individually and the material was already discussed in the previous meeting.

Researcher had demonstrated competence that would be mastered by students well.

She explained generic structure and the content of her modeling text from the song played. When the vocabulary exercise was carried out, researcher gave clear feedback to students' performance in doing exercise. She also responded to students' questions, comments, and opinions appropriately.

Based on the participation observation result, the activeness of the students was very high. They asked what they did not understand many times and sometimes said their opinion through the researcher's explanations spontaneously. Researcher as the facilitator sometimes had to cut her explanation when she heard a student said their misconception shyly. Researcher had used appropriate media related to the objective of the lesson well. She used English songs that were played from notebook and visualized in the screen effectively and efficiently. The use of that media was very helpful for students to understand the material discussed by involving students' participation in using the media. Some problems were occurred during teaching process.

Based on observer observation, researcher could not handle students fairly and giving good guidance to students' difficulties appropriately. She understood

and could identify students' difficulties of the material, but she could not solve students' problem at the first meeting.

In the closing activities, researcher did not make reflection or conclusion of the material discussed. This was caused by inappropriateness of time management from her. So, in the end of the class, researcher asked students to do an exercise left as homework. Fortunately, she had done her process assessment to students and given students some exercises and activities that could follow up the students understanding. In brief, the first meeting of the first cycle ran well and the lesson plan was performed well by researcher as the researcher.

2. Second Meeting

In the second meeting, researcher opened the class by giving punishment to the students who did not do their homework. They were punished to sing a song from previous meeting. This opening activity was very interesting. Students who did not sing in the previous meeting were forced to sing because they were being punished at that time. The other students were very entertained by this opening activity. Researcher also linked the material learned with students' background knowledge. They were asked about what they have known about The Prophet Muhammad S.A.W. They enthusiastically said many information about him, such as his life's history, his personality etc.

For the main activity, the material delivered was suitable with the basic competence and indicator. Unfortunately based on the observer observation, the material delivered was not developed from indicator well. The method used in the teaching process could involve students' activeness and give them opportunities to

interact with other students in the English class successfully. The method used also let students to explore and enrich their understanding of the competence.

Researcher as teacher demonstrated competences that would be mastered by the students poorly because in the second meeting the activity focused on students exploration on the material discussed in the previous meeting. So, researcher needed to give more feedback to what students did. She gave clear feedback to students' performance and also responded students questions, comments, and opinion appropriately. The use of teaching media were effective and efficient enough. Unfortunately, the use of teaching media was not appropriate with the objective of the lesson and could not involve students' participation in using the media. In this meeting, students were only shown the music video, asked to do listening exercise based on it and also asked to write their own descriptive text.

Students were not asked to sing together in this meeting because of the time limitation. There were few problems occurred in this meeting, and the researcher had identified and understood students' difficulties in the material discussed.

Researcher had facilitated students fairly and guided them to do their exercise correctly.

In the end of the teaching and learning process, researcher followed up students understanding through some exercises which were assessed as students process assessment. Unfortunately, researcher did not make reflection or conclusion of the material discussed because of the time limitation. It was also caused by researcher's lack of time management.

3. Third Meeting

In the third meeting, researcher came late to the classroom. This caused opening activity did not run well. She did not prepare students to follow the learning process appropriately. She just tried to link the activity that would be done in this meeting with the previous meeting. She guided students to discuss grammar exercise which was skipped in the previous meeting.

The material delivered was suitable with the basic competence and indicator in the curriculum. It was developed correctly by using correct theory of descriptive text and adjective. In this meeting which was still in Joint Construction of Text stage, students were asked to do the group work and interact with their partner actively. They also got the chance to explore and enrich their knowledge of writing descriptive text by doing proofreading to other group's writing draft. In the proofreading activity, researcher gave many feedbacks and responses to students' performances, questions, comments, and opinions. Demonstration of the competence that would be mastered by students was not shown very well in this meeting because the focus was on students' exploration itself.

The use of English song as teaching media in the third meeting was not used appropriately, because students had to focus on the proofreading and revising stage.

However, the use of dictionary as other teaching media were effective but not efficient because students still did not do their group work well. Some students did not do their job in the group because they loss their interest in doing proofreading.

Researcher was regarding students fairly and giving guidance to students' difficulties. When there was a student who did not do his job in the group well, she

came to him and asked him personally to help his friends to do proofreading. So, that group could do their task effectively.

In the end of the class, students were asked to decorate their writing after having their revision. In this activity, students did the activity enthusiastically. They decorated while checking their own writing. Because of students' interest in decorating, they spent their last time in the third meeting by decorating busily.

Researcher who were interested to this activity did not make reflection or conclusion of the material discussed in the end of the class. But, she did her process assessment while monitoring students' group work. In this meeting, researcher as facilitator could not manage the time appropriately. So that, there was no reflection and conclusion in the end of the class.

4. Fourth Meeting

The fourth meeting of the first cycle was running well over all, but researcher as the researcher still manage time poorly. The class begun by reviewing material from the previous meeting by showing slide of descriptive text and adjective to the students. They were interesting to researcher's explanation using some pictures.

The pictures of fat and thin people reminded them to two of students' parent and made the class full of laugh.

The fourth meeting was Independent Construction of Text stage, means that each students would make their own descriptive text individually. In this meeting the song from English on Tour taken from YouTube was used. The main activity was begun by asking students to underline adjective in the song lyric after the students got review of adjective. This was suitable with the basic competence and

indicator that would be achieved based on the curriculum, students were able to express their understanding of language variety accurately. The indicators of this meeting were students were able to identify the adjective in the song lyric and able to write their descriptive text individually. This was shown by the material delivered in the opening activity and also the exercise done in the main activity. The teaching method which was process-genre approach in the stage of Independent Construction of text successfully involved students activeness in the class, give them opportunity to interact with other students, explore and enrich their understanding of the competence. Some students who wanted to use vocabulary which had not been taught previously tried to ask it to researcher. Researcher gave a short example of the descriptive text about one of the character in the song orally to demonstrate the competence that will be mastered by the students in the fourth meeting. Some students came by their own questions and researcher as facilitator tried her best to give them good responses. In the activity, the use of teaching media was very appropriate related to the lesson objective, effectiveness, and efficiency.

The lesson objective in this meeting was that students understand the language feature of descriptive text. In facing some problems occurred during the class, researcher as teacher regarded students fairly. she tried to identify and understand students difficulties and gave them guidance to their difficulties very well.

As the closing activity, researcher asked students to submit their work and also make the conclusion of today's topic. The assessment given and the activity done in this meeting were appropriate to assess students' competence and to follow up students' understanding of descriptive text.

4.1.4.3 Students' Perception

The data of students' perception toward learning descriptive text through English song were obtained from the result of questionnaire. For the first question, most of the students (95,2% of the students) agreed that they liked writing descriptive text through English song. The second question was about students' confidence in writing descriptive text through English song. All of the students (100% of students) agreed that they felt more confident in writing descriptive text after using English song as their learning media. The third up to seventh question are about students' improvement in writing component, which are content, organization, vocabulary, grammar, and mechanism. Based on the questionnaire gathered from the students, most of them agreed that by using English song their ability in writing especially writing descriptive text were improved. There were few students did not feel their improvement on organization (19% of the students), grammar (9,5% of the students), and mechanism (4,8% of the students). From the questionnaire, it is also found that all of students (100% of the students) felt that by using English song could motivate them to learn English. They also said that all of them (100% of students) were going to use English song as their media to learn English further.

From additional questions which are their comment and suggestion, it was also revealed that most of the students (61,9% of the students) liked learning English through song. English song is very helpful for the students in learning English especially writing descriptive text. However, few students (14, 3% of the students) thought that English song was not helpful for them. There were about 9,5% of the students thought that the song used was too difficult to be sung and also

too fast. The other 4,8% of the students gave their opinion that the song used was too childish for them who are Junior High School students. There is a suggestion from student about English learning process through English song. She suggested longer allocation time for English especially learning process using song.

From the result of the questionnaire, it showed that most of the students gave their positive perception toward the use of English song in learning descriptive text. They felt they could improve their confidence, motivation, and writing ability during learning activity through English song.

4.2 Discussion

This section is divided into two parts namely data analysis and criteria of success. It is the answer of the problem statement that had been mentioned in the first chapter. The discussion also presents the analysis of the data that are obtained from the implementation of English song in improving students' ability in writing descriptive text.

4.2.1 Data Analysis

The data analysis presents the result of students writing score in post-test and students participation which is related to the criteria of success. The ability in writing descriptive text was measured based on their final products collected. Those products were scored by using the scoring rubric (see appendix 2). There were five aspects to evaluate students' writing, consisting of content, organization, vocabulary, grammar, and mechanics. The rate of score used from 1 up to 5 for each aspect. Each of the aspect had weight that will be multiplied by the rating score.

In this study, there were two raters who did assessment to students' writing.

The first rater was the researcher while the second rater was researcher's colleague.

In order to avoid unreliability and inconsistency of the scores given by the two raters, Pearson Product Moment formula was used to calculate the inter-rater reliability.

		1 st Rater	2 nd Rater
1 st Rater	Pearson	1	.817**
	Correlation		
	Sig. (2-tailed)		.000
	N	18	18
2 nd Rater	Pearson	.817**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	18	18

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.1 Inter-Rater Reliability

From table 4.1, the result of the computation showed that the reliability of the scores from two raters was 0.00 at 0.01 level of significance. The highly correlated, meaning that it was considered highly reliable.

Since the scores were reliable, the final scores of students' writings were obtained by calculating the average scores of each aspect gained from the first and second raters. Based on the calculation of the score from two raters, there were 83% of students who achieved scores above 70 (see appendix 5), meaning that most of the students passed the Minimum Learning Mastery (KKM). From table 4.2, the result showed that the mean of students' final scores was 83, 14. The computation also revealed that the minimum score of students in seventh grade was 60, while the maximum score which was achieved was 94. For better illustration, see table 4.2 below.

Scores	N	Minimum	Maximum	Mean	Std. Deviation
Valid	18	60.00	94.00	83.1389	9.05345
(listwise)	N 18				

Table 4.2 Descriptive Statistics of Students' Scores

There were five categories used in this study in order to identify the level of students' ability in writing descriptive text. They were failed, inadequate, unsatisfactory, satisfactory, and excellent in range 0 to 100. If the score of writing product was 85-100, it was interpreted as excellent. If the score of writing product was 70-84, it was described a satisfactory. If the score of writing product was 55-69 it was considered as unsatisfactory. If the score of writing product was 40-54, it was interpreted as inadequate. Furthermore, if the score of writing product was 0-39, it was interpreted as failed.

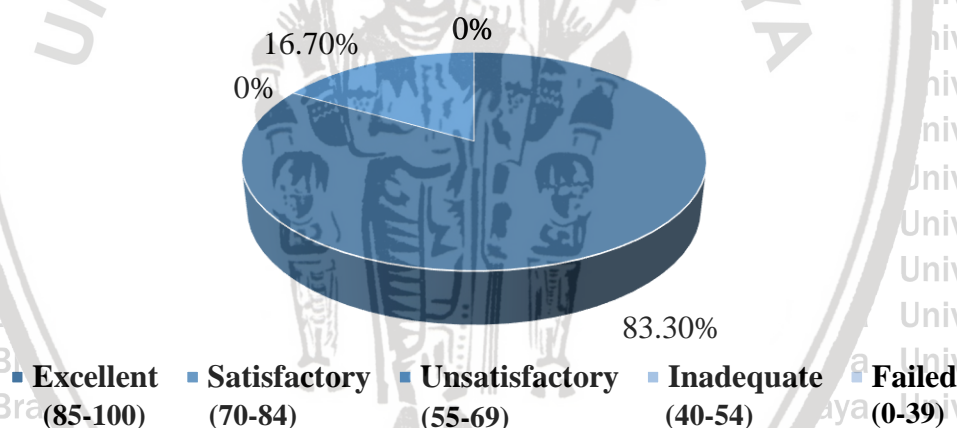


Figure 4.1 The Result of Post-Test

Based on the score achieved by the students, there were 83,34% of the students were categorized as excellent and 16,67% of students were categorized as unsatisfactory (see appendix 5).

4.2.2 Criteria of Success

From the data collected, the study was reflected to be successful since the data that was collected met all of the criteria of success. First, based on the result of post-test (see appendix 5) 83% of students attaining minimum score which is more than equal 70. This result met one of the criteria of success which is at least 75% of the students achieved 70 or more. Meanwhile, the rest of the students who did not reach the criteria of success were able to gain more than 5% of their score.

Comparing to the pre-test score, the result of students achievement after the treatment was gaining about 30%. This means that there were learning process that was done by the students during the first cycle. These achievements had also fulfill the second criteria of success that is each students had to gain their score at least 5%. These findings had supported by the statement of Murphey (as cited in Nurcahyasari, 2001) that songs can help students to generate their idea. It was also shown that the use of songs can help students to learn language structure in enjoy and Unstressful situation. This is related to Salcedo's statement that song can make students to experience success with certain language structure, learn feature of target language, or achieve listening enjoyment (Salcedo, 2002, as cited in Alipour 2002).

No	Name	Pre-Test	Post-Test	Improvement Percentage
1	A U	67	88.5	32.09 %
2	C A	52	90.5	74.04 %
3	D M O	53	69	30.19 %
4	E S	69	82	18.84 %
5	F A	47	81	72.34 %
6	H S	76	94	23.68 %
7	I D	67	88	31.34 %
8	K V	66	88	33.33 %
9	L H	61	88	44.26 %
10	M A	58	86.5	49.14 %
11	M K M	37	65.5	77.03 %
12	M R R	67	85	26.87 %
13	R U	67	84.5	26.12 %
14	S M	68	88.5	30.15 %
15	S N H	63	85	34.92 %
16	T N	41	60	46.34 %
17	Y M S	76	87	14.47 %
18	Y A R	63	85.5	35.71 %
Average		61	83.14	36.39 %

Table 4.3 Comparison of Students' Result of Pre-Test and Post Test

Third, the percentage of students' participation (see appendices 8a, 8b, 8c, 8d) in the teaching and learning activities by using English song was 92%. It was more than 65%, which meant that more than 16 students were involved in the teaching and learning process. This means that almost of the students were interested in the media used in this study so that they were participating actively during the teaching and learning process in the four meeting. It was related to Alipour's statement that the use of songs can create different atmosphere in the classroom which gain students' motivation to learn English (Alipour, 2012).

Since both of the criteria of success was achieved, this study was considered successful. Therefore, it was not necessary for the researcher to conduct the second cycle.