

CHAPTER IV

RESULT

Chapter four indicates the findings of the study. It is comprised of the analysis of the collected data and finding. It is organized as follows:

Finding I: Students' opinions towards music and songs

Finding II: Results of listening competency from song's activities

Finding III: Student's attitudes towards learning English through songs

Finding I: Students' Opinions towards Music and Songs

In order to investigate the student's opinion towards music and songs appreciation, a questionnaire is administered and analyzed.

The students' opinions are interpreted on the basis of frequencies and percentages shown in the tables below.

Table 1: Frequencies and Percentages of Students' Level of Opinions on Whether Music is the International Language of Humanity.

Music and song appreciation	Levels of Students' Opinions										Total	
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree			
	f	%	f	%	f	%	f	%	f	%	f	%
Music is the international language of humanity.	16	20.00	49	61.25	14	17.50	1	1.25	0	0	80	100

This table shows that the majority of the students (81.25%) agree and strongly agree that music is the international language of humanity. It can be said that they possibly have a positive thought towards the language.

Table 2: Frequencies and Percentages of Students' Level of Opinions on Their Favorite Singer.

Music and songs appreciation	Levels of Students' Opinions										Total	
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree		f	%
	f	%	f	%	f	%	f	%	f	%		
Your favorite singer and band are American	0	0	2	2.50	9	11.25	46	57.50	23	28.75	80	100
Your favorite singer and band are European	3	3.75	8	10.00	15	18.75	36	45	18	22.5	80	100
Your favorite singer and band are Asian	40	50	25	31.25	8	10.00	3	3.75	4	5.00	80	100

The data in Table 2 shows the information about the students' favorite singers and bands. The results reveal that more than 50% of the students prefer "Asian" singers and bands.

It could be said that they tend to like Asian singers and bands. Few of them prefer singers and bands from America or Europe. This might be that the students are Thai, and Asian, and this makes them prefer the singers whom they are familiar with.

Table 3: Frequencies and Percentages of Students' Level of Opinions on the Favorite Type of Songs

Music and songs appreciation	Levels of Students' Opinions										Total	
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree			
	f	%	f	%	f	%	f	%	f	%	f	%
You like to listen to contemporary songs	54	67.50	22	27.50	3	3.75	1	1.25	0	0	80	100
You like to listen to old song.	1	1.25	11	13.75	20	25.00	28	35.00	20	25.00	80	100
You enjoy listening to pop music	26	32.50	39	48.75	9	11.25	6	7.5	0	0	80	100
You enjoy listening to rock music.	13	16.25	34	42.50	22	27.50	7	8.75	4	5	80	100
You enjoy listen to dance music	24	30.00	19	23.75	20	25.00	11	13.75	6	7.5	80	100
You enjoy listening to jazz music	2	2.50	8	10.00	18	22.50	22	27.50	30	37.5	80	100
You enjoy listening to classical music.	13	16.25	18	22.50	16	20.00	18	22.50	15	18.75	80	100

The data in Table 3 shows the students' favorite type of song. The majority of the students (67.5%) prefer to listen to contemporary songs. It might be assumed that they usually listen to contemporary songs. Furthermore, there is usually this kind of song shown on media too. This might be a criterion of selecting 'appropriate' songs for them.

Table 4: Frequencies and Percentages of Students' Level of Opinions on the Theme of Song

Music and songs appreciation	Levels of Students' Opinions										Total	
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree			
	f	%	f	%	f	%	f	%	f	%	f	%
You like to listen to love songs.	59	73.75	17	21.25	3	3.75	1	1.25	0	0	80	100
You like to listen to sad song.	37	46.25	25	31.25	10	12.50	6	7.50	2	2.50	80	100
You like to listen to lively songs	14	17.50	22	27.50	33	41.25	11	13.75	0	0	80	100

The data in Table 4 shows the students' favorite song themes. The majority of the students (73.75%) strongly agree with the statement "You like to listen to love songs" whereas 46.25% strongly agree that they enjoyed listening to sad songs. This might be that they are teenagers, and they are interested in love which is quite normal for students at this age.

Table 5: Frequencies and Percentages of Students' Level of Opinions on a Sex of Singer.

Music and songs appreciation	Levels of Students' Opinions										Total	
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree			
	f	%	f	%	f	%	f	%	f	%	f	%
You prefer female singer to male singer.	7	8.75	20	25.00	42	52.50	10	12.50	1	1.25	80	100
You prefer male singer to female singer.	25	31.25	39	48.75	15	18.75	1	1.25	0	0	80	100

The data in Table 5 shows the students' attitudes towards male and female singers. The result reveals that more than 50% of the students prefer male singers to female singers. Here, it is possible that, as most of the students are female, they therefore tend to be interested in the opposite sex.

Table 6: Frequencies and Percentages of Students' Level of Opinions on the Format Through Students Listen to Songs

Music and songs appreciation	Levels of Students' Opinions										Total	
	Strongly agree		Agree		Not sure		Disagree		Strongly disagree			
	f	%	f	%	f	%	f	%	f	%	f	%
You can listen to song on CD and cassette.	59	73.75	16	20.00	4	5.00	1	1.25	0	0	80	100
You can listen to song on the radio	58	72.50	17	21.25	4	5.00	1	1.25	0	0	80	100
You can listen to song on TV program and karaoke	59	73.75	18	22.50	2	2.50	1	1.25	0	0	80	100

The data from Table 6 shows that the majority of the students strongly agree that they listen to music on CD and cassette (73.75%), on the radio (72.5%) and on television programs and karaoke (73.75%). This shows that most students are able to listen to songs through a wide variety of format. Therefore, it is possible that students would have several ways to listen to songs. It depends on their interest at that time.

Finding II: Results of Listening Competency Which the Students Attain from the Songs' Activities.

To find the answer for the Research Question Two, song activities are practiced among the students. The scores obtained from the exercise are computed. Then mean, standard deviation and percentage are employed to determine the listening competency of the students. The results of the data analysis of the listening competency are presented below in Tables 7-13.

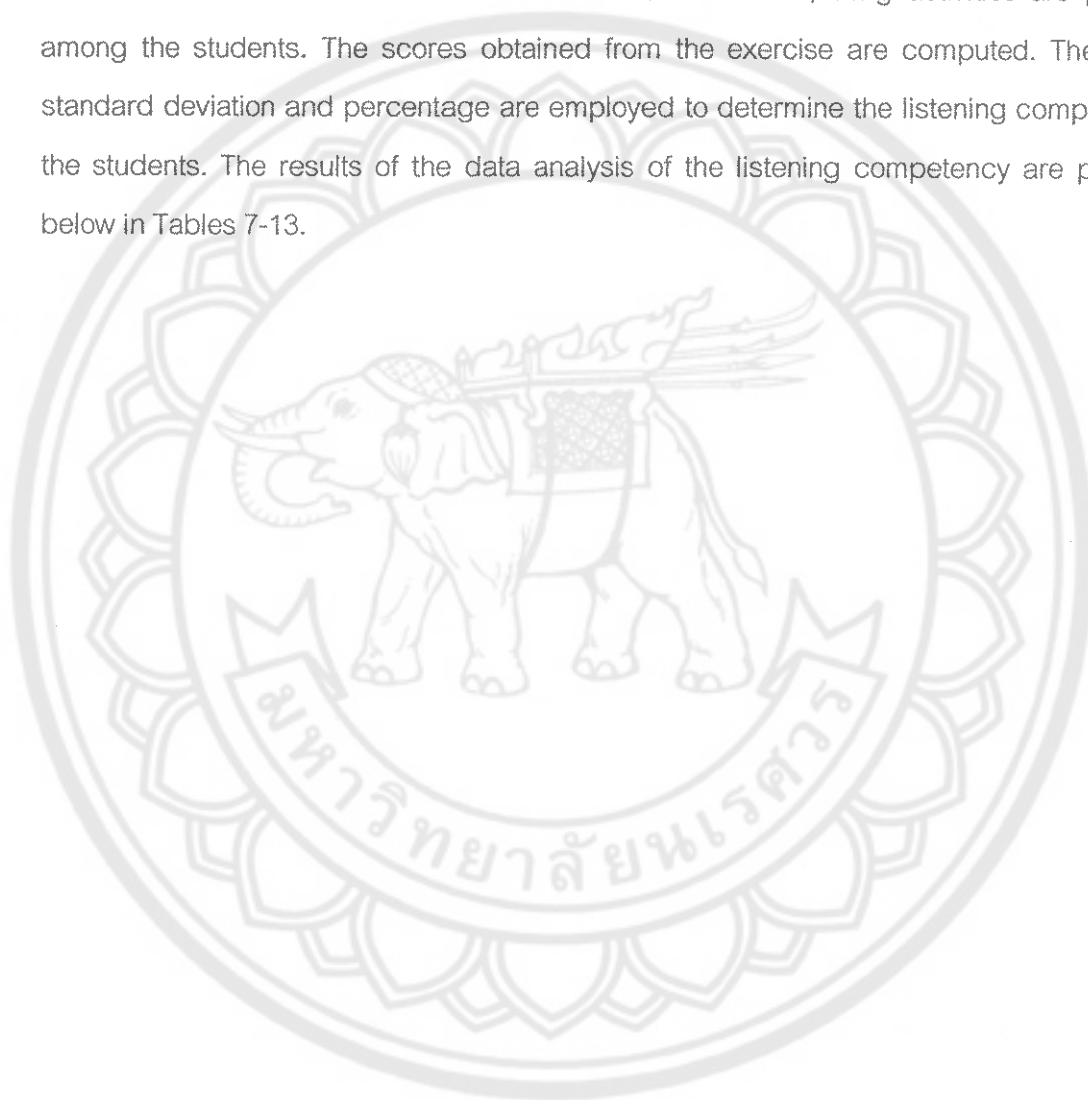


Table 7: Listening Competency Which the Students Attain from "Lyric Stick on Race Activity". (Group work) (N = 16 groups of students)

Number of group	Total score	Percent
Group 1	5	100
Group 2	5	100
Group 3	5	100
Group 4	5	100
Group 5	4	80
Group 6	5	100
Group 7	5	100
Group 8	5	100
Group 9	5	100
Group 10	5	100
Group 11	5	100
Group 12	4	80
Group 13	5	100
Group 14	5	100
Group 15	5	100
Group 16	5	100
Overall	78	97.5
\bar{X}	4.8750	
S.D	.34157	

Table 7 shows the student's listening competency in the activity0 "Lyric Stick on Race", evaluated by the percentage of the subjects who can recognize the sentences in this

activity. The data shows that the overall listening competency score is 97.5%. It can be said that nearly all of the students understand the lyrics of the songs as a whole. They also can work in groups to help each other and identify some parts of the lyrics at a satisfactory level.

Table 8: Listening Competency Which the Students Get from "Fill in the Blank Activity".

(Individual work)

(N: 79 students)

Vocabulary	Total score	\bar{X}	S.D.	Percent
1. sign	47	.59	.49	59.49
2. while	34	.43	.50	43.03
3. fool	62	.78	.41	78.48
4. everyday	59	.74	.44	74.68
5. hurt	46	.58	.50	58.22
6. pain	56	.70	.46	70.88
7. time	61	.77	.42	77.21
8. mind	59	.74	.44	74.68
Overall	424	5.36	9.79	64.04

Table 8 shows the student's listening competency in the activity "Fill in the Blank", evaluated by the percentage of the subjects who could recognize the missing words. It can be seen that the highest scores are for the word "fool" (78.48%) and for the word "time" (77.21%). The overall listening competency score is 64.04%. It might be assumed that each student can remember vocabularies from this activity quite well. This might be that they are interested in the song, and thus they try to notice the words used in the song.

Table 9: Listening Competency Which the Students Get from the "Underlining Activity".

(Group work)

(N = 15 groups of students)

Number of group	Total score	Percent
	10	100
Group 1	5	50
Group 2	6	60
Group 3	8	80
Group 4	9	90
Group 5	5	50
Group 6	8	80
Group 7	4	40
Group 8	8	80
Group 9	8	80
Group 10	5	50
Group 11	7	70
Group 12	7	70
Group 13	6	60
Group 14	8	80
Group 15	2	20
Overall	96	64
\bar{X}	53	
S.D	9.79	

Table 9 shows the student's listening competency in the "Underlining" activity, evaluated by the percentage of the subjects who can recognize the words in the song provided. It could be seen that the overall listening competency score is 64%. This shows

that most of the students can underline words from the activity quite well. Moreover, they understand the whole content of the activity because they try to get the idea from the songs. This leads them to focus on special words in the song.

Table 10: Listening Competency Which the Students Attain from the "Fill in the Blanks" Activity. (Individual work) (N: 79 students)

Vocabulary	Total score	\bar{X}	S.D.	Percent
1. know	75	.94	.22	94.9
2. touch	28	.35	.48	35.44
3. wander	19	.24	.43	24.05
4. come	76	.96	.19	96.20
5. leave	25	.31	.47	31.64
6. show	69	.87	.33	87.34
7. believe	33	.41	.50	41.77
8. know	65	.82	.38	82.27
9. fail	0	0	0	0
10. care	25	.31	.46	31.64
11.do	16	.20	.40	20.25
Overall	431	43.4	25.28	49.59

Table 10 shows the student's listening competency in the activity "Fill in the Blanks", evaluated by the percentage of the subjects who can recognize the verb in this activity. It could be seen that the highest scores are for the verb "come" (94.9%) and for the verb "know: (77.21%). None of the students could fill in the verb "fail." The overall listening competency score is 51.81%. It can be said that they could listen and remember the word "come" because it is a basic word and they usually find this word in daily life whereas the word "fail" is probably rather difficult for them to see.

Table 11: Listening Competency Which the Students Attained from the "Reorder activity" .

(Group work)

(N = 16 groups of students)

Number of group	Total score	Percent
	20	100
Group 1	5	25
Group 2	10	50
Group 3	7	35
Group 4	10	50
Group 5	4	20
Group 6	9	11.5
Group 7	6	30
Group 8	10	50
Group 9	5	25
Group 10	12	60
Group 11	9	45
Group 12	9	11.5
Group 13	15	45
Group 14	7	35
Group 15	10	50
Group 16	16	80
Overall	144	38.94
\bar{X}	9	
S.D	3.38	

Table 11 shows the students' listening competency in the "Reorder activity", evaluated by the percentage of the subject who can reorder the word in the song. The data shows that overall listening competency score is 38.94%. This shows that most of the students can not reorder the word in the song correctly.

Table 12: Listening Competency Which the Students Get from the "Fill in the Blank" .
(individual work) (N = 78 students)

Vocabulary	Total score	\bar{X}	S.D	Percent
1. over	76	.97	.19	97.4
2. on	53	.67	.47	67.9
3. to	77	.97	.16	98.7
4. in	52	.66	.48	66.66
5. of	27	.34	.48	34.61
6. up	57	.73	.45	73.07
7. in	39	.5	.50	50
8. in	39	.00	.50	50
9. at	28	.35	.48	35.8
10. of	26	.33	.47	33.33
Overall	474	47.70	19.46	60.75

Table 12 shows the student's listening competency in the " Fill in the blank " activity for the song " Emotion " in which the subjects had to recognize the preposition. It could be seen that the highest scores are the preposition "to" 98.7 %. The highest score is for the preposition "over" 97.4 %. The lowest score is for the preposition "of" in two different parts of the song 38.33 %. Therefore, it can be said that the students can remember the lyrics of the song and do activity individually at a satisfactory level.

Finding III: Students' Attitudes towards Learning English through Songs

To investigate the students' opinion towards learning English through songs, the questionnaire is administered to them, ask the students to express their opinions towards this issue. The students' opinions are interpreted on the basis of the percentages in Tables 14-17.

Table 13: Frequencies and Percentages of Students' Level of Opinions on Learning English through Songs.

No	Opinion on learning English through songs	Levels of Students' Opinions										Total	
		Strongly agree		Agree		Not sure		Disagree		Strongly disagree			
		f	%	f	%	f	%	f	%	f	%	f	%
1	You like to listen to and sing songs more than before	18	24.32	48	64.86	8	10.81	-	-	-	-	74	100
2	You enjoy studying English through songs.	35	47.2	37	50	2	2.70	-	-	-	-	74	100
3	Music and songs are important to you.	30	40.5	36	48.64	8	10.81	-	-	-	-	74	100
4	You have gained knowledge from the songs.	29	39.18	33	44.59	12	16.21	-	-	-	-	74	100
5	You want to learn more English through songs.	43	58.10	27	36.48	4	5.40	-	-	-	-	74	100

Item 1: This shows that 89% of the students strongly agree and agree to "You like to listen to and sing songs more than before". Therefore, it can be said that they love to sing English songs rather than before.

Item 2: This shows that nearly 100% of the students agree with the statement "You enjoy studying English through songs". Therefore, it is possible that they like to learn English through songs rather than before.

Item 3: This table shows that 89% of the students agree that "Music and songs are important". Therefore, it could be said that they think that music and songs are related to their daily lives. They can find how important of songs for them, for example, relaxing, making happiness.

Item 4: This table shows that 84% of the students agree with the statement "You have gain knowledge to the songs". This might be assumed that students tended to understand how to get knowledge from songs rather than before. They could understand that there were many things from songs they could bring out from them.

Item 5: This table shows that 95% of the students agree to "You want to learn more English through songs". Thus it can be said that students tend to accept songs as a way of learning English and gaining knowledge in English. They are more likely to learn English through songs at this stage.

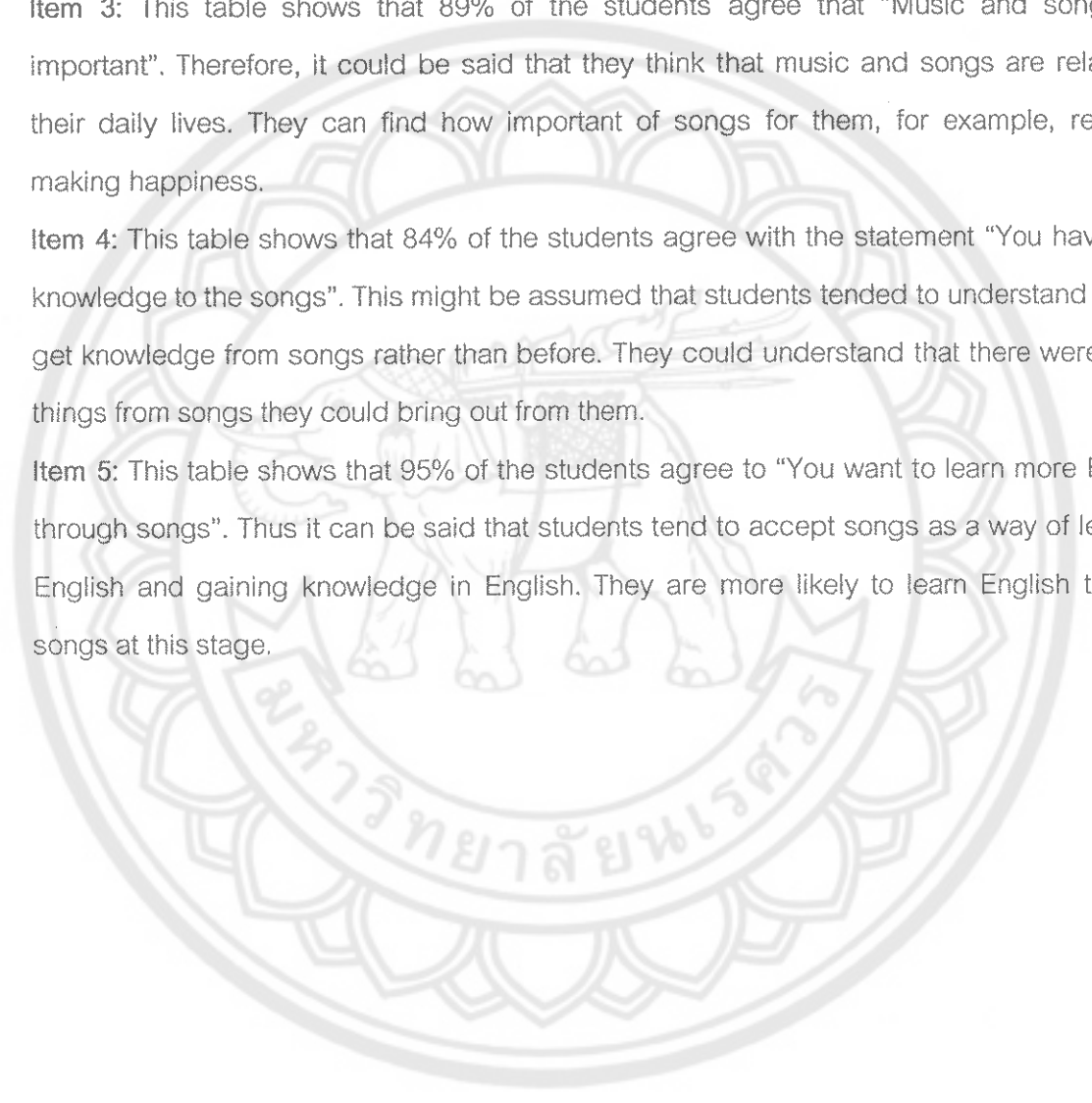


Table 14: Frequencies and percentages of students' level of opinions on the "Out of Reach" song activities

No	Opinion on the song's activities	Levels of Students' Opinions										Total	
		Strongly agree		Agree		Not sure		Disagree		Strongly disagree			
		f	%	f	%	f	%	f	%	f	%	f	%
1	You understood the content of the song	6	8.10	50	67.5	18	24.3	0	0	0	0	74	100
2	You enjoyed doing the activities for this song.	23	31.0	49	66.2	2	2.70	0	0	0	0	74	100
3	You could do the "lyric stick-on" activity correctly	20	27.0	50	67.5	4	5.40	0	0	0	0	74	100
4	You could fill the missing words in the song correctly	12	16.2	33	44.5	29	39.1	0	0	0	0	74	100
5	You could sing this song without looking at the lyrics.	-	0	24	32.4	32	43.2	15	20.2	3	4.05	74	100

Item 1: This table shows that 76% of the students agree with the statement "You understand the content of the song". It can be said that students understand the content of the song more clearly because they can summarize the story by themselves. So, they are likely understood nearly all of the content of the songs.

Item 2: This table shows that 97% of the students agree with the statement "You enjoy doing activities for this song". It can be said that students enjoyed doing the activities very much. They prefer to do the activity by heart. They are eager to show their abilities by doing activities from this song.

Item 3: This table shows that 70% of the students agree with the statement “You could do the lyric stick-on activity correctly”. It is possible that students could remember the lyrics of the songs and could remember words from the songs quite well. This might be that they could identify which part of the lyrics should be located to this song.

Item 4: This table shows that 61% of the students agree with the statement “You could fill the missing words in the song correctly”. It is possible that they can remember words from the song perfectly because they can notice the part of speech of words from the sentences in the song. Moreover, they know how to put words in the in the correct point of the sentences.

Item 5: This table shows that 43.2% of the students are not sure about the statement “You could sing the song without the lyrics”. It is possible that students have to look at the lyrics of the song when they sing. Although they can sing this song, they have to look at the lyrics. It might be that students have fewer experiences in listening.



Table 15: Frequencies and percentages of students' level of opinions on "How Deep is Your Love"

No	Opinion on the song's activities	Levels of Students' Opinions										Total	
		Strongly agree		Agree		Not sure		Disagree		Strongly disagree			
		f	%	f	%	f	%	f	%	f	%	f	%
1	You understood the content of the song	5	6.75	49	66.2	19	25.67	1	1.35	0	0	74	100
2	You enjoyed doing the activities for this song.	30	40.54	38	51.35	5	6.75	1	1.35	0	0	74	100
3	You could dot the "lyric stick-on" activity correctly	6	8.1	45	60.81	21	28.37	2	2.70	0	0	74	100
4	You could fill the missing words in the song correctly	4	5.40	32	43.24	33	44.50	5	6.75	0	0	74	100
5	You could sing this song without looking at the lyrics.	0	0	5	6.75	39	52.70	19	25.67	11	14.86	74	100

Item 1: This table shows that 73% of the students agree with the statement "You understand the content of the song". It is possible that students understand the content of this song rather than before. They tend to remember the story of the song better than before. They tend to get the main idea of this song.

Item 2: This table shows that 92% of the students agree with the statement "You enjoyed doing the activities for this song". It can be said that students enjoy this song activities and try to do it successfully. When they begin to understand, they prefer to do activities from this song.

Item 3: This table shows that 69% of the students agree with the statement "You could do the lyrics stick-on activities correctly". It can be said that students can remember the lyric of the song. Moreover, they can identify which part of the lyrics should be located or which part should come before or after.

Item 4: This table shows that 44.50% of the students are not sure with the statement "You could fill the missing words in the song correctly". This shows that students could not remember words from this song. They are confused to put words in the missing places in this song. Maybe they can not identify the missing words in that part of the sentences. This makes them uncertain where to put the words in.

Item 5: This table shows that 52.70% of students are not sure with the statement "You could sing this song without looking the lyrics". It is possible that students can't remember the lyrics of this song. Although they love this song, but they can not really know the idea from the songs clearly. Sometimes they are still confused with the lyrics of the song.

Table 16: Frequencies and percentages of students' level of opinions on "Emotion "song activities

No	Opinion on the song's activities	Levels of Students' Opinions										Total	
		Strongly agree		Agree		Not sure		Disagree		Strongly disagree			
		f	%	f	%	f	%	f	%	f	%	f	%
1	You understood the content of the song	3	4.05	50	67.5	21	28.37	0	0	0	0	74	100
2	You enjoyed doing the activities for this song.	25	33.78	39	52.7	10	13.51	0	0	0	0	74	100
3	You could underline in the song correctly	5	6.75	26	35.13	39	52.70	4	5.40	0	0	74	100
4	You could fill in the blank with the deleted verbs correctly	3	4.05	33	44.5	27	36.48	9	11.6	2	12.16	74	100
5	You could sing this song without looking at the lyrics.	0	0	13	17.56	28	37.83	21	28.37	12	16.2	74	100

Item 1: The table shows that 72% of the students agree with "You understood the content of the song". It can be said that the students can understand the content of this song quite well. This is because they like this song and try to be involved in the song. This makes the students understand the content of the song rather than before.

Item 2: This table shows that 92% of the students agree with "You enjoyed doing the activities of this song". It is possible that when they understand the content of the song, they tend to do the activities more easily. They entertain from the activities because they could turn in this song.

Item 3: This table shows that 52.70% of the students are not sure with the statement "You could underline in the song correctly". The result reveals that the students have low competency in identifying the part of speech. They know only simple structures of sentences. They have to put more experience to do this type of activity.

Item 4: This table shows that 49% of the students agree with the statement "You could fill in the blank with the deleted verbs correctly". The result reveals that the students lacked competency in the verb part. They could not identify which word should be a verb, or they are confused with the meaning of each verb.

Item 5: This table shows that 18% of the students agree with the statement "You could sing this song without looking at the lyrics". It is possible that most of them have little experience in these activities. Maybe they are not good at English before, so it is difficult for them to remember the lyrics of the songs easily. They have to study more songs, so that they would better know and remember the lyrics of songs.

General Attitudes of Students towards Three Songs' Activities

Although the activities of three songs are quite similar, the students provide similar and different attitudes towards the songs as follows.

1. According to the results reveal in Items 1 and 2, most of the student can understand the content of three songs by doing the activities for the three songs at a satisfactory level.
2. The overall results reveal that most of them can not sing songs without the lyrics.