

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description About Research Location

1. Brief of MAN 3 Banjarmasin

The research has been done at MAN 3 Banjarmasin. It is located at Jl Batu Benawa 1 RT. 66 No. 61 Banjarmasin.

MAN 3 Banjarmasin was established on October 25th, 1993 by the decree from Indonesian Minister of Religious Affairs no.244 in the year of 1993. The location of MAN 3 Banjarmasin is not only close to main street and public housing complex but also supported by conducive surrounding. It has fresh air and supporting and sufficient infrastructure. The location can be described as below:

- Southern : MTSN
- Northern : public housing complex and SMAN 1
- Western : public housing complex
- Eastern : SMPN 2

Physically, the building of MAN 3 Banjarmasin is permanently built. Its floor is made of cement and also its wall. The roof is made of good quality roof and it is surrounded by fences as the border around the school.

From 1994 until 2008, there have been four headmasters in MAN 3 Banjarmasin. The first headmaster was H. Asmuni. Ch, the second was Drs. H.

Habri B, the third was Drs. H. Abdul Fattah, and the fourth was Drs. H. Najwan Nor M.Pd. For now, the headmaster of this school is Drs. Adnan.

2. Description of Teachers' Condition, Administration Staff And MAN 3 Banjarmasin

In academic year 2009/2010, MAN 3 Banjarmasin has 41 employees that include 1 headmaster, 1 staff who works at administration.

a. Teacher Condition

Table 4.1. The Description of Teachers Condition at MAN 3 Banjarmasin

No.	Name	Educational Background	Subject
1.	Drs. H. Fadelin Hafizi	S1 PAI IAIN	Fiqih
2.	Drs. Adnan	S1 PAI IAIN	BP/SKI
3.	Drs. Arfuddin	S1 BP IAIN	BP
4.	H. Gt. Imanuddin. S.Pd.I.	S1 PAI IAIN	Bahasa Arab
5.	Dra. Eka Rini, B.A.	S1 Biologi UNLAM	Bio/PPKn
6.	Dra. Hj. Bastiah	S1 PAI IAIN	Quran Hadits
7.	Drs. Ahmad Baihaki	S1 Matematika UNLAM	Matematika
8.	Abdul Hadi, S.Pd/M.Pkim	S2 Kimia UNLAM	-
9.	Drs. Iriansyah	S1 B. Inggris UNLAM	B. Inggris

10.	Khairi, S.Pd.	S1 Kimia UNLAM	Kimia/Fisika
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11.	Lailatul Isnainah, S.Ag.	S1 PAI IAIN	Aqidah/Q. Hadits
12.	Djusnie, S.Pd.	S1 B. Inggris UNLAM	B. Inggris
13.	Chairunnisa, M.Pd	S2 MIPA/PTK UNLAM	Fisika/Kimia
14.	Drs. M. Yani	S1 Matematika UNLAM	Matematika
15.	Drs. Toto Sunarto	S1 PDU UNLAM	Ekonomi/PPKn
16.	Maseran, S.Pd.I.	S1 PAI IAIN	Aqidah/Quran Hadits
17.	Kahiriah, S.Ag.	S1 PAI IAIN	Fiqih/Quran.H
18.	Hj. Normaliana, S.Pd.	S1 Kimia UNLAM	Kimia
19.	Wisdina Kartini, S.Pd.	S1 Matematika UNLAM	Matematika
20.	Rahim Miftahuddin, S.Pd.	S1 Matematika UNLAM	Matematika
21.	Rustamiah, S.Pd.	S1 Biologi UNLAM	Bio/PPKn
22.	Rahmat Noor, S.Ag, M. Ag.	S2 IAIN	-
23.	Azizah Yuzzianti, M.Pd.	S2 B. INDONESIA UNLAM	B. Indonesia

24.	Rahmi Budiarti, S.Pd.	S1 BHS UNLAM	B. Indonesia
25.	Hamdani, S.Pd.	S1 MIPA UNLAM	MTK/TIK
26.	Abdul Haris, S.Pd.	S1 B. Inggris UNLAM	B. Inggris
27.	Nandar Prasetyo Budi, S.Pd.	S1 Geografi UNCEN	Geo/Sejarah
28.	Chairuddin Nur, S.Pd.	S1 Matematika STIKIP	MTK/TIK
29.	Abdul Rasyid, S.Pd.	S1 Ekonomi UNPAR	Ekonomi Akunt
30.	Sakinah, S.Pd.	S1 Ekonomi UNLAM	Ekonomi Akunt
31.	M.Rafi'ie	SLTA	-
32.	Khairul Anami, S.Ag.	S1 B.Arab IAIN	B.Arab
33.	Taufiqqinoor. S.Ag.	S1 B. Arab IAIN	B. Arab
34.	Adriani S.G.O	S1 olahraga	Olahraga
35.	Yasmin, S.Pd.	S1 Sejarah FKIP	Sejarah
36.	M. Hatta, S. Sos.	S1 Akta 4 UNISKA	Sosiologi
37.	Rahma Yumiarti, S.Pd.	S1 B.Indonesia STIKIP	B. Indo/Sastra
38.	Ika Agustina Santi, S.Pd.	S1 PKK SARWI	M. Lokal

39.	Najihah Nur Humairo, S.S.	S1 B.Jepang UNPAD	B. Jepang
40.	Ikhsan Darmawan, S.S.	S1 B. Jepang UNPAD	B. Jepang
41.	Miliar Piza, S.Pd.	S1 PKK SARWI	M. Lokal

Source: TU MAN 3 Banjarmasin 2009/2010

And about English teachers of this school, there are three English teachers. To know detail about the description of English teachers at MAN 3 Banjarmasin, it can be seen in the table below:

Table 4.2. The Description of English Teachers at MAN 3 Banjarmasin

No.	Name	Educational Background	Subject
1.	Djusni, S.Pd	S1 B.Inggris UNLAM	English Lesson
2.	Drs. Iriansyah	S1 B.Inggris UNLAM	English Lesson
3.	Abdul Haris, S.Pd	S1 B.Inggris UNLAM	English Lesson

Source: TU MAN 3 Banjarmasin 2009/2010

b. Administration Staff Condition

The administration staff of MAN 3 Banjarmasin in academic year 2009/2010 consists of one person is Drs. Usamah. His latest education is S1 FKIP Unlam.

c. Students Condition

The number of all students from the first grade up to the third grade in MAN 3 Banjarmasin can be seen in the table below :

Table 4.3. The Description of Administration Students Condition at MAN 3 Banjarmasin

NO	CLASS	MALE	FEMALE	TOTAL
1.	XA	16	20	36
2.	XB	16	22	38
3.	XC	16	22	38
4.	XD	16	22	38
5.	XE	15	23	38
6.	XF	15	22	37
7.	XI IPA 1	10	22	42
8.	XI IPA 2	11	32	44
9.	XI IPS 1	18	33	44
10.	XI IPS 2	22	24	48
11.	XI Agama	11	22	33
12.	XII IPA 1	15	25	40
13.	XII IPA 2	11	29	40
14.	XII IPS 1	20	20	40
15.	XII IPS 2	15	18	33
16.	XII Agama	12	26	38
	SUBTOTAL	239	386	627

Source: TU MAN 3 Banjarmasin 2009/2010

Thus, the total number of students in MAN 3 Banjarmasin are 627 students, consists of 239 male students and 386 female students.

3. School Facilities

The school has facilities for supporting this teaching and learning process and achieving its educational goal. The description of its facilities can be seen in the following table :

Table 4.4. The Description of School Facilities at MAN 3

Banjarmasin

NO	FACILITIES	AMOUNT	CONDITION
1.	Headmaster Room	1	Good
2.	Teachers Room	1	Good
3.	Room of Administration	1	Good
4.	Library	1	Good
5.	UKS/PMR Room	1	Good
6.	BP Room	1	Good
7.	Pramuka & OSIS Room	1	Good
8.	Classroom	16	Good
9.	Cooperation / canteen	4	Good
10.	Musholla	1	Good
11.	Toilet	2	Good
12.	Parking Area	3	Good

Source: TU MAN 3 Banjarmasin 2009/2010

B. Data Presentation

The data that will be presented in this part is the result of researching data that are collected by using some techniques of collecting data, such as observation, interview and documentary, and the research was done for two months, from 20 July 2009 until 20 September 2009. The data will be presented by using inductive method or taking conclusion from general to specific processing.

In this data presentation, the writer describes about the song that was used by the English teacher to improve grammar and vocabulary of the second grade students at MAN 3 Banjarmasin. The song was used in teaching grammar and vocabulary of English.

Based on the observation, interview, documentary, and result, it is known that one of the English teacher there; Drs. Iriansyah-he has some experiences as English teacher on MAN 3 Banjarmasin and English teacher on MA Muhamadiyah S. Parman Banjarmasin- has followed trainings for English teacher in a few workshops.

1. How is the teacher improving grammar and vocabulay by using a song in teaching English at the second grade at senior high school- MAN 3 *Banjarmasin* 2009/2010?

The writer not only interviewed but also made observation through the progress of teaching and learning process in the classroom. Before the lesson started, the teacher made some preparations to teach using song. The preparations are as follow:

- a. the teacher chose the right song related to the topic of the lesson and decided the focus, that is grammar and vocabulary
- b. the teacher chose song with understandable lyrics, clear pronunciation, and of course the one which is suitable to the lesson
- c. the teacher checked the facilities used before the lesson begun in order to ensure the lesson to go on well and without any obstruction until the end of the lesson, such as the tape/CD player, the cassette/CD and the supplementary exercises.

After everything is well checked and prepared, there are some techniques and methods applied in this teaching and learning process, such as:

1. Predicting : before listening to the song, the teacher gave short description about the song, such as the title and the singer, whether the students know them or not. Some of them know, and some other not. The teacher also told a brief review about the singer of the song, whether it is soloist or band. After that, he also explained about the core and the meaning of the song. This is to enable the students to predict the upcoming song. Thus, the students wouldn't encounter much problem in this session of listening song.
2. Gap-Filling : In this technique, in the grammar and vocabulary lesson, the teacher used song which is concerned with the topic and structure or grammar focused for the lesson and its exercises. For example like the song "YESTERDAY". The teacher chose this song to teach students how to use Past Tense. This way, the students would automatically acquire the grammar of the song. Next, the teacher gave the students some exercises, such as "complete the missing words". This exercise consists of the lyrics of the song with some deleted words from the lyrics. The words deleted are mainly verbs in past tense (irregular verbs) and also adjectives. Then the teacher played the song several times, 3 times for the maximum. But still, it depends on the level of the song itself. The students then listened to the song and completed the missing words. After they finished completing the lyrics based from what they have heard, they answered some questions

correctly based from the song they have heard. This activity might help students remembering the form of verbs in Past, whether regular or irregular verbs.

3. Translation : in this technique, the teacher gave away the lyrics of the song again and then he gave some words for the students to choose. They were asked to find the synonym of the given words from the song lyrics and translate the meaning. This activity might help students with their vocabulary. They would find and know new vocabularies. They would also understand the song more easily. Later, they were also asked to retell what the song was about.
4. Singing : in this method, the students were asked to do activity together at the end of the lesson. They were asked to sing along together. Singing is a method to make students to be active in class. The song which is sung together can help them in developing their self confidence. This is because in the song it wouldn't be known clearly who is good/right and who is bad/wrong.

Besides the methods above, the teacher also used some others methods, such as:

- Drills : sensitively, the teacher creatively understands his students condition who needs more understanding of the lesson or how to pronounce the words with closely similar sounds/pronunciation. To cope with this kind of problem, the teacher used drill method. In this context, he uses the oral drill, for example, when the students have difficulties with the sound of *come and*

came. He also repeatedly drilled the students the sentences by singing along with them.

- Cloze procedure or Gap Filling Activity: in this activity, the teacher used a way of filling up some blanks from the song. This method was mostly done in group work in order to avoid them feeling frightened or nervous and also to initiate their social team work. For example; he wrote some words taken from the song they had sung together and asked the groups to be ready to fill in the words or the blanks, then completing the missing words!

Yesterday, all my troubles..... so far away

Now it as though they're here to stay

Oh, I believe in yesterday

- Teachers repeated the song through a tape recorder several times and the students complete the word or phrases.
- Students and teachers checked together and wrote on the blackboard the meaning of the songs.
- Reordering (sort return) : in this method the teacher provided a certain phrase from the song list in random. Students must provide the number with the correct phrase . One of the activities is to write the phrase in pieces sentence, then students must collect the correct pieces of sentences. For example:
Rearrange the jumbled words into a good song by listening to the cassette!

I'm not half the man/ suddenly/ to be there's a shadow hanging over me/ I
used

Yesterday /came / oh / suddenly

she / why / had to go I don't know/ she wouldn't say

- Puzzles : Teacher asked the students to do puzzles such as crosswords or word searches from the words in the song

The essence of learning Lesson at this time, teachers can intersperse with the song, even in one of the aspects of learning the language itself.

The teacher explained about the objective of the lesson in each meeting. When the observer made classroom observation, the teacher was giving some explanation about structure by using the song as the helping media.

- In the song titled **YESTERDAY : *All my troubles seemed so far away***
- in the song titled **YESTERDAY : *Oh , Yesterday came suddenly***

Furthermore, in the sentence above, the teacher also included his explanation about Past Tense, especially to the changing form of regular and irregular verbs in Simple Past Tense.

From his teaching method, the teacher could explain to his students easily. Also in written the teacher might have clear guidance to conduct his teaching and the target he wanted to achieve according to the applied syllabus.

The song in teaching materials is not only to sing but also to read and to be understood by children. Because this material must be adjusted to the age of students, to sing something into activities that do not make the burden.

- Closing

After completing the teaching learning process, through these activities students can be trained to be independent and develop their sense of responsibility. To end the teaching learning session, students do prayers and

process can also be used as a cover. By the process of learning activities which are interesting and varied, of course, the students can be motivated to the fun and love of learning English. In the closure, the teacher didn't forget to evaluate his students about what he had taught to the students in order to measure the right objective of the lesson. But in this part, he rarely used the song to close the lesson.

Table 4.5. The step of singing method at MAN 3 Banjarmasin

No	Procedure	I		II		III		IV	
		Yes	No	Yes	No	Yes	No	Yes	No
1.	Teacher sings the song alone	-	v	-	v	-	v	-	v
2.	Teacher orders students to sing together	v	-	v	-	v	-	V	-
3.	Teacher uses drill activity	v	-	v	-	v	-	V	-
4	Teacher explains the meaning of the song	v	-	v	-	v	-	V	-
5.	Teacher reads the song	-	v	-	v	v	-	V	-
6	Teacher chooses a student to sing the song	-	v	-	v	-	v	-	v
7	Say English words together	v	-	v	-	v	-	V	-
8	Explain the essential of learning process ex: structure	v	-	v	-	v	-	V	-
9	Singing with action, chant	-	v	-	v	-	v	-	V
10	Telling story ,drawing conclusion, playing	-	v	-	v	-	V	-	v
11	Evaluation	v	-	v	-	v	-	V	-

2. How is the students' respond to the use of a song in teaching English grammar to improve grammar and vocabulary at the second year at *MAN 3 Banjarmasin* 2009/2010?

The observation was conducted to find out the influence of using a song in English teaching and learning. Several influences of singing method in classroom according to the findings are:

- a. This singing method made the situation in classroom become vivid and alive, and it's making the class more interesting .The writer got some data from students' information, this can be seen on the data about students' like or dislike, toward English. It can be seen on the table below :

Table 4.6. The Description of students' like or dislike toward English at the Second Year MAN 3 Banjarmasin

NO	Category	Frequency	Percentage (%)
1.	Like very much	-	-
2.	Like	76	88.1
3.	Quite like	10	11.9
4.	Dislike	-	
	Total	86	100

From the table above, it is seen that 76 students (88,1%) like English , 10 students (11,9 %) quite like it. It is seen that most students like English.

Besides that, the writer found the data about students' like or dislike in using song in teaching learning English. It can be seen on the table below:

Table 4.7. The Description of students' respond toward using a song in teaching learning English at the second year MAN 3 Banjarmasin

NO	Category	Frequency	Percentage (%)
1.	Like very much	81	94
2.	Like	5	6
3.	Quite like	-	-
4.	Dislike	-	-
	Total	86	100

From the table above, it is seen that 81 students (94%) like English very much , while 5 students (6 %)only like it . It is seen that most students like it very much to use a song as the media and method in teaching learning English.

- b. In the classroom, the teacher involved all students in all activities. It made the students become more in understanding the material. So that students became active in learning process. In learning activity there are some indicators, they are students' clearness in listening to a song in teaching learning English; asking difficult lesson; more understand the material by using a song in teaching learning English; activeness to sing a song together.

The first indicator is students' clearness in listening to a song in English lesson.

Further information about the data can be seen from the table below :

Table 4.8. Students' clearness in listening to a song in teaching learning English at the second year MAN 3 Banjarmasin

NO	Category	Frequency	Percentage (%)
1.	Very Clear	82	86,9
2.	Clear	-	
3.	Not clear	4	7,1
	Total	86	100

The table shows that 82 students (86,9 %) felt it very clear, and 4 students (7,1 %) is not clear in listening to a song in teaching learning English. So, it is seen that most students felt it very clear in listening to the song.

The third is students' activeness to ask difficult lesson. The data can be seen from the table below :

**Table 4.9. Students' Activeness to ask difficult lesson at the second year
MAN 3 Banjarmasin**

NO	Category	Frequency	Percentage (%)
1.	Often	20	23,8
2.	Sometimes	25	29,7
3.	Seldom	36	40,4
4.	Never	5	5,9
	Total	86	100

The table identified that 20 students (23,8%) often ask about difficult lesson, and 25 students (29,7%) sometimes ask it and 36 students (40,4%) seldom do it and 5 students (5,9 %) never do the activeness. It is seen that most students often ask about the difficult lesson to their teacher.

The next indicator is students' activeness to understand more to the material by using a song in teaching learning English. The data is distributed by the table below:

**Table 4.10. Students' Activeness to understand more the material by
using a song in teaching learning English at the second year
MAN 3 Banjarmasin**

NO	Category	Frequency	Percentage (%)
1.	Understand More	77	91,6
2.	Understand	-	-
3.	No Understand	9	10,7
	Total	86	100

From the table it shows that 77 students (91,6 %) understand it more, and 9 students (10,9 %) do not understand. So, it is seen that most students understand the material more by using a song in teaching English.

The last indicator is their activeness to sing together. The data can be seen on the table below:

**Table 4.11. Students' Activeness to sing a song together at the second year
MAN 3 Banjarmasin**

NO	Category	Frequency	Percentage (%)
1.	Always	76	88,1
2.	Often	-	-
3.	Sometimes	10	11,9
4.	Never	-	-
	Total	86	100

From the table it shows that 76 students (88,1 %) always sing together, and 10 students (11,9 %) sometimes sing together. So, it is seen that most students always sing together

Students were familiar with the activities which were presented by teacher, because the teacher used song which tune is known by students. The teacher just replaced the lyric with some English words related to the material. It made students memorize the words easily. This easy to understand way was a main point in using this method. Unfortunately, this method didn't get full support from the school, mainly in providing devices to develop this method. And also, the allocated time for English subject is still very limited (90 minutes for once a week). English is a competence that helps students in the

future and it needs to be developed in early time. The good basic of English would help students to learn English in advance. Moreover, English teaching and learning needs support in providing a competence teacher, material, teaching and learning strategies and environment which is conducive to apply effective and efficient teaching and learning process.

Based on the interview with the teacher, it is known that the students in the class were enthusiastic in following the lessons. This enthusiasm would help teacher to teach English easily in pronunciation or structure.

For the students, they felt fun and happy in learning English. At first, they thought that English is difficult and would be boring. But, after the teacher used this singing method plus some interesting activities, they were enthusiastic in learning English and focused to the lesson.

C. Data Analysis

Drs. Iriansyah as a teacher at the second year at MAN 3 Banjarmasin concerned about using one media of teaching English through song. This media is used to improve grammar and vocabulary in teaching learning process.

For this reason, Mr. Iriansyah said that through song, it makes students learn English easily for the reasons above. He learns teaching English using a song as the media with some methods. Initially, before starting the lesson he must prepare the material connected to using song method because if he does not prepare anything in advance, it will be so difficult to teach the lesson. There are some steps that must be concerned in using a song, they are as follow: He chooses

the song which is suitable for the topic in teaching learning and decides the focus that is grammar and vocabulary. The teacher chooses song which is easy to understand, clear in pronunciation, and suitable for the students level. He also checks all facilities needed before he conducts his teaching in order to make the teaching learning process go on well till the end of the meeting, such as the tape recorder/the CD player, the song, and the supplementary exercises.

According to Mr. Iriansyah, the students wouldn't be able to understand the lesson if the pronunciation of the song is unclear or if the song is too fast and also the popularity of the song can affect the lesson. The unpopular song will not excite the students, on the other hands, popular song will make them interested and help the teacher to explain the lesson more easily.

After making his preparation, he firstly defines the objective of the lesson to the students, tells about the theory and then continues to the teaching learning activity. In teaching English, not all lessons can be taught through song because not all song can be taught. The teacher must not only choose a suitable level of the song but also adjust the song to the lesson. Like what Mr. Iriansyah has taught, he used songs from popular bands like Westlife and The Beatles and also well-known singer like Celine Dion. Mr Iriansyah uses songs mostly for teaching vocabulary because it is very easy for the students to remember the vocabulary. Further more, the song can also be used to teach grammar and comprehension of what the song is about. This activity can be very fun and enjoyable for both teacher and students. The students excitedly paid attention to their English lesson and this was right after a boring lesson.

Using a song can be collaborated with other methods, such as clapping hands, demonstrating, and so on. The variation of this method is established to make students feel happy in English lessons. According to the findings, all the students in second year of MAN 3 Banjarmasin were happy in learning English in this way. And even, they didn't feel that English is difficult to learn because they thought English lesson with a song is fun. As the results, they were eager to learn English not only to achieve the score, but also to be able to use English and improve their skill in English. So, English class has become a favorite class.

After the activities above, he ends his lessons by singing all the song that they have studied together. That's all the teaching and learning activities which has been conducted by Mr. Iriansyah in second year at MAN 3 Banjarmasin.

Although the activities were fun, often the teacher still needed to control the students so they would focus back to the material. To the extent, the teacher didn't go beyond school curriculum. For this reason, the school supports these activities because the school thinks that those activities can achieve the objective of English teaching and learning.

According to Mr. Iriansyah, English teaching and learning is an attempt to internalize English easily in the students' daily lives so the students will be able to use English, at least they are able to understand and to communicate English in simple form. In other words, he said that English teaching and learning is to master English, and it is an attempt to achieve the objective in curriculum.

Based on the description above, it explains that Mr. Iriansyah appreciates the students as the subject of learning not the object through a song media. In

conclusion, it means that in teaching learning English by using a song, he could follow his students in every step of the lesson. He tried to make students active and create happy activities, so that his students felt interested to every meeting in English lesson.

The writer also observed the influence of singing method in English teaching and learning. Several influences of singing method in classroom according to the findings are:

- a. This song as media and singing method made the situation in classroom become alive, and it made the class more interested. In the classroom, teacher followed students together to like English. With a song as media and many kinds of happy activities or playing together, it helped teacher to introduce English as interest lesson. According to the data, it is found out that 76 students (88,1%) like English and it includes in high category. As the students feel happy with media and variety method in teaching learning English, it would make the students spirited, enjoyable and more understand in lesson. It is seen that most of the students like English. From the data, the writer indicated that students' like toward English is high. Because students' interest came when their teacher followed students' in the teaching learning process, 10 students (11,9 %) quite like it and it includes middle category, because from the beginning the students had a bad impression that English is difficult. This might be caused by their limited vocabularies, so they felt it hard to understand English. And then, it is the data about students' like or dislike in using a song in teaching learning English. According to the data, it is seen that

81 students (94 %) like it very much and it includes in highest category, 5 students (6 %) like, it includes in high category. It is seen that most students like it very much to use a song as the media in teaching learning English. It is known that students' respond to use a song media as a way to introduce English is in high category.

Thus, according to the description above, this activity could make it easier for the students to understand the lesson and could improve their skill. The students will be interested if we have some interesting methods that are in accordance with what they want.

- b. In the classroom, the teacher involved all students in all activities. It made the students become more in understanding the material. So that students became active in learning process. In learning activity there are some indicators, they are students' clearness in listening to a song in teaching learning English; asking difficult lesson; understand more the material by using a song in teaching learning English; activeness to sing a song together. To the first indicator is students' clearness in listening to a song in English lesson, the data shows that 82 students (86,9 %) found it clear , and it includes in very high category, 4 student (7,6 %) is not clear, it includes in high category. So, it means that students have highest listening and absolutely because of the good sound system and clear pronunciation. For students who are not clear in listening to the song, this is because they did not pay attention.

The second is students' activeness to ask difficult lesson. The data shows that 20 students (23,8 %) often ask difficult lesson, it is in very high category and

25 students (29,7 %) sometimes ask it and it is in high category. 36 students (40,4%) seldom do the activeness, it is in middle category, and 5 students (5,9 %) never ask it and it is in low category. It is seen that most students often ask the difficult lesson to their teacher. From the data about asking difficult lesson, the number of students' answers between often and seldom is almost the same, because they felt a little afraid to the teacher, according to students' information, they were afraid to the intonation of teacher's talks .

The next indicator is students' understand more the material by using a song in teaching learning English. The data shows that 77 students (91,6 %) felt it understand more, it is in very high category and 9 students (10,7 %) did not understand, it is in low category. So, it is seen that most students felt it more understand the material by using a song in English lesson. It is in high category. From the data, the students did not understand because they felt it difficult. Although they enjoyed the learning activities but they could not master the vocabulary, so they did not understand the material.

The last indicator is their activeness to sing a song together. The data shows that 76 students (88,1 %) always sing together with action ,it is in very high category and 10 students (11,9 %) sometimes sing together with action. It is in middle category. So, it is seen that most students always sing a song together after finishing the lesson. The data shows the activeness of students to sing together is high. From the observation, Mr. Iriansyah tried to be an active teacher, because teaching and learning needs support in providing a competence teacher, material,

teaching and learning strategies and environment which conducive to effective and efficient teaching and learning process. He applied English teaching and learning which not only giving a lecture, or an attempt to transfer the information as much as possible to the students, but also thinking that English teaching and learning requires mental involvement and action from the students themselves. In his way, he requires the students to use their brains, analyze the ideas, imagine, illustrate, be agile, be fun and happy, be energetic, and even they are required to move about. In his opinion, to enhance students' ability in English, the students have to listen, see and ask questions or even discuss the lesson together with the teacher.

Mr. Iriansyah in his English lessons considers the students as a core subject in the teaching and learning activity, so they have to be very active in the lessons. In this case, teacher is a facilitator who guides his/her students to learn. Another reason is because English as a foreign language in Indonesia is difficult and different structurally from the first language (Indonesian language). It makes English difficult to master. However, the difficult things can be made easier if we learn English with fun.