



**THE EFFECTIVENESS OF ENGLISH SONGS
TO TEACH CONDITIONAL SENTENCE TYPE 2
(A Quasi-Experimental Study of the Eleventh Year Students
of SMA N 7 Purworejo in the Academic Year of 2015/2016)**

a final project
submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan
in English

by
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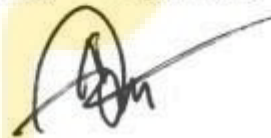
**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
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2016

DECLARATION OF ORIGINALITY

I, Septiana Wahyu Setyaningrum hereby declare that this final project entitled *The Effectiveness of English Songs to Teach Conditional Sentence Type 2 (A Quasi-Experimental Study of the Eleventh Year Students of SMA N 7 Purworejo in the Academic Year of 2015/ 2016)* is my own work and has not been submitted in any form for another degree or diploma at my university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, August 2016



Septiana Wahyu Setyaningrum



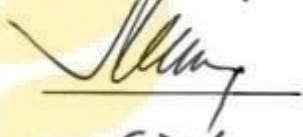
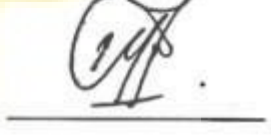
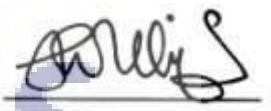


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APPROVAL

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MOTTO AND DEDICATION

Develop a passion for learning, if you do, you'll never cease to grow up

(Anthony J.D'Angelo)



To

My father and mother, Suyatno & Kopsah

My beloved sister Fiska Pramaningrum

My brothers Teguh Triyatno and Rakhmat Widodo

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ACKNOWLEDGEMENTS

First and foremost, I would like to praise my greatest gratitude to Allah SWT who has given me mercy and blessing, so I could finish this final project. I realize that without assistance and guidance from many people, this final project would have never been completed.

I would like to express my gratitude and appreciation to Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D as the first advisor and Dra. C. Murni Wahyanti MA as the second advisor who have given guidance, advice, suggestion, correction and patient so that I am able to accomplish this final project.

I would also like to express my thankfulness to the head of English Department and all of the lecturers for teaching me and giving their knowledge and experience.

My special thanks are also addressed to Nikmah Nurbaity, S.Pd., M.Pd. , the principal of SMA N 7 Purworejo, for allowing me to do a research there; Drs. Bambang Hiru S., as the English teacher for his kindness and support during my research; the students of XI MIPA 1, 2, and 3 for their cooperation and participation during my research.

My greatest thanks are for my father, mother, sister and brothers, for loving and supporting me. Moreover, thanks to my beloved friends Feeding Frenzy (Jien, Tina, Reta, Vicky, Fika, Eva and Vita), Lintang kos members and all my friends whose name can not be mentioned one by one.

Finally, there is nothing perfect in this world and I realize that this final project is still far for being perfect. Any corrections, comments, and criticisms for the improvement of this final project are accepted.

Semarang,

2016

Septiana Wahyu Setyaningrum



ABSTRACT

Setyaningrum, Septiana Wahyu. 2016. *The Effectiveness of English Songs to Teach Conditional Sentence Type 2 (A Quasi-Experimental Study of the Eleventh Year Students of SMA N 7 Purworejo in the Academic Year of 2015/2016)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D.; Advisor II: Dra. C. Murni Wahyanti MA.

Key Words: Conditional Sentence Type 2, English Songs, Quasi-Experimental Study

This final project is a quasi-experimental study. It focuses on the teaching of conditional sentence type 2 by using English songs and a conventional teaching. The purpose of this study was to find out the effectiveness of English songs to teach conditional sentence type 2. Two groups were chosen. They were XI MIPA 3 as the experimental group and XI MIPA 2 as the control group. The experimental group was taught by using English songs, while the control group was taught by using a conventional teaching. The two groups were given a pretest and posttest. The t-test was calculated to determine which one was more effective to teach the conditional sentence type 2. Moreover, the t-test was also used to show the significant difference between the two means. Based on the result of the t-test, the t-value was 4.200, while the t-table at $n_1 + n_2 - 2 = 45$ was 1.68. Therefore the t-value was higher than the t-table ($4.200 > 1.68$). Then the Sig.(2-tailed) was 0. Therefore the Sig.(2-tailed) was lower than 0.05. It can be concluded that there is a significant difference between the experimental and control group on the posttest score. Since it is significant, it means the use of English songs is effective to increase students' achievement on conditional sentence type 2. Therefore, the use of English songs is suggested using as an alternative to teach conditional sentence type 2.



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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reasons for choosing the topic, the research question, the purpose of the study, the hypotheses of the study, the significance of the study, the limitation of the study, and the outline of the study.

1.1 Background of the Study

Conditional sentences are one of the grammatical aspects that are taught in the senior high school, for the eleventh year students in the second semester. Conditional sentences are sentences that we use for factual or future condition and imaginative condition. The characteristics of conditional sentences are the use of the word “if”. Every conditional sentence has two clauses. They are *if clause* and the *result clause*. After we use *if clause*, we put a comma, then continue with the *result clause* (Azar, 2002: 413).

My experience when I was a student at SMA N 7 Purworejo made me feel that conditional sentences were difficult. My preliminary interview with the English teachers of SMA N 7 Purworejo, showed me the teachers’ experiences in teaching conditional sentences. They said that some students feel that conditional sentences are challenging. Particularly, based on their opinions, conditional sentence type 2 is difficult for students.

The example of students’ difficulty in learning conditional sentence type 2 is to make conditional sentence based on true conditions that are given. For instance: *I am not a bird so I don’t fly*. Then, when they were asked to change it

into a conditional sentence type 2, some students faced the difficulty of using tense properly. For example, they wrote: If I was a bird, in the if clause. It should be: *If I were a bird*. In addition, another student forgot to put infinitive after the word *would* in the result clause. They wrote: I would flew. It should be: *I would fly*.

Dealing with that problem, I thought how to make the learning of conditional sentences is accepted easily by the students. I thought that I had to use a medium on the teaching of conditional sentences, a medium that would be useful to teach and learn conditional sentences. The medium that would make students pay attention and learn conditional sentences easily. Based on that background, I decided to use songs as media for teaching conditional sentence type 2.

Song is really closer to human being. We hear songs in radio, TV, or internet. We even sing a song in the bathroom. Everybody may have one of the favorite songs that they sing. Even, some people may sing a song fluently rather than speak English. For this condition, I have an idea to use songs as teaching media. The songs that I use are English songs. It means songs that contain lyrics in English which are sung by English native speakers or non-native speakers. I have found many English language songs that contain conditional sentences. Most songs that I have found contain conditional sentence type 2. In addition, many popular English songs use the conditional sentence. I can take advantage of this by using songs to introduce or reinforce the pattern (Celce-Murcia, 1999: 565). Regarding to that condition, I decided to use English songs to conduct this study on teaching conditional sentence type 2.

The previous studies on the use of songs in teaching English show that songs are beneficial. It can be an alternative way in teaching English. It makes improvements on the learners' score in the English subject. A study that was conducted by Jajuli (2011) showed that the average score increased significantly after getting all of the treatments using songs. The students' average score from the pre cycle was 56.6, first cycle was 64, second cycle was 75.3, and the third cycle was 88. He suggested that the use of songs can be an alternative way to teach the language, especially to improve the students' understanding on conditional sentences.

Based on my preliminary interview with the English teachers of SMA N 7 Purworejo, the students need an alternative technique to learn conditional sentence type 2. Moreover, I am an alumna of the school, I intended to dedicate and share my knowledge by coming back to my home town and conducting this research there.

The research was the effectiveness of English songs to teach conditional sentence type 2. It is a quasi-experimental study of the eleventh year students of SMA N 7 Purworejo in the academic year of 2015/2016.

1.2 Reasons for Choosing the Topic

I conducted the study on “The Effectiveness of English Songs to Teach Conditional Sentence Type 2 (A Quasi-Experimental Study of the Eleventh Year Students of SMA N 7 Purworejo in the Academic Year 2015/2016)” for the following reasons.

First, conditional sentences are essential. As a grammatical aspect that is taught in senior high school, we need to be aware of the importance of grammar

mastery. We use conditional sentences for real or fact and possible situations, for unreal or impossible things, and unreal past actions (Nurkhasanah et al, 2014: 184). People should master the conditional sentences so that they can use them both in spoken or written language properly.

Second, songs as media for teaching English are enjoyable and attractive. By using songs, students will enjoy in learning English. They will not be bored because the atmosphere in the class is enjoyable. Moreover, the use of media will attract the students' attention. They will be curious in the meaning of the songs and listen to the songs.

Third, I observed that some English songs contain grammar lessons. Songs do not only express someone's feelings, emotions or experiences, but also they bring the grammar of the English language that we can learn. For example, some English songs contain conditional sentences, and here for my study I found English songs that contain conditional sentence type 2. In a song titled *If You were a Sailboat*, students can learn the formula of conditional sentence type 2. Thus, I assumed that by using songs, the students' understanding of conditional sentence type 2 will improve.

1.3 Research Question

Based on the background of the study and reasons for choosing the topic, the research questions is as follow:

How effective is the use of English songs to teach conditional sentence type 2 for the eleventh year students of SMA N 7 Purworejo in the academic year of 2015/2016?

1.4 Purpose of the Study

The purpose of this study is to find out the effectiveness of English songs to teach conditional sentence type 2.

1.5 Hypotheses of the Study

There are two hypotheses in this study. The first hypothesis is the working hypothesis or the alternative hypothesis (H_a). The alternative hypothesis in this study is “There is a significant difference in the achievement of conditional sentence type 2 between students who are taught by using English songs and those who are taught by using a conventional teaching.”

The second hypothesis is the null hypothesis (H_0). The null hypothesis in this study is “There is no significant difference in the achievement of conditional sentence type 2 between students who are taught by using English songs and those who are taught by using a conventional teaching.”

1.6 Significance of the Study

The study hopefully will be useful to give some contributions as follows:

1) For the teacher

The result of the study is expected to be one of the examples on how to teach conditional sentence by using songs. English songs can be used as media for teaching conditional sentence type 2 in the classroom.

2) For the students

English songs are expected to give the motivation and spirit in learning conditional sentence type 2. It also makes the students comfortable and they enjoy learning English.

3) For the other researchers

This study can be a reference for future researchers who want to apply English songs to teach conditional sentence type 2. Hopefully, it will help them to get inspiration and motivation to follow up this study for better teaching and learning English, especially conditional sentences.

1.7 Limitation of the Study

This study focuses on the eleventh year students of SMA N 7 Purworejo in the academic year of 2015/2016. It focuses on two classes, XI MIPA 3 as the experimental group and XI MIPA 2 as the control group. The study is concerned on teaching conditional sentence type 2. Conditional sentence type 2 is a sentence that has if clause and result clause for stating untrue condition in the present or future which formula is: *if* . . . + past, . . . + *would*. In conducting this study, I uses English songs to teach it. The English songs that I used was the songs that contain lyrics or sentences of conditional sentence type 2. There are three English songs that I used in conducting this study: *If I were A Boy* (Beyonce), *If You were A Sailboat* (Katie Melua), and *Locked Away* (R City ft. Adam Levine).

1.8 Outline of the Study

This study consists of five chapters, which can be described as follows:

Chapter I is the introduction. It consists of the background of the study, reasons for choosing the topic, research question, purpose of the study, hypotheses of the study, significance of the study, limitation of the study, and outline of the study.

Chapter II is review of related literature. It talks about review of the previous studies, review of theoretical study, and theoretical framework.

Chapter III deals with method of investigation. This chapter elaborates the research design, subject of the study, population and sample, research variables, types of data, method of collecting data and method of analysing data.

Chapter IV is results and discussion. It covers the general description, detailed results, and discussions.

Chapter V consists of conclusions and suggestions of this study.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three parts: review of the previous studies, review of the theoretical studies, and theoretical framework.

2.1 Review of the Previous Studies

Review of the previous studies mentions some researchers who have done research in the same topic.

The first study was conducted by Ratnasari (2007). The objective of her study was to describe how songs influenced the students' achievement in pronouncing English words. Based on her study, it was found that the use of songs in teaching English was effective to improve the students' pronunciation and very beneficial for the students in order to facilitate them in learning English. In addition, based on this finding, the writer suggested that songs in teaching English should be recommended for the English teachers.

The second study was conducted by Jajuli (2011). The objective of his study was to identify the implementation of songs to improve students' understanding of conditional sentences. The result of the study showed that the use of songs can improve students' understanding on conditional sentences at the eleventh year students of MA Darul Ulum Semarang in the academic year of 2010/2011. The students' average score from the pre cycle was 56.6, the first cycle was 64, the second cycle was 75.3, and the third cycle was 88. Thus, he

suggested that the use of songs should be an alternative way to teach English, especially to improve the students' understanding on conditional sentences.

The third study was conducted by Sangadah (2011). The objective of her study was to find out the effectiveness of songs in teaching English articles. Based on her study, there was a different score between those who used song as media and those who learned without using songs as media. The test result of the experimental class was 77.416, while the test result of the control class was 70.5. In other words, the process of learning English articles using songs was effective.

The fourth study was conducted by Mukti (2014). The main objective of his study was to find out whether there was any significant difference in achievement between students who were taught listening comprehension using lyric of Simple Plan's Song "Perfect" as the media and those who were taught by using a conventional technique. He stated that there was a significant difference in achievement between students who were taught listening comprehension using Simple Plan's song lyric "Perfect" and those who were taught listening comprehension by using a conventional technique. Based on his research, Mukti suggested that English teachers could use songs to improve the students' listening comprehension to make a good way in teaching and learning English.

The fifth study was conducted by Jayanti (2015). Her study aimed at finding out whether subtitled English songs effectively improved students' vocabulary or not. Based on her research, it could be concluded that subtitled English songs effectively improved students' vocabulary compared to the Grammar Translation Method. Thus, Jayanti suggested that the English teachers

may use subtitled English songs in their teaching practice especially in improving students' vocabulary.

The sixth study was conducted by Mosniati (2014). This research was to find out the effectiveness of popular English songs in teaching vocabulary and the significance of the effectiveness of popular English songs in teaching vocabulary. Based on the data analysis, Mosniati stated that the use of popular English songs was significant in teaching vocabulary to the eighth grade students of SMP Negeri 6 Sengah Temila in the academic year of 2013/2014. The result could be seen by the students' different scores on the pretest and the posttest. Thus, referring to the data which had been calculated, the students who had lower scores on the pre-test got better scores on the post-test.

The last study was conducted by Sugandi (2014). The objective of this research was to find out the impact of using English songs towards the students' vocabulary mastery of tenth year students of SMK Negeri 1 Bandar Lampung in the academic year of 2013/2014. Results indicated that p-value 1% was 2.65, 5% was 2.00, and t-value was 11.61. It was statistically significant as p-value was smaller than t-value. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. These findings showed that there was impact of English songs towards the students' vocabulary mastery of tenth year students of SMK Negeri 1 Bandar Lampung in the academic year of 2013/2014.

Based on the previous studies which are reviewed above, the use of songs are really great to be media. By using songs, the students' achievement could increase on the lesson. The using of songs could be effective to teach the lesson. Moreover, researchers also suggested that English teachers could use songs as

media to teach English lesson. By this good reasons, I have an interest to conduct a similar research entitled “The Effectiveness of English Songs to Teach Conditional Sentence Type 2 (A Quasi-Experimental Study of the Eleventh Year Students of SMA N 7 Purworejo in the Academic Year of 2015/2016)”. The study focuses on finding out the effectiveness of using English songs as media to teach conditional sentence type 2.

2.2 Review of the Theoretical Study

This part explains the theoretical study on this topic.

2.2.1 Definition of Conditional Sentences

I define that conditional sentence is a sentence that has if clause and result clause for stating true condition and untrue condition or possible and imaginary condition.

It is supported by experts' definition about conditional sentence. For example Celce-Murcia (1999: 546) defines that a conditional sentence is “a complex sentence that consists of a main clause and a subordinate clause; the latter typically begins with the adverbial subordinate *if*”. Other definition by Azar (2002: 412) that states “a conditional sentence typically consists of an *if*-clause (which presents a condition) and a result clause”. Example: *If it rains, the streets get wet*. Then Swan (2005: xviii) states that conditional is “a clause or sentence containing *if* (or a word with a similar meaning), and perhaps containing a conditional verb form”. Examples: *If you try, you'll understand; I should be surprised if she knew; What would you have done if the train had been late?*. Furthermore Nurkhasanah (2014) defines that conditionals are “used to talk about

possible or imaginary situations. Conditionals are sentences with two (2) clauses: an “if” clause and a main clause that are closely related”.

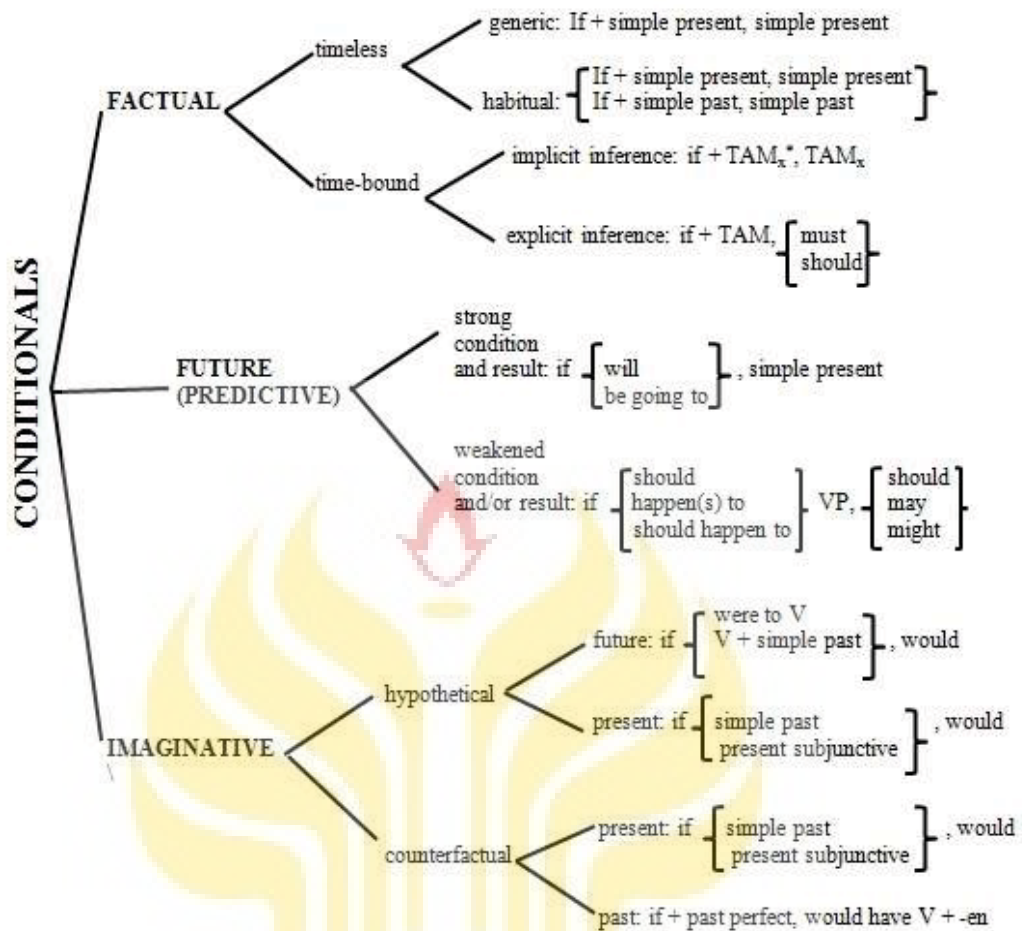
2.2.1.1 Types of Conditional Sentences

Basically, there are three types of conditional sentences. Azar (2002) overviews the basic verb forms used in conditional sentences. Below is the table of overview of basic verb forms used in conditional sentences:

Table 2.1
Overview of Basic Verb Forms Used In Conditional Sentences

SITUATION	IF CLAUSE	RESULT CLAUSE	EXAMPLES
True in the present/future	Simple present	Simple present will+ simple form	(a) If I have enough time, I watch TV every evening (b) If I have enough time, I will watch TV later on tonight
Untrue in the present/future	Simple past	Would + simple form	(c) If I had enough time now, I would watch TV now or later on.
Untrue in the past	Past perfect	Would have + past participle	(d) If I had had enough time, I would have watched yesterday.

In addition, Celce-Muria (1999) also provide a summary about conditional sentences. The following page is the figure of the summary of the conditional sentences.



*TAM= any possible combination of tense, aspect, modals, and phrasal modals.

Figure 2.1

Summary of Conditional Sentences

2.2.1.2 Conditional Sentence Type 2

The pattern is *if... + past, ... + would* (Eastwood, 1994:336)

Azar (2002: 415) shows the untrue (contrary to fact) in the present or future as presented in the table below.

Table 2.2
Untrue (Contrary to Fact) in the Present or Future

<p>(a) If I taught this class, I wouldn't give tests.</p> <p>(b) If he were here right now, he could help us.</p> <p>(c) If I were you, I would accept their invitation.</p>	<p>In (a): In truth, I don't teach this class.</p> <p>In (b): In truth, he is not here right now.</p> <p>In (c): In truth, I am not you.</p> <p>Note: <i>Were</i> is used for both singular and plural subjects. <i>Was</i> (with I, he, she, it) is sometimes used in informal speech: If I <i>was</i> you, I'd accept their invitation. In addition it is not generally considered grammatically acceptable (Azar, 1989: 348).</p>
<p>COMPARE</p> <p>(d) If I had enough money, I would buy a car.</p> <p>(e) If I had enough money, I could buy a car.</p>	<p>In (d): The speaker wants a car, but doesn't have enough money. <i>Would</i> expresses desired or predictable results.</p> <p>In (e): The speaker is expressing one possible result. <i>Could</i> = would be able to. <i>Could</i> expresses possible options.</p>

2.2.2 Definition of Song

I define that song is an art work of music and lyric combination. It is supported by experts' definition.

For example, according to Shen (2009: 88) song is “a combination of music and lyric”. Then Ratnasari (2007) quoted from Jamalus (1988: 5) that songs can be said as “art works if they are sounded (sung) with the accompaniment of musical devices”. Moreover Rosava also quoted from Griffee (1995: 3) that songs refer to “pieces of music that have words, especially popular songs such as those one hears on the radio”.

2.2.2.1 English Songs

In conducting this study, I selected some English songs as media to teach conditional sentence type 2. English songs are songs that contain lyrics in English which are sung by English native speakers or non native speaker. These songs are songs that contain lyric or sentence of conditional sentence type 2. The English songs that are used as media in this present study are:

- 1) *If I were a Boy* by Beyonce
- 2) *If You were a Sailboat* by Katie Melua
- 3) *Locked Away* by R. City ft. Adam Levine

2.2.2.2 The Reason of Using Songs

The majority of English language teachers all over the world use or have used songs for teaching purposes and with good reasons (<http://pedagogie.ac-montpellier.fr/disciplines/anglais/ressources/music/songs.pdf>). There are 10 reasons why English language teachers use songs.

- (1) Songs are highly memorable
It seems that songs store in both our short- and longterm memory, so it is easy to remember.
- (2) Songs are highly motivating
Both young people and adults tend to enjoy being taught through songs.
- (3) Songs are personal
Since most songs refer to generic themes (often 'love'), rather than specific people, places or times, listeners tend to identify with the lyrics.
- (4) Music and songs are part of everyday life
In the car, at home, at sporting events, at times of celebration, in theatres, at the cinema, and even out in the streets, we constantly hear and sing songs. Therefore it seems natural to make them an integral part of the language learning process.
- (5) Songs are the natural opportunity for meaningful repetition
Students can spontaneously 'practising' the lesson in the songs both with others or alone
- (6) Songs provide examples of everyday language
The language of most songs is simple, often in a conversational style.
- (7) Songs are easy to find
Everybody has access to records, CDs, cassettes, videos, minidisks, and song book.
- (8) Songs bring variety to the lesson
Using songs is one way of 'escaping' from the coursebook and adding new learning experiences.
- (9) Songs aid relaxation and group dynamics
English Teaching Professional states that according to Murphey (1992) songs encourage "harmony within oneself and within a group".
- (10) Songs are fun
Based on the English Teaching Professional writer's own experience, the most successful lessons are the ones where they all feel they've had a good time.

In addition, Schoepp (2001) explains three theoretical reasons for using songs in the classroom. He states the first step in developing a theoretical rationale for using songs in the classroom is to label the types of listening processes and then identify the reasons teachers and researchers provide. The affective, cognitive, and linguistic reasons for using songs which follow, are all grounded in learning theory, and provide insights into the benefits of songs in the classroom.

1) Affective Reasons

The existence of songs can provide a positive atmosphere conducive to language learning. Songs make a positive attitude towards learning is present. In addition, songs can promote language learning.

2) Cognitive Reasons

Using songs can help automatize the language development process. For example, I use a song entitled *If You were a Sailboat* by Katie Melua for learning conditional sentence type 2. The repetitive style of the song lends itself to an activity in which students create their conditional sentences based upon their own interest.

3) Linguistic Reasons

Besides automatization, there is also a linguistic reason for using songs in the classroom. A song such as "*If You were a Sailboat*" is an example of a song that demonstrates conditional sentence type 2. This song contains if clause and result clause, for example *If you were a sailboat, I would sail you to the shore*. Using songs can prepare students for the genuine language they will be faced with.

2.2.2.3 Using Songs in the English Language Classroom

Saricoban and Metin (2000) states songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items.

Simpson (2015) on his article explains how to use songs in the English language classroom. He divides into two parts. The first one is planning for the use of songs in the class and the second one is six steps for making a song the focus of one's class.

(1) Planning for the Use of Songs in the Class

- a. Carefully examine what it is the teacher wants his/her class to learn in the lesson. Here I focused on conditional sentence type 2.
- b. Think about the language level of the class
I do not not only used songs in the class, but also I encouraged with other activities like exercise or test.
- c. How old are the learners?
I used songs that are interesting to senior high school age group and fixed song based on their age.
- d. Are there any specific cultural issues regarding the make-up of the class?
Don't use music solely based on one's own cultural norms. Consider the audience and their sensibilities.
- e. What kind of access does it use to the song?
I used mp3 format and mp4 format with lyric.

(2) Steps for Making a Song the Focus in the Class

Actually there are 6 steps. However I picked some steps that mix with my thought.

- a. Listen to the song
That's it – start the activity by just listening. It's important to remember that this is supposed to be a fun activity; don't make it too serious or boring.
- b. Ask some questions about the title
For example the title is *If You were a Sailboat*.
I asked question for example what would you do if you were a sailboat.
- c. Listen to the song again, this time with lyrics
Here I made a lyric worksheet as a fill in the blank; learners filled in the gaps as they listen.
- d. Focus on a particular verb tense or aspect of grammar
It focused on conditional sentence type 2 with the formula of if + past, follow with would.

2.3 Theoretical Framework

The study was conducted by firstly giving the pretest for both groups: experimental group and control group. Then, I gave treatment for the experimental

group. The experimental group was taught by using English songs, while the control group was taught by a conventional teaching. (See Appendix 1 and 2 for the lesson plans).

After that, I gave the posttest for both groups. The average score of each group was analysed by comparing the score using t-test formula. Finally, I determined which one was more effective in teaching conditional sentence type 2.

The following page is the figure of the theoretical framework in this study.



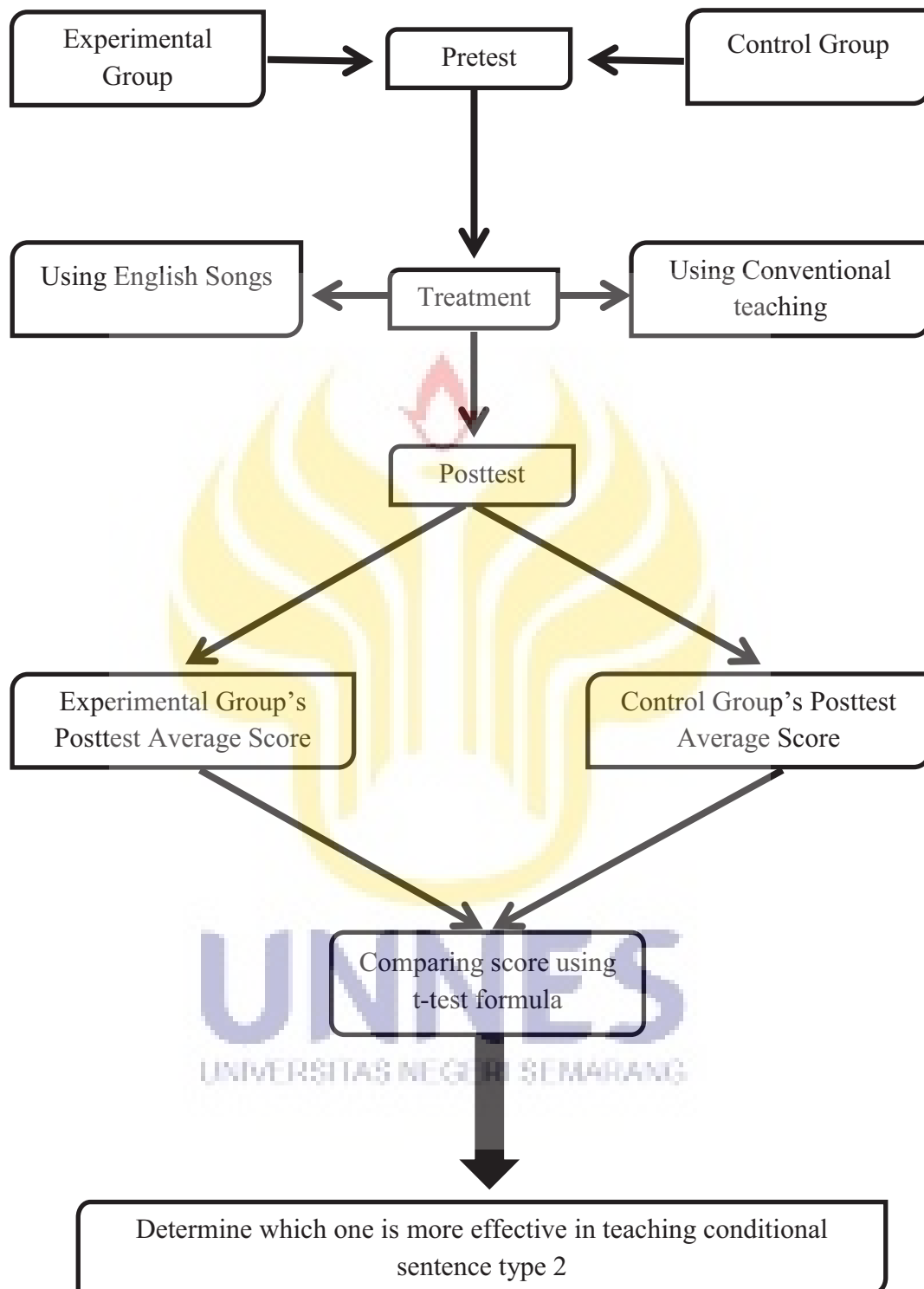


Figure 2.2
Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of this study and the suggestion for students, teachers, and future researchers.

5.1 Conclusions

The conclusion of this study shows the effectiveness of English songs to teach conditional sentence type 2. It is proved for the following reasons.

First, it can be seen by comparing the result score of the experimental group and the control group in the pretest and posttest. Based on the result of the test, the pretest mean of the experimental group was 74.14 and the pretest mean of the control group was 77.58. After the experimental group was treated by using English songs and the control was taught by a conventional teaching, the posttest was given. From the result of the posttest, the mean of the experimental group was 96.43 and the mean of the control group was 91.50. It can be seen that the improvement score from pretest to posttest of the experimental group was greater than the control group. The improvement was 22.29. In addition, it also can be seen that the posttest mean of the experimental group was higher than the posttest mean of the control group. Here, the use of English songs is proved to be an improvement tool for learning conditional sentence type 2. Therefore, the using of English songs to teach conditional sentence type 2 of the eleventh year students of SMA N 7 Purworejo in the academic year of 2015/2016 is effective.

Second, the effectiveness of my study on teaching conditional sentence type 2 can be seen from the result of the interview. Overall, the

experimental group tends to enjoy the learning of conditional sentence type 2 by using English songs. Most of them can easily say it is fun learning and they are happy with that. In other side, the control group feels that learning of conditional sentence type 2 by using a conventional teaching is likely to be boring. They tend to give little attention to the material. The use of English songs itself can be a motivation media for students to learn the lesson. It also can be an interesting and exciting tool. It attracts the students' attention to the learning. It makes the students understanding the material and succeeding in the posttest Therefore, the use of English songs is effective.

5.2 Suggestions

Based on the conclusion of this study and my experience during this research, I can recommend some suggestions below.

For the students, they can learn conditional sentence type 2 easily by using the English songs. There are patterns of conditional sentence type 2 in the songs. Moreover they can sing and listen to the songs while learning the conditional sentence type 2. It can be enjoyable and interesting learning for the students.

For the teachers, the use of English songs to teach conditional sentence type 2 can be a new medium for them. It can be an alternative way to teach students. Teacher can use the English songs as media to teach conditional sentence type 2. By using English songs, the atmosphere in the class can be enjoyable. In addition the students will accept the learning easily.

For future researchers, the result of my study can be one of the references for further research. The researcher can apply the use of English songs to teach conditional sentences and to teach learning materials. This study can inspire future researchers to have related topics in conducting research.



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APPENDIX 27
Documentation

Experimental Group



Control Group

