

BAB IV

RESEARCH FINDING AND DISCUSSION

This chapter will be discuss about finding of the researcher. The finding presents about what the researcher got during the study besed on the instrument that is used by the researcher. The researcher was star on 14 april 2021 until 20 april 2021 at the eleventh senior hight school Which consist of 38 student. So, in this chapter will explain about the result of the study and the data analysis.

A. Findings

In this research, the researcher explained about the background of the school, the location of the school and profile of the school.

1. Background of Bata-Bata Palengaan Pamekasan

Based on investigated held at Bata-Bata Palengaan Pamekasan from 14th april 2021 until the researcher got all the data. The researcher do investigated after gave the latter of permission to investigated and principal of the school gave permission. The background of the school divided into two categories, they are (a) The location Bata-Bata Palengaan Pamekasan, (b) The profile of Bata-Bata Palengaan Pamekasan, whereas data in result and discussion are result of observation, test, and documentation about the effect of english song on student's prononciation at the eleventh grade student's of Bata-Bata Palengan Pamekasan.

And the categories explained as follow :

a. The location of Bata-Bata Palengaan Pamekasan

Bata-Bata Pamekasan is located in Palengaan street village and Panaan. To arrived in Bata-Bata Palengaan Pamekasan is easy because that place is strategies near with Homastan market. We can used public transportation or private transportation to go there. Location Bata-Bata Pamekasan not so far.

b. The profile of Bata-Bata Palengaan Pamekasan

The history of Madrasah Aliyah Mambaul Ulum Bata-Bata will never be released from the history of its stone Pondok Commander Mambaul Ulum Bata-Bata, because Madrasah Aliyah Mambaul Ulum Bata-Bata is one of the formal institutions under the shadow of Pondok Commander Mambaul Ulum Bata-Bata, As it is known that the formal office at the Pondok of Commander Mambaul Ulum Bata-Bata until now consists of Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, School of Engineering, and School of Primary School. After setting up Madrasah Ibtidaiyah in 1959, and Madrasah Tsanawiyah in 1974 the Chairman of the Commander's Pond in KHR. Abd. Hamid met with a number of scholars and people around to destroy the foundation of Madrasah Aliya Mambaul Ulum Bata-Bata, in response to the need for sanctity and the guardian of sanctity to obtain continuously interconnected education services, In 1977, exactly on July 1, Madrasah Aliyah Mambaul Ulum Bata-Bata was founded with a pattern of education concentrated on religion with details of teaching curricula 70% of religious and 30% of general science. Since the foundation of MA Mambaul Ulum Bata-Bata has used the centrepiece curriculum unit with the curriculum of the Department of Religion, so this unit has made the curriculum in this institution a major contribution to the development of Islam which is indeed the main target of the formation of this formal institution.

The researcher present some data based on the researcher instruments that the researcher used to collect the data. The researcher uses two kinds of research instruments, they are pre-test and post-test, in this point the researcher will tell about the result of data pre-test and post-test.

1. Presentation of data

As the researcher stated in the previous chapter, test is main instrument in this researcher. It means that the data which are obtained from the test instrument were analyzed by using statistical method. The researcher uses two kinds of test and post test. Contains of 10 question for pre-test and 10 question for post-test.

The form of pre-test and post-test as follows:

a. The presentation of the test

In this part, as the researcher started in the chapter III, the test is used to measure student's pronunciation by using English song from the score of the test. The form of the test is

The values of the student's pre-test

| No | Name of student's | Pre-test score |
|----|---------------------|----------------|
| 1. | Aisyah Febrianti | 60 |
| 2. | Ana Nabila Zuhairoh | 50 |
| 3. | Anisa Safira | 40 |
| 4. | Anisatul Afifah | 50 |
| 5. | Annisa Salsabila | 50 |

| | | |
|-----|---------------------|----|
| 6. | Azizah | 40 |
| 7. | Dian Rosita | 30 |
| 8. | Fatimatuzzahroh | 40 |
| 9. | Fatimatuzzahroh | 50 |
| 10. | Halimatus Sakdiyah | 60 |
| 11. | Kafka Nafisah Amad | 30 |
| 12. | Maghfiroh | 40 |
| 13. | Mahmuda Fitriyah | 40 |
| 14. | Maisarotul Izzah | 50 |
| 15. | Maufiroh Hasanah | 60 |
| 16. | Nadhifah | 50 |
| 17. | Qonita Sa'diyah | 60 |
| 18. | Rahma Maisyroh | 60 |
| 19. | Raudatul Alfa | 50 |
| 20. | Rofika | 40 |
| 21. | Sely Tania Saputri | 50 |
| 22. | Siti Eliyun | 30 |
| 23. | Siti Lina Rahmawati | 40 |
| 24. | Siti Masruro | 50 |

| | | |
|------------|------------------------|-------|
| 25. | Sofi Alvi Nafilah | 40 |
| 26. | Sri Devi Yolanda Putri | 60 |
| 27. | Susilawati | 30 |
| 28. | Syarofina Mahbubah Jr | 60 |
| 29. | Ulfa | 50 |
| 30. | Umi Lailaus Syarifah | 40 |
| 31. | Unzilatul islamiyah | 50 |
| 32. | Varadina Ivanisah | 30 |
| 33. | Widiana Putri | 40 |
| 34. | Wirotul Wahdah | 50 |
| 35. | Wita Fariatun annah | 40 |
| 36. | Yuli Yulaili | 30 |
| 37. | Yunita Ababil | 60 |
| 38. | Zahrotul Fajriyah | 30 |
| SUM | | 1.730 |

Based on the table above, it is known that the students are thrity eight. The first column is a number of the students, the second column is the name of students and the third column is table of pre-test score. It is found that the total t-test score of students' pronunciation is 1.730 scores without giving the treatment.

From this table, there are many various scores. Students who get the scores 30 is

7 students; the scores 40 is 11 students; the scores 50 is 12 students; and the score 60 is 8 students. In this case, all students have a weak score without getting a treatment.

Sehingga peneliti mengadakan yang namanya treatment.

After being given a pre-test, there is such a thing as treatment: on the other hand, there is a difference when there is no treatment or after the treatment (pre-test, treatment, post-test), there are many differences between them: Before the treatment of Batapbata students, there were many misunderstandings. Regarding what researchers want or teach brick-and-mortar students, on the other hand, without any treatment, there are also many students who are confused and also have questions:

suchas:

- a. why the song?
- b. Will the song improve our pronunciation?

So from this question, the researcher can understand because there is no prior treatment. But there were also some of them who understood a little about the songs they heard and the texts the researchers gave, so that the brick students were silent in a relaxed state, but there were many carelessness of students who often spoke without listening to songs seriously without looking at the text provided by the researcher. , it can be concluded that: without treatment from the student researchers, they are not able to properly digest what the researchers have said, while the values are very low and there are those who get 40,50,60, 30.

And for the second week the researcher and the English teacher needed to hold

a treatment that the researcher explained about the use of songs to student pronunciation, in that area the English teacher also helped explain what the researcher had to explain with the explanation that the song that the researcher had chosen was closely related to the relationship with Pronciation components include: (vowel, setres, rhythm, voiced and voiced). And the researcher explained about pronciation that pronunciation is very

important for pronunciation because when a person or student does not know how to manage the pronunciation there are many accidents when students do not know what the use of intonation is. The English teacher Bat-Bat still detailed them, so the researcher explained these things in detail, Besides that, the researcher asked him to sing together which was led by the researcher.

In the third week the researchers conducted a post-test in order to really know

the difference before the treatment and after treatment. It turned out that the researchers compared the students when given treatment there were many changes in their thinking, digesting songs well and concentrating very much. So the value that the researcher got from the post-test was very good with numbers 70,80,90, this was very satisfying for students or researchers. After the researcher giving treatment of english song on two days. The researcher conducted the post-test in testing pronunciation to collect the score after treatment. The score of post-test were presented in table as bellow.

| No | Name of student's | Post-test score |
|-----------|--------------------------|------------------------|
| 1. | Aisyah Febrianti | 80 |
| 2. | Ana Nabila Zuhairoh | 80 |
| 3. | Anisa Safira | 80 |
| 4. | Anisatul Afifah | 80 |
| 5. | Annisa Salsabila | 90 |
| 6. | Azizah | 70 |

| | | |
|-----|---------------------|----|
| 7. | Dian Rosita | 70 |
| 8. | Fatimatuzzahroh | 80 |
| 9. | Fatimatuzzahroh | 80 |
| 10. | Halimatus Sakdiyah | 90 |
| 11. | Kafka Nafisah Amad | 80 |
| 12. | Maghfiroh | 80 |
| 13. | Mahmuda Fitriyah | 80 |
| 14. | Maisarotul Izzah | 90 |
| 15. | Maufiroh Hasanah | 80 |
| 16. | Nadhifah | 90 |
| 17. | Qonita Sa'diyah | 90 |
| 18. | Rahma Maisyroh | 90 |
| 19. | Raudatul Alfa | 90 |
| 20. | Rofika | 70 |
| 21. | Sely Tania Saputri | 90 |
| 22. | Siti Eliyun | 80 |
| 23. | Siti Lina Rahmawati | 70 |
| 24. | Siti Masruro | 80 |
| 25. | Sofi Alvi Nafilah | 70 |

| | | |
|------------|------------------------|-------|
| 26. | Sri Devi Yolanda Putri | 90 |
| 27. | Susilawati | 70 |
| 28. | Syarofina Mahbubah Jr | 80 |
| 29. | Ulfa | 90 |
| 30. | Umi Lailaus Syarifah | 80 |
| 31. | Unzilatul islamiyah | 80 |
| 32. | Varadina Ivanisah | 80 |
| 33. | Widiana Putri | 70 |
| 34. | Wirotul Wahdah | 90 |
| 35. | Wita Fariatun annah | 90 |
| 36. | Yuli Yulaili | 80 |
| 37. | Yunita Ababil | 90 |
| 38. | Zahrotul Fajriyah | 80 |
| SUM | | 2.930 |

Based on the table above, it is known that the students are thirty eight. The first column is a number of students, the second column is the name of students, and the third column is the post-test scores. It is found that the total scores of student's pronunciation is 2.930 scores after giving the treatment.

From this table, the students get a various scores. Students who get the scores 70 are 12 students; scores 80 are 17 students; and score 90 are 9 students.

It is called that all students have a good scores after the teacher give the treatment.

2. Data presentation of documentation

The data were obtained from ducomentation are as folow

- a. the elevent grade student's of IPA 3 class consist 38 student's name list of Bata-Bata Palengaan.

| No | Name of stdent's | Score of pre-test | Score of post-test |
|----|------------------|-------------------|--------------------|
| 1 | Aisyah Febrianti | 60 | 80 |
| 2 | ana | 50 | 80 |
| 3 | Anisa Safira | 40 | 80 |
| 4 | Anisatul Afifah | 50 | 80 |
| 5 | Annisa Salsabila | 50 | 90 |

3. Data analysis

| | | | |
|----|--------------------|----|----|
| 6 | Azizah | 40 | 70 |
| 7 | Dian Rosita | 30 | 70 |
| 8 | Fatimatuzzahroh | 40 | 80 |
| 9 | Fatimatuzzahroh | 50 | 80 |
| 10 | Halimatus Sakdiyah | 60 | 90 |
| 11 | Kafka Nafisah Amad | 30 | 80 |
| 12 | Maghfiroh | | |

| | | | |
|----|------------------------|----|----|
| | | 40 | 80 |
| 13 | Mahmuda Fitriyah | 40 | 80 |
| 14 | Maisarotul Izzah | 50 | 90 |
| 15 | Maufiroh Hasanah | 60 | 80 |
| 16 | Nadhifah | 50 | 90 |
| 17 | Qonita Sa'diyah | 60 | 90 |
| 18 | Rahma Maisyroh | 60 | 90 |
| 19 | Raudatul Alfa | 50 | 90 |
| 20 | Rofika | 40 | 70 |
| 21 | Sely Tania Saputri | 50 | 90 |
| 22 | Siti Eliyun | 30 | 80 |
| 23 | Siti Lina Rahmawati | 40 | 70 |
| 24 | Siti Masruro | 50 | 80 |
| 25 | Sofi Alvi Nafilah | 40 | 70 |
| 26 | Sri Devi Yolanda Putri | 60 | 90 |
| 27 | Susilawati | 30 | 70 |
| 28 | Syarofina Mahbubah Jr | 60 | 80 |
| 29 | Ulfa | 50 | 90 |
| 30 | Umi Lailaus Syarifah | | |

| | | | |
|----|---------------------|----|----|
| | | 40 | 80 |
| 31 | Unzilatul islamiyah | 50 | 80 |
| 32 | Varadina Ivanisah | 30 | 80 |
| 33 | Widiana Putri | 40 | 70 |
| 34 | Wirotul Wahdah | 50 | 90 |
| 35 | Wita Fariatun annah | 40 | 90 |
| 36 | Yuli Yulaili | 30 | 80 |
| 37 | Yunita Ababil | 60 | 90 |
| 38 | Zahrotul Fajriyah | 30 | 80 |

a. The photos of pre-test

The researcher analyze the score to get statistical form pre-test and posttest.

The researcher uses SPP to calculate and analyze it. Before testing the



b. The photos of treatment



c. The photos of post-test



After the researcher counted the score of pre-test and post-test, the researcher compared the mean of pre-test and post-test through data analysis as below.

hypohoteses, the researcher would like to analyze the data to get the result of this research. The research used descriptive statistics to analyze the data

which included two result of test instruments, namely pre-test and posttest. The calculation of descriptive statistics is formed by considering the table as follow:

Descriptive Statistics

| | N | Minimu m | Maximu m | Mean | Std. Deviation |
|-----------------------|----|-------------|-------------|-------|-------------------|
| score pre-test | 38 | 30 | 60 | 43,42 | 11,217 |
| score post-test | 38 | 70 | 90 | 79,21 | 7,491 |
| Valid N (listwise) | 38 | | | | |

The minimum value of the pre-test score is known to be 30 and the maximum is 60, while for the post-test score the minimum is 70 and the maximum is 90. Based on the calculation above of descriptive statistics, the researcher must be done the process of hyphotesis testing to know whether null hyphotesis is rejected or accepted.

B. Hypothesis Testing

Based on the result of descriptive statistics above, the researcher uses normality test to know the score of signifikansi test. Then it will known Ho is rejected or accepted.

Case Processing Summary

| | Class | Cases |
|--|-------|-------|
| | | |

| | | Valid | | Missing | | Total | |
|-----------------------------|----------|-------|---------|---------|---------|-------|---------|
| | | N | Percent | N | Percent | N | Percent |
| the students' score test | pre-test | 38 | 100,0% | 0 | 0,0% | 38 | 100,0% |
| | post- | 38 | 100,0% | 0 | 0,0% | 38 | 100,0% |

Descriptives

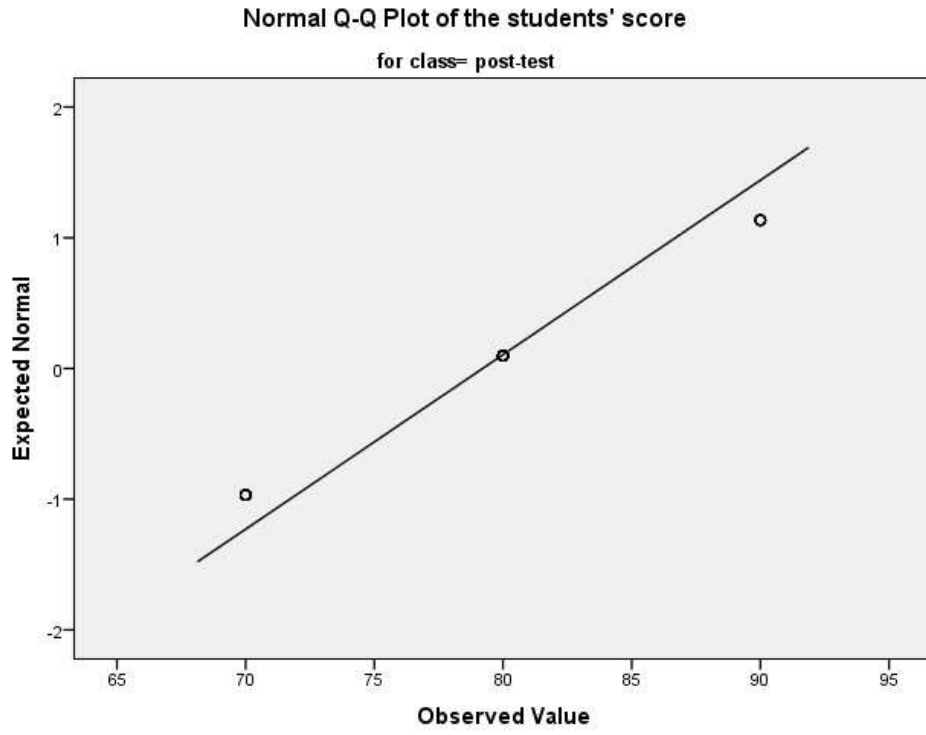
| | | Class | Statistic | Std. Error |
|---------------------------|----------|-------------------------|-----------|------------|
| the students' score | pre-test | Mean | 43,42 | 1,820 |
| | | Lower | 39,73 | |
| | | 95% Confidence Bound | | |
| | | Upper | 47,11 | |
| | | Interval for Mean Bound | | |
| | | 5% Trimmed Mean | 43,80 | |
| | | Median | 40,00 | |
| | | Variance | 125,818 | |
| | | Std. Deviation | 11,217 | |
| | | Minimum | 20 | |
| | | Maximum | 60 | |
| | | Range | 40 | |

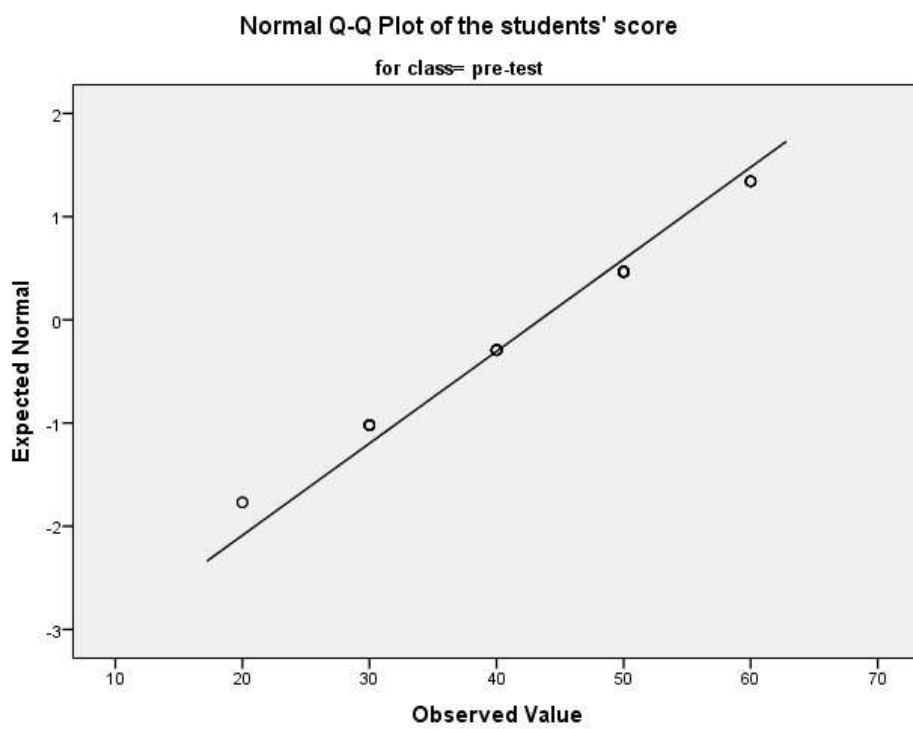
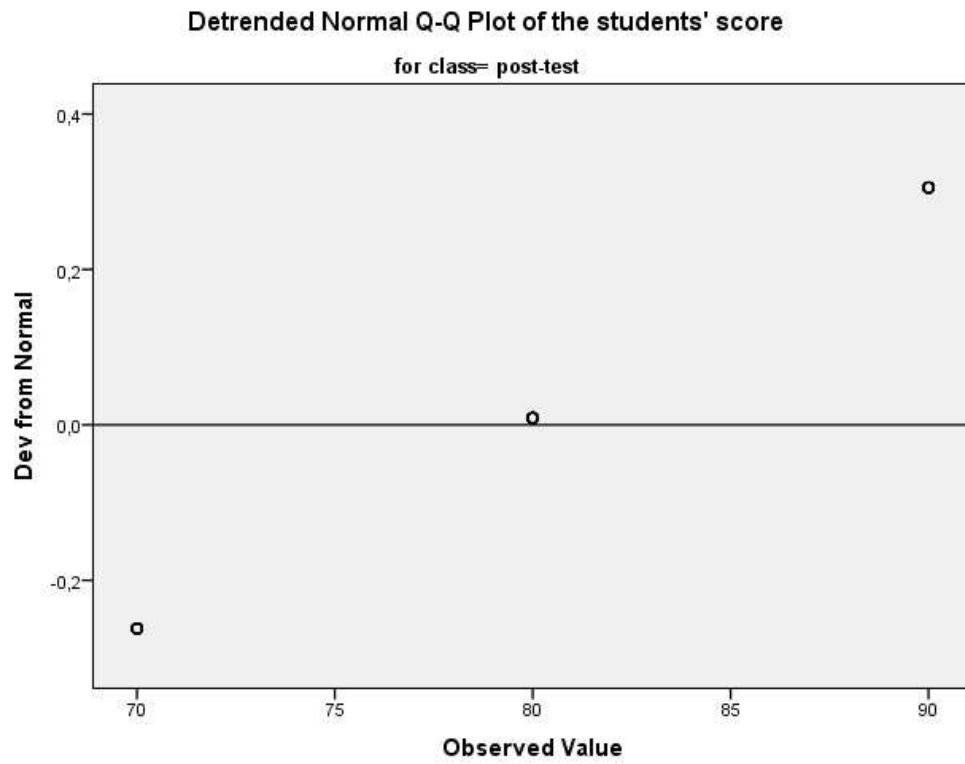
Tests of Normality

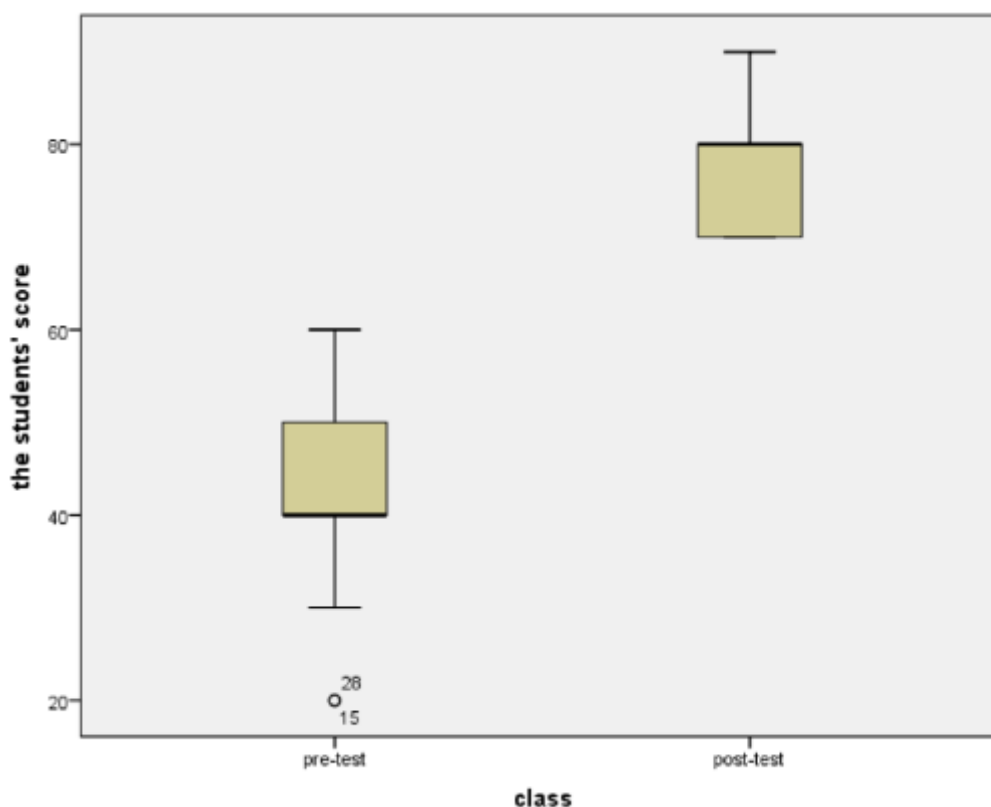
| | Class | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---------------------|-----------|---------------------------------|----|------|--------------|----|------|
| | | Statistic | Df | Sig. | Statistic | Df | Sig |
| the students' score | pre-test | ,195 | 38 | ,001 | ,913 | 38 | ,006 |
| | post-test | ,226 | 38 | ,000 | ,809 | 38 | ,000 |

a. Lilliefors Significance Correction

| | | | | |
|-------|---------------------|-------|--------|-------|
| | Interquartile Range | | 13 | |
| | Skewness | | -,249 | ,383 |
| | Kurtosis | | -,637 | ,750 |
| | Mean | Lower | 79,21 | 1,215 |
| | | Bound | | |
| | 95% Confidence | Upper | 76,75 | |
| | Interval for Mean | Bound | | |
| | | | 81,67 | |
| | 5% Trimmed Mean | | | |
| | | | 79,12 | |
| | Median | | 80,00 | |
| | Variance | | 56,117 | |
| | Std. Deviation | | 7,491 | |
| | Minimum | | 70 | |
| | Maximum | | 90 | |
| | Range | | 20 | |
| | Interquartile Range | | 13 | |
| | Skewness | | ,131 | ,383 |
| post- | Kurtosis | | -1,156 | ,750 |
| test | | | | |







The basis for decision making in the Kolmogorof-Smirnov normality test, namely:

1. If the significance value (sig.) > 0.05 then the data is normally distributed
2. If the significance value (sig.) < 0.05 then the research data is not normally distributed.

Based on the results of the Kolmogorof-Smirnov normality test above, it can be found that the significance value (sig.) For the pre-test is 0.001, and for the post-test, the significance value (sig.) Is 0.000. So it can be interpreted that the research data is not normally distributed. In this case, the researcher used a nonparametric test because the data using the Kolmogorof-Smirnov normality test as described above could not be normally distributed. The Wilcoxon test or paired sample test (Wilcoxon signed rank test) is a non-parametric test. This test aims to determine whether there is an average difference between two samples (two groups) that are paired or related. The Wilcoxon test is part of non-parametric statistics which is an alternative test of the paired sample t-test if it does not meet the normality assumption. The data used in the Wilcoxon test is data with an interval or ratio scale.

Keputusan the basic decision in Wilcoxon test, namely:

1. If Asymp.Sig (2-tailed) < 0,05, then H0 is rejected and Ha is accepted.
2. If Asymp.Sig (2-tailed) > 0,05 then H0 is accepted and Ha is rejected.

So that the researchers analyzed the data using the Wilcoxon signed rank test, as described below:

Wilcoxon Signed Ranks Test

Ranks

| | | N | Mean Rank | Sum of Ranks |
|----------------------|----------------|-----------------|-----------|--------------|
| post-test - pre-test | Negative Ranks | 0 ^a | ,00 | ,00 |
| | Positive Ranks | 38 ^b | 19,50 | 741,00 |
| | Ties | 0 ^c | | |
| | Total | 38 | | |
| | | | | |

a. post-test < pre-test

b. post-test > pre-test

c. post-test = pre-test

Test Statistics^a

| | post-test - pre-test |
|---|----------------------|
| Z | -5,413 ^b |

| | |
|------------------------|------|
| Asymp. Sig. (2-tailed) | ,000 |
|------------------------|------|

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

From the results of the analysis based on decision making on the Wilcoxon test, it was found that:

1. Negative ranks is 0^a (the pre-test value is smaller than the post-test value)
2. Positive ranks
3. Score Z is -5,413^b (according to negative ranks)
4. Asymp.Sig (2-tailed) adalah 0,000

So based on the SPSS output, it can be seen that Asyum.Sig (2-tailed) is worth 0.000. Because the value of 0,000 is smaller than 0.005, then Ho is rejected and Ha is accepted. Which means that there is an average difference between the pre-test learning outcomes and the post-test learning outcomes. So it can be said that there is an effect of the song on the pronunciation of the students in class 2 MA Bata-Bata Palengaan Pamekasan.

C. Validity and Reability of the Instruments

1. Validity of the instruments

- a. Validity of the test

Validity is the most important in developing, measuring, and evaluating instruments in using a test. To check the validity of the test, the researcher identifies the test the researcher used. The researcher identifies whether the test is appropriate to the students or not. The researcher used content validity to measure student's on reading comprehension. The researcher asked to the students teacher how to made the

test in every indicator. Before conducting the test, the researcher explains clearly to students about the instruction of test. Based on Donald Ary that the content validity like to look at the material covered the wording of the question and the adequacy of the sample of items to measure the achievement in question.¹ The researchers makes a test appropriate for the material given by the teacher. So, the test the resercher given to the students is valid.

b. Validity of Pre-test and Post-test

Validity of the pre-test

| | | Correlations | | | | | | | | | | |
|----|---------------------|--------------|------|-------|-------|--------|-------|------|-------|-------|-------|-------|
| | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Total |
| Y1 | Pearson Correlation | 1 | - | ,000 | -,258 | ,536** | -,211 | ,006 | ,112 | -,062 | -,100 | ,308 |
| | Sig. (2-tailed) | | ,564 | 1,000 | ,117 | ,001 | ,204 | ,973 | ,505 | ,712 | ,549 | ,060 |
| | N | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 |
| Y2 | Pearson Correlation | -,096 | 1 | -,269 | ,075 | ,031 | ,162 | ,031 | ,248 | -,184 | ,248 | ,408* |
| | Sig. (2-tailed) | ,564 | | ,102 | ,656 | ,852 | ,333 | ,852 | ,133 | ,270 | ,133 | ,011 |
| | N | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 |
| Y3 | Pearson Correlation | ,000 | - | 1 | -,320 | ,265 | -,053 | ,159 | -,159 | ,213 | -,159 | ,181 |
| | Sig. (2-tailed) | 1,000 | ,102 | | ,050 | ,108 | ,754 | ,341 | ,341 | ,199 | ,341 | ,277 |
| | N | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 |

¹ Donal Ary, Lucy Cheser Jacobs, and Chrias Sorensen, *Introduction to Research in Education*, eighth (Wadsworth Cengage Learning, 2010), hlm. 226.

** . Correlation is significant at the 0.01 level (2-tailed). * .
Correlation is significant at the 0.05 level (2-tailed).

To check the validity of the test, the researcher identifies the test which the researcher used. The researcher used SPSS Version 20 to know the validity. The researcher would like to presents the result of calculating using SPSS.

Validity of the post-test

| | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|-----|-------|
| | X1 | X2 | X3 | X4 | X5 | X6 | X7 | X8 | X9 | X10 | Total |
|--|----|----|----|----|----|----|----|----|----|-----|-------|

| | | | | | | | | | | | |
|--------------|----|----|----|----|----|----|----|----|----|----|----|
| N | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 |
| Correlations | | | | | | | | | | | |

** . Correlation is significant at the 0.01 level (2-tailed). * .
Correlation is significant at the 0.05 level (2-tailed).

| | | | | | | | | | | | |
|---------------------|-------|------|-------|--------|--------|-------|-------|-------|-------|-------|-----|
| N | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 |
| Pearson Correlation | ,352* | - | ,354* | ,450** | ,515** | ,342* | ,384* | ,360* | ,341* | ,341* | ,74 |
| Total | | | | | | | | | | | |
| Sig. (2-tailed) | ,030 | ,002 | ,029 | ,005 | ,001 | ,036 | ,017 | ,026 | ,036 | ,036 | |
| N | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 | 38 |

Based on the table above, in order to consult to t-value on the level of significance 5%. Obviously, in $df=18$, t-value that can be obtained in t-table in the level significance 5% is 0,320. If t-value is lower than t-table, the question is not valid. But, if t-value is higher than t-table the question is valid.

Therefore, there are three question in pre-test is not valid because t-value is lower than t-table. Then seven question is valid because t-value is higher than t-table. In post-test there is one question is not valid because t-value is lower than t-table. Then nine question is valid because t-value is higher than t-table.

2. The Reliability of Instruments

a. The reliability of Test (Pre-Test)

After, the test os validity is provable, the researcher determining the reliability. In checking reliability of the instruments of this research, the researcher uses SPSS application for calculating the result of the test with Cronbach Alpha formula because it is suitable to measure the reliability of the performance of students. The researcher presensts the reliability testing as below:

REABILITY

Scale: All variable

| | | N | % |
|-------|-------|----|-------|
| Cases | Valid | 38 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

| | | |
|-----------------------|----|-------|
| Excluded ^a | 0 | ,0 |
| Total | 38 | 100,0 |

Reliability Statistics

| | |
|-------------------------------|------------|
| Cronbach's Alpha ^a | N of Items |
| -,423 | 10 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|-----|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| Y1 | 41,8421 | 161,380 | -,029 | -,461 ^a |
| Y2 | 43,1579 | 146,515 | ,102 | -,630 ^a |
| Y3 | 42,1053 | 173,826 | -,121 | -,347 ^a |
| Y4 | 42,8947 | 194,097 | -,257 | -,197 ^a |
| Y5 | 42,6316 | 144,239 | ,113 | -,651 ^a |
| Y6 | 42,1053 | 195,448 | -,267 | -,184 ^a |
| Y7 | 42,6316 | 171,266 | -,101 | -,371 ^a |
| Y8 | 42,6316 | 171,266 | -,101 | -,371 ^a |
| Y9 | 41,3158 | 206,330 | -,334 | -,119 ^a |
| Y10 | 42,6316 | 155,050 | ,023 | -,527 ^a |

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

From the output the researcher get the reliability of pre-test score = 0,518. To know the reliability of the test, it is reliable or not, the researcher compare the value of r_0 and r_{table} . To know r_0 , the researcher look for the degree of freedom by formula as below:

$$df = N - nr = 20 - 2 = 18 \text{ df : degree of freedom}$$

N : Number of cases
nr : total variable which is correlated. nr = 2 According to level

significance 5%, the critical value in r_{table} is

0,320. Because coefficient Alpha that 0,423

are significantly higher than r-table

(0,423>320.). So, the researcher states the data in pre-test are reliable.

Reliability

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 38 | 100,0 |
| | Excluded ^a | 0 | ,0 |
| | Total | 38 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha ^a | N of Items |
|-------------------------------|------------|
| -,187 | 10 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|-----|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| X1 | 74,7368 | 101,280 | -,014 | -,207 ^a |
| X2 | 76,8421 | 173,542 | -,617 | ,399 |
| X3 | 73,4211 | 98,791 | ,202 | -,350 ^a |
| X4 | 73,6842 | 94,168 | ,222 | -,396 ^a |
| X5 | 74,7368 | 95,875 | ,053 | -,282 ^a |
| X6 | 73,6842 | 99,573 | ,128 | -,313 ^a |
| X7 | 73,1579 | 103,272 | ,192 | -,311 ^a |
| X8 | 75,0000 | 95,946 | ,032 | -,264 ^a |
| X9 | 74,2105 | 106,117 | -,034 | -,182 ^a |
| X10 | 74,2105 | 106,117 | -,034 | -,182 ^a |

a. The value is negative due to a negative average covariance among items.

This violates reliability model assumptions. You may want to check item codings.

b. The reability of post-test

Case Processing Summary

| | | N | % |
|-----------------------|-------|----|-------|
| Valid | | 38 | 100,0 |
| Excluded ^a | | 0 | ,0 |
| Cases | Total | 38 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha ^a | N of Items |
|-------------------------------|------------|
| -,187 | 10 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|-----|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| X1 | 74,7368 | 101,280 | -,014 | -,207 ^a |
| X2 | 76,8421 | 173,542 | -,617 | ,399 |
| X3 | 73,4211 | 98,791 | ,202 | -,350 ^a |
| X4 | 73,6842 | 94,168 | ,222 | -,396 ^a |
| X5 | 74,7368 | 95,875 | ,053 | -,282 ^a |
| X6 | 73,6842 | 99,573 | ,128 | -,313 ^a |
| X7 | 73,1579 | 103,272 | ,192 | -,311 ^a |
| X8 | 75,0000 | 95,946 | ,032 | -,264 ^a |
| X9 | 74,2105 | 106,117 | -,034 | -,182 ^a |
| X10 | 74,2105 | 106,117 | -,034 | -,182 ^a |

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

From the output the researcher get the reliability coefficient of post-test = 0,187. The numbers use be consulted r table. The number of the sample = 38, it means $N= 38$, and degree of freedom ($N- nr$), $df=(38-2)$, $df= 36$. According to significance 5%, the critical value in r-table is 0,320. Because coefficient Alpha that 0, 187 are significantly lower than r-table in significance 5%. So, $(0, 187 < 0,320)$ the test is not reliable.

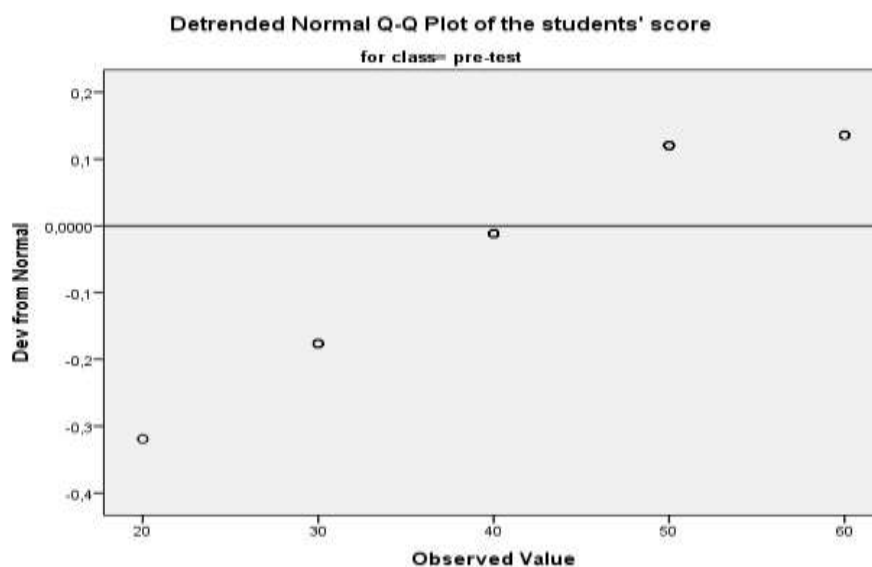
D. Discussion of Finding

In this research, there are two research problems that the researcher wants to research, as follows:

1. The Effect of English Song on Student's Prononciation at The Eleventh Grade Student's of Islamic Senior High Shool Bata-Bata Palengaan Pamekasan.

Based on the data above, the result of this research that analysing by statistical analysis showed that there is effect of English Song on Student's Prononciation at The Eleventh Grade Student's of Islamic Senior High School Bata-Bata Palengaan Pamekasan. It is proved by comparing between normalita test with wilcoxon test, the researcher stated that null hyphotesis (H_0) is rejected and alternative hyphotesis (H_a) is accepted

From previous research by Adelia Yusmita and Nike Angraini, it was also found that English song is very integral to pronciation at SMP Srijaya Country of Palembang. The answer of this research problem is there is effect of english song on students prononciation at the elevent grade students' of Islamic Senior High School Bata-Bata Palengaan Pamekasan.



2. Will Twelfth Graders Have Better Pronunciation After The

Implementation of English Song in Islamic Bata-Bata Palengaan?

In this research, there is effect of English Song on Student's Pronunciation at The Eleventh Grade Student's of Islamic Senior High School Bata-Bata Palengaan Pamekasan. It is proved by the result of wilcoxon test above. The result of analyzing the data presents that $Asym.Sig$ adalah 0,000 (or $> 0,005$).

From previous research by Adelia Yusmita and Nike Angraini, it was also found that the English song. After doing the research, the 2nd grade students of MA Bata-Bata experienced an improvement in their pronunciation skills. This is evident from the results in the field. Before being given treatment, students get low scores compared to the scores after being given treatment. It can also help teaching English teachers to improve their student's pronunciation skills. So that this method (english song) can be applied in MA Bata-Bata Palengaan Pamekasan.

