THE USE OF SONG MEDIA TO INCREASE STUDENT PARTICIPATION IN ENGLISH GRAMMAR LEARNING ON CLASS XI STUDENTS OF SMK NEGERI 4 LAHAT DEPARTMENT OF ACCOUNTING FOR THE ACADEMIC YEAR OF 2019/2020

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Abstract

Student participation is an important aspect in learning, including learning English grammar. This study is intended to overcome the problem of student participation in learning English grammar by using the media song. With tone, authenticity and lyrics, the song gives the effect of feeling happy, motivated, as well as an example of language grammar in use. The research was conducted in class XI in accounting department of SMK Negeri 4 Lahat. Data were collected through observations, questionnaires, and tests/tests. Based on initial observations, a number of obstacles were identified, among which students looked passive and paid less attention to learning English grammar. The research team agrees that the core of the problem is learning which tends to be deductive in nature, that is, students are not given enough real examples. Otherwise, teachers only give students more with formulas. The research team reached an agreement on how to overcome the problem, namely by implementing English grammar learning using song media. At the first meeting, there was progress on what the CAR team was concerned about. Although there are still shortcomings, teacher performance is improving. In general, student participation also increased, except for a few aspects such as the absence of questions asked by students. However, the progress achieved in the first meeting can be maintained at the second meeting. Some advances tend to increase in intensity. The results of the pre-post-test of the second meeting even increased quite sharply. Overall evaluation at the end of the cycle, including taking into account student responses through questionnaires, shows the success of CAR.

Keywords: *Song Media, Student Participation, Grammar Learning, English Learning*

1. INTRODUCTION

Language is the most important means of communication in our daily life. It is possible to communicate verbally, in writing, and in other ways as well. Language allows us to communicate our thoughts, feelings, and ideas directly to another person, either through writing on a piece of paper or by moving our bodies. Humans rely on language to get their points across in social settings. Others around the world rely heavily on their ability to communicate in their native language, which enables them to form relationships with people from different backgrounds. English, for instance, is a universal language utilized in international forums as a means of communication. In fact, it is now widely used as a form of communication in many countries throughout the world. As such, English becomes a critical topic that needs to be taught at all levels, from elementary school through college.

The term 'grammar' (structure) refers to the order or pattern of sentences when learning English. Another more familiar term is grammatical (grammar), which encompasses a considerably broader range of topics than grammar, such as time regulations and the addition of suffixes to verbs (-s, -es, -ed) and plural nouns (-s and -es). These two terms, however, are frequently used interchangeably. For the majority of pupils in Indonesia, learning English grammar is a tricky problem. One of the reasons for this is the numerous discrepancies between English and Indonesian grammar. For instance, English has numerous tenses, whereas Indonesian does not. Another illustration is the frequent reversal that occurs in English. For instance, in Indonesian, we frequently refer to *rambut panjang (hair long)*, *rumah mewah (house luxury)*, and *mobil mewah (car luxury)*. Instead, in English these words must be reversed to be *long hair*, *expensive house*, *luxurious car*, and so on.

Grammar or phrase patterns are sufficient to gain admission to Vocational High Schools (also known as SMK). This is to assist pupils in developing their communication skills. For example, in the Test of English for International Communication (TOEIC), mastery of grammar is critical to passing the English test. In this type of exam, mastery of English grammar is tested in terms of accuracy in recognizing errors (Error Identification) and sensitivity in recognizing appropriate patterns to fill in gaps in sentences (Incomplete Sentences). Based on the description of the conditions above, of course, learning grammar in Vocational Schools must get an adequate portion and take place as it should. However, the reality is not so.

From the observations on XI class of Accounting Department at SMKN 4 Lahat, it is known that the grammar learning still faces a number of obstacles. After a discussion was held regarding the results of the observations, an understanding was reached between the teacher and the collaborators who made observations about the dominant constraints. To begin, teaching uses a deductive approach, namely the teacher still feeds students with formulas first. Meanwhile, some experts said that the inductive approach is much better to use in teaching grammar. Further, R. bin Sahib & Maulidil Mursyid (2020) mentions that learning grammar through inductive strategies leads to better grammar learning processes and outcomes. With an inductive approach, students are guided to conclude their own rules or sentence patterns. Thus, the inductive approach makes students play an active role in learning.

Since Conventional Learning indicates that there is no confirmation activity from the teacher. The teacher only conveys point by point without asking whether the students have understood or not. A number of students are seen starting to talk alone with their classmates or friends who are in front or behind them. Furthermore, the lack of use of learning media. Utilization of media helps students learn. The use of media also shows the readiness and commitment of teachers in carrying out learning. The dryness of contextual learning is another problem. Contextual learning aims to make students really feel the benefits of the learning experience. Learning is more meaningful because students learn more from experience. Another obstacle is the ineffectiveness of the assignment format. In completing tasks or activities, students are directed to work on tasks individually, regardless of the nature of the learning tasks assigned to them. There are times when certain tasks are more suitable to be completed in groups or in pairs. Among the problems above, the teacher and collaborators highlight the general impression that occurs during the learning process. The learning process that has taken place includes the teacher giving explanations, students

sitting quietly listening, writing or speaking for themselves, and doing written exercises which are generally done individually.

The dynamics and interactions of a class as an embedded in social group have not been observed. Meanwhile, one sign of educational effectiveness is student engagement in the teaching and learning process. Participation entails a variety of activities; simply being there in class is insufficient. Students are confined to absorbing information about the Simple Present Tense sentence pattern by listening to the teacher, taking notes, and completing the tasks supplied by the teacher. There is little evidence of passion or enthusiasm for learning. In other words, student engagement in the learning process remains low. Participation is described as engaging in an activity or circumstance in order to maximize one's benefits (Dusseldorf, as cited in (Sukidin & Suranto, 2002). Additionally, it is believed that there are two sorts of participation in learning, namely contributive and initiative. Contributive participation is defined as participation that helps individuals to adhere to the lesson's objectives, either in class or outside of class, by involvement in grammatical activities. Nevertheless, initiative participation is frequently focused toward autonomous activities rather than grammatical duties. Participation Types Initiative for Contribution Reflective Performing assignments that are neither grammatically correct or spontaneously, Opinions Requesting formative and summative assessments orally, Suggestions Preparation of the topic content prior to its presentation in class, Attending the lesson with vigilance, creating synopses, or Carrying out grammar assignments.

Basically, there are two kinds of student participation in learning, namely contributive participation and initiative participation. Contributive participation is reflected in several activities carried out by students in class, such as focusing on following lessons and paying attention to the material taught by the teacher (Dahar, 1989). Giving questions, opinions, rebuttals, or suggestions for what was conveyed by friends or teachers including conveying reflections to the teacher is also a form of contributive participation. Meanwhile, initiative participation is more directed at independent activities, such as doing non-grammar assignments, asking the teacher for daily tests, and making personal notes that contain summaries or conclusions from lessons that have been delivered in class. In addition, studying subject matter from various sources before the teacher explains it in class is also a form of participatory initiative that needs to be developed by students.

This form of contributive and initiative participation will be able to shape students into active and creative students in participating in classroom learning so that they are aware that science and technology can be obtained through effort and hard work (Bahri, 1994). They will also realize the meaning and importance of learning. The obstacles that arise in a learning partly or wholly influence each other. The low learning participation above is made possible by the deductive approach in learning English grammar. Actually, there are many ways that teachers can take to increase student participation in learning. One of them is through the use of learning media. The use of media can increase students' interest, passion, and motivation to learn (Fernandes, 1984). With increased interest in learning, hopefully the student participation will not only be limited to attending class; they have enough energy to avoid negative responses and actions. Instead, they will be proactive in learning (Dimyati, 2006).

In learning English grammar, a proactive attitude is very important, because English grammar is quite complicated for Indonesian learners in general. Songs are alternative media

to facilitate language learning, especially sentence grammar. Songs have a number of advantages. Experts and practitioners in the field of language, Suwartono (2012) argues that the rhythm and authenticity of songs can be utilized for language learning. Rhythm and tone convey a sense of pleasure. As an authentic material, the song motivates those who listen to it to imitate the lyric text, either in full or in part. The song text contains real examples of language in use, including sentence patterns. Take the phrase "I don't wanna see you crying", or "I'll never let you go" as an example. In context, these expressions can be brought into the classroom when the teacher intends to introduce sentence patterns using verbs of senses and special verbs such as let, make and so on. Thus, this advantage can be utilized by teachers in facilitating learning.

The song incorporates the majority of the elements of spoken language. Nurhayati (2009) offered a similar point of view, stating that she strongly feels that song is a diverse medium for language learning. All of the elements in the song contribute to the learning process. Songs can be used to teach all aspects of language learning (listening, reading, writing, and speaking). Based on the explanation above, it can be said that songs can make students enjoy the learning process more so that they are encouraged to participate actively. In addition, songs are also very possible to be used in learning grammar. Sari (2009) wrote, "Having entertainment in class...for a grammar class". Which means that the usage of songs in the classroom is intended to provide enjoyment while also fostering a positive teaching and learning environment. Pupils' participation in the learning process is likely to grow as a result of the benefits of songs that have already been stated. It can be stated that English grammar is extremely difficult for Indonesian learners to comprehend.

In the field of English learning, most English teachers are concerned about the poor participation rates that occur as a result of challenges in learning the language (particularly the grammar and pronunciation system). The song, which has advantages such as a rhythm that promotes pleasure and relaxation, the authenticity of the text that can arouse learning interest, and the content of the text that can be used as a source of learning, is particularly suited to being empowered to facilitate English language learning. A lack of student vocabulary maintenance, a lack of student English communication exercises in real life, a lack of activity in understanding students' English, a lack of high-quality student assignments, and a lack of accurate teaching methodologies are all still issues.

Inappropriate teaching methods are the most significant contributor to students' poor English comprehension. They are introducing patterns and idioms without going through the correct circumstance first, and this is not followed by practice and application or listening. There is little to no interaction between students in this course. It is therefore not possible to improve one's English language abilities in the best way possible.

As a means of overcoming these struggles, teachers must remain persistent in their efforts to find solutions. Teachers must be able to employ a variety of instructional strategies, particularly when teaching listening skills. However, one of the strategies that can be used to improve student participation in grammar learning is through the use of songs, which is considered to be a very fascinating form of learning in the learning process. The goal of this method is for students or pupils to be able to comprehend the target language, communicate in an adequate and grammatically accurate manner, and comprehend the information that is being taught.

This study aims to increase student participation in learning English grammar for XI class of Accounting Department at SMK Negeri 4 Lahat, as well as increase activities in learning English.

2. THEORETICAL BASE

2.1. Listening Learning

Participation is described as engaging in an activity or circumstance in order to maximize one's benefits (Dusseldorf, as cited in Sukidin & Suranto, 2002). Additionally, it is believed that there are two sorts of participation in learning, that is contributive and initiative. Contributive participation entails involvement that motivates participants to adhere to the lesson's objectives, both in and out of the classroom, as well as participation in scheduled assignments. Meanwhile, initiative participation is typically geared toward autonomous activities rather than scheduled work. Participation Types Initiative for Contribution Reflective Whether completing unstructured assignments or acting impulsively, Having an opinion, Orally requesting formative and summative testing, Giving advice, Preparing for class by studying the material in advance, Attending the lesson with concentration, Creating simple summaries, and Doing the assignments which are organized.

2.2. Song Media

The songs that are played to pupils are either audio or audio-visual media in nature. Authors employ more Audio Visual (VCD) media in an effort to pique the interest of students. Prof. Nelson Brooks introduced the phrase "Through the medium of song" in 1964, and it has been in use ever since. Language teaching has been transformed from a tip to a science, according to this approach, which claims to be the most successful and efficient way in the field of foreign language learning.

2.3. Learning Motivation in the Learning Process

As a student's internal and external motivators, learning motivation helps them improve their behavior. Understanding and describing individual behavior, particularly that of people who are learning, can be aided by motivation to learn. Motivation plays numerous key functions in learning and learning, notably the determination of items that can be utilized as learning reinforcement, the clarification of learning objectives, the determination of the variety of control over learning stimuli, and the determination of perseverance study.

2.4. Framework of Thinking

As described above, the student participation of XI class of Accounting students at SMKN 4 Lahat in learning English is still lacking. Class activities are very passive. Students are still confused about what the teacher is talking about. This is due to the lack of knowledge of the structure or grammar of students, the lack of student vocabulary, the use of techniques used by the teacher is not appropriate in teaching English, and the lack of media available at the school.

Thus, it can be assumed that the learning process will be more methodical, comprehensive, and creative if the song media is used. Students watch grammar-improving videos, but they can also learn grammar and expand their vocabulary from the videos they

view. In this way, students will have the knowledge, preparedness, and courage to be more engaged in the learning process. Students' English grammar will be easier to understand as a result..

2.5. Action Hypothesis

The participation of students in SMKN 4 Lahat's accounting class XI can be boosted if song media is used effectively in teaching English grammar.

3. RESEARCH METHODS

This study was conducted in accounting class XI at SMKN 4 Lahat. This place was selected because, based on observations in class and interviews with English teachers, it can be assumed that student engagement in learning English skills is still poor. This is because teachers do not employ appropriate techniques, schools have insufficient texts, and media equipment is insufficient. This research began in early September, as illustrated in the accompanying table:

Table 1 Research Schedule

No	Activity	September				October				November							
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Preparation of proposals and planning of actions I																
2.	Implementation of actions I																
3.	Observation/data collection I																
4.	Reflection I																
5.	Action planning II																
6.	Implementation of action II																
7.	Observation/data collection II																
8.	Reflection II																
9.	Report writing/binding																

The subjects in this study were all students of class XI Accounting at SMKN 4 Lahat. The whole class is 26 people, consisting of 20 female students and 6 male students. Four female students have relatively good ability in understanding English grammar, ten students have moderate ability, and six students have very weak ability. Two male students have moderate ability, and four students are very unable to understand grammar in English.

Students and teachers provided the information for this study. Tests, questionnaires, and observation sheets were utilized to gather data for this study. The final outcome of each action will be determined through quantitative and qualitative analysis of the data collected during that action. The average score of student achievement on the pre- and post-test will be used to describe qualitative data on student learning outcomes.

This investigation was carried out through the use of classroom action research (CAR). Classroom action research is typically divided into four steps, which are as follows: (1)

planning, (2) enacting the plan, (3) observing the results, and (4) reflecting on the results (Arikunto, 2021). As shown in the illustration below:
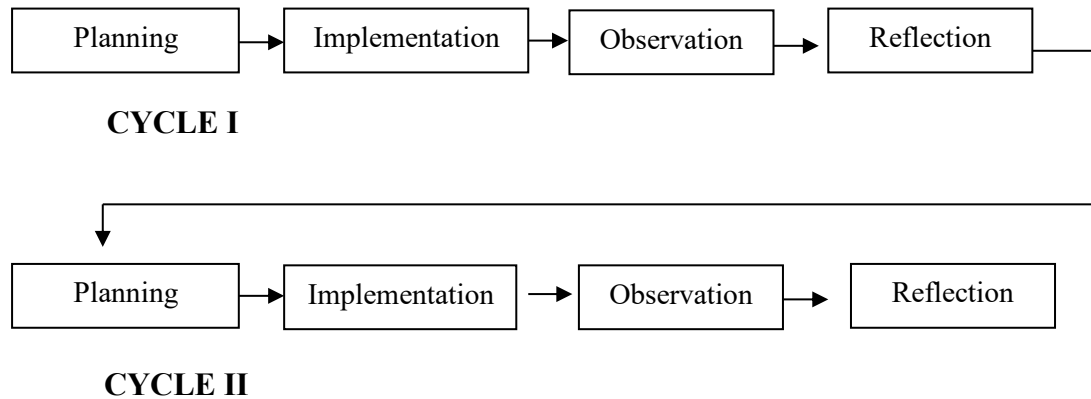

Figure 1 Classroom Action Research Flow

4. RESULTS AND DISCUSSION
4.1. Research result
4.1.1. Cycle I
1. Planning
The following are examples of the outcomes of planning activities:

A. Develop an action plan for further research, complete with a Learning Implementation Plan (RPP) which will be carried out using the song media. implementation of learning using the media song.

B. Determine the implementation time, which involves the day, date, according to the research schedule, namely in September to November.

C. Asking fellow teachers in similar fields of study and school principals as peer partners in the implementation of learning through planned songs. The result is the readiness of fellow teachers to participate in supervising class visits in observing existing deficiencies.

D. Develop a check format related to Song learning.

E. Teacher friends who are asked to observe learning are provided with this learning model by:
   a) Supervisors are notified in advance and know the learning methods using media. Through the media, songs and their presence in class are not looking for mistakes, but for the common good, namely improving learning.
   b) Supervisors have been told to understand more about the principles of supervision so that they no longer tend to be instructive and are more friendly to peer-to-peer principles.
   c) In carrying out supervision, supervisors are expected to show a close sense of camaraderie and are willing to assess the truth.

F. The researcher explained to the students that the presence of the supervisor to the class was not to find faults or weaknesses of the teacher in learning, but to improve the students' ability to master knowledge.

G. Plan lesson materials and formulate goals. Determining the lesson material, by adjusting it to the applicable syllabus and its description quite well.

H. Select and organize materials, media, and learning resources.

    In this first cycle, the researcher organized the learning materials well. The order of delivery is from easy to difficult, the scope of the material is quite meaningful for students, determines teaching aids. Meanwhile, in determining learning resources, it has been adjusted to the objectives, learning materials and the level of development of students.

I. Designing learning scenarios.

    Learning scenarios are adjusted to the objectives, material and level of student development, and variations are sought in delivery. The structure and learning steps have been adapted to the objectives, materials, level of student development, time available, the systematic is to put students in a central position, following changes in educational strategy from teaching to learning according to Minister of Education Regulation No. 41 of 2007 and adapting to the learning model through the media song.

2. Implementation

a. Class Manager

    Manage the class with careful preparation, teach the material correctly according to the learning model through the media of the song.

b. Assessment Tool

    The discussion and types of assessment are attached to the RPP along with the assessment format.

c. Appearance

    In general appearance, the researcher is neatly dressed, uses polite language, guides students as much as possible by using learning methods through the media of songs. Researcher seek strategies to easily observe students who are learning. After the learning is completed, it is continued by holding a meeting with the teacher who supervises the learning process to discuss the results of the observations made.

d. From discussions with teachers, it was revealed that:

    1. The learning carried out has not been maximized, because this is the first time researcher have tried this method.

    2. The students have not actively participated in receiving lessons and giving feedback, this is in accordance with the objectives of mediaLagu.

    3. The researcher proposes that the teacher who observes is willing to return and is willing to observe again on opportunities in cycle II.

    4. For the moment, researcher are not sure that the implementation of classroom visit supervision will help improve students' abilities, but according to observers' thoughts, the method used by researcher is sufficient to encourage creativity and learning achievement.

    5. Submission of observers to researcher can be conveyed as follows:

        Need better management of space, time, and learning facilities.

        In managing the classroom, time and learning facilities, it can be described as follows:

    1) Researcher provide learning tools/media.

2) Researcher pay less attention to the cleanliness of the blackboard, the cleanliness of student uniforms, in other ways that are useful for fostering student motivation and discipline.
3) Researcher have not been so good in time. Starting lessons are not on time due to certain things.

3. Observation

The observations that were made were extremely diverse. By using song media, the author invites a peer teacher to attend the class in order to observe the truth of how learning is being implemented in practice. The information gathered from the observation activities carried out by the teacher will have a significant impact on the researcher's progress in implementing the learning model through the use of a media song in the classroom. All of the researcher's flaws will be identified and addressed in the appropriate manner. There are a number of factors that can influence the relationship between the independent variable, which is the learning model through song media, and the dependent variable, which is student participation in the learning process, if the author integrates it with the intervening variable. Some of the topics that were explored included the appropriateness of adopting the learning paradigm through the use of song media.

Observations by peers as described above really need to be done for the success of improving the quality and correctness of learning using the song media. This is what the author does for the sake of innovation efforts so that scientific writing is more efficient and effective.

In addition to observations made by colleagues, another effort that the author made was to ask one of the smart students to check whether the implementation of learning through song media in class had gone as expected or not. Both teachers who observed, and students who were asked to observe the activities of their friends, had previously been summoned to the office and given an explanation of the truth of the implementation of learning through the medium of song which demands creativity; self-discovery by students; emphasis on intellectual activity; process learning experiences into something meaningful in real life; familiarize students to be more productive, analytical, critical; the use of methods, techniques, and strategies that allow students to seek and find their own answers optimally. Besides that, This model requires problem-solving skills to increase intellectual satisfaction, sharpen memory processes for longer mastery, more student-centered learning, self-concept development and academic talent, avoid learning by rote, grow the ability to assimilate and accommodate information. The learning steps are: a) formulating questions to be able to conduct research, b) checking whether the results of student observations can answer questions, c) collecting data/information, d) analyzing information, e) making conclusions based on the results of information analysis. From all of the above understanding, the author has prepared instruments for the accuracy of implementation brought by teachers and students who observe the learning process.

4. Reflection Cycle I

a.   Quantitative analysis of student learning achievement cycle I

Table 2 Cycle 1 Result

List of Student	IR	Cycle	
		S1	S2
Achmad Heri Kurniawan	5.5	6	7
Chairul Iksan	5	5	7
Dian Putri Utari	4.5	6	7
Dwi Pasilita	5.5	6	7
Febriani	4	6	7
Evi Lestari	4.5	5	7
Kurniawan	4.5	5	7
Laksita Nawang Shashi	5	6	7
Liga Kartina	4.5	5	6
Nita Wahyuni	4.5	5	7
Nopri Sastriani	5	5	7
Nadia Nopita	5	5	7
Nopriansyah	4.5	5	7
Puspita Sari	4.5	5	7
Ramadhan Fitria	5	6	7
Rani Yurdania	4.5	5	6
Reza Putri Sani	4.5	5	7
Roli Fanky	5	5	7
Selpika Lestari	5	5	7
Solihin Daud	4.5	5	7
Teiansyih	5	5	7
Tika Fitri Yanti	5	5	7
Wiwi Ria Fitriani	4.5	5	6
Yuli Harmini	5	5	6
Ita Pramita	5	5	7

On the basis of the information in the preceding table, the scores obtained by students of class XI Accounting at SMKN 4 Lahat in the first cycle from the pre-test and post-test scores collected can be estimated as follows:

1. The average score of Pre-test $= \frac{X0}{N} = \frac{88}{18}$

2. The average score of S1 (first session) $= \frac{X1}{N} = \frac{98}{18} = 5,4$

3. The average score of S2 (second session) $= \frac{X2}{N} = \frac{120}{18} = 6,7$

Hence, the average total score in the first cycle is :

$$\frac{X1 + X2}{2} = \frac{5,4 + 6,8}{2} = \frac{12,2}{2} = 6,1$$

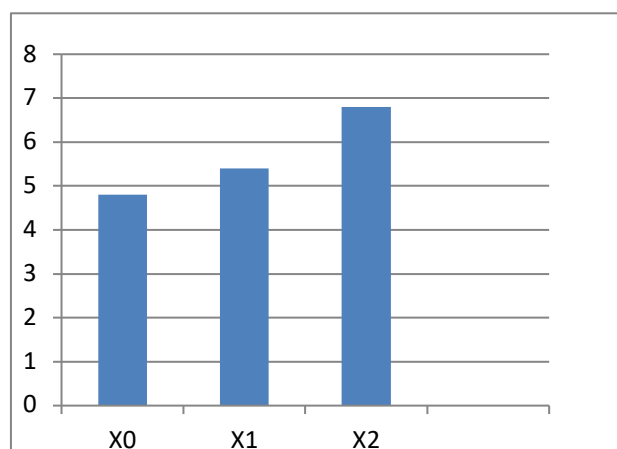b.　　Presentation in the form of graphs/histograms in cycle I

Figure 2 Graph/histogram in cycle I

This study's results will be summarized at the end of the reflection analysis cycle II at the same time. For the findings of the analysis of teacher and student observations of the truth of the application of learning through media song. The results of the two observations are as follows: 1) The teacher's observations in the form of notes on the researcher's faults while carrying out the learning procedure This is a really valuable contribution for improvement in the next cycle, and further specifics can be found in the conversation. 2) According to the observations made by the principal that show the team that was capable and the team that was not capable, clearly shown activity, tenacity, creativity, looked for important items assigned, demonstrated activity capacity, was critical, and correct. Students who are actively learning rather than teachers who are actively teaching, the ability to demonstrate self-concept, the speed with which expectations are met, and the ability to draw conclusions. The overall score of all students in the pre-test is 122, and the total score in session 1 is 154, while the score in session 2 is 187. After being summed, the score obtained is 4,5 for the pre-test score, 5,4 for the value of session 1, and 6,7 for the value of session 2. Thus, it can be concluded that the results obtained have not shown the success of learning through the song media by the teacher.

4.1.2. Cycle II
1. Planning

Seeing all the results obtained in cycle I, for planning the implementation of research in cycle II, there are several things that need to be done, namely:
a.　The researcher re-planned the schedule for conducting classroom learning by looking at the research schedule in Chapter III and the time in the education calendar. The results of the reflection in cycle I are the basis for planning in cycle II.
b.　Develop a good learning implementation plan according to the learning model using media through the media song and make data collection instruments, namely learning achievement tests.
c.　Planning class visits with observation friends as an innovation effort. For this the researcher consulted asking for his willingness to participate in the learning process

carried out. This innovation is carried out so that researcher can make maximum efforts to carry out better and higher quality learning. The result of consultation with colleagues is the readiness of the teacher to participate in supervising class visits. The teacher who will be observing was told that the author had consulted with the principal and he would participate, entering the room to jointly supervise. This is notified to the teacher in the hope that the teacher who will observe can be better prepared to carry out higher quality supervision, this is also done by the author as an additional innovation.

d. Together with the teacher, design a scenario for the implementation of learning by looking at the deficiencies in cycle I by identifying things that can be done to improve learning. For this, all notes about the shortcomings in cycle I which are the result of reflection are submitted to the teacher for study. Telling the teacher what needs to be done, what students must do, how to apply the method through the correct song media according to the truth of the theory conveyed.

2. Implementation

The following is a description of how the actions in cycle II will be carried out.

On the day that has been determined according to the schedule, the researcher begins the The researcher begins the implementation stage of the action on the scheduled day by bringing all the preparations that have been prepared. According to the method used in this study, the learning steps for interpreting discourse are grouped in steps. Step by step, here are the instructions:

The first step was to play the first song, "That's why You go away," by Michael Learn to Rock to pupils, followed by some brainstorming to pique their interest in learning. After the music is played twice, students are asked to respond to some general questions about the song. The author then invites students to discuss each response to each of the questions.

Following the conclusion of the discussion, the second song, "Always" by Jon Bon JO, was played twice. The students were again instructed to respond verbally to the questions posed by the presenter, although this time the questions were more detailed in relation to the song being performed.

The following phase involves administering a multiple-choice test to pupils and providing them with the option to respond to the questions.

Having collected all of the student responses, students are given a script that includes the lyrics to each song that has been played so far in front of the class, and they are then requested to perform each song that has previously been played in front of the class.

The treatment given to pupils to increase their listening comprehension is based on the procedures outlined above. As an outcome, students' learning results can be expected to be more gratifying and their listening abilities to be improved through song media.

Second-cycle action steps can be learned in just four 45-minute sessions by implementing the approach through a media song (2 x meetings).

3. Observation/Assessment

Prior to assessing the appropriateness of the implementation of learning through song media, it is necessary to note significant factors such as the learning activities that occur when the researcher takes action. The researcher can determine which sections need to be

enhanced, which sections want further focus, and which sections require ideas and reinforcements based on these rapid observations. Additionally, having an instructor monitor the learning process will aid in identifying the errors made during the process. The instructor who observes also takes notice of pupils' ingenuity, their eagerness to participate in learning, and their collaborative efforts. All of this has been accomplished admirably. The implementation of the learning accomplishment exam was finally continued the following week because there was insufficient time after the teacher completed the learning process to administer the test, so it was administered at the next meeting. The second reflection will discuss the results of the second cycle of student achievement assessments.

4. *Cycle II Reflection*
A.   Quantitative Analysis for Learning Achievement Test Scores in Cycle II

Table 3 Cycle II Results

List of Student	IR	Cycle	
		S1	S2
Achmad Heri Kurniawan	5.5	6	7
Chairul Iksan	5	5	7
Dian Putri Utari	4.5	6	7
Dwi Pasilita	5.5	6	7
Febriani	4	6	7
Evi Lestari	4.5	5	7
Kurniawan	4.5	5	7
Laksita Nawang Shashi	5	6	7
Nopri Sastriani	4.5	5	6
Nadia Nopita	4.5	5	7
Nopriansyah	5	5	7
Puspita Sari	4.5	5	7
Ramadhan Fitria	4.5	5	7
Rani Yurdania	5	6	7
Reza Putri Sani	4.5	5	6
Roli Fanky	4.5	5	7
Selpika Lestari	5	5	7
Solihin Daud			
Teiansyih	5	5	7

On the basis of the information shown in the preceding table, it is possible to compute the results of the pre-test and post-test scores obtained by accounting students from class XI at SMKN 4 LAHAT in cycle II as follows:

1. The average score of Pre-test $= \dfrac{X0}{N} = \dfrac{88}{18}$

2. The average score of S1 (first session) $= \dfrac{X3}{N} = \dfrac{135}{18} = 7,5$

3. The average score of S2 (second session) $= \dfrac{X4}{N} = \dfrac{140}{18} = 7,8$

Hence, the average total score in the second cycle is :

$$\frac{X3 + X4}{2} = \frac{7,5 + 7,8}{2} = \frac{15,3}{2} = 7,6$$

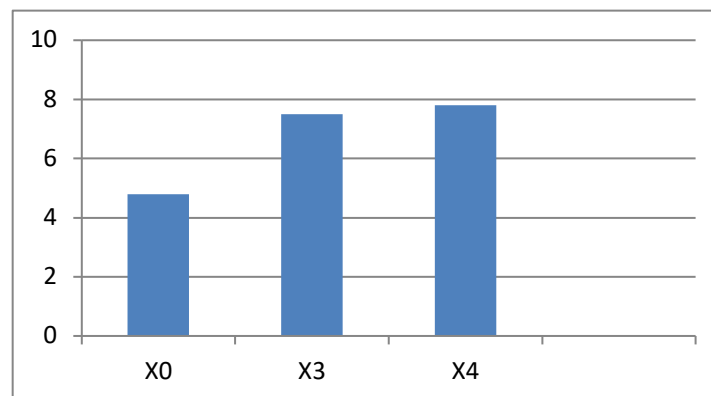B.   Presentation in the form of graphs/histograms in cycle II:

Figure 3 Chart/histogram in cycle II

Table 4 The Summary of Research Results from Cycle I - Cycle II

No	Action		Average	Total average
1	Pre-test	SO	4.8	X0 = 4.8
2	Cycle I	S1	5.4	XI = 6,0
		S2	6.7	
3	Cycle II	S3	7.5	XII = 7.7
		S4	7.8	

4.2. Discussion
4.2.1. Cycle I
There are a number of factors to consider when discussing qualitative data on the results of peer teacher observations about learning through song media. These include: existing weaknesses and strengths; changes and advances; time effectiveness; activities carried out; construction; contributions; fact description; checking internal and external validity; problem identification; influencing factors; ways to solve problems; considerations; comparisons; comments; responses; and additional experience.

According to colleagues' observations, there were improvements provided by the observers, including that the researcher were nicely dressed, used courteous language, and supervised students well. This leads to the conclusion that the research journey was pretty successful. The weaknesses presented must be analyzed, specifically the ineffective use of time, the construction, and the underutilization of student contributions; this fact will serve as a reference for the truth of the data; validation, internally collected data from informants must be accounted for; external validity in the form of legal references must be used theories that support and The author can trust the dependability of this study data because it is based on the researcher's accuracy in selecting the informants, namely coworkers. The parameters affecting learning through song media in cycle I have not yet been optimized due to the

researcher' single attempt at this model. The solution to this challenge is to create more effective, higher-quality lesson plans. More information such as comments, additional experiences, and descriptions of successful research will be included in the next cycle's results. There are minor qualitative outcomes or learning quality associated with the paradigm via the song media.

4.2.2. Learning Achievement Test of Cycle I

As a result of a series of oral and multiple-choice assessments, pupils are forced to truly comprehend what they've learnt. For the first cycle, the average result for students was 5,4 in the first session and 6,7 in the second session, showing a level of mastery that was not yet complete. According to the information given by students in the previous analysis, these results show an increase in students' capacity to master English topics, particularly in listening abilities.

The findings of the cycle 1 learning achievement assessment indicate that the prime focus is that the employment of particular methods has an influence on student achievement, in this case the way by song media. This is consistent with the findings of Soedomo's 1990 (in Puger, 2004) meta-analysis of learning methods, which concluded that the teaching method used by a teacher had an effect on his or her students' academic performances.

English courses, as is generally known, emphasize cognitive, emotional, and psychomotor components of learning as behavioral standards for students' daily lives. For the purpose of resolving existing difficulties, this method can assist students in being creative, acting actively, exchanging ideas, expressing opinions, asking questions, discussing, arguing, exchanging information, and resolving existing problems collaboratively with other members of the discussion group. This improves students' ability to think critically, creatively, and critically, enabling them to solve complicated problems. The subsequent result is that students will be able to comprehend and comprehend English courses more deeply.

In addition, the learning achievement attained in cycle I has fallen short of expectations in accordance with the demands of the Minimum Score for English subjects in this school, which is 7,5. This remains an issue that must be addressed. As a consequence, additional improvement efforts must be undertaken in order to ensure that more thorough preparation is done for the following cycle.

4.2.3. Cycle II

Learning achievement results from cycle II indicated that pupils had an excellent grasp of the material being taught. According to the average scores of students in sessions 3 and 4 (7,5 and 7,8), this is clearly visible. Thru the Song media method has been successful in enhancing students' ability to build knowledge as planned, as shown by these data.

According to these findings, the model used in the learning process had a significant impact on student performance. A teacher's choice of approach cannot be ruled out, and this conclusion demonstrates that the teacher has made the appropriate choice in how they teach their students. Another study by Inten (2004) and Puger (2004) found that students' performance was affected by the method of instruction they were using.

The cognitive, emotive, and psychomotor parts of English serve as a guide for students' talents in thought, behavior, and visuals, all of which play a significant role in activating students to their full potential. More than half of the pupils scored an 8.5, and 13 children scored an 8 on the intermediate scale. It can be concluded from the comparison of these results that the employment of song media can boost student learning achievement.

Comparing the initial value to the value in cycles I and II shows a considerable rise from the average starting value of 4,8 to 5,7 and to 7,8 in cycles II, which is a significant increase from the original value of 4,8. Due to this increase in value, researcher' efforts to improve education and educational advancement, especially in SMKN 4 Lahat, cannot be understated.

5. CONCLUSIONS AND RECOMMENDATIONS
5.1. Conclusion

In light of the fact that low levels of learning activity and accomplishment can be attributed to factors such as the method employed by the teacher, researcher are experimenting with learning models employing media through the media song in an effort to solve school-related difficulties.

On the basis of the low level of learning activity and student achievement presented in the context of the research, the use of a learning model via a media song is attempted to accomplish the objective of this study, which is to determine an increase in student achievement. The amount of improvement gained was explicitly stated at the conclusion of the examination. The research objectives given in Chapter IV have been met based on the findings of the research presented in Chapter IV and the data submitted.

The evidence given can be used to address the research purpose, which is to promote student learning achievement.

a. According to initial statistics, almost all students received scores below the school's standards; however, this number reduced to eight pupils during the first cycle, and by the second cycle, all students received scores above the school's norms.
b. Through an initial average of 4.8, the first cycle increased to 5.4, and the second cycle risen to 7,8.
c. Based on initial data, none of the students completed, however in cycle II, the action's conclusion, all students completed.

According to all the evidence that supports this study's learning objectives, it can be concluded that a song-based model may offer the expected responses. A researcher's commitment and preparedness from the time they make suggestions, review things which are not yet good with colleague teachers, prepare research grids and instruments, use data triangulation facilities, to the greatest implementation of research can accomplish all of these things and more.

5.2. Suggestion

In an effort to meet English-learning goals, the following recommendations can be made based on study findings: It is highly recommended that teacher use audio-visual learning techniques in order to teach English courses. Because songs have been demonstrated to improve cooperation, be creative, act actively, exchange information, express viewpoints, ask questions, argue, and so on, they should be used in conjunction with other ways. In spite of the fact that this study has demonstrated the model's main effect on increasing learning activity and achievement through the song media, it is certain that this study is still incomplete, so other researcher who are interested in the same topic should examine the following portions: parts that have not been studied. For additional support, it is expected that additional research will be conducted by other researcher to verify the findings of this study.

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