

CHAPTER 4

RESULTS

This chapter mainly presents the findings of this study. The results of each research question are described in the following order: (a) research question 1 regarding the CD songs improve the Prathomsuksa 5 students' English vocabulary learning; and (b) research question 2 regarding the differences between the pre-test and post-test scores of students learning through songs. This chapter reports the results of the quantitative data collected.

4.1 Research Question One: Do the CD songs improve Prathomsuksa 5 students' English vocabulary learning?

The first research question was directed toward identifying the CD songs reported to be used by Prathomsuksa 5 students who participated in this study. To answer this question, the researcher used quantitative data from the songs, which measured the students' perceived use of CD English songs when they listen to them for academic purposes.

All of the students were given the orientation before they begin doing the test. This orientation involves letting the students know about the learning method, students' role, learning objectives and the assessment procedures

Table 4.1

The Scores of Experimental Group (E1) (N=26)

Songs	(E1)											\bar{X}
	1	2	3	4	5	6	7	8	9	10	total	
Scores	10	10	10	10	10	10	10	10	10	10	100	10
1	8	10	10	8	9	8	7	8	9	10	87	8.70
2	8	9	9	8	8	7	9	9	8	9	84	8.40
3	9	9	9	9	8	10	8	10	8	8	88	8.80
4	7	8	8	10	9	8	8	8	9	8	83	8.30
5	8	8	7	8	8	7	9	9	8	9	81	8.10
6	7	9	8	9	7	7	10	8	10	8	83	8.30
7	7	9	8	8	9	8	9	8	9	9	84	8.40
8	8	7	9	10	8	8	10	8	8	10	86	8.60
9	8	7	10	9	8	9	8	9	8	10	86	8.60
10	9	8	7	8	9	10	8	10	9	9	87	8.70
11	10	7	10	8	10	10	9	8	10	9	91	9.10
12	10	10	8	7	8	9	9	8	8	8	85	8.50
13	9	8	7	9	9	9	10	9	9	9	88	8.80
14	9	7	8	8	8	8	9	9	8	8	82	8.20
15	8	7	8	9	8	8	8	8	8	9	81	8.10
16	8	8	9	7	9	7	8	9	9	8	82	8.20
17	9	7	9	9	8	7	9	8	9	9	84	8.40
18	9	7	8	8	10	9	8	8	9	8	84	8.40
19	8	8	8	8	9	10	7	9	10	9	86	8.60
20	8	8	9	7	8	10	9	9	9	7	84	8.40
21	7	9	7	10	10	9	8	7	9	10	86	8.60
22	7	9	8	8	9	9	9	10	9	8	86	8.60
23	8	8	7	7	9	8	8	9	9	10	83	8.30
24	9	8	8	9	7	8	8	10	8	9	84	8.40
25	8	10	7	7	7	9	10	8	9	8	83	8.30
26	7	9	10	10	8	10	9	9	8	9	89	8.90
Total	213	214	216	218	220	222	224	225	227	228	2207	220.7
\bar{X}	8.192	8.231	8.308	8.385	8.462	8.538	8.615	8.654	8.731	8.769	84.885	8.88
S.D	0.895	0.992	1.011	0.983	0.859	1.067	0.852	0.797	0.667	0.815	2.487	2.48
%	81.92	82.31	83.08	83.85	84.62	85.38	86.15	86.54	87.31	87.69	84.88	84.88

As shown in the table above, the effects of using songs to enhance English vocabulary achievement of Prathomsuksa 5 students, which were conducted by the researcher, is 84.88/84.88, which was higher than the standard criteria set at 75/75. It claims that students, who learnt by using English has received total mean scores from the exercises scores of instructional packages at 84.88 % and total mean scores from the achievement test after learning through instructional packages at 84.88 %.

It should be noted that the information presented in the table above only represents the data from experimental group students, regardless of their English songs. Table 4.2 below then displays the reported post-test scores of the students.

Table 4.2

The Post-Test Scores (E2) (N=26)

No.	(Post-Test)
	40
1	34
2	32
3	35
4	34
5	36
6	37
7	36
8	35
9	36
10	36
11	35
12	32
13	36
14	37
15	36
16	35
17	36
18	37
19	37
20	35
21	36
22	36
23	35
24	32
25	36
26	37
Total	919
\bar{X}	35.346
S.D.	1.495
%	88.36

As shown in Table 4.2 above, the total scores were 919. Interestingly, the mean scores were at 35.346 and standard deviation at 1.495. As calculating by percentage, it was reached at 88.36 remarkably.

Table 4.3
Efficiency of Process and Product

Test	%	\bar{X}	SD	n
Efficiency of Process (E1)	84.88	84.88	2.48	26
Post-test	88.36	35.35	1.50	26

As shown in Table 4.3, it was revealed that the percentage score of the process of the experimental group was 84.88, the mean scores were 84.88 and the standard deviation was 2.48, respectively. Similarly, the percentage score of the posttest of the experimental group was at 88.36, the mean scores were 35.35, and the standard was 1.50, respectively. The results indicated that the experimental group improved their vocabulary knowledge as a result of experiment.

4.2 Research Question Two: Are there any significant differences between the Pre-test and Post-test Scores?

The second research question focused on gaining an understanding of the differences which existed between pre-test and post-test scores of students regarding to using CD English songs to enhance vocabulary learning. To address this question, the researcher used quantitative data came from the pre- and post-scores taught through the 10 lesson plans. Table 4.3 begins discussing this aspect by discussing differences in reported song use by the Prathomsuksa 5 students in the study.

Moreover, independent sample t-tests were applied to all lessons reported to be used

by each student whether the observed differences in the overall means of the students were statistically significant. For this study, the level of significance was set at .05 levels.

Table 4.4

**Comparison of Pre-test and Post-test Mean Scores of Experimental Group
(N = 26)**

No.	(Pre -Test)	(Post-Test)	D	D ²
	40	40		
1	23	34	11	121
2	22	32	10	100
3	25	35	10	100
4	21	34	13	169
5	23	36	13	169
6	24	37	13	169
7	24	36	12	144
8	23	35	12	144
9	22	36	14	196
10	24	36	12	144
11	23	35	12	144
12	21	32	11	121
13	22	36	14	196
14	23	37	14	196
15	24	36	12	144
16	22	35	13	169
17	23	36	13	169
18	24	37	13	169
19	24	37	13	169
20	23	35	12	144
21	23	36	13	169
22	24	36	12	144
23	22	35	12	144
24	23	32	14	196
25	25	36	12	144
26	24	37	12	144
Total	601	919	318	3930
\bar{X}	23.11	35.35	12.23	151.15
S.D.	1.07	1.50	1.1	29.97
%	57.78	88.36		

As showed in Table 4.4, the findings revealed that the mean scores of the post-test of the experimental group were 35.35 which were higher than the pre-test mean scores which reached at 23.11. Importantly, the percentage of the post-test was 57.78 which was higher than the pre-test (88.36). The results indicated that the experimental group was developed.

Another aspect that is worth discussing is that the significant difference between the pre-test and post-test scores of the experimental group or not. The Table 4.4 below shows the results:

Table 4.5
Differences of the Pre-test and the Post-test Scores

Test	n	%	X	SD	df	t-test	sig
Pre-test	26	57.78	23.11	1.07	25	48.92	0.000***
Post-test	26	88.36	35.35	1.50			

*** significant difference at .001

An independent samples t-test was conducted in order to find whether there was a significant difference in the using songs of the pre-test and the post-test scores. The results showed that there was statistically significant difference between the pre-test and the post-test scores in using songs to enhance English vocabulary achievement at a level of .001. As for compensation, pre-test scores were 57.78, and Post-test scores were 88.36.

4.3 Summary of the Chapter

Teaching to children at Prathomsuksa School is not an easy job. The students sometimes face some problems in acquiring English as their foreign language. Consequently, the teacher should be creative and be good model in teaching English for their students. The objective of teaching English in Elementary school is to prepare children to have comparative value in the globalization era and introduce English at early ages. In this study, the researcher is interested in teaching vocabulary by using English songs and through hand puppets as the media. Dealing with the characteristics of young learner students, the teachers can use songs to teach vocabulary.

In summary, few findings of this study reached statistical significance. In this chapter students' English vocabulary achievement toward the using songs were presented. The results of each research question are described in two aspects, namely; songs improvement of Prathomsuksa 5 students' English vocabulary learning; and the differences of between the pre-test and post-test students' mean scores. Some possible reasons for these results will be discussed next in Chapter Five.