

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Procedure

The researcher did the research through observation, interview, and questionnaire. The researcher found out some results of the research in the process of using Rap music media in teaching speaking in MTs N 2 Bandar Lampung.

In investigating the process of Rap music media in teaching speaking, the researcher used three instruments in collecting the data. They are observation, interview, and questionnaire. The research was conducted in two meetings. The instruments of the research which were consisted of observation, questionnaire and interview had been done to know the process of teaching speaking by using Rap music media, the problems faced by the teacher in teaching speaking by using Rap music media, and the problems faced by the students in the process of learning speaking by using Rap music media.

In the observation, the researcher observed the process of using Rap music media in teaching learning activity in the class by observing both the teacher and the students. Then the researcher gave questionnaire to the students to know their respond of the implementation of the research and also the problems they faced in the process of teaching learning activity.

Next was interview. The researcher interviewed the teacher and the students to confirm the data gained from the observation and questionnaire. Moreover, the researcher also collected additional data such as school profile and history, the condition of the students and the teachers and so on.

The research was conducted at MTs N 2 Bandar Lampung in the second semester of the eighth grade started from Feb, 20th 2017 up to 28th 2017. In this research the researcher enclosed the date and planed schedule of work as follows:

1. On Monday, Feb 20th, 2017 at 09.30 am. The researcher met the headmaster to get permission to do research at MTs N 2 Bandar Lampung. Then the researcher met English teacher (Mr. Sunarto, M. Ed) to discuss the schedule to do research.
2. On Friday, Feb 25th, 2017 at 13.00 pm. The researcher conducted the first observation/ first meeting.
3. On Monday, Feb 27th, 2017 at 10.45 am. The researcher conducted the second observation/ second meeting. Then the researcher gave the questionnaire for the students.
4. On Tuesday, Feb 28th, 2017 at 09.00 am. The researcher conducted interview and asked the data of the school such as history of the school, profile, and so on.

B. Data Analysis

After collecting the data, the researcher analyzed the data that contained of observation, interview, and questionnaire. According to Miles and Huberman, there are three major phrases of data analysis, they are; data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.¹ In this case, the researcher selected which data that were used in his research. There were three instruments used to collect the data: observation, interview and questionnaire. The researcher became the key instrument in this research, whereas aforementioned instruments became the supporting instruments. In this step, the researcher analyzed the data based on each instrument.

a. Whole Data

In the whole data, the researcher provided all of the result of the research based on the data collected by using three instruments. There were observation, interview, and questionnaire.

¹Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p.12

1) Observation

The researcher employed an observation (see appendix 5). The observation was conducted to know the process of teaching and learning speaking through Rap music media which was conducted in two meetings. Every meeting had the same activities and the same material. The material was about short conversation. In the first meeting, the teacher conducted pre-activity, while- activity and post-activity. The second meeting was the continuation from the first meeting.

The researcher observed the process of teaching and learning speaking through Rap music media, the students' and teacher's problem during teaching and learning speaking through Rap music media. In the observation process, the researcher prepared the field note, observation checklist and hand phone to record, took some video and took some pictures of the teaching and learning process. The data of observation has been identified as the following discussion.

a) First Meeting

In this meeting, the teacher introduced about Rap music media. The teacher related it to the topic about short conversation. Before teaching, the teacher had prepared the teaching media such as laptop, Rap music, Rap video, Rap recording, and sound speaker.

(1) Pre - Activity

In starting the class, firstly, the teacher greeted the students charmingly and asked some questions related to their condition that time. The teacher checked the attendance list. And then the teacher asked the student about the previous lesson. After that the teacher gave the explanation that they would practice the dialogue with Rap music media on the day.

Second, the teacher asked the students what they knew about short and simple conversation. After that the student mentioned what the simple expressions are. The students and the teacher checked the pronunciation error.

(2) While - Activity

Teacher plays Rap video for students. The teacher instructed the students to listen the Rap music for many times to follow the tone, pitch, and rhythm of Rap as they Rap with recordings or videos. Here, every student had to follow the teacher's instruction to be able to do Rap music media, to make the students more understand about what would they do, the teacher explained on and on about it.

After the students have understood it, the teacher has given the challenge to the students by giving the instruction to Rap along the video while teacher plays it. When the teacher assumed that the student did a pretty good fit with the music then Teacher instructed students to Rap without recording. There were many various responds from the students, there were students enjoyed the Rap, there were also student found the

difficulties to practice it because they were confuse, worry, and lazy because they feel it didn't familiar with their music favorite, there were also some students didn't think that Rap is an effective way to in studying English. Here the researcher found the teacher didn't know yet how to develop the material successfully yet.

Next, teacher instructed students to take out Rap by playing Rap while students listen. When the teacher thought that it was enough, then Teacher devided students in groups consist of 2 - 3 students. After the students made it teacher gave mini-lesson on grammar, vocabulary, or scripted discourse, while the teacher has already been in some groups work to write an original Rap (their own Rap) that applies or teaches the concept.

Finally, the teacher instructed the students to perform their original Raps (their own Rap) in front of the class in pair. On this case the teacher asked them to make the dialog which it can be fit with the music, while the students performed theirs the teacher got to do his job by taking the scores of many things such as the students pronunciation, grammar, fluency, etc.

After that the teacher got the best couple in practicing the lesson through Rap music media by choosing the best of student performance. The teacher had all the students giving appreciate by giving applause. Then the teacher said "got it?" to make sure whether they understood or not and the students answered that they understood and ready to apply this Rap music media as always.

During teaching and learning process the teacher could walked around the students to control them and checked whether it was going on or didn't work. The researcher also found that the students still felt difficult to make a sentence in dialog and felt shy to speak up. It made some students enjoyed to speak in Indonesian. In practicing, some students did not use good grammar when spoke in English and they were still lack of fluency. Sometimes the teacher helped them to correct the grammar (example: when the student said, "my father is men", and the teacher corrected became "my father is a man"). They also asked the teacher about the vocabulary that they did not know or had been forgotten by them. In this section the class was very busy because everyone spoke and some of students lost of control and also just silent when the teacher did not pay attention to them.

Then the teacher evaluated the students' respond in teaching learning speaking. Then the teacher reviewed any error that the students did when they were making a sentence in a dialog on the piece of paper which is submitted by the students, most of the mistakes that were made by students is when they mentioned a vocabulary in a sentence. Most of them forgot the vocabulary. The teacher said, "Use English, please! It's okay if you are making a mistake when speaking."

(3) Close - Activity

Finally the teacher gave motivation to the students to learn deeply because for the next meeting they would learn it again. Then, the teacher closed the activity by saying thank you to the students for their time, attention and participation.

b) Second Meeting

(1) Pre - Activity

Before teaching and learning was begun, the teacher prepared the material in advanced. The teacher opened the class by greeting to the students and checked the students' attendance list. After that the teachers asked the students to go to school hall and bring a pen to continue the previous lesson. The teacher reminded the students again about short conversation before continuing the lesson.

(2) While - Activity

Teacher played Rap music media again in teaching and learning speaking, the teacher asked the students to work in pair and make conversation same like last meeting. Then the teacher played Rap video that has been used on the last meeting. After that the teacher asked the students what word they had listened. Further, the teacher instructed the students to make and perform their original Raps (their own Rap) in front of the class in pair again. On this case the teacher asked them to make the dialog which it can be fit with the music as the previous meeting, while the students performed theirs the teacher got to do his job by taking the scores of many things such as the students' pronunciation, grammar, fluency, etc.

After that the teacher got the best couple in practicing the lesson through Rap music media then the teacher chosen the best of student performance to show again theirs. The teacher had all the students giving appreciate by giving applause. Then the teacher said "you made it, understood well?" to make sure whether they understood

or not and the students answered that they understood and ready to apply this Rap music media as always.

In this meeting, the teacher still could not handle the students and time. He also did not control the students maximally liked on the last meeting. It caused there were some students that enjoyed spoke in Indonesian. Researcher also found that some students just watched their friend when spoke in English, so it made her felt shy. Then the other students felt shy and only laughed at the researcher because worried if making mistake and their friends would be critic of the mistake made by him/her. The boys also hard to control and low of participation, they spoke if the teacher walked to control them but if the teacher was far from them, they played again. Besides, there was student just combed his hair in teaching learning process.

In this meeting the teacher evaluated about Indonesian used by students. The teacher said almost same like last meeting that the students might reduce Indonesian use and confidence with their English even it was wrong or not.

(3) Close – Activity

The teacher closed the activity by said thank you to the students for their time, attention, participation and said to the students that the researcher needed their help to fill the questionnaire sheet.

Based on the observation checklist, there were problems faced by the teacher. Those were hard to take the Rap music media seriously, develop material successfully, manage the students and the time.

2) Interview

To support the data of the observation, the researcher had employed an interview to the teacher to investigate the problems faced by him and his students during teaching and learning speaking process through Rap music media. There were ten questions that the researcher asked to the teacher.

The questions number one was to know about how the teacher applied Rap music media in teaching. The second question was to know the teacher's process in teaching by using Rap music media. The third question was to know the teacher's problem when teaching. The fourth question was to know the vocabulary that found by the teacher when teaching. The fifth question was to know about the teacher's found of different expressions to the rules of grammar. The sixth question was to know the teacher's opinion about the way on developing material successfully. The seventh question was to know teacher's way to make students like singing or listening music. The eighth question was to know teacher's opinion about the song that go out of fashion soon. The ninth question was to know teacher's solution if teaching speaking through Rap music media disturb other class. For the specific questions can be seen in appendix 6.

3) Questionnaire

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of six questions (see appendix 7). The first question of questionnaire was used to know about the students opinion about the effectiveness of using Rap music media in learning speaking. The second question of questionnaire was used to know the students problem in learning speaking through Rap music media. The third question of questionnaire was used to know the students' problem in listening Rap music media by sound system. The fourth question of questionnaire was used to know the students' favorite music. The fifth question of questionnaire was used to know the students action when found ungrammatical sentence in the song. The sixth question of questionnaire was used to know the students' feeling when found a limited number of words repeated.

b. Data Reduced

1) Observation

The researcher employed an observation (See appendix 5). The observation was conducted to know the process of teaching and learning speaking process through Rap music media were conducted in two meetings. Every meeting used same material. In the first meeting, the teacher conducted pre-activity, main-activity and close-activity. For the second meeting was the continuation from the first meeting. The researcher only observed the process of teaching and learning speaking through Rap music media, the students' and teacher's problems during teaching and learning

speaking through Rap music media. The data were gathered from the first and second meeting which was consisted of pre-activity, main activity and close activity or closing. The data reduced were:

a) Pre-activity

In the pre-activity, the researcher reduced some of data. The first, it was about the teacher opened the class by greeting to the students charmingly. The second about the teacher asked the students by asking their condition. The third, about the teacher checked the students' attendance. The fourth was on the teacher asked the students about the previous lesson. The fifth was on teacher's explanation about the media. The last was on teacher's questions about the student understanding about short conversation, simple expression, and checking the pronunciation.

b) While-activity

In the main activity the researcher reduced some of data. The first, it was about teacher took the scores of the students' pronunciation, grammar, fluency, etc. the second was about the teacher chose the best of student performance. The third was about the teacher asked the students to give applause. The fourth was about the students' understanding.

c) Post-activity

In the close-activity, the researcher reduced some data. Those were the data of teacher in giving motivation to the students and closing the activity by thanking to the students.

Furthermore,. There was not data of the teacher's problem reduced. Moreover, the data of the students' problems reduced were only three. They were about students felt shy to speak up, felt difficult to make sentences, and did not have enough vocabulary. The researcher reduced the data because the data were happened when the researcher observed in both two meeting but the data were not suitable with the theories from the expert.

2) Interview

To support the data of the observation, the researcher had employed an interview to the teacher and the students to investigate the problems faced by him and his students during teaching and learning speaking process through Rap music media. There were nine questions that the researcher asked to the teacher, but there were not the data of the interview which reduced by the researcher.

3) Questionnaire

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of six questions whereas the questions were distributed to know the students' problem in learning speaking through Rap music

media, but there were not the data of the questionnaire which reduced by the researcher.

2. Data Displays

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman's theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.⁴ In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

a. Observation

Based on the data showing in the data reduction, this part of the data were going to be identified and displayed the result of observation for the two meetings to know the process of teaching and learning speaking through Rap music media.

1) First meeting

It was held to investigate whether the application of the twelve steps of using Rap music media applied by the teacher or not. (See appendix 5). The explanation of the applicant of those twelve steps according to Segal could be seen in the table below:

Table 6
The Application of the Twelve Steps

| No. | Steps | Notes |
|-----|--|--|
| 1. | Teacher instructs students to listen to Rap. | Teacher prepared a video of Rap and instructed them to listen. |

The data above shows that the procedure which was applied by the teacher was suitable with the Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|---------------------------------------|--|
| 2. | Teacher plays Rap video for students. | Teacher played Rap video for students. |

The data above shows that the procedure which was applied by the teacher was same as Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|---|---|
| 3. | Teacher instructs students to try to follow the tone, pitch, and rhythm of Rap as they Rap with recordings or videos. | The teacher gave the instruction to the students to try to follow the tone, pitch, and rhythm of Rap as they Rap with recordings or videos. |

The data above shows that the procedure which was applied by the teacher was same as Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|--|--|
| 4. | Teacher plays Raps while teacher and students Rap along. | The Rap music was played while the students were making the dialogue and practice. |

The data above shows that the procedure which was applied by the teacher was not same as the Segal's theory. The teacher add the step based his own version. Those were making dialogue and practice.

| No. | Steps | Notes |
|------------|--|--|
| 5. | Teacher instructs students to Rap along with video while teacher plays it. | The teacher instructed students to listen Rap again. |

The data above shows that the procedure which was applied by the teacher was not same as Segal's theory. The teacher add the step based his own version. Segal's step

instructs student to Rap along with video but the teacher's step just instructed students to listen Rap again.

| No. | Steps | Notes |
|------------|---|--|
| 6. | After students have done it once with recording, Teacher instructs students to Rap without recording. | The teacher instructed the students to practice without recording. |

The data above shows that the procedure which was applied by the teacher was same as Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|--|---|
| 7. | Teacher instructs students to take out Rap lyrics. | Teacher instructed students to take out Rap lyrics. |

The data above shows that the procedure which was applied by the teacher was same as Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|--|---|
| 8. | Teacher plays Rap while students listen. | Teacher played Rap while students practice again. |

The data above shows that the procedure which was applied by the teacher was not compatible with the steps based on Segal's theory. The teacher add the step based on his own version. Segal's step is students listen when teacher plays Rap but teacher's step was students practice again when teacher played Rap.

| No. | Steps | Notes |
|------------|--|---|
| 9. | Teacher puts students in groups consist of 3 - 4 students. | Teacher divided students in groups consist of 3 - 4 students. |

The data above shows that the procedure which was applied by the teacher was same as the steps based on Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|-----|--|---|
| 10. | Teacher gives mini-lesson on grammar, vocabulary, or scripted discourse. | Teacher gave mini-lesson on grammar, vocabulary, or scripted discourse. |

The data above shows that the procedure which was applied by the teacher was same as the steps based on Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|-----|--|--|
| 11. | Teacher has groups work together to write an original Rap that applies or teaches the concept. | Teacher had groups work together to read an original Rap that applied or taught the concept. |

The data above shows that the procedure which was applied by the teacher was not same as Segal's theory. The teacher add the step based on his own version. Segal's step is teacher has groups work together to write an original Rap that applies or teaches the concept, but teacher's step was the teacher provided a text to be read by the students.

| No. | Steps | Notes |
|-----|--|---|
| 12. | Teacher instructs students to perform their original Raps in front of the class. | Teacher instructed the student to perform their original Rap in front of the class. |

The data above shows that the procedure which was applied by the teacher was same as Segal's theory. The teacher did not add the step based on his own version.

2) The Second Meeting

The observation in the second meeting was almost the same as the first meeting. Based on the twelve steps in teaching speaking through Rap music media

the researcher noted the activity according to Segal, the explanation of the application of those twelve steps, could be seen in the table below:

Table 7
The Application of the Twelve Steps

| No. | Steps | Notes |
|------------|--|--|
| 1. | Teacher instructs students to listen to Rap. | Teacher prepared a video of Rap and instructed them to listen. |

The data above shows that the procedure which was applied by the teacher was suitable with the Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|---------------------------------------|--|
| 2. | Teacher plays Rap video for students. | Teacher played Rap video for students. |

The data above shows that the procedure which was applied by the teacher was same as Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|---|---|
| 3. | Teacher instructs students to try to follow the tone, pitch, and rhythm of Rap as they Rap with recordings or videos. | The teacher gave the instruction to the students to try to follow the tone, pitch, and rhythm of Rap as they Rap with recordings or videos. |

The data above shows that the procedure which was applied by the teacher was same as Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|--|--|
| 4. | Teacher plays Raps while teacher and students Rap along. | The Rap music was played while the students were making the dialogue and practice. |

The data above shows that the procedure which was applied by the teacher was not same as the Segal's theory. The teacher add the step based his own version. Those were making dialogue and practice.

| No. | Steps | Notes |
|------------|--|--|
| 5. | Teacher instructs students to Rap along with video while teacher plays it. | The teacher instructed students to listen Rap again. |

The data above shows that the procedure which was applied by the teacher was not same as Segal's theory. The teacher add the step based his own version. Segal's step instructs student to Rap along with video but the teacher's step just instructed students to listen Rap again.

| No. | Steps | Notes |
|------------|---|--|
| 6. | After students have done it once with recording, Teacher instructs students to Rap without recording. | The teacher instructed the students to practice without recording. |

The data above shows that the procedure which was applied by the teacher was same as Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|--|---|
| 7. | Teacher instructs students to take out Rap lyrics. | Teacher instructed students to take out Rap lyrics. |

The data above shows that the procedure which was applied by the teacher was same as Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|--|---|
| 8. | Teacher plays Rap while students listen. | Teacher played Rap while students practice again. |

The data above shows that the procedure which was applied by the teacher was not compatible with the steps based on Segal's theory. The teacher add the step based on

his own version. Segal's step is students listen when teacher plays Rap but teacher's step was students practice again when teacher played Rap.

| No. | Steps | Notes |
|------------|--|---|
| 9. | Teacher puts students in groups consist of 3 - 4 students. | Teacher divided students in groups consist of 3 - 4 students. |

The data above shows that the procedure which was applied by the teacher was same as the steps based on Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|--|---|
| 10. | Teacher gives mini-lesson on grammar, vocabulary, or scripted discourse. | Teacher gave mini-lesson on grammar, vocabulary, or scripted discourse. |

The data above shows that the procedure which was applied by the teacher was same as the steps based on Segal's theory. The teacher did not add the step based on his own version.

| No. | Steps | Notes |
|------------|--|--|
| 11. | Teacher has groups work together to write an original Rap that applies or teaches the concept. | Teacher had groups work together to read an original Rap that applied or taught the concept. |

The data above shows that the procedure which was applied by the teacher was not same as Segal's theory. The teacher add the step based on his own version. Segal's step is teacher has groups work together to write an original Rap that applies or teaches the concept, but teacher's step was the teacher provided a text to be read by the students.

| No. | Steps | Notes |
|------------|-------------------------------|-----------------------------------|
| 12. | Teacher instructs students to | Teacher instructed the student to |

| | | |
|--|--|---|
| | perform their original Raps in front of the class. | perform their original Rap in front of the class. |
|--|--|---|

The data above shows that the procedure which was applied by the teacher was same as Segal's theory. The teacher did not add the step based on his own version.

b. Interview

Based on the data showing in the data reduction, this part of the data were going to be identified and displayed the result of teachers' problem in teaching speaking through Rap music media based on the result of observation for the two meetings and interview asked to the teacher. Interview was conducted to support the observation data. The interview was given to the teacher to know problems faced by him and his students in teaching and learning process by using Rap music media. Based on the data of observation and interview, there was a problem faced by the teacher. It could be seen below:

| No. | Question | Answer |
|------------|--|--|
| 1. | How do you take the music that you are going to teach? | I Usually take the materials adopted from Beth Segal, and for the music back ground that is fit with that is "very easy rapping beat" available in you tube, but actually when I bring it to class the students were so noisy so I felt difficult to take the music to the learning activity seriously. When some students did not paid attention to me. |

The data above shows that the teacher felt difficult to take the music to the learning seriously. Even the teacher has adopted to materials from correct resources but he still

can not bring it seriously because one of the reason was the students that was hard to be controled.

| No. | Question | Answer |
|-----|--|---|
| 2. | What is the problem about the time that is used to teach rap ? | The problem is on the duration of teaching time, I think that I need much more time to teach it because as I told you before that the students were quite difficult to be handled, so the lesson did not finish based on my planning. |

The data above shows that the teacher need to take much time in teaching by using Rap music media.

| No. | Question | Answer |
|-----|--|---|
| 3. | What do you do when the students are practicing? | Of course, I go around to notice them. Because you know, even they are conntroled the junior high school students still noise and go around actively. Then, how if I don't control them. Then, There are still many students don't pay attention when I give them example, so they confuse what should they do and ask me again. That stuff needs to be explain again to ensure the student can do it well, and that really takes times actually. More over this learning forces the students to speak actively in the same time, so it is so noise.. That is why I feel hard to revise their mistakes if I don't close to them. So that I have to always go around to whole side of the class. |

The data above shows that the teacher felt difficult to handled the students because the students were too active, and hard to be controled.

| No. | Question | Answer |
|-----|--|---|
| 4. | How about the vocabulary that is consisted in the song or in the lyrics that is created by the students? | The vocabularies in lyrics is good to give the student a number of new vocabulary, and I noticed there were some students used the new word in their dialog that is adopted from the lyrics, so I think the vocabulary is quite complex |

| | | |
|--|--|-----------|
| | | and good. |
|--|--|-----------|

The data above shows that vocabularies that was given to the students was good, because the vocabularies in the lyrics is quite rich and stimulate the students to apply it into their own dialogue.

| No. | Question | Answer |
|-----|--|---|
| 5. | How about the grammatical rules in the expression, is there any difference with the grammatical rules that the student knew? | There is no something different with the grammar rules. There is not something wrong with the gramatical rules, but the student usually do not notice to the grammatical rules, they just say something that they want to say, because they think the most important that the people can understand what they are saying. |

The data above shows that the teacher chose the example of the Rap that have good gramatical points. But the problem is the students still felt hard to practice gramatically.

| No. | Question | Answer |
|-----|--|--|
| 6. | How to develop the material successfully by using rap music? | I think to be success in teaching English by using Rap music, I have to always follow the procedure that is provided by Beth Segal, ideally. But in fact, I still felt difficult to practice it. |

The data above shows that the teacher felt difficult to develop material successfully.

| No. | Question | Answer |
|-----|--|--|
| 7. | What did you do if there are some student don't like to sing and listen the music? | I just have to teach using it repeteadly, because if they are often taught by it, they will love it naturally, they dislike because they can't or do not master what is taught yet. Then, I found that most of us like singing. I found this learning activity is quite positive used in the classroom to make to class alive. |

The data above shows that the teacher taught by using music in many times to make them like to sing.

| No. | Question | Answer |
|-----|---|---|
| 8. | How about the song that is so easy to go out of fashion soon? | We have to try to follow what song is happening or booming. Lately, I found many of the students like to perform some of the song with the beat, for example "beat box". So this is the suitable time to fit the song that they like with the learning. |

The data above shows that the teacher always try following to the song that is happening. It shows that he did not have problem with song that out of fashion soon.

| No. | Question | Answer |
|-----|--|---|
| 9. | What is the solution given if teaching speaking using rap music disturb the class next-door? | the solutions are, first we must not turn the volume of the sound too loud. The second, I instructed the student to control their voice. So, I hope by doing this the situation of learning do not disturb the next-to class. |

The data above shows that the teacher has already know the solution by set the volume and command the students to speak sufficiently.

c. Questionnaire

Based on the data showing in the data reduction, this part of the data were going to be identified and displayed the result of students' problem in learning speaking through Rap music media. Questionnaire was conducted to support the observation data. The questionnaire was given to the students to know the problems faced by them. Based on the data of observation and questionnaire, the data displayed as follow:

| No. | Question | Answer |
|-----|--|---|
| 1 | Do you think that learning speaking by using Rap music media was good? | there were 31 students (84%) answered that study by using Rap music media was good. and there were 6 students (16%) answered that study by using Rap music media were not good. |

The data above shows that the students who said that learning speaking by using Rap music media was good is higher than students who said that learning speaking by using Rap music media was not good. It means that the students actually like the media.

| No. | Question | Answer |
|-----|--|---|
| 2 | Did you have difficulties in learning speaking by using Rap music media? | there were 33 students (89%) answered that they had difficulties in learning speaking by using Rap music media and 4 students (11%) answered that they did not have difficulties in learning speaking by using Rap music media. |

The data above shows that the students who had difficulties in learning speaking by using Rap music media higher than students who did not have difficulties in learning speaking by using Rap music media. It means that even the students like the media but most of them still feel difficult study with it.

| No. | Question | Answer |
|-----|---|---|
| 3 | What about the sound system, is it efficient? Can you hear the sound clearly? | there were 6 students (16%) answered that the sound system was good and there were 31 students (84%) answered that it is not efficient because they could not hear clearly. |

The data above shows that the students who said that there is a problem with sound system higher than students who said that there is no problem with sound system. It means that the volume of the sound was not heard maximally by all students.

| No. | Question | Answer |
|-----|---|--|
| 4 | Did you like Rap music as media in learning speaking? | there were 28 students (76%) answered that they like it and there were 9 students (24%) answered that they did not like Rap music. |

The data above shows that students who liked Rap music higher than students who did not like it. It means that even the media is quite hard to be practiced and also the sound is not maximum but students think interested to study with the media.

| No. | Question | Answer |
|-----|--|--|
| 5 | Do you feel confuse with complicated gramatical points in learning speaking through Rap music media? | there were 6 students (16%) answered that they did not feel confuse with complicated gramatical points and there were 31 students (84%) answered that they still felt confuse with it. |

The data above shows that the students who felt confuse with with complicated gramatical points is higher than students who did not feel confuse with the gramatical points.

| No. | Question | Answer |
|-----|--|---|
| 6 | Explain me, did you feel bored with the repetition of a limited number of words? | there were 29 students (78%) answered that they felt bored and there were 8 students (22%) answered that they did not felt bored. |

The data above shows that the students who felt bored higher than students who did not feel bored. It means that the student feel bore with the repetition on the number of words in the lyrics, so the teacher must choose the lyrics that is not exist too many repetition for the number of words.

3. Conclusion Drawing/Verification

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. This part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problems, and the students' problems in teaching English by implementing Rap music media.

a. Process of Teaching and Learning Speaking through Rap Music Media

Teaching and learning process was done in two meetings in class VIII A. The material was about short conversation. The researcher employed observation to know the process during teaching and learning speaking by implementing Rap music media.

The observation was conducted in two meetings. After observing the process of teaching speaking through Rap music media in two times it could be described as follows:

- 1) In the first meeting the teacher ran the steps number one, two, three, six, seven, nine, ten, and twelve based on Segal's theory. And the teacher ran the steps number four, five, eight, and eleven based on his own version .
- 2) In the second meeting was similar to the first meeting, the teacher still ran the steps number one, two, three, six, seven, nine, ten, and twelve based on Segal's theory. And the teacher ran the steps number four, five, eight, and

eleven based on his own version.

It could be concluded that teaching speaking through Rap music media was not same as the theory of Segal. Besides, based on the result of interviewed the teacher at question number six (See on appendix 6), he said that, he used Segal's steps.

However, it could be seen that there were differences between Segal's theory and teacher steps. According to Segal, the step number four was Teacher plays Raps while teacher and students Rap along. Besides, the teacher version was The Rap music was play along the students make the dialog and practice. The step number five was Teacher instructs students to Rap along with video while teacher plays it. Besides, the teacher version was the teacher instructed students to listen Rap again. Then, the step number eight was the teacher plays Rap while students listen. While, the teacher version was the teacher played Rap while students practicing again. The last one was the step number eleven. According to Segal was the teacher has groups work together to write an original Rap that applies or teaches the concept. The teacher version was the teacher had groups work together to write an original Rap, but concept was not ready yet.

b. Teacher's Problems during Teaching Speaking Process through Rap Music Media

The teacher could run the entire steps in teaching speaking even though there were differences between Segal's Theory. He still had difficulties in teaching

speaking through Rap music media.

By conducting the research, the researcher found problem faced by the teacher during the implementation of Rap music media in teaching speaking at MTs N 2 Bandar Lampung. They were as follows:

1. The teacher had difficulties to take the Rap music seriously.
2. Teaching by using Rap music media disturbed adjacent lessons.
3. The teacher lose control of the class easily.
4. The teacher did not know how to develop material successfully.

c. Students' Problems in Learning Speaking through Rap Music Media

The researcher employed a questionnaire to know the students' problem in learning speaking through Rap music media. Based on the result of students' answer of the questionnaire sheets, the researcher concluded that the problems faced by the students were:

- a. The students had difficulty in studying through music.
- b. The students can't listen the music/song clearly because of inefficient sound systems in schools.
- c. The students felt confused with the songs which are not grammatical or those involving complicated sentence structures.
- d. The students felt bored with the repetition of a limited number of words.

C. Discussion of Findings

In this part, the researcher would like to discuss about the finding of the process of teaching and learning speaking through Rap music media as the first formulation of the problem this research. Instead of the process of teaching and learning, the researcher discussed the teacher's problem in teaching speaking through Rap music media as the second formulation of the problem, and the students' problem in learning speaking through Rap music media as the third formulation of the problem. This research was produced by the participants of the research. They were the English teacher and the students of VIII A class of MTs N 2 Bandar Lampung in the second semester in academic year of 2016/2017 that had been observed.

1. The Process of Teaching Learning Speaking through Rap Music Media

The researcher employed an observation to know how the process of teaching and learning speaking through Rap music media. Most of the students did not active in the teaching and learning process. This research was conducted twice including observing the teaching process, interviewing English teacher and giving questionnaire to the students in order to know the problems faced by them. From the data gained through observation, the researcher concluded that the teaching and learning process especially speaking through Rap music media did not run well because the standard procedure was not followed by the teacher. It included steps number four, five, eight, and eleven.

2. Problems Faced by the Teachers in Teaching Speaking through Rap Music Media

The teacher ran the entire steps in teaching speaking but he still had difficulties in teaching speaking through Rap music media because there were problems faced by the teacher.

Based on the result of observation and interview, there were four problems of nine problems from Murphey's theory happened in this research. Those were about taking the Rap music media, managing the time, managing the class, and developing material. The teacher could not manage the class especially in managing the time, the teacher could not take the Rap music media seriously and could not develop material well because the students were hard to be handled.

3. Problems Faced by the Students in Learning Speaking through Rap Music Media

The researcher employed observation, gave questionnaire and interview to know the students' problem in learning speaking through Rap music media. Based on the result of observation and questionnaire answered by the students, the researcher concluded that the problems faced by the students were about studying through music, sound systems, wrong grammatical points or complicated sentences, and repetition of words. Those problems happen because the teacher did not teach seriously and could not develop and explain the material well.

Eventually, based on the data obtained from observation, interview and questionnaire above, it can be known that the teacher had applied the procedure of using Rap music media by Segal but there were differences in step number four, five, eight, and eleven. The teacher's steps did not run well because when one student speaking English, the other students only listen without giving feedback and vice versa. When the students speaking, the room was too noisy and there were some students hard to be controlled and enjoy to speaking use their mother tongue.