

**THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS'
SPEAKING ABILITY ON TENTH GRADE OF SMAN 13 SAMARINDA**

**PENGGUNAAN LAGU BAHASA INGGRIS UNTUK MENINGKATKAN
KEMAMPUAN BERBICARA SISWA KELAS X SMAN 13 SAMARINDA**

Farra Indah Wulansari ¹, Sunarti².



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2022

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Grade of SMAN 13 Samarinda**

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Berbicara Siswa Kelas X SMAN 13 Samarinda**

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NASKAH PUBLIKASI

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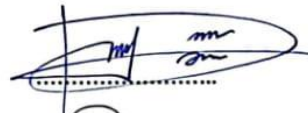
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(Farra Indah Wulansari)

The Use of English Songs to Improve Students' Speaking Ability on Tenth Grade of SMAN 13 Samarinda

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Abstract : *The purpose of this study was to determine whether the use of English songs could improve students' speaking skills at SMAN 13 Samarinda. The subject of this research was class X IPS 1 consisting of 15 students representing various abilities that was used as samples of this study. This research was carried out in 6 meetings which included pre-test, treatment, and post-test. Based on the data analysis, the students' speaking ability increased in each test. In the first test, the students' average score was 58.13. Then on the second test the average score of students was 78.40. From the results of the analysis, the significance value is $0.00 < 0.05$, which means the songs significantly improves students' speaking ability.*

Keywords: *English songs, Speaking, Speaking Ability, Teaching Method*

INTRODUCTION

Language is necessary for social interaction because it appears to have played a significant role in our life as communication. Without language, humans will not be able to convey the goals and intentions to be conveyed clearly. Language as a tool of communication has an important role to reveal an intention of someone else. People will be able to express their thoughts and feelings through communication. According to (Siahaan, 2008), language is one of the human legacy that assumes a significant part in human existence itself, like reasoning, conveying thoughts, and speaking with others. *"Language is a remarkable human legacy that assumes the vital part in human's existence, like in thinking, imparting thoughts, and haggling with the others"*.

In order to master four language skills, one important aspect of language to focus on is speaking. In the English subject, there are four skills that must be learned: Reading, Listening, Writing and Speaking. Speaking itself must also be mastered by students so that they can become good speakers.

To be able to learn English easily, Songs might be a good medium for helping students improve their speaking abilities and improve their speaking skills.

Songs can be utilized in an assortment of learning exercises, such as creating a warmer atmosphere, providing filler between activities, concluding activities, introducing new languages, practicing languages, improving languages, changing the mood, attracting attention, and channeling extra student energy, etc (Brewster, 2002). Songs are a

great "tool" for helping students learn English, and it is believed that songs can motivate students while they are learning English. Songs are also important for learning English because they help students become more sensitive to sounds. The class can also be made more interesting and lively by songs.

Furthermore, media such as songs have a very significant role to motivate the student to learn speaking and to make the atmosphere of interest in learning more interesting as stated by Lo & Li in Al-efshat & Baniabdelrahman (2020), songs play a significant role in developing learners' skills: reading, writing, speaking and listening, pronunciation, rhythm, synchronic linguistics, and vocabulary. They will feel something new and different from what they usually get in their class. The writer hopes that by using English songs the students will become more active as participants and more confident in expressing their feelings. By transforming instructional materials into song lyrics that students can then sing, songs can be used to teach. It is thought that the song media is effective enough to make learning less stressful and more enjoyable. Learning exercises completed by singing (learning while at the same time singing) will make understudies not effortlessly exhausted and sluggish. Students are thought to be more interested in learning, eager to pay attention, and willing to participate actively in the process. However, the objective on this study is to investigate whether the use of songs significantly improve students' speaking ability on tenth grade at SMAN 13 Samarinda and to investigate to what extend does the use of

English songs improve students' speaking ability.

Speaking is a person's ability to speak words to express, state, and convey ideas and feelings orally to others. Human beings communicate with each other using a language orally, although they use a very limited knowledge of language and before human beings master written skill, primarily they communicate or interact with each other in oral. In the field of English, speaking is one of the fundamental skills that must be mastered, apart from listening, reading and writing skills.

In speaking skill there are four aspects that must be mastered by speakers, grammar, fluency, pronunciation and vocabulary. During the process of learning to speak, additional learning materials are required, one of which is a song.

According to Homby (1995) A song is a piece of music performed with words. Song also combines culture, vocabulary, listening, grammar, and a slew of other language skills into a few rhymes, making it a great way to learn a language. On a hot, dull day, songs can also serve as a calming lesson. They can likewise shape reason for some illustrations. Almost everyone likes songs, there is no age limit.

According to Fitrya (2020) that the procedure to using song in classroom is:

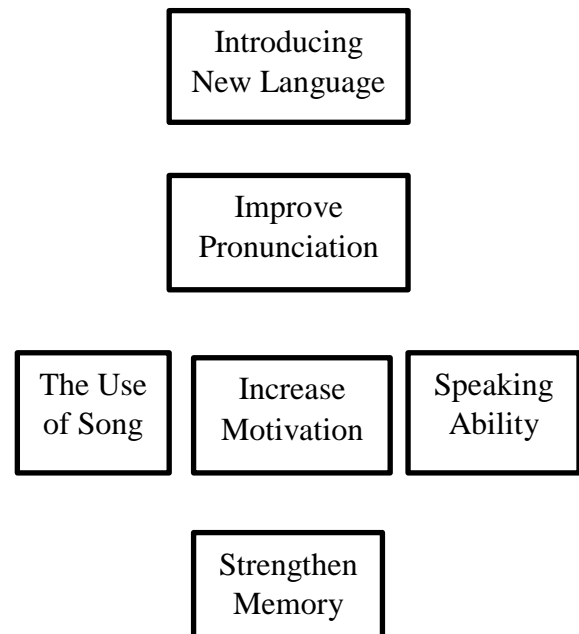
1. Set the stage.
2. Once to familiarize students with the song.
3. Sing the song once time to acquaint understudies with it.
4. Practice your pronunciation, including stress, rhythm, and innation.

5. Encourage students to participate by miming or performing actions.

6. Several times, play the song.

7. Welcome understudies to determine what's going on with the song in student's language.

8. Sing the song to the class as a whole.



METHODOLOGY

This research used pre-experimental design method of one group pretest-posttest. It was conducted at SMAN 13 Samarinda. The first-grade students of SMAN 13 Samarinda in academic year 2021/2022 became the population in this study. The class was chosen is class X IPS 1 which contains 35 students, it took 15 students as sample using random sampling technique.

In this study the writer get the data from:

1. The writer determined the research sample.

2. The writer gave speaking test at first meeting which aimed to find out how well the students' speaking skills are before being taught using song.
3. The writer gave a pretest to determine the baseline score.
4. The writer gave a treatment/ experiment.
5. Then the test is recorded and scored following the criteria adapted.

Aspects	Score	Description
Pronunciation	7	The student has good pronunciation
	6	A few words are mispronounced by the student
	5	Some words are mispronounced by the student
	4	The understudy elocution is difficult to comprehend
	3	It is possible to comprehend the pronunciation of the student
Vocabulary	6	The understudy utilizes different vocabulary
	5	The student misuses a word.
	4	The student incorporates both English and Bahasa vocabulary
	3	The student uses Bahasa
	2	The student either speaks Bahasa or does not
Fluency	7	The student speak fluently and confidently
	6	The student speak fluently with brief pauses
	5	The student speak sufficiently fluently with a few out of character hesitations
	4	The understudy talk fluidly not sufficient, numerous unnatural wavering
	3	The understudy can't talk fluidly and utilize total expressions
Grammar	5	The understudy make not many or on the other hand (If any) syntactic mistake or word request
	4	The understudy makes no many linguistic mistakes however it doesn't change the significance
	3	The understudy makes incessant linguistic blunders
	2	The understudies' sentence structure and word request mistakes make cognizance troublesome
	1	The understudies' syntax and word request mistakes deliver the discourse garbled

RESULT AND DISCUSSION

The researcher compared the descriptive statistics on the pre-test and post-test. The mean scores and standard deviation of the pre-test and post-test results were compared to see how improvements were made after and before treatment.

The writer led a pre-test to quantify the understudies' ability to talk prior to being given treatment as a melody. The scores from the pre-test and the post-test were used to compile the information in this section. The data is displayed as follows:

No	Test	Mean score
1	Pre – Test	58.13
2	Post – Test	78.40

From the results above, it can be seen that the average scores obtained by students are very different. The results of the post-test were higher than the pre-test. This is evidenced by the post-test mean score of 78.40 while the pre-test mean score is 58.13. It means that after being given treatment using skimming and scanning techniques, the students' scores increased.

The researcher conducted a t-test to see the difference in mean scores between pre-test and post-test. IBM SPSS 23 statistics were used to calculate the paired sample test. The results show that the respective scores between the pre-test and post-test are calculated into the t-test to test the null hypothesis. The results of the paired sample test are presented as follows:

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	20.26667	9.25409	2.38939	25.39141	15.14193	8.516	14	.000

It can be read that t_{Count} is 8,312. So, it can be concluded that $t_{Count} = 8.516$ is (>) than t_{Table} (2.144 at 5%) and Sig = 0,00 < 0,05 so H_0 rejected. Therefore, the alternative

hypothesis (H_a) states that there is a significant improve students' speaking ability on tenth grade of SMAN 13 Samarinda.

CONCLUSION

Based on the results in Chapter IV, it shows that the application of song media significantly improve students' speaking ability. This can be seen from the statistical data of pre-test and post-test of students who underwent treatment using the sing method. Additionally, the fact that the t_{Count} value (8.156) was higher than the t_{Table} value (2.144) statistically demonstrates that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. In conclusion, this study found that SMAN 13 Samarinda students' speaking ability had significantly improved as a result of the use of songs. The improvement could be seen on the pronunciation, vocabulary, fluency and grammar. Based on table the posttest score of the use of English songs in speaking ability can be said to be very good because 60% of students gets a score of 66-80.

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