

STUDENTS' PERCEPTION TOWARD THE USE OF ENGLISH SONG FOR SPEAKING SKILL

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Abstract : The aim of this research is to identify the perceptions of students about the use of song for speaking skill. The researcher used questionnaire in this research. The researcher used descriptive method which is survey method to analyze the data. Survey method was used to analyze the data directly from people. The population of this research were the third grade students of SMA Negeri 1 Tomohon. There were 10 classes that divided into 5 science classes, 3 social classes, and 2 language & culture classes. There were 297 students of third grade at the school. The sample was 15% of the population and the researcher used simple random technique. In other words, there were 44 students participated in this research. Based on the findings of the research, it was found that the students as the sample had a great deal in experience by using song, and the perception from the questions were dominated positively. The conclusion was the use of song considered to be beneficial and effective for third grade students of SMA Negeri 1 Tomohon. It was suggested to English teachers to always improve the way of teaching, monitoring the improvement of technology that can be improved things especially in learning speaking and gain the benefits from the result.

Keywords : *Song, Media, Speaking, Perception*

INTRODUCTION

Language is essential in daily life. As social beings, humans need language to communicate in everyday life so that humans cannot be separated from language (Liando and Lumettu, 2017). People communicate with others by forming words that can be understood by everyone directly or indirectly (Lumentut & Lengkoan, 2021). It

has become a part of daily activities anywhere, everywhere. Language is necessary for communication, which nearly always occurs within a social setting. This is why successful communication requires an appreciation for and comprehension of the connections between a language and the people who speak it (Lengkoan, 2017).

English is one of the languages that unites all nations in current century. English is a globally recognized language. Almost every nation employs English as their primary language of communication. Numerous nations across the globe have adopted English as their primary or official language. English is utilized in almost every facet of life, from business to trade, academics, and tourism. It is said to be Indonesia's first foreign language (Mogea, 2019).

In Indonesia, besides *Bahasa Indonesia*, English take a big part in education. The focus of English teaching and learning is on developing macro language abilities, which include listening, speaking, reading, and writing. Among these skills, a person can be said to be competent in a unified language if he can speak in that language (Paranduk & Karisi, 2020).

English is neither an easy nor a quick language to learn. Speaking is a method of conveying information and expressing an idea (Nunan, 1991) Teaching speaking is more than just encouraging pupils to speak out. Teachers should have a strategy for enhancing pupils' speaking abilities. Speaking is not the same as verbally conveying something. Speaking is a useful oral ability. It is complex because speaking adopted all the language levels in foreign language that's why student must understand the way to produce the language, because only thereon way students can express themselves by their argument and opinion, and find out how to follow the social and cultural rules appropriate in each communicative circumstance.

Many variables affect speaking ability. It might be the strategy, method, and strategies utilized in teaching speaking. The teaching approach greatly affects the student's attentiveness in class (Tatipang, Oroh & Liando, 2021). The speaking skill of students varies. Everything is about teaching speaking. Lack of vocabulary, practice,

and fear of speaking in English are three issues that prevent pupils from speaking English. Other tactics are required to help them communicate effectively. Recognize student interest. It refers to a teacher's obligation to devise an effective teaching method.

Based on the observation at SMA Negeri 1 Tomohon, the situation of the school overall was great, with some English teacher in various ages, and different background of the students. Especially third-year classes of the school, spent their time 80 – 120 minutes for English subject. Some teachers has used various media in learning, both offline and online. Although not all subject teachers apply the use of media in learning, this is an interesting thing for students. Releasing boredom from monotonous learning and channeling it through the media in learning (Rahmi, 2017). But because of the cessation of using the media, students stopped exploring speaking.

Given the difficulty students encounter in communicating, the researcher seeks to utilize a pleasant method that will encourage, engage, and not bore students. The success of learning depends on how instructors utilize media (Ranggen, 2016). Instructional media may help pupils learn (Sevik, 2011). The researcher used music as a learning material for speaking abilities. Even though songs are meant to relieve tension, they may make individuals joyful and uplift their spirits (Paskalia, 2014). Using songs to teach and learn English can improve student enthusiasm in foreign language acquisition (Griffe, 2001). A song may assist pupils learn English by increasing their motivation (Sophya, 2013) Using music is suitable for learners since it engages them in the learning process. Songs are supposed to excite students and help them learn English. (Nurhayati, 2009) Songs may assist pupils develop fluency, and rhyming words can help students learn pronunciation.

1. Speaking

Speaking is one of the four language skills that appear to be prioritized (Mogea, 2019). Speaking is not simply expressing something orally (Sobur, 2003). Students should work on their pronunciation, fluency, accuracy, and vocabulary in order to

improve their speaking abilities (Brown, 2001). Through speaking, people would be able to transfer their meaning to people they are communicating to. Speaking is a useful ability (Nashruddin, 2013). As a result, speaking skills may help a learner's English since they can generate excellent language.

2. Song

Song is an excellent 'tool' for assisting learners in learning English (Murphey, 1992). Songs that are regarded to be useful to stimulate pupils when they are studying English in particular (Woodall, L and Ziembroski, 2001). Songs are also a crucial element of learning English since they increase pupils' sensitivity to sound, and learning languages is nothing more than learning various sorts of meaningful sound (Sophya, and Vera, 2013). Additionally, music might serve to make a lesson more engaging and energetic (Hampp, 2019).

3. Advantages by using song in the classroom

There are some advantages by using song in the classroom as stated by Etty Pratiwi (2018):

1. Song almost always contain authentic, and natural language.
2. A variety of new vocabulary can be introduced to students through songs.
3. Song usually very easily obtainable.
4. Songs can be selected to suit the needs and interests of the students.
5. Time length is easily controlled.
6. Students can experience a wide range of accents.
7. Song lyrics can be used in relating to situations of the world around us.
8. Students think songs are natural and fun.

4. Concept of perception

People use five senses to communicate with their world (Schoepp, 2001). There are sight, sound, taste, smell and feeling (Suryabrata, S, 2004). The stimulus would then be recognized and sent to the nervous system by the brain (Riggenbach, H. and A. Lazaraton, 1991). Sensation is a part of experience, which is called process. Perception

is the process of human thinking about certain phenomenon (Walgito 2010). Perception is our interpretation of how we see and experience the world around us. Often, two individuals will interpret the same item differently. Beliefs, knowledge, and experiences all contribute to perception.

RESEARCH METHODOLOGY

The researcher conducted the study using a descriptive method, which was a survey Gay L.R. (2012). The survey is a data gathering technique in which we extract information directly from individuals (Nayeem Showkat, 2017). Then, the data collected by using questionnaire, then the researcher distributed questionnaires in classes.

The data of this survey collected by using a questionnaire. The questionnaire was adopted from *Students' Perception On The Support Of English Songs to Students' English Development* by Ranggen (2016) and *Exploring EFL Students' Perception on the Use of Instructional Media in Classroom* by Rahmi (2017). Form that used in this questionnaire was Likert scale, which means the answer of the question are (1) *Strongly Agree*; (2) *Agree*; (3) *Neutral*; (4) *Disagree*; (5) *Strongly Disagree*. The respondent has more flexibility to answer open-ended questions. A respondent can choose from a few answers in closing questions Daniel, J. (2012). The questionnaire consisted of 16 questions.

1. Validity

To measure the validity of this research, the researcher used Pearson product Moment correlation. Pearson product Moment correlation can be conclude that by consulting the critical price table for r product moment so that it can be seen whether the correlation is significant or not. If the value of r is smaller than the critical value in the table, then the correlation is not significant. Likewise the opposite meaning. The test results can be seen in the following table.

Table 1. Result of Validity Try Out

Statement (n)	R - Item	R - Table	Result
I use English songs as one of my media in learning English	0,52241	0,497	Valid
I enjoy using English songs as my learning media in learning speaking English	0,5461	0,497	Valid
English songs help me to be more fluent in speaking English	0,53497	0,497	Valid
I am learning to imitate the correct sound of English words by singing English songs	0,56557	0,497	Valid
Singing English songs help me to speak like native speakers	0,51263	0,497	Valid
Listening to songs make the new vocabularies stay longer in mind	0,50289	0,497	Valid
With the support of English song I could improve my speaking skill quicker than before	0,5083	0,497	Valid
I want song to be implemented in the classroom	0,54729	0,497	Valid
Song make students more active in speaking class	0,50395	0,497	Valid
My speaking skill improved during use media (song)	0,71284	0,497	Valid
Listening to song could be media of learning English especially speaking because I can access it anytime and everywhere	0,53486	0,497	Valid
Audio media (song) makes teaching and learning situations become interesting	0,5612	0,497	Valid
Listening to song never get me bored because it is very interesting and relaxing	0,56087	0,497	Valid
Listening to song could be a learning media activity for EFL speaking skills	0,6247	0,497	Valid
By listening to song, my speaking skills has improved	0,64841	0,497	Valid
By listening to song, I know how to pronounce words properly like a native	0,58176	0,497	Valid

Based on the results of the analysis, it is possible to conclude that all items are valid since each item exhibits the $r_{xy} > r$ table product moment.

2. Reliability

The reliability in this research was tested by using the formula below with the reliability of Cronbach Alpha technique. Cronbach Alpha meant the idea is that if the instrument is reliable, there should be a great deal of covariance among the items relative to the variance (Collins, 2007).

Table 2. Cronbach's Alpha Criteria

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

FINDINGS AND DISCUSSION

The data was analyzed by using the form of percentage. The formula was:

$$P = \frac{f}{N} \times 100\%$$

(Brown, 2004)

Notes:

P= Percentage (%)

f = Total response/item

N= Total respondents

Based on the research toward the perception of 44 students – SMA Negeri 1 Tomohon, the researcher showed in this chapter the findings of this research. The

responses of this questionnaire noted as, Strongly Agree = SA, Agree = A, Neutral = N, Disagree = D, Strongly Disagree = SD. The result of the research were shown in the diagrams below:

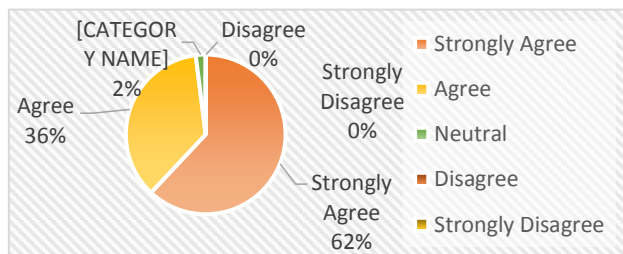


Chart 1. I use English songs as one of my media in learning English

From the chart it could be seen that 62% of the students strongly agreed with the statement, 34% agreed, and 18% neutral. It meant most of the students used song as their media in learning English. Since no one choose disagree, it could be conclude that none of them never experienced using song in learning English.

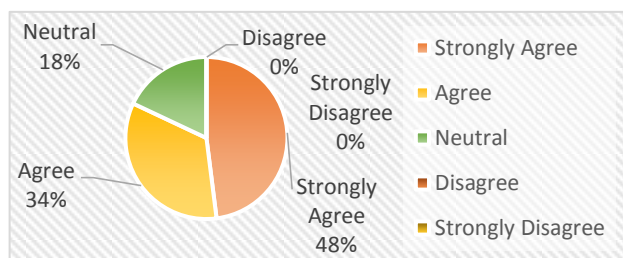


Chart 2. I enjoy using English songs as my learning media in speaking English

The figure above shows that more than half of students enjoyed by using song as a media for speaking English. There are 18% that choose neutral, it can be conclude that there are several students not enjoy yet or not feel the treatment of song as well so they might to choose neutral.

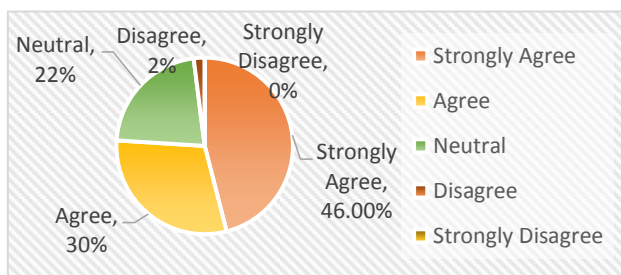


Chart 3. English songs help me to be more fluent in speaking English

The chart above showed that more than half of students agreed if songs can help them to be more fluent in speaking English. But there were neutral 22% that might be some students not fluent yet in speaking English and need more media or treatment so they can be fluent in English.

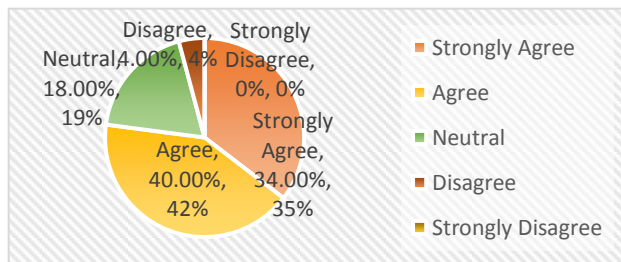


Chart 4. I am learning to imitate the correct sound of English words by singing English songs

From the figure above, 74% of the respondents were agreed with the statement. It meant they are trying to imitate the words by using English song. But some of them choose disagree, it meant they can't do the same with the rest of other students.

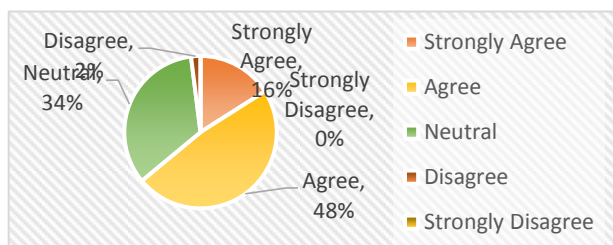


Chart 5. Singing English songs help me to speak like native speakers

The chart above showed that half of students agreed if song helped them to speak like native speaker. It meant they were tried to speak like native as well as they sing a song based on the singer pronunciation. There are 2% of disagree, that meant some of them can not speak like native if only by singing English song.

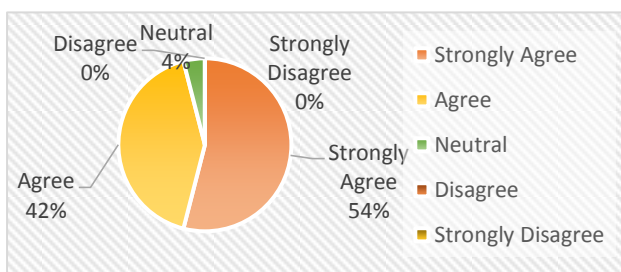


Chart 6. Listening to songs make the new vocabulary stay longer in mind

The result from the chart showed that more than 90% if the respondents agreed. It meant vocabulary stay longer in their mind by listening to song. If they listened to song multiple times, and try to pronounce it, the vocabularies will stay in their mind. And it will brings an impact in how they will speak.

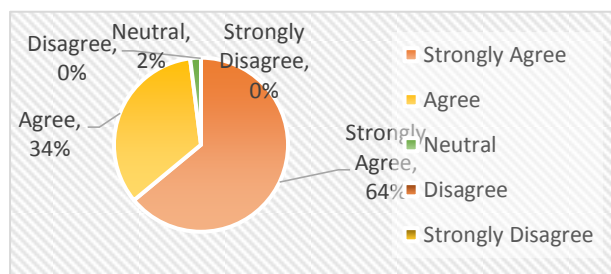


Chart 7. With the support of English song I could improve my speaking skill quicker than before

The figure showed that except 2% of neutral, all of the respondents can improve their speaking ability quicker than before by the support of English song.

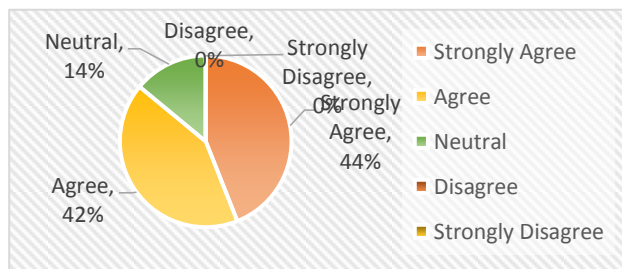


Chart 8. I want song to be implemented in the classroom

Through the chart, we can conclude that 42% and 46% agreed and strongly agreed, also 14% neutral. None of the respondents disagreed with the statement. It clearly showed that all of the students were interested with song to be implemented in the classroom.

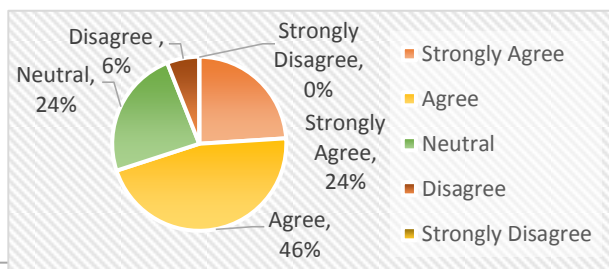


Chart 9. Song make students more active in speaking class

From the figure above, the enthusiasm of students represent by 70% of the students that agreed and strongly agreed. The 24% of respondent might be not active enough if the teaching and learning process only using song. And the rest of 6% were disagreed, it meant they can not be more active in speaking class by using song.

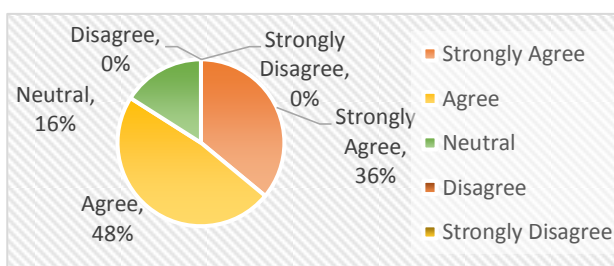


Chart 10. My speaking skill improved during use media (song)

The figure above showed that 36% of the students strongly agreed, 48% agreed, 16% neutral, and none of them disagreed with the statement. It could be conclude that most of the students were agreed if by listen to song teaches them how to speak like native speakers.

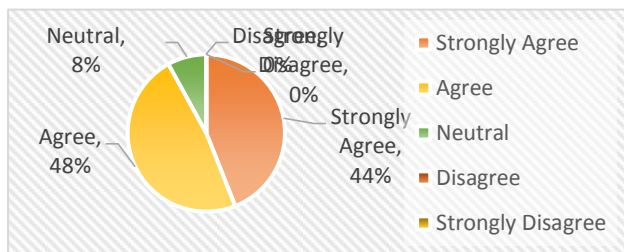


Chart 11. Listening to song could be media of learning English especially speaking because I can access it anytime and everywhere

The chart showed that no one that disagreed or strongly disagreed with the statement. Since none of the respondents were disagreed, can be conclude that listening to song can be media of learning English especially speaking because the students can access it easily.

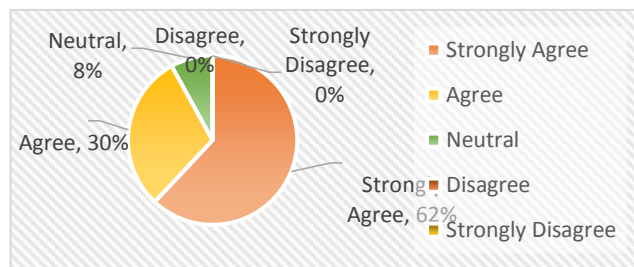


Chart 12. Audio media (song) makes teaching and learning situations become interesting

The figure showed that more than half of students were strongly agreed with the statement. Since no one disagreed, it meant all of the students interest in using media especially song in teaching and learning process.

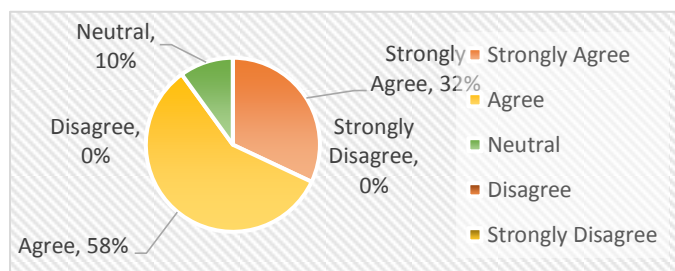


Chart 13. Listening to song never get me bored because it is very interesting and relaxing

From the chart we can conclude no one that disagreed or strongly agreed, it meant all of the students agreed if listening to song never get them bored because song is very interesting and relaxing.

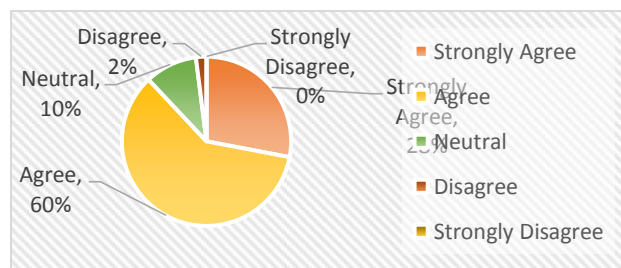


Chart 14. Listening to song could be a learning media activity for EFL speaking skills

The result indicated that based on the respondents' experience, listening to song could be a learning media activity for EFL speaking skills.

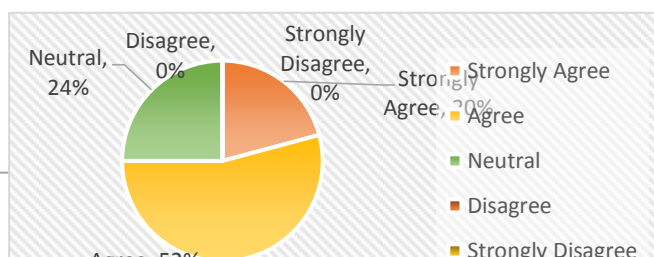


Chart 15. By listening to song, my speaking skills has improved

From the figure indicates that almost all of the students improved their speaking skill by listening and produce the song like a native. But some of them, 24% were neutral, it could be conclude that they can not improve yet their speaking skill by using song.

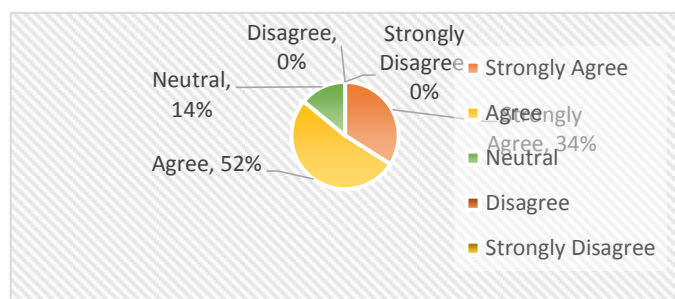


Chart 16. By listening to song, I know how to pronounce words properly like a native

Based on the chart above, none of the respondents were disagreed, and 14% of them were neutral. It might be they need more treatment to pronounce words properly not only by listening to song. But the rest of them know how to pronounce properly by listening to song and trying to pronounce it like a native.

Based on the result above, the researcher conclude that there are some indicators from the result. They are:

- A. The effectiveness and availability of media
- B. Learning Outcomes
- C. Experience of using the media

The result were explained in the table below :

A. The effectiveness and availability of media

Indicators of media effectiveness and availability represented by 3 items.

Table 3. The Effectiveness and availability of media.

STATEMENT	SA	A	N	D	SD
I am learning to imitate the correct sound of English words by singing English songs.	35%	44%	18%	0%	0%
Song make students more active in speaking class	24%	46%	24%	6%	0%
Listening to song could be media of learning English especially speaking because I can access it anytime and everywhere	44%	48%	8%	0%	0%
Average	34,33%	46%	16,67%	2%	0%

Based on the result above showed that the responses dominated with the “strongly agree” and “agree”. Since no one disagreed, it could be conclude that most of the students agree if song is an effective media and easy to access.

B. Learning Outcomes

The indicators of learning outcomes represents of 8 items.

Table 5. Learning Outcomes

STATEMENT	SA	A	N	D	SD
English songs help me to be more fluent in speaking English	34%	44%	18%	4%	0%
Singing English song help me to speak like native speaker	16%	48%	34%	2%	0%
Listening to song make the new vocabularies stay longer in mind	54%	42%	4%	0%	0%
With the support of English song, I could improve my speaking skill quicker than before	64%	34%	2%	0%	0%
I want song to be implemented in the classroom	44%	48%	34%	2%	0%
My speaking skill improved during use media (song)	36%	48%	16%	0%	0%
Listening to song could be a learning media activity for EFL speaking skills	28%	60%	10%	2%	0%
By listening to song my speaking skill has improved	20%	52%	24%	4%	0%
Average	37%	47%	17,75%	1,75%	0%

The table above showed that more than half students stated agree and strongly agree. It can be conclude that learning speaking by using song brings a good and positive outcomes.

C. Experience of Using the Media.

This indicators represents by 5 items in the table below:

Table 6. Experience of Using the Media

STATEMENT	SA	A	N	D	SD
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I use English songs as one of my media in learning English	62%	36%	2%	0%	0%
I enjoy using English songs as my learning media in learning speaking English	48%	34%	18%	0%	0%
Audio media (song) makes teaching and learning situations become interesting	62%	30%	8%	0%	0%
Listening to song never get me bored because it is very interesting and relaxing	32%	58%	10%	0%	0%
By listening to song, I know how to pronounce words properly like a native	34%	52%	14%	0%	0%
Average	47,6%	42%	10,4%	0%	0%

The table showed that more than half of respondents were having a good experience in song as the media for learning speaking.

DISCUSSION

The researcher discussed about the findings based on perception of 44 respondents of third class SMA Negeri 1 Tomohon toward the use of song for speaking skill. The researcher used questionnaire as a tool to collect the data.

The first indicator is effectiveness of media. Based on 3 items as indicators of the effectiveness of media, more than half students were choosing agree and strongly agree. For example some items reached out 92% of agreement. The item is *Listening to song could be media of learning English especially speaking because I can access it anytime and everywhere*. It can be conclude that many students having good experience by using song as an effective media to learn speaking because its easy to access.

The second indicator is learning outcomes. The indicator represented by 8 items. The items shows that all of the items dominated by more than 50% of the respondents were agree with the statement. Since all of the items reach more than half respondents of agreement, it means all of the respondents could get the benefits of the use of song for learning. For example the item *With the support of English song, I could improve my speaking skill quicker than before* reach 98% of agreement.

The third indicator is experience of using the media. It was represented by 5 items. All of the items dominated by strongly agree and agree. The items reach more than half respondent chose strongly agree and agree. By the result, all of the items relate with the experience of the respondent. Therefore, the items showed a high result of agreement. Can be said that the respondent having a good impression to this media.

The result of each items really indicated each indicators. The result showed that the use of media (song) really have a good impact of its effectiveness and outcomes. It can helps the students to learning how to speak anywhere because it's easy to access anywhere and anytime. Only by repeating the lyrics of the song, it can helps the students to pronounce the words properly. Beside that, in this era of technology, the students will be more interested with something that follow the trend , easier to use, and creative. To combine that, the teacher must to blend in with the current era as well as students. The students needs something new to be applied during this era. For example, the use of song for speaking skill inside or outside the classroom.

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