

## ENRICHING STUDENTS SPEAKING'S SKILL THROUGH SONG

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**Abstract:** Songs are an excellent 'tool' to help the learning process students' English, more specifically songs are believed to be able to motivate students while studying English. Speaking as the one of four basic skills nowadays become more challenging for the students, but in the contrary there are so many students lack of speaking ability. The purpose of the study is to enriching students speaking's skill through song. Using The design that will apply in this research was pre-experimental design with one group pre-test and post-test class action research, this study employs a quantitative descriptive analytic technique. The number of samples in this study were 8 grade XI students of SMA Yadika Langowan who had been involved in the use of songs to enriching students speaking's skill. The results showed that the eleven students of SMA Yadika Langowan had a higher score, especially to improve the speaking ability. Therefore, it is hoped that songs can also help to develop Pronunciation Skills with good intonation. Children will prefer English quickly because this way of learning will create a fun atmosphere and not feel bored.

**Keywords:** *Students, Speaking, English, Song.*

### INTRODUCTION

In Indonesia, globalization has become a term that has recently been used. This is often echoed in view of the excesses it causes in all aspects of national life. The era of globalization is characterized by one of exchange of information across nations through various media. Foreign language becomes one of the vital communication media in this era. Mastery of foreign languages become one of the important requirements so that the young generation of Indonesia not only able to survive but also able to compete with other nations in this era. Wrong a foreign language that gets serious attention from the government too society at large is English. This foreign language becomes a language which is quite special, and one of the proofs of its

privilege is the government has long required English subjects at the junior secondary level.

Even today English is also being taught in certain elementary schools, as an additional subject. This is certainly rarely experienced by foreign languages other. Teaching English to elementary school students is different from teach this language to teenagers or adults. Elementary students have their own uniqueness and characteristics that more or less affect the atmosphere learning in the classroom and the selection of learning strategies by the teacher. Among the strategies for teaching English to children that can be done teachers are using songs

Cameron (2001) argues that there are several errors regarding teaching English to children that applies in many social communities. Among them, those teachers at the elementary level rarely receive training adequate, have a lower status as well as a lower salary. According to Cameron, elementary school teachers must have insight into how to managing students is also insightful about English, about how to teach language is also language learning.

Songs are an excellent 'tool' to help the learning process students' English, more specifically songs are believed to be able to motivate students while studying English. It can also be said that the song is an important part of learning English because songs make students more sensitive to sound, and learn language none other than studying various types of meaningful sounds. Song too can make the class more interesting and lively. When a student likes a song that taught by the teacher, they will be happy and enthusiastic to do it. And that's when, indirectly they are learning something.

According to Brewster et al (2002:162) there are many advantages of using songs as learning resources. First, the song is a linguistic resource. In this case, the song is a medium for introducing a new language, as well as a medium for communicating strengthening grammar and vocabulary. The song also represents the language that already recognized by students in a new and fun form. Song too allows natural repetition of language and pleasant. Songs can be used to develop all integrative language skills, including improving ability student pronunciation.

Second, the song is an affective/psychological resource. Besides fun, songs are also able to motivate students as well as foster attitude positive about English. Song is not a thing frightening or threatening to students. Even a song can help increase students' self-confidence. As proof that they had master something in English, students can be proud sing English songs in front of their parents.

Third, the song is a cognitive resource. Song helps improve memory, concentration and coordination. Students become more sensitive to rhyme as a tool to interpret meaning.

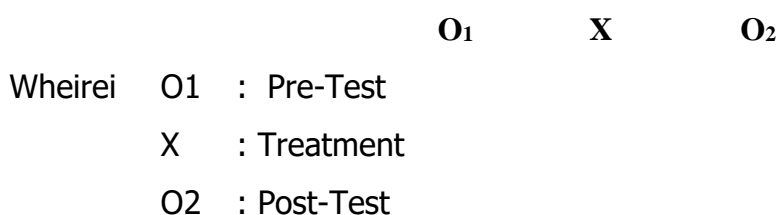
Fourth songs can be a cultural resource and a social resource. Brewster et al (2002) also revealed that the song provides tremendous benefits for pronunciation learning. Some important features of pronunciation such as stress and rhythm and intonation can be trained naturally through songs.

In learning a language, there are 4 main skills that must be are taught and must be mastered by students, namely: listening (listening), speaking (speaking), reading (reading) and writing (writing). We can use the song to teach students these 4 skills. Songs can be used in various types learning activities, for example as a warmer, transition filler from one activity to another, closing thei activity, introducing new language, practice language, improve language, change the atmosphere/mood, attract attention, to channel excess student energy and so on (Breiwsteir eit al, 2002). Speaking as the one of four basic skills nowadays become more challenging for the students, but in the contrary there are so many students lack of speaking ability. When I did the observation at senior high school of Yadika Langowan I found that students got the difficulty to speak English well some of reasons are because of teacher teaching strategy less of innovation and creativity other reason is because the material unfamilliar and utilized rarely in the teaching and learning process , that is why I writer initiates to do the research under the topic : "enriching students' speaking skill through Songs in SMA Yadika Langowan at grade XI". Can song' einriching studeint speiaking skill at gradei XI of Sma Yadika Langoan. Brown and Yulei (2000) statei that speiaking was to eixpreiss thei neieids–reiqueist, information, seirvicei, eetc. Thei speiakeirs say words to thei listeineir not only to eixpreiss what in his mind but also to eixpreiss what hei neieids. Most peiopei might speind of theiir

everyday life in communicating to others. Therefore; communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

## RESEARCH METHOD

The design that will apply in this research was pre-experimental design with one group pre-test and post-test. This is presented as follows:



The sample will take by using purposive sampling. The research took the class XI which consists 30 students as the sample in this research.

## FINDINGS AND DISCUSSION

As the research question had been already explained on the chapter 1. It was solved the problem through pre-test and post-test. The hypothesis was constructed: "The Use of Song Improved Students' Speaking skill."

The sample of this research was one class only with pre-test and post-test that consisting of 8 students. The post-test was taught by using English songs activity while, the pre-test was taught by usual technique. The data were obtained from pre-test and post-test in order to see the students' achievement after doing treatment.

In order to see the difference in achievement between pre-test and post-test, it used t-test formula. The used formula is the given by Shalveilson (1981:424) as following:

$$t_{x_1-x_2}^{obs} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \right] \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$



b). Do not reject null hypothesis  $H_0$  if  $t_{obs} < t_{crit}$ .

Shalvelson (1981:427)

The pre-test ( $X_1$ ) and the pre-test ( $X_2$ ) was shown on Table 1

Findings

**Table 1. Data Matrix of the Experimental Group and Control Group**

Subject	$X_1$	Subject	$X_2$
	Post-test		Pre-test
01	100	01	40
02	80	02	40
03	80	03	20
04	80	04	60
05	100	05	30
06	100	06	60
07	80	07	10
08	80	08	40
	<b>700</b>		<b>300</b>

The presentation frequency distribution of the post-test ( $X_1$ ) and the pre-test ( $X_2$ ) scores was shown below.

**Table 2. Frequency Distribution of the Post-test**

Value $X_1$	$F_1$	$F_1 \%$	CF	$CF_1\%$
100	3	37,5	8	100
80	5	62,5	5	37,5

The presentation on table 2, it could be clearly seen that the highest score was 100 (one hundred) gained by 3 three) students or in percentage 37,5% and (5) students obtained 80 (eighty) or 62,5% as the bottom score.

**Table 3. Frequency Distribution of Pre-test**

Value $X_2$	$F_2$	$F_2\%$	CF	$CF_2\%$
60	2	25%	8	100%
40	3	37%	5	75%
30	1	12,5%	4	62,4%
20	1	12,5%	3	49,9%
10	1	12,5%	2	37,4%

On table 3 above, it could be clearly seen that the highest score was 60 (eighty) gained by 2 (two) students or in percentage 25%, 3 (three) obtained 40 (forty) or 37%, only 1 (one) student obtained 30, 20, and 10 respectively or 12,5% in each value.

**Table 4. Variance of Post-test**

SUBJECT	X	$\bar{X}_1$	$X_1 - \bar{X}_1$	$(X_1 - \bar{X}_1)^2$
1	100	87,5	-12,5	156,26
2	80	87,05	-7,05	49,7025
3	80	87,05	-7,05	49,7025
4	80	87,05	-7,05	49,7025
5	100	87,5	-12,5	156,26
6	100	87,5	-12,5	156,26
7	80	87,05	-7,05	49,7025

8	80	87,05	-7,05	49,7025
$\Sigma$	<b>700</b>			<b>717,2925</b>

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After putting the individual deviated from the data presentation on the table 4 (post-test), the next step was to calculate Mean ( $\bar{X}_1$ ) and Standard Deviation ( $S_1^2$ ) which was computed based on the following formula:

$$\text{a.) } n_1 = 8$$

$$\begin{aligned} \text{Mean } (\bar{X}_1) &= \frac{\Sigma X_1}{n_1} \\ &= \frac{700}{8} \end{aligned}$$

$$= 87,05$$

$$\text{b.) Standard Deviation } (S_1) = \sqrt{\frac{\Sigma(X_1 - \bar{X}_1)^2}{n - 1}}$$

$$= \sqrt{\frac{700}{8-1}}$$

$$= \sqrt{\frac{700}{7}}$$

$$= \sqrt{100}$$

$$= 10$$

$$\text{c.) } S_1^2 = 100$$



**Table 5. Variance of Pre-test**

SUBJECT	X <sub>2</sub>	$\bar{X}_2$	X <sub>2</sub> - $\bar{X}_2$	(X <sub>2</sub> - $\bar{X}_2$ ) <sup>2</sup>
1	40	50	-10	-100
2	40	50	-10	-100
3	20	50	30	900
4	60	50	10	100
5	30	50	20	400
6	60	50	10	100
7	10	50	-40	100
8	40	50	-10	-100
$\Sigma$	<b>300</b>			<b>616,69</b>

After putting the individual deviated from the data presentation on the table 5 (pre-test) the next step was calculating Mean ( $\bar{X}_2$ ) and Standard Deviation ( $S_2^2$ ) which was computed based on the following formula:

a.)  $n_1 = 8$

$$\begin{aligned} \text{Mean } (\bar{X}_1) &= \frac{\sum X_1}{n_1} \\ &= \frac{300}{8} \\ &= 37,5 \end{aligned}$$

b.) Standard Deviation ( $S_1$ ) =  $\sqrt{\frac{\sum (X_1 - \bar{X}_1)^2}{n - 1}}$

$$\begin{aligned}
&= \sqrt{\frac{300}{8-1}} \\
&= \sqrt{\frac{300}{7}} \\
&= \sqrt{42,85} \\
&= 6,54
\end{aligned}$$

c.)  $S_I^2 = 65,4$

In this study, the post-test result was expected to have the higher score than the pre-test result. In order to test whether there was a significant difference in achievement between these test, T-test was used and applied based on the data of table 4 and 5. The following formula describes it.

Where:

$$\begin{array}{lll}
\bar{X}_1 = 87.05 & n_1 = 8 & S_1^2 = 100 \\
\bar{X}_2 = 37,5 & n_2 = 8 & S_2^2 = 65,4
\end{array}$$

$$\begin{aligned}
t_{\bar{x}_1 - \bar{x}_2} \text{obs} &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{[(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2]}{n_1 + n_2 - 2} \right] \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}} \\
&= \frac{87.05 - 37.05}{\sqrt{\left[ \frac{[(8-1)100 + (8-1)64.4]}{8+8-2} \right] \left[ \frac{1}{8} + \frac{1}{8} \right]}} \\
&= \frac{50}{\sqrt{\left[ \frac{[(7)100 + (7)64.4]}{14} \right] \left[ \frac{2}{16} \right]}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{50}{\sqrt{\left[\frac{700+451}{14}\right][0.1]}} \\
&= \frac{50}{\sqrt{\left[\frac{1151}{14}\right][0.1]}} \\
&= \frac{50}{\sqrt{[82.21][0.1]}} \\
&= \frac{50}{\sqrt{8,221}} \\
&= \frac{50}{9,07} \\
&= 5.51
\end{aligned}$$

To test the hypothesis there are two criteria given by Shalvelson (1981:427), namely:

Directional (One-Tailed)

- a). Reject null hypothesis or  $H_0$  if  $t_{obs} \geq t_{crit.}(\alpha/df)$
- b). Do not reject null hypothesis  $H_0$  if  $t_{obs} < t_{crit.}(\alpha/df)$

Where:

$H_0$  = Null Hypothesis

$t_{obs}$  =  $t$  observed

$t_{crit}$  =  $t$  critical

$df$  = degree of freedom

$\alpha$  = alpha (level of significance)

### **Discussion**

The criteria and the data computation proved that in this study the null hypothesis was rejected because  $t$ -observed was higher than the  $t$ -critical or  $5.98 > 2.021$ . It meant that there was significantly different in students' english achievement between the students who were taught speaking through song and those who were not. The result of the data analysis comprehensively showed the following accurate fact. There were eight students taking part in the test. The writer determined the value of the success of treatment as follow.

After analyzing the data, the writer found out that the achievement of the post-test was better than that of the post-test. In post-test highest score was 100 (one hundred) gained by 3 three) students or in percentage 37,5% and (5) students obtained 80 (eighty) or 62,5% as the bottom score. Whereas, the highest score at the pre-test was 60 (eighty) gained by 2 (two) students or in percentage 25%, 3 (three) obtained 40 (forty) or 37%, only 1 (one) student obtained 30, 20, and 10 respectively or 12,5% in each value.

Based on data above, the post-test had a higher score than the pre-test. The Mean score ( $\bar{X}_1 = 87,5$ ) and Standard Deviation ( $S_1^2 = 100$ ) were the higher than pre-test in which the mean score ( $\bar{X}_2 = 37,5$ ) and Standard Deviation ( $S_2^2 = 65,14$ ) in pre-test. It meant that the result of post-test was better than the pre-test. Based on the result of research, appyling english Songs to improve Students' Speaking ability was effective

## **Conclusion**

In conclusion, it is known that there are indeed many things that can be done to find out how to learn english effectively, one of which is by using music as a

learning medium. Children when they were young were often taught English songs to memorize and then sing. Based on the results of research that has been done, it is proven that music and songs play an important role in the development of learning English for children. With songs, children will quickly learn how to pronounce various words properly and correctly.

The rhythm contained in a song can help to remember the words better. With the help of these components, the child will remember more deeply and will be remembered for a long time. In learning English using song media, there will be advantages and disadvantages.

In this study, the advantages of learning English using songs can improve memory and understand vocabulary more effectively. Songs can also help to develop Pronunciation Skills with good intonation. Children will prefer English quickly because this way of learning will create a fun atmosphere and not feel bored.

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