

An Analysis of English Songs in Speaking Skill

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ABSTRACT

Speaking is a productive skill by expressing ideas, thoughts, and intentions verbally. This research analyzes English songs in speaking skills. The reason for choosing this topic is based on the problem of speaking ability. The purpose of this study was to determine the use of English songs on students' English speaking skills. The target of this research is social class 11 students at SMA YPN Belinyu. 16 students participated in this study. This research method is quantitative. Data collection was carried out by distributing questionnaires to 16 students directly in class. The results showed that the use of English songs as a medium for learning speaking skills in learning English can be seen from the data analysis, the researchers used tabulation. The results of this research indicate that there is a relationship between the use of English songs and speaking skills. The use of English songs is effective in learning English, especially in speaking skills.

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1. Introduction

In learning English, students are required to master 4 skills (Reading, Writing, Listening, and Speaking). Therefore, language teaching in education should be able to help students to use the foreign language they are learning to communicate in a social context. Speaking is a productive skill by expressing ideas, thoughts, and intentions verbally. Speaking is a useful skill that requires the systematic use of oral speech to convey information. Speaking is expressing something through the voice of conversation. When someone has a conversation, it means that there is something important to say. Something must be expressed properly so that what is expressed can be understood by others. Therefore, students must learn how to communicate well in order to be understood by others.

Based on the preliminary study conducted by the researcher in the classroom, some students feel embarrassed to speak in public because they are not confident to speak English. They are afraid of making mistakes when speaking English or they don't want to speak because their friends will say they are arrogant, so it becomes a problem because speaking is their first subject on how to speak in English. In addition, students do not have enough English vocabulary to speak. Therefore, many students have difficulty learning to speak and prefer to study in a structured manner. Based on the reasons above, then the researcher intends to obtain information on English teaching media through songs that can be used in teaching speaking to students and making speaking classes fun, interesting and communicative.

The song is one kind of media that can help teachers attract students' attention and increase their learning motivation. If students are motivated they will be enthusiastic and determined to succeed.



they will actively participate and will have a strong desire to learn during the teaching and learning process. The essential part for learners is to choose the material. Song has great value among the materials used in the teaching-learning process. Song should be utilized as an effective teaching tool and it plays an essential part of psychological and emotive youth development. Quoted by Rukholm, (2015, p. 178).

Suyanto (2001) in Abdul Rokhim (2014) stated there are some characteristics of song which are appropriate with the purpose of teaching English to children. The characteristics are as follows: the song consists of words, phrases, or sentences with specific theme, the song should be repetitive, the song is contextualized, so it will have meaning, the song is sung with body movement, the song could be sung by other young learners outside the class, the song happy tone and fast.

Based on the previous studies "Effect of Teaching through songs on Speaking Skills in English among Early Graders of Pakistan" That study's main goal was to determine whether teaching with songs improved the English-speaking abilities of young students in Bahawalpur's public schools' early grades. According to pertinent research, teaching children songs might help them strengthen their speaking abilities. The experimental design, also known as the pretest-posttest equivalent control group design, was utilized. Two classes from one school were chosen to gather the necessary data for this inquiry. Conveniently, 60 students were selected for the experiment. Each group contained 30 participants. In order to evaluate speaking abilities, an oral test was created and pilot tested with a smaller group of students. After pilot testing, minor adjustments were made. Both the control and experimental groups took the pre-test. Only the experimental classrooms received the intervention lessons, which included 15 songs that the younger students also practiced. The post-test utilized the same pre-test as well. On speaking proficiency exams, the children's responses were recorded and scored using scoring rubrics. For inter-rater reliability, they were reviewed by the appropriate class instructors. The software SPSS and t-statistics were used to examine the data. The study's findings demonstrated that songs had a significant impact on ECE-level student's improvement in speaking abilities. The research's findings are valuable for curriculum experts, syllabus designers, and policymakers. In addition, the song is suggested for teaching different aspects related to speaking in English.

2. Method

The research method of this research used Quantitative research. The subject of this research are the students 11th social graders in SMA YPN Belinyu. The total participant are 16 comprising girls and boys from 11th social graders. The data collecting technique is a questionnaire which is done by giving a set of questions or a written statement to the respondent to answer. Quoted by Sugiyono (2005:162). The instrument is a questionnaire comprising 15 statement with 5 options. The data analysis technique was used in this research are; Data Reduction, The reduction is done by selecting, focusing, and abstracting raw data in to the simpler and more meaningful data. Data Presentation, After being reduced, the data is organized and described in a form of description, tables, graphics, matrix, etc. Quantitative research method is a research method based on the nature of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing the established hypothesis. Quoted by Sugiyono (2017:8).

3. Findings and Discussion

The data collected from questionnaires will be presented using descriptive statistical analysis. This is tabulated data that the researchers obtained from the questionnaire.

From the table 1, there were 40% students relaxed the atmosphere when learning listen to English songs. However, some students disagreed with the first statement. It is evident from the data above, there are 8% of students disagree. As a result, we know that almost all participants relaxed listen to English songs when learning.

Table 1. Students' interest in English Songs

No.	Statement	Alternative Answer					Total
		SA	A	N	D	SD	
1	When listening English songs, the learning atmosphere becomes more relaxed.	12%	28%	16%	8%	0%	100%
2	I like to use English songs as my learning media in learning English.	4%	32%	28%	0%	0%	100%
3	Listening to songs makes it easy to memorize new vocabulary in song lyrics.	8%	36%	20%	0%	0%	100%
4	English songs help me understand some informal words.	0%	32%	32%	0%	0%	100%
5	With the support of English songs I can improve my skills faster than before.	8%	24%	32%	0%	0%	100%

Furthermore, in the second statement can be seen that 36% students agree that they like to use English songs as learning media in learning English. However, there were 28% of students who couldn't decide whether they like to use English song as learning media in learning English. Thus, we can know that in the second statement most of the students 36% like to use English songs as learning media in learning English.

The third statement, shows that 42% of students agreed that listening to songs makes it easy to memorize new vocabulary in song lyrics. However, there are 20% of students who cannot decide whether that listening to songs makes it easy to memorize new vocabulary in song lyrics. Furthermore, there were no other students who disagreed with the third statement. Thus it can be seen that third statement most students listening to songs makes it easy to memorize new vocabulary in song lyrics.

In the fourth statement, it can be seen that most students 32% of the students agreed that English songs help they to understand some informal words. However, there are 32% of students who cannot decide whether that English songs help they to understand some informal words. Furthermore, there were not other students who disagreed with the fourth statement. Thus it can be seen that 32% in the fourth statement that most students agreed English songs help they to understand some informal words.

Based on the research findings, the fifth statement showed that 32% of students agree that English songs can improve they skill faster than before. However, there are 32% of students who cannot decide whether that English songs can improve they skill faster than before. Furthermore, there were not other students who disagreed with the fifth statement.

It can be concluded that the first aspects analyzed in this study is about students' interest in English songs. And it can be seen also the result above show a positive response. Songs can also be used as a tool because they can be listened to and accessed from music applications used by students, such as spotify, joox, and others.

In the second aspect the researcher wants to know whether English songs for students English learning. The sixth statement about use English song as one of media in learning English. In this statement, almost 36% of students agreed, and 28% of students could not decide whether use English song as one of media in learning English.

In addition, in the seventh statement showed that 20% of students agreed that English songs are suitable as a learning material. However 32% of students could not decide whether English songs are suitable as a learning material. Furthermore, almost 12% of students disagreed that English songs are suitable as a learning material.

Table 2. English songs for students English learning

No.	Statement	Alternative Answer					Total
		SA	A	N	D	SD	
6	I use English songs as one of my media in learning English.	0%	36%	28%	0%	0%	100%
7	English songs are suitable for me as a learning material.	0%	20%	32%	4%	8%	100%
8	Playing English songs while doing other tasks can make me think more clearly.	8%	20%	28%	8%	0%	100%
9	English songs make it easier for me to be able to hear English words correctly.	8%	28%	24%	0%	4%	100%
10	Spending time listening to English songs made me more familiar with English words.	8%	20%	28%	4%	4%	100%

Next, the eight statement showed that 28% of students playing English songs while doing other tasks can make think more clearly. However, 28% of students cannot decide whether they playing English songs while doing other tasks can make think more clearly. Furthermore, 8% of students disagreed that playing English songs while doing other tasks can make think more clearly.

Then, the ninth statement showed that 36% of student agreed that English songs make it easier to be able to hear English word correctly. Howwever, 24% of students cannot decide whether English songs make it easier to be able to hear English word correctly. And 4% of students disagreed that English songs make it easier to be able to hear English word correctly.

In the tenth statement, there were 28% of students agreed that Spending time listening to English songs made more familiar with English words. However, 28% of students cannot decide whether that Spending time listening to English songs made more familiar with English words. Furthermore, 8% of students disagreed that Spending time listening to English songs made more familiar with English words.

From the result of the second aspect, it can be seen from the average students answer, almost all students agree that English songs for students English learning.

Table 3. The use of English songs on students' speaking skill

No.	Statement	Alternative Answer					Total
		SA	A	N	D	SD	
11	English songs are a good medium to support speaking activities.	0%	32%	24%	8%	0%	100%
12	English songs help me adapt to native speaker pronunciation.	8%	20%	32%	4%	0%	100%
13	English songs help me to be more fluent in speaking English.	8%	32%	16%	4%	4%	100%
14	Listening to the song, the new vocabulary is remembered longer.	8%	24%	28%	4%	0%	100%
15	I learned to imitate the correct sound of English words by singing English songs.	12%	36%	16%	0%	0%	100%

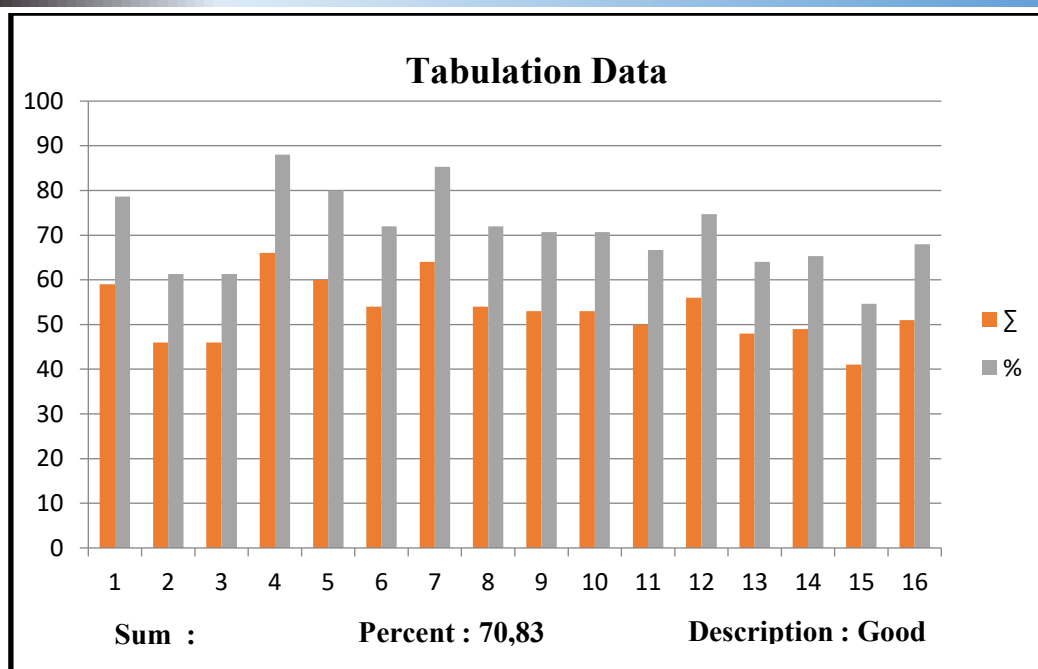


Figure 1. Tabulation data from the result

For the last aspect is about the use of English songs on students' speaking skill. The eleventh statement showed 32% of students agreed that English songs are a good medium to support speaking activities, while as many as 24% of students answered neutrally in this eleventh statement. Furthermore, 8% of students disagreed that English songs are a good medium to support speaking activities.

The twelfth statement showed 28% of students agreed that English songs help they adapt to native speaker pronunciation. In this statement, there were 32% of students could not decide the statement. Furthermore, only 4% of student disagreed that English songs help they adapt to native speaker pronunciation.

In the thirteen statement, there were 40% of students agreed that English songs help their to be more fluent in speaking English. However, 16% of students cannot decide whether that English songs help their to be more fluent in speaking English. Furthermore, there were 8% of students disagreed that English songs help their to be more fluent in speaking English.

In the fourteenth statement, there were 32% of students agreed that Listening to the song, the new vocabulary is remembered longer. While as many as 32% of students answered neutrally in this fourteenth statement. Furthermore, only 4% disagreed that Listening to the song, the new vocabulary is remembered longer.

The last, in the twentieth statement, it can be seen that 48% of students agreed that they learned to imitate the correct sound of English words by singing English songs. In this statement, there were no students disagreed, while only 16% answered neutrally. Thus it can be seen that in this statement most student learned to imitate the correct sound of English words by singing English songs.

From the result of the questionnaire, the precentage results after being calculated were 70.83 percent which means good. Students agree that listening to songs can increase their interest in learning and improve their English speaking skills and make students happy when doing something.

4. Conclusion

The results of this study focused on the use of English songs in teaching English to determine the use of English songs in speaking skills. The use of songs is entertainment inside and outside the classroom that creates a fun atmosphere. Students can also improve vocabulary, grammar and

pronunciation well. The results of the study on 16 students showed that there was a positive relationship between the use of English songs in speaking skills.

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