

TEACHING ENGLISH THROUGH SONG LYRICS TO IMPROVE SPEAKING SKILLS AT THE STUDENT OF SMP TAKHASSUS AL- QUR'AN IN SAINS DORMITORY

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Abstract

This study aims to improve students' speaking skills through the use of English song lyrics at SMP Takhassus Al-Quran in Sains Dormitory. It focuses on three aspects of speaking skills: fluency, pronunciation, and expression. The research employs a classroom action research design conducted in two cycles, consisting of planning, action, observation, and reflection. The findings indicate that using English song lyrics creates a fun and interactive learning environment. Students become more motivated, enthusiastic, and confident in speaking English. Activities such as singing along, discussing song meanings, and practicing pronunciation support their language development. However, challenges such as complex vocabulary, unusual pronunciations, and varying student ability levels require special attention from the teacher. Despite these challenges, students' speaking skills improve significantly, as shown by increased test scores from pre-test to post-test II. Therefore, English song lyrics are considered an effective method for enhancing speaking skills and fostering motivation in learning English.

Keywords: shadowing method, song lyrics, speaking skill

Introduction

English is an international language, this showing how widespread the use of English is. Therefore, if not a necessity, then learning and mastering English becomes a necessity. Every human being uses language to interact with language is what distinguishes humans from other creatures created by God, few people pay attention to the origin of language. Most people believe that language exists with the presence of humans. Linguists pay more attention to language form,

language diversity, language change, language existence, language structure, language function, language influence, language planning, language teaching, language acquisition, and assessment, rather than tracing the history of its birth. Knowing the story of its birth we can understand the language as a whole. It is a common saying that the history of language begins with the beginning of human existence. Thus, the history of language stretches throughout human history. This is differs from the view of the Quran which explains the origin of language, as explained in Q.S Al-Baqarah : 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Meaning: And He taught Adam the names – all of them. Then He showed them to the angels and said, “Inform Me of the names of these, if you are truthful”

Surah Al-Baqarah verse 31 tells of the creation of man and Allah's honor upon him by equipping him with knowledge and wisdom. Allah creathes Adam from the earth and then teaches him the names of all things, showing man's superiority in speech and communication. This shows the importance of language in distinguishing humans from other creatures and as a tool to understand and respect God's creation.

In this era of globalization, English has becomes an increasingly important foreign language in the Indonesian education system. However, Most Indonesians still consider learning English as something very challenging, and for some, even daunting. Nowadays, some students find it difficult to learn English because they believe that English is uninteresting and difficult to master, educators need to understand that having fun while learning can leads to success in the process. Therefore, teachers should create a fun environment for every learning activity. Teachers can create a fun learning environment in several ways, such as by using ice breaking when students are bored or the learning process becomes tedious, applying various teaching techniques, and fostering a relaxed atmosphere, developing instructional strategies, fostering a calm environment, and motivating students.

SMP Takhassus Al-Qur'an is a faith-based school that has a special dormitory called the Sains Dormitory. The dormitory is occupied by students from grades 7 to 9. In this dormitory, students do not only follow school lesson, but they are also required to follow advanced learning such as English, mathematics, physics, chemistry, and biology

subjects with a predetermined time. This programme is designed to add insight and skills outside of formal learning. This research takes place in the English class of the dormitory of SMP Takhasus Al- Qur'an. The class is held twice a week, on Wednesdays and Thursdays at 03.45 P.M until 05.00 P.M. One of the learning focuses of the English class in the science dormitory is to improve students' speaking skills. The students of the science dormitory at SMP Takhasus Al-Qur'an have some problems in studying English, especially in speaking, because they lack practice and are less active in English learning classes. The student felt difficult when studying English, so teacher must make them feel comfortable and use entertaining method in learning time.

Recent research shows that creating a comfortable and conducive learning environment is crucial in increasing students motivation to learn English. One effective approach is the use of English songs as learning tools. The aim is to make the teaching and learning process more dynamic, effective and fun, thus improving students' overall English proficiency.

As the language of technology, English has becomes one of the most important languages in the world because people understand how to teach and learn it up to the age of three. Although foreign universities and schools differ in terms of language teaching, they still focus on teaching various subjects, including technology, math, genetics and physics. Due to this crucial factor, children start learning English from their parents through video games until recently. Teachers then suggest methods that make learning English interesting and fun, so they can communicate and write with confidence.

Singing nursery rhymes, and traditional music to children is beneficial to their learning success and emotional well-being. Songs help young children connect their ears, voices and brains to language, and singing lullabies and traditional songs to them helps them express their ideas more clearly. Observing how language develops, teaching children, and contributing to language development. On the one hand, it is very important to instill proper natural language and vocabulary in children at an early age. In other words, gestures, basic phrases, and body movement phrases in songs should be used in beginner training. This also promotes learning and is very effective.

Since English songs are familiar to some students, teachers have to be creative in the classroom to make children more interested in English. Songs are a great learning resource in the English classroom. Therefore, researchers will use the right method so that it can provide comfort for student at SMP Takhasus Al-Qur'an Wonosobo in Sains Dormitory to be more comfortable learning English, especially speaking.

Literary Review

Shadowing

Takanashi & Shibata (2015) in their research entitled "Shadowing as a Language Learning Technique" discussed how shadowing techniques could help improve listening and speaking skills in foreign language learning, focusing on its use in language acquisition. According to Kato (2011) in his research entitled "The Effectiveness of the Shadowing Technique in Teaching Pronunciation" showed that the shadowing method was a very effective tool for improving pronunciation and fluency in language learning. This research underscored the importance of the shadowing technique in helping students overcome pronunciation and speaking challenges in a foreign language. The paper entitled "The Role of Shadowing in English Language Learning" discussed the various benefits that could be obtained from shadowing techniques in English language learning, especially in improving speaking and listening comprehension skills (Mori & Takenaka, 2005).

According to the explanation above, shadowing is a language learning technique that has been shown to be effective in improving various language skills, particularly in listening and speaking. The technique involves the learner listening to a spoken passage and immediately repeating or mimicking it, which helps in reinforcing pronunciation, fluency, and comprehension.

The Use of Songs in Language Learning

Music is one of the best teaching tools, especially for improving writing and speaking skills. In addition, games are usually used to make students not get bored while learning in class as an educational medium that makes learning fun (Hendra, 2017). Utami and Fatmawati (2020) state that ability to enhance students' emotional and intellectual growth, resulting in positive results for them. Improving Students' Vocabulary Music can improve oral functions, while listening to music can improve

memory, word, language, comprehension, and speaking functions. Teaching methods that can help them become more integrated with the use of English. For example, listening to English music helps students become more integrated with the language. According to Arsyad (2006) Songs are considered as a means of conveying messages that contain education. Murphey (1992) also says that songs can provide an interesting learning experience in learning English.

Thomson (2008) states the use of songs for English learning method has been recognized to improve student speaking skills. The use of songs has many benefits, such as developing better speaking skills, helping student understand and remember vocabulary and motivating them.

1. Music Theory in Education: The use of songs in learning can increase student motivation and engagement. Songs also help young students remember vocabulary through lyrics, making language acquisition easier.
2. Multicultural Education: Using English songs that reflect English culture can improve young learners understanding of social and cultural contexts and broaden their horizons.
3. Active Learning Strategies: Learning English using English songs can encourage student to actively participate in speaking. It is important to create a positive learning environment (Thomson, 2008).

The Use of English Songs on Student' Speaking

According to Akbary, Shahriari, and Fatemi (2018), incorporating music into language learning provides various benefits, including increasing student engagement, improving their ability to remember vocabulary, and creating a more enjoyable and dynamic learning environment that can support the cognitive and emotional aspects of language learning.

1. Improving Vocabulary

Nunan (2003) states the use of English songs as a learning method can be a very effective tool in improving students' speaking skills, especially in enriching their vocabulary. English songs often present a wide variety of diverse vocabulary, ranging from everyday terms to idiomatic expressions that are rarely found in regular teaching materials. According to Stern (1983) Music can improve students' speaking skills naturally as students can repeat vocabulary and phrases in songs. This

understanding is very important as it helps students be more confident when speaking, given that they not only know the meaning of the word but also how to use it.

Based on the explanation above, songs also help improve students' pronunciation and intonation in English. Since each song has a specific rhythm and melody, students indirectly learn to pronounce words more naturally and follow the appropriate intonation pattern. Songs build a more relaxed atmosphere so that students feel comfortable interacting using English. This really helps them to build confidence in speaking and expressing themselves. The use of songs in English learning is also very motivating for students.

2. Improving Pronunciation

As stated by Venables (2004) In improving students' pronunciation, brings some significant benefits. Songs provide natural English rhythms, intonations and pronunciation patterns, which help students understand and imitate the pronunciation of words better. However, Guy (1987) state that songs help students recognize English rhythm and intonation in a fun way. English intonation and word stress are often different from Indonesian, so by singing, students can explore these elements more naturally. The process of listening and imitating done while singing improves their listening skills, so they can recognize the correct pronunciation before using it in speaking. Besides that, Burns (1999) notes that songs also provide lighter English learning examples with authentic pronunciation that can improve rhythm and intonation.

Referring to the explanation above, with the song for learning methods can help students undertand, imitate pronunciation and recognize the rhythm of the song to improve pronunciation.

3. Introducing Intonation and Language Rhythms

The use of English songs as speaking teaching aids is very effective for introducing students to the intonation and rhythm of the language. Through songs, students naturally hear and imitate more authentic sound patterns, which include tone, rhythm and word stress similar to the way native speakers speak. The rhythms in song lyrics also teach them about the proper speed of pronunciation as well as pauses in English (Stephens 2023) . In addition, Shin (2015) also states the repetitive structure of songs helps students remember vocabulary and phrases more easily, so they are encouraged to pronounce them with the

appropriate intonation. Several studies support the effectiveness of this method.

Based on the explanation provided earlier, using songs to introduce the intonation and rhythm of language is an effective approach to language learning, especially for young children. Songs help increase awareness of rhythm, intonation and sound patterns in new language.

4. Self Confidence

Referring to Platten (2015) the use of English songs in speaking lessons for students has great benefits in increasing their confidence. Songs can create a fun and relaxed learning atmosphere, so students feel less burdened and more courageous to express themselves without fear of making mistakes. Juslin & Hargreaves (2001) states that music can stimulate positive emotions, such as happiness and enthusiasm, which can boost self-confidence.

As outlined above, research also shows that this approach increases students' engagement and motivation to learn, which are important factors in the development of speaking skill.

5. Developing Hearing

Lynch (1996) state that songs not only provide an opportunity to practice pronunciation and intonation in a relaxed and fun atmosphere, but also introduce a wide array of knowledge and sentence patterns naturally. When students listen to songs, they indirectly learn to understand and imitate English rhythm and intonation, which are important components of pronunciation. The repetition of lyrics in songs makes students remember vocabulary and sentence structures faster, so when they sing or follow the lyrics, they automatically practice their speaking skills. Richards (2008) states that the importance of active listening in English language learning, such as the use of songs to develop listening skills.

From the explanation above, a fun and effective process in learning English happens because songs tend to attract students attention, increase learning motivation and facilitate information.

6. Reduce Boredom and Increase Motivation

The use of English songs in learning can be an effective way to reduce boredom and increase students' learning motivation, especially in speaking skills. By memorizing song lyrics, students indirectly expand their vocabulary and understand sentence structures in English (Hanna

dan Mackay, 2011). Thompson & Husain (2001) state that shows that fast paced music can improve performance and motivation in challenging tasks.

As discussed earlier, songs with interesting lyrics can also increase students' motivation to learn English.

7. Facilitating Contextual Learning

Campbell (2004) the use of songs in English learning can facilitate the development of students' speaking skills in a fun and contextualized way. Songs provide a natural context that helps students understand words and phrases in real-life situations, not just through rigid grammar. Through song lyrics, students can learn new understandings in a fun way. According to Bauer (2014) music has the power to strengthen memory. Songs can help students remember information in a more enjoyable and memorable way.

Referring to the points stated above, the use of songs in English learning can facilitate the development of students' speaking skills in a fun and contextualized way. Through song lyrics, students can learn new understandings in a fun way. Songs can help students remember information in a more enjoyable and memorable way.

8. Helps With Longer Recall

Levitin (2006) students' speaking skills can be particularly effective because songs have the power to strengthen memory and language skills. Thompson & Husain (2001) states that music and rhythm in songs help students to remember words for longer as it engages different parts of the brain related to emotions and long-term memory.

Drawing on the explanation above, music can improve confidence when speaking in English and encourage more free and enjoyable use of the language.

9. Strengthening English Comprehension

Songs have rhythms and melodies that make language easier to remember and speak (Medina, 1993). Paquette & Rieg (2008) said the melodies in songs help students remember words and expressions in a more pleasant and natural context. When students sing songs, they indirectly practice speaking, practicing intonation, pronunciation, and fluency in using English. According to Lynch (2006), songs lyrics often contain repetition, which encourages learning vocabulary and language structures without feeling monotonous.

Based on the explanation above, songs not only help improve English comprehension, but also build interest in learning.

10. Encourages Collaboration and Discussion

Dillenbourg (1999) the use of songs in English learning can be an effective tool to encourage collaboration and discussion among students. In addition, Johnson (1999) also added that collaboration in learning increase positive social interactions, strengthens mastery of material, and helps learners develop communication skills.

From the explanation above, when students listen to or sing songs together, they can improve pronunciation and increase understanding of vocabulary and sentence structure in English. This discussion can include interpreting the lyrics, discussing the feelings or stories contained in the song, and how the song relates to the topic or theme being studied.

Methods

This study was categorized as Classroom Action Research (CAR) method. Research was conducted by educators in learning practice to systematically identify problem, implement solutions and evaluate effectiveness. Method was used to increase student interest in learning, improve teacher skills and solve practical problems (Burns, A. (2010). Qualitative descriptive research, involved formulating problems that directed the exploration or documentation of social situations that had been thoroughly examined. As noted by Bogdan and Taylor (2018) a qualitative approach was a research method that produced descriptive data through written or spoken words from people and observed behaviors. This approach focused on social phenomena and sought to capture the feelings and perceptions of the participants. The ultimate goal was to gather comprehensive information on "Teaching English through Song Lyrics to Improve Speaking Skills at The Student of SMP Takhassus Al-Qur'an in Sains Dormitory".

In this study, the researcher employed interviews and observations as tools. The interviews were recorded and transcribed. During these interviews, participants were asked to discuss their preparation at home, their study routines, and their experiences as English teachers. They also shared their sentiments about their students and the support they received from colleagues at school. The questions

were thorough and detailed, and the interviews were conducted in a relaxed setting.

The researcher used descriptive method in the research to reveal the effectiveness of English learning songs lyrics to improve speaking skills of Sains Dormitory student of SMP Takhasus Al- Qur'an, Wonosobo. The population chosen by the researcher was the students of SMP Takhasus Al-Qur'an Wonosobo in Sains Dormitory the academic year 2023/2024.

The researcher employed the questions to gather information regarding students' preferences for learning English, especially in terms of speaking skills, as well as the teacher's approach to teaching speaking. The test used in this study included pretest and post-test. The test was used to measure students' speaking ability and to know the effectiveness of the songs lyrics to increase student speaking ability.

Findings and Discussions

Pre-Implementation of the Action

In this study, there was qualitative data taken by conducting an interview with the teacher and students, an observation, and written tests. The researcher took the sains dormitory of SMP Takhasus Al-Qur'an with a total 22 students as the object of the study. There were two cycles that consisted in this study, and every cycle had four stages (planning, action, observation, and reflection). There were three meetings in every cycle, in cycle 1 there were pre-test and the researcher took the posttest at the end of each meeting in every cycle.

The First Session Interview

There were two interview sessions conducted. The first interview was completed in the first cycle while the students did a pre-test, and the second cycle was carried out at the end of the third cycle. The object of the interview was the English teacher and students. In the first session, students were interviewed about their difficulties in speaking English, while the teacher was interviewed about the teaching strategies and the media that used by the teacher. In the second session, they were interviewed about their responses or comments about the implementation of the learning strategies applied by the researcher.

1. English Teacher

The interview was held on October 17, 2024, at SMP Takhassus Al-Qur'an teacher's office from 12.00 a.m. until 12.45 a.m. The researcher asked several questions about students' abilities in speaking English, the problems students faced in learning to speak English, and the strategies used by teachers in overcoming these problems. Results of the interview, researcher found that the students' English speaking ability was still low. The problems that students encountered were difficulty in pronouncing English vocabulary, choosing vocabulary and lack of interest in learning English, especially speaking. Teacher often used textbooks and provided books by the school as a reference for the material being taught, but only a few students could understand and interested in the material.

2. Sains Dormitory of SMP Takhassus Al-Qur'an Students

This interview was held on the first meeting, October 24, 2024, at their classroom started at 1.45 p.m. until 5.00 p.m. From the interview that have been conducted with the students in the Sains Dormitory of SMP Takhassus Al-Qur'an. Students preferred to be passive when the learning processed because they feel confused. When teaching, the teacher usually used mixed language because students did not understand what the teacher was explained in front of them if the teacher used full English

The Second Session Interview

After the implementation of cycles 1 and 2 had been completed. On November 18, 2024, researcher conducted interviews with the English teacher and the students.

1. English Teacher

The interview was conducted at teacher's office and consisted of 10 questions. The second interview was about the advantages and disadvantages of this method. The advantages of this method have greatly increased student interest in learning. The disadvantages of this method was needs more time to complete the material and do the practice. But, the teacher said that after this method used in speaking learning, students were more enthusiastic and more exited to participate in the class. Based on the English teacher, this method was quite effective when used in learning especially in speaking.

2. Sains Dormitory of SMP Takhassus Al-Qur'an Students

The researcher asked questions related to student responses regarding the methods used during this research. Students' opinions

about this song method were fun and good to improve their speaking ability. Students thought that the application of this method to the selected material was very appropriate. However, this method has some disadvantages. Students find it difficult because this learning requires relatively good learning ability of students in terms of both intelligence and creativity

Implementation of the Action

Cycle 1

1. Planning Stage

In this stage, researcher became a teacher and started to create lesson plans and selected teaching materials suitable for this method. As a reference, the researcher used the curriculum as a performance goal. After studying a certain topic, students should be able to speak English well. Furthermore, the researcher expected that the students' speaking skills would improve.

2. Action Stage

In this stage, the researcher became a teacher who taught in the classroom using songs to improve students speaking skill. There were three phases in this meeting, namely, opening, main activity and closing.

a) Meeting 1

- Opening

The teacher greeted the students. Then the teacher checked the students' attendance. In this meeting, the researcher conducted a conversation, pre-tested, and then continued to implement the method.

- Main Activity

Teacher shows slides of song material and explains the material to students. The students searched the difficult vocabulary.

- Closing

After the main activity is over and time is up, teacher summarizes today's lesson and explains the plan for next lesson. Teacher ends the lesson with a prayer and greets the students.

b) Meeting 2

- Opening

The teacher greeted the students. Then the teacher checked the students' attendance. In this meeting, focused on explaining the material briefly.

- Main Activity

The teacher and students analyze difficult vocabulary and find out the meaning and how to pronounce it.

- Closing

At the end of the meeting, the teacher asked the students how they felt about learning through this method. Most of the students responded with joy and enthusiasm to this activity. The teacher ends the meeting with a prayer and greetings.

c) Meeting 3

- Opening

The teacher came to the class, greeted students, and checked the students' attendance. In the last meeting of the first cycle, the teacher attracted the attention of students.

- Main Activity

Teacher shows slides of English song and analyze the songs with students. Students was asked to choose songs prepared by the teacher. Students sang and analyze the songs.

- Closing

After all the students finished their post-test, the teacher briefly introduces the next meeting and leads a sharing session, discussing the difficulties students have in learning English, especially speaking. When the time has passed, the teacher ends with a prayer and greetings to the students.

3. Observation Stage

The researcher observed the situation, the students' behavior, the teachers' reactions, the students' ability to participate in teaching and learning activities, the way the teachers conveyed materials to the students, and the interactions between the students and the teachers.

a) Teacher Observation

In this observation phase, observer focused on situation in the classroom, the way teacher delivered the material, student participation, and student responses to the teacher during teaching and learning process. The teacher had taught according

to the lesson plan. Teacher had a good control in the class, and delivery the material well.

b) Students Observation

Students were more interested in learning because learners began to understand the method. But sometimes, some students do not pay attention and are busy talking to their classmates. Students are not too noisy but pay little attention to the teacher and it is not uncommon to fall asleep during class. Through observation, students were more active and enthusiastic in the learning process with the method used by the researcher

4. Reflection Stage

After the observation phase, the reflection phase is carried out. Here, the teacher and the researcher present the results of the implementation. After that, the teacher and the researcher discuss the solutions to be used in the next activity. So, the students' writing skills can be improved and become better than before. In this cycle, 9 students achieved a score above the standard of minimum completeness of mastery learning. Meanwhile, the activities went quite well, although there are still some issues to be resolved. In addition, a lot of effort is needed to improve the students' skills. Researcher need to position themselves in a way that can guide students better in the next cycle

Cycle 2

1. Planning Stage

The results of the post-test 1 in first cycle showed that there was a good improvement in students speaking skill, but there were still some problems in the first cycle, the researcher had to fixed them in the second cycle. The lesson plan used slightly modified with the aim that students gained the courage to sang, pronounce the word well and analyze the vocabulary. In addition, the researcher also took field notes to record the classroom situation and conducted post-tests to collect data.

2. Action Stage

At the acting stage this cycle, the teacher introduced new activity about songs and basic conversation. At the beginning, the teacher explains the material in detail so that the students can better understand what they are learning. This is a detailed explanation

a) Meeting 1

- Opening

As usual, the meeting began with the teacher greetings, and filling in the student attendance.

- Main Activity

The teacher and students held a conversation and question and answers sessions about songs to expand students vocabulary.

- Closing

The teacher presented the agenda for the next meeting and closes the meeting with a prayer and greetings.

b) Meeting 2

- Opening

Teacher greeted and asked about the condition of the students, and then checked attendance. Teacher focused on explained the material briefly.

- Main Activity

The teacher explained the stucture and the components. Then, students read several songs and analyze the structure and components of the songs.

- Closing

At the end of the meeting, the teacher asked the students how they felt about learning through this method. Most of the students responded with joy and enthusiasm to this activity. The teacher ends the meeting with a prayer and greetings.

c) Meeting 3

Post-test of song analysis and presentation in English and question and answer session in English

- Opening

The teacher came to the class, greeted students, and checked the students' attendance. In the last meeting of the second cycle, the teacher attracted the attention of students.

- Main Activity

Each student finds a song and analyzes it, then sings it and ends with a question and answer session between students about the song they sang.

- Closing

After all the students finished their post-test, the teacher leads a sharing session, discussing the difficulties students have in

learning English, especially speaking. When the time has passed, the teacher ends with a prayer and greetings to the students.

3. Observation Stage

This stage is carried out in the same way as cycle 1. The researcher observed all activities during the teaching and learning process in the cycle 2.

a) Teacher Observation

Before carrying out the learning activities, the teacher guided the use of teaching materials and games while motivating the students and helping them understand the importance of learning English. The learning process was successful because the teacher had control over the whole class. At the end of the meeting, the teacher drew conclusions from the presented materials.

b) Students Observation

The students participated enthusiastically in this lesson and responded very well to the teacher's instructions. The students were very excited about all the activities. In this cycle, they showed better progress than before. Overall, the whole learning process went as expected both in terms of the management of the teaching situation and the active participation of the participants.

4. Reflection Stage

Action phase activities were going well. The uptake of post-test and observation test results also showed a significant increase, meaning that integrated English learning activities, especially improving speaking skills, were successful. Based on the result of the post-test II scores, the number of students who were able to achieve the minimum mastery standard in post-test II was 19 students, with average score 82.63. Although not all students could pass the standard of minimum completeness of mastery learning, the result were good.

Description of the Data

The Result of Students' Observation

Table 4.2
Students' Observation Sheet

No	Students Observation	Score's in Every Meetings					
		1	2	3	4	5	6
1.	Students respond teacher's greeting	5	5	5	5	5	5
2.	Students tell their condition	2	3	3	4	4	5
3.	Students have enthusiasm in participating in learning	3	3	3	4	5	5
4.	Students focused and actively respond to the teacher	2	2	3	3	4	5
5.	Students listen carefully to the teacher's explanation	2	3	3	4	3	4
6.	Students follow all the learning process well	3	4	4	4	4	5
7.	Students wear uniform politely	3	3	3	3	3	4
8.	Students actively ask questions if they feel they don't understand the material	3	4	3	4	4	4
9.	Students take part in each activity without getting sleepy and don't often ask for permission	3	4	4	4	4	4
10.	Students read a prayer together before class closed	5	5	5	5	5	5
Total		31	36	36	40	41	46

Total percentage of the students' observation was formulated as follow:

$$Percentage = \frac{Total\ score}{Total\ Days} \times 100\%$$

$$Percentage = \frac{31 + 36 + 36 + 40 + 41 + 46}{6} \times 100\%$$

$$Percentage = 38.33 \%$$

The table above shows the observation results of student scores that increased during the learning process. The student observation score was 31 on the first day the researcher entered the class, 36 on the second day with a percentage increase from meetings 1 and 2, namely 16.13% and 36 on the third day. The score gradually increased from the fourth day, which was 40 points, with a percentage of 11.11%. The next day the score was 41 and the last meeting the score was 46, a percentage increase of 12.20%. Day by day, students' enthusiasm and active participation in the lessons improved

The Result of Students' Pre-Test

The pre-test was conducted to measure students' abilities before intervention with the song lyrics method. This pre-test was conducted on Wednesday, October 30, 2024 by giving scores to students and this is the pre-test score

Table 4.3
Student's Scores in Pre-Test

No	Initial Name	Pre-Test	
		Score	Successful Criteria (≤ 75)
1.	ASA	78	Successful
2	AAF	75	Successful
3	AK	70	Unsuccessful
4	DN	65	Unsuccessful
5	MWR	83	Successful
6	SFF	51	Unsuccessful
7	ZAP	60	Unsuccessful
8	AA	71	Unsuccessful
9	FAF	76	Successful
10	JWH	82	Successful
11	MSY	60	Unsuccessful
12	MFR	80	Successful
13	SNM	70	Unsuccessful
14	RMH	78	Successful
15	QAN	54	Unsuccessful
16	AIK	60	Unsuccessful
17	FAP	74	Unsuccessful
18	LAH	80	Successful
19	NTN	72	Unsuccessful
20	NAR	52	Unsuccessful
21	SZNF	65	Unsuccessful
22	WAZ	77	Successful
Total ΣX		1533	
The Mean Score		69.68	

The table above shows that the students' English speaking ability is very low. The pre-test results show that the average pre-test score is 69.68, with only 9 students reaching the standard of minimum completeness of mastery learning, while all 13 students scored lower. The lowest score achieved was 51 and the highest score was 83. There was a significant variation in the skills of students in this class on this pretest. Students scored between 51 and 83. This analysis shows that

many students scored very low and did not reach the standard of minimum completeness of mastery learning

The Result of Students' Post-Test I

The first test took place after several meetings with researcher in class. To conduct the post-test I assessment, the researcher asked students to answer test questions and answers on the material they had learned. The following are the students' first post-test score results.

Table 4.4
Student's Scores in Post-Test I

No.	Initial Name	Post-Test I	
		Score	Successful Criteria (≤ 75)
1	ASA	80	Successful
2	AAF	80	Successful
3	AK	75	Successful
4	DN	70	Unsuccessful
5	MWR	85	Successful
6	SFF	60	Unsuccessful
7	ZAP	71	Unsuccessful
8	AA	74	Unsuccessful
9	FAF	78	Successful
10	JWH	85	Successful
11	MSY	70	Unsuccessful
12	MFR	81	Successful
13	SNM	74	Unsuccessful
14	RMH	80	Successful
15	QAN	70	Unsuccessful
16	AIK	75	Successful
17	FAP	83	Successful
18	LAH	85	Successful
19	NTN	74	Unsuccessful
20	NAR	60	Unsuccessful
21	SZNF	71	Unsuccessful
22	WAZ	78	Successful
Total ΣX		1659	
The Mean Score		75,40	

The above data shows the students' scores in the first post-test, the average score of students is 75.40. Through the results of pre-test and post-test I, researcher noted an improvement in students speaking skills. This term, students' scores have improved by points, with a minimum

score of 60 and a maximum score of 85, indicating a significant improvement in students' speaking skill.

The Result of Students' Post-Test II

In this test, students were asked to add improvisation by making a more natural conversation from the vocabulary and song phrases learned. The following are the results of students' post-test 2 scores.

Table 4.5
Student's Scores in Post-Test II

No.	Initial Name	Post-Test II	
		Score	Successful Criteria (≤ 75)
1	ASA	87	Successful
2	AAF	85	Successful
3	AK	81	Successful
4	DN	90	Successful
5	MWR	95	Successful
6	SFS	80	Successful
7	ZAP	75	Successful
8	AA	80	Successful
9	FAF	85	Successful
10	JWH	90	Successful
11	MSY	74	Unsuccessful
12	MFR	85	Successful
13	SNM	81	Successful
14	RMH	90	Successful
15	QAN	87	Successful
16	AIK	78	Successful
17	FAP	88	Successful
18	LAH	87	Successful
19	NTN	75	Successful
20	NAR	70	Unsuccessful
21	SZNF	72	Unsuccessful
22	WAZ	80	Successful
Total ΣX		1818	
The Mean Score		82.63	

Based on the results of this second test, the lowest score of this student was 70 points, while the highest score of subject was 95 points. This proves that the student's writing skills have been further improved. After implementation, the student's ability to improvise is very important. If this continues, the student can maintain good results in speaking English.

The Students' Mean Scores

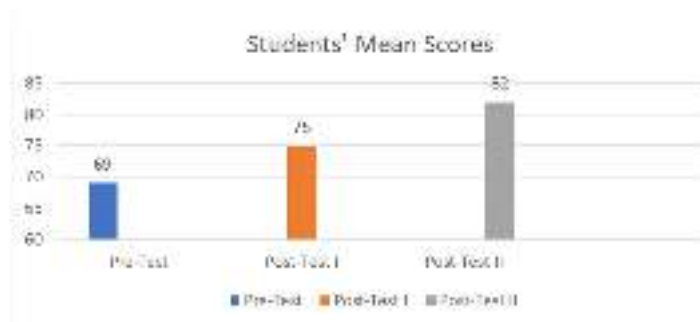
After conducting the integrated processing and conducting written tests with the students, the researcher will analyze the data obtained. Here are the results of the students' average scores, from pre-test to post-test 2 in second cycle.

Table 4.6
The Students' Mean Scores

No	Category	Score				
		Total	Mean	Min.	Max.	Range
1	Pre-Test	1533	69.68	51	83	32
2	Post-Test I	1659	75.40	60	85	25
3	Post-Test II	1818	82.63	70	95	25

The table above shows the average speaking test scores of students in the pre-test, post-test I and post-test II. In the pre-test, the total score that students achieved was 1533, with an average score of 69.68 points. The student's minimum score was 51 points and the maximum score was 83 points. Thus, the student's score range from minimum to maximum is 32 points. Then, for post-test I, students achieved an average score of 75.40 for a total score of 1659. The minimum score that students achieve was 60 and the maximum score was 85 points, the range was 25. From the results of post-test I, it can be seen that students' skills have improved. During the pre-test II, students' scores increased and decreased steadily. However, it can be seen from the average scores that students' progress is better. The student's minimum score on the future test was 70 and the maximum score was 95. The total score of the students is 1818 points, with an average score of 82.63. The following was the result of the student's mean score in the form of a bar chart.

Chart 4.1
The Students' Mean Scores



The Percentage of Students Speaking Skill

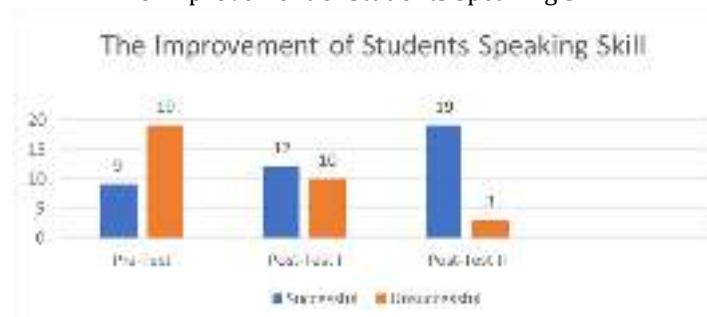
At this point, data is taken from the results of all student scores on the pre-test, post-test I, and post-test II. Below is a review of the data on the percentage of students who passed the standard of minimum completeness of mastery learning and those who did not.

Table 4.7
The Improvement of Students' Speaking Skill

No	Category	Successful		Unsuccessful		Total	
		N	%	N	%	N	%
1.	Pre-Test	9	40.91%	13	59.09%	22	100%
2.	Post-Test I	12	54.55%	10	45.45%	22	100%
3.	Post-Test II	19	86.36%	3	13.64%	22	100%

The data table above shows the number of students in each percentage who have passed the minimum mastery criteria and those who have not. The minimum mastery criteria set by the school for English subject was 75 points, it can also be seen in the difference in the number of students who passed the minimum mastery criteria in the pre- test for post-test I and from post-test I to post-test II. Only nine students passed the minimum mastery criteria on the pre-test, which was equal to 40.91%, and as many as 13 students failed, which was equal to 59.09%. For the first post-test, 12 students passed the minimum mastery criteria and 10 did not. This means that 54.55% of students successfully passed and 45.45% have not reached the minimum criteria for completion. Furthermore, in the second post-test, the students increased to 86.36% with a total of 19 students, and 3 students had not passed the minimum mastery criteria or scored less than or equal to 13.64%. It can also be seen through the bar chart below:

Chart 4.2
The Improvement of Students Speaking Skill



The Percentage of Students Classification Score

In this stage, the researcher had classified the scores obtained by students in various tests as a whole. The following was data on the percentage of students' skill.

Table 4.8
The Students' Classification Score

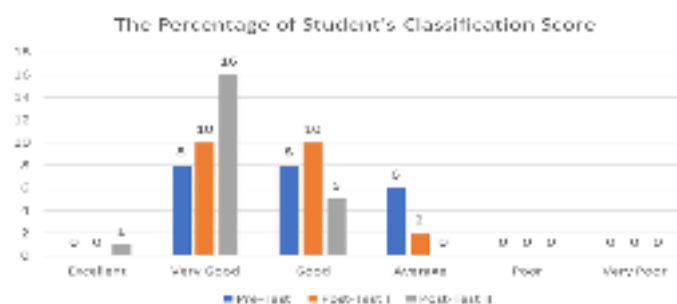
No	Classification	Range	Pre-Test		Post-Test I		Post-Test II	
			F	%	F	%	F	%
1.	Excellent	91-100	0	0%	0	0%	1	5%
2.	Very Good	76-90	8	36%	10	45%	16	73%
3.	Good	61-75	8	36%	10	45%	5	23%
4.	Average	51-60	6	27%	2	9%	0	0%
5.	Poor	36-50	0	0%	0	0%	0	0%
6.	Very Poor	0-35	0	0%	0	0%	0	0%

The table above showed the percentage of students' speaking scores from the pre-test, post-test I, and post-test II. It can be seen that the student's pre-test scores varied greatly. Students who got very good scores were 8 students with a percentage of 36%, for students who got good scores were 8 students with a percentage of 36%, while 6 or 27% students got an average score.

In the post-test I, after the treatment with songs lyrics, the percentage of students' speaking scores changed and increased, 10 students got a very good score or 45%. Then the students who got good classification score totaled 10 students or equal to 45%, and while 2 or 19% student got an average score.

In the post-test II, one student got an excellent score or same as 5%. then 73% of the students or the equivalent of 16 students got very good classification scores, 5 other students got the good in classification score or as much as 23%. In this cycle, the students went through a change again. Below is the percentage of students' speaking score classification results in the form of a bar chart:

Chart 4.3
The Student's Classification Score



It is seen that before using English song lyrics, the students' speaking skills are at a low level of 69.68. Out of 22 students, only 9 students reach the standard of minimum completeness of mastery learning, which represents a percentage of 40%. This means that 13 students do not reach the standard of minimum completeness of mastery learning, which represents a percentage of 59%.

Moreover, the students are able to achieve a mean score of 75.40 in the post-test I. Twelve students meet the standard of minimum completeness of mastery learning. It indicates that there are still 10 students who do not meet the standard of minimum completeness of mastery learning, which represents 45%. Although the students' grades change, the researcher and teachers continue the research phase in the second cycle. After analyzing the students' post-test I results, the researcher organize the next cycle.

The students' scores in the second cycle, post-test II, continue to increase and are very good, with an average score of 82.63. In this case, 19 students or 86% pass. Meanwhile, 3 students or 13% of the students do not meet the standard of minimum completeness of mastery learning. In this second cycle, not all students meet the standard of minimum completeness of mastery learning, but the percentage is already above what the researchers and English teachers target.

The use of English song lyrics in English comprehension classes creates a fun and interactive learning atmosphere, increases students' motivation to learn speaking skills, and makes students more enthusiastic because they feel relaxed and entertained while learning. Activities such as singing along, discussing lyrics, and practicing pronunciation through songs help maintain a positive learning environment and support their language development.

However, some challenges arise when using this method. Difficult vocabulary and unusual pronunciation in song lyrics confuse students. An overly relaxed atmosphere may cause students to lose focus. Additionally, students with varying ability levels require special attention to ensure effective learning for everyone. Despite these challenges, the study shows a significant improvement in students' speaking abilities, suggesting that English song lyrics are a valuable method for teaching speaking skills.

Conclusion

This study shows that the method of learning English by using song lyrics can improve speaking skills on the students of SMP Takhasus Al-Quran in Sains Dormitory. Based on the research results and data analysis, the researcher draws the following conclusions:

This study uses a Classroom Action Research (CAR) design to show that by learning English using songs skills can improve students' speaking ability. Students' average performance increases by 14.64%. Most of the students achieve better results in the first cycle. In the second cycle, students' performance student performance increases by 31.81%.

The improvement of students' speaking performance is seen from the average score of average score of 69 points in the pre-test, 75 points in post-test I, and 82 points in posttest II.

This method can be used as an alternative for teachers to improve students' speaking skills, because using a more entertaining method helps students concentrate on the learning process. The atmosphere in the classroom becomes more positive, students are less bored and they start talking to each other when this method is applied.

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