The Use of English Love Song to Increase Students' Speaking Ability at First Semester of English Education Department

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ABSTRACT

Many students find difficulties in learning English, especially in speaking. This research proposes English song technique to improve the speaking ability of the First Semester students of English Education Department. This research uses classroom action research and some instruments to collect the data; there are questionnaire, observation checklist, interview, field note, test, and documentation. This research is done in two cycles. From the result, it can be concluded that English Song technique can help students for increasing their speaking ability especially on their pronunciation, vocabulary and confidence. In the post-test cycle I, the average post-test cycle I is 62.19, higher than the pre-test. There are 22.85% (8 students) who get the criteria for a success score of 75 above. In the post-test cycle II, the average post-test cycle II is 80.95. The result of questionnaire also shows that the students are more interested in learning English by having English song.

ABSTRAK

Banyak siswa yang mengalami kesulitan dalam belajar bahasa Inggris, khususnya dalam berbicara. Penelitian ini mengusulkan teknik lagu bahasa Inggris untuk membantu meningkatkan kemampuan berbicara mahasiswa Semester Pertama Jurusan Pendidikan Bahasa Inggris. Penelitian ini menggunakan penelitian tindakan kelas dan beberapa instrumen untuk mengumpulkan data; diantaranya: angket, daftar observasi, wawancara, catatan lapangan, tes, dan dokumentasi. Penelitian ini dilakukan dalam dua siklus. Dari hasil tersebut, dapat disimpulkan bahwa teknik Lagu Bahasa Inggris dapat membantu mahasiswa untuk meningkatkan kemampuan berbicara mereka terutama dalam hal pengucapan, kosa kata dan kepercayaan diri. Pada postes siklus I rata-rata nilai sebesar 62.19, lebih tinggi dibandingkan pretes. Terdapat 22,85% (8 siswa) yang memperoleh kriteria skor keberhasilan di atas 75. Pada postes siklus II rata-rata nilai sebesar 80,95. Hasil angket juga menunjukkan bahwa siswa lebih tertarik belajar bahasa Inggris dengan mendengarkan lagu berbahasa Inggris.

A. Introduction

English is considered as a foreign language in Indonesia. Because of this condition, not many people use English in their daily life as their language for communication. Pauline and Brown (2007) supported "foreign language contexts are those in which students do not have ready- made context for communication beyond their classroom". It means that English is taught only in formal education. In learning English, there are four skills that have to be mastered by the students, they are listening, speaking, reading, and writing. One of those skills that needs to be given more attention is speaking abilities. In university, English is being compulsory subject as a general basic course. Although English has been taught as a general basic course, there is an indication that some students especially in a first and second semester are still unable to speak English fluently because of they have less motivation in learning English, they never try to speak English even if in the classroom while teaching and learning process and also in their daily life. Mostly of the researcher are using monotonous strategy and it is based on the book only, therefore the students are easy to feel bored and they are not able to increase their ability in English. To deal with this case, the teacher was challenged to be as creative as possible to provide opportunities for students to expose and to reinforce students' speaking ability. One of the strategies was using song to teach speaking. Song is an important thing in learning. Songs are used to achieve the relaxation and harmony needed to increase learning effectiveness. Related to the statement of the problem, this research was directed to describe how teach English using songs was able to improve the students' speaking ability in expressing ideas in the daily activities, therefore the university chose the thesis entitled "The Use of English Love Songs to Increase Students' Speaking Ability at First Semesterr of English Education Department."

This research focusses on two main topics, namely speaking and love songs. According to Brown (2001) speaking is an interactive process of constructing meaning which involves producing, receiving, and processing information. Thus, there is an exchange and sharing information between speaker and listener. Thornbury (2005) sta ted that speaking cannot be separated from daily life. The average person produces ten thousand words a day, although some people may produce more than that. According to Brown

(2007) there are eight things which make speaking difficult. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation. In addition, the speaker should speak as clear as they can to make their message conveyed by the listener by considering those elements of speaking such as grammar, vocabulary, pronunciation, confidence and fluency. The speaker also has to make a good way and they have to speak as clear as they can to make a good speech in communication. In addition, Brown (2001) identifies six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are: imitative, intensive, responsive, transactional, interpersonal, and extensive. One of the speaking components is pronunciation. Pronunciation is the way in which the language is spoken, the way in which the language is pronounce, the way a person speaks the word of a language. According to Brown (2007) many learners of foreign language feel that their ultimate goal in pronunciation should be accent-free speech that is indistinguishable from that of a native speaker. It is unattainable because in a multilingual and multicultural world, accent is quite acceptable. Researcher' goal in pronunciation should be more focused on clear and comprehensible pronunciation. The next is vocabulary. Vocabulary is one of the language components that can affect macro skills. Some definitions of vocabulary are proposed by some experts. According to Jack C. Richards & Willy A. Renandya (2002) vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995). As stated before, one of the strategies to teach speaking was using song. In almost people's daily life, most of people are surrounded by songs. A song is like a magic that can hypnotize, therefore, when someone hear the songs, someone could be brought into the songs. Jamalus (1988) states that songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices. Harmer (2000) states that music is a powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing us to use our brain to analyse it and its effects if we so wish. Songs are good resource for English teaching. Based on

Grifee (1992) said, "teaching English using song has many advantages for students in improving their pronunciation and also gives the knowledge about the differences between pronouncing in British and American". Based on Ur (1996), there are some speaking problems that researcher can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven particip ation and mother-tongue use. In addition, Brown (2004) states that speaking is an interactive process of constructing meaning that involve producing and receiving and processing information. When someone speaking, he or she has to be able to make meaning based on the context of the information occur and consider some circumstances.

B. Method

Classroom Action Research (CAR) was used in this research as the technique. According to Trianto (2011), Classroom Action Research was qualitative research which was done by researcher to solve the problems in teaching and learning process and to improve researcher' quality in their teaching. There are some ways to improve knowledge about teaching. Many researchers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. The goal of Classroom Action Research was to improve researcher' own teaching in researcher' own classroom, department, or university. While there was no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom Action Research went beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity was achieved through the triangulation of data. The focus was on the practical significance of findings, rather than statistical or theoretical significance. The cycle of classroom action research involves four main stages. According to Lewin (1946) action research is described as a spiral step which was steps has four stages namely planning, acting, observing and reflecting. This research also consisted of four phases within one cycle that passed by the researcher including designing lesson plan (planning), implementing of teaching technique that is used and taking students' post-test (acting), collecting data during teaching and learning process (observing), and the last was revising some steps that indicated

students' difficulties based on the observing to be used in the next meeting and deciding whether the result of post-test meets criteria of success or not (reflecting).

C. Findings

In the post-test cycle I, the average post-test cycle I is 62.19, higher than the pre-test. There are 22.85% (8 students) who get the criteria for a success score of 75 above. In the post-test cycle II, the average post-test cycle II is 80.95.

Qualitative was generally used to describe data that could not be received and not counted and measured objectively, i.e., subjectively. Qualitative data was obtained through observation sheet, interview sheets, questionnaires, field notes, and documentations related to the teaching and learning process of speaking acquisition.

1. Observations

   Observations were made to obtain valuable information relevant to the teaching and learning process. Observations were reported on observation sheets and lesson plans. The information here related to student participation in the lesson, student understanding of the material given, and techniques used by researcher, and media used in the teaching and learning process. In this case, the teacher observed the student's learning process.

2. Interview sheets

   The interview was conducted with some students and the lecturers. The interview for the students was conducted before and after the treatment and the interview for the teacher was conducted after the treatment.

3. Questionnaire

   The researcher administered questionnaires to the students before and after the treatment. A questionnaire was used to collect data from students. This was used to track the progress or improvement of students' writing skills. The researcher also gave each student in the class a questionnaire.

4. Field notes

Field note is a way of reporting observation, reflection, and reaction the classroom problem. The field notes were written in each meeting in every cycle.

5. Documentations

The documentation was done by collecting documents that came from archives. This technique was used in capturing visual learning activities in the form of photos or viedos.

D. Result and Disscussion

There was a speaking impact from the use of English song technique from teaching speaking to speaking ability from first semester class of English Education Department from the academic Year 2023/2024 behind the implementation of the English song technique. This was indicated by the average pre-test and post-test from one cycle.

The research conducted in two cycles. At the first meeting, the researcher had taught material about what were English songs, at another meeting, the lecturer applied English songs technique by speaking training from lyrics from songs or including stories. Because of that, every member became a group. Then, they remembered one stanza in English song lyrics and asked to sing the stanza. English song melody made the students adapted and pronounced confident.

In this research, there were several stepped meanwhile from the application of English song technique; (1) The lecturer divided students into seven groups and (2) giving each group a different stanza from English song lyrics, (3) the lecturer requested they listened to a song three times, (4) all of the groups should discuss the meaning of their stanza as a group. (5) The group should come to the front, explained what the basic stanza meant, retold on their group discussion results, all from group had to understand and remember from the meaning. The other students can also wrote notes in their notebook to ask questions or shared their thoughts on a group of friends. If they had a different idea, or

if they still didn't get it, the university gave them some suggestions. (6) if all groups were in front, then students must concluded about the meaning of the whole song, (7) the lecturer accepted the student's grades; from the last meeting of the cycle.

In addition, research showed that English love song technique increases students' speaking ability. This can also be seen from the results of the post-test. There was Formerly 80.95 % from student It was through it from minimum Mastery standard (70). The average scores for the pretest, post-test I, post-test II ranged from 58.09 to 62.19 and 80.95. From the results of the analysis inrecycle, and beginning cycle, the result of the Pre-test and post-test is as follows:

Table 1. The Students' Speaking Score of Pre-Test, Post-Test I and Post-Test II

No	Name	Pre-Test	Post-Test I	Post-test II
1	FA	90	84	84
2	SA	60*	0*	35*
3	SD	90	78	98
4	RD	60*	79	79
5	RA	20*	78	98
6	SP	80	80	74*
7	RM	60*	68*	98
8	UM	80	83	83
9	DP	0*	75	83
10	HA	40*	0*	73*
11	HZ	40*	0*	85
12	RF	80	83	83
13	RN	0*	84	84
14	PN	90	77	97
15	AN	60*	85	94
16	AP	20*	68*	88
17	JF	90	68*	98
18	NR	60*	75	85
19	IA	80	68*	98
20	PB	60*	73*	83
21	LT	60*	0*	0*
N=21		$\sum xi$ =1220	$\sum xi$ = 1306	$\sum xi$ = 1700
Mean		M= 58.09	M= 62.19	M= 80.95

Table 2. Students Speaking Results

NAME	PRE-TEST	Success Criteria ≥ 75	POST-TEST I	Success Criteria ≥ 75	POST-TEST II	Success Criteria ≥ 75
FA	90	SUCCESS	84	SUCCESS	84	SUCCESS
SA	60	UNSUCCESSFUL	0	UNSUCCESSFULL	35	UNSECCESSFUL
SD	90	SUCCESS	78	SUCCESS	98	SUCCESS
RD	60	UNSUCCESSFUL	79	SUCCESS	79	SUCCESS
RA	20	UNSUCCESSFUL	78	SUCCESS	98	SUCCESS
SP	80	SUCCESS	80	SUCCESS	74	UNSECCESSFUL
RM	60	UNSUCCESSFUL	68	UNSUCCESSFULL	98	SUCCESS
UM	80	SUCCESS	83	SUCCESS	83	SUCCESS
DP	0	UNSUCCESSFUL	75	SUCCESS	83	SUCCESS
HA	40	UNSUCCESSFUL	0	UNSUCCESSFULL	73	UNSECCESSFUL
HZ	40	UNSUCCESSFUL	0	UNSUCCESSFULL	85	SUCCESS
RF	80	SUCCESS	83	SUCCESS	83	SUCCESS
RN	0	UNSUCCESSFUL	84	SUCCESS	84	SUCCESS
PN	90	SUCCESS	77	SUCCESS	97	SUCCESS
AN	60	UNSUCCESSFUL	85	SUCCESS	94	SUCCESS
AP	20	UNSUCCESSFUL	68	UNSUCCESSFULL	88	SUCCESS
JF	90	SUCCESS	68	UNSUCCESSFULL	98	SUCCESS
NR	60	UNSUCCESSFUL	75	SUCCESS	85	SUCCESS
IA	80	SUCCESS	68	UNSUCCESSFULL	98	SUCCESS
PB	60	UNSUCCESSFUL	73	UNSUCCESSFULL	83	SUCCESS

LT	60	UNSUCCESSFUL	0	UNSUCCESSFULL	0	UNSECCESSFUL

E. Conclusion

1. This research aims to determine how English song technique is able to increase students' at first semester class from English Education Department for the 2023/2024 academic year.
2. To explore research objectives, the reseracher selects 21 students from first semester class of English Education Department.
3. This research which already used cooperative class action research shows that students' speaking skills of first semester class at English Education Department are improved with English songs technique.
4. The increase of students' speaking results from Pre-test shows 58.09. The Post-Test I 62.19 and the Post-test II 80.95. It means that they pass from the Minimum Proficiency Standards (70).
5. The results from research instruments in observation sheets and field notes showimprovements. It can be seen at each meeting about the classroom situation during learning applications from English song technique.

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