THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract

This study is to implement English songs in teaching speaking for English Department students at STKIP Bina Bangsa Getsempena Banda Aceh. This research was quasi-experimental study. The aim of the study was to find out students' improvement in speaking ability by using English songs. The population of this study was the whole students of English Department of STKIP Bina Bangsa Getsempena Banda Aceh in academic year 2015/2016. The sample is the second-semester students of English Department that consisted of 35 students. The data needed are recorded by testing students speaking test. The data were analyzed by using t-test. The result of the study is shown that the t-score was 7,25 the critical value of the t-score for the degree of freedom is 34 at the level of significance 0,05. The result showed that the calculation of the score is 7,25, it is higher than t-table 2,14, thus the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted which means that the use of English songs can improve students' speaking ability.

Keywords: *English Songs, Speaking Ability*

INTRODUCTION

According to Fulcher (2003:23), speaking is the verbal use of language to communicate with others. Speaking is to express something through voice conversations. When someone does a conversation, it means that is something important to deliver. Something should be disclosed properly to what is disclosed can be understood by others. Therefore, students must learn how to communicate well in order to be understood by others.

In addition, Burns and Joyce in Florez (1999:1) defined speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It is because in speaking we can know the students' ability in produce the target language. The main purpose of speaking is to send a message to the other or to communicate about something in language and understood by a listener.

Based on the preliminary study that conducted by the researcher in the class, some students feel shy to speak in public because they are not confident to speak English. They are afraid to do a mistake while speaking English or they do not want to speak because their friends will say that they are arrogant, thus became a problem since speaking I (one) is their first subject on how to speak in English . Moreover, students do not have enough English vocabularies to speak. Because of it, many students of English Department Students find difficulties in learning speaking and prefer to learn it in a structured way.

Based on the reason above, the researcher intends to give an alternative teaching media that can be used in teaching speaking to the students and make speaking class enjoyable, interesting and communicative. In this case, the researcher chose the topic "The Use of English Songs

to Improve Students' Speaking Ability". The English songs would make them not only active in thinking but also in speaking. It also helps the teacher to teach the students speaking English easier and more interesting. Students would not be bored because they have to be active and give their participation in speaking class during the teaching learning process. In daily life, especially students are often singing a song they like without knowing that they can improve their ability in spoken or written. But in this research, the writer would use the English songs to improve students' speaking. Schoepp (2001:1) said that three theoretical reasons in using songs in the classroom. So, songs can be one of the media to help the students in achieving students speaking ability.

The song is one kind of media that can help teacher draws students' interest and build up their motivation to learn. If the students are motivated, they will participate actively and will learn hard during teaching learning process. Thus, the teacher utilizes English songs to help him or her in getting the students' interest during the speaking class. In the process of teaching, the teacher can use media in order to stimulate students' interest. One of media is English songs. English songs can be more effective than other instructional media in relating one idea to another, building continuity of thought, creating a dramatic impact. The overall description of songs is in line with narrative text which contains generic structures and language features. Songs can be used as rewriting or retelling story. By using English songs in this research, it can be proved that the students' interest in speaking is improving and they more confident to share their idea.

Selection of song is the important thing in a research to get the best data. Harmer (2001:43) suggested that two ways to solve the problem in selecting song that will be brought to the class, they were: The first is to have students bring their own favorite song to class and the second is the other song where the teacher can determine what the topic will be and suitable with the subject matter. The topic could be about self-identity, family, hero, ambition in people life, and others.

Campbell (2010:13) said that music can enhance a child's skill in academic, feeling expressions, and social connectivity to family, community, and culture. The use of music to the students can improve their speaking well. Music and song are included in teaching media. The use of music and song especially song in this research can stimulate very positive associations to someone who studies language in speaking. The song can be wonderful media for natural language in improving student's speaking ability. Furthermore, the song makes student relax, fun and easy to remember the lyrics of the song. The problem in this study stated as follow: does the use of English Songs improve students' speaking ability?

METHOD

The type of this research was an experimental research and the design of this research was quasi-experimental which used one group pre-test and post-test design. Gay and Airasian (2000:367) say that quasi-experimental research is one of the types of research that can test a hypothesis to establish relationship cause and effect. The researcher took quasi-experimental design used in this study because this design has a purpose of improving students' speaking ability by using English songs in one class

and it made researcher easy in seeing their improvement on speaking after giving the treatment. The researcher took some subjects from the population. The samples took in the second-semester students of English Department at STKIP Bina Bangsa Getsempena Banda Aceh. The writer took only one class as the sample and respondent of this research by using English songs. The instruments of this research test. The speaking test administrates in the pretest, the post-test.

RESEARCH FINDING

The writer presented and analyzed the data through pre-test and post-test. Those tests were conducted to the single group, the second-semester students of English Language Education Department of STKIP Bina Bangsa Getsempena Banda Aceh that consisted of 39 students. While the research was conducted, only 35 students that attended the class and followed the test, it happened because some of them did not come to the class with certain reason. The pretest was given before applying English songs and post-test was given after applying songs. The writer took the students' score based on speaking characteristic that was stated by Brown (2004:145), there are grammar, pronunciation, vocabulary, fluency, and comprehension.

Table 1. The Students' Pre-test Score

No	Students' Initial	Grammar	Pronunciation	Vocabulary	Fluency	Comprehension	Score
1	TW	11	9	11	10	12	53
2	AD	9	9	10	10	10	48
3	UH	11	11	10	10	10	55
4	RJ	10	10	10	10	10	50
5	MF	10	10	9	9	9	47
6	KH	12	12	11	12	11	58
7	HM	13	12	13	12	12	62
8	DK	10	10	9	9	9	47
9	HD	12	10	14	11	13	60
10	YM	11	10	10	9	11	51
11	DM	10	10	10	9	10	49
12	KD	11	9	11	10	12	53
13	RW	9	9	10	10	10	48
14	FR	10	11	12	11	13	57
15	ZH	10	10	9	9	9	47
16	MD	12	11	14	11	13	61
17	NF	11	11	12	10	10	54
18	AZ	10	10	12	11	10	53
19	AI	12	12	11	12	11	58
20	RAW	13	12	13	12	12	62
21	NN	10	10	10	10	10	50
22	ML	10	10	9	9	9	47
23	HJ	12	10	14	11	13	60
24	SRN	13	13	14	12	14	66
25	MH	13	11	13	12	12	61
26	NS	12	12	11	12	11	58

No	Students' Initial	Grammar	Pronunciation	Vocabulary	Fluency	Comprehension	Score
27	SA	13	12	13	12	12	62
28	EPS	10	10	10	10	10	50
29	DI	10	10	9	9	9	47
30	DP	11	11	12	10	10	54
31	HJ	10	10	12	11	10	53
32	DM	13	13	14	12	14	66
33	EM	13	11	13	12	12	61
34	YM	12	12	11	12	11	58
35	EA	13	12	13	12	12	62
	SUM						1927

Mean of score the students' pre-test

$$X0_1 = \frac{\Sigma x}{N}$$

$$= \frac{1927}{35}$$

$$= 55$$

Lastly, the writer presented the results of post-test after using English songs in the process of speaking. The description was presented in the following table:

Table 2. The Students' Post-test Score

No	Students' Initial	Grammar	Pronunciation	Vocabulary	Fluency	Comprehension	Score
1	TW	13	11	11	13	12	60
2	AD	12	12	13	11	12	60
3	UH	11	11	13	13	13	61
4	RJ	12	10	13	12	12	59
5	MF	12	12	13	11	12	60
6	KH	12	12	11	12	11	58
7	HM	14	12	13	12	12	63
8	DK	12	12	13	12	13	62
9	HD	13	10	14	11	13	61
10	YM	13	13	13	12	12	63
11	DM	12	12	13	12	11	60
12	KD	13	13	12	11	12	61
13	RW	12	12	11	12	11	58
14	FR	13	11	12	11	13	60
15	ZH	12	10	14	11	12	59
16	MD	16	13	14	15	17	75
17	NF	13	13	13	12	13	64
18	AZ	13	10	12	12	12	59
19	AI	14	12	11	12	11	60
20	RAW	15	12	13	12	12	64
21	NN	14	14	13	13	16	70

22	ML	13	14	14	13	12	66
23	HJ	12	10	14	11	13	60
24	SRN	13	13	12	12	12	62
25	MH	13	11	13	12	12	61
26	NS	14	14	17	13	13	71
27	SA	13	12	13	12	12	62
28	EPS	13	13	12	13	12	63
29	DI	14	14	17	13	12	70
30	DP	13	11	13	12	12	61
31	HJ	13	13	14	12	13	65
32	DM	14	13	14	15	14	70
33	EM	14	11	13	12	11	61
34	YM	13	13	12	13	12	63
35	EA	14	14	17	13	15	73
	SUM						2205

Mean of score the students' post-test

$$X0_2 = \frac{\Sigma x}{N}$$

$$= \frac{2205}{35}$$

$$= 63$$

No	Students' Initial	Pre-test	Post-test	Gain (d)
1	TW	53	60	7
2	AD	48	60	12
3	UH	55	61	6
4	RJ	50	59	9
5	MF	47	60	13
6	KH	58	58	0
7	HM	62	63	1
8	DK	47	62	15
9	HD	60	61	1
10	YM	51	63	12
11	DM	49	60	11
12	KD	53	61	8
13	RW	48	58	10
14	FR	57	60	3
15	ZH	47	59	12
16	MD	61	75	14
17	NF	54	64	10

18	AZ	53	59	6
19	AI	58	60	2
20	RAW	62	64	2
21	NN	50	70	20
22	ML	47	66	19
23	HJ	60	60	0
24	SRN	66	62	-4
25	MH	61	61	0
26	NS	58	71	13
27	SA	62	62	0
28	EPS	50	63	13
29	DI	47	70	23
30	DP	54	61	7
31	HJ	53	65	12
32	DM	66	70	4
33	EM	61	61	0
34	YM	58	63	5
35	EA	62	73	11
	SUM			277

Mean of Gain (Md).

$$Md = \frac{\Sigma d}{N}$$
$$= \frac{277}{35}$$
$$= 7.9$$

Table 3. Sum of Quadrate of Deviation

No	Students' Initial	Gain (d)	Xd (d-Md)	X^2d
1	TW	7	-0.9	0.81
2	AD	12	4.1	16.81
3	UH	6	-1.9	3.61
4	RJ	9	1.1	1.21
5	MF	13	5.1	26.01
6	KH	0	-7.9	62.41
7	HM	1	-6.9	47.61
8	DK	15	7.1	50.41
9	HD	1	-6.9	47.61
10	YM	12	4.1	16.81
11	DM	11	3.1	9.61
12	KD	8	0.1	0.01
13	RW	10	2.1	4.41
14	FR	3	-4.9	24.01

15	ZH	12	4.1	16.81
16	MD	14	6.1	37.21
17	NF	10	2.1	4.41
18	AZ	6	-1.9	3.61
19	AI	2	-5.9	34.81
20	RAW	2	-5.9	34.81
21	NN	20	12.1	146.41
22	ML	19	11.1	123.21
23	HJ	0	-7.9	62.41
24	SRN	-4	-11.9	141.61
25	MH	0	-7.9	62.41
26	NS	13	5.1	26.01
27	SA	0	-7.9	62.41
28	EPS	13	5.1	26.01
29	DI	23	15.1	228.01
30	DP	7	-0.9	0.81
31	HJ	12	4.1	16.81
32	DM	4	-3.9	15.21
33	EM	0	-7.9	62.41
34	YM	5	-2.9	8.41
35	EA	11	3.1	9.61
SUM		277	0.5	1434.75

$$t = \frac{MD}{\sqrt{\dfrac{\sum x^2 d}{N(N-1)}}}$$

$$= \frac{7.9}{\sqrt{\dfrac{1434.75}{35(35-1)}}}$$

$$= \frac{7.9}{\sqrt{\dfrac{1434.75}{35(34)}}}$$

$$= \frac{7.9}{\sqrt{\dfrac{1434.75}{1190}}}$$

$$= \frac{7.9}{\sqrt{1.20}}$$

$$= \frac{7.9}{1.09}$$

$$= 7.25$$

Degree of freedom:

df = N – 1

   = 35– 1

   = 34

From the T distribution it is found that t-table for t 0,05 = 2.14

So, T-test > T-table = 7.25 > 2.14

DISCUSSION

Based on the result of the statistical computation using a t-test, the result showed that there were significant differences between pre-test and post-test score. The result of t-test was 7.25. If the t-test was compared to t-table with the degree of freedom 34 as stated in hypothesis testing, the t-test 7.25 was higher than the t-table 2.14. Therefore, based on the hypothesis testing, the Ha was accepted and the Ho was rejected, the theory was verified. It means that applying English songs to improve students' speaking ability is effective for teaching speaking and absolutely students' speaking ability were increasing and had good improvement on them. After getting the treatment, the students were more enthusiastic and motivated to speak, they also enjoyed it when presented the material.

Meanwhile, students got easy to speak something and also more enjoyable to spread out their idea by listening to the English songs and the teacher also helped the performance of individual students directly. So, the students did not nervous about how to say things in a foreign language based on their idea. In addition, they had self-confident to tell a story in front of the class. The use of English songs to improve students' speaking ability also gave some advantages both teacher and students.

CONCLUSION

The writer concluded that: English songs is an effective media to use in improving students' speaking ability in Speaking I at the second semester of English Education Department students of STKIP Bina Bangsa Getsempena Banda Aceh. It can be seen from the score obtained by the students before using English songs or in pre-test shown that they got 55 of mean score. The students' ability in post-test is improving after applying English songs in the process of teaching learning speaking. It is shown from the students post-test of mean score that they got 63. The total score after applying English songs in the process of speaking was higher than before. It can be known from the mean of t-test score is 7,25 that was greater than t-table 2.14. It means that there was an improvement of students' speaking ability by using English songs.

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