TEACHING SPEAKING THROUGH POPULAR ENGLISH SONG

Abdul Haris Adnan, Patuan Raja, Sudirman

abdul_haris9203@yahoo.com

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah Lagu Populer Bahasa Inggris dapat meningkatkan kemampuan berbicara siswa, dan aspek apa yang paling dipengaruhi oleh lagu populer bahasa Inggris sebagai media. Peneliti menggunakan desain pre-test dan post-test dalam penelitian ini. Setelah meneliti siswa kelas X di SMAN 14 Bandar Lampung, ditemukan bahwa ada peningkatan yang signifikan dalam kemampuan berbicara siswa. Data tersebut menunjukkan bahwa nilai rata-rata membaik dari 41,5 (pretest) ke 64 (posttest) dengan nilai signifikansi 0.000 dan tanda < α (0,000 <0,05). Kosakata mendapat kenaikan tertinggi dimana nilai rata-rata meningkat dari 9,5 (pretest) sampai 13 (posttest). Dapat dikatakan bahwa Lagu Populer Bahasa Inggris dapat meningkatkan kemampuan berbahasa siswa dan kosakata menjadi aspek yang paling dipengaruhi oleh lagu populer bahasa Inggris sebagai media.

The purpose of this study was to determine whether Popular English Song can improve students' speaking ability, and what aspect was most influenced by popular English song as media. In this study, the researcher used one group pre-test and post-test design. After doing research on X grade students at SMAN 14 Bandar Lampung, it was found that there was a significant improvement in their speaking ability. The data shows that the average value improved from 41.5 (pretest) to 64 (posttest) and the significance value 0.000 and a <α (0.000 <0.05). Vocabulary got the highest increase in the average value from 9.5 (pretest) to 13 (posttest). The results showed that the Popular English Song can improve students speaking ability and vocabulary is most influenced by popular English song as media.

Keywords: *Song, Speaking, Vocabulary.*

INTRODUCTION

The same as the other languages, English is divided into four skills which are listening, speaking, reading, and writing. As we know that the main function of language is a means of communication, people are forced to be able to use it for communication. To succeed in communication with people from different country, people need to use English as a means of expressing messages. Acccording to Byrne

(1984) speaking is oral communication. It is a two way process between speaker and listener involve productive and reactive skill of understanding. However, today's world requires that goal of teaching speaking should improve students' communicative skill, because only on that way students' can express theme selves by their argument and opinion, and learn how to follow the social and cultural rules appropriate in each communicative cirumstance.

The demand in English based on KTSP curriculum of SMA states that SMA/MA students should be able to use language in informational level. Arriving at informational level means that the students are expected to be able to access knowledge and information from the target language (English) by their language skills. There are four skills of language to be taught by English teachers of SMA/MA, i.e., listening, speaking, reading, and writing (Depdiknas, 2006:307). There are many problems that make students unable to speak English, such as: students' lack of vocabularies, lack of grammar, lack of pronunciations, lack of practice and also they are afraid to speak English. They need strategies in speaking to help them speak grammatically, fluently and communicatively.

There are many factors that influence students' ability in speaking. The teaching qualities, particulary approach, method and techniques used in teaching process are important. It is the English teacher's responsibility to create and to determine an effective approaches, methods and techniques to attract students' interest.

In line with the problems faced by the students in speaking above, the researcher is interested to use an enjoyable approach that can motivate and give the students opportunity to speak or express their ideas. One of the media is by using Popular English Song. According to Jamalus (1975), song is art to express people's feeling trough words and tone. Song consists of several sentences. A simple song usually consists of four sentences (Jamalus, 1988). By singing a song students have a chance to express their feeling.

The previous study done by Setiyawan (2013) concludes that song can be used to improve students' listening ability in identifying the specific information from the song lyrics for Senior High School students. It makes the students aware of their purpose of listening and can motivate them to identify the specific information in the song lyric, and also makes them enjoy the listening activity.

The study proves that song can make the students interested in learning and it can also also improve their listening ability in identifying the specific information in the song lyric. From the previous study, the researcher see the opportunity to use song as a media not only for developes students receptive skill but also productive skill. Because of that reasons, the researcher used song as a media in teaching speaking. Because when students are accustomed to listening to English songs they will easily recognize the utterances of the singer and also the message that the singer want to deliver. That's why the researcher used songs to find out the effectiveness of English song in teaching speaking.

Dealing with the background problems and theories that have been explained above, the researcher formulates the research questions as follow:

1. Is there any significant improvement on students speaking ability after being taught by using popular English song at the first grade students of SMAN 14 Bandar Lampung?
2. What aspects of speaking is most improved after being taught by using popular English song?

METHOD
This research was designed as a quantitative research. In order to know whether popular English song can improve speaking ability of the student or not, the researcher used one group pre-test and post-test design. It is conducted using one group pretest posttest design. The result is gotten from the comparison of the two tests (pre-test and post-test) (Setiyadi, 2006:170).

The population of this research was the first grade of SMAN 14 Bandar Lampung. The researcher used one experimental class to be treated. The population selected by using random technique sample. The researcher chose the class that has moderate score in English subject.

This research used two instruments namely pre-test, post-test in order to answer the research questions. Therefore, one pre-test and one post-test design was used. Between the two tests there were treatments held in three meetings. In this research, the learning materials were focused on KTSP curriculum of senior high school, which considered suitable pronunciation, grammar, fluency, vocabulary and comprehension for thei level. All students were asked to speech in order to maintain their speaking ability and as elf-confidence. Specifically, this study investigates whether students' speaking ability improve or not through monologue speech.

The procedures of this research were first, preparing the lesson plan. Second, preparing the material. Third, administering pre-test. Fourth, conducting treatment. Fifth, administering posttest. The last, analyzing the test results. The analysis of the results was aimed to know whether popular English song can improve students' speaking ability significantly in each aspect or not. The researcher analyzed the data by using SPSS.
Hypothesis of this research was:
H^0 : There is no significant improvement on students' speaking ability
H^1 : There is significant improvement on students' speaking ability
If the significant > 0.05, Ho is accepted, but if the significant < 0.05, H_1 is accepted.

RESULT AND DISCUSSION
The research used pre-test and post-test as the instruments to collect the data. The test was speaking test. The researcher scored the students speaking ability used the Oral English Rating sheet proposed by David Haris (1974: 84). The whole result of pre test and post test are presented in the following table:

Table.1 The Result of Pre Test

Score	Frequency	Total	Percent
24	1	24	3.34
28	4	112	13.33
32	5	160	16.66
36	2	72	6.67
40	5	200	16.66
44	4	176	13.33
48	2	96	6.67
52	1	52	3.34
56	2	112	6.67
60	4	240	13.33
Total	30	1244	100
Mean	41.5		
Minimum	24		
Maximum	60		

The mean score of the student's speaking test in pretest was 41.5 and the maximum score was 60 while the minimum score of the test was 24. The table above also shows that student who got 24 was 1 student. The students who got 28 were 4 students. The students who got 32 were 5 students. The students who got 36 were 2 students. The students who got 40 were 5 students. The students who got 42 were 3 students. The students who got 44 were 4 students. The students who got 48 were 2 students. The student who got 52 was1 student. The students who got 56 were 2 students. The students who got 60 were 4 students.

The result of posttest was explained in the following table:

Table.2 The Result of Post-Test

Score	Frequency	Total	Percent
52	1	52	3.34
56	3	168	10
60	8	480	26.66
64	9	576	30
68	5	340	16.66
72	1	72	3.34
76	1	76	3.34
80	2	160	6.66
Total	30	1924	100
Mean	64		
Minimum	52		
Maximum	80		

The mean score of the student's speaking test result in Post-test was 64 and the maximum score in the class was 80 while the minimum score of the class was 52. The table above also shows that student who got 52 was 1 student (3.34%). The students who got 56 were 3 students (10%). The students who got 60 were 8 students (26.66%). The students who got 64 were 9 (30%). The students who got 68 were 5 students (16.66%). The student who got 72 was 1 student (3.34%). The student who got 76 was 1 student (3.34%). The students who got 80 were 2 students (6.66%). In the test we also have aspects which used as a basic foundation to score the students' speaking ability and each of aspect also had score.

From the table above we can see that there was significant improvement in students' speaking ability. Based on the results above, researcher analyzed the significance of the improvement from pre-test and post-test. The data were analyzed by using SPSS. It shows that the significant was less than 0.05. The table of t-test result can be seen as follows:

Table.3 T-Test Result in pretest and posttest

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	64.1333	30	6.60059	1.20510
	Pretest	41.4667	30	11.09126	2.02498

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	
					Lower	Upper			
Pair 1	Posttest Pretest	2.266.667	923.760	168.655	1.921.729	2.611.604	13.440	29	.000

Null hyphothesis is rejected if t-value > t-table with the level of significance at < 0.05. From the data above, it could be seen that t-value (13.440) > t-table (2.042) and level of significance 0.00 < 0.05. It means that there was an improvement of students' speaking ability after the implementation of popular English song as media in teaching speaking.

Then, to see in what aspect of speaking is mostly affected by popular English song, the researcher compared the mean score of students' speaking test in each aspect as can be seen on the table below:

Table.4 The Gain of students' speaking improvement in each aspects

Aspects of Speaking	Mean Score in Pre Test	Mean Score in Post Test	Gain
Pronunciation	9.5	13.3	3.8
Fluency	7.3	11.7	4.4
Grammar	7.1	11.7	4.6
Vocabulary	*8.3*	*13.2*	*4.9*
Comprehension	9.3	13.5	4.2

From the table above we could see that the mean score of each aspect as improved after popular English song had been implemented in class. The first improvement came from Pronunciation which is the mean score improved from 9.5 to 13.3. It means that song give possitive impact in students pronunciation because song consists of repeated words that can easily imitated by the students. The second improvement came from Fluency aspect which is the mean score of pretest in fluency aspect was 7.3 and the mean score 11.7 in post test. The gain of this aspect was 4.4. It means that song and song lyrics has given the improving in students' speaking in Fluency. The third was Grammar which is The mean score of pretest was 7.1 and the mean score 11.7 in post test. And the gain of this aspect was 4.6. It means that there is an increase in students' speaking in Grammar content. Which means that the material that delivered by the researcher was appropriated with the standard in selecting song as a media and also as the material. Vocabulary is the forth improvement aspect which is the mean score in pre test was 8.3 and the mean score in post test was 13.2. The gain of this aspects was 4.9. It means that song has given an improvement in students' vocabulary because song includes repeated words that can easily remembered by the students. And the last came from Comprehension aspect. The mean score of this aspect in pre test was 9.3 and the mean score in post test was 13.5. The gain of this aspect was 4.2. It means that popular English song has built their interest in order to comprehend the material that was delivered by the researcher.

Finally, we can conclude that Popular English Song can be a good media of teaching to increase students speaking ability. The result showed a positive increase in students' speaking ability development. The errors occurred during the research can be fixed by giving them longer treatment so; they have more time to develop their skills.

CONCLUSIONS

Based on the findings in the fields and from the statistical report in the last chapter, some of conclusion can be drawn as follows:

1. There were significant improvements found in the research. It can be seen from the statistical report in the chapter before. The t-value in this research was more than t-table and the significance score was less than 0.05. There were significant improvements in all aspects of speaking. It shown from the t-table of every aspect which has bigger value than t-table and the significance was less than 0.05.

2. The most significance improve among all aspects is vocabulary. It shown from the gain of each aspect. Vocabulary became the aspect which is most significantly improved by 4.9 gains.

SUGGESTIONS

Referring to the conclusion above, the researcher's suggestion can be listed like the followings:

- The English teachers who want to apply Popular English Song as a media are suggested to focus on certain aspects of ability to improve. It is done in order to ease the students. If the teachers do not focus on certain aspects of ability, the students will get confused since there are aspects of ability that they have to look for.

- Since there is positive effect in improving students' speaking ability after being taught by using popular English song, English teachers are suggested to use English song in teaching speaking. Speaking is essential that most students considered as difficult skill.

- In order to make the lesson was easy and interesting, the teacher have to clever in using an interesting way or strategy that attract the students attention and interest. They should also use any media in teaching. Popular English song is one of effective media that can be used in teaching speaking. The teacher should be able to select the appropriate topic or theme for their students. Teacher can find it from any sources or make it by themselves. Then, it brings into the class and uses it as teaching media collaboratively with any interesting techniques and activities. By doing this, the students are motivated in joining the class. They also will not get bored in teaching learning process.

REFERENCE

Byrne, Donn. 1984. *Teaching Oral English*. New Jersey: Longman Group Ltd.

Depdiknas. 2006. *Curriculum for Senior High School Students*. Jakarta: Depdiknas.

Harris, D. 1974. *Testing English as A Second Language.* New York: Grow Hill Press.

Jamalus, Drs. 1975. *Music 11.* Jakarta: N.U. Masa Baru.

Jamalus, Drs. 1988. *Pengajaran Music Melalui Pengalaman Music*. Jakarta: Departemen Pendidikan dan Kebudayaan.

Setiyadi, Ag. B. 2006. *Metodologi Penelitian untuk Pengajaran Bahasa Asing, Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.

Setiyawan, Dito. 2013. *The Effectiveness of teaching Listening Comprehension Through English Songs At The Eleventh Grade of SMAN 12 Bandar Lampung*. Unpublished Script. Bandar Lampung. University of Lampung