

## IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH ENGLISH SONG

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**Abstract:** The purpose of the research is to improve students' speaking ability through English Song. The research was conducted in order to solve the problem encountered in the classroom; the students are not interested in speaking English. To collect the data, the writer chose speaking test, observation checklist, and field notes. The writer and research collaborator apply them to know the improvement of students' speaking ability through English Song in each cycle. Through field notes, the writer reflected students' performance in a meeting for the next cycle. The research took 3 cycles. The subjects of this research were 38 eighth grade class G students of SMPN 2 Sintang in academic year 2013/2014. On first cycle, 5.3 % students scored from 80–100 (good to excellent), 34.2 % students scored from 60–79 (average to good), 13.2% students scored from 50–59 (poor to average), and 47.4% students scored below 50 (poor). On second cycle, 21.1% students scored from 80–100 (good to excellent), 26.3 % students scored from 60-79 (average to good), 18.4 % students scored from 50 – 59 (poor to average), and 34.2 % students scored below 50 (poor). On third cycle, 44.7 % students scored from 80–100 (good to excellent), 39.5 % students scored from 60–79 (average to good), 15.8 % students scored from 50–59 (poor average), and 0 % students scored below 50 (poor). After analyzing students' score, the writer concluded that students' speaking ability had been improved through English song.

**Keywords:** Speaking ability, English song

**Abstrak:** Tujuan penelitian ini adalah meningkatkan kemampuan berbicara siswa melalui lagu berbahasa Inggris. Penelitian dilakukan dengan tujuan mengatasi masalah yang ditemui dikelas: siswa tidak tertarik berbicara bahasa Inggris. Untuk pengumpulan data, penulis memilih tes berbicara, ceklis untuk observasi, dan catatan lapangan. Penulis dan kolaborator menerapkannya untuk mengetahui peningkatan kemampuan berbicara siswa melalui lagu berbahasa Inggris di tiap siklus. Melalui catatan lapangan, penulis menggambarkan penampilan siswa dalam sebuah pertemuan untuk siklus berikutnya. Penelitian memerlukan 3 siklus. Subyek penelitian ini adalah 38 siswa tingkat 8 kelas G di SMPN 2 Sintang tahun ajaran 2013/2014. Pada siklus pertama, 5.3 % siswa mendapat nilai dari 80–100 (baik ke sangat baik), 34.2 % siswa mendapat nilai dari 60–79 (biasa ke baik), 13.2% siswa mendapat nilai dari 50–59 (buruk ke biasa), dan 47.4% siswa mendapat nilai dibawah 50 (buruk). Pada siklus kedua, 21.1% siswa mendapat

nilai dari 80–100 (baik ke sangat baik), 26.3 % siswa mendapat nilai dari 60-79 (biasa ke baik), 18.4 % siswa mendapat nilai dari 50 – 59 (buruk ke biasa), dan 34.2 % siswa mendapat nilai dibawah 50 (buruk). Pada siklus ketiga, 44.7 % siswa mendapat nilai dari 80–100 (baik ke sangat baik), 39.5 % siswa mendapat nilai dari 60–79 (biasa ke baik), 15.8 % siswa mendapat nilai dari 50–59 (buruk ke biasa), dan 0 % siswa mendapat nilai dibawah 50 (buruk). Setelah menganalisa nilai siswa, penulis menyimpulkan bahwa kemampuan berbicara siswa telah meningkat menggunakan lagu berbahasa Inggris

**Kata Kunci: Kemampuan berbicara, lagu berbahasa Inggris**

In teaching English as foreign language, teacher should be able to guide and facilitate the students in learning activity therefore the students are able to use the linguistic rules in meaningful communication. Widdowson in Larsen-Freeman (2000: 121) said that students may know the rules of linguistic usage to be able to use the language. Therefore, the teaching language in education should be able to help the students to use the foreign language they learn to communicate in social context. According to Setiyadi (2006) teaching methods have been introduced in language teaching for a long time. The new methods have been developed based on theories of the language teaching and learning.

Learning to communicate in a foreign language is the result of a very complex process of language acquisition. When young learners are starting to learn a foreign language, the process of learning resembles the process of learning one's mother tongue: after a period of listening to a foreign language in the classroom (exposure), children try to repeat some of the utterances they hear. Slattery and Willis (2001: 43) stated, although repetition of set phrases does not mean that children are acquiring language it is still very important. They argue that repetition prepares children for meaningful communication in several ways: by helping them to get used to saying English, by allowing them to practice the intonation pattern, and by enabling them to gain confidence, especially if the teacher gives lot of praise.

However, it is contrary to the real situation in class, especially at the eighth grade class G of SMPN 2 Sintang. Speaking activities do not work well in the classroom because of several factors. The writer and English teacher at SMPN 2 Sintang seldom use English when we explain English lesson to the students because they do not see. A few the English teachers at SMPN 2 Sintang seldom ask the students to practice in front of the class to perform speaking their speaking. The writer and English teacher at SMPN 2 Sintang often teach it using written text and asking them to choose a, b.c.d as the correct answer. The writer and English teachers at SMPN 2 Sintang seldom use teaching aids to teach it.

The writer used a media that can encourage the students. English Song, in the writer's opinion and her background, is of one of the potential activities for students to listen to pronunciation of English words well, and give them enjoyment because they are bored with habitual teaching by their teacher. Griffee (2001: 10) said, "song is part of music that your sing through words. It closely related to speaking, because speaking is an action of having a communication

with the others in using oral language. Oral language can be defining simply just an activity which is combining the words together into something understandable.

Based on the explanation above, the writer decided to conduct the Classroom Action Research to the eighth grade class G students of SMPN 2 Sintang in academic year 2013/2014. This research is expected to solve the problems of the students in speaking and to improving the students' speaking ability through English Song.

Using a song can improve students speaking skill also their pronunciation, vocabulary and fluency. Gripee (2001: 39) said "teaching English using song has many advantages for students in improving their pronouncing in British and American". Song is part of daily for most people who doesn't enjoy music at home, while travelling and even at work. Language teachers can use song to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle know language. To improve students' speaking skill, the teachers need to motivate students through singing a song that make the students more interested in improving their speaking skill and more enjoyable to practice their speaking with certain technique.

There are many key studies that have proved that including songs in learning English processes is a very useful tool. Morales (2008) consider that when students sing they may improve English speaking skills and practice pronunciation. In addition, they can discuss the different topics in the lyrics like love, hate, revenge, and in this manner, they can practice speaking by expressing opinions and reflections about the contents of the songs. According to Orlova (2003) these are some of the advantages for working in class with songs: (1) Practicing the rhythm, stress and the intonation patterns of the English language; (2) Teaching vocabulary, especially in the vocabulary reinforcement stage; (3) Teaching grammar, in this respect, songs are especially favored by teachers while investigating the use of the tenses; (4) Teaching speaking, for this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions; (5) Teaching listening, because music can be helpful for comprehension; (6) Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc.

Teacher should take into consideration that songs can develop language skills, and bring enjoyment and fun into the classroom. As Schoepp (2001, para. 8) suggest "The factors." The affective filter is one of the five hypotheses that Krashen presents. Krashen (as cited in Schoepp, 2001, para. 6) adds that sings are one of the methods that achieve a weak affective filter and promote language learning, and can be used to present to topic; practice language; stimulate discussion of attitude and feeling; provide a comfortable atmosphere and bring variety and fun to learning.

Using song to teach English breaks with the daily routine and adds new elements such as enjoyment or fun. Children have a great capacity to themselves; they are usually absorbed by the activity and want to continue with it. They are not always aware that they are learning a language" (Moon 2000: 6), supported by an article in eHow (1999-2013), titled "How to Use Songs.

Another significant reason to use songs in the English Classroom is that music can help language learners to learn good pronunciation. Melodies and rhymes guide learners to speak in a native cadence” (Farrug 2008 in [www.teftulnes.com](http://www.teftulnes.com), 2010). This means that, through the use of music with lyrics, we can clear up pupils’ heads and make them gain strength before starting a new lesson, for example, the choice of song is a very relevant issue for the success of the English class. According to Morales (2008) States that teachers have to careful when choosing a song. It should have the right characteristics to fulfill students’ needs in terms of the learners’ context and the possibilities the song gives them in order to introduce new elements of language teachers want the students to have contact with. Therefore, careful selection of the songs is important according to the level of speaking that students have, and it is advisable that songs could be selected for them, according to their interest.

## **METHOD**

The aim of a research is to solve the problem. It is necessary to describe to design to be used when research is conducted. In this research a classroom action research design is used. The writer organized the different tasks to teacher that helped this research. One of the English teachers helped the writer as a research collaborator, who collected the data while students did these activities. In some opportunities, research collaborator helped the writer to observe the class and to evaluate the process. It is considered that action research was very helpful in developing the teaching.

Ferrance (2000: 1) says that action research is a process in which participants examine their own educational practice systematically and carefully by using the techniques of research. Classroom action research is always started with a particular problem found in teaching and learning process that insists to be solved. The solution should be based on the real problem. It means that specific treatment is required to solve the specific problem. Cresswell (2008: 597) states that the educators may use action research if they have specific educational problem to solve.

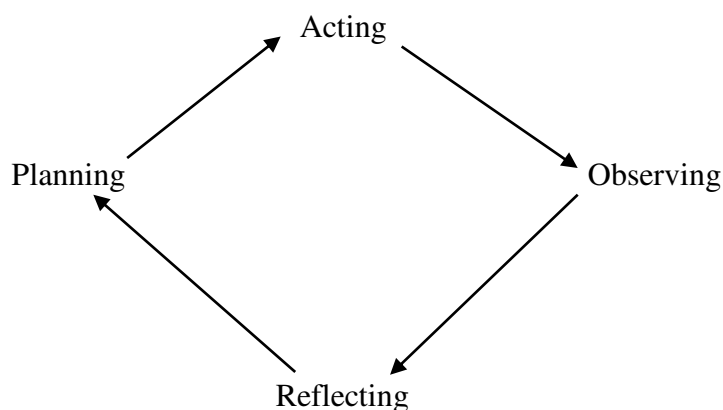
Hopkins (2006: 31) writes that the procedures of Classroom Action Research involves four steps, they are planning, acting, observing and reflecting. As the purpose of this research was to know the teaching of students’ speaking ability through the implementation or interactive CD in speaking class, so the appropriate design of this research was Class Action Research (CAR). Kemmis and Mc Taggart (1992: 10) cited in Cohen, et.al (2000: 227) argue that to do action research is to plant, act, observe, and reflect more carefully, more systematically life. In addition, Madya (2007) said that classroom action research consist of four stages, which embody planning, acting, observing, and reflecting.

Mills (2000) in Cresswell (2008: 597) states that action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve the ways their particular educational setting operates, their teaching, and their student learning. It means that the teachers should study or identify issues or problems that the students face in order to improve their teaching and learning practice. In addition,

Kemmis and Mc Taggart (1988) in Cohen, e.al (2005: 227) state that action research is a form of self-reflective inquiry undertaken by participants in a social situation in order to improve the rationality and justice of their own social or educational practice as well as their understanding of these practices and the situations in which practices are carried out.

Burn (2000: 444) states that there are four basic characteristics of action research, they are: (1) Action research is situational; diagnosing a problem in a specific context and attempting to solve it in that context; (2) It is collaborative, with teams of researchers and practitioners working together; (3) It is participatory, as team members take part directly in implementing the research; (4) It is self – evaluative; modifications are continuously evaluated within the ongoing situation to improve practice.

Kurt Lewin as cited in Arikunto (2006: 92) describes that action research as a cycle of steps which consists of four steps: planning, acting, observing and reflecting. The relationship of these four steps can be seen in following picture:



- Planning : How to make a better activity
- Acting : The action of plan in the real treatment
- Observing : To see how the process of the treatment
- Reflecting : Reflect what have been done and decide the next action

This research is conducted three cycles, where the writer used English Song entitled I Have a Dream in the first cycle and the second cycle, while Mother How Are You Today in the third cycle. There are four procedures of this research, namely planning, acting, observing, and reflecting.

In planning, the writer prepared lesson plan, teaching media, observation sheet and field note. In this stage, the writer plan the material through English Songs entitles “I Have a Dream” and “Mother How Are You Today”.

In acting, the writer used the step of the lesson plan in teaching process. First, the writer asked the students to open text book Let’s Talk page 125. Then, the writer played CD Westlife and the students to listen the English song entitled “I Have a Dream”. The writer played the song twice so the students can listen the pronunciation clearly. After that, the writer explained form and features tenses

that used in the song and questions in the text book page 125 and the English Song entitled “Mother How Are You Today” as follow: (1) Simple present tense; (2) Present Perfect Tense; (3) Sentences with to verb following the adjectives (S+be+adjective+to verb); (4) Gambit; (5) Simple Future Tense; (6) Simple Past Tense. Finally, the writer asked the students to answer 5 questions to perform them in front of the class. The writer asked the students one by one in front of the class alphabetize.

In observing, the writer observed the students’ perform in classroom and collected the data with an English teacher who became the research collaborator. The data consisted of the result of the students’ speaking in the classroom that described in the result of scoring table in three cycles, and the teaching learning process is described in the field note and checklist table. The data is analyzed by the writer to understand whether the result is satisfactory or not.

In reflecting, the writer and the collaborator discussed the result the students’ speaking perform; to know what have been achieved, obstacles faced, and the solution for those obstacles to be used in the next cycle.

### **Technique and Tool of Data Collecting**

Techniques of Data Collecting applied in this research are measurement and observation. In measurement, the writer measured students’ performances result each cycle through speaking assessment where students are asked to answer 5 questions related to English Song orally; one by one in front of the class through alphabetize. Meanwhile in observation, the writer observed the students’ performance by using observation checklist and alphabetize.

There are four Tools of Data Collecting used in this research, namely Speaking Assessment, Learning Goals, Field Note, and Observation Checklist. In Speaking Assessment, students are asked to answer 5 questions orally related the English Song one by one in front of the class alphabetize in each cycle. The example of students’ speaking task used in data collection is in the first cycle, the writer used the song entitled I Have a Dream.

For the Learning Goals, through this lesson, students are expected to be able to: (a) Giving personal information; (b) Giving opinions; (c) Giving and responding an opinion about something; (d) Asking for an agreement and responding to an agreement; (e) Answering question related to the song entitle “I Have a Dream”; (f) Study Items : English song entitled “I Have a Dream” ( by Westlife from Let’s Talk by Bachtiar Bima M, Cicik Kurniati, Grade Eighth for Junior High School page 123 )

I Have a Dream  
I have a dream, a song to sing  
To help me cope with anything  
If you see the wonder of a fairy tale  
You can take the future even if you fail  
**Chorus:**  
I believe in angels  
Something good in everything I see  
I believe in angels

When I know the time is right for me  
 I'll cross the stream,  
 I have a dream  
 I have a dream, fantasy  
 To help me through reality  
 And my destination  
 Make it worth the while  
 Pushing through the darkness  
 Still another mile  
**(back to chorus)**

**Speaking Assessment Questions:**

- 1) What would you do to achieve your dream?
- 2) What's the destination of your live?
- 3) Do you like singing English Song?
- 4) What is your favorite one?
- 5) What is the wonder thing about you?

In Field Note, the writer asked the collaborator to write down and record students' speaking ability and students' behavior started from the first cycle, the second cycle, until the third cycle.

Observation Checklist contained list of objectives that the research collaborator checked when observing a class. Observation checklists became the guideline for the writer to specific feedback on aspects of the class.

**Tabel 1 Observation Checklist**

Aspects	Activities	Cycle I		Cycle II		Cycle II	
		Yes	No	Yes	No	Yes	No
1. Students	a. Students listened to the song seriously.	√		√		√	
	b. Students could sing the song with good pronunciation.		√		√	√	
	c. Students enjoyed studying speaking in the class through English song.		√		√	√	
	d. Students understood the grammar related to the song.		√	√		√	
	e. Students could answer the 5 questions found in the song well.		√	√		√	
	f. Students spoke fluently to perform speaking in front of the class.		√	√		√	
	g. Students were attentive to what the teacher explained; about the grammar of the English song entitled "I Have a Dream" and "Mother How Are You Today?"		√	√		√	
2. Teacher	a. The teacher provided lesson plan, teaching media, and teaching material.	√		√		√	
	b. The teacher could stimulate the students' interest in speaking through English song						

	entitled “I Have a Dream” and “Mother How Are You Today?”			
	c. The teacher could explain grammar related to the English song.	√	√	√
	d. The teacher could sing the English song well.	√	√	√
	e. The teacher asked students to repeat the song together.	√	√	√
	f. The teacher observed students’ difficulties about grammar, vocabulary, and pronunciation.	√	√	√
	g. The teacher motivated students to listen the English song through cassette, CD, and TV.	√	√	√
	h. The teacher gave students the opportunity to state their difficulties.	√	√	√
	i. The teacher answered students’ questions that they did not understand.	√	√	√
	j. The teacher evaluated students’ speaking performance in front of the class, one by one.	√	√	√
	k. The teacher concluded students’ performance like their lack of grammar, vocabulary, and pronunciation.	√	√	√
3. Environ- ment	a. Mainly, students were interested in speaking class through English song entitled “I Have a Dream” and “Mother How Are You Today?”	√	√	√
	b. All students joined the speaking class seriously.		√	√
	c. Some students had no confidence in themselves in speaking class.	√		√
	d. All students understood grammar and they could pronounce English song very well.		√	√

### Technique of Data Analysis

The writer used Table 4.3 Test of Spoken English rating scale (ETS, 2001: 29)

**Table 2 Spoken English Rating Scale (ETS, 2001: 29).**

Aspect	Description	Score
1. Functional competence	1. Functions perform clearly and effectively	60
	2. Functions general performed clearly and effectively	50
	3. Functions performed somewhat clearly and effectively	40
	4. Functions generally performed unclearly and ineffectively	30
	5. No evidence that functions were performed	20



2. Socio-linguistic competence.	1. Use of linguistic features always almost always effective; communication not affected by minor error.	60
	2. Use of linguistic features generally effective; communication generally not affected by errors	50
	3. Use of linguistic features somewhat effective; communication sometimes affected by errors	40
	4. Use of linguistic features generally poor; communication often impeded major errors.	30
	5. Use of linguistic features poor; communication ineffective due to major errors	20
3. Discourse competence	1. Appropriate response audience /situation	60
	2. Generally appropriate response to audience/situation	50
	3. Somewhat appropriate response to audience/situation	40
	4. Generally inappropriate response to audience/situation	30
	5. No evidence of ability to respond to audience/situation	20
4. Linguistic competence	1. Coherent, with effective use of cohesive devices	60
	2. Coherent with some effective use of cohesive devices	50
	3. Somewhat coherent with some use of cohesive devices	40
	4. Generally inappropriate response to audience/situation	30
	5. Incoherent, with no use of cohesive devices	20

To get students mean score the writer uses a mean score formula as follow:

$$M = \frac{\sum X}{N} \times 100 \%$$

M	=	the students' mean score
$\sum X$	=	the sum of student's score
N	=	the number of student

**Table 3. The Criteria of Mean Score:**

Students' Score	Qualification
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Poor

## FINDING AND DISCUSSION

### Research Findings

The results of test were analyzed by using the formula below:

$$M = \frac{\sum X}{N}$$

M	=	the average percentage of students' actions
$\sum X$	=	the sum percentage of students' actions
N	=	the number of the students' being observed

**Table 4. The Criteria for Mean Score**

Range	Qualification
80 - 100	Good to excellent
60 - 79	Average to good
50 - 59	Poor to average
0 - 49	Poor

$$\text{Max score} = 60 \times 4 = 240$$

$$\text{Students' score} = \frac{\text{Right score}}{\text{total of number}} \times 100$$

The writer conducted this Classroom Action Research through English Song. The writer asked the students to speak in front of the class one by one serially in accord with alphabet to answer 5 questions based on the Song above. The speaking test is given at every cycle in English lesson for eighth grade students class G of SMPN 2 Sintang in Academic Year 2013/2014.

### **Discussion**

The purpose of this research was to improve students' speaking ability through English song. This research was conducted in order to solve the problem related to speaking lesson in eighth grade students at SMPN 2 Sintang. Mainly students had no confidence in themselves when the teacher taught speaking lesson in the classroom. They were afraid of making mistakes or laughed at their friends because they seldom practice using media by their teacher. The teacher always teaches speaking class by asking them to choose among a, b, c, d for the correct answer. Students were bored until they feel different when the writer taught speaking class. Students did not understand grammar, lack of vocabulary, and they could not pronounce English words well.

Based on the condition above, the writer chose English song to improve speaking ability of eighth grade students at SMPN 2 Sintang. The writer had created new atmosphere to avoid boredom in students studying speaking in the classroom. Teaching English song was one of techniques that could be applied to teach speaking lesson because English, in the writer's opinion, was one of potential activities that could enrich vocabulary, grammar, and they could listen good pronunciation through English song. Students should not be passive, enjoy, and showing seriousness in speaking lesson.

The writer began teaching learning process for speaking with the students described as follow: (a) in apperception, the writer and students prayed together, after that the writer called the roll them. The writer gave brainstorming by asking the students some questions and their answer period their friends by using expression asking for giving information, asking for an agreement and responding an agreement, giving and responding opinion about something or someone; (b) in motivation, the writer told the students that this material was very important and the competency must be mastered by the students. Whilst speaking activities for students consisted of three activities namely exploration, elaboration, and

confirmation. In exploration, the writer asked the students to open the book "Let's Talk" then the writer played the English Songs. After that the writer asked the students to listen the song twice. After that, the writer and the students sang the song together once. In this activity, the writer explained form and features grammar related of the song namely, simple present tense active and passive voice, present tense active and passive, future tense active and passive voice, question words : what, where, when, who, how. Simple past tense active and passive voice, sentences with to verb following the adjective {s + be + adjectives + to verb}. After finishing explained the grammar to the students, the writer ask the students answered 5 questions that found in text book "Let's Talk" and ask them to look for too difficult words in English dictionary. In Elaboration phase, the students finished answered 5 questions in their work sheet the writer ask the students to answer 5 questions that by the writer in front of the class one by one manner of alphabet to perform their speaking. In Confirmation phase, the writer motivated students who did not participate active, answered students' questions, gave assessment, and thanked the students who had been active in every the activities of the speaking class. The writer answered students' questions that they have not known yet.

In observing stage, the writer observed the result about planning and acting of the whole process. The writer observed students' response. Result of the writer's observation that the students were lack of vocabulary, grammar, and they cannot pronounce English words well. Then the writer took speaking test. A few students fled of from the classroom because they were very afraid, and only a few the students were interested, they were at average that had good mark on all subject. They had no confidence in themselves. The weakness of the students on speaking skill was the English teachers that teaching speaking did not interesting and really made them quickly bored. As example myself was an English teacher seldom uses English when teaching learning process. If the writer uses a lot of in English class, the students did not understand her explanation.

In reflecting stage, the writer reflected what has been done previously. The writer concluded that students lack vocabulary, grammar, and having difficulty to pronounce English words and listening as well. Then, the writer decided to continue the action for next meeting. The writer tried new ideas to solve the problems found during in the acting stage, which covered the following aspects: (1) The writer asked the students to listen more English Song so that they can pronounce English words well; (2) The writer explained about grammar and pronunciation as well; (3) The writer asked students to bring English dictionary to learn vocabulary, listen to English Song from the TV to know how to pronounce like native speaker to motivate the students so that they can be interested to speak, the writer will give them present to the best participant; (4) the writer would use English language to them when teaching in class; (5) The writer will monitor students well; (6) The next cycle, the writer managed the class well.

From the result of the students in the first cycle were unsatisfactory. The most of students had problem in grammar, vocabulary and pronunciation. The students interested only listening to English song but they were afraid when the writer gave test of speaking in front of the class. There a few students on purpose

cut class when teaching learning process. Most the students were passive and so were indifferent but a few of them have showed seriousness. The students who spoke English well were the best students in class.

The second meeting, the most students were serious and they had interested in speaking class. They had started to comprehend grammar but a few of them still made error grammar, pronunciation, lacking vocabulary too. The students were not focusing only a few. Even as the writer came in the class they were very happy and they asked the writer played the English song. So in this stage the students showed little progress than previous.

The third cycle, the students speaking ability showed better than the second cycle. The most students were fluently to answer 5 question of the writer. Only a few students have not comprehended grammar yet. Most students were interested and they were focus when the writer did test speaking in front of the class.

In conclusion, from the result of analysis, the research finding of the class room action research was satisfactory. The students' speaking ability through English song had improved. The students were very enjoyment much. Even until this moment when the writer taught at the eighth grade, the students always ask to teach the English song. So, learned speaking by using English song as them form part of enjoyable experience.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the discussion by the previous part, the conclusion can be described as the students' speaking ability through English song the eighth grade year class VIII G of SMPN 2 Sintang was improved. This classroom action research was conducted in three cycles with four main stages – planning, acting, observing, and reflecting. The students' score improved step by step, until the score at the third cycle of students achieved criteria completeness minimal (KKM) of SMPN 2 Sintang to English class.

Teaching English speaking through English song was enjoyable for students as they found few atmosphere, enjoyable experience, enriched vocabulary, grammar, and pronunciation. The students have to be more active to do transactional conversation with their friend. The writer acted as a questions maker directly asking them one by one in front of the class by alphabetizing their name.

In conclusion, from the result of analysis, the writer found out that teaching speaking lesson through English song had improved students' speaking ability and also gave them enjoyment. Students became not passive again and they were very happy and showing seriousness when the writer taught English speaking in the classroom at SMPN 2 Sintang.

### **Suggestion**

Seeing the result of data of analysis, the writer would like to provide advantageous suggestions as follow: (1) The English teacher has to explain grammar clearly to students because without mastery it the impossible can speak well by their teacher; (2) The English teacher has to use interesting media so that the students do not boring; (3) The teachers have to give assignment to student to

learnt more vocabulary and listening English song, so they can mention English well; (4) the teacher has to motivate the students so often to listen English song so that they can pronounce English language well; (5) The English teacher does not give option answer too often to students, because it can cause the students to be passive and they are inclined guess (6) The English teacher has to use English when English class is going on; (7) The teacher has to give the students English homework to role play to their friend; (8) The English teacher has to ask the student every so often present their speaking in front of the class; (9) The English teacher has to have enough preparation before going on English class.

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