

DEVELOPING SPEAKING SKILL OF THE TENTH GRADE STUDENTS THROUGH ACOUSTIC SONG

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Abstract

This research was aimed at finding out whether or not the use of acoustic song can develop the speaking skill of the tenth grade students at PPM Al-Istiqamah Palu. This research applied a pre experimental research design involving only one sample group. The sample of this research was selected by a cluster sampling technique. The instrument of data collection was a test which was given to the research sample as pre-test and post-test. The data gathered were analyzed statistically. The result of the data shows that the t- counted value (15.35) was greater than the t- table value (1.721) by applying 0.05 level of significance and 21 (22 – 1) degree of freedom (df). It means that the use of acoustic can significantly develop the students' speaking skill.

Keywords: Developing; Speaking Skill; Acoustic Song.

INTRODUCTION

Languages exist in the world have the same function, that is, as a tool of communication. A language as a means of communication holds an important role in daily activities of human life. The language can be used by anyone to interact with each other in expressing ideas, feelings and experiences to other people in a community.

Speaking is a productive skill that plays an important role in communicating to other people. We express our ideas, command, request, arguments, opinions and the likes by the use of language through speaking. In other words, speaking is vital in human daily communication. Speaking skill can also be defined as oral communication that shows how well the speaker is able to arrange the words in order to express his or her thought and can be understood by the listener. Byrne (1976:8) states, "Oral communication is a two-way process between the speaker and the listener and involves the productive skill of speaking and receptive skill of understanding". He explains that both speaker and listener have a positive intention to perform. The speaker has to encode the message to be conveyed in appropriate language, while the listener (no less actively) has to understand and decode the

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message or what the speaker means. Speaking as one of the language skill should be given serious attention in teaching learning process. Both teacher and student have to do an effort to improve the teaching and learning of speaking. The main concern as language teacher is not to inform the students the language but to develop their ability to use the language for a variety of communicative purposes.

There are three components of speaking that should be mastered by the students in learning speaking. Firstly is accuracy, the measurement of accuracy can be viewed from a good pronunciation when somebody speaking. A good pronunciation can make the listeners easy to understand what is being talked about by the speakers. Secondly is fluency, fluency is the ability to express oneself intelligibility, reasonably, accurately, and without under hesitation (otherwise communication may break down, because the listener loses or gets impatient). It means that purpose of speaking is also fluency. They have to express their ideas accurately without under hesitation and influenced by their mother tongue. Finally is comprehensibility, comprehensibility is the most important factor in communication. Both speaker and listener should understand what they are talking about. Comprehension about the message is very difficult. If we cannot comprehend the message that means we are not successful in communication. In short, the language must be understandable.

Many students who have studied English still get trouble in speaking. Most of them still have lack of confidence in performing or speaking English to each other, they are afraid of making mistakes, especially in mispronouncing, constructing words and lack of vocabulary. In learning English, particularly in learning speaking, the students always encounter difficulty. They have to study hard to overcome their difficulty in learning English. The fact is that they have tried to force themselves to study hard but they still get unsatisfied remarks. Their learning does not guarantee them with a good result. Therefore, English teacher should consider about their students, for example considering what factors make the students have poor mastery in speaking and how to develop teaching methodology, speaking in particular, as good as possible.

Underwood (1986:69) states, “The successfulness of learning English is not only greatly affected by the teachers’ way of teaching but also the students’ vocabulary mastery, students’ interest and environment where the teaching learning process is taking place”.

Those factors belong to external factors and internal factors. Underwood (1986:70) states, “The external factors affect learning while internal factors are their vocabulary mastery, the students’ interest, grammar and comprehend ability.

For many reasons, students feel insecure in receiving a new language. Therefore, song and music can help the students relax and create an enjoyable classroom atmosphere. Songs can arouse student interest in learning a foreign language, because songs may have a powerful impact on use. Furthermore, a song can make students happy and relax, as Ohoiwutun (2005: 69) states, “Using games, songs, quizzes, and poems in teaching can make students enjoy themselves in the classroom so that, they can optimize their performance”.

Dealing with the quotation above, the researcher concluded that the students are not interest in learning anything which is not attractive to them, especially, when the classroom atmosphere is monotonous, they are bored. There is nothing can be done without having interest, because it can motivate the students to do something. Elder (1994:3) states, “The low motivation and interest of the students in learning English, speaking in particular will increase their achievement in speaking”. It is best that the teacher provides teaching material that the students may have interest on. To overcome this, they need variation in teaching learning process. Therefore, acoustic song can be used to solve it.

Acoustic song is a short musical composition made of mutually dependent words and music that together will produce a unique aesthetic response and played by a musical instrument whose sound is not electrical. Acoustic song is a kind of audio-visual aids and audio aids which plays an important role in teaching learning process. In teaching process, the teacher needs to use some techniques and media to motivate the students to learn the lesson. The teacher should try to find out a suitable technique or media in teaching. In teaching speaking, the teacher may apply a song as a media. The teacher plays a song several times in order that the students can remember, pronounce, or even interpret the words in the song. It will make students more interested and enjoy in learning English.

The researcher chose an acoustic song as a media in this research process to make the students more interesting and easier to get the meaning and information in teaching and learning process, as this genre of music is a little bit slower and easier to be listened by the students than other genres. In other side, the students are easier to listen to the songs carefully and get the meaning or information from the songs

Related to the words containing in lyrics of a song, it can be concluded that the use of acoustic song can be a useful to teach speaking. It provides not only a material of vocabulary but also an example of pronouncing the words accurately, fluency, and comprehensibility.

METHODOLOGY

This research was pre-experimental research. By applying one class as the research object without using control class or control group. Preexperimental research adopts the one group of pretest and post test design. Best (1981:69) states, "Preexperimental research for it either provides no control group, or no way of equating groups which are used". To make it clear, the research design is illustrated as follows:

Q₁ X Q₂

Where:

Q₁ = pre-test
Q₂ = post-test
X = treatment

Population is the object of the research. The object can be people or things. According to Best (1981:8), "The population is any group of population selected for observation or analysis." In this research, the population is the tenth grade students of PPM Al-Istiqamah Palu which consists of 3 classes. Each class consists of 22 to 28 students. The total number of the students is 73 students and all of them become the population of this research.

The sample is taken from the population. Through the sample, researcher described the condition of population. Gay (1996:111) states, "Sampling is the process of selecting a number of individuals for a study in such a way that individuals represent the larger group from which they were selected". To give the opportunity of every subject to be the sample, the researcher applied cluster sampling technique. It means that sample is selected randomly in groups. The researcher selected one class out of three classes as his sample of this research. The researcher wrote the name of each class in a piece of paper. Those all papers are folded and put it into a can. Then, he shake the can and the paper fall down first was the sample of this research.

There are two kinds of variables: the independent and dependent variables. The dependent variable of this research is students' speaking, while the independent variable is the use of acoustic song as the media and small group discussion as a technique in teaching.

The researcher used two kinds of instruments in collecting data. The first one is non test instrument, observation. The second one is test instrument, consisting of pretest and posttest.

Before conducting the treatment, the researcher observed the condition of the classroom, media of teaching and technique which is used by the teacher to teach speaking

to the students and how students' reaction during the teaching learning process. After that, the researcher used a test as the instrument of the research. The test consists of pre-test and post-test. Pre-test is the test given to the students to measure their speaking skill before getting the treatment. It was done before conducting the treatment while post-test is the test given to the students by the researcher to measure the students' speaking skill after the treatment.

In testing the students' speaking skill, the researcher considered to their accuracy, fluency, and comprehensibility. To measure the students' speaking skill, the researcher used the scale of scoring in order to understand the score of the students quantitatively with a number. It classified into five levels, based on Heaton (1988: 102):

1. (8.6) to (10) is classified as a very good user.
2. (7.0) to (8.5) is classified as a good user.
3. (5.6) to (6.9) is classified as a competent user.
4. (3.6) to (5.5) is classified as a limited user.
5. (0) to (3.5) is classified as an intermittent user.

The result of observation described descriptively. The result of students' score in pre test and post test analyzed statically. To analyze the individual's standard in pretest and post test, the researcher used formula which is designed by Purwanto (1991:102) as follows:

$$Np = \frac{R}{SM} \times 100$$

Where:

- Np = student's individual score
 R = raw score
 SM = maximum score
 100 = constant number

To count the mean score of the students both in pre test and post test, the researcher used the formula designed by Sukardi (2005:88) as follows:

$$Rerata \text{ atau } X = \frac{\sum x}{N}$$

The researcher, then, applied the formula which is designed by Sukardi (2005:90) to find the mean deviation of pre test and post test difference from each students as follows:

$$D = \frac{\sum \text{posttest} - \sum \text{pretest}}{N}$$

Next, the researcher computed the square deviation by using formula proposed by Sukardi (2005:90) as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$ = the sum deviation squared in each subject

$\sum d^2$ = sum of square deviation

N = number of students

After getting the students' individual standard score in pretest and posttest and find the difference, the researcher analyzed the effectiveness of the treatment by applying the formula design which quoted from Sukardi (2005:91) as follows:

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

Where:

t = t-counted

Md = the mean deviation of pretest and posttest difference

$\sum x^2 d$ = the sum of square deviation

N = number of students

1 = constant number

FINDINGS

Before applying the treatment, the researcher gave the test to the students. This test was called a pre test. The researcher conducted the pre test to know the students' speaking skill before treatment.

Having noted the pre test score, the researcher counted the mean score of the students by applying the mean formula as proposed previously. The researcher added all of the standard scores and divided with the number of the students. After computing the mean score of experimental group in pre test, the researcher counted the mean score of pre test was 25.45. It indicated that the tenth grade students of PPM Al-Istiqamah were low in speaking.

After giving the pre test, the researcher conducted the treatment in six meetings, by applying an acoustic song as the media in teaching speaking to the students. It was applied to know whether the using of acoustic song can develop the students' speaking skill or not.

After doing the treatment, the researcher administered test to the students. This test was called a posttest. The researcher conducted post test to know the students' skill after

doing the treatment. After computing the mean score of the students' post-test, the researcher totaled the students mean score in post-test. The formula used was the same as in pre-test.

The researcher got mean score of post test was 45.75. It indicated that it had a significant progress of mean score in the pre test to the post test after treatment. It proved that the students' mean score in the post-test or after treatment was developed. In other words, the use of acoustic song was effective in teaching speaking to the students.

After calculating the mean score of the students of both pre test and post test, the researcher computed the deviation and the square deviation of the students score in pre test and post test. The result was presented in the following table:

Table 3:
The Deviation of Post-test and Pre-test

No	Students' Initial	Standard Score		Deviation	
		Pre test	Post test	(d)	(d) ²
1	Abd	20	53.33	33.33	1110.88
2	Ah	26.66	40	13.34	177.95
3	Al	26.66	46.66	20	400
4	Ar	33.33	53.33	20	400
5	Ba	26.66	46.66	20	400
6	Cha	20	40	20	400
7	Fa	26.66	53.33	26.67	711.28
8	Ib	26.66	60	33.34	1111.55
9	Il	20	46.66	26.66	710.75
10	Im	20	40	20	400
11	Ir	20	46.66	26.66	710.75
12	M. Al	33.33	46.66	13.33	177.68
13	M. An	26.66	60	33.34	1111.55
14	M. Ar	33.33	53.33	20	400
15	M. Fa	20	40	20	400
16	M. Fa	33.33	53.33	20	400
17	M. Iv	20	40	20	400
18	M. Yu	26.66	66.66	40	1600
19	M. Ya	26.66	40	13.34	177.95
20	Mu	20	40	20	400
21	Ra	26.66	46.66	20	400
22	Ro	26.66	53.33	26.67	711.28
Total		559.92	1066.6	506.68	12711.62

Having counted the mean deviation, the researcher then computed the sum of square deviation. Furthermore, the researcher needed to analyze the data statically in order to know the significance between pre-test and post-test.

The result of the test showed that there was a significant difference of the students' achievement before getting the treatment and after getting the treatment. It was proved by the testing hypothesis. The researcher found that t-counted value (15.35) was higher than t-table value (1.721). It means that the application of acoustic song can significantly develop the students' speaking skill.

DISCUSSION

Before conducting the treatment, the researcher observed the condition of the classroom, media of teaching and technique which is used by the teacher to teach speaking to the students and how students' reactions during the teaching learning process. The

observation was one of the research instruments which aimed at knowing and learning the whole situation in the class and the teachers' way in teaching English.

In teaching learning process, the teacher used English and Bahasa Indonesia to interact with the students. In the beginning of the class, the teacher asked some questions to get students' attention in the process of learning. The students' responses were quite passive toward the teacher question. Some students were afraid of speaking English because when they got mistakes in speaking, their friends will laugh at them. At the end of the teaching and learning process, the teacher motivates and encourages the students to keep study English.

After finishing the observation, the researcher applied the test as the main instrument in collecting the data. The aim of the test is to measure the students' speaking skill before getting treatment. The test covered pre test and post test. The researcher gave a pre test in order to know the students' speaking skill before the treatment conducted. The researcher prepared some topics for the students and asked them to choose one of the topics then described it orally in pre test. While the post test known after the treatment, in order to know the significant difference in the achievement of the test in speaking skill.

Related to the result of students' pre test, none of the students was passed the test. The researcher maintains the standard score of pre test was 45. Meanwhile, the highest score in pre-test was 33.33. In pre-test, there were 4 students who got the highest score (33.33) and there were 8 students who got the lowest score (20). It shows that, there were no students who passed the standard score. The percentage of students who got score lower than 45 was 100%. It indicated that the tenth grade students of PPM Al-Istiqamah were still low in speaking,

The researcher counted the students' mean score of pre test was 25.45 while the students' mean score of post test was 45.75. There was a difference of the students' mean score before getting the treatment and after getting the treatment.

Related to the result of students' post test, most of the students were passed the test. There was 1 student who got the highest score (66.66) in post test, while there were 8 students who got the lowest score (40). It shows that, there was a difference of the students' mean score before getting the treatment and after getting the treatment. The percentage of students who got score lower than 45 was 32%.

By comparing the students mean score in pre-test and post test, the students' speaking skill was developed after getting the treatment. The score of the students in post test was higher than the student's score in pre test. This showed that the students' speaking

skill is getting better after the treatment and therefore, it can be concluded that the use of acoustic song was effective in teaching speaking.

Having counted the result of testing hypothesis, the speaking skill of grade tenth students at PPM Al-Istiqamah Palu can be developed by using acoustic song as a media of teaching. By applying 0.05 level significance degree of freedom = $N - 1 = 22$, the researcher found that the value of t-counted was higher than the value of t-table. There was a significant development of the students' speaking skill after applying an acoustic song in the treatment. It means that the used of acoustic song was effective in teaching speaking.

CONCLUSION AND SUGGESTIONS

By regarding to the statistical analysis and the result of the research, the researcher drew the conclusion of this research. The researcher concluded that the use of acoustic song can significantly develop the students' speaking skill. It was proved by comparing the students mean score in pre-test and post test. The students' speaking skill was developed after getting the treatment. The score of the students in post test was higher than the student's score in pre test. This showed that the students' speaking skill is getting better after the treatment by applying an acoustic song as the media of teaching speaking and also proved by the result of the statistical analysis where the t-counted (15.35) was higher than the t-table (1.721); it means that the hypothesis of this research was accepted.

The researcher provided some suggestions were addressed to the students and the teacher in order to make a better improvement in the future. First, for the students, they were expected to increase their vocabulary mastery and keep practicing their speaking, so they can build a good interaction with others. Finally, for the teachers, it expected to be an additional input in applying various media and techniques in teaching speaking to increase the students' interest in learning more about English.

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