

A QUALITATIVE STUDY ON THE USE OF SONG TO TEACH SPEAKING SKILL

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Abstract

This article aims to investigate the activities existed in the pre, whilst, post activity that were conducted and how the teacher assessed the students' speaking ability in the class. The research design of this study was descriptive qualitative analysis. The main subject of this study was the tenth grade students of SMA Islam Nusantara Malang. The research was conducted three meetings. This study used two kinds of main instruments; they are observation checklist and field notes. It is focused on descriptive qualitative analysis since since the results present in the form of describing words rather than figures or tables with statistical measures. The result of this study showed that teaching and learning speaking through songs helped the students to improve their vocabulary mastery and make them more excited in joining the speaking class. The use of song to teach speaking skill also helpful for the students' pronunciation and make the students easier to practice speaking anytime they want.

Keywords: song, speaking skill

INTRODUCTION

As an international language, English holds an important role in many aspects, in this case of the education in Indonesia. It is one of the beneficial subjects for students. Referring to the decision of the education department of Indonesia, English is officially chosen as one of subjects that is considered important for passing an examination for graduation especially for junior and senior high school students. At those grade, the students study four common skills, in English, such as speaking, reading, listening, and writing. Among those four skills, speaking is considered necessary to improve students' vocabulary and pronunciation in communicating with other people. Along the same line, Paskalia (2014) defined that speaking is a way to share ideas, stories and experiences, to respond to what people say, and to give an argument and to interview. Besides, many professions require capability in English, such an interviewer, public speaker, reporter, newscaster, travel guide, translator, and so on. It is in line with, Brown and Yule (2000) explained that speaking is to express

people's need, request, information, service, etc. People does not only speak to other about what they want but also what they feel. It indicates that people must be able to speak English if they want to have a good job or career, especially in international scale.

Unfortunately, there are several problems faced by the English teacher in teaching speaking, it is supported by Harahap et al (2015), students are not interesting to learn English because they think that English is not easy to be mastered, especially speaking skill. They said that speaking is difficult since there is grammatical structure in speaking, so students were worried if their sentence were not correct. In line with the previous study, Christamia (2014) points out that the students very noisy in the class, but when the teacher asked them to speak they became quiet and afraid of speaking since their pronunciation was not good. Based on the researcher's observation, the students had low motivation in learning English, especially in speaking activities. The researcher also found that the students were still not familiar to the English sounds and pronunciation. Subsequently, Nurvia (2016) found that students have many problems in speaking. The students difficult to speak English in front of class, because they were not confident, felt shy and lack of vocabulary and another factors the students are lack motivation to practice English as a foreign language in daily conversation. Related to the researcher's own experience on the teaching practice, there are many difficulties faced by the students such as lack of vocabulary, nervous and doubt to express their ideas in English.

Considering the facts above, there would be a need to implement a new appropriate strategy to improve students' speaking ability. To strengthen this point, the teacher should design the best technique by using songs to teach speaking in the class. According to Hakim (2014) defined that song is a group of arrangements which consists of lyrics and elements of music like rhythm, melody, harmony and expressions. Moreover, a song is a musical composition for the voice of several voices, and short poem sing by a singer. Israel (2013) also stated that song is poetry set to motion. Song in a second language enhances the learning of that target language. Paskalia (2014) claimed that song can used by the teacher to improve the students' motivation in learning English. By using song as media of teaching, students will be braver to speak English in the class. Moreover, the students will work in a group or individually. In the teaching and learning process, songs will

improve the interaction of the students and make the students more interested with the classroom activities. Every student will have conversation with other students by using English. Jack (2013, as cited in Vernon, 2006) explained that English songs bring energy to the classroom and boost students' confidence. Overall, the writer claims that song can guide the students to be active learners in every activity in the class.

The researchers in the using song in EFL classes are significantly applied by some researchers including Christamia (2014), Kirmantoro (2014) and Olivares, Bernal & Romero (2012).

The similar study conducted by Christamia (2014) about using songs and puppets to improve students' speaking skill. In this study, the researcher used CAR design and it was done in two cycles. The song type is song for beginner level and the result shows that the students were more motivated in learning English and to be involved in speaking activities. The students also were more active in the speaking activities during the teaching and learning process.

Kirmantoro (2014) taught English by using alternative rock song of the eleventh grade of SMAN 1 Pleret to improve students' speaking skill. The research was carried out through action research that consisted of two cycles. The data were in the forms of qualitative and quantitative. The qualitative data were in the forms of field notes, interview transcripts, questionnaire and photographs. The quantitative data were obtained from the test results of pre-test, post-test 1 and post-test 2, and questionnaire data. Overall, the result shows that the use of alternative rock songs improved the students' fluency, pronunciation, vocabulary and accuracy.

The last research is carried out by Romero et al (2012) this study aimed to encourage sixth graders to develop English speaking skills by using song. The result shows that the students could pronounce many words freely and accurately in a non-threatening environment. Students acquired new vocabulary and, the most important aspect, they were motivated to learn English.

From the three previous studies above, the previous researchers not discussed the teaching and learning by using song and only focused on classroom action research as the research design. The different gap taken from subject or types of song applied by the researcher. Most of the previous studies used

classroom action research on the use of song to teach speaking skill and descriptive qualitative has not been implemented. It can be concluded that the teaching and learning by using song need to be more investigated in the present study.

This study is conducted in order to describe the activities existed in the pre, whilst, post activity that were conducted and how the teacher assessed the students' speaking ability in the class. The research question is formulated as follows: How does the teaching and learning speaking through song runs in the class?

RESEARCH METHOD

This study refers to descriptive qualitative analysis in which the researcher serves the detail information and facts finding regarding the use of song to teach speaking skill in teaching and learning process in the form of descriptive analysis and aims at how the researcher investigated pre-activities conducted before begin the class, how the use of song to teach speaking skill run during the class, what the researcher and the students do in the post activities. Alberta (2016) asserted that qualitative research is predominantly an emergent process, whereby the designs and outcomes are formed as the research takes place. In line with that, Civille et al (2017) claimed that descriptive qualitative analysis refers to a set of methods that aim to summarize the sensory characteristics of products using technical language.

This qualitative study was conducted in SMA Islam Nusantara Malang. The researcher decided to use the tenth grade students especially X IPA as the main subject of this study since these participants is the one class which have some problems in speaking skill and the material of song is given in second period and also to adapt with the schedule of the class. In this research, the researcher used two kinds of main instruments; they are observation checklist and field notes adopted from Sukma (2014). It is focused on descriptive qualitative analysis since the results present in the form of describing words rather than figures or tables with statistical measures.

In this study, the researcher will define how she collected the data including from two steps they are; observation checklist and field notes.

Observation checklist, this observation checklist it was done by one teacher and one collaborator. Additionally, they only gave the comment and remark upon the observation checklist provided during the teaching and learning process.

Field notes, this section had the same criteria as observation checklist including: assessing from the English teacher and one collaborator. They gave notes regarding toward students' attendance, learning situations, students' orderliness in the learning process and the observers comment and suggestions for the researcher.

To get valid data and avoid untrustworthiness, the researcher employed some kinds of effort in collecting data as well as elaborated in previous subchapter. Two ways of collecting data namely observation checklist and field notes. This study used method based as data triangulation and used peer observer; English teacher and one collaborator. The observation done with three times observation. "The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might arise from an initial pilot study" (Olsen, 2004:3). Then, through the two efforts of data collection there are several types that can be recognized:

Synchronizing the data, from this the teacher will make the comparison between data observation checklist with field notes. From those instruments, the points that has already stated in observation checklist section is synchronize with one and another instrument which is field notes.

Dealing with the data analysis, in this part the researcher described the data from observation checklist and field notes. For the analyzing data, the researcher adopted 3 components according to Miles and Huberman (1994:10) that analysis can be define as consisting as three current flows of activity they are; data reduction, data display and drawing conclusion.

Data reduction; the researcher took almost all of information from raw data included from observation checklist and field notes. Then, the researcher selected important information and cut irrelevant data.

Display data; after the data being reduced, the researcher displayed the data and explained the main important detail information that had been being selected in the form of written text. It is focused on investigating the pre-activities conducted, how the teaching and learning speaking through songs runs during the class, what the researcher do in the whilst and post activities.

Drawing conclusion will be the last step of this research. After knowing the facts and phenomena in the class and narrated in written text, the researcher utilizes them to draw the conclusion. The researcher makes sure that the data displayed is valid in order to get accurate conclusion.

FINDINGS

Pre-speaking activities

At this part, the teacher greeted the students and asked about the students' favorite English song. In response to the question, some of the students mentioned about some titles of English songs, there are heal the world, call away, all of me, my love and someone like you.

Then the teacher asked the students' opinion about learning English by using song. Some of the students were very excited because they were very love music and the class will be fun. The students asked about the title of song that will be played by the teacher. The teacher began to introduce the title of the first song to the students. Some of the students respond that they knew about the song and the singer. After that, the teacher gave some sentences from the lyric of the song to the students and asked them to guess the meaning based on the context of the sentence. Then the teacher and the students discussed about vocabulary of the lyric of the song and how to pronounce it.

Whilst-speaking activities (Meeting 1)

First, teacher asked the students to make a group which consists of 3 students. Then the teacher distributed the worksheets containing choosing the correct word and spelling the pronunciation based on the lyric of the song. After that, the teacher explained the worksheet that students had to do when the song played. Second, the teacher told the students that they will be played the song and the lyric. For the first time, students just listened while read the lyric and they should identify the lyric of the song. For the second time, the students should listen carefully since it was the last time the teacher played the song. And for the last time, the students checked the unfamiliar word and fill the blank. The students exchange their work and

discussed the answer. After that, the teacher asked the students to discuss their understanding about the lyric of the song.

Whilst-speaking activities (Meeting 2)

In this meeting, the teacher gave the students other song. The title was 'Heal the World' by Michael Jackson. But before the song played, the teacher gave some questions to activated students' background knowledge. For examples; what do you think about the song in the previous meeting? What the contents is about? Is the song have the deep meaning? After the students answer the questions, the teacher asked them to practice the pronunciation of unfamiliar words that they filled in the first meeting individually. Then the teacher asked the students to write some sentences on the whiteboard by using 5-6 words of the song. After that, the teacher asked the students to payed attention when the song is played. In this second meeting, the students must listen carefully and identify the meaning of the song. Since, it will be the test for the students in the last meeting. The last, the teacher asked one question related to the title of the song. For example; any one knows about the meaning of the title of the song?

Whilst-speaking activities (Meeting 3)

In this meeting, the teacher test the students' speaking ability. The teacher asked the students to express their ideas about Michael Jackson's song entitled 'Heal the World' in front of the class. The students already knew about this song in the second meeting. Almost all of the students enthusiastic and they tried to do their best. Here, the teacher observed the students' speaking and pronunciation. Some of the students' speaking is good. The students explained the song with very deep meaning.

Post-speaking activities

Before the teacher ended the class, the teacher asked the students difficulties in the class, especially when they explained the meaning of 'Heal the World' song. Most of the students said that they had no difficulty in pronounce the words because they already knew the song before. Then, the teacher invited the students to sing the song together before ended the class.

DISCUSSION

Pre-speaking activities

The descriptive analysis shows that song is one of the materials that exist in

KD (Kompetensi Dasar) 3.9 and 4.9 in the syllabus of the tenth grades students in senior high school. In pre-activity, the speaking class was introduced in an interesting and effective way by giving several questions related to the material about song. In response to the question, some of the students mentioned about some titles of English songs. While the teacher asked the students' opinion about learning speaking by using song, some of the students were very excited because they were very much love music and they become motivated with the material. It is related to the theory from Nurvia (2016) that song is a tool to help students in learning English language especially able to increase students' motivation. From this case, using songs to teach speaking is become a good strategy since the students are more active and motivated to learn English. The teacher used pop songs to teach speaking skill in the class and adjust with the students' level. It is line with, Lems (2005) that the key points are that the teachers love the song and to teach students with it. Therefore, if the teachers really love the song, chances are most of the students will have big excited for the songs that their teacher selected. It can make the teacher easy to carry on the lessons deeply and emotionally.

Whilst-speaking activities (Meeting 1)

In line with this, before the researcher applied the strategy of teaching speaking through songs, the teacher chose the appropriate songs for teaching according to the level of speaking that the students' have and according to their own interest. Form this case, it is related to the theory from Ludke (2009) to teach speaking through song, teacher should make some preparation, such as find a song in the target language with challenging (but not too difficult) lyrics, taking into account the proficiency level of learners and their favorite song. Decide which aspects of the song will be the lesson's main focus and prepare a short description of the singer, the style of music, or the song. When the students sing a song, they also increase their English speaking such as vocabulary, grammar, fluency and pronunciation. In line with that, Israel (2013) stated that song is poetry set to motion. Song in a second language enhances the learning of that target language.

Whilst-speaking activities (Meeting 2)

In this part, the teacher gave the students another song. In choosing the songs, the teacher should be creative and know what the students' needs. The teacher should choose songs that appropriate with students' genre and their favorite songs. Thus, the students will be excited and enjoy the class. It is line with, Allen and

Valette (1977) argued that teacher can bring the students to class with different kinds of instruments and with these attempts to sing songs they love. Besides, those way can motivate the students to learn English easily. Before the second song played, the teacher gave some questions to activate the students' background knowledge. It is supported by the theory from Millington (2011) that songs can be used to reinforce questions teach in the classroom. From this statement, it can be conclude that song is effective way to teach speaking. Since this strategy is not only increase the students' speaking ability, but also increase their motivation toward learning English.

Whilst-speaking activities (Meeting 3)

Giving the test to the students is effective way to know their speaking improvement during the use of song to teach speaking is implemented. In this part, the students must speak up and express their ideas about Michael Jackson's song entitled 'Heal the World' in front of their friends. In line with this case, Griffie (2001) noted that song is a part of music that people sing through words. It closely related to speaking, because speaking is an action of having a communication with the others in using language orally. From the test, the teacher can check the students' pronunciation, grammar, vocabulary and fluency during the students' performance in front of the class.

Post-speaking activities

In this section, the teacher actively encouraged questions to the students what they do not understand, asked questions to monitor the students' understanding, listen carefully and respond appropriately to the students' questions and the last is invited the students to sing the song together before ended the class. This finding related to the theory from Mol (2009) stated that teachers can use songs to open and close their classes, to describe teaching materials and topics, to make the class enjoyable and give the students some new words.

CONCLUSION AND SUGGESTIONS

Many kinds of teaching and learning in the classroom activity required best technique to improve students' capability in speaking. From this case, the English teachers has a critical role in assisting their students understanding about the topic given. Therefore, the teaching and learning speaking through song is carried out in this study to investigate the pre-speaking activity, whilst-speaking activity and post-speaking activity.

The result of this study showed that teaching and learning speaking through songs helped the students to improve their vocabulary mastery and make them more excited in joining the speaking class. The use of song to teach speaking skill also helpful for the students' pronunciation and make the students easier to practice speaking anytime they want.

Based on the result of this study, researcher purposes the suggestions for English teachers and future researcher. For English teachers, teaching English to the students should be supported with the use of appropriate media to get students' interest in learning English. The English teacher should be creative to create good atmosphere when the class is carried out, so that the students will be more excited and more enthusiastic in teaching and learning process. They can use song as a simplest and easiest strategy to teach English to the students. Meanwhile, future researcher it will be better to conduct the same research with the accurate instruments since the present study adopted the research instruments from the previous researcher. Therefore, it is expected for the future researchers to adopt the newest version of observation checklist, field notes and the number of meeting upon the use of song to teach speaking skill can cover up the weakness of this study.

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