

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Speaking, as one of the basic skills in English, is important in order to use English actively. “Communicative and whole language instructional approaches promote integration of listening, speaking, reading, and writing in ways that reflect natural language use. But opportunities for speaking and listening require structure and planning to support language development. This digest describes what speaking involves and what good speakers do in the process of expressing themselves” (Hornby : 2000). Means, without speaking can be said that communication cannot be done optimally.

“Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (Brown, 1994; Burns & Joyce, 1997 in Khoironiyah, 2011: 3). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language or

sociolinguistic competence. In other hands, speaking has its own structures, and conventions different from written language.

Another definition, Ramelan (1994: 1) said that language is a means of communication with other people, as a tool to express his ideas and wishes without language is hard to imagine how people can cooperate. We can see from this statement if the main factor, the main purpose, fundamentally in communication is language. By speaking with others, we are able to know what kinds of situation are in the world. Speaking is effective way to communicate although student usually prefer to write. It is because speaking takes less time than writing. When speaker can speak English fluently, both speaker and native speaker can enjoy the conversation because they do not need to write and read.

According to Yule (2001: 2) speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In our daily life, we more often speak than write, but in teaching learning process the English teacher seldom pay attention to the speaking activities. The learner should have ability to speak English in order that they can communicate with others and to communicate with the other using speaking, the learner must use the correct pronunciation, so the communication can done fluently. The English language is difficult for Indonesian learners and the goal of language teaching is for communication.

In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. “. . . student of the spoken language spent many hours learning to pronounce the ‘sound of language’ . . .” so, pronunciation in this statement is pressured because most of learner can speak clearly and fluently by using english language but they are less in pronoun or the other word they can not pronoun well.

Another factor that influences the learning process is affective domains. Affective as stated by Brown (2000: 143), refers to emotion and feelings. It is considered in the emotional side of human behavior. Related to the some description above, the researcher proposes to assume that english song is an influential and beneficial teaching strategy can be used to provide opportunities for the student as a flexible method and can be well worth it if the control time is set properly and regularly not only in the classroom but also outside of classroom. It means that by using teaching learning with english song, students get a simple and easy to increase their speaking ability.

However, nowadays most students think that speaking is difficult and it makes them averse to try. In this case, teachers have main role to take interest of the students, so that, the students can enjoy in learning speaking. Therefore, in speaking, students (as speakers) have to be able to think fast to express what they need to say. Students should not have muchtime to recall their vocabularies, or even to open dictionaries. It will be difficult is students do not practice or make speaking English as their habitual.

In MTs N Bendosari Sukoharjo, especially at the second grade, the teachers taught them speaking to do speaking directly. The teacher asked the students to be active to speak. For instance, they were ever asked the students to come forward to do dialogue about greeting, introduction and leave taking. However, the researcher has not found student who can speak English fluently and accidentally. They need to spend much time to think what they will utter and even they need to write into a pice of paper. In fact, the researcher knows that the students have enough vocabularies for practicing speaking. The researcher knows it because she ever taught them for a month, in PPL. She used English 75% in the class and the students could get the point well without asking the researcher about any certain vocabularies. Based on the reasons above, researcher is interested to act directly in applying certain technique for teaching speaking in MTs N Bendosari.

The researcher wants to find out the effectiveness of English Song in teaching speaking skill. English Song can make students more active to explore their ability in speaking. In this case, the researcher want to compare the students' skill in speaking through English Song as an experimental class and textbook as a control class. The reason of this case is to know wheither the students are more suitable and enjoyable with learning by using English Song or with textbook who tauught by the teacher. The researcher conducts a research entitled "The Effectiveness Of Applying English Song In Teaching Speaking Skill At The Second Grade In MTs Negeri Bendosari Sukoharjo In Academic Year Of 2015/2016" (An Experimental Research).

## **B. Identification of the Problems**

1. The students have difficulties in pronunciation.
2. The students can not speak well because the lack of vocabulary mastery.
3. The students need appropriate method to learn speaking.

## **C. Problem Statement**

Based on the background of the study above, the problem of the research is how effective is teaching speaking through English Song at the second grade student's of MTs Negeri Bendosari in the academic year of 2015/2016 ?

## **D. Objective of the Study**

In line with the problem statement above, the objective of the research study is to find out the effectiveness of English Song teaching speaking at the second grade student's of MTs Negeri Bendosari in the academic year of 2015/2016.

## **E. Limitation of the Problem**

In order to focus on the topic, the researcher makes limitations to both the object and the subject of this research. The researcher limited the object into two variables only, English Song as the independent variable and

Speaking Skill as the dependent variable. The study tries to find out the significant of English Song in teaching students' speaking skill.

The student as the sample of this study are from two classes of MTs Negeri Bendosari Sukoharjo, specifically the student at the second grade of MTs Negeri Bendosari Sukoharjo in the academic year of 2015/2016.

## **F. Benefits of the Study**

The result of this research are expected to give benefits both practically and theoretically.

### **1. Theoretical Benefit**

The theoretical benefits of this research are to prove whether there is effectiveness using English Song in teaching speaking skill in the second grade of MTs Negeri Bendosari in the academic year of 2015/2016. Through this research is expected to increase knowledge either for teacher or society. So it can be used as the reference in developing speaking ability in the school. The researcher also hopes that this research will give contribution for the development of education in Indonesia at large gets new knowledge also experience in teaching learning especially in speaking and proving the result of speaking scores between experimental class and control class of student in the second grade students of MTs Negeri Bendosari in the academic year of 2015/2016.

## 2. **Practical Benefit**

The practical benefits are following :

### a. Researcher

The result of the study is usefull for the researcher in order to fulfill the degree of English Department in IAIN SURAKARTA. It is also expected that it can be useful, one day, when the researcher applies this degree in the real life teaching-learning situation.

### b. Teachers

The result of the study was expected to help teachers to get alternative ways in their teaching process, especially by using song in teaching speaking.

### c. Students

The result of the study was expected to be useful for the students to enable them to use the language in a creative way and make them think creatively. They, hopefully, stimulated to use their imagination to find a match between the verbal description and the visual elements presented.

### d. Institution

The result of the study was expected to be useful for all English teachers at MTs Negeri Bendosarito teach their students in English, especially in speaking, without feeling anxiety but cheer the students up and make them smile or even laugh by using appropriate technique.

- e. The other researcher and the readers

They can get the benefit and the advantages from this paper and can be more usefull for all readers.

## **G. The Previous Related Study**

Previous study is aimed to be a scientific need that is usefull to give the clearness and the limitation of information unnderstanding that is used and searched through references to get the relevant data for research. So far as the researcher observation, the literatures discuss about the implementation of English Song that researcher found, give researcher assumption about the success of English Song implementation. The researcher refers to some researches by searching in some references and the researcher used previous studies as follow :

The first is Fendy Mardiansyah's Thesis (IAIN Surakarta, 2014) entitled *The Effectiveness of Inside-Outside Circle to Teach Student Speaking Skill* at the eight grade students of MTs Negeri Surakarta II in the academic year of 2013/2014. In this thesis, Fendy has proved that Inside-Outside technique is effective to teach students' speaking skill.

The second thesis, Fathimah Abdilmughni Kharisma Rohmah (IAIN Surakarta, 2014) entitled *The Effectiveness of Round Robin Brainstroming to Teach Speaking* at the tenth grade students of MAN Klaten in the academic year of 2012/2013. In this thesis, she wanted to identify students speaking skill using Round Robin Brainstorming.



Both theses, encourage the researcher to conduct an experimental research of using technique in teaching student speaking skill in student of MTs Negeri Bendosari Sukoharjo in the academic year of 2015/2016. The differences the previous study and this research are about the population and sample of the study, time of the study the total of variable and reserch design.

## **H. Definition of the Key Terms**

### **1. Effectiveness**

Effectiveness has a same meaning as successful. Therefore the effectiveness of teaching and learning has a meaning the success of teaching and learning to increase the students' competence of learning (in Fauziati, 2009)

### **2. Speaking**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.(Brown, 1994; Burns & Joyce, 1997 in Khoironiyah, 2011: 3).

A skill which deserves attention every bit as much as literary skills, in both first and second languages. (Martin Bygate, 1987)

### **3. Media**

Media is a software that consist of some message nor education information that usually used by some stuff and a stuff (hardware) is a implementation to conceal the message on that way. (AECT, 1977)

#### 4. Song

“Song is part of music that you sing through words. It closely related to speaking, because speaking is an action of having a communication with the others in using oral language”. Griffee (2001:10).

#### 5. Experimental Research

Experimental study is a kind of research that is used to establish a cause and effect relationship between two variable. The researcher aims to establish that one variable, independent variable cause changes in another variable, the dependent variable, (Arikunto, 1998:272).

## CHAPTER II

### THEORITICAL STUDY

In this chapter, the researcher presents the theories that underline the research related to the case that the researcher wants to analyze, namely the use of English song to effect students' speaking skill. It is to give supporting guidance to the researcher to accomplish the research report. The theories consist of the notion of speaking, the element of speaking, the nature of media, definition of song, rationale, and hypothesis.

#### **A. The Notion of Speaking**

Burkart in Alfiantoro (2009: 17) states that speaking is an activity which involves the areas of knowledge, they are mechanics (pronunciation, grammar and vocabulary); it is use of the right words in the right order with the right pronunciation. Speaking is one of four language skills which is very important to be mastered by students in order to be good communicators. Speaking is the verbal use of language to communicate with others (Glenn, 2003 in Rubiati, 2010: 7). Tarigan (1990) in Khoironiyah (2011: 3) defined that speaking is the basic language, because it is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned.

Chaney (1998: 13) states that speaking is the process of building and sharing meaning through the use of verbal and non-

verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. It shows that you are able in English or not. Students have to speak up to deliver what is on their mind and to communicate to other people. Its form and meaning are dependent on the context in which it occurs. We generally use speaking as a means of communication daily interaction.

The presence of speaker and listener is a must to build up a mutual communication in speaking we call communication. Communication is the way individual can show the feeling, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other. Speaking skills is the ability to express opinions or thoughts and feelings to a person or group verbally, whether face or by distance. Alternatively speech is a natural means of communication between members of the public to express their thoughts and as a form of social behavior.

Meanwhile, the Maulida Wilkin (2001) states that the purpose of English language teaching today is to speak. Furthermore Wilkin in Oktarina (2002) states that speaking skill is the ability to construct sentences because communication occurs over the sentences to show the difference in behavior which varies from different communities. Richard (in Nunan, 1992: 34) provides characteristics of communicative competence including: a) knowledge e.g, grammar and vocabulary of the language, b) knowledge of rule of

speaking e.g, knowing how to begin end conversation, knowing what topics that can be talked about in different types of speech events, knowing which address forms should be used with different person one speak to and in different situations, c) knowledge of how to use and respond to different types of speech acts such as requests, apologies, talks, and invitation, and d) knowledge of how use language appropriately.

### **1. The Roles of the Teacher during Speaking Activities**

Speaking is a means to communicate with other people, it can be done in monologues or dialogues. So the role of speaking in human life is so important, because human cannot give normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even, feedback provider as viewed by Harmer (2007:347-348) as follow:

### 1. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may be best opinion. However, teacher may be able to help students and the activity to progress by offering discrete suggestions.

### 2. Participant

Teachers should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions themselves.

### 3. Feedback Provider

When students are in the middle of speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations.

From the description above, the researcher can conclude that speaking activities the teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate to much, and do over correction.

According to Fulcher (2003: 23) “speaking is an ability that is taken for granted, learned as it is through process of socialization through communicating”. Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech (A S Hornby, 2000: 1289).

#### **a. The Elements of Speaking**

There are many difficulties that is encounter by the students in speaking if they want to be a good speaker. In order to be a good speaker, they have to master some elements of speaking. In the speaking, the speaker not only deals in how the sound can be transferred to other and communicates. There are some important elements inside speaking. Chauday (1997:22) said, “speaking has some elements that have to be considered by any speaker: pronunciation, vocabulary, and fluency.”

##### 1) Pronunciation

Pronunciation must be mastered by the students in other that they can communicate, without pronunciation mastery the misunderstanding between students can be ocured.

Todd (2002:17) said, “ human beings are capable of producing an infinite numbers sounds but no language uses more tan a small proportion of infinitive set. And no two

humans' language makes us of exactly the same set sounds. When we speak there is continuous movement of such organ at the time, the volume (soft palate, the lips, and the lunge)."

## 2) Vocabulary

Vocabulary is very important for students to help the students to improve their speaking skill. So, vocabulary can be defined, roughly as the words we teach in the foreign language.

Broadly (1989) said, "vocabulary is knowledge of words and word meaning." Penny (1996:60) said, "vocabulary is one of important aspect in teaching a language, beside grammar and pronunciation as a stock of words used by person.

## 3) Fluency

Fluency is a commonly used notion in foreign language teaching, frequently contrasted with accuracy especially in a communicative language teaching.

Lazaraton (1989) said, "learners should develop all these abilities to acquire a high oral level of the foreign language, but she adds that in recent years, with the influence of the communicative approach, more importance



is given to fluency, trying to achieve a balance with the traditional accuracy.”

In another field, Harmer (2002: 269) in Rubiati (2010: 8) defined that there are four elements of speaking that have to be mastered by the students if they want to be a good speaker. They are connected speech, expressive devices, lexis and grammar, and negotiation language.

1. Connected speech

In connected speech, sounds are modified, omitted, added, or weakened. Effective speakers of English need to be able not only to produce the individual phonemes of English, but also able to use connected speech fluently..

2. Expressive devices

Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3. Lexis and Grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

4. Negotiation Language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need ask for clarification when we are listening to someone else talk.

#### **b. The Purposes of Speaking**

When we want to speak to others, we have to believe that our speech has some purposes. The purpose is very important to be a guide in how we present our ideas. Ralph (1997:7) said, “speech is power, speech is persuading, to convert, to compel”. It is to bring another out of his bad sense into your good sense.

Speaking is very important skill that have to be mastered by the students in English, because by mastering speaking skill they can carry out conversation with others, express their ideas, and exchange the information. As stated by the Khoironiyah (2011: 2) “The success is measured in terms of the ability to carry out conversation in language speaking involves producing, receiving, and processing information”. Learning and speaking English is an important step in settlement process in the real world, because it helps someone obtain better job. Ibrahim Absyie (2011) in Khoironiyah (2011: 9) stated “opens the door for employment, integration,

and education. Speaking can be the first step to clear, effective communication”

Numerous attempts have been made to classify the functions of speaking in human interactions. Brown (1983) said, “made a useful distinction between the interactional functions of speaking (in which it serves to establish and maintain social relations) and the transactional functions (which focus on the exchange of information)”. According to the statement above, can be conclude that speaking is very important for the students who learns a language. Spoken language is used mostly in the communication. It mean that they have to speak in other to express their aims. Therefore, it can be said that without speaking, communication cannot be done optimally.

### **c. Types And Kind of Speaking**

Brown (2004: 141) defined that basically, there are five types of speaking, and they are:

#### **1. Imitative**

It is the ability to simply parrot back (imitate) a word or phrase of possibly a sentence.

#### **2. Intensive**

It is the production of short stretches of oral language designed to demonstrate competence in a narrow

band of grammatical, phrasal, lexical, or phonological relationships (such as intonation, stress, rhythm, juncture). Examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion, etc.

### 3. Responsive

Responsive type is short replies to teacher or student-initiated questions or comments which the replies are usually sufficient and do not extend into dialogues.

### 4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/ or multiple participant.

### 5. Extensive (monologue)

It includes speeches, oral presentations, and story-telling. Language style is frequently more deliberative.

According to the types of speaking above, this research belong to the responsive speaking in which the researcher interview the students by using two or more questions. The researcher asked the students to give their opinion about UN. Kinds of speaking can be divided into two, one direction speaking and two direction speaking (wiwit, 2011):

1) One direction speaking

Is a form of communication one direction, with the one as a speaking and other as a listener.

Example: Talk, Speech

2) Two direction speaking

It has main characteristic the changing position between the speaker and the listener. In a one occasion the speaker become the listener and also the listener become the speaker and it happens until the end of conversation.

Example: Discussion, Debate, Seminar, Symposium

**d. Teaching Speaking**

The goal of the learning and teaching English in senior high school is communicative competence. Based on 2006 TEFL high school syllabus and KTSP teacher of English should teach English to the students communicatively, and encourage the students to have communicative competence by creating the atmosphere of the class that is rich in communication.

According to Nunan in Kayi (2006:1) what is meant by "teaching speaking" is to teach ESL learners to:

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stresses, intonation patterns and the rhythm of the second language

3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter
4. Use language as a means of expressing values and judgments
5. Use the language quickly and confidently with few unnatural pauses, which are called as fluency
6. Organize their thoughts in a meaningful and logical sequence.

Nurgiyantoro (2012: 400) stated that there are other things that can influence the situation of speaking. Those things are the topic of the speaking and the partner in the Communications. Both of them, the topic and the partner are important aspect in assessment of speaking test.

Kimtafsirah, et al (2009: 6) stated that “in teaching speaking, the characteristic of the class should be student’s center, cooperative, the students should work in a small group, and they should be active in discussing the tasks and exercises”.

According to Bashir, Azeem, and Dogar (2011: 36) there are five stages in teaching speaking. They are:

1. Pre-production stage

This stage is also called the silent period. In this stage, the students’ just only imitating what the teacher says.

2. Early production stage

On the second stage, the students have just use short language expressions, but they still cannot always use them correctly.

3. Speech emergence stage

At this stage, the students have a good vocabulary and can use simple phrases and sentences when they communicate with their friends. They have an initiative to try a short conversation with their classmate.

4. Intermediate fluency

At this stage, the students able to use more complex sentences in speaking and share their feeling and expression they are able to ask questions to clarify what they are learning in class, and they have been able to work with some teacher support.

5. Advance fluency

In this stage, the students have increasing facility in discussion using his vocabulary without any proper preparation.

In conclusion, teaching speaking is started at teaching the students how to speak in English as their foreign language, and then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where

they can begin to judge whether their sound productions are correct or not.

At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

**e. Characteristics of Speaking Activities**

Some students think if speaking skill is very difficult, because when we say something to another people we must know what the meaning and we must given reaction. Like some expert said, that is (Brown, 2001: 270).says, spoken language is easy to perform, but in some cases it is difficult, In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as :

- a. Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. We must try to talk with someone until we can speak well.
- b. Motivation is high. Learners are eager to speak because they are interested in the topic who update to



day and have something new to say about it with another people.

- c. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other.

#### **f. The Criteria of Successful Teaching Speaking**

There are some characteristics of a successful speaking activity, based on Ur (1996:120), they are:

1. Learners talk a lot

Learners talk as much as possible. In a period of time allotted, they occupied it by their activity of talk.

2. Participation is even

Classroom discussion is not dominated by a minority of talkative participants. It means all participants get a chance to speak and their contribution is fairly evenly distributed.

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

The grade of accuracy and fluency is taken from criteria of assessment of speaking test (Ur, 1996:135) as follows:

Table 2. 1. Criteria of Assessment of speaking Test

Score	Accuracy			Fluency
	Vocabulary	Grammar	Pronunciation	
1.	Little or no language produced	Little or no language produced	Little or no language produced	Little or no communication
2.	Poor vocabulary	Mistake in basic grammar	May have very strong foreign accent.	Very hesitant and brief utterances, sometimes difficult to understand.
3.	Adequate but not rich vocabulary	Makes obvious grammar mistakes.	Slight foreign accent	Gets idea across, but hesitantly and briefly.
4.	Good range of vocabulary	Occasional grammar slips	Slight foreign accent	Effective communication in short turns
5.	Wide vocabulary appropriately used	Virtually no grammar mistakes.	Native-like or slight foreign accent	Easy and effective communication, uses long turns

## **B. The Nature of Media**

### **1. The definition of media**

Media comes from Latin language "*medius*" which literally means "middle, mediator or porter". According to Robert Heinich, et.al (in Arsyad, 1994:4) media is something that transfer or bring the information between source (sender) and receiver of information. Media are any devices that assist an instructor to transmit to a learner facts, skills ,attitudes ,knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy ,as it intend to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.

Media education in general, is a teaching and learning tool. It can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners so as to facilitate the process of learning. This limitation is quite broad and includes in-depth understanding of the source, the environment, human beings and the method used for the purpose of learning / training. The instructional media is anything that can be channeled messages, can stimulate the mind, feelings, and the willingness of the students so as to encourage the creation of learning process in self-learners.

Learning and teaching a foreign language needs a lot of patience, energy, time, creativity and competence. The success of the teaching and learning of foreign language skills including English is determined by a number of factors both linguistic and non linguistic such as the students, the teacher, the methods, material and media or aids used.

English teaching media are very important to help students acquire new concepts of, the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing.

## **2. Song**

### **a. Definition of Song**

Song is very helpful in the language learning process. They are good not only for audio visual but also for kinesthetic learners. They can give good training in listening and speaking activities. They are the best means to learn different accent and improve pronunciation, enrich vocabulary, and speaking skill.

Griffee (2001:10) said, "Song is part of music that you 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.

**b. Advantages in using a song**

In using a song, it can improve students speaking skill also their pronunciation, vocabulary, and fluency. Griffee (2001:39) said, “Teaching English using song has many advantages for students in improving their pronunciation and also gives the knowledge about the differences between pronouncing in British and American.”

**c. Using song in the classroom**

Songs are part of daily life for most people. Who doesn't enjoy music at home, while travelling or studying, or even at work? Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language. But how do songs actually benefit for our students?

In the first part, we look at the theoretical background in the first chapter to recover these questions; then we can solve and do with songs in the classroom. Teacher can be applies singing a song to improve their speaking skill, the

teacher 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. Philip (2003) has four activities that implemented :

1) Choosing the song

Here, a couple of students listen to the song and presents its lyrics and melodies. Then, they describe some word of the song and explain why the word was chosen.

2) Interviewing the song's lyrics

In this activity the students randomly interviewing the pair to ask more about another word of the selected song.

3) Explaining new words of the song

Here, the students explain the meaning of the new words or vocabulary, unknown for them, using synonyms, antonyms or short phrases.

4) Discussing topics of the song

In this, the students discuss the topics or themes of the selected song, present some arguments and support them with the lyrics or melody of the song to make a sentence by using the word.

Lo and Li (1998) said, “writing that songs provide a break from classroom routine and that learning through songs develops a non-threatening classroom atmosphere in which the four skills can be enhanced. They believe that songs provide enjoyment and develop language skills.”

Songs also present opportunities for developing automaticity, which is the main cognitive reason for using in the classroom.

According to Gatbonton and Segalwitz (1988: 473) define automaticity as a component of language fluency which involves both knowing what to say and producing rapidly without pauses. Using songs can help automatize the language development process. The repetitive style of the song lends itself to an activity where students create their own present progressive sentence based upon their own interest. After listening to the song, students create their own lyrics following the tune of the song.

There is strong practical evidence supporting the use of music in the English language classroom; there is also a growing body of research confirming that songs are a useful tool in language acquisition. In fact musical and language processing occur in the same area of the brain. (Medina, 1993

**d. Types of songs**

There are many types of songs which can be used in the classroom, ranging from nursery rhymes to contemporary pop music. There is also a lot of music written specifically for English language teaching. A criticism of the latter is that they often lack originality and musical appeal but there are good examples to be found of stimulating, modern, 'cool' music, appealing to the real tastes of language learners.

'Real' music that the children hear of and play every day can be extremely motivating in the classroom, too. However, the lyrics may not always be suitable: they may, for instance, contain slang or offensive words, there may be grammatical mistakes and they may only marginally teach the language points you want to focus on.

**e. Which learners like songs?**

Howard Gardner once said: *"It's not how intelligent you are, but how you are intelligent."* No two students learn in exactly the same way. In any classroom there will be a mix of learning styles, and one student may 'use' more than one style, depending on what the task or topic is. To appeal to these differences is a huge teaching challenge. Gardner distinguished eight styles of learning, and students in his



‘aural/musical’ category will have a lot of benefit from learning through songs. They are strong in singing, picking up sounds, remembering melodies and rhythms; they like to sing, hum, play instruments and listen to music.

This is not to say that learners with other learning styles cannot benefit from songs. Of course they can, because in the activities we develop with songs we can dance and act (physical learning style), read, draw and do puzzles (spatial intelligence) tell stories, and write (verbal learning styles).

**f. Why are songs so suitable?**

We can’t generalize, but research has found that pop songs have characteristics that help learning a second language: they often contain common, short words; they are written at about 5<sup>th</sup> grade level (US); the language is conversational, time and place are usually imprecise; the lyrics are often sung at a slower rate than spoken words and there is repetition of words and grammar. (Murhpy, 1992). Furthermore, songs are also known to lower the “affective filter” or, in other words, to motivate learners to learn.

**g. Procedure of using English song in the classroom**

One of the big problems that the researcher face, whether teaching English to students or adults, is

maintaining learners' interest throughout the lessons. Consequently, the teacher often have to be very creative in the techniques in use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner.

According to Adam Simpson (2015) in <https://www.britishcouncil.org/voices-magazine/how-use-songs-english-language-classroom> state that the procedure to using song in the classroom is :

1. *Listen to the song*

That's it – start things off by just listening. It's important to remember that this is supposed to be a fun activity; don't make it too serious or boring.

As an alternative, you can show a video clip if you have one – in fact, I strongly recommend it, as it will cater to more learners' needs in terms of learning styles (visual and audible).

Ask learners if they've heard it before, and don't overload them with tasks at this point; simply let them enjoy the music.

2. *Ask some questions about the title*

Here are a couple of examples of the types of questions you can ask:

- What the title
- Do you know the meaning
- How to pronounce it

3. *Listen to the song again, this time with lyrics*

This time, you should give learners the chance to read the lyrics to the song. At this point you might do one or more of the following activities:

- Learners can just read the lyrics while they listen. They can possibly highlight unknown words for later discussion.
- You can make a lyric worksheet as a gap fill; learners fill in the gaps as they listen.
- You can make cut-out strips of selected missing words and again make a lyric worksheet as a gap fill; this time learners match the word strips to the gaps as they listen.

4. *Focus on a pronunciation, particular verb tense or aspect of grammar*

Virtually every song centres on a particular verb tense. This is too good an opportunity to pass up in terms of uncovering the grammar. My suggestion is to start with questions such as these:

- How many examples can you find of the past simple in the lyrics?
- Why did the writer of this song choose this verb tense?

This acts as a springboard for discussing the function of a specific tense, as well as examining its form. Furthermore, it often tends to raise awareness of grammatical flexibility and ‘poetic licence’ in the construction of song lyrics. Students often expect songs to obey the grammatical rules that have been drummed into them. In a surprisingly large number of cases, this can lead to the enlightening discovery that rules can be broken!

#### 5. *Focus on vocabulary, idioms and expressions*

We’ve noted that many songs bend the rules of grammar. It’s also useful to focus on the creative and artistic use of vocabulary we encounter in lyrics.

Go through the meanings, illustrating with other examples if necessary. Songs often serve as really good contexts for phrases and idioms, but it’s good to make sure that the meaning is clear. As with grammar, years of misunderstanding can come to light in this way!

## **B. Rationale**

Method used by the teacher does not let the student speak spontaneously or give understanding each other. On the contrary, English Song lets students think and explore what they want to say by generating new word from the lyrics. It must be done spontaneously in front of their friends, so the can be more creative and brave to speak up. It can be assumed that English Song is more effective to teach speaking.

Tarigan (1990, p.15), states that speaking is the capability in pronouncing sound or word to express or convey though, idea or feeling” opinion and wish. English Song is useful to practice the students’ skill. The teacher can see this in teaching speaking. English Song has simple words which make the students easy to understand the meaning of every word. Through English Song each students has an opportunity to speak in the target language for an extended period of time and students naturally more speeches than they would otherwise and in this activity the students activity must make what they are saying comprehensible to others.

By using English Song in the classroom, students can practice their speaking ability also. By practicing English Song in the class, students are motivation to increase and add value to their real life. From explanation above, it is considered that English Song have many aims. The students habit in speaking to English can be useful for their speaking ability and make them more confidence in their ability to speak

about the daily conversation. So, it can be predicted that students' habit in speaking to English Song contributed to speaking ability.

### **C. Hypothesis**

Based on the rational above teaching students speaking skill by using English Song in experimental class is more effective than teaching students speaking skill by using textbook in control class at the second grade student of MTs Negeri Bendosari Sukoharjo.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents research methodology which consists of research design, research setting, population, sample and sampling, technique of collecting the data, and technique of data analysis.

#### **A. Research Design**

This research was an experimental research. It meant that a research which is apply an experimental research with a quantitative approach. In experimental research, researchers study variables, which are characteristics that take on different values across people or things. An experiment consists of treating objects in a defined way and then evaluating the outcome to determine how the treatment apparently influenced the objects and why the treatment had such an effect. (Thomas, 2003:51).

The aim of an experiment is to manipulate treatment conditions in a way that will reveal which conditions are responsible for what occurs to objects and how many those conditions have contributed to the observed result. This research will be a quasi-experimental. A quasi-experimental will be used because the reseacher will not randomly assign subjects to experimental treatments for a study. The reasearcher will use already assembled groups such as classes. There will be two group, experimental group and control group.

Based on Campbell and Stanley in their book “Experimental and Quasi-Experimental Design for Research” quoted by Arikunto (2003: 276), there are two kinds of experimental research, true experiment and quasi experiment.

#### B. Time And Place

This research will be conduct in MTs Negeri Bendosari Sukoharjo. It is located in Jalan R.A. Serang No. 01 Mulur, Bendosari, Sukoharjo. This school devided into four class in the second grade.This research begin by doing the observation on April 28<sup>th</sup> till May 28<sup>th</sup> 2015.

#### C. Population, Sample And Sampling

Subject of the research is VIII B class and VIII D class in the second grade students of MTs N Bendosari in the academic year of 2015/2016 that was consisted of 20 students every each class.

##### 1. Population

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. (Thomas, 2003:51) The population in this research is from the second grade of MTs Negeri Bendosari in academic year of 2015/2016.



## 2. Sample And Sampling

The research is an experimental research, so the researcher needs to take two classes that will be an experimental and control class as the sample from ten classes of the population. To determine the two classes, the researcher used cluster random sampling technique. According to Sukmadana (2013:138) sample is a part of target population which representing and research actually and argues 15 persons as a sample for experimental research is rough and ready. From statement above, there is possibility for the researcher to take sample from the second grade of MTs Negeri Bendosari Sukoharjo. Therefore, the researcher will only take two classes as the sample. The sample, the students have common characteristics of population as follows :

- a. The students study at the same school, MTs Negeri Bendosari in the academic year 2014-2015.
- b. The student are at the same grade, the second grade students.
- c. The student are taught by the same teacher.

### D. Research Instrument

The instrument of this research is test; song sheets or in this research is lyric that given in pre-test, actions, and post-test. The test for pre-test and post-test is the same, which is take from Futonge (2007). The test is consists of 20 items in pre-test; 10 items of filling in the missing words and 10 items finding the correct synonym of words then make a sentence and speak it

briefly in front of class. The tests for post-test is consist of 20 items; 10 items find the right words and find the sentence with the song or just say it with a right pronunciation in front of class by them self.

#### E. Techniques Of Collecting Data

The techniques of collecting data applied in this research are as follow:

##### 1. Observation

Observation usually focuses on the specific aspects of events or circumstances and schedules or checklist that can be drawn up to aid both the observation and its recording. Observation usually aims to be detached and objective and so two observers of the same events for example, could be expected to produce the same record. In observation, the researcher do the research in that school, and to find out whether the population and sample available or not.

##### 2. Determining the population

The Population is the students at the Second Grade of MTs Negeri Bendosari. For the research, the writer will take sample 20 students from class VIIIB and VIII D and total of sample are 40 students.

##### 3. Test

According to Arikunto (2002: 127), test is a sequence of question or exercise or other devices to measure skill, knowledge, intelligence, ability or talent's pcrson which has by people or group. From the

definition above it can be concluded that test is an activity to get the data about ability, knowledge of individual or group.

Testing is an important part of every teaching and learning process. A classroom test is used to measure students' achievement and contribute to the evaluation of this progress. The test is to order the students speak about their experience in front the class to evaluate their speaking ability.

The quantitative data would be obtained by using test. The test is aimed at measuring the student's score after teaching learning process of English subject to know the result of the study. Test is done after the researcher give a treatment or the end of all teaching learning process was done. The scoring of test is how to their fluency, grammar, and pronunciation in the classroom. Test reliability is affected by a number of factors, chief among them being the adequency of the sampling of task. Reliability refers to the constituency of the students' achievement. It means that the students will always get the same score. If the students have motivation to learn English, it would have a positive effect on their study which means that english song is an effective way to increase the student's

The post-test will be given in the end of all teaching learning process was done. The result of the test were used to measure the significant effect and increasing on student's learning behavior and score during teaching learning process using english song.

#### 4. Scoring Rubric in Speaking skill in Collected Pre-test and Post-Test

The researcher is collecting the data in Test and post-Test based on

Brown theories there are some component in speaking assessment. s :

*Table 3.1 : Scoring Rubric of Speaking Skill*

Indicator	Score	Categories
Fluency	1	No specific fluency description. Refer to other four language areas or implied level of fluency. Numerous non-active pauses and or a non-native flow that interest with intelligibility.
	2	Can handle with confidence but not with facility most social situations including introductions and casual conversation about current events, as well as work, family, and auto biographical information.
	3	Can discuss particular interest of competence wit reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on alla levels normally pertinent to professional needs. Can participate

	5	<p>in any conversation within range of his experience with a high degree of fluency.</p> <p>Has complete fluency in he language such that his speech is fully accepted by educated native speakers.</p>
Grammar	1	Error in grammar are frequent, but speaker can be understood by native speaker used to dealing with foreigner attempting to speak his language.
	2	Can usually handle elementary construction quite accurately but does not have through or confident control of grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practicaly, social and professional topics.
	4	Able to use the language accurately on all levels normally to pertinent to

	5	<p>professional needs. Errors in grammar are quite rare.</p> <p>Equivalent to that of educated native speaker (Brown, 2004)</p>
Vocabularies	1	Speaking vocabularies inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocution.
	3	Able to speak language with sufficient vocabulary to participate effectively in the most formal and informal conversation in practical, social and professional topics.
	4	Can understand and participate in any conversation with in the range of his experince with high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in alla its features including bredth of vocabulary and idioms,

		colloquialisms and pertinent cultural references.
Pronunciation	1	Errors in pronunciation are frequently but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may obviously foreign.
	4	Errors in pronunciation are in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

##### 5. The material

The material about speaking test is taken from students' handbook but for the example of vocab the researcher make it by

herself. It used english song for experimental class (VIII D) and for control class (VIII B) using textbook.

#### 6. Document Analysis

At last, the writer analyzes the data. The formula is used in analyzed the data is t-Test which is stable, rich, and supported, it is as evidence to a testing and it has natural characteristics. The documents used for the data are lesson plan, syllabus, and teaching materials

#### F. Technique Of Data Analysis.

The data were analyzed to examine the effect of small group discussion to teach speaking. The researcher uses T-test to analyze the data. The score is evaluated by using scoring rubric of speaking test, there are three kinds of data tested in experimental research, and they are data description, pre-requisite test, and hypothesis test.

##### 1. Data Description

The data descriptions consist of Mean, Mode, Median, and standard deviation.

##### a. Mean

Individual data 
$$x = \frac{\sum f_1 x_1}{n}$$

Where:

$\sum x$  = the sum of students score

$n$  = the sum of students

$$x = \frac{\sum f_1 x_1}{n}$$



Data in frequency distribution:

Where:

$\sum f_1$  = frequency of students score

$\bar{x}$  = mid point of students score

$n$  = the sum of students

b. **Mode** : the value in a set of data which appears most frequently

Data in frequently distribution  $M_o = L + i \left( \frac{f_1}{f_1 + f_2} \right)$

Where:

$L$  = the lower limit of the interval within which the mode lies

$i$  = interval (class width)

$f_1$  = the frequency of the interval containing more reduced by that of the previous interval

$f_2$  = the frequency of the interval containing more reduced by that of the following interval

c. **Median**

Data in frequency distribution  $M_e: L + i \left( \frac{\frac{n}{2} - cfb}{f_w} \right)$

Where:

$L$  = the lower limit of the interval within which the median lies

$i$  = interval

$cfb$  = the cumulative frequency in all interval containing the median

$n$  = the sum of group

$fw$  = the frequency of cases within the interval containing the median

#### d. Standard deviation

$$\text{Individual score} = s = \sqrt{\frac{\sum(x-\bar{x})^2}{n-1}} \text{ or } \sqrt{\frac{\sum x^2}{n-1}}$$

$$\text{Where } \sum x^2 = \sum x^2 - \frac{(\sum x)^2}{n}$$

Where:

$X$  = score of student

$\bar{x}$  = average score of all students

$n$  = sum of students

$$\text{Data in frequency distribution } s = \sqrt{\frac{\sum f_1 (x_1)^2 - \frac{(\sum f_1 x_1)^2}{n}}{n-1}}$$

Where:

$\sum f_1$  = frequency of the students

$x_1$  = students score

$n$  = sum of students

## 2. Pre-requisite test

Before determine the statistical analysis technique is used, it will be examined the normality and homogeneity test of the data.

a. Normality test

Normality test is used to test the sample from the population that is going to be analyzing whether both groups have normal distribution or not. The normality test with Liliefors method is used to find out the distribution data. In Sudjana (2002:466), the formula is as follow:

$$s = \sqrt{\frac{(x-\bar{x})^2}{n-1}} \text{ or } \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}} \text{ or } \sqrt{\frac{\sum x^2}{n-1}}$$

Where:

$x_1$  = students score

$\bar{x}$  = the average of students score

$n$  = sum of students

Data in frequency distribution  $z = \frac{x-\bar{x}}{s}$

Where:

$x$  = students score

$\bar{x}$  = the average of students score

**b. Data homogeneity**

Homogeneity test is used to know whether two groups (experimental and control group) that are taken from population have homogeneity or not. In this research, the homogeneity uses Bartlett-test. Sudjana (2002:263), the steps are following:

$$s_1^2 = \frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n}}{n-1}$$

Where:

$\sum x_1$  = sum of students score (experimental class)

$n$  = sum of students

$$s_2^2 = \frac{\sum x_2^2 - \frac{(\sum x_2)^2}{n}}{n - 1}$$

Where:

$\sum x_2$  = sum of students score (control class)

$n$  = sum of students

### 3. Hypothesis testing

The researcher examined the data in the following steps to answer the objectives of the study. Firstly, the test is done in both groups, experimental group that using English Song in teaching speaking and control group that using textbook by the teacher in teaching speaking. Secondly, the result of the test is scored by using analytic scale. Thirdly, the means score of the two groups is determined. Finally, the two means is compared by applying t-test formula. T-test is used to see the students' result of students speaking by using English Song and without English Song effective or not to teach speaking.

T-test independent sample

$$s_{\bar{x}_1 - \bar{x}_2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Where:

$\sum x_1$  = sum of students score (experimental class)

$\sum x_2$  = sum of students score (control class)

$n_1$  = sum of students (experimental class)

$n_2$  = sum of students (control class)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{\bar{x}_1 - \bar{x}_2}}$$

$\bar{x}_1$  = average of students score (experimental class)

$\bar{x}_2$  = average of students score (control class)

The researcher analyzes the data through giving test to the students that needs some steps in analyzing of the data. The following are the steps had been taken by the researcher.

## CHAPTER IV

### THE RESULT OF THE STUDY

This chapter presents the data collection during the experimental research. The data is obtained by giving test to the experimental class and control class after giving a different method of learning process.

#### A. Teaching Speaking Process

The researcher conducted the research in MTs Negeri Bendosari Sukoharjo. The researcher held the research on VIII B and VIII D. The researcher took VIII D as an experimental class and VIII B as a control class. The researcher used English Song in teaching speaking process in experimental class and textbook in control class (by the teacher). In control class was taught by the teacher.

The researcher taught three times in the class, the first meeting the researcher taught the material about vocab in daily life and introduce the English Song. The researcher explain the material before asked the students do their task, after that the students get the sheets and the researcher ask the students to hear the song. The researcher asked the students to practice speaking in front of their friends. In the second meeting the researcher taught about the lyric and the meaning of the lyric. The researcher explains the meaning one by one and gives examples for each line, and then the researcher asked the students to answer and do the tasks by listening the song. Finish

discussed the researcher asked the students to present their task in front of class. In the third meeting the researcher taught about how to pronoun the words and finding the synonym of the words. The researcher asked the students about their opinion about the song and describe it in front of the class as a post test.

The researcher got the data from pre-test and post-test. The experimental class was taught by using English Song and the control class was taught by a textbook. The students speaking score are presented as below:

**Table 4. 1 Member of Control Class**

NOMOR		NISN	NAMA SISWA	L/P
URUT	INDUK			
1	132742	0015352793	AF. Andre Setiawan	L
2	132685	0004251972	Alfian Hatmaji	L
3	132687	0020078490	Ayu Sawitri	P
4	132715	9994830238	Bambang Arif Supriyanto	L
5	132749	0004255640	Endang Arlinda Octaviani	P
6	132692	0010018922	Febri Hasto Nugroho	L
7	132721	0011050905	Handoko	L
8	132722	0011050898	Ika Nur Handayani	P
9	132753	9983083653	Julio Pamor Raga	L
10	132697	0004254641	Mohtar Karoni	L
11	132731	0004154484	Ridwan Masduqi Rahmawan	L
12	132732	0018238339	Rizky Adji Prasetyo	L
13	132733	0004156992	Roin Uswatun Hasanah	P
14	132702	0004257223	Rusman	L
15	132704	0020078491	Sartika Sari Dewi	P
16	132705	0020012084	Taufiq Ilham	L
17	132737	0011055038	Taufik Setianto	L
18	132706	0011054563	Tri Budiyanto	L
19	132739	0011050902	Widya Sulisty Wati	P
20	132709	0011076581	Zahwa Octavianingrum	P

**Table 4. 2 Member of Experimental Class**

NOMOR		NISN	NAMA SISWA	L/P
URUT	INDUK			
1	132743	0011055160	A'isyah Umi Nurul Azizah	P
2	132766	0012027464	Anzhori Deni Perdana	L
3	132686	0004251773	Arvina Tri Susilowati	P
4	132717	0004157002	Cindy Apriliawati	P
5	132693	0011055464	Feri Aji Pamungkas	P
6	132694	0001777733	Intan Dyah Setiyani	P
7	132751	0004270361	Isnaini Zahroh Nur Azizah	P
8	132695	0011055245	Iwang Adil Waroto	L
9	132696	0011073734	Kurniawan Tri Jayanto	L
10	132754	0004251446	Mahfitriah Rizka Melinati	P
11	132698	0011050895	Musyarofah	P
12	132726	0011055380	Nilam Alviatia Ashita	P
13	132728	0001777735	Novi Kristanti	P
14	132727	0011055040	Nurul Salamah Risti Sari	P
15	132758	0010154351	Paniati	P
16	132729	0011079964	Puput Elita Nugraeni	P
17	132763	0010018924	Satrio Paku Satmoto	L
18	132735	0030010497	Sigit Lestianto	L
19	132707	0004270565	Ulfa Riani Rahmawati	P
20	132738	0004312484	Umi Amalia Azzahro	P

1. The score pre-test of experimental class.

**Table 4. 3 Speaking score of Experimental Class**

No	Pre-test	Post-test	Gained Score
1	74	76	2
2	69	70	1
3	70	72	2
4	68	71	3
5	55	65	10
6	67	68	1
7	63	66	3
8	64	67	3



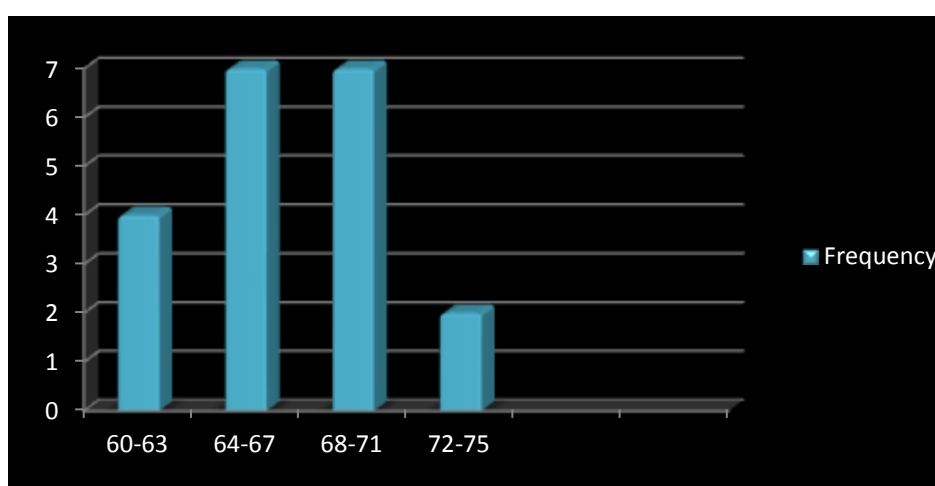
9	65	71	6
10	60	64	4
11	62	67	5
12	64	68	4
13	69	76	7
14	67	73	6
15	65	71	6
16	62	67	5
17	66	67	1
18	69	72	3
19	70	72	2
20	70	76	6
Sum	1339	1407	68
Mean	66	73	6
Mode	67	71	4
Median	69	73	4

The data described here are the result of speaking ability. The description included the mean, median, mode, standard deviation and frequency distribution followed by histogram. The data t-test of the speaking ability of the students is taught by using English Song (experiment class). Descriptive analysis of the data of the experiment class showed that the lowest score was 60 and the highest score was 76 the mean was 70.35 the median was 71, the mode was 71, the frequency distribution of the data of the experiment class is in table 4. 4.

**Table 4. 4 Frequency Distribution of the Experimental Class**

INTERVAL	$F_i$	$X_i$	$X_i^2$	$F_i X_i$	$(F_i X_i)^2$
60 – 63	4	61.5	3782.25	246	60516
64 – 67	7	65.5	4290.25	458.5	210222
68 – 71	7	69.5	4830.25	486.5	236682
72 – 75	2	73.5	5402.25	147	21609
SUM	20	468	18305	1338	366100

From the frequency distribution of the data post-test experiment above, the histogram of the data post-test experiment is in figure 4. 5. Figure 4. 5 explains about the histogram of students speaking score of experimental class. In this histogram the vertical dimension on the graph lists is the frequencies of the score, and the horizontal dimension rank order the score of students speaking skill of experimental class from lowest to highest.

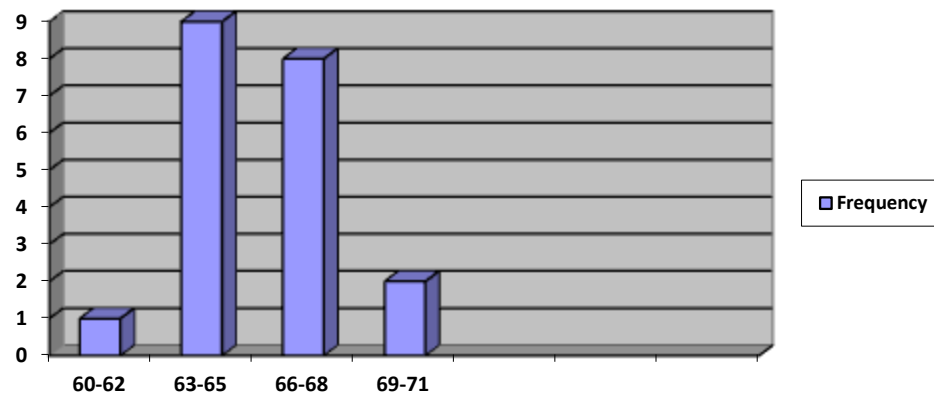
**Figure 4. 5 Histogram of post test Experimental**

The data t-test of the speaking ability of the students for the group is taught by using method used by the teacher (control class). Descriptive analysis of the data of post-test control showed that the lowest score was 70 and the highest score was 85 the mean was 74.5, the standard deviation was 242.038, the median was 72.5, the mode was 73.76, the frequency distribution of the data of post-test control is in table 4. 6.

**Table 4. 6 Frequency Distribution of the Control Class**

INTERVAL	Fi	Xi	Xi <sup>2</sup>	FiXi	FiXi <sup>2</sup>
60 – 62	1	61	3721	61	3721
63 – 65	9	64	4096	576	331776
66 – 68	8	67	4489	536	287296
69 – 71	2	70	4900	140	19600
SUM	20	262	17206	1313	344120

From the frequency distribution of the data post-test control above, the histogram of the data post-test experiment is in figure 2. Figure 2 explains about the histogram of students speaking score of control class. In this histogram the vertical dimension on the graph lists is the frequencies of the score, and the horizontal dimension rank order the score of students speaking skill of control class from lowest to highest.



**Figure 4. 7 Histogram of Post-Test Control**

**a. Normality and Homogeneity Test**

Before analyzing the data using inferential analysis, normality and homogeneity test must be done. The normality test is to know that the sample is in normal distribution and the homogeneity test is to know that the data are homogeneous. Each test is presented in the following section.

1) Normality Test

Based on the calculation result of scores of the students who are taught using English Song method, the highest value or  $L_o$  is 0.02355 and  $L_t = 0.04249$ . From the table of critical value of *Liliefors* test with the student's number ( $N$ ) = 20 at the significance level  $\alpha = 0.05$ , the score of  $L_t$  is 0.04249. Because  $L_o$  is lower than

$L_t$  or  $L_o$  (0.02355) <  $L_t$  (0.04249), it can be concluded that the data are in normal distribution.

**Table 4.8 The Normality Test**

2)

No.	Data	The Number of Sample	L Obtained ( $L_o$ )	L Table ( $L_t$ )	Alfa ( $\alpha$ )	Distribution of Population
1.	Post-test exp	20	0.03796	0.04249	0.05	Normal
2.	Post-test contr	20	0.02355	0.04249	0.05	Normal

3) Homogeneity Test

Homogeneity test is conducted to know whether data are homogeneous or not. The researcher determined the mean and variance of the students score both in experimental class and control class. By knowing the mean and variance, the researcher was able to test the similarity of the two variance in the post-test between experimental and control group.

**Table 4.9 The Homogeneity Test**

Varian Sources	Experimental	Control
Sum	1407	1339
N	20	20
$\bar{X}$	73	66
Variants ( $S^2$ )	705.47	633.03

By knowing the mean and the variance, the researcher was able to test the similarity of the two variants with the homogeneity test from students speaking score between VIII B and VIII D. The computation of the test of homogeneity as follows:

$$\begin{aligned}
 S1 &= \sqrt{\frac{\sum(X1-\bar{X})^2}{n-1}} \\
 &= \sqrt{\frac{705.47}{19}} \\
 &= 6.093
 \end{aligned}$$

$$\begin{aligned}
 S2 &= \sqrt{\frac{\sum(X2-\bar{X})^2}{n-1}} \\
 &= \sqrt{\frac{633.03}{19}} \\
 &= 5.772
 \end{aligned}$$

$$\begin{aligned}
 F &= \frac{\text{Varian terbesar}}{\text{Varian terkecil}} \\
 &= \frac{6.093}{5.772} \\
 &= 1.055
 \end{aligned}$$

The test value ( $F_o$ ) is lower than  $F_t$  at the level of significance ( $\alpha=0.05$  or  $F_o < F_t/1.055 < 1.55$ ), it can be concluded that the data are homogenous.

### b. Hypothesis Test

Hypothesis test can be done after the result of normality and homogeneity test are fulfilled. The test is done by using independent sample t test. The procedure of t test shall be as follows:

#### 1) Seeking Mean

$$\text{Mean Experiment group } (X_E) = \frac{\sum X_E}{N} = \frac{1407}{20} = 70.35$$

$$\text{Mean Control group } (X_C) = \frac{\sum X_C}{N} = \frac{1339}{20} = 66.96$$

#### 2) Seeking $\sum(X - X)^2$ (see the appendix)

$$\text{Group } X_E = 705.47$$

$$\text{Group } X_C = 633.03$$

#### 3) Seeking Variance

$$S_E^2 = \frac{\sum(X_E - X_E)^2}{n_E - 1} = \frac{705.47}{20} = 35.27$$

$$S_C^2 = \frac{\sum(X_C - X_C)^2}{n_C - 1} = \frac{633.03}{20} = 31.65$$

#### 4) Seeking Sum of Variance (S)

$$\begin{aligned}
 S &= \sqrt{\frac{(n_E - 1)S_E^2 + (n_C - 1)S_C^2}{n_E + n_C - 2}} \\
 &= \sqrt{\frac{(19)35.27 + (19)31.65}{(20+20) - 2}} \\
 &= 3.34
 \end{aligned}$$

5) Seeking t value

$$\begin{aligned}
 t &= \frac{\bar{X}_E - \bar{X}_C}{S \sqrt{\frac{1}{n_E} + \frac{1}{n_C}}} \\
 &= \frac{70.35 - 66.96}{3.34 \sqrt{\frac{1}{20} + \frac{1}{20}}} \\
 &= \frac{3.39}{1.05} \\
 &= 3.228
 \end{aligned}$$

6) Conclusion

Cause  $t_{\text{value}} > t_{\text{table}}$  ( $3.228 > 2.021$ ) for level significance 0.05,  $t_{\text{value}}$  is higher than  $t_{\text{table}}$ . The result showed that: English Song is more effective than method used by teacher to teach speaking.



## **B. Discussion**

### **1. The Effectiveness of Applying English Song in Teaching Speaking Skill**

Based on the calculations the result of this research is obtained the average score of 40 students consist of 20 students given English song as experimental class is 73 which were higher than the average score of students not given English Song consist of 20 students as control class is 66.

Based on the computation of the t value 3.228 with the degree of freedom 40, obtained t table 2.021 the t value is higher that t table ( $3.228 > 2.021$ ), it means that English Song is effective to enhance students speaking skill for the second grade students of MTs Negeri Bendosari Sukoharjo. The result of the analysis can be clarified by the following reasons. It has been explained in chapter II that students learn through English help learning a second language: they often contain common, short words; they are written at about 5<sup>th</sup> grade level (US); the language is conversational, time and place are usually imprecise; the lyrics are often sung at a slower rate than spoken words and there is repetition of words and grammar. (Murhpy, 1992).

English Song provides the student with the opportunity to develop questioning skills and responses. It offers an opportunity to develop organization and formulation to find the meaning. In essence, the student begins to think and organize on their feet (Jones, et al.,

1994). The students given English Song have better score in speaking than the students given speaking by textbook. The result of the data analysis proven that students' score of speaking taught by using English Song is better. It means that the use of English Song to teaching speaking is quite effective.

## **2. The Students Responses Toward English Song in Teaching Speaking**

The researcher wants to know the effectiveness while using English Song is not only on the improvement of students score but also there is a positive response from the students that is as the implementer of the method. Based on the data from questionnaire that is given before and after post-test to experimental class, the researcher gave 10 questions for the 20 students who are taught by using English Song. It means that there is a positive response toward English Song to teach speaking.

## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

This chapter discusses about the conclusion, implication, and suggestion of the research findings. The explanation of each section can be seen as follows:

#### **A. Conclusion**

Based on the data analysis, so the researcher can come to the conclusion as follows :

There is a significant different of effect on the student's speaking ability between those who are taught by using English Song and those who are not taught using English Song. It can be proved from the score result of  $t_{\text{score}}$  (3.228) is higher than  $t_{\text{table}}$  (2.021). It means that the students who are taught by using English Song have better speaking and English Song can be applied to improve students' speaking skill at the second grade of MTs Negeri Bendosari Sukoharjo

#### **B. Implication**

The result of this research shows that using English song given a better result in teaching speaking than just by textbook (LKS). It can be implied that English song is appropriate to be applied in teaching English speaking than textbook. Knowing that not all of the teachers can use the

method above, attention is needed to try or apply it in teaching learning process, especially English lesson is so limited, the use of English song should be considered.

From the result can be imply that students give good responses to role play because in this method the situation in this class is fun and effective, this condition is reduced students boredom and stress in teaching learning process and more interest in English lesson.

### **C. Suggestion**

Based on the result, the researcher would like to present some suggestion as follows :

1. To the teacher
  - a. Must be creative and aware enough to make some interest strategy that make students feel fun to learn more about English.
  - b. Create a good circumstance during teaching and learning in order to make students comfortable and enjoyable in it.
  - c. Give some motivation to the students to guidance during the learning process.
2. To the student
  - a. To the students of MTs Negeri Bendosari in especialy should be more brave enough to speak English in daily life but still have many concern to increase their speaking in many activity.

- b. Must have high motivation to practice, both in class and out of class.
- c. Must not be shame to speak English with other people.
- d. Must have confidencet to use many new vocabularies in their speaking to improve their pronounciation.

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# APPENDICES



# Appendix 1

## The List of Students

# Appendix 2

## Syllabus

# Appendix 3

## Lesson Plan Control

class

# Appendix 4

## Lesson Plan

### Experimental class

# Appendix 5

## The Score of Pre- test

# Appendix 6

## The Score Post-test

# Appendix 7

## Distribution Frequency of Speaking Achievement

# Appendix 8

## The Normality Test



# Appendix 9

## The Questionnaire

### Result

# Appendix 10

## Letter of Research

Appendix 11

Letter of

Permissions

# Appendix 12

## Photographs

## Member of Control Class

NOMOR		NISN	NAMA SISWA	L/P
URUT	INDUK			
1	132742	0015352793	AF. Andre Setiawan	L
2	132685	0004251972	Alfian Hatmaji	L
3	132687	0020078490	Ayu Sawitri	P
4	132715	9994830238	Bambang Arif Supriyanto	L
5	132749	0004255640	Endang Arlinda Octaviani	P
6	132692	0010018922	Febri Hasto Nugroho	L
7	132721	0011050905	Handoko	L
8	132722	0011050898	Ika Nur Handayani	P
9	132753	9983083653	Julio Pamor Raga	L
10	132697	0004254641	Mohtar Karoni	L
11	132731	0004154484	Ridwan Masduqi Rahmawan	L
12	132732	0018238339	Rizky Adji Prasetyo	L
13	132733	0004156992	Roin Uswatun Hasanah	P
14	132702	0004257223	Rusman	L
15	132704	0020078491	Sartika Sari Dewi	P
16	132705	0020012084	Taufiq Ilham	L
17	132737	0011055038	Taufik Setianto	L
18	132706	0011054563	Tri Budiyanto	L
19	132739	0011050902	Widya Sulistyo Wati	P
20	132709	0011076581	Zahwa Octavianingrum	P

## Member of Experimental Class

NOMOR		NISN	NAMA SISWA	L/P
URUT	INDUK			
1	132743	0011055160	A'isyah Umi Nurul Azizah	P
2	132766	0012027464	Anzhori Deni Perdana	L
3	132686	0004251773	Arvina Tri Susilowati	P
4	132717	0004157002	Cindy Apriliawati	P
5	132693	0011055464	Feri Aji Pamungkas	P
6	132694	0001777733	Intan Dyah Setiyani	P
7	132751	0004270361	Isnaini Zahroh Nur Azizah	P
8	132695	0011055245	Iwang Adil Waroto	L
9	132696	0011073734	Kurniawan Tri Jayanto	L
10	132754	0004251446	Mahfitriah Rizka Melinati	P
11	132698	0011050895	Musyarofah	P
12	132726	0011055380	Nilam Alviatia Ashita	P
13	132728	0001777735	Novi Kristanti	P
14	132727	0011055040	Nurul Salamah Risti Sari	P
15	132758	0010154351	Paniati	P
16	132729	0011079964	Puput Elita Nugraeni	P
17	132763	0010018924	Satrio Paku Satmoto	L
18	132735	0030010497	Sigit Lestianto	L
19	132707	0004270565	Ulfa Riani Rahmawati	P
20	132738	0004312484	Umi Amalia Azzahro	P

## Experimental Score

No	Pre-test
1	74
2	69
3	70
4	68
5	55
6	67
7	63
8	64
9	65
10	60
11	62
12	64
13	69
14	67
15	65
16	62
17	66
18	69
19	70
20	70

## Experimental Score

No	Post-test
1	76
2	70
3	72
4	71
5	65
6	68
7	66
8	67
9	71
10	64
11	67
12	68
13	76
14	73
15	71
16	67
17	67
18	72
19	72
20	76



## Appendix 5

### 1. T- test of Control Class

INTERVAL	Fi	Xi	X <sup>2</sup>	FiXi	FiXi <sup>2</sup>
60 – 62	1	61	3721	61	3721
63 – 65	9	64	4096	576	331776
66 – 68	8	67	4489	536	287296
69 - 71	2	70	4900	140	19600
SUM	20	262	17206	1313	642393

Class	= 5.293
Length	= 62.5
Mean	= 65.65
Median	= 70.5
Mode	= 64.9
SD	= 128.145

Calculation of Mean, Median, Mode, and Standard Deviation

1. The highest score is 71
2. The lowest score is 61
3. Range is  $71 - 61 = 10$
4. Interval (i) =  $\frac{10}{4} = 2.5$
5. Number of Class =  $1 + (3.3)\log 20$   
 $= 1 + (3.3)(1.301)$   
 $= 1 + 4.293$   
 $= 5.293 \rightarrow 5$  is used

$$\text{Mean } (\bar{X}) = \bar{x} = \frac{\sum fx}{n} = \frac{1313}{20} = 65.65$$

$$\text{Mo} = L + I \left\{ \frac{f_1}{f_1 + f_2} \right\}$$

$$= 62.5 + 5 \left\{ \frac{8}{8+9} \right\}$$

$$= 62.5 + 2.4$$

$$= 64.9$$

$$\text{Me} = L + i \left\{ \frac{\frac{n}{2} - f_k}{f} \right\}$$

$$= 65.5 + 5 \left\{ \frac{10-1}{9} \right\}$$

$$= 65.5 + 5$$

$$= 70.5$$

$$\text{SD} = \sqrt{\frac{\sum f_1 (x_1)^2 - \frac{(\sum f_1 x_1)^2}{n}}{n-1}}$$

$$= \sqrt{\frac{344120 - \frac{642393}{20}}{19}}$$

$$= \sqrt{\frac{344120 - 32119.65}{19}}$$

$$= \sqrt{16421.071}$$

$$= 128.145$$

## Appendix 6

## 2. T- test Experimental Class

INTERVAL	Fi	Xi	Xi <sup>2</sup>	FiXi	(FiXi) <sup>2</sup>
60 – 63	4	61.5	3782.25	246	60516
64 – 67	7	65.5	4290.25	458.5	210222
68 – 71	7	69.5	4830.25	486.5	236682
72 – 75	2	73.5	5402.25	147	21609
SUM	20	468	18305	1338	529030

Class	= 6.1348
Length	= 67.5
Mean	= 66.9
Median	= 71.8
Mode	= 69
SD	= 604

Calculation of Mean, Median, Mode, and Standard Deviation

6. The highest score is 85

7. The lowest score is 70

8. Range is  $85 - 70 = 15$

9. Interval (i) =  $\frac{15}{6} = 2.5$

10. Number of Class =  $1 + (3.3)\log 36$   
 $= 1 + (3.3)(1.556)$   
 $= 1 + 5.1348$   
 $= 6.1348 \rightarrow 6$  is used

$$\text{Mean } (\bar{X}) = \bar{x} = \frac{\sum fx}{n} = \frac{1338}{20} = 66.9$$

$$\text{Mo} = L + I \left\{ \frac{f_1}{f_1 + f_2} \right\}$$

$$= 67.5 + 5 \left\{ \frac{3}{3+7} \right\}$$

$$= 67.5 + 1.5$$

$$= 69$$

$$\text{Me} = L + i \left\{ \frac{\frac{n}{2} - f_k}{f} \right\}$$

$$= 67.5 + 5 \left\{ \frac{10-4}{7} \right\}$$

$$= 67.5 + 4.3$$

$$= 71.8$$

$$\text{SD} = \sqrt{\frac{\sum f_1 (x_1)^2 - \frac{(\sum f_1 x_1)^2}{n}}{n-1}}$$

$$= \sqrt{\frac{366100 - \frac{529030}{20}}{19}}$$

$$= \sqrt{\frac{366100 - 26451.5}{19}}$$

$$= \sqrt{364708}$$

$$= 604$$

## Appendix 6

### Normality Test

#### 1. Normality Test of Post-test Speaking in Experimental Class

No	$X_i$	$(X_i - \bar{X})^2$	$Z_i$	F ( $Z_i$ )	S ( $Z_i$ )	F ( $Z_i$ ) – S ( $Z_i$ )
1	66	62.67361	-1.80746	0.0359	0.041667	-0.00577
2	67	47.84028	-1.57915	0.0582	0.083333	-0.02513
3	68	35.00694	-1.35084	0.0885	0.166667	-0.07817
4	68	35.00694	-1.35084	0.0885	0.166667	-0.07817
5	70	15.34028	-0.89422	0.1867	0.208333	-0.02163
6	71	8.506944	-0.66591	0.2546	0.25	0.0046
7	72	3.673611	-0.4376	0.3336	0.333333	0.000267
8	72	0.840278	-0.4376	0.3336	0.333333	0.000267
9	73	0.840278	-0.20928	0.4207	0.458333	-0.03763
10	73	0.840278	-0.20928	0.4207	0.458333	-0.03763
11	73	0.840278	-0.20928	0.4207	0.458333	-0.03763
12	74	0.006944	0.019026	0.504	0.583333	-0.07933
13	74	0.006944	0.019026	0.504	0.583333	-0.07933
14	74	0.006944	0.019026	0.504	0.583333	-0.07933
15	75	1.173611	0.247336	0.5948	0.708333	-0.11363
16	75	1.173611	0.247336	0.5948	0.708333	-0.11363
17	75	1.173611	0.247336	0.5948	0.708333	-0.11363
18	76	4.340278	0.475647	0.6808	0.75	-0.0692
19	77	9.506944	0.703957	0.758	0.791667	-0.03367
20	78	16.67361	0.932268	0.8238	0.833333	-0.00953



## Appendix 8

### Homogeneity Test

Varian Sources	Experimental	Control
Sum	2742	2685
N	36	36
$\bar{X}$	76.16	74.5
Variants ( $S^2$ )	689	586.0416

$$S1 = \sqrt{\frac{\sum(X1 - \bar{X})^2}{n-1}}$$

$$= \sqrt{\frac{689}{35}}$$

$$= 4.436$$

$$S2 = \sqrt{\frac{\sum(X2 - \bar{X})^2}{n-1}}$$

$$= \sqrt{\frac{586.0416}{35}}$$

$$= 4.091$$

$$F = \frac{\text{Varian terbesar}}{\text{Varian terkecil}}$$

$$= \frac{4.436}{4.091}$$

$$= 1.084$$

The test value ( $F_o$ ) is lower than  $F_t$  at the level of significance ( $\alpha=0.05$  or  $F_o < F_t/1.084 < 1.84$ ), it can be concluded that the data are homogenous.

## Appendix 9

### T-test of Speaking Ability

No	Control	Experimental
1	80	80
2	75	80
3	75	75
4	70	85
5	70	80
6	70	75



7	75	85
8	75	85
9	80	80
10	75	75
11	75	70
12	75	80
13	70	75
14	80	75
15	80	75
16	70	80
17	70	80
18	70	80
19	75	80
20	70	75
Sum	2685	2742
Mean	74.5	76.16

Nilai  $(X-X)^2$

No	Control	Experimental
1	21.00691	9.336447
2	0.173614	9.336447
3	0.173614	3.780847

4	29.34031	64.89205
5	29.34031	5920.447
6	29.34031	3.780847
7	0.173614	64.89205
8	0.173614	64.89205
9	21.00691	9.336447
10	0.173614	3.780847
11	0.173614	48.22525
12	0.173614	9.336447
13	29.34031	3.780847
14	21.00691	3.780847
15	21.00691	3.780847
16	29.34031	9.336447
17	29.34031	9.336447
18	29.34031	9.336447
19	0.173614	9.336447
20	29.34031	3.780847

**Procedure shall be as follows:**

1. Seeking Mean

$$\text{Mean Experiment group } (X_E) = \frac{\sum X_E}{N} = \frac{2742}{36} = 76.16$$

$$\text{Mean Control group } (X_C) = \frac{\sum X_C}{N} = \frac{2685}{36} = 74.58$$

2. Seeking  $\sum(X - X)^2$  (see the table above)

$$\text{Group } X_E = 563.8889$$

$$\text{Group } X_C = 677.0834$$

3. Seeking Variance

$$S_E^2 = \frac{\sum(X_E - X_E)^2}{n_E - 1} = \frac{563.8889}{35} = 16.11$$

$$S_C^2 = \frac{\sum(X_C - X_C)^2}{n_C - 1} = \frac{677.0834}{35} = 19.34$$

4. Seeking Sum of Variance (S)

$$\begin{aligned} S &= \sqrt{\frac{(n_E - 1)S_E^2 + (n_C - 1)S_C^2}{n_E + n_C - 2}} \\ &= \sqrt{\frac{(35)16.11 + (35)19.34}{(36+36) - 2}} \\ &= 3.21 \end{aligned}$$

5. Seeking t table

$$\begin{array}{lclcl} a & : & b & = & c & : & d \\ (72-60) & : & (120-60) & = & (x-2.000) & : & (1.980- 2.000) \\ 12 & : & 60 & = & (x-2.000) & : & (-0.02) \\ 60x - 60(2) & & & = & 12(-0.02) & & \\ 60x & & & = & 120 - 0.24 & & \end{array}$$

$$X = \frac{119.76}{60}$$

$$X = 1.99$$

6. Seeking t value

$$t = \frac{\bar{X}_E - \bar{X}_C}{S \sqrt{\frac{1}{n_E} + \frac{1}{n_C}}}$$

$$= \frac{76.16 - 74.58}{3.21 \sqrt{\frac{1}{36} + \frac{1}{36}}}$$

$$= 2.22$$

Cause  $t > t_{\text{table}}$  ( $2.22 > 1.99$ ) for level significance 0.05, it means there is difference speaking ability between experiment and control class. The result showed that: using English song is more effective than method used by teacher to teach speaking.

Kelas :

No	Statement	Total responses			
		Strongly agree	Agree	Less agree	Disagree
Score		4	3	2	1
1	Saya senang belajar bahasa inggris menggunakan lagu				
2	Saya jadi lebih mudah memahami materi yang diajarkan dengan menggunakan lagu				
3	Saya terbantu dalam belajar bahasa inggris khususnya speaking menggunakan lagu				
4	Cara pengajaran bahasa inggris dengan lagu lebih menarik				
5	Saya menjadi lebih tertarik dan antusias dalam belajar bahasa inggris menggunakan lagu				
6	Saya jadi tambah pd untuk berbicara di depan kelas				
7	Saya jadi lebih mudah untuk menyampaikan pendapat melalui lagu				
8	Sekarang saya berani untuk berbicara di depan kelas menggunakan bahasa				

	inggris				
--	---------	--	--	--	--