IMPROVING THE EIGHTH YEAR STUDENTS' SPEAKING ACHIEVEMENT BY USING ENGLISH SONGS AT SMP 11 JEMBER.

THESIS

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CHAPTER 1. INTRODUCTION

This chapter consists of the discussion of the study, that is, background of the research, problem of the research, objectives of the research and significances of the research.

1.1 Background of the Research

English as an international language plays an important role in the global communication. Nowadays, people around the world are using English as the way to communicate with others across the country. Considering the importance of English, it has been decided as the compulsory subject that is formally taught to the students studying at junior high school, senior high school, and also university level.

In learning English, the students of junior and senior high schools need to learn the four skills of English namely listening, speaking, reading and writing. The students should also learn the three language English components, namely vocabulary, pronunciation, and grammar. In this case, Speaking is one of the four basic skills that students should acquire in their periods of study.

Speaking skill becomes one of the tools of communication for people. They will be forced to use the language creatively and communicatively. Brown and Yule (1983:27) state that the aim of a course in a spoken language is to prepare the students to be able to express themselves in the target language in an active skill such as exchanging greetings, thanks and apologies, to express his "needs" such as request information, service , etc.

Based on the result of interview with the English teacher of SMP N 11 Jember, most of the students studying at junior schools were afraid of speaking by using English in their teaching learning process. As a result, they spent more time in listening to the foreign language than in producing it. That condition happened

because they didn't have enough vocabulary and lack of knowledge to pronounce the English words.

In junior high schools, the teacher's style to teach speaking is almost the same. English teachers mostly use handbooks and ask the students to repeat after her or him in reading something. They rarely use media to train their students' speaking ability. The teacher only knows that speaking ability can be taught by doing repetition and reading words from the handbook as they usually do. This condition makes the students get bored, because they are only asked to repeat what their teacher says without any media that can encourage their motivation. As a result, it affects the result of their studies and make the teaching learning process not work well.

An English teacher has an important role to solve the problems that the students face during the speaking activities. They should help the students speak during the teaching learning process. It can be done by applying interesting media to make the students become easier and more motivated in practicing speaking. One of the media that the teacher can use is English songs.

Morales (2008:164) states that when students sing a song, they improve English speaking skills and practice pronunciation. Because, when they sing a song, they apply speaking skills and practice pronunciation from the original singer of the song. It means that songs can be an effective teaching media to help teacher in teaching speaking to the students. By using songs, the students will be motivated because they are happy while singing the song. In other words, song can overcome their boredom without leaving the main goal of teaching speaking to the students.

From the statements above, the students are expected to be motivated in learning English especially in speaking skill. The teacher can use songs as the teaching aids or media to overcome the problem. Songs can be used by the teacher because they can give the students a good and happy atmosphere. Furthermore, it can overcome their boredom and also makes the students more interested in learning speaking because it can be a good medium to teach them to speak. Moreover, songs with their rhythm can give a good opportunity to the students to train their stress and intonation patterns.

Based on the preliminary study conducted at SMP N 11 Jember by interviewing the English teacher on 11st of August, the teacher said that the eighth grade students of Class F had a low mean score, that was 66 (See App. 3) in speaking class. Besides, the researcher also saw the result of the students' speaking test which indicated that they had difficulties in learning English. It could be seen from the result that 11 (28,94%) out of 37 students could achieve 70 up to 73 while the standard passing grade was 72. The English class was also passive during the teaching and learning process because the students felt difficult to start speaking. They were lack of confidence. Besides, they felt shy to speak by using English in the teaching and learning activities. As a result, they kept silent most of the time and they did not participate in the teaching and learning activities well.

Some researches had been conducted by other researchers related to the use of English songs to improve the students' speaking achievement during the teaching learning process. Rokhim (2012) proved that the use of songs in the first cycle could improve the students' speaking ability. The mean score was 68,61 in cycle 1 and 82,78 in cycle two. In the second cycle, the students seemed to be enthusiastic in learning when the songs were used. In addition, Ratnasari (2007) reported that using songs could improve 20,89% of the students' pronunciation achievement. The use of songs could also make the students relaxed instead of being threatened by the theory used in the teaching and learning process. The differences between this research and the two previous researches are: Rokhim did the research to the ninth grade students of MTS NU Pakis but the researcher did the research to the eighth grade students of SMP N 11 Jember. Ratnasari did the research by using songs to improve the students' pronunciation as one of the aspects of speaking achievement, but the researcher did the research to improve the students' speaking ability. From the previous study, we can conclude that songs can improve the students' speaking achievement. Considering the issue above, to overcome the students' problem in learning speaking activities, the researcher conducted a classroom action research entitled "Improving the Eighth Year Students' Speaking Achievement by Using English Songs at SMP N 11 Jember"

1.2 Problems of the Research

Based on the research background above, the problems of the study are formulated as follows:

1. how can the use of English songs improve the eighth year students' speaking achievement at SMP N 11 Jember?

2. how can the use of English Songs improve the eighth year students' participation in speaking class at SMP N 11 Jember?

1.3 Objectives of the Research

Based on the research background above, the objectives of the research are as follows:

1. to improve the eighth year students' speaking achievement by using English Songs at SMP N 11 Jember.

2. to improve the eighth year students' participation by using English Songs in speaking class at SMP N 11 Jember.

1.4 Significances of the Research

This research is expected to provide contribution of education to the English teachers, the students and future researchers.

1.4.1 The English Teacher

The result of this research is expected to be useful for the English teacher of SMP N 11 Jember as an input and consideration for better way to teach speaking to the students by using English songs.

1.4.2 The students

The result of this research is expected to provide a new learning experience by using English songs for the eighth year students of SMP N 11 Jember to improve

their speaking achievement because songs can be good media of learning speaking ability with happiness that is really suitable to overcome the problem faced by the students, that is, boredom.

1.4.3   The future researcher

The researcher hopes that the result of this research can be used as a useful reference and information for future researcher to conduct a further research dealing with the use of English songs by using different language skills and components and using the same or different research design with different subjects and schools for example in the experimental research design.
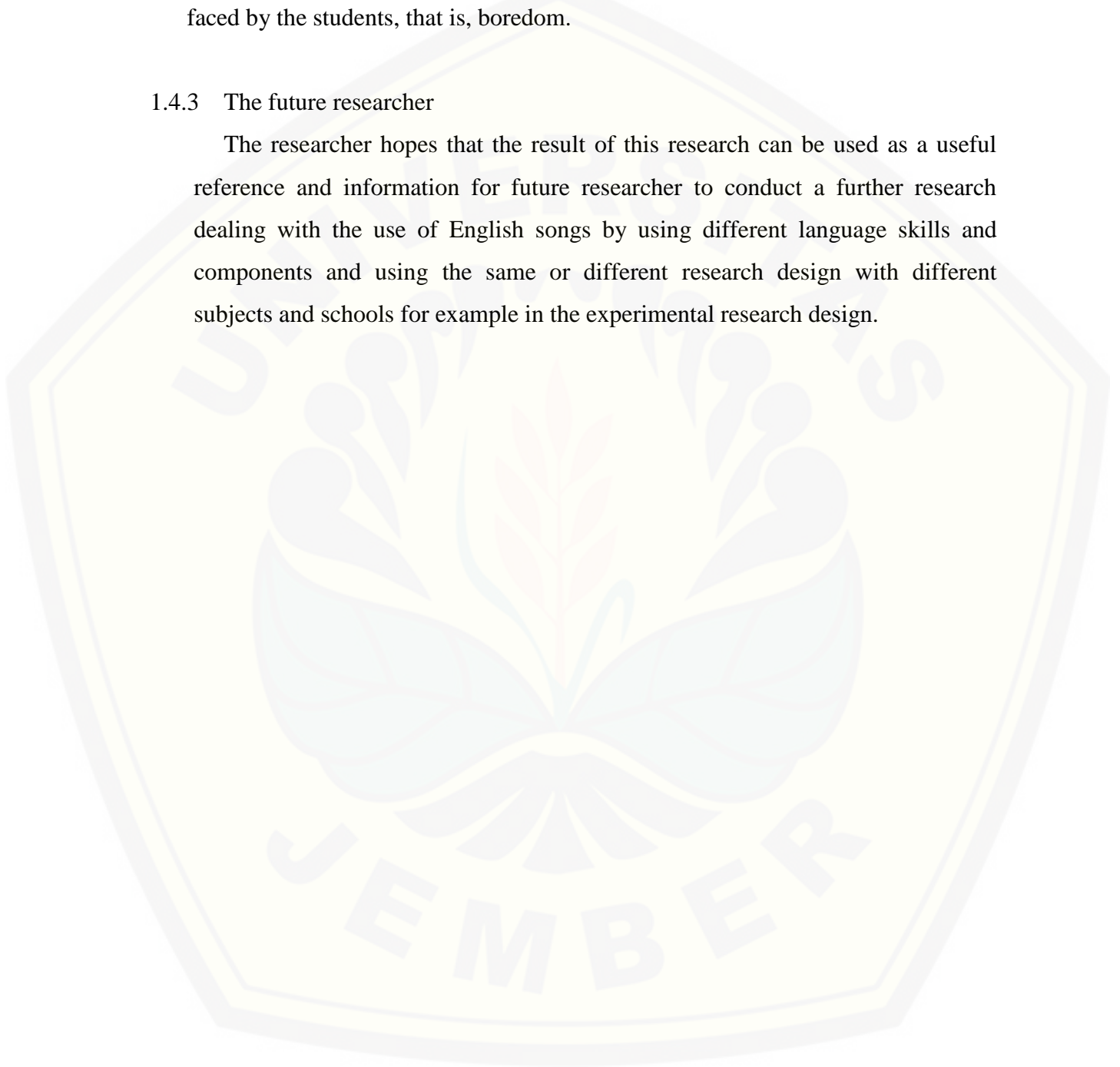
CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter presents the review of literature that relates to the topic of the research. The points that will be discussed are definitions of speaking and speaking achievement, songs in language education, selecting suitable songs for teaching and learning activity, the reasons of using songs in teaching English, the strengths and the weaknesses of teaching speaking by using songs, teaching speaking through songs, the previous research findings and research hypotheses.

2.1 Definitions of Speaking and Speaking Achievement

Generally, speaking is defined as one of the tools that human beings use to convey some information or to express their feeling. Hornby (1995:143) states that speaking is the action of verb, talking and discoursing. Furthermore, Brown and Yule (1983:17) state that learning to talk in a foreign language is often considered to be one of the difficult aspects of language learning by the teacher. Dealing with the statement above, speaking is one of the difficult aspects of teaching and learning process faced by the students when they are learning language. The teacher needs to help the students to speak or communicate with others in the teaching and learning process. Hadfield and Charles (2001:3) state that speaking means practicing to use the language to communicate in real life.

In relation to achievement, Hughes (2003:12) defines achievement tests as tests related to language course to know how successful students have been in achieving the objectives of study. In this research, the researcher used an oral test to know the speaking achievement of the VIII-F students at SMP Negeri 11 Jember by using English Songs as the learning media. Underhill (1987:7) states that oral test is repeatable procedures in which a learner speaks and it is assessed on the basis of what he says. According to Brown & Yule (1983:103), in assessing students' spoken

English productions, besides assessing students' grammar, vocabulary, fluency, and pronunciation, the teachers should also consider the students' ability to communicate effectively in spoken English. They also suggest to tape –record the student while he speaks. Thus the teacher should prepare a recorder to record the students' performance. The teacher can play the record several times to get the students' score of their speaking performance after the test to check if the students are able to do the test. This will help teacher keep the evidence and recheck the students' performance to support the teacher's judgments. Therefore, the speaking achievement in this research refers to the students' scores of speaking test covering the aspects of speaking on: fluency, accuracy on pronunciation, grammar and vocabulary, and the content of speech.

2.2.1 The Aspects of Speaking

According to Hughes (2003:110) there are some aspects of speaking skill such as fluency, accuracy (pronunciation, grammar, and vocabulary) and content of speech. Each of the aspects will be explained further as follows.

a. Fluency

It is essential for the listeners to judge the speaker from the way they speak. The speaker should be able to communicate or to transfer the information they have effectively. According to Manser (1995:161) fluency is the skill to speak language smoothly and easily. It also deals with the thought and ideas the speaker have to deliver. A good fluency will happen if the speakers can express their ideas and thought without no doubt and hesitant. However, it is hard for the speaker to speak the foreign language fluently. They are mostly hesitant about transferring their ideas in the form of spoken language. It may happen because they feel uncertain about what they should say next.

Since the hesitation becomes the problem that makes the fluency hard to come up, the students will have difficulties to deliver their thoughts and ideas. The teacher

should provide some activities consistently in the teaching learning process that force them to speak frequently. It can be done by asking the students to tell or share their ideas about some problems or their ideas to the class.

b. Accuracy

  1. Pronunciation

Pronunciation means how the words are spoken by the speaker in the sentences. Luoma (2009:11) defines pronunciation as many features of the speech stream, such as individual sound, pitch, volume, speed, pausing, stress and intonation. Since all of those things come up in pronunciation, it is not easy for the students to speak with good pronunciation. If the students are having bad pronunciation, it may lead the listeners to have different ideas about what they heard. As a result, the aims of the students in expressing or conveying their information becomes unsuccessful.

Furthermore, it is not easy to test the students' pronunciation in speaking skills. Brown and Yule (1983:103) state that teachers should have some continuous record of the spoken language in different occasions and different purposes. Dealing with this, it is essential for the teacher to prepare a recorder to record the students' performance. The record will be useful for the teacher to score the students' pronunciation by replaying the performance several times. Hewings (2004:17) states that the reasons for testing pronunciation are similar to those for testing language more generally: test can give teachers idea of the students' present ability, where they need to improve, and how far they are away from their long-term target. In conclusion, teachers should test the students' pronunciation in order to know in which part the students need to improve their pronunciation.

2. Vocabulary

Vocabulary is a list or set of words for particular language that individual speaker of language might use (Hatch and Brown, 1995:1). It means that vocabulary

refers to words used by someone to communicate with others in the form of spoken language. In other words, communication will not happen successfully if the speaker is lack of vocabulary.

Therefore, the students need to learn vocabularies if they want to be able to communicate well with others because they play an important part in conducting the communication. Thornbury (2002:14) states that vocabulary acquisition is the largest and most important task faced by the language learners. In this research, the use of vocabulary focuses on Verbs, Adjectives, Nouns, and Pronouns. It deals with the descriptive text that the students should perform in front of the class.

3. Grammar

Grammar is one of the three language components in determining the accuracy of speaking. It plays an important role to the use of someone's speaking in language learning. Thornbury (2002:14) states that while vocabulary is largely a collection of items, grammar is a system of rules. It means that grammar also takes an important part besides vocabulary in the language learning, as the rule system that constructs the vocabulary to be correct sentences both in written and spoken forms. In addition, Ur (1994:4) says that grammar is a set of rules which governs how unit of meaning may be constructed in language.

In this research, the grammar use is simple present tense. Simple present tense is a tense used to express habitual actions, general truth, repeated action, emotion and wishes. For example, I have a cat and my cat likes to play with my dolls.

c. Content of Speech

Content of speech in this research is defined as the message or ideas expressed by the students when they perform their speaking. The students are asked to be good to express and convey the information to others. Brown and Yule (1983:13) state that the speaker, in speaking, is primarily to communicate his message rather than to be nice to the listener. The most important thing is that the speaker can transfer his ideas

or information to the listener who will have their own responses to the ideas or information they have heard from the speaker.

In this research, the topic being discussed was about the students' family, occupations, animals and places. The students were expected to give some description about an animal based on its characteristics. They gave information about those topics such as the family members, the physical, habitat and the food of an animal, the condition of places, and the characteristics of an occupations.

2.2 Songs in Language Education

Nowadays, songs are considered as a common entertainment media because many people can download and listen to them easily in their life. They enjoy listening to songs when they are on holiday, work, drive and etc. The songs which can entertain people have two elements namely music and lyrics. It is supported by Shen (2009:88) who defines songs as a combination of music and lyrics.

Moreover, songs are not only used as entertainment media in society but also to motivate and stimulate students' interest in the teaching and learning process. The students can learn a language in different way from what they had in their routines. As Millington (2011:134) states, most of the students enjoy singing and they can often be a welcome change from the routine of learning a foreign language. In addition, Millington (2011:135) explains that the students often kept learning how to make new sounds and the students can take a great deal of practicing the songs. It means that songs can be good opportunities for the students to learn and make new sounds in teaching language process. In line with Millington's idea, Morales (2008:164) states that when students sing they improve English speaking skills and practice pronunciation. Furthermore, the songs can allow the students to learn the language without boredom because it is a different way from what they usually learn.

In this research, songs were used as media to teach speaking to the students. They were used to facilitate the students' activities in their teaching and learning

process. The songs entitled "People's Work", "My Family", "The Rhinos", and "In the Garden" were chosen in this research dealing with the students' need.

2.3 Selecting Suitable Songs for Teaching and Learning Activity

There are many songs that can be used for teaching speaking by English teachers, but they have to consider whether or not the songs are appropriate for their students. The teacher cannot deny about the theme of the songs used and they should make the song fits with the level of their students.

Ersoz (2007:20) in Sevik (2012) suggests teachers to be careful in choosing the songs. Here are four considerations for choosing songs.

1. Contain simple and easily understood lyrics

A good song for teaching is a song which has simple and understood lyrics which can make the students easier in following the teaching and learning process. Besides, they will be able to catch the meaning of the songs and interpret it easily. Therefore, it is a must for the teacher to select simple and understandable lyrics of the songs to be used in their teaching learning process. For example a song by Eileen Chirstelow entitled "Five Little Monkeys" has a simple and understandable lyrics.

2. Link with a topic or vocabulary suitable with learners' level

Songs should also contain topic, theme and vocabulary suitable with the students' level. This is very important because it decides whether the teacher can reach the goals or not. When the teacher gives the students songs which are suitable with their level, then they are going to accept and understand them with a little distraction and the goals that the teacher wants to reach become closer. For example a song by Peter Weatherall entitled "People in my town" which has simple dictions is suitable to be used in elementary level.

3. Contain repetitive lines

Songs that contain repetitive lyrics can give the students opportunities to have familiarity with the songs. Then, it will help them encourage their understanding of the song. For example, the lyrics of song by Muffin entitled "The Finger Family".

"Daddy finger, daddy finger, where are you?"

"Here I am, here I am. How do you do?"

"Mommy finger, mommy finger, where are you?"

"Here I am, here I am. How do you do?"

…

4. Allow children to easily do actions

Songs make the students easy to do the action in terms of listening to the songs. When they listen, they are doing an action. The focus here is only in the process of doing the actions, rather than interpreting the meaning.

In line with the selection of suitable songs, Lynch (2005) suggests that there are some principles of selecting songs to teach speaking, as follows.

1. Songs must have clear and understandable lyrics. A good song is a song which can make the listeners able to understand about the main goal of the song itself because of its lyric. If the lyric is not clear and really confusing, it will affect the students' motivation to listen to the songs and they will probably ignore the songs. Then, the teaching learning process will not work effectively through songs.

2. Songs must have an appropriate theme. Theme of the songs can make the students easier to understand about the songs. They can predict the songs by knowing the theme. Even, when the students find some new words that distract their listening process, they will be helped from the theme because they have their mind in line with it. They also try to look back on every single word which relates to the theme.

2.5.1 The Example of English Song Lyrics

<div align="center">The Family Song</div>

I've got a mother, a father (*)
A sister, and a brother
Grandma and grandpa
This is my, this is my
This is my family

Back to (*)
I've got an uncle named Jimmy
And an aunt named Jane
And a cousin named Jenny
Who flies a plane

I've got an uncle named Ray
And an aunt named Pat
And Grandma named Ruby
Who's got 12 cats

Back to (*)
This is my family (3x)

<div align="center">Taken from *https://www.youtube.com/watch?v=dH5RTW0gh30*</div>

From the explanation, the lyrics of the songs above fulfill the considerations in choosing the songs, they contain simple and easily understood lyrics, link with a topic or vocabulary suitable with learners' level, that is family, contain repetitive lines, that is the lyrics "This is my family" and allow children to easily do actions likes listening to the music and singing in the teaching and learning process.

2.4 The Reasons of Using Songs in Teaching English

Sevik (2012:332) says that the repetitive nature of songs, the joy in singing songs impose to the learning activity and the associate power between the melody and the content of the word. A song with its repetitive lyrics and joyful melody can increase the motivation and make the students internalize the language that they learn easier. In short, the use of songs can help the students become capable of understanding the language. Moreover, Sevik (2012:11) adds that there are some reasons of using songs in teaching English, as follows.

1. Songs are keys to primary practice. The teacher at primary schools mostly use songs as the techniques to teach language. The use of songs and rhymes is also important for the learners in a foreign language classroom because usually most of the students are lack of motivation in learning foreign language and songs can be a great technique to solve that problem.

2. Songs provide opportunities for repetition and practices. Songs are the tools that have huge opportunities for repetition and practice that can overcome the students' boredom. The repetition of the lyrics such as chorus makes the students more familiar with the lyrics, then it will lead them to learn the language enthusiastically.

3. Songs provide opportunities for real language use. Sharpe (2001) states that songs provide an occasion for real language use in a fun and enjoyable situation. The lyric of songs express the author's feeling by using a language that the people used in their life so that the students will have opportunities to use a real language in their society through songs.

In line with Sevik's ideas, Schoepp (2001) gives 3 reasons of using songs in teaching English, as follows.

1. Affective reasons; a positive attitude and environment enhance language learning. Songs give an enjoyable activity that contribute to a supportive non-threatening setting with confident and active learners. In other words, songs can create good atmosphere with its enjoyable activity that makes the students become more active in class.

2. Cognitive reasons: songs contribute to fluency and the automatic use of meaningful language structures. It means that songs can give the students cognitive aspect for the use of language in terms of structures. The students will also be able to train their fluency for using the language.

3. Linguistic reasons: in addition to build fluency, songs provide exposure to a wide variety of the authentic language. The students will eventually face non-academic settings.

Furthermore, Lynch (2005) states that there are nine reasons for using songs in teaching English as a foreign language, as follows.

1. Songs always contain authentic, natural language

Songs contain authentic and natural language such as the crude and foul also objectionable language. The good thing is that the teachers can teach the students about the natural language. The bad thing is that the students imitate the forbidden words and use them in their daily lives. In this case, the teacher should give some explanation about this.

2. A variety of new vocabulary can be introduced to the students through songs

Most of the English songs are directed to the native speakers, so the probability of the use on idioms, contemporary vocabulary and expressions are going to be very often.

3. Songs are usually very easy to obtain

It is not too difficult to get the songs today, as there are many sources to get the songs from the internet in which it provides songs globally and we can download them easily and for free.

4. Songs can be selected to suit the needs and interests of the students

With many kinds of songs, the teacher can select the songs which are suitable with the theme, level and vocabulary that can support the teaching learning process.

5. Grammar and culture aspect can be introduced through songs

Songs contain grammar and culture of the native speaker that can be taught and introduced by the teacher.

6. Time length can be controlled

The use of songs in the teaching learning activities is very flexible in terms of time. The teacher can edit the songs to fulfill the needs of the students in relation to the time.

7. Students can experience a wide range of accents

Native speakers come with a wide variety of accents and can bring it over the songs. The students can have a huge experience of accents in English like British English, American English, Australian English through their activities in listening to the songs. For examples songs from a band named One Direction entitled "One Little Thing" uses British English and Tonight Alives entitled "Wasting Away" uses Australian English.

8. Song lyrics can be used in relating to situation of the world around us

Songs, for many years have been good wheels for telling the students about the situation around the world. They can contain the peace of the world, natural disasters, crimes of the world, children abused etc. Therefore, the teacher can educate the students about the situation of the world and guide them to make a better world in the future. For example a song by Michael Heart entitled "We Will not Go Down" that explains the war happened in East Asia.

9. Students think songs are natural and fun

Songs have the melody that makes the students feel fun and enjoyable to listen to them. Natural is seen from the aspect of the condition of the singers when they sing the songs whether they are happy, sad, gloomy, encouraged, discouraged, etc.

In conclusion, the use of songs in teaching learning activities will be useful for the students in the class. The students will not only learn about the lessons but they can also get much knowledge through the songs that the teacher uses in their teaching learning activities. In this research, the songs that the researcher used have nine criteria as explained above.

2.5 The Strengths and the Weaknesses of Teaching Speaking by Using Songs

Teaching speaking by using songs can be very useful for the students in the terms of memorization, patterns, intonation, rhythm, and idiomatic expressions. According to Maley (1987:93) there are ten strengths of using songs in language learning activities, as follows.

1. Memorability

Songs consist of the repetition of the lyrics, which makes the students easy to memorize the words. Repetition of the lyrics will make it stay longer in the student's memory because they will be spoken more than once. For example the words "jumping on the bed" in the song entitled "five little monkeys" are repeated many times. The students will easily remember the words "jumping on the bed" because it is repeated almost in every lines of the lyrics.

2. Rhythmicality

Rhythm is a strong, regular, repeated pattern of movement or sound. It helps the students both in encouraging their interest to listen to the songs and their acquisition. For example, the teacher gives the students songs which have a high beat music. They will be attracted and listen to the songs, enjoy the music and make them interest in teaching and learning process.

3. Performance

The students guided by the teacher can perform the songs together in the class. They can sing the songs they have learnt. The teacher asks the students to perform something such as sing the songs together in the class or read the difficult words that they find in the lyrics.

4. Ambiguity

Some songs provide ambiguity of the lyrics. In this case, students are likely to use their own perception to interpret the songs they heard. This condition can be a good situation for having a discussion between them in the class.

5. Non-Triviality

Most of songs discuss about the existence of Non-Triviality in the world such as love, thought, feeling, etc. Thus, The students will more understand about friendship, relationship, etc. For example a song by Katty Perry entitled "The One that Got Away" tells us about a relationship of someone left by his beloved. The students will think that relationship or feeling is really exist in this world.

6. Universality

Songs are created by human being from the entire world to show emotions from human beings such as love, sadness, friendship, happiness, nature, religions, pain and sorrow, peace of the world and any others. Those emotions deals with the universal emotions that humans have around the world. The students will have their prior knowledge connected with the songs by using the universality of the song itself. For example Maroon Five's songs entitled "This Love" shows emotion about love and "Sad" shows emotion about being sad.

7. Playfulness

With the ability of the teacher, songs can also be tools for playing in the class. The students can sing the songs in the class in turns.

8. Reactional language

Reactional language means that the songs make the listeners feel or react personally to another person's language. It can be performed by giving instruction, describing, giving opinions, etc. For example, Michael Jackson's songs entitled "Heal the World" asks us to keep the world in peace for everybody.

9. Motivation

One of the advantages of songs is that it can give the students motivation to join the class. The rhythm and music along the songs guide the students' motivation to focus on the teaching learning process. For example, the songs entitled "Just the Way You Are" by Bruno Mars that the students know well will motivate them to focus on the teaching and learning process.

10. Interaction

Interaction here deals with the discussion which happens among the students because they have their own interpretation of the songs. The different interpretation from the students can lead to interaction that create some problems that can be discussed with the teacher in the class.

In conclusion, songs provides many strengths to be used in the teaching and learning process. The repetition of the lyrics, and rhythm can help and motivate them in the teaching and learning process. Songs can also create the interaction between teachers and the students. Overall, the songs are a beneficial media for teaching and learning process.

Songs also have some disadvantages or weaknesses to be used in teaching speaking to the students, Murphey (1992:770-774) states some of them as follows.

1. Teachers do not take the music seriously.

When the teacher does not take or prepare the music serioulsy, it will affect the condition of teaching and learning process. Besides, it will also affect the students' achievement in their learning.

2. The teacher can lose control of the class easily

That condition happens when the students are noisy while singing the song. The teacher will be confused about what they should do in that condition, as a result they will lose control the class easily.

3. The vocabulary of the songs is too poor.

In this case, most of the songs in the world have poor vocabulary and the students will have limited activities in the teaching and learning process

However, there will be a duty of the teacher to solve those kind of weaknesses. The teacher should take the music seriously such by choosing a suitable song for the students and its equipment in order to make the students more interested and get what they should get. The teacher should also take control on the process of teaching speaking by using songs. They should have a better preparation and activities that they will do in the teaching learning process, so that they will not lose control of the class easily. The vocabularies in songs are sometimes too poor, so that the teacher should have creativities to make them better by revising the words into better ones.

2.6 Teaching Speaking Through Songs

Speaking is considered as the most important thing for the students to communicate with others. Without speaking ability, communication is impossible, because communication needs the ability of the students to be able to speak or express their feelings to others. Considering the importance of speaking, it is essential for the teacher to create a good atmosphere in order to make their teaching speaking process run well. One of the ways to make a good atmosphere is by using songs. Songs are able to change the monotonous mood in class and they also provide a comfortable class environment so that the students can develop their lingual skill easily. Songs can also be used in many various types of teaching in the classroom, and it is the duty of the teacher to be able to use their creativity of using songs in their teaching learning process. Adapted from Medina (2009:31) there are some steps that can be used in teaching speaking by using songs. They are as follows.

1. Teach key vocabulary words found in the song.

2. Show lyrics of the songs, then play the song. As the students listen to the song, they can quietly read the song lyrics or sing the song.

3. To make students familiar with the song's lyrics, go through the lyrics without the benefit of the music. Occasionally pause, then ask comprehension questions. Play the song for the second time and so on.

4. Ask the students to do the task given by the teacher. Have the students discuss with their friends how they plan to do the task. Once they have come to a consensus, they will then do the task given by the teacher like making a description of their family and the occupation of someone. The students then rehearse their performance during the allocated time.

5. Have the students take turns to perform for the class. This is a good preliminary activity for the students who lack of confidence in speaking. As they gain confidence, they can perform this same activity without writing out beforehand.

In this research, the steps used by the researchers in the teaching and learning process by using English songs are as follows:

1. Explaining the songs' lyrics as the key of vocabulary.
2. Explaining about descriptive text.
3. Distributing the songs' lyric.
4. Playing the songs for the students in the class.
5. Asking the students to sing the song together in the class.
6. Asking the students to make a repetition on some difficult words.
7. Asking the students to do the task that was, making a description about the theme given such as family, occupation, animal and place.
8. Asking the students to perform their description in front of the class.
9. Giving feedback to the students' performance.

2.7 The Previous Research Findings

There are many previous researches on the use of songs to improve the students' speaking ability. However, there are two researches which are reported in this part. The first, Rokhim (2012) in his thesis entitled "improving the speaking skill of the ninth grade students of MTs NU Pakis using songs" reported the use of songs to improve the speaking ability at MTs NU Pakis. In the first cycle, it could improve the students' speaking ability as many as 68,61% and rose to 82,76% in second cycle. In the second cycle, the students at school seemed to be enthusiastic in learning when the songs were used. It was also proven by the researcher that the students could reach the mean score better than before. In the first cycle, the mean score was 68,61 and 82,78 in cycle two.

The second, Ratnasari (2007) in her thesis entitled "the use of songs to improve the students' achievement in pronouncing English words" reported that the progress was 20,89%. It revealed that listening to English songs was effective to improve the students' pronunciation achievement. The percentage of pronunciation achievement in pre-test was 74,49% and 95,38% in post-test. Moreover, most of the students were interested in learning English by using songs. They felt more relaxed instead of being threatened by the theory. Their motivation in learning English increased and they expected that this kind of program could be given regularly and continuously. Since the pronunciation becomes one of the aspects on speaking achievement, the researcher used this research as supporting data that shows about the improvement of students who have already been taught by songs in their teaching and learning process.

Based on the two previous research findings above, it can be concluded that the use of songs successfully improve the students' speaking ability. The use of songs in the teaching and learning process also has a positive impact to the students' motivation and enthusiasm.

2.8 Hypotheses

Based on the review of literature above, the research hypotheses are formulated as follows:

1. the use of English songs can improve the eighth year students' speaking achievement at SMP N 11 Jember.

2. the use of English songs can improve the eighth year students' participation at SMP N 11 Jembe

III. RESEARCH METHODOLOGY

This chapter provides the research methods applied in this research. They are research design, area determination, research subjects, data collection method, operational definition of the key terms and research procedures.

3.1 Research Design

This research was proposed to improve the eighth year students' speaking achievement by using English songs at SMP N 11 Jember. Therefore, the researcher used classroom action research as the research design. According to Mc.Millan (1992:69), classroom action research is a type of applied research in which its purpose is to solve a specific classroom problem or to make a decision at the research area. The researcher conducted the research together with the English teacher of the eighth year students of SMP N 11 Jember. The cycle that was done in this research covered four stages namely preparation of the action, implementation of the action,
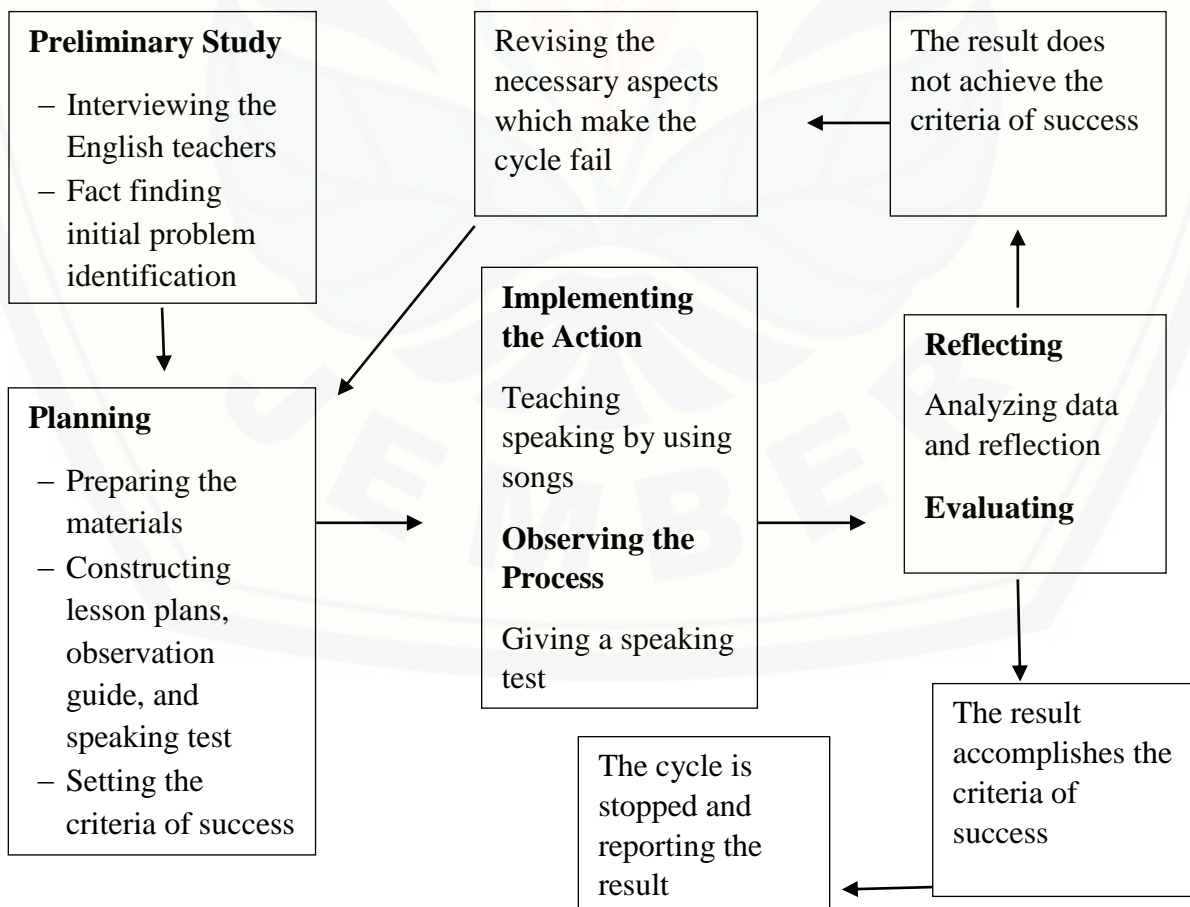
classroom observation, and reflection of the action. Since the result of the first Cycle didn't achieve the criteria of success, then the second Cycle were continued by revising the weaknesses found in the first Cycle.

The procedures of the classroom action research were conducted as follows.

1. Interviewing the eighth year English teacher of SMP N 11 Jember to identify the students' problem(s) on speaking achievement.
2. Finding out the documents such as the students' speaking test scores to gain the supporting data.
3. Finding out the class (among the existing classes) which had the lowest mean score of speaking test as the research subjects based on the teacher's information and documents.
4. Formulating the research problems.
5. Planning the action (constructing the lesson plans used in the first cycle, meeting 1 and meeting 2) collaboratively with the teacher and also constructing the test for speaking achievement.
6. Implementing the first cycle to the class.
7. Observing the actions of the first cycle (meeting 1 and meeting 2) done by the English teacher.
8. Giving a speaking test to the respondents after the first cycle was completed.
9. Analyzing the result of the speaking achievement test and observation quantitatively.
10. Drawing a conclusion to answer the research problem.
11. Since the result of the first Cycle didn't achieved the criteria of success, then the second Cycle were continued by revising the weaknesses found in the first Cycle.

The action research's design is illustrated in the following chart.

The Model of the Classroom Action Research

Preliminary Study	Revising the necessary aspects which make the cycle fail	The result does not achieve the criteria of success
– Interviewing the English teachers – Fact finding initial problem identification		

Planning	Implementing the Action	Reflecting
– Preparing the materials – Constructing lesson plans, observation guide, and speaking test – Setting the criteria of success	Teaching speaking by using songs **Observing the Process** Giving a speaking test	Analyzing data and reflection **Evaluating**

The cycle is stopped and reporting the result	The result accomplishes the criteria of success

3.2 Area Determination Method

To choose the research area, the researcher used purposive method. Arikunto (2002:117) defines that purposive method is a method employed in choosing the research area based on certain purpose or reason. This classroom action research was conducted at SMP N11 Jember because of these reasons, 1. English songs had never been used by the English teacher in teaching speaking at this school; 2. the eighth year students of SMP N 11 Jember had some problems dealing with speaking achievement.

3.3 Research Subjects

The research subjects were the students of VIII F at SMP N 11 Jember. This school had six classes for grade eighth, they are VIII A, VIII B, VIII C, VIII D, VIII E, VIII F. The students of Class VIII F were chosen for the research subjects based on the teacher's suggestion and the results of the speaking test documentation. This class had some problems dealing with speaking achievement. VIII F had 38 students and most of them got low scores in speaking achievement with the average score 66. The detailed scored of the students' are enclosed in Appendix 3.

3.4 Data Collection Methods

The data for this classroom action research were primary data and supporting data. The primary data of the research was collected by administering speaking test. The data of the students' participation in the teaching of speaking was collected by using observation checklist. Meanwhile, the supporting data was collected by interviewing the English teacher and some documents containing the scores of the

students' speaking test. The data collection methods of this research are discussed further in the following parts.

3.4.1 Speaking test

The speaking achievement test was administered to the students after the action was done by the researcher in each cycle. It was intended to know whether or not the students could reach the target score from the teaching speaking process by using songs.

According to Hughes (2003:22-26) there are two criteria that must be involved to make a good test, they are validity and reliability. A valid test is a test which measures accurately what should be measured and a reliable test is a test which makes a consistent result when the same test is given at different time.

In this research, the speaking achievement test was given in the form of an oral test which was constructed based on the Instituional Level Curriculum *(KTSP/ Kurikulum Tingkat Satuan Pendidikan)* of Junior high school and the syllabus used by the English teacher and was consulted to the consultants and the English teacher. The test was scored by two persons, they were the researcher and the English teacher.

The speaking test was administered to the students by providing several printed topics to be described. The students chose one of the topics to be described. After being called by the researcher one by one, the students described the topics they had chosen. They described the topics orally in front of the researcher for about 2-3 minutes spontaneously. The rest of the students were waiting outside the class. The other students were given the same chance to describe the topic they had chosen. If one student had done their test, then other student was invited to do the same activity as what the previous students did one by one.

In relation to score the students' speaking achievement, the researcher adapted a rating scale from Hughes (2003:131-132). There are six criteria from each aspect of speaking but in this research, the researcher omitted the sixth criterion, that is, native

like because the capability of the eighth grade students of SMPN 11 Jember could not be able to reach the criterion. In line with this consideration, Heaton (1990:100) states that for most classroom purposes the rating scale should not have native-speaker performance as the desired goal. Thus, it should be based on realistic expectations of what successful learners can achieve at a particular stage in their development.

The test was also recorded to avoid subjectivity of scoring the students' performance and to recheck something which was not clear yet. The oral test measured was the speaking ability covering fluency, accuracy (pronunciation, vocabulary, grammar), and content of speech. The aspects of scoring the students' speaking ability was adapted from Hughes' rating scores of speaking test. They are as follows.

Table 1. The Aspects of Evaluation

Students' Names (Initials)	Students' scores of speaking test based on the indicators						Calculation for the total score	Total score
	F	P	G	V	Cs	Total Score		

Notes:

F   : Fluency
P   : Pronunciation
G   : Grammar
V   : Vocabulary
Cs   : Content Speech

$$Total\ score = \frac{Students'\ score}{Maximum\ score} \times 100$$

The indicators of speaking performance were as follows:

1. Fluency (F)
   Level
   1   Speech is getting stuck and not complete
   2   Speech is very slow and uneven except for short or routine sentences
   3   Speech is frequently hesitant, repeating the sentences
   4   Speech is sometimes hesitant with some unevenness caused by rephrasing and grouping for words
   5   Speech is effortless, rhythmically, and smooth

2. Accuracy
   a. Pronunciation
      Level
      1. Pronunciation cannot be understood all the time and use another language
      2. Frequent errors in pronunciation and frequent repetition
      3. "Foreign accent", mispronunciations and frequent errors in grammar and vocabulary
      4. Mispronunciations which do not interfere with understanding
      5. No conspicuous mispronunciation and clear

   b. Vocabulary
      Level
      1. Vocabulary is very limited for simple monolog
      2. Vocabulary is limited
      3. Choice of words sometimes inaccurate and limitation of vocabulary
      4. Enough vocabulary to discuss special interest
      5. Professional vocabulary precise and wide, general vocabulary adequate to cope with complex practical problems

   c. Grammar
      Level
      1. Grammar almost entirely inaccurate phrases
      2. Constant errors of grammar that influence meaning and often reconstruct the sentence
      3. Frequent errors showing some major patterns and misunderstanding
      4. Showing imperfect control no weakness that causes misunderstanding
      5. Few errors, with no pattern of failure

3. Content of Speech
   Level
   1. Understands too little for the simplest type of monolog
   2. Understands slow, very simple speech, require constant repetition and rephrasing
   3. Understands careful, require many repetition and rephrasing
   4. Understands quite well normal educated speech but require occasional repetition or rephrasing
   5. Understands everything in telling something

(Adapted from Hughes, 2003:311-312)

The explanation of evaluating the 38 students' speaking performance was as followed: The students had the score in the range 1-5 for each aspect. For finding the total score, the students' total score were divided by the maximum score, that is, 25 and multiplied by 100, then the final score was found.

3.4.2 Observation

The second type of data collection method was observation. In this classroom action research, the observation was intended to know both the students' participation and the students' responses during the teaching speaking process using English songs. Arikunto (2002:204) claims that the most effective way in obervation is by using a blank or checklist as the instrument. The researcher provided the observation checklist as the instrument consisting of five indicators that should be done by the students. Furthermore, the researcher observed these following aspects;

1. Making a description about the topics given
2. Asking question(s) to the teacher dealing with the materials given.
3. Answering questions(s) from the teacher dealing with the materials given.
4. Singing the song together with the class.
5. Performing their speaking ability through a description they had made.

Those indicators showed whether or not the students were active during the teaching learning process. The students were categorized as active if they could reach at least three of the five indicators. The students were categorized as passive students if they reached less than three indicators.

3.4.3 Interview

In this research, there was an interview guide formed in the list of questions to get the supporting data such as the techniques or media used by the teacher to teach speaking, and the students' problems in speaking achievement. On August 11th, 2015 the researcher had conducted the interview to the English teacher of SMP N 11 Jember teaching all the eighth grades as the preliminary study. The researcher prepared some questions dealing with the information needed.

3.4.4 Documentation

In this research, the document was used to get supporting data such as the names of the research subjects, the students' previous score in speaking achievement and the themes from syllabus of speaking used for the eighth year students of SMPN 11 Jember.

3.5 Operational Definition of the Key Terms

Operational definition is a guide to understand the concept of the research. It was intended to avoid misunderstanding between the researcher and the readers. The key terms needed to be defined in this research are as follows.

3.5.1 Speaking Achievement

Speaking achievement in this research refered to the scores of the students' speaking achievement which was obtained by doing a speaking test in the form of oral test. The students were taught by using English songs before the test was conducted. The test was administered after the cycle was done by the researcher.

3.5.2 Students' Participation

Students' participation in this research referred to the students' participation in the teaching and learning process. It was shown by the their activities in asking questions to the teacher, answering the questions, singing the song together, making a description and showing a performance of their description in the teaching and learning process. The students had to get at least three indicators in order to be categorized as active participants.

3.5.3 English Songs

Song was known as a piece of music with words that is sung. The song itself had lyrics that could be the example or explain further about the theme that was taught by the teacher in the teaching learning process. By using songs, the teacher could also make a good atmosphere that supported the teaching and learning process. The students were expected to be interested in the teaching and learning process by using songs with its rhythm and they were not bored as they used to be in their class. In this research there were four English songs entitled "My Family", "People's Work", "The Rhinos", and "In the Garden". Each song lasted for about two minutes. Those songs were prepared based on the curriculum KTSP which were applied at SMP N 11 Jember to class VIII F.

3.6 Research Procedures

There were four stages of the action in each cycle, namely planning of the action, implementation of the action, observation and evaluation. They are going to be discussed further as follows.

3.6.1 Planning the Action

The researcher applied several activities for planning the action in order to make the action effectively done. They were as follows.

1. Selecting the theme of the songs based on the curriculum and syllabus used at SMPN 11 Jember ,

2. Constructing the lesson plans of the first cycle,

3. Preparing the students' materials and worksheet for the task,

4. Preparing the observation guide to obtain data of the process during the actions,

5. Conducting the speaking test of the first cycle.

3.6.2 The Implementation of the Action

The action for the first cycle was implemented based on the schedule of the English subject for the eighth year students of SMP N 11 Jember. It was based on lesson plan 1 and 2. The speaking test was given in the third meeting and since the students could not reach the target score, it was continued to the second cycle by revising some problems found in the first cycle.

3.6.3 Observation and Evaluation

During the teaching and learning process, the researcher also observed the students' interest. Observation was intended to observe and monitor the students' participation during the teaching and learning process of speaking achievement by using English songs. In the observation process, the researcher had an observation guide in the form of check-list containing the indicators being observed. The researcher used the checklist guide in which the indicators observed had been prepared. The indicators were as follows: (1) making a description about the topics they had chosen (2) asking question(s) to the teacher dealing with the materials given (3) answering questions(s) from the teacher dealing with the materials given (4) singing the song together with the class (5) performing their speaking ability through a description they have made.

The following is the table for the observation checklist:

No.	Names	Indicators					Scores	Active	Passive
		1	2	3	4	5			

Notes:

1 = Making a description about the topic

2 = Asking question(s) to the teacher dealing with the materials given.

3 = Answering questions(s) from the teacher dealing with the materials given.

4 = Singing the song together with the class.

5 = Performing their speaking ability through a description they have made.

The evaluation was conducted in both process and product evaluations. The researcher evaluated the result of the students' speaking achievement as the product evaluation in order to find whether or not the English songs could improve the students' speaking achievement. The process evaluation was dealt with the observation done by the researcher to find whether or not the students were interested in each cycle during the teaching and learning process by putting ($\sqrt{}$) in each indicator from the observation checklist.

The data about the improvement of the students' speaking achievement was obtained from the speaking test which was given in each cycle after the action was done. This test result was used to evaluate the actions by the percentage of the students' speaking achievement test. This research was considered as successful if 75% of the students could get score 72. Furthermore, the students' involvement was also considered to be successful if 75% of the students were active in teaching learning process.

3.6.4 Data Analysis Method

The collected data from the researcher in each cycle were analyzed quantitatively by using percentage so that the students who could achieve the standard mean score was known. The analysis was done in order to find the percentage of the students who could achieve the target score, 72 because the passing grade applied in this school. The analysis to find the students' percentage on their speaking achievement score used the following formula:

$$E \; \frac{n}{N} \text{ x } 100\%$$

E = the percentage of the students who get the speaking achievement test score ≥ 72

n = the total number of students who get speaking achievement test score ≥ 72

N = the total of the students doing the test

(Adapted from Ali, 1998:186)

Besides, to find the students' active participation, the researcher used the following formula:

$$E = \frac{n}{N} \text{ x } 100\%$$

E = the percentage of the students' active participation

n = the total number of the students who are categorized as active

N = the total number of the students (the research subject)

(Adapted from Ali, 1998:186)

3.6.5 Reflection

The reflection was carried out when the researcher and the English teacher had finished analyzing both the observation and the test results in each cycle. The result in the first cycle was used as a guide to revise the next cycle in order to make it better.