THE EFFECTIVENESS OF USING SONGS AS

MEDIA TO IMPROVE SPEAKING SKILL

A Case of the 10th Graders of SMK Tunas Karya Berlian Pati

in the Academic Year 2022/2023

FINAL PROJECT

Presented as Partial fulfilment of the Requirements for the Bachelor Degree

(Sarjana Pendidikan) in English Education

By :

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND COMMUNICATION SCIENCES

SULTAN AGUNG UNIVERSITY

SEMARANG

2022/2023

PAGE OF APPROVAL

A Final Project entitled

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SPEAKING SKILL

(Quasi Experimental Research on the 10th Graders of SMK Tunas Karya
Berlian Pati inthe Academic Year 2022/2023)

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Has been approved by the advisor and to be examined by
the Board of Examiners

Semarang, 9 A u g u s t 2023

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PAGE OF VALIDATION

A Final Project entitled

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(Quasi Experimental Research on the 10th Grade Students of SMK Tunas Karya Berlian Pati in the Academic Year 2022/2023)

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Defended before the Board of Examiners On 11 August, 2023

Declared Acceptable

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STATEMENT OF ORIGINALITY

Hereby, I honestly declare that the undergraduate final project that I have wrote does not contain the works or parts of other people's works, except those mentioned in the quotation and references, as a scientific papper should. If my statement is invalid in the future, I strongly agree to accept an academic sanctions in the form of revocation of my thesis and my degree that I got from that paper.

Semarang, 11 August 2023

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MOTTO AND DEDICATION

"Whatever your campus, that's your campus. It is the best. People have to know, it's all romance. The rest is a struggle."

(Pidi Baiq)

This final project is dedicated with affection, love, and gratitude to:

- ➢ My Parents, Mr. Sukari and Mrs. Istianah who always give me supports and motivation to finish my study.
- ➢ My beloved wife, Mrs. Iim who always supports me whenever and wherever I am.
- ➢ My beloved daughter, Kaia Aruna Umam for being my motivation to do anything.
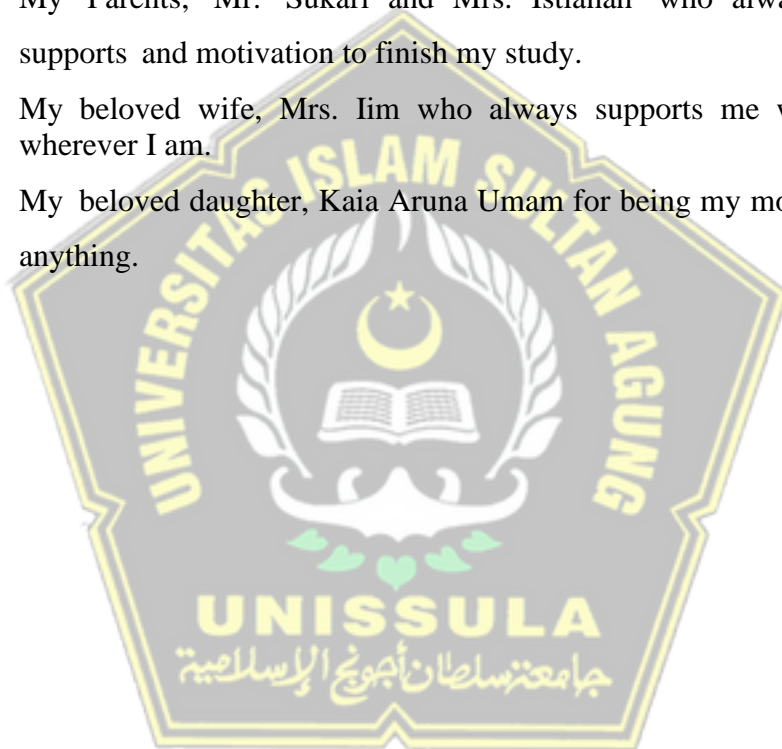
ABSTRACT

Umam, Muhammad Sholihul. (2023). The Effectiveness of Using a Songs As Media to Improve Speaking Skills. *A Final Project*. English Department, Faculty of Language and Communication, Universitas Sultan Agung Semarang. Advisor: H. Hartono, S.S.,M.Pd.

The purpose of this research was to find out whether the use of songs can improve speaking skills of the 10th graders of SMK Tunas Karya Berlian. This type of research was a quantitative research with a quasi-experimental research design. The population of this study was the 10th graders of SMK Tunas Karya Berlian, and the sample of this study consisted of 24 students of X TBSM as the experimental class and 22 students of X Pharmacy as the control class. Content validity was used in this research. Validation was carried out by asking the English teacher to validate the instrument using a validation rubric. To measure the reliability of this study used the Cronbach Alpha formula. This study used SPSS 25 to analyze speaking test data. The data collection instrument in this study was a speaking test. The results of this study showed that the average pretest score for the experimental class was 56.54 and for the control class was 59.09. After getting the treatment, the average posttest score for the experimental class was 76.36 and for the control class was 65.95. The results of the analysis showed that there was a significant difference. Data were analyzed using the t-test formula. The results of the Independent Sample t-test showed that Sig. (2-tailed) is 0.000 <0.05. This means that H_0 was rejected and H_a was accepted. Based on the results of the analysis, it means that the use of songs was effective as a learning media to improve students' speaking skills.

*Keywords: **Songs, Speaking Skills***

INTISARI

Umam, Muhammad Sholihul. (2023). The Effectiveness of Using a Songs As Media to Improve Speaking Skills. *A Final Project*. English Department, Faculty of Language and Communication, Universitas Sultan Agung Semarang. Advisor: H. Hartono, S.S.,M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan lagu dapat meningkatkan keterampilan berbicara siswa kelas X SMK Tunas Karya Berlian. Jenis penelitian ini adalah penelitian kuantitatif dengan desain penelitian eksperimen semu. Populasi penelitian ini adalah siswa kelas X SMK Tunas Karya Berlian, dan sampel penelitian ini terdiri dari 24 siswa X TBSM sebagai kelas eksperimen dan 22 siswa X Farmasi sebagai kelas kontrol. Validitas isi digunakan dalam penelitian ini. Validasi dilakukan dengan meminta guru Bahasa Inggris untuk memvalidasi instrumen menggunakan rubrik validasi. Untuk mengukur reliabilitas penelitian ini digunakan rumus Cronbach Alpha. Penelitian ini menggunakan SPSS 25 untuk menganalisis data tes berbicara. Instrumen pengumpulan data dalam penelitian ini adalah tes berbicara. Hasil penelitian ini menunjukkan bahwa nilai rata-rata pretest untuk kelas eksperimen adalah 56,54 dan untuk kelas kontrol adalah 59,09. Setelah mendapatkan perlakuan, nilai rata-rata posttest untuk kelas eksperimen adalah 76,36 dan untuk kelas kontrol adalah 65,95. Hasil analisis menunjukkan adanya perbedaan yang signifikan. Data dianalisis dengan menggunakan rumus t-test. Hasil post-test Independent Sample menunjukkan bahwa Sig. (2-ekor) adalah 0,000 <0,05. Artinya H_0 ditolak dan H_a diterima. Berdasarkan hasil analisis, berarti penggunaan lagu efektif sebagai media pembelajaran untuk meningkatkan keterampilan berbicara siswa.

Kata kunci: **Lagu, Keterampilan Berbicara**

ACKNOWLEDGMENT

Assalamu'alaikum Wr. Wb.

Alhamdulillahi rabbil'alamin. Praise and gratitude we pray to Allah SWT, the researcher finally could finish the final project. Peace and salutation be upon the prophet Muhammad SAW who has guided us from the darkness to the brightness. The researcher would like to say thank you to the following people:
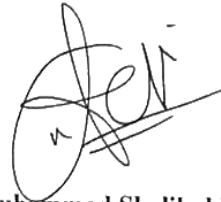
1. Prof. Dr Gunarto,SH.,M.Hum. As the Rector of UNISSULA.

2. Trimanah, S.Sos., M.Si. as the Dean of Faculty of Languages and Communication Science of Unissula.

3. Nur Ekaningsih. S.Pd., MPd. as the Head of English Education Departmentof Language and Communication Science Faculty

4. H. Hartono, S.S., M.Pd. as the advisor who had given to me the supports, guidance, and patience to finish this research.

5. All the lecturers and Staff of Language and Communication Science Faculty, Sultan Agung Islamic University who had been giving the support, motivation, and knowledge to the researcher during her study at Sultan Agung Islamic University.

6. Bunari, S.Pd., M.H. as the Headmaster of SMK Tunas Karya Berlian, for her permission to conduct the research at SMK Tunas Karya Berlian Pati.

7. Eva Yulianti, S.Pd as the English teacher at SMK Tunas Karya Berlian for the help and cooperation during this study.

8. Students of SMK Tunas Karya Berlian Pati especially X TBSM and X

Pharmacy in the academic year 2023/2024 for their contribution and participation during thestudy.

And all of the people who have helped the writter in this study, thank you very much. Lastly, the writer realizes that there are still many imperfections in this final project. However, the writer expects that this study results will be meaningful for the readersand the next researcher.

Wassalamualaikum Wr. Wb.

Semarang, 11 August 2023

Muhammad Sholihul Umam
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CHAPTER I

INTRODUCTION

The point in the first chapter explains the background of the study, the reason for choosing the topic, the research question, the objective of the study, the limitation of the study, the significance of the study, the definition of the key terms, and the organization of the study.

1.1. Background of the Study

Language is the main communication tool that is very important to convey a meaning to others. Language can be used by humans to express themselves, convey ideas, desires, and feelings to others. Without language, humans will be very difficult to interact with each other. In the era of globalization, English is an important language (Rabiah, 2018). Almost all countries in the world make English a second language (ESL) and a foreign language (EFL) that must be studied. In Indonesia, English has become a compulsory subject for students, because it is important in the field of work, English can also make it easier for humans to communicate with people from various countries.

In the process of learning to teach English there are several skills, namely speaking, reading, writing and listening skills. The four skills are very important to learn, but the basic skill that is more important for a student to learn is the ability to speak, because speaking is a tool or a communication process to express ideas, our thoughts through oral. Speaking is also an important element for communicating in aspects of life such as economics, social, politics, and

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education (Lailatuzzakiya et al., 2020). English speaking skills are needed for the future of students.

Further, Rao (2019) argues learning to speak English is very important in the modern era. People's desires are fulfilled when they clearly express their ideas and opinions with others. Thus, they need to learn communication skills in order to fulfill their ambitions, desires, and goals. English speaking skills are needed for the future, especially high school students. In addition to creating opportunities in employment, speaking English will make it easier for them to communicate, expand relations between countries because English has reached the status of a global language.

Based on the description above, the researcher focuses on aspects of the English speaking ability of high school students. Most of the students can speak English well, but some of them are less able to master English speaking skills. There are several factors that affect students' difficulty in speaking, namely low vocabulary mastery, difficulty in pronunciation, confusion in arranging words, fear of making mistakes (Andriani Putri et al., 2020). Other factors that cause difficulty speaking are lack of enthusiasm, boring learning strategies, and lack of support from the environment. With these factors, it is not easy to teach speaking skills to high school students. For example, using songs, songs can make the class atmosphere different so that students enjoy more and don't get bored. According to Rahmaningtias (2016), using English songs as a medium can be used by teachers to help students who have difficulty speaking English. Teachers can apply English songs as a medium in learning activities, to solve students' speaking

skills problems and increase students' interest in English songs. Students can also improve aspects of language such as pronunciation, grammar, and vocabulary using songs.

Further, Nuraini & Rusmiyati (2022) argue that learning English through songs is an effective way to help students concentrate on their studies. In this case, the teacher must not forget that the reason for using songs in teaching is as a means to direct students in English class. The use of songs is a successful way for students' speaking ability.

A song is a rhythmic, pitched writing or writing that is spoken by a person usually accompanied by a musical instrument. Song can also be interpreted as the voice of the heart expressed through writing and spoken with a tone and rhythm. According to (María et al., 2015). Song is a form of language that uses tone and rhythm and they are also a universal medium of language for everyone.

Music can improve children's abilities in academics, expression of feelings, and social connectivity with family, society, and culture. By using music can improve students' speaking ability well. Music and songs are included in the teaching media. The use of music and songs is very good for students who learn language in speaking (Wahyuni, 2018). Songs can be a good medium for natural language in improving students' speaking skills. In addition, songs can make students relaxed, fun and easy to remember the lyrics of the song.

Based on the description above, the researcher wanted conduct research on English students who used songs as a medium for teaching speaking, and the

effectiveness of using songs as a medium for improving the speaking skills of 10th

graders of SMK Tunas Karya Berlian in 2022/2023 school year.

1.2 Reasons for Choosing the Topic

      Researcher have several reasons for choosing a topic.

1. Lack of vocabulary mastery makes learning English a serious obstacle for students. The boring learning model also makes the students of SMK Tunas Karya Berlian less interested in learning English. Innovation in teaching needs to be done to improve students' ability to speak English.

2. The speaking level of the students of SMK Tunas Karya Berlian has not been maximized. Students are able to understand the content of the text in English but students still have difficulty in speaking English. These obstacles occur due to lack of vocabulary mastery and learning models that are less effective and innovative.

3. Song is one of the media favored by students in learning English. Students can be asked to choose a song that they like, then students are asked to translate the meaning of the song. Students are asked to sing the song in front of the class to test and improve their speaking skills. Song is the right tool to improve speaking skills for students of SMK Tunas Karya Berlian.

1.3 Statement of the Problems

      Based on the background and topic selection above, the question of this research is formulated as "Is the use of songs effective to improve the speaking

skills of the 10th graders of SMK Tunas Karya Berlian Pati in the academic year 2022/2023?".

1.4 Objectives of the Study

Based on the research statement, the purpose of this research is to find out the effectiveness of using songs to improve speaking skill of the 10th graders of SMK Tunas Karya Berlian Pati in the academic year 2022/2023.

1.5 Limitation of the Study

Based on the problem identification above, this study focused on the effectiveness of using songs to improve speaking skills in class X students of SMK Tunas Karya Berlian Pati. In learning to use song media, students were expected to be able to improve their speaking skills in the form of stories in front of many people. The type of song used for learning to speak was a song with a slow tempo so that students could easily understand the words in the lyrics of the song.

1.6 Hypotheses

According to Lolang (2014), hypotheses are classified into two types. The two types of hypotheses are the null hypothesis and the alternative hypothesis. The null hypothesis does not use phrases such as "no relationship" or "no effect". The alternative hypothesis is the complete antithesis of the null hypothesis. If the null hypothesis is not supported, the alternative hypothesis can be used instead.

Based on the definition above, the hypotheses of this research were:

H$_o$:   There is no significant difference in the average score of students' speaking skills on the speaking test between students who learn to speak using songs as media and students who learn to speak without using song media in class X SMK Tunas Karya Berlian.

H$_a$:   There is a significant difference in the average score of students' speaking ability on the speaking test between students who learn to speak using songs as media and students who learn to speak without using songs media in class X SMK Tunas Karya Berlian.

1.7 Significance of the Study

The writer hopes that this research can be useful for the readers. This research has two kinds of significance; they are of pedagogical and practical significance:

1. Pedagogical Significance

    a. For students

        By learning using the song method, students are expected to be able to easily accept learning materials and improve speaking skills more optimally. Students can learn to use methods that are fun but also have an influence in language learning, especially improving speaking skills.

    b. For teachers

        Teachers as learning facilitators are expected to be able to teach learning English, especially speaking, using the song method. This

method is considered to make it easier for students to improve speaking skills with fun learning.

2. Practical Significance

    a. For students

        This study hopes to increase students' speaking abilities by using song as a medium for learning English. With this method, it should be simpler and more confident for them to learn.

    b. For teachers

        Teachers can be more creative and innovative to find teaching methods that can improve students' understanding in learning English, especially speaking skills.

1.8 Definition of Key Terms

    The following are definition of key terms as follows:

1. Songs

        Songs are pitched words, usually accompanied by some musical instrument to heed them. Combining melody and vocals, the words of a song are called lyrics. Lyrics can include many series of sentences, there are also only a few sentences that are the same but repeat (Pratiwi, 2018). The flexibility of the song in elementary grade learners is one of its benefits. Songs can be used for a variety of purposes, and there are many reasons why they can be effective educational tools. Songs can help basic learners of many skills, such as listening and pronunciation skills, therefore potentially helping them to improve their speaking skills

(Džanić, 2016). Use songs to teach English break with daily routines and add new elements such as fun or enjoyment. Students have a great capacity for themselves; they are usually engrossed in the activity and want to continue it. They are not always aware that they are learning a language.

2. Speaking Skill

Speaking is constructed cooperatively based on the contributions, assumptions, expectations, and interpretations of the participants' utterances (Nazara, 2011). There are several factors that affect speaking skills. Acording to Khamkhien (2010), eight factors that affect students' speaking skills include age, native speakers, language, phonetics, abilities, attitudes, motivation, and English learning experience.

1.9 Organization of the Study

This research consists of five chapters, each chapter explaining a different topic.

Chapter I Introduction.

This chapter consists the background of the study, the reason for choosing the topic, the research question, the objective of the study, the limitation of the study, the significance of the study, the definition of the key terms, and the organization of the study.

Chapter II Related Literature Review.

This chapter contains the Theoretical Framework and Previous Studies. This chapter contains the research that has been done previously which can be used as a reference in this research.

Chapter III Research Methods.

Consists of research design, research subjects, research population, research samples, instruments, data collection methods, and data analysis techniques.

Chapter IV describes finding and discussion.

This chapter explains the descriptions of data and analysis of data.

Chapter V is about the conclusion.

This chapter consist of conclusion and suggestions.
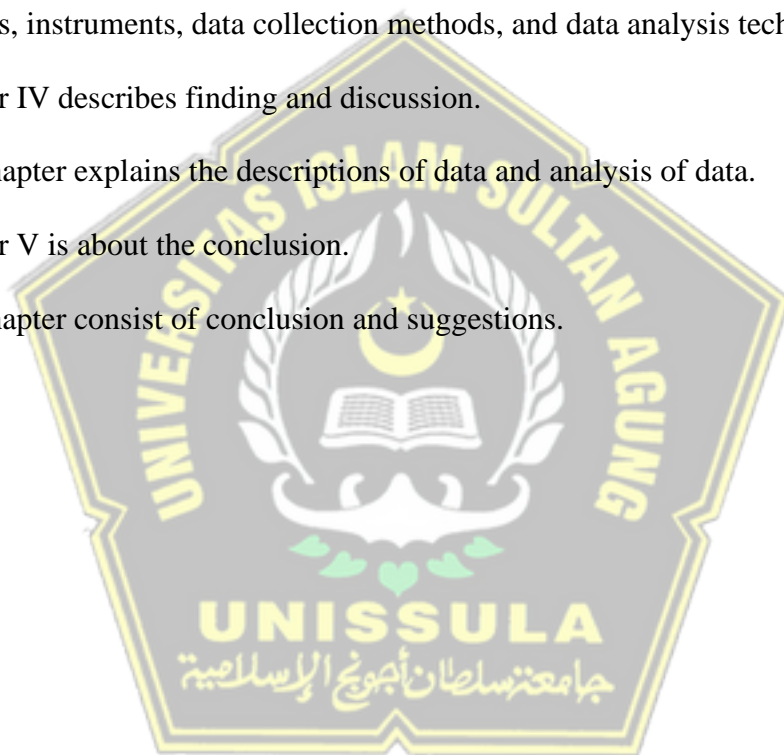
CHAPTER II

REVIEWS OF RELATED LITERATURE

In this chapter, several theories related to research presented. This chapter discusses the definition of speaking, the nature of speaking, the components of speaking, the types of speaking, songs, reasons for using songs, the advantages of using songs and a review of previous study.

2.1 Speaking Skill

There are four abilities that students must learn during the teaching and learning process. Reading, listening, speaking, and writing are all included. Speaking is a crucial skill to develop since it allows one to gauge their progress in learning English by listening to and speaking fluently. Hence, speaking should receive more focus in the classroom when teaching English.

2.1.1 Definition of Speaking Skill

As human being, communication is an important thing that can be used to convey thoughts and exchange opinions. Good communication allows each individual to understand each other. To achieve good communication, it is necessary to have good speaking skills as well. Based to Zulfitri & Harahap, (2019) Speaking is expressing ideas, opinions, or feelings to others by using words or articulation sounds to inform, persuade, and entertain which can be learned by using some teaching learning methodologies.

According to Nunan Nazara, (2011) speaking is defined as a way to speak verbally to communicate in personal as well as interpersonal and transactional

purposes. Personal interaction occurs in individuals in social life while transactional is usually done in services such as buying tickets, ordering food or other things.

2.1.2 The Nature of Speaking Skill

Speaking is an integrated process that involves both the creation and receipt of knowledge. Everyone is speaking because they are part of a society that values interpersonal communication. Typically, during a face-to-face contact, an interlocutor and a candidate assess a candidate's speaking abilities in real time (Ahmed & Alamin, 2014). The teacher can directly measure pupils' speaking abilities in class by engaging them in conversation.

2.1.3 Components of Speaking Skill

According to Harris Azlina et al., (2015) there are five components of speaking skills including comprehension, grammar, vocabulary, pronunciation, fluency.

a. Comprehension

Comprehension is the process of understanding meaning of the writers material and covers the concious strategies that lead understanding (Ariansyah & Fitrawati, 2013).

b. Grammar

The definition of grammar is the study of how words and their components are combined to form sentences.

grammar is often described as the "rules" of language (Rachmawati, 2022).

c. Vocabulary

Vocabulary is a collection of words that a person can understand both orally and in writing. bamhart, in Sudrajat & Herlina, (2015) vocabulary is a collection of words commonly used to communicate everyone.

d. Pronunciation

Pronunciation is the words in the correct sentence will greatly determine whether the sentence you say can be understood by others or not. Pronunciation is supported by correct phonetic symbols and sound stresses (Ramadhayanti, 2018).

e. Fluency

Fluency is the ability to read, speak, or write easily, fluently and expressively. In other words, the speaker can read, understand and respond in language clearly and concisely while connecting meaning and context (Azlina et al., 2015).

2.1.4 Types of Speaking

According to Brown and Abeywickrama at Rahmawati & Ertin, (2014) there are five fundamental varieties of speech. These are descriptions of those kinds:

a. Imitative

The simplest form of speech performance is the ability to repeat (imitate) a word, phrase, or perhaps a sentence.

b. Intensive

The ability to speak verbally in a short period of time while demonstrating command of certain grammatical rules and phrases. This skill involves understanding how intonation, stress, rhythm, and timing relate to grammatical, phrasal, lexical, or phonological connections.

c. Responsive

While only available for very short conversations, traditional greetings and small talk, live requests and comments, and the like, interaction and comprehension tests are still available.

d. Interactive

Interpersonal language is used to maintain social bonds, whereas transactional language is used to exchange certain information.

e. Extensive

Longer works often have more intentional and professional language, but we cannot completely rule out certain informal monologues, such as informally presented speeches.

2.3 Song

2.3.1 Definition of Song

According to Witantina et al., (2020) the song is a form of verbal message delivery consists of non-verbal elements (eg tone, dynamic signs, instruments) and verbal elements (language elements).

According to Ifadah & Aimah, (2012), A song is a text that is sung. The song comes from a written work that is played with musical accompaniment.

Those who listen to the song can feel sad, happy, excited, and other emotions because of the touching effect of the song.

According to Van Thao & Herman, (2021), A song is a single piece of music that stands alone and is sung by the human voice with a clear and specific tone and pattern. The lyrics are sung rhythmically along with the tone of the song.

The researcher concludes that the meaning of a song is a text that contains verbal and non-verbal elements and is sung together with music in the form of dynamic tones and rhythms.

2.3.2 Reason for Using Song

The reasons why teachers should apply song as a method in educating speaking. Those are:

Interesting media for learning: most students are more interested in learning English through songs. Students can learn without a burden when listening to songs because it seems like entertainment. This media can be said to be learning while playing.

Easy to remember lyrics: there is a collection of vocabulary in song lyrics so that students have additional new vocabulary when singing songs. Besides vocabulary, other skills that students can learn are pronunciation, listening and especially speaking. So that without students realizing it they will be able to master speaking skills according to the song given by the teacher.

Learning to be innovative: Students are required to be active in developing speaking skills, especially through song media. Songs become a new medium that

is fun and makes learning innovative. Students do not always rely on the teacher's role to learn. But also hone his own skills with fun.

2.3.3 The Advantage of Using Song

Song is one form of learning media that can be applied to students to improve their English language skills, especially in the field of speaking skills. Ilmi et al., (2021) explain that songs can be used as a medium for memorizing learning materials. Learning in class using songs makes students more interested in participating in the learning process because learning becomes more enjoyable and the material provided will be easier to understand.

According to Melalolin et al., (2020) there are many advantages of using songs as a learning resource.

a. Song is a linguistic resource. Songs are a medium for introducing new languages, strengthening grammar and vocabulary. Students will repeat words naturally when they sing the song over and over again.

b. The song is an affective/psychological resource. Songs are able to motivate students to be confident in speaking using English through the songs they sing because songs can foster a positive attitude towards English.

c. Song is a cognitive resource. Songs help improve memory, concentration and coordination.

d. songs can be a cultural and social resource

Resources that make students accustomed to using English so that they can help them in a professional sphere.

2.4 Review of Previous Studies

Research topics regarding speaking skills have been written by many researchers, especially in an effort to improve the speaking skills of students who use songs as a medium of learning. The following are some of the studies that have been carried out by previous researchers with the discussion as a reference in conducting this research.

The first previous study was conducted by Ilmi et al., (2021) entitled *"The Benefits of Children's Songs in Increasing the Learning Interest of Elementary School Students"*. This study focused on discussing the songs used in learning must be in accordance with the level of development of students both from the linguistic element and the musical element. The results of this study were songs had benefits in increasing student interest in learning, namely improving memory, creating a sense of pleasure in learning, losing anxiety in learning, and making it easier for students to understand learning material.

The second previous study was written by Melalolin et al., (2020) entitled *"Utilization of Songs as Learning Media to Improve Understanding of Simple Past Tense"*. This research was conducted at SMP Negeri 1 Singaraja in class VIII-A7 with a total of 32 students. The result of this research was the writter realized that success in increasing students' understanding of the simple past tense can occur with the help of songs as a learning medium if applied effectively.

The third previous study was made by Ifadah & Aimah, (2012) entitled *"The Effectiveness of Songs as Learning Media in Teaching Pronounciation"*. This study conducted a test that contained a list of words, filled in empty song lyrics

and counted the correct numbers. The test was carried out for 4 meetings. The result of this study was that students are able to recognize and use songs as a learning tool. In addition, students can also capture messages from the given song lyrics and are able to find synonyms for several words contained in the song.

Based on several previous studies, the third similarity in previous studies is to determine the impact of using songs as learning media to improve students' speaking skills. The three previous studies have similarities in terms of the impact of using songs to improve the learning process. Only the learning options taken are different. While the three previous studies have differences as in the first study, the songs used were children's songs while in this study used popular songs. The first study took the object of elementary school students while in this study took the object of vocational students. In the second study, there were significant results regarding students' interest in songs as a medium of learning, while the third study was more specific in learning English. The three studies show the same research results that songs can increase students' interest in learning.

In this study, researchers discussed the effectiveness of songs as learning media to improve speaking skills. the result of this study is that there is a significant difference between students who learn to use songs and not use songs. students who use songs as learning media get better scores in speaking skills. the conclusion is song is an effective medium used in learning, especially speaking skills.

CHAPTER III

RESEARCH METHOD

This chapter presents the research methods used by researchers. The research method is a scientific system used to collect data to be analyzed in order to find information according to relevant topics. This chapter consists of design of the study, subject of the study, instrument of the study, validity and reliability of the test, data collection technique, and data analysis.

3.1 Design of the Study

In this study, researcher used quasi-experimental research to find out the effectiveness of using songs as media to improve speaking skills. Stouffer and Campbell stated that a quasi-experimental research design is an experiment that has treatments, impact measurements, experimental units, but does not use random assignment to create comparisons caused by treatment in order to conclude changes (Shrout, 2008). The task of the researcher in interpreting the results of the quasi-experimental design was to separate the treatment effects from the effects caused by the inequality of ability at the start of the experiment between units within each treatment group.

The quasi-experimental research design that was applied in this study was a non-random control group pretest-posttest. Researcher choosed the experimental and control groups using a non-random sampling technique. In experimental design, researcher evaluated the experimental class before and after being given treatment. While the other class stands as the control class and was

isolated from the treatment so that the control class has was not given treatment like the experimental class. The design in this study can be seen as follows:

Table 3.1

$$\underline{O_1 \quad X \quad O_2} \quad \text{(Experiment)}$$
$$O_3 \qquad\quad O_4 \quad \text{(Control)}$$

The dotted line in the figure above shows groups that are assigned or not randomly selected (Mukhid, 2021).

3.2 Subject of the Study

The subjects of this study was 10th grade students of SMK Tunas Karya Berlian. In order to present certain information in relation to the participants of this study, the researcher explained the subjects through the aspects of the population and sample. Population is a subject or object that is in a research topic area and fulfills certain requirements related to people who are in the research unit (Abdussamad, 2021).

3.2.1 Population

Population is the total number of samples used in the study (SM et al., 2020). The population in this study were 10th grade students of SMK Tunas Karya Berlian. It was consisted of two classes, namely 22 students from the Pharmacy class and 24 students from the TBSM class (*Teknik dan Bisnis Sepeda Motor*).

3.2.2 Sample

Sample is a small part of the population taken according to certain procedures so that it can represent the population in a representative way (Abdussamad, 2021). While the sample of this study were two groups of students from each department using purposive sampling method. According to Lenaini, (2021), purposive sampling is a non-random sampling method in which the researcher determines a special identity that is in accordance with the research objectives so that it is expected to be able to respond to the cases under study. Therefore the researcher chosed a non-random sampling sample, the researcher chosed class X Pharmacy as the experimental group and class X TBSM as the control group as the sample. The experimental class used a song, while the control class used the conversational part of the textbook.

3.3 Instrument of the Study

According to Matondang, (2009) states that an instrument is a tool that meets academic requirements that can be used as a tool to measure a measuring object or collect data about a variable. The instrument used by researchers in this study was a test. Pre-test and post-test tests were used to measure students' speaking ability in learning using the song method.

3.3.1 Pre-test and Post-test

The instrument is a measuring tool commonly used in conducting research. There were two speaking tests that was carried out by the researcher, namely the pre-test and post-test. The pre-test is a test that was given to the experimental class

and control class before being given treatment to measure and identify the level of students' speaking ability before being given the researcher's treatment of learning using song media in the experimental class.

Post test is a test that researchers give to experimental and control classes after being given treatment. Post test was used to measure the effectiveness of the treatment. The post-test aimed to find out the differences between the two classes after being given treatment.

The test was given a speaking test to measure and determine the level of speaking skills. The test was an oral test, the test was carried out practically by students speaking English in class. In carrying out the pretest, the experimental and control classes spouk in front of the class about material. Each student was given time to speak English in front of the class. The post-test was the same as the pre-test. Both experimental class and control class.

There are several assessment criteria carried out by researchers in conducting a speaking ability test using the rating scale according to Harris (1996) as follows:

Table 3.2

Speaking Scoring Rubric

Aspects	Score	Criteria
Pronunciation	5	Has few traces of foreign language.
	4	Always intelligible, thought one is conscious of a definite accent.
	3	Pronunciation problem necessities concentrated listening and occasionally lead

		to misunderstanding.
	2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
	1	Pronunciation problem to serve as to make speech virtually unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
	3	Make frequent errors of grammar and word order, which occasionally meaning.
	2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
	1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
	4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
	3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and efforts less as that of native speaker.
	4	Speed of speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problem.
	2	Usually hesitant, often forced into silence by language limitation.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
	5	Appears to understand everything without difficulty.

Comprehension	4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	3	Understand most of what is said at slower than normal speed without repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Can not be said to understand even simple conversation.

3.4 Validity and Reliability of the Test

3.4.1 Validity of the Test

Validity is an attempt to prove that what is in the world of reality and whether the explanation given about the world is in accordance with what actually exists or happens (Abdussamad, 2021). According to Matondang, (2009) the validity of the instrument can be proven in several ways, namely content or content validity, construct validity and criterion validity. In this study, researcher chose content validity to strengthen the research instrument. Content validity or content validity focused on providing evidence on the elements in the measuring instrument and was processed by rational analysis.

3.4.2 Reliability of the Test

In quantitative research, reliability discusses whether the research can be repeated or replicated by other researchers and find the same results if researchers use the same method (Abdussamad, 2021). So reliability indicates consistency in research. In this study, the reliability test was carried out by conducting tests on students and preparing the same question sheets for the first and second tests. The consistency of the answers allowed the researcher to conclude the results of the

research conducted. The two research sheets can finally be compared and assessed by the researcher.

After conducting tests on students, the researcher was calculate the results of the question sheets that have been given by testing the reliability using the Cronbach Alpha test. this test was conducted for instruments that had more than 1 correct answer Adam and Prion (in Yusup, 2018). These instruments were in the form of essays, questionnaires, or questionnaires.

The researcher was calculate it through the Cronbach Alpha Coefficient test to know the reliability of test instruments. The result of alpha or the coefficient cronbach's alpha reliability was interpreted using the standard level that is presented in table 3.3

Table 3.3.

The Level of Standard Reliabity

Cronbach's Alpha Score	Level of Reliability
0.0 - 0.20	Very Low
>0.20 - 0.40	Low
>0.40 - 0.60	Fair
>0.60 – 0.80	High
>0.80 – 1.00	Very High

(Rasyid, 2015)

3.5 Data Collection Tehnique

1. Requested permission from the Principal of SMK Tunas Karya Berlian to conduct research.

2. Selected the population for this study, namely class X students of SMK Tunas Karya Berlian.

3. Pick a samples non-randomly. Class X Pharmacy and X TBSM SMK Tunas Karya Berlian.

4. The researcher selected items for the control group from the students' book based on the syllabus, and songs for the experimental group.

5. The experiment was carried out. The following phases was taken from this study by the writer :

    a. Pre-test

    Ptrior to the teaching speaking treatment via song, students were given a pre-test to determine their basic speaking abilities. Before administering the pre-test, the researcher explained the topic of the test. The exam was primarily oral and subjective. A pre-test was used to determine students' scores before they receive treatment. It was done to ensure that students have basic communication skills. The results of the pretest examined by the researcher in order to determine the students' prior speaking ability and to plan future treatment.

b. Treatment

After the pretest, the experimental group was taught through songs, while the control group was taught through textbooks. In this section students were introduced to the strategy of value added method and it was impact on their English proficiency. During the learning process, students are assisted to pronounce words correctly, chose appropriate vocabulary, and composed grammatically with the correct sentences.

c. Post-test

After the treatment, a post test was carried out. Students' speaking ability was assessed using a post-test after listening to the song to determine their growth. Researchers provided oral and subjective tests. The researcher gave situational dialogue texts to the control group students and songs to the experimental group students. The purpose of the post-test was to compare the two classes and find out the differences after being given treatment.

6. Collect Data

To collect data, researcher used a video recorder. The used of video was chosen because it can contain body movements, expressions, and locations so as to provide clues to meaning and from the video it self, background information can be filled in visually.

7. Collect post-test data and then score it. Assessment of pre-test and post-test of both classes. The scores of the two classes were grouped based on the criteria, these criteria are presented in table 3.4.

Table 3.4.

The Score for Test

Criteria	Score
Excellent	90-100
Good	80-89
Adequate	70-79
Inadequate/unsatisfactory	60-69
Failing/unnaceptable	Below 60

(Brown, 2014)

3.6 Data Analysis

Data analysis includes activities with data, organizing it, selecting and organizing it into units, synthesizing it, looking for patterns, discovering what is important and what is learned, and deciding what to present to others (Abdussamad, 2021). In data analysis, the data that had been collected by researcher was then processed and analyzed using statistical calculations through the SPSS (Statistical Package for the Social Sciences) program.

In this study the statistical technique that used the t-test technique. It was used to find out the difference between students who learn to speak by using songs as a learning medium and those who learn not to using songs as a learning medium.

The hypotheses to be tested in this study were:

H_o : There is no significant difference in the average score of students' speaking skills on the speaking test between students who learn to speak using song media and students who learn to speak not using song media in class X SMK Tunas Karya Berlian

H_a : There is a significant difference in the average score of students' speaking ability on the speaking test between students who learn to speak using song media and students who learn to speak not using song media in class X SMK Tunas Karya Berlian.

As a research prerequisite test, prior to the t-test, a normality test and homogeneity test were first carried out on the data to be analyzed. To identify the normality test, the criteria used to test the normality test are: if the resulting significance level is sig (2 tailed) > 0.05, it indicated that the data was normally distributed. If the significance level of the results if sig (2 - tailed) < 0.05 indicated that the data was not normally distributed.

Homogeneity test aimed to determine the homogeneity of the experimental class and the control class. The criteria used to test the normality of the test are: if the results of the significance level were more than 0.05 or if sig (2-tailed) > 0.05 indicates homogeneous data but if the results of the significance level were less than 0.05 or if sig (2-tailed) < 0.05 indicated the data was not homogeneous.

After the data was normal and homogeneous, the researcher performed a t-test to determine whether the effect of the treatment was significant or not.

Researchers used the t-test formula in the SPSS program. Furthermore, the hypothesis criteria were:

If t-value < t - table | and sig > 0.05, meaning that H_o is accepted and H_a is rejected.

If t-value | > | t - table | and sig < 0.05, meaning that Ho is rejected and H_a is accepte

CHAPTER IV

RESULTS AND DISCUSSION

Chapter IV contains explanations about school profiles, research subjects, validity and reliability tests, pre-test results, the application of songs as a medium for improving speaking skills, post-test results, and research results.

4.1 School Profile

This research was carried out at Tunas Karya Berlian Pati Vocational School in the 2022/2023 academic year. Tunas Karya Berlian Vocational School is one of the vocational schools under the Ummah Welfare and Islamic Education Development Foundation (YAKUPPI). This school has been running since 2012. Tunas Karya Berlian Pati Vocational School has two expertise or vocational competencies like SMKs in general, namely pharmaceutical expertise competency and Motorcycle Engineering and Business competency competency. This school is the only senior high school in Gunungwungkal District. Therefore, schools and educators must always improve quality, including the learning media used so that students' competence increases.

4.2 Subject of the study

The subjects chose for this study were 10th grade students for the 2022/2023 school year at Tunas Berlian Pati Vocational School. The subjects involved two competency skills in Tunas Berlian Pati Vocational High School, namely pharmacy and motorcycle engineering and business. Pharmacy

expertised competence consisting of 22 students, and Motorcycle Engineering and Business competence competence consisting of 24 students.

Based on the quantitative research design chosen by the researcher, the competency skills in Motorcycle Engineering and Business were chosen by the researcher as an experimental class or a class that would be given song media treatment to improve speaking skills. On the other hand, the pharmaceutical class was used as a control class by researchers. The control class was a class that was not given any treatment, the aimed to find out whether there was a change in the class that was being treated or there was no change.

Table 4.1 Research Subjects

Group	Class	Total of Students
Control	X – TB	24
Eksperimental	X – Farmasi	22
Total		**36**

This study used an experimental research design, this aimed to determine the effectiveness of the song as a medium for improving speaking skills in the experimental class while maintaining the treatment in the control class.

4.3 Validity and Reliability of the Instrument

This sub-chapter describes the validity and reliability of the instruments used by the researcher.

4.3.1. Validity

The instruments that had been compiled must pass validity and reliability tests before being given to research subjects. Validity is defined as the level of ability of the test to measure various things related to learning (Erlinawati & Muslimah, 2021). The validity test is based on an evaluation tool (such as a test or questionnaire) for the concept to be evaluated (Sudjana, 2014).

The validity test used in this research was content validity. Content validity is a test to achieve validation which is carried out through testing the feasibility of the test content to those who are competent (Azwar, 2012). Content validity is carried out by experts so that results that meet the criteria are obtained. In addition, the researcher also discussed with the supporting teacher to match the contents of the instrument with the material, if the instrument matches the content of the material, it can be said that the instrument is valid (has content validation). Appendix 1 contains a validation rubric.

4.3.2. Reliability

The reliability test was carried out for instruments that were used to measure the same object which also produced the same data. Sugiharto and Situnjak (2006) state that reliability refers to an understanding that the instruments used in research to obtain information used can be trusted as a data collection tool and are

able to reveal actual information in the field. Reliability refers to the consistency of a study if it is done repeatedly, the data obtained should be the same.

Researchers used the SPSS application to test the reliability of this study. The researcher tested, calculated, and then got the results from the instrument being tested. The reliability score was obtained from tests that were tested on 24 students. The aspects that were evaluated from this research instrument were pronunciation aspects, grammatical aspects, vocabulary aspects, fluency aspects, understanding aspects.

Table 4.2 Table of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.658	5

Based on the table, it showed a reliability of 0.658. Results can be included in the high level of reliability category are located between 0.60-0.80. If the Cronbach's Alpha value was more than 0.60-0.80 it was said to be used. The results of the reliability test in this study were 0.658, this shows that the 5 aspects in this study were reliable and in the high dependability range.

4.4 Analysis of the Pre-test

This sub-chapter consists of a pre-test of average scores, a pre-test for normality, and a pre-test for homogeneity standards.

4.4.1 Pre-test Mean Score

One of the tests conducted by the researcher before the research was carried out was the pre-test. The purpose of holding a pre-test was to determine students' speaking ability before the treatment was held. The test given between the control class and the experimental class was the same test. The rubric of this research assessment was contained in the following table.

Table 4.3 Assessment Rubric

Score	Clasification
85-100	Excellent
75-84	Good
60-74	Fair
45 – 59	Poor
0 – 44	Very poor

Based on the assessment rubric, the classification of the pre-test scores for the experimental class was as follows.

Table 4.4 Classification of Speaking Skills Pre-test Scores

Experiment Class

Class	Score	Classification	The number of students
Experimental	85-100	Excellent	0
	75-84	Good	0
	60-74	Fair	11
	45 – 59	Poor	13
	0 – 44	Very poor	0
TOTAL			24

Classification of values in the experimental class showed in table 4.4

showed that out of 24 students, 13 students fall into the less classification and 11

students fall into the sufficient classification. This means that the skills of the

experimental class students were very low, therefore a new stimulus or method

was needed so that students' skills increase. Table 4.5 is a control class

classification table.

4.5 Classification of the Score of the Control Class Speaking Skills Pre-test

Class	Score	Classification	The number of students
Control	85-100	Excellent	0
	75-84	Good	0
	60-74	Fair	13
	45 – 59	Poor	9
	0 - 44	Very poor	0
TOTAL			22

Based on table 4.5, the classification of pre-test scores in the control class

consisting of 22 students, 13 students were classified as sufficient, and 9 students

were classified as less. Based on table 4.4 and table 4.5 it can be concluded that

the pre-test classification of the control class was superior to the experimental

class pre-test.

Table 4.6 Pretest Descriptive Statistics for Control Class and Experimental

Class

Group Statictics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Pretest experimental	24	56.54	6.208	1.323
	Pretest control	22	59.09	7.501	1.5993

Table 4.6 showed the pre-test average value for the experimental class value was 56.54 and the standard deviation was 6,208. On the other hand, the pre-test mean score for the control class was 59.09 and the standard deviation was 7.50. This means that the pre-test score of the experimental class was different from that of the control class.

4.4.1 Pre-Test of the Standart Normality

The results of this study were calculated using the SPSS application. The next stage after the pre-test from the experimental and control classes was the analysis of data normality. Researcher used One-Sample Kolmogrov-Smirnov. Test to determine class normality standards. The probabilities of this test were:

H0 : if Sig.(2-tailed) > 0.05, then the data distribution is normal.

Ha : if Sig. (2-tailed) < 0.05, the data distribution is not normal.

Table 4.7 Normality Test

One-Sample Kolmogorov-Smirnov Test

		pretest eksperimen	pretest kontrol
N		24	22
Normal Parameters[a]	Mean	56.5455	59.0909
	Std. Deviation	6.20850	7.50180
Most Extreme Differences	Absolute	.177	.191
	Positive	.177	.191
	Negative	-.166	-.139
Kolmogorov-Smirnov Z		.830	.898
Asymp. Sig. (2-tailed)		.496	.396

a. Test distribution is Normal.

Table 4.7 showed that the average score of the experimental class pretest consisting of (N) 24 students was 56.54 and the standard deviation was 6.208. The sig of the experimental pre-test was 0.496, this means sig (2-tailed) > 0.05; it can be concluded that the data distribution was normal. Furthermore, the average value in the control class which consisted of (N) 22 students was 59.09 and the standard deviation was 7.501. In the control pre-test data, the sig tailed obtained was 0.396. So it can be concluded that Sig (2-tailed) > 0.05, meaning that the data distribution of the pretest value of the control class was normal. Based on these two data, it can be concluded that the distribution of data in the experimental class and the control class was normal. The following was the curve of the data results that have been obtained.

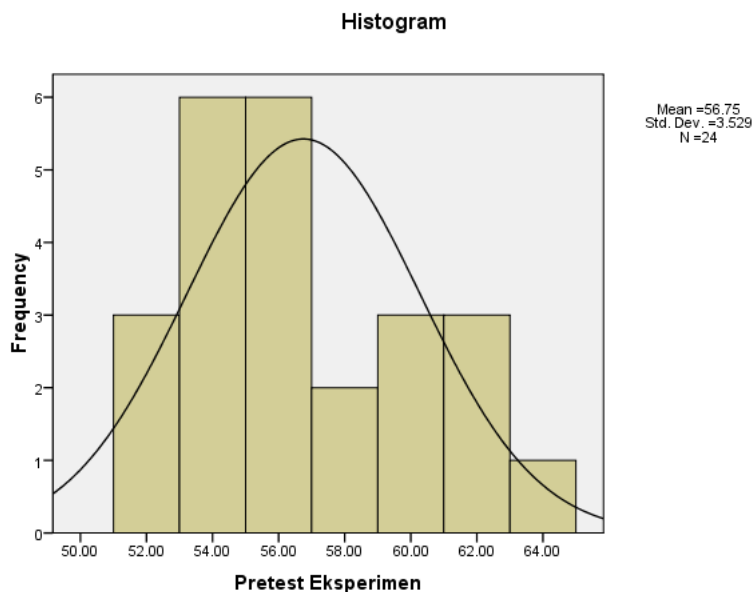**Figure 4.1 Distribution of pre-test scores in the experimental class**

Figure 4.2 Distribution of pre-test scores in the control class

Histogram
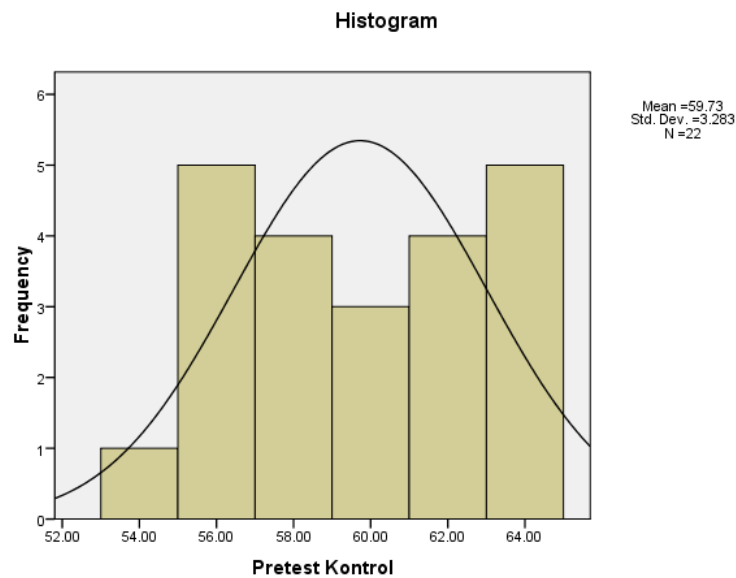
4.4.3. Pre-test of the Standart Homogeneity

The values obtained from the pretest of the experimental class and the control class were then analyzed using homogeneity analysis or the Levene test. This was a follow-up if the sample was homogeneous or heterogeneous. Here were the probabilities.

H0: If Sig. (2-tailed) > 0.05, the variances of the two data are the same and homogeneous.

Ha: If Sig. (2-tailed) < 0.05, the variance of the two data is different and heterogeneous.

Table 4.8 Test of Homogeneity

Test of Homogeneity of Variances

Hasil Pretest

Levene Statistic	df1	df2	Sig.
.359	1	44	.552

Table 4.8 showed that the results of the homogeneity test were $0.552 > 0.05$; H_o was accepted. This means that the experimental class and the control class had homogeneous variations.

4.4.4. T-Test analysis

The step after determining the homogeneity and normality of statistical data was to analyze the T-test. The results of the T-test on the pre-test were in table 4.9.

Table 4.9 Independent Sample Test of Experimental Class and Control Class

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Pretest result	Equal variances assumed	.359	.552	-1.265	44	.002	-2.59091	2.04873	-6.71985	1.538 04
	Equal variances not assumed			-1.256	41.462	.002	-2.59091	2.06333	-6.75648	1.574 66

Table 4.9 showed two classes, namely the experimental class and the control class. The experimental class consisted of 24 students and the control class consisted of 22 students. T-test calculation results for the average Sig. (2-tailed).

Is 0.002. In these data Sig.(2.tailed) 0.002 <0.05, H0 was rejected HA was accepted because sig is smaller than 0.05. Based on these results, there were differences in the results of the pre-test in speaking skills in the experimental class and the control class.

4.4.5. Treatment

The subjects of this research were class X students of SMK Tunas Karya Berlian Pati. Class X is divided into two majors, namely TBSM and pharmacy. The TBSM class acts as the experimental class, while the pharmaceutical class acts as the control class.

The first stage carried out by the researcher was carrying out the pre-test. The pre-test chose by the researcher was students (both the control class and the experimental class) where students were asked to read a text that had been prepared by the researcher. At this stage, the researcher assessed the students' speaking skills in accordance with the assessment rubric that had been made.

The next stage, the experimental class was then given treatment in the form of song media as a learning method. For most students, English was a subject that was avoided because it was considered difficult. Even though these difficulties can be avoided by using various media that are close to students, one of which is song media. Song media can be used as a way to introduce, recite, and memorize new vocabulary. Methods that are packaged in an interesting way and are close to students are expected to help students to be more interested and easy to follow how to pronounce them. The songs used by the researcher in the experimental class treatment were "Just The Way You Are" by Bruno Mars, "My Love" -

Westlife, and "All Of Me" by John Legend. TBSM class students consisting of 24 students were invited to sing together a number of songs until the student's pronunciation improves sufficiently.

After the students were invited to sing together, the researcher then gave the text and asked students to read it and then reassess it according to the existing assessment rubric. At the time the treatment was given, at first the students were only passive and some were singing slowly, but after the middle of the song more and more of them followed the accompaniment. Some students did not experience an increase in their speaking skills, but most of them became more flexible and clear in their pronunciation of English vocabulary.

4.4.6. Post-test analysis

This sub-chapter described the calculation and analysis of post-test data from the experimental class and the control class. After the song media treatment was given, a post-test was carried out. The purpose of holding a post-test is to find out and test students' speaking skills after being given treatment. The post-test was given to the experimental class and control class with a total of 46 students. The test given is that the researcher asks students to read the text that has been provided. This test was carried out to measure whether there was student development.

4.10 Classification of Speaking Skills Post-test Scores

from the Experiment Class

Class	Score	Classification	The number of students
Experimental	85-100	Excellent	2
	75-84	Good	10
	60-74	Fair	12
	45 - 59	Poor	0
	0 - 44	Very poor	0
TOTAL			24

4.11 Classification of Speaking Skills Post-test Scores from the Control Class

Class	Score	Classification	The number of students
Control	85-100	Excellent	0
	75-84	Good	3
	60-74	Fair	16
	45 - 59	Poor	3
	0 - 44	Very poor	0
TOTAL			22

The increased in scores in the experimental class and control class was recorded in tables 4.10 and 4.11. Based on the table above, the classification in the experimental class was 2 students at a very good level, 10 students at a good level, 12 students at an adequate level. While the classification in the control class was 3 students at a good level, 16 students at an adequate level, 3 students at a less level. The total number of students who took the post-test was 46 students. The researcher deliberately equated the instruments used for the pre-test with the post-test.

4.12 Table of Descriptive Statistics of Experimental Classes and Post-test Control Tests

Group Statictics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Postest experimental	24	76.36	6.004	1.280
	Posttest control	22	65.95	6.608	1.409

Table 4.12 showed the average post-test score for the experimental class was 76.36, while the standard deviation was 6.004. On the other hand, the average value of the control class post-test was 65.95 while the standard deviation was 6.608 so it can be concluded that the post-test results of the experimental class and the control class were different.

4.4.7. Independent Sample T-Test from Post-test

The difference in scores between the post-test of the control class and the post-test of the experimental class used the independent sample t-test. The first thing to compare was the average value of the post-test from both the control class and the experimental class. The following table was used to see if there was a significant difference between the post-test scores of the control class and the experimental class.

4.13 Independent Sample Test Table

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Differen ce	Std. Error Differen ce	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
Hasil Postest	Equal variances assumed	.000	.993	5.125	44	.000	9.879	1.927	5.994	13.763
	Equal variances not assumed			5.120	43.45 6	.000	9.879	1.929	5.989	13.769

The number of students who took part in this study was 46 students, so based on table 4.13, the degrees of freedom (df) = N-2 = 44. Based on this, the hypothesis that had been tested previously shows Sig (2-tailed) 0.000, it was assumed that the variance was homogeneous . Because Sig (2-tailed) $0.000 < 0.05$ means that Ho was rejected and Ha was accepted, thus there was a significant difference in the speaking skills of the control class and the experimental class.

4.4.8. Discussion of Research Results

Based on the stages that have been carried out by the researcher, starting from the pre-test, treatment, to post-test, it can be concluded that song media can be used to improve speaking skills in class X students of SMK Tunas Karya Berlian Pati for the 2022/2023 academic year.

The first stage carried out by researchers was observing the conditions in the field. Considering that Tunas Karya Berlian Pati Vocational School is the only school in Gunungwungkal District, it was not surprising that quite a number of students have enrolled at the school even though only two majors have been opened. Initial interviews conducted by researchers, students expressed difficulties in following English lessons, this was exacerbated by the lack of media used by the teacher. Other problems were also felt by teachers, the low enthusiasm of students caused teachers to had difficulty applying methods and media that are suitable for students. Based on the results of the pre-test, it was found that the control class (majoring in pharmacy) had a higher score than the experimental class (majoring in TBSM).

The references used by the researcher were pronunciation, grammar, vocabulary, fluency, and comprehension. During the pre-test, almost all aspects were not mastered by the students. In addition, the seriousness of students in carrying out learning was also lacking. Seeing this, treatment in the form of song media to improve speaking skills was also carried out. Students were invited to sing together a number of English songs, in addition to improving students' English skills, this was done to foster a conducive atmosphere.

The post-test results show that there was a significant difference between the pre-test and post-test average scores. Especially in the experimental class that had been given treatment in the form of song media. The average value of the experimental class was 76.36 and the standard deviation was 6.004, while the control class's average value was 65.95 and the standard deviation was 6.608.

Therefore it can be concluded that the song media succeeded in increasing students' speaking skills.

This was in accordance with further relevant research, including that of Saparahayungingsih and Yulidesni (2016) entitled "Improving Speaking Ability Through Song Lyrics". The results showed that the use of the song lyrics was successful in improving children's speaking skills. Another study entitled "The Role of Songs in Teaching Basic English" by Garryn and Golda. The results of this study were learning English through songs can be a powerful means of improving students' memory and ability to learn English, this can be proven by the ease with which songs were followed and remembered by students. This was of course in line with the research that had been conducted by researchers, both of them were the same in using song media to improve students' speaking skills.
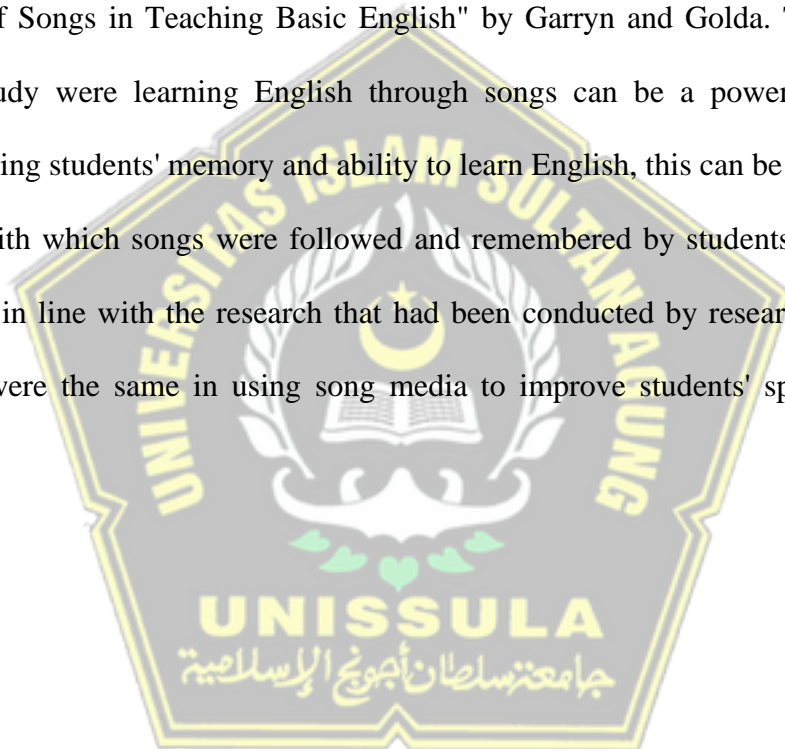
BAB V

CONCLUSION AND SUGGESTION

This caption is about conlusionss of this study and suggestions based on the result of the study.

5.1 Conclusion

This study aimed to determine the effectiveness of using songs as a medium to improve speaking skills. The population in this study were class X students of SMK Tunas Karya Berlian for the 2022/2023 academic year. After doing the research, the researcher found the results of the data that there were significant differences between students who learned speaking skills through songs and those who did not learn through songs.

Based on the results of hypothesis testing, it showed that the impact of using song media as a tool to improve speaking skills was considered effective. Students could learn new vocabulary, other than that other aspects such as pronunciation, grammar, fluency and comprehension were also getting better. Students also feel comfortable, interested and very enthusiastic in participating in English classes. From the results of the description above, it can be concluded that song media was considered effective in improving speaking skills.

5.2 Suggestion

Based on the conclusions above, some suggestions are given as follows:

1. Teacher

Teachers must be more creative and innovative in carrying out learning so that students feel enthusiastic in participating in class. Teachers can combine several learning methods that students like so that students are comfortable and easy to accept the lessons delivered. for example using song media in learning. Besides being fun, students can also understand lessons more easily.

2. Students

A. Students can use songs as media or other similar tools such as podcasts or subtitled movies to improve their speaking skills.

B. Students should always practice speaking to improve their speaking skills.

3. Further researchers

Future researchers are expected to be able to develop language teaching materials for other skills. This research was conducted for the purpose of describing how songs can be an effective medium in improving the speaking skills of SMK Tunas Karya Berlian students. Other researchers can follow this research in different contexts to find more actions to improve students' speaking ability.

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