

Teacher' Strategy to Enhance Students' Speaking Proficiency

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
The Degree of Bachelor of English Education Department



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ABSTRACT

Title : **TEACHER' STRATEGY TO ENHANCE STUDENTS' SPEAKING PROFICIENCY**
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This research aims to explain teacher' strategy to enhance students' speaking proficiency using songs and to describe the students' engagement towards the teacher's strategies. This study employed qualitative and descriptive research design. The data collection technique used observation checklist, interview, documentation. The research participants are teacher and 7th D Graders at SMP Negeri 44 Semarang. To analyze the data, the researcher used data reduction, data display, and conclusion or interpretation. The findings of this research show that the teacher used one strategy in teaching speaking using songs. When using music in the classroom to teach speaking, the teacher outlines three processes: preparation, application, which is broken down into pre-activity, while-activity, and post-activity steps, and the final evaluation. By doing this, students' memory is better able to recall vocabulary, which facilitates their ability to communicate more clearly. The students' engagement toward the teacher's strategy making students more enthusiastic. Furthermore, motivation is needed by the teacher to improve their understanding of the speaking activities they have mastered, In addition, the class is fun and meaningful. The engagement of using song media can be felt by students because they feel interested in continuing to learn and speak English wherever they are. They can listen the songs, so besides that, they can learn. Based on the findings, it hopes that this research can be useful for future researchers who wants to study on teaching strategies in English especially in speaking.

Keywords: Songs, Speaking Proficiency, Teachers' Strategies.

DEDICATION

This thesis is dedicated to:

1. My almamater Walisongo State Islamic University Semarang.
2. My beloved parents, family and boyfriend who always prays, gives support and motivation.

MOTTO

*“So, verily with every difficulty, there is relief. Verily with every
difficulty, there is relief”*

(QS Al – Insyiroh: 5-6)¹

¹ Abdullallah Yusuf Ali, The Holy Qur'an: Text, Translation, and Commentary
(USA: Amana Corp, 1983), p.1974

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11. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and prayed to the writer to finish this thesis.

Finally, the authors realized that the paper was far from perfect. Therefore, authors are happy to accept constructive criticism to improve

their writing. The author hopes that this work will be useful to everyone.
Aamiin.

Semarang, 7 Mei 2023

The Writer,

A handwritten signature in black ink, appearing to read 'Shavira' with a stylized flourish at the end.

Shavira Evi Dhia Aurelia

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CHAPTER 1

INTRODUCTION

This chapter discusses about background of the study, research questions, research objectives, and significance of the study.

A. Background of the study

The most important part of language is speaking. Speaking is a dialogue in which two people communicate with each other to exchange data and share ideas. Speaking is a skill that must be mastered in order to improve. Therefore, without proper preparation, you will not acquire the ability to speak. Your speaking skills will definitely continue to grow as you steadily improve. The goal of speaking learning is productive communication. Teachers are required to pay attention to student problems and make use of the specific teaching techniques, materials, and other learning strategies that underlie the EFL course. In learning English, students should be confident and comfortable in speaking. The main purpose of short dialect lessons is to improve students' oral communication. Siti Mariam (2022) states that a key factor in students' success in school and in all areas of life is the ability to communicate clearly in distant dialects.² Therefore, language teachers are required to pay close attention to speaking instruction. English is perhaps a dialect that can facilitate global communication. English is also an important dialect of communication in areas such as science and innovation. .

² Siti Mariam et.al, 'Integrating Short Conversation and English Conversation Applications to Improve Students' Speaking Skills', *Journal of English Teaching and Learning Issues*, 5.2 (2022), 107 <<https://doi.org/10.21043/jetli.v5i2.17128>>.

Speaking can be a skill, and that skill must be practiced continuously to be successful. Therefore, without proper preparation, speaking skills cannot be developed properly. With continuous improvement, your speaking skills will improve significantly. On the other hand, if you feel shy or afraid during speaking practice, your speaking skills will not develop. Ability to speak English is a dialect skill that needs to be well-learned as it is an important indicator of dialect learning success. Improving good speaking skills will help students to share their thoughts both inside and outside of school and maintain good relationships with others.

Concurring to Shafaat Hussain³ A hallmark of this culture is an explicit discourse, and it is the teacher's responsibility to achieve this goal precisely as it is for the British. To do so, both teachers and students must work hard. Teachers need articulation guidance. The focus of the educational program is on speaking and speaking skills. Exams should also emphasize a student's oral communication skills. Therefore, students may have little difficulty developing useful speaking and expression skills. They accept that they need reassurance and motivation. Most of them had little knowledge of English and thought it would be difficult to learn the language. Students regularly need basic information to express their feelings. Students who have been learning English for a long time may find it difficult to speak because of the need for tendencies. Due to the fact that most of them start out knowing nothing at all, they accept that learning English is boring. Brown (2007) in Heba (2015) argued that: Furthermore, students'

³ Shafaat Hussain, 'Teaching Speaking Skills in Communication Classroom', *International Journal of Media, Journalism and Mass Communications*, 3.3 (2017) <<https://doi.org/10.20431/2454-9479.0303003>>.

openness to inspiration and communication can be influenced by basic teacher comments on assignments and test performance. This increases student anxiety and makes the classroom environment uncooperative.⁴

Elementary school students, especially those in the self-governing education module (*Kurikulum Merdeka*), were given English classes, so to speak. For those who have just entered junior high school, they felt that it was very difficult to learn junior high school English from the beginning. Some students believe that speaking English in front of a large audience is more difficult than speaking Indonesian. According to Farjrinur (2019), the biggest problem that teachers have to face is certainly, which is often a major challenge for many Indonesian students. Students worry about making mistakes, so they feel insecure when they make mistakes while speaking. The fear makes it difficult them to communicate with words and sounds. Due to the fact that speaking English has many aspects.⁵

Taslim (2019) states that the four skills that English learners should have are listening, reading, speaking and writing. Teaching strategies are necessary to teach speaking proficiency. Competence-based education aims to develop and acquire communicative competences such as speaking, movement, phonetic skills, socio-cultural skills and life skills. To communicate clearly and avoid confusion, everyone needs to be

⁴ Heba Awadh Alharbi, 'Improving Students' English Speaking Proficiency in Saudi Public Schools', *International Journal of Instruction*, 8.1 (2015), 105–16 <<https://doi.org/10.12973/iji.2015.818a>>.

⁵ Fajrinur, 'Exploring English Teachers' Beliefs on Their Teaching Profession', *Englisia Journal*, 7.1 (2019), 1–14 <<https://doi.org/10.22373/ej.v7i1.3012>>.

able to master vocabulary, language structures and word expressions. Speaking is another dialect way of communicating thoughts and feelings. Speech in this case means communicating a belief or disagreement about something, or explaining a past event.⁶ One of the assessments of a person is their ability to communicate in English. Therefore, it is important to acquire common English skills. To increase the chances of getting a great job, to improve one's career in the workplace, to have more friends and contacts not only in Japan but also abroad, so to speak, to acquire better knowledge, and to improve one's life abroad. Lighten the burden.

Consistent with Sabri Ahmad's syllabus, the methodologies adopted by the teachers' efforts enable and present pedagogical forms in such a way that calculated teaching goals can be achieved and fruitful. to create a biological framework for Therefore, trainers must be able to align their teaching and learning methods towards a common goal, and each lesson should contain an interesting concept.⁷

Teachers should develop procedures for dealing with problems that students may become involved with. This is clearly a difficult task for educators. Teachers should choose a lesson plan that matches the student's level and implement it in the classroom. There are many techniques that teachers can use, but not all of them are suitable for the level of learners. Students have different

⁶ Taslim Nurdania, Andi Asrifan, 'The Correlation Between Students' Vocabulary Mastery and Students' Speaking Skill', *Advances in Social Science, Education and Humanities Research*, 535.2 (2021), 65–76 <<https://doi.org/10.2991/assehr.k.210304.023>>.

⁷ Fauzi Atunnisa, Amalia Nurhasanah, and Reni Andriani, 'Teachers' Strategy In Teaching Listening At Bilingual School Of Islamic Boarding School MAS AS'AD', *1st International Conference on Education*, 1.2001 (2022), 54–59.

skills but face some language barriers. Therefore, teachers may have clarified the best strategies for arousing students' interest in learning English. This is where a teacher's strategy becomes important in encouraging students' speaking skills. The results of study in the next lesson were influenced by the teacher's strategy.

The role of teacher is crucial in addressing learning difficulties. Communicating ideas and discussing perspectives can be facilitated with the help of teaching strategies. To create an engaging and engaging learning environment, educators must confidently utilize a variety of strategies, methodologies, and modern media. Learning to speak in middle school can be achieved through a variety of mediums, such as counting melodies, pictures, and books. Speaking English is the key to answering people.⁸

Currently, the school implements a voluntary educational program (*Kurikulum Merdeka*). Makarim as a guarantee (*kemendikbud*) of service to education and culture to reduce the learning gap. Therefore, the department has diversified its educational programs with an emphasis on key resources and devices that provide teachers with a variety of reference materials so that they can improve their teaching skills in the classroom itself. Many people need to improve their speaking skills and make their children fluent in English. Of course, students need to communicate and connect with dialects in all aspects of their daily communication. Students can't learn words, phrases, and language structures, so it's important to keep honing their skills. This leads educators to think that they need to improve and improve their students' speaking skills. This is how teachers use songs in English

⁸ Sri Wahyuni and others, 'The Use of English Songs To Improve Students' Speaking Ability', *Getsempepa English Education Journal (GEEJ)*, 5.1 (2018).

learning to enhance their students' speaking proficiency. Students can improve their speaking by using media songs to practice when they are noticed by the media. Music may be a sincere dialect. songs convey messages that appeal to human encounters and characterize appropriate emotions such as emotion, compassion, doubt, stress, and safety. Music teaches us by clarifying our judgments and allowing us to examine emotions we otherwise would not have felt. Well-known songs are carefully selected and easily tuned. Students can use songs to speak like a local. By studying with melodies, students learn words and memorize modern vocabulary and word pronunciation.

According to Adela Oktami (2022), students should be especially proficient in speaking English as they become acquainted with dialects through English songs. A teacher can use music as one of her media for improving the English students. Some previous studies have concluded that teaching students using sounds and music is effective, especially as it leads to higher educational literacy among elementary and middle school students. Using songs gives students a good opportunity to improve their knowledge of English dialects. songs as a teaching tool has a noticeable impact on students' creativity.⁹ Using songs to improve your students' speaking skills is very engaging. Additionally, using songs helps students improve their pronunciation and vocabulary. Therefore, learning to speak in English will help students improve their dialect skills and will help them in their work. On the other hand, using songs in your

⁹ Akhmad Ali Mirza Adela oktami, Siminto, 'Teachers Beliefs and Practices on Teaching Speaking Using English Songs', *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*, 4778 (2022), 300-310 <<https://doi.org/10.24256/ideas.v10i1.2641>>.

speaking class will never be boring. This is because they need to be actively involved in the consultation time during lessons and study preparation.

Based on the observations of researchers at SMP Negeri 44 Semarang, teachers said that many students still had difficulty using English in conversation. As a result, many students have not yet achieved their goal of speaking English, and some seem to be confused with the pronunciation of words. To address this issue, teachers use media for learning. Then motivate them to study more to minimize their anxiety. Speaking skills are very important for students to overcome their speaking problems. To improve your speaking skills, you need to practice. This is done through the use of songs.

After studying with English songs, researchers found several traits that indicated the students' speaking skills were very good. When learning English, they usually start to understand what the teacher is saying in English. The students were very confident and started to speak English quite well, even though their grammar was not good.

According to the students, after the introduction of the English musical language, their knowledge of vocabulary as well as pronunciation and intervals expanded. This will help the students understand every word the teacher says and every verse of the song. The students' language levels do not match the language structure, but they are much more confident when speaking.

In addition, it is important to recognize that different people have different learning media, as music media are associated with improving speaking skills. Learning media are formed from the

teacher's observations, more specifically the lifestyle trends of the students, which are inseparable from the melody. As this affects the way students receive their learning materials, everyone should know their learning medium to facilitate adaptation to the nature of each faculty.

Based on the reasons above, the researcher believes that this research can be beneficial for students and teachers. So, writer conducted the study entitled “ Teacher’ Strategy to Enhance Students Speaking Proficiency”, because the researcher aimed to analyze the teacher’ strategy in teaching speaking using songs and to explain the students’ engagement toward the teacher’ strategy in teaching speaking using songs at SMP Negeri 44 Semarang.

B. Research Question

Based on the background of study above, the formulation of the problem in this research are:

1. How are the teachers’ strategies to enhance students’ speaking skills?
2. How are students’ engagement in joining the English learning using songs to enhance speaking proficiency?

C. Research Objectives

The purpose of this research are :

1. To explain teacher’s strategies in teaching speaking using songs in teaching speaking at the 7th graders of SMP Negeri 44 Semarang.
2. To describe students’ engagement using songs in teaching speaking at the 7th graders of SMP Negeri 44 Semarang.

D. Limitation of Study

This study was conducted to describe teachers' strategies in classroom speaking classes to improve speaking skills and students' engagement in learning English through songs to improve speaking skills. Participants selected for this study are a teacher from SMP Negeri 44 Semarang and her 7th grade. SMP Negeri 44 Semarang was selected for this study. Data for this study were collected through interviews.

E. Significance of Study

1. Theoretically

- a. Giving a description of the strategies using songs in teaching speaking and students' engagement in teaching speaking using songs at SMP Negeri 44 Semarang.
- b. Giving a useful description for any further researcher who wants to study the topic. Hopefully, this study becomes a helpful source of information and reference,

2. Practically

- a. For the English teachers
The researcher hopes it can help teachers in teaching speaking and creating active learning, creative, effective, innovative, and fun for students in the class. So students will get the better achievement.
- b. For the students
The researcher hopes that students can apply strategies in teaching speaking using songs and giving positive responses. The students can understand kinds of teaching strategies that fun for students to enhance speaking proficiency.

- c. For the school
The researcher hopes it can give a positive effect on the future of the teaching and learning process. Mainly, in teaching speaking at SMP Negeri 44 Semarang.
- d. For the researcher
The researcher can get a lot of useful experience as an English teacher in the future. Further, the result can be used to improve the researcher's knowledge and skills in English language teaching.
- e. For the next researcher
The researcher hopes that this research can be useful for future researcher who wants to study on teaching strategies in English mainly in speaking skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about previous research, literature review, and conceptual framework.

A. Literature Review

1. Speaking

a. Definition of Speaking

Speaking effectively means communicating. In many situations, people rate a person's language competency based on their ability to speak rather than any other language skill. This capacity develops because people are aware that speaking is important in many parts of life. As a result, without proper preparation, you cannot learn the way to talk. Harmer (2007) states in Zakiya (2020) argued speaking is the ability to speak fluently not only knowledge of language features, but also the ability to process information and language¹⁰

Agreeing to Brown and Yule, talking is the capacity to articulate dialect sounds to precise or pass on contemplations, thoughts, or sentiments orally. In this way, it can be concluded that the idea of talking is the conveyance of contemplations within the form of

¹⁰ Zakiyah Farhanah Pratiwi and Mutiara Ayu, 'The Use of Describing Picture Strategy To Improve Secondary Students' Speaking Skill', *Journal of English Language Teaching and Learning*, 1.2 (2020), 38–43 <<https://doi.org/10.33365/jeltl.v1i2.603>>.

thoughts, wonderful substance of the heart within the frame of discourse or talked.¹¹

From this discussion, we can conclude that speaking ability is the ability to concretely formulate all considerations, express emotions, and express conclusions. This makes it easier for students to communicate with others and express their thoughts.

Speaking is a fundamental view point of day by day interaction, and frequently, individuals are judged on their capacity to talk correctly and easily at first. These etymological qualities will offer assistance learners communicate viably in the event that the speaker illustrates them. Talking capability could be a fundamental ability for both teachers and students speaking ought to be instructed in fun and locks in ways.

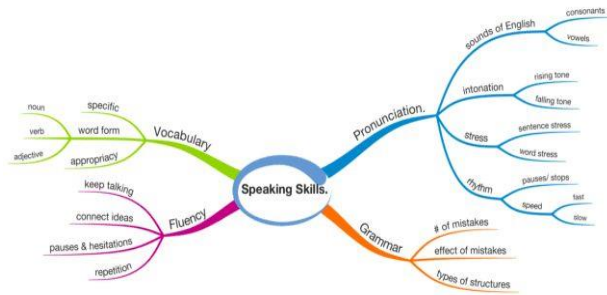
Therefore, there is no point in learning English if you don't speak it, so teachers play an important role in choosing techniques that allow students to focus most on learning to speak. coaching, to refine both value-based and universal speaking.

b. Component of Speaking

Five components are talking, concurring to Brown. They are language structure, lexicon, familiarity, comprehension, and elocution. Concurring to Head and Burgess, three subtests regularly incorporate the talking

¹¹ Brown, G., & Yule, G. *Teaching the Spoken Language*. Cambridge: Cambridge University Press, (1999), 2.

test: familiarity, lexicon, language structure, and elocution. Talking may be a complicated capacity, concurring to Syakur¹² who moreover said that it at slightest includes components of language structure, lexicon, elocution, and familiarity. Hughes claims that there are five ways to evaluate verbal capability: through articulation, language structure, lexicon, familiarity, and comprehension.



<https://images.app.goo.gl/UakA2Ay2fK4nC4rq8>

The analysts utilized five components for talking capability there are language structure, lexicon, familiarity, comprehension, and articulation.

a. Comprehension

Comprehension is a method of understanding things, as well as a necessary element of speaking because, whenever we converse with people. We must ensure that they understand what we are saying. Insight implies that the goal of making a listener easily take in certain information from a

¹² Taher Bahrani, 'How to Teach Speaking Skill?', *Journal of Education and Practice*,3.2(2020),25–29 <<http://iiste.org/Journals/index.php/JEP/article/view/1147>>.

speaker is to help them understand of the information.¹³

b. Grammar

Language structure is the ponder of words and sentence development. Linguistic use may be a set of rules that can be utilized to deliver well-formed language structure expressions in a particular dialect. In addition, linguistic use can be depicted as a set of rules that empower us to bunch small dialect terms into bigger ones. Agreeing to Greenbaum and Nelson, grammar is crucial to ensuring that pupils can express clearly in both written and conversational language.¹⁴

c. Vocabulary

For speaking, vocabulary is fundamental. The control of dialect could be a key to compelling communication, as can be appeared. A basic include of learning a dialect is creating a vocabulary. Learners must be proficient with words, definitions, and spelling. It will be easier to specific our thoughts, feelings, and sentiments in both composed and talked shape in case we have a wide vocabulary. When we persistently utilize talked dialect, lexicon creates usual. Concurring to a distinctive definition

¹³ Amalia Nurhasanah, Endah Marissa, and Faiqah Mahmudah, 'The English Teacher Strategies to Enhance Students' Speaking Performance', Atlantis Press, 253.Aes 2018 (2019), 481–85 <<https://doi.org/10.2991/aes-18.2019.108>>.

¹⁴ Jason Fan and Xun Yan, 'Assessing Speaking Proficiency: A Narrative Review of Speaking Assessment Research Within the Argument-Based Validation Framework', *Frontiers in Psychology*, 11.February (2020), 1–14 <<https://doi.org/10.3389/fpsyg.2020.00330>>.

given by Merriam-Webster¹⁵ vocabulary included collections of words or phrases that were arranged in alphabetic by the rules. By the description provided before, the authors describe vocabulary as a group of words, concepts, and phrases that are put together and explained to form language, meaning that they were used by someone to communicate thoughts, deliver a speech, and describe something or someone.

d. Pronunciation

One of the key abilities of a fabulous English speaker is articulation. All viewpoints of talking, such as cadence, stating, sound, and verbalization, as well as motion, eye contact, and body dialect, are portion of articulation. Incorporate the sound design, vowels, and consonants as well as other segmental components. English articulation is one of the hardest capacities to memorize, hence understudies ought to spend a part of time working on it. One of the fundamental components of dialect capability is obvious articulation, which is additionally one of the foremost significant perspectives of dialect preparing.¹⁶ Whereas destitute elocution makes learning a dialect much more troublesome, great elocution empowers learning. Besides, elocution is exceptionally critical in their talking capability.

¹⁵ Nurdania, Andi Asrifan.

¹⁶ Ratih Saltri Yudar, Dionisius Tito Aditomo, and Novia Sariahta Silalahi, 'Movie as a Helper for Students' Pronunciation in Speaking Skill Class', *Elsya : Journal of English Language Studies*, 2.1 (2020), 15–19 <<https://doi.org/10.31849/elsya.v2i1.3684>>.

e. Fluency

In other words, the objective of the student's learning to talk is to attain familiarity. They do not got to contribute a part of time in sharing their knowledge. They can talk rapidly and actually without regularly delaying to think "emh" and after that continue talking. Agreeing to Harris and Hodges, talking smoothly is talking quickly and consequently. The speaker ought to be able to talk actually and quickly.¹⁷

c. The Function of Speaking

Speaking has many purposes, some of which help develop remote dialect skills. In any case, the benefits and effects of speaking are seen when teachers inspire students and give them the opportunity and space to refine their thoughts and concepts. As Littlewood says, transforming education into a learner-centered approach is fundamental,¹⁸ "Creating Communities to Refine Identities About Qualifications..." By offering a series of communication classroom exercises, educators enable students to use dialects as tools to express themselves and communicate with each other. can do.

According to Hamer, the job of speaking can be divided into value-based skills and interpersonal skills. Value-based work is about communicating data and facilitating the commerce of products and services,

¹⁷ Ching Ni Hsieh and Yuan Wang, 'Speaking Proficiency of Young Language Students: A Discourse-Analytic Study', *Language Testing*, 36.1 (2019), 27–50 <<https://doi.org/10.1177/0265532217734240>>.

¹⁸ William Littlewood, *Communicative Language Teaching: An Introduction*. (Cambridge: Cambridge University Press, 2002), 93.

whereas interpersonal work is about fostering and maintaining positive relationships.¹⁹ It depends on what the person does in their daily life.

The ability to speak allows individuals to communicate with each other for the purpose of communication. The ability to use words verbally is called speaking ability. Speaking is another great way to connect and communicate with others in social situations.

The etymological expertise that students should focus on is speaking. “Speaking is intuitive and requires the ability to coordinate a sequence of conversations,” sums up Harmer.²⁰

From this, the analyze concludes that the student's speaking ability in this discussion is the ability to communicate clearly with others and to express one's feelings, thoughts, conclusions, and encounters in assertive language. concluded that showed a significant advantage. , friendliness and understanding.

d. Problem of students speaking

The educator ought to deliver understudies more time to talk amid talking exercises. In truth, numerous instructors still commit a noteworthy parcel of their time to lesson and understudies exercises. Tune in, and stress around talking. Since of their restricted capacities, they seem learn it as a moment or outside dialect.

¹⁹ Harmer, Jeremy. *The Practice of English Language Teaching 4th edition*. England: pearson, 2007, 343

²⁰ Jeremy Harmer, *How to teach English*, (Longman, England, ed. 7, 2007), p.46

Speaking is the foremost imperative aptitude, in her conclusion, instead of any other aptitude, since being able to talk an outside dialect shows. That an individual is learned. English learners ought to be able to speak English confidently and well. The reality is be that as it may that numerous understudies confront issues with talking.

An issue with talking may be an issue that enormously influences the capacity to talk. Agreeing to Riadil,²¹ a student's destitute scholastic execution may be affected by etymological issues. Children with powerless talking aptitudes as often as possible have etymological issues with their vocabulary, language structure, and articulation.

These issues avoid children from creating their talking aptitudes. Mental issues, such as moo self-confidence, anxiety and sentiments of modesty when talking English, are other issues that have an affect on student's talking capacities. Mental issues too relate to the student's mental and physical well being as well as their possess efficiency. Mehdi Nasri (2019) mentioned²²a few issues in talking exercises such as:

1. Inhibition

Speaking requires a few degree of quick gathering of people interaction, perusing, composing, and

²¹ Ikrar Genidal Riadil, 'A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill', *International Journal of Education, Language, and Religion*, 2.1 (2020), 31 <<https://doi.org/10.35308/ijelr.v2i1.2256>>.

²² Ehsan Namaziandost , 'The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students, *Journal of Applied Linguistics and Language* , 2019 <<https://www.researchgate.net/publication/334823964>>.

tuning in. Since they are apprehensive almost making botches, getting feedback, or feeling peculiar when talking in a remote dialect, understudies are regularly hindered from attempting to communicate in course.

2. Nothing to Say

Understudies commonly criticize their need of capacity to talk up. Moreover, they need of the crave to specific themselves.

3. Low or Uneven Participation

There will continuously be that understudy in a classroom who talks uproariously in arrange to be caught on, whereas the others are given constrained opportunity to talk. The want to be more overwhelming than another is brought on by this condition.

4. Mother - Tongue Usage

The larger part of understudies in instructive settings like schools and colleges start from the same locale and talk a few of the same mother tongues. Since it is less complex and more characteristic sounding than a remote dialect, it empowers them to utilize it whereas talking to one another.

2. Teaching Speaking

a. Definition of Teaching Speaking

A technique or approach utilized by the educator indeed amid the learning prepare is known as a educating procedure. Instruction incorporates both instructing and learning. The adequacy of instruction is based on how well it is instructed and learned. Four variables

connected powerfully amid instruction: the understudy, the instructor, the educational programs, and the obtained collection (how and when to utilize it). Brown characterizes instructing as "illustrating to or making a difference somebody get it how to do something, giving enlightening, directing within the consider of anything, giving with information, causing them to know or comprehend." This can be the definition of instructing.²³ As expressed within the definition over, instructing is an action that It supports learning and stimulates interaction with learning resources and environments. One of the purposes of education is to improve the abilities of individuals. Moreover, learning comes from doing something over and over. Since of this, the instructing and learning prepare includes both understudies and instructors working together as teachers. The learning handle comprises of planning, execution, and assessment.

A concern for instructors is creating successful educating strategies. The viability of the instructor in fulfilling the learning objective can be decided by a competent instructing procedure utilized amid the learning handle. As a result, how a educator presents fabric to the lesson will influence how compelling is the lesson. Successful learning can result from instructors and understudies working together to associated within the classroom.²⁴ Instructors and understudies must work

²³ Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy: Second Language*. San Francisco: Longman 2000, 7

²⁴ Simon Webster, 'Understanding Lack of Development in Early Career Teachers' Practical Knowledge of Teaching Speaking Skills', *System*, 80 (2019), 154–64 <<https://doi.org/10.1016/j.system.2018.10.010>>.

together to guarantee effective and effective learning amid the instructing and learning handle. Anticipated learning can happen when instructors give understudies with the proper strategies and understudies react well to those methodologies.²⁵ The goals of teaching speaking²⁶ is speaking talking instruction points to make strides in communicative viability.

Agreeing to Nuna in his book entitled “Practical English Dialect Teaching” educating talking can be characterized as instructing understudies to:²⁷ Make English speech and sound designs, utilize the beat, pitch, and stretch of the moment dialect in your words and sentences, Select the correct words and expressions in agreement with the reasonable social setting, group of onlookers, circumstance, and point matter, orchestrate their ideas in a clear and coherent stream, express values and judgments through dialect, Show proficiency capacity to talk a dialect rapidly, unquestionably, and with some stops.

b. Strategies for Teaching Speaking

When instructing speaking, teacher must select a strategy based on desires of the course. It is challenging to instruct understudies how to talk English. Sarah states that instructors can implement an assortment of methodologies to realize their objectives amid the

²⁵ Webster.

²⁶ Erik Yuda Pratama and Yani Awaliyah, ‘Teacher’s Strategies in Teaching Speaking to Young Learners’, *Electronic Journals of UIKA Bogor*, 2016, 19–31 <<https://core.ac.uk/download/pdf/230810965.pdf>>.

²⁷ David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical English Language Teaching, Language*, (Newyork, McGraw Hill,2003), lvii.

learning and teaching handle. Instructors can look in understudies in talking English employing an assortment of ways.²⁸

Agreeing to Yuyun Educating talking can include assortment of methods²⁹ including the following:

1. Discussion

Instructors regularly utilize dialog as an instrument within the classroom. The instructor will select a subject for dialog among the understudies in this work out. There is a clarification of the subject matter and a dialog of the data displayed.³⁰ This action permits understudies to take an interest and talk straightforwardly with the conversationalist. Understudies can pass on their conclusions almost something through discussion. As a result, these works out can help understudies in creating their talking capacities.

2. Story Telling

Understudies can whole up past stories or stories they have listened concisely through narrating. Through narrating, understudies can too compose their stories on their terms and describe them to their companions. Concurring to Syafriadin³¹ act of telling a story to somebody else

²⁸ Rodolfo Josafat Gultom and others, 'Teachers Strategies in Teaching English Vocabulary in Junior High School', *Print) Journal of English Language and Education*, 7.1 (2021), 2022.

²⁹ Josafat Gultom and others.

³⁰ Suci Rizky and Tri Rini, 'An Analysis of English Songs in Speaking Skill', *International Undergraduate Conference on English Education*, 1.1 (2022), 59–65.

³¹ Syafriadin and others, 'Digital Storytelling Implementation for Enhancing Students' Speaking Ability in Various Text Genres', *International Journal of Recent*

whereas utilizing one's dialect is known as narrating. It clarifies to us in detail how the account procedure can be utilized to instruct understudies to display imagination when talking, in expansion to helping in their memory of English words one by one.

3. Picture Describing

An instructor must select their instructing strategies carefully when guideline in educating English. Utilizing a picture or describe a picture is one of the common instructing methods. Understudies can review what to say by utilizing visuals when learning talking procedures. Concurring to Nurdinthe utilization of pictures can upgrade communicative learning and serve as an instructing device as changes into dialect and another composed or talked dialect. This implies that instructors can offer assistance understudies learn English by utilizing picture-based educating strategies.

4. Role Play

With the utilize of part play, understudies can think about whereas talking in character. The educator gives the understudies with information for this diversion. The educator will taught the lesson on how to act out different social parts. One strategy for getting students to conversation is roleplaying. Agreeing to Neupane

the³²methodology for upgrading students' talking abilities is part play. Understudies that ought to create inventive talking aptitudes would certainly make strides by utilizing this approach. Due to this, students will talk more effectively.

5. Stimulation

Role-playing is comparable to the incitement of Role-playing is superior than recreation. Understudies are educating to utilize the exhibit materials within the reenactment assignments. Understudies are inquired to dress up as artists and bring receivers to course for role-playing works out that make utilize of this introduction fabric. Concurring to Wulandari³³that, this strategy has the capacity to delight understudies and boost their self-confidence whereas talking ahead of the lesson. It suggeststhat this strategy is especially useful for understudies learning English.

6. Drilling

The next strategy is drilling. Larosa explained³⁴ Drills are a method that focuses on repetition of phonetic exercises to demonstrate a student's proficiency in a foreign language. During the drill exercise, the teacher or native her speaker usually

³² Binod Neupane, 'Effectiveness of Role Play in Improving Speaking Skill', *Journal of NELTA Gandaki*, 1.1992 (2019), 11–18 <<https://doi.org/10.3126/jong.v1i0.24454>>.

³³ Eka Wulandari, 'Improving Students' Speaking Ability through Vlogging', *Journal Polingua*, 6.1 (2019) <<https://doi.org/10.2991/elslt-18.2019.5>>.

³⁴ Noni Larosa, Hijjatul Qamariah, and Rosdiana, 'The Implementation of Repetition Drill in Teaching Speaking Skill', *Jurnal Ilmiah Mahasiswa Pendidikan*, 1.1 (2020), 1–10.

acts as a role model and repeats what was heard. Of course, using this approach will help pupils' pronunciation of the English language. This method may help them overcome the difficulty of pronouncing English words by having them repeat the word repeatedly. The repetition of the pronunciation of occurs frequently in this activity can help students' tongues speak English words more easily.

7. Conversation

A conversation is a two- or more-person communication activity. According to Romadlon³⁵ that practice conversation in a variety of settings and contexts can help students improve their ability to communicate in English. It is excellent for people who want to get better at speaking. Further, this tactic teaches students how to communicate socially with many individuals in a variety of settings therefore, when selecting teaching methods for students, particularly those who need to improve their English-speaking abilities, the discussion can be another alternative.

A strategy is a technique for someone to achieve something that is relevant to their overall objective. Teachers utilize strategies to carry out a specific planned design in the realm of education and learning. These works out will be chosen by

³⁵ Farid Noor Romadlon, 'Communication Strategies in the Conversations Between Indonesian University Students and a Native Speaker', *Journal of Vision*, 5.1 (2016), 5–26 <<https://doi.org/10.21580/VJV511858>>.

instructors based on the identities of the understudies, their level of fervor for talking, and the sort of talking that the understudies got to hone.³⁶

c. Media in Teaching Speaking

The improvement of science and innovation persuades change activities within the use of mechanical results within the instructive handle. Educates must be able to utilize the assets that the school may make accessible, and it is conceivable that these assets are up to date with current patterns and desires. At slightest, instructors can make utilize of reasonable, viable disobedient that, in spite of being straightforward and modest, are fundamental in arrange to achieve the expected instructive goals.

The media can be utilized as an instructing and learning device. The case of utilizing the web makes it conceivable. These days, understudies get to the internet not as it were from homes or schools but too through web pages. The web can be utilized in ELT (English Dialect Educating) for a parcel of things. Such as keeping up dialect capacities, finding learning materials, and working on course ventures, and exercises.

Media instruction is fundamental. Guidelines media alludes to the real channels utilized to provide instruction to understudies. As a result, when we conversation about “media” we get it conventional shapes of enlightening media like instructors, chalkboard, reading material, and

³⁶ Jeremy Harmer, *“The Practice of English Language Teaching”*, (London, Pearson, 2015,) p.384.

other printed materials. Beside modern educating apparatuses counting computers, CDS, intelligently movies, melodies, and interactive media frameworks. Puspitarini (2019) contended the integration of media into the instructive handle will also have a great affect students' inspiration to memorize³⁷.

d. The kinds of Media in Teaching Speaking

Sorts of media for instructing talking The three designs of instructive media that are reasonable for instructing talking are sound, visual, and audio-visual.

a. Audio media

Any medium that passes on data in an capable of being heard organize is alluded to as "sound media". In this case, the messages are conveyed through commotions. English preparing makes considerable utilize of audiotapes, cassettes, CDs, MP3, and other sound designs.

b. Visual media

The foremost well known and recognizable shape of media is visual media, and instructors regularly utilize it when educating. The learning handle significantly benefits from the utilize of visual-based fabric, such as pictures or illustrations. This kind of media pulls in the visual sense. Visual media can make strides memory and make strides in comprehension. Visuals can offer assistance understudies learn. Visuals must be utilized in a

³⁷ Yanuari Dwi Puspitarini and Muhammad Hanif, 'Using Learning Media to Increase Learning Motivation in Elementary School', *Anatolian Journal of Education*, 4.2 (2019), 53–60 <<https://doi.org/10.29333/aje.2019.426a>>.

significant setting and understudies must lock in with them in arrange for them to be more fruitful in encouraging data handling. The utilization of visual media in dialect preparing is basically characterized as the utilize of any fabric that can be seen all through the educating and learning process. According to Wright,³⁸everything which will be seen whereas the language is being talked qualifies as a visual help. There's a part of utilize of pictures, flashcards, wool sheets, manikins, and other visual media.

c. The Use of Audio-Visual Media

Audiovisual media mixes two types of media. In essence, it can be heard as an extension of what can be seen. Recordings, music, and movies all fall under the audiovisual media category. Solids can also be used to: a) Improve tuning in comprehension, articulation, and the capacity to survey what you've listened, in expansion to locks in and motivating understudies to consider extra substance. b) Give a demonstrate that understudies can take after, c) Make locks in varieties and rhythm shifts for a point or issue.

Audio media can be used at all stages of learning, from presentations and openings when presenting the topic of a lecture, to reviewing two-degree learning outcomes. The dominant learning framework is intensively reinforced through the use

³⁸ Wright, A. *Visual Materials for the Language Teacher*. Essex: LongmanWilson, 1976, 194

of spoken media. The use of speech-related media should be considered when learning long-distance dialects.

To improve clarity, students can listen to audio recordings made by local speakers of the dialect they are learning. Student voice and articulation recordings are compared to existing models (melodies or voice recordings of local speakers)³⁹

e. The Functions and Benefits of Media in Teaching Speaking

Teaching strategies and learning media are two very important factors in teaching and learning programs. These two angles are related. Educational strategy decisions will certainly influence the types of learning media that are appropriate, but other factors such as media choice, number of learning objectives, types of assignments, responses students are expected to master after learning, etc. Perspective must also be considered. Once implemented, the learning environment and her second student characteristics count.

Levie and Lenzt suggest her four competencies for learning media, especially visual media:⁴⁰

1. The task of viewing visual media, with a particular focus on participation and coordination of student reflections to focus lesson content in relation to the

³⁹ Saodi Syamsuardi and Dkk, 'The Use of Audiovisual Media And Speaking Skill Development Of Children Aged 5-6 Years In Kindergartens in South Sulawesi', *The International Conference on Science and Advanced Technology (ICSAT)*, 2004, 2020, 1392–1404.

⁴⁰ Azhar, Arsyad. *Media Pembelajaran Revised Edition.*, 20

visual meanings displayed or to the content of the lesson can be.

2. The emotional impact of visual media can be seen at the level of students interested in learning (or reading to completion) the scriptures illustrated. As illustrations, images and visuals can inspire students' feelings and attitudes towards data on social and racial issues.
3. From discovery research that reveals that visual images and images facilitate goal attainment by understanding and storing the data and messages they contain.
4. Learning media creates visual media that provide a framework for understanding the scriptures. Learning media come from learning. This makes a big difference for students who can't read, organize, or see the data in the content. In other words, learning media are designed to support students who are unable to express or comprehend what is taught in class.

Sudjana and Rivai suggest investigating the benefits of learning media in the second degree context. ⁴¹:

1. Learning attracts more students' attention, so it can promote learning inspiration.
2. The meaning of the learning materials becomes clearer, enabling students to better understand and master them and achieve their learning goals.

⁴¹ Azhar, Arsyad. *Media Pembelajaran Revised Edition.*, 28

3. To avoid boredom in the second grade and depletion of the educator's energy, especially when the teacher teaches each class, adopt a teaching strategy rather than relying solely on verbal communication through the teacher's verbal clarity. shift more.
4. Students are able to do more learning exercises because they are, so to speak, not attuned to the teacher's description, but attuned to other exercises such as seeing, doing, drawing, acting, etc.

3. Songs as Media in Teaching Speaking

a. Definition of Songs

Tunes have always played a big role in people's lives. It is over, and it is widely recognized around the world. Regardless of the extent to which melodic ability and suggestibility varies within the human brain, or whether it is a by-product of other professional or melodic cultural trends, it is undoubtedly compelling and fundamental. Thing. Outside the classroom, melodies are an important source of English whenever possible. So it turns out to be a great idea to incorporate it into the classroom. The reasons for playing melodies during lessons can be divided into emotional and cognitive reasons.

According to Nurhayati, Melody is a good complement and a good tool to aid in learning English, and Melody is intended to encourage students to memorize. Singing can be an important aspect of English learning as it encourages students to make noise. If the teacher likes the song, the students will be optimistic and motivated to learn English. As a result, integrating

melodies in study exercises helps students feel comfortable and helps them understand the subject being taught.

Songs can be used to improve your speaking skills. They usually focus on topics or issues that help you learn how to communicate within your environment. Many of the monosyllabic words have been transcribed and form a large part of the melody. This improvement will help you hear these words more often and help improve your vocabulary.

The techniques our instructors use are fun and enjoyable while achieving your academic goals. Teachers should choose exercises that improve student skills and strategically distance themselves from exercises that waste teacher and student time. Great & Brophy states that "learning should be fun and requires inspiration", but this is because teachers have somehow turned what should be a fun activity into monotonous work. Proven by facts. This suggests that using curious and fun techniques can promote speaking in the classroom.⁴²

According to Brown, if strategies are intrinsically motivating and appeal to students' goals and interests, then it can have a positive impact on their speaking skills.⁴³ Songs also can assist in building an emotion in

⁴² Good, T. & Brophy, J. *Looking in Classrooms. (8th ed).* New York, Longman. (2000), 30

⁴³ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy.(2nd Ed).* New York: Longman. 2001, 59

English since it has a stress- timed rhythm. Murphey argues that music has the ability to imprint itself on our minds, claiming that "songs work on our short-and long-term memory" and hence are appropriate tools for use in language classrooms. ⁴⁴

As previously said, teachers must create an environment that is conducive to language acquisition. As a result, selecting materials and activities that are more inspiring and engaging for pupils promotes and enhances language learning. I've already seen how song can alter the ambiance in a classroom setting.

When students grumble that they don't have anything to write about or that their ideas aren't coming to them, it appears to generate energy and prompt imagery. When confronted with such situations, I frequently play background song to help the students relax and focus.⁴⁵ Murcia claims that "can be a useful aid in the learning of vocabulary, pronunciation, structures, and sentence patters."Based on the preceding remark, we may deduce that students, particularly those who are new to English, require fun and pleasure in their studies. It is also intended to pique the interest of beginning pupils in the subject. They will want to study and memorize the subject for a longer time if they can learn it through music. " A song is a composition for voice or voices that is performed by singing in colloquial English; however,

⁴⁴ Murphey, T. *Music and song*. Oxford, England: Oxford University Press. (1992), 3

⁴⁵ Juliana Spirlandeli Batista, *Music and song: A Learning Tool*. DiálogosPertinentes – Revista Científica de Letras. Franca, (2008), 157.

a song can refer to any piece of music. As with a cappella songs, a song can be accompanied.⁴⁶

From the above expression, it can be concluded that the presence of songs in learning can enhance students' memory skills in memorizing vocabulary, help develop pronunciation skills with good intonation, and also ensure that students do not get bored easily in the course of learning.

b. The Purpose Songs as Media

The goal of using the media is to explain the delivery of learning information and to overcome teachers' and students' inability to focus on the subject matter. As a result, one of the most important aspects of the selection strategy is the use of appropriate learning materials. Use the song as an example. Songs can be used for a variety of objectives, and there are numerous reasons why they can be regarded as an effective educational tool.

Songs can help young students enhance their listening and pronunciation skills, which can help them improve their speaking abilities. Songs can also be beneficial for learning vocabulary, phrase structures, and sentence patterns, as well as reflecting mother tongue culture.⁴⁷

A song or piece of music has a creative aspect to it, as well as a similarity to the learning process in general. Aside from that, music is a powerful tool for improving and developing personal and social qualities. Cognitive talents, reasoning, intelligence, creativity in speaking,

⁴⁶ Murcia, M. Celce. *Technique and Resources In Teaching Grammar*. New York: Oxford University. (1988), 49

⁴⁷ Murphey, T. *Music and song*. 6

reading, language, social skills, and social interaction are all components of personal development. In this study, the researcher employs song as a medium for teaching English speaking skills to students. Because singing is an expression of communication, it can be extremely beneficial to the learning process. Suyanto,⁴⁸ defines a song as having two goals: (1) it is simply enjoyable, and (2) it contains established learning objectives, such as teaching vocabulary, pronunciation, phrases, and sentence structure. As a result, teachers must choose and determine songs that are appropriate for your needs and learning objectives.

More, this time paying attention to the lyrics. 4) Focus on a pronunciation, a certain verb tense, or a grammatical feature. Pay special attention to vocabulary, idioms, and expressions.

In the meantime, according to Georgiou, the following is the purpose of the relationship between songs and students:⁴⁹ 1. In the foreign language classroom, you can create or establish daily routines and encourage emotions of safety. 2. Allow for full participation and evidence of comprehension in language instruction without imposing production requirements. 3. They can be used as the first steps or stages in speaking since they provide an opportunity to practice sounds, rhythm, and intonation in a group setting. 4. Can assist young learners in memorizing vocabulary, grammar, and

⁴⁸ Suyanto, Kasihani K.E. *English for Young Learners*. Jakarta: Bumi Aksara. (2008), 113.

⁴⁹ Georgiou, Sophie Ioannou. *Using Song with Young Language Learner*. 2010, 1.

language chunks; can connect them with a diverse range of speakers.

The objectives of the song above are to teach students about body parts, physical movement, memorization, coordination, and focus, as well as to improve vocabulary and offer a cheerful classroom setting

c. Technique and Benefits Using Songs in Teaching Speaking

Teachers should use a variety of activities and teaching methods to engage students and get them excited about teaching in order inspire them in EFL environments. Songs can enhance speaking proficiency and provide delight and amusement to the classroom, therefore teachers should explore this ⁵⁰ Songs can be used to teach a topic, learn the language, encourage discussion of attitudes and feelings, create a comfortable environment, and provide diversity and fun to learning. Songs are one of the strategies that establish a weak affective filter and boost language learning,

The technique teachers employ can be fun and enjoy to use while also advancing academic objectives. The following steps should be followed while using songs in the classroom : 1) Take in the music, 2) Pose a few inquiries about the tittle, 3) Play the music again, this time concentrating on the lyrics, 4) Pay attention to a particular pronunciation, verb tense, o grammatical element. Take clode attention to the language's idioms, lexicon, and expressions. Less time-consuming activities

⁵⁰ Wright, A. *Visual Materials for the Language Teacher*. Essex: Longman Wilson, 1976., 194

should be avoided by teachers, who should select ones that would benefit their students. So, teachers can choose and enjoyable teaching methods and employ them to encourage speaking in EFL classes. Antonio (2022)⁵¹ states using songs will boost students' self-confidence while also having a good impact on their oral productivity. Learning a language, which will help the become more fluent speakers.

Lestary (2019) states⁵² that following are some of the benefits of using songs in the classroom:

- a. Exercising vocabulary, English rythm, stress, and intonation pattern.
- b. Teaching vocabulary, particularly, during the vocabulary reinforcement phase.
- c. When investigating the usage of tenses in grammar instruction teachers.
- d. Conducting speaking classes. Songs specifiially their lyrics, are used for this purposes as a starting point for class discussion.
- e. Teaching student to listen. Understanding can be used aided by songs.
- f. Improving writing abilities. It implies that a song can be used in a variety of contexts, such as making

⁵¹ Antonio Fernández-García and M. Carmen Fonseca-Mora, 'EFL Learners' Speaking Proficiency and Its Connection to Emotional Understanding, Willingness to Communicate and Musical Experience', *Language Teaching Research*, 26.1 (2022), 124–40 <<https://doi.org/10.1177/1362168819891868>>.

⁵² Ni Luh Gede Windy Lestary, 'The Use of Songs To Improve Students' Listening Comprehension Ability', *Yavana Bhasha : Journal of English Language Education*, 2.2 (2019), 34 <<https://doi.org/10.25078/yb.v2i2.1024>>.

predictions about what might happen to the main characters in the future or writing letters to them.

B. Previous Research

There are some research that discusses teachers' strategies in teaching speaking. In this paper, the researcher takes a review of related previous research from sources as a comparison of this research.

1. A research was conducted by⁵³Siti Mariam, Catur Kepirianto, Raharjo, Nadiah Ma'mum entitled *Integrating Short Conversation and English Conversation Application to Improve Students' Speaking Skills*.

This study describe student participation in using this teaching strategy as well as the implementation of using short conversation and English conversation applications. It used a qualitative approach. For both cycles of the project, classroom action research served as the design. Each cycle has four phases: planning, carrying out, monitoring, and debriefing. Participants in the study were 39 third-semester students from the Arabic education department at an Islamic university in Central Java, Indonesia, during the academic year 2022/2023. Pre-test and post-test methods were employed in data collecting. According to the study's findings, employing this teaching method, students' speaking proficiency increases each cycle. Also, they are passionate about joining this speaking class, energetic, and self-assured.

⁵³ Siti Mariam et.al, 'Integrating Short Conversation and English Conversation Applications to Improve Students' Speaking Skills', *Journal of English Teaching and Learning Issues*, 5.2 (2022), 107 <<https://doi.org/10.21043/jetli.v5i2.17128>>.

This approach is suggested for helping students who struggle with speaking English.

The fact from this research quality of the teachers affects how well students learn languages. Teachers must encourage and inspire their students to gain the self-assurance needed to frequently participate in speaking activities. As a result, teachers in EFL schools handle a variety of tasks. The creation of circumstances that encourage verbal communication is one of the most important duties that come under this heading. Students who use digital resources and apps designed for practicing English conversation are more likely to find speaking English more enjoyable. In terms of oral communication abilities, this is especially true. They are confident in their ability to perform a role play that entails a quick conversation. Users are highly encouraged to utilize this digital tool to improve their public speaking skills.

The similarity of the research above is the researcher used media for enhancing students' speaking skills and uses qualitative method. The differences I explained the students' reaction to the teacher' strategy to use songs for the discover teacher's strategies for speaking proficiency.

2. A research was conducted by⁵⁴Amalia Nurhasanah, Endah Marissa, Faiqah Mahmudah entitled *The English Teacher Strategies to Enhance Students' Speaking Performance*.

This research was taken based on the fact of the Teaching methods used by an English teacher at MAN Insan Cendekia Jambi who has been shown through empirical studies to have the ability to improve his student's speaking abilities. An

⁵⁴ Amalia Nurhasanah, Endah Marissa, and Faiqah Mahmudah, 'The English Teacher Strategies to Enhance Students' Speaking Performance', *Atlantis Press*, 253.Aes 2018 (2019), 481–85 <<https://doi.org/10.2991/aes-18.2019.108>>

Islamic senior high school known for its excellence, MAN Insan Cendekia Jambi, is where some students have participated in international student exchanges, continued their education abroad, and routinely placed first or second in English competitions held both locally and nationally in Sumatra. Researchers used observations, interviews, and document collections to conduct their qualitative investigation. The sources of the data for this research were teachers and students. Collection methods to ensure its reliability. The results showed that the English teacher used various techniques to improve the students' English-speaking abilities. Such techniques include serving as an example of an effective English user, giving students innovative assignments, and designing in-depth interactions. The researchers used information acquired from the teacher, the students, and the field notes of the observation to determine credibility.

The fact that students in this study at MAN Insan Jambi have been able to point out that they are English speakers in spite of the class content they have to learn being subjects like math, social science, etc. Some students exchange with English speaking countries such as the United States and Australia. Some others are pursuing major foreign degrees in medicine, chemistry, etc. And MAN Insan Jambi, a student, won the national championship and took home the trophy.

The similarity of the research above is the researcher investigated the teacher's strategies for teaching speaking skills. The differences I explained the students' reaction to the teacher's strategy to use songs for the discover teacher's strategies for speaking proficiency.

3. A research was conducted by⁵⁵Adela Oktami, Siminto, Akhmad Ali Mirza entitled *Teachers Beliefs and Practices on Teaching Speaking Using English Songs*.

This study aims to know about the instructors' philosophies towards teaching speaking using English songs, the lesson plans created prior to utilizing English songs in the classroom, the teaching method, and how the teachers evaluate their students after using English songs.

In this study, investigated the research problems are stated as follows: the first, how do the teachers' beliefs on teaching speaking using English songs? The second, how are the teachers' teaching plans before teaching speaking skills using English songs? The third, how is the process of teaching speaking using English songs? The fourth, how do the teachers' assess students speaking skills after teaching speaking using English songs?

The qualitative paradigm research methodology was employed for this investigation. Because it aims to learn about the teacher's ideas and practices around teaching speaking through English songs. This research was designed as a case study. The type of research used in this study establishes teachers' practices and views on the use of English song media in the classroom. Also, the researcher employs a case study and focuses on teachers for the design research. Comments, open-ended interviews, and a questionnaire are all components of the data collection technique in question. This study was carried out at SMPN-3 Tewang Sangalang Garing

⁵⁵ Akhmad Ali Mirza Adela oktami, Siminto, 'Teachers Beliefs and Practices on Teaching Speaking Using English Songs', *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*, 4778 (2022), 300–310 <<https://doi.org/10.24256/ideas.v10i1.2641>>.

in Katingan (*Kalimantan tengah*). This option enables the instructor to train speaking lessons using English songs. Two teachers were used in this study as data sources pertinent to the stated criteria.

Reducing, analyzing, and drawing conclusions were used to analyze the data. The study discovered that the teacher supports the use of English song media, which is evident from how she incorporates it into the classroom learning process. It can be inferred that the teacher's method included three stages: (a) the introduction, (b) the main activity, and (c) the close. Instructors also think that using English song media is extremely effective, but they also assert that all of the media used are also very effective; the only distinction is that using song media has advantages over not using it. Students were reported to be happier, more engaged in class, less bored, better able to grasp explanations, and more able to communicate fluently after using the song. Teachers, however, frequently encounter problems and hurdles.

The similarity of the research above is the researcher explained the teacher's strategy for teaching speaking using the songs. The differences were I analyzed strategies for teaching speaking find out what students perceptions and experiences using song in speaking proficiency.

4. A research was conducted by⁵⁶Manal Hisham Al-Smadi entitled *The Effect of Using Songs on Young English Learners' Motivation in Jordan*.

The aimed to investigate the effectiveness of using songs on young student's motivation in Jordan. The participants

⁵⁶ Manal Hisham Al-Smadi, 'The Effect of Using Songs on Young English Learners' Motivation in Jordan', *International Journal of Emerging Technologies in Learning*, 15.24 (2020), 52–63 <<https://doi.org/10.3991/ijet.v15i24.19311>>

were two different groups from a private school in Jerash. Their motivation was examined with and without implementing music. Analysis of the data using a t- test suggested that using songs in teaching English for young learners was significantly effective in raising their motivation to learn the language.

The study also concluded with some implications about the effective use of songs to enhance the effect of these results. At Jerash, this study was carried out. Arabic is the native language in Jordan. Yet, it is clear that English clearly predominates in several academic disciplines, particularly in private schools where math, science, and technology are taught. Since people are now aware of English's unique relevance globally, education is a dynamic field that strengthens its role in Jordan. This may be one of the most important causes that increasing number of private bilingual schools where both languages English and Arabic are being taught. In Jerash, Jordan, a private school where this study was conducted. This private school, Adam and Eve. Third graders made up the contestants. They were 24 students altogether, split into two groups. 12 students were split into an experimental group and 12 into a control group. They were both 8 years old, almost the same age. In the experimental group, there were 6 men and 6 women, while there were 5 men and 7 women in the control group.

According to the results, singing to students increased their motivation. The outcomes of the observation and interview might be simply used to detect this. The results also indicate that there is no significant difference in motivation regarding the gender because both of them experience a positive influence with songs.

The similarity of the research above is the researcher analyzed the effect of using songs to improve languages English. The differences were I explained students' perceptions and experiences using songs in speaking proficiency.

5. A research was conducted by⁵⁷ Suci Rizky Amanda, Tri Rini Widiarti entitled *An analysis of English songs in Speaking skill*.

This study aimed determine the use of English songs on students' English speaking skills. The target of this research is social class 11 students at SMA YPN Belinyu. 16 students participated in this study. This research method is quantitative. Data collection was carried out by distributing questionnaires to 16 students directly in class. The results showed that the use of English songs as a medium for learning speaking skills in learning English can be seen from the data analysis, the researchers used tabulation. The results of this research indicate that there is a relationship between the use of English songs and speaking skills. The use of English songs is effective in learning English, especially in speaking skills

The similarity of the research above is the researcher analyzed English songs in speaking skill. The differences were I explained students' perceptions and experiences using songs in speaking proficiency.

⁵⁷ . Suci Rizky and Tri Rini, 'An Analysis of English Songs in Speaking Skill', *International Undergraduate Conference on English Education*, 1.1 (2022), 59–65

CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, research setting and participant, source of data, data collection, trustworthiness of data, and data analysis.

A. Research Design

In this research, the researcher used qualitative method and descriptive research design that focuses on the analysis teacher strategies to enhance students' speaking proficiency using songs. It describes the strategies of teaching speaking using songs that used by the teacher at SMP Negeri 44 Semarang. The aim is to either enhance a new vocabulary or enhance speaking proficiency. Qualitative research is to comprehend the phenomena of the research participant's experiences. Participants such as behavior, perception, motivation, and action are described holistically, in words and language, in a unique natural setting, and by applying a variety of natural ways. Qualitative research is an approach to understanding the meaning of an individual or group and exploring social and human problems. In general, qualitative research can use for community life, history, behavior, organization, functionalization, social activities, etc.⁵⁸

Data at the location would be the primary source of the phenomena in this inductive study kind, while issues with the observation process would be main course of the phenomenon and problems.

⁵⁸ John W. Creswell and J. David Creswell, *Mixed Methods Procedures, Research Defign: Qualitative, Quantitative, and Mixed M Ethods Approaches*, 2018.

The design consist of three stage. The first is observation to the teacher and students. The researcher observed the class condition and teaching learning process in teaching speaking proficiency using songs, furthermore Note down important parts that will be explained in research. The second is the interview with the English teacher. This interview happened after the researcher conducted the observation. In this process, the researcher asked the detail about the strategies that used for teaching speaking using songs, after that the researcher interview with students' at the 7th graders of SMP Negeri 44 Semarang to find students' engagement to enhance speaking proficiency. The last is documentation. The researcher do on documentation first, recording interviews, take a picture and observation qualitative researcher often do interviews and observation at the data collection stage.

B. Research Setting and Participant

The research was conducted at SMP Negeri 44 Semarang. Located Jl. Raya Wonoplumbon. Wonoplumbon, Kec. Mijen, Kota Semarang, Jawa Tengah 50214. This research carried out for one months on May 2023.

In this research the participants conducted were one of teacher and 32 students of 7th D graders at SMP Negeri 44 Semarang. Because here, the researcher analyzed the EFL teacher's strategies in teaching speaking using songs and to explain the students' engagement teacher's strategies in teaching speaking using songs at SMP Negeri 44 Semarang.

C. Source of Data

In this research, the researcher used primary data and secondary data

1. Primary Data

Primary data is information gathered directly from the source and prepared for use by a different entity. Primary information can be utilized for people or group, and have an impact on numerous specific things, events, and (physical) themes.⁵⁹ Primary data are data obtained from respondents through questionnaires, focus groups, discussion and panels, or also data from researchers interview with resource persons. So, the conclusions found by the authors are primary data collected directly by researchers from the respondents, and not from data that has been done before, primary data is data obtained from original sources.

Primary data contains the verbal information directly obtained by researchers from the original source⁶⁰. The primary data is used to strengthen the information and theory under study. Then the primary data obtained from the field through interviews with one teacher and 32 students 7th D graders of SMP Negeri 44 Semarang. This data source can help thoroughly analyzed the teachers' strategies in teaching speaking using songs and described engagement students' toward the teachers' strategies in teaching speaking using songs at SMP Negeri 44 Semarang.

⁵⁹ Rosady Ruslan, *Metode Penelitian Public Relations Dan Komunikasi* (Jakarta: Raja Grafindo Persada, 2003)

⁶⁰ Arikunto S., *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010)

2. Secondary Data

Secondary data are those that can be used in specific studies although cannot be processed directly (other media). Secondary data is derived from records or reports provided by specific institutions.⁶¹ Secondary data are data that becomes supporting materials in the research. The data that used is written data obtained from various sources related to the research. Secondary data aims to strengthen the information that has been obtained and as a supporting material in outlining research data.

D. Data Collection Technique

1. Observation

Observation is the method of data collection is by conducting visits and direct observation in order to see changes in social phenomena that develop. The researcher analyzed all activities in the class during the teaching and learning process. In the observation, the researcher observed the class condition and students during the teaching and learning process using songs in teaching speaking proficiency. To analyze the teachers' strategies in teaching speaking using songs, and to described students' engagement toward the teachers' strategies during the lesson from opening to closing at SMP Negeri 44 Semarang using song.

2. Interview

A meeting between two people with the purpose of exchanging information and ideas through answers leads to communication and the mutual development of meaning about

⁶¹ Ruslan, *Metode Penelitian Public Relations Dan Komunikasi*.

a certain issue⁶² There are several types of interview, namely (a) unstructured interview, the interviewer carries out the interview with no systematic plan of the question, (b) structured interview, the interviewer carries out the interview by using set questions arranged in advance, (c) semi structured interview, the interviewers use a set question which are developed to gain the specific information. In this research, the researcher uses structured interviews. The technique of conducting interviews is carried out systematically, the interview is conducted by arranging an interview guide instrument.

In this study, researchers used structured interviews. The technique of conducting interviews is systematically administered and interviews are conducted using interviewing equipment. Interviews were conducted with teachers and students of SMP Negeri 44 Semarang. The purpose of the interviews in this study was to obtain data on teachers' strategies in teaching speech using songs at SMP Negeri 44 Semarang school.

3. Documentation

Documentation means looking for data on matters relating to the researcher in the form of notes, transcripts, books, journals of student behavior, pictures, and so on. Data collection through documentation to provide an overview of the situation on the ground. Here is how a documentation application uses qualitative research:

1. Recording interviews and observation qualitative researcher often do interviews and observation at the data collection stage. In this case, recording interview

⁶² John W. Creswell and J. David Creswell, *Mixed Methods Procedures, Research Defign: Qualitative, Quantitative, and Mixed M Ethods Approaches*, 2018.

conversations and the circumstances of observation with audio or video is strongly encouraged to make it easier for analysis and avoid errors in observation.

2. Keeping field record, researcher can make field notes containing their observation and reflections during observation. This account may help researchers recall important details of their experience.
3. Writing the findings after the data is collected, researchers can submit summaries or memos of their findings. It helps to organize data systematically and to produce clearer and easier inventions.
4. Interviews that require transcription must first be recorded and then converted into written form by researchers. It facilitates data analysis and makes it possible for researchers to return to the original raw data.
5. Results in research reports after the analysis is complete, researcher must produce a research report that contains both their findings and the results of their research. Accurate and detailed documentation is essential to maintaining trust in the research obtained.

Data collection through documentation to provide an overview regarding the situation on the ground. Documentation is used to get an overview general public related to SMP Negeri 44 Semarang

E. Trustworthiness of Data

Trustworthiness of data is used to ensure the validity of the findings. So, triangulation is used in qualitative research to check validity of the data. ⁶³Triangulation is essentially an approach

⁶³ Hadi, 'Pemeriksaan Keabsahan Data Penelitian Kualitatif Pada Skripsi. *Ilmu Pendidikan*, 22.1 (2016), 21–22.

multi-method that the researcher used when collect and analyzed the data. Therefore, triangulation is an attempt to check the correctness of data or information obtained by researcher from various different point of view by reducing as much what might happen at the time of collection and data analysis.⁶⁴ Thus, the data found in the field related to the teacher's strategies in teaching speaking using songs at SMP Negeri 44 Semarang were credible. So, in this study used triangulation of data source and triangulation of method.

1. Triangulation of data source

Triangulation of data source is to find the truth of certain information through various methods and source of data acquisition. To test the credibility of the data, this is done by checking the data that has been obtained through several sources. For example, apart from through interview and observation, researcher can use participant observation, written documents, archives, historical documents, official records, personal notes or writings and pictures or photos. Each of those methods will produce evidence or different data, which in turn will provide different views on the phenomena researched. Those various views will give creating breadth of knowledge to obtain the validity result.

2. Triangulation of method

Triangulation of method is carried out by comparing the information or data in different way. As we know in the qualitative research, researcher used the interview method, observations, and surveys. To get the truth information

⁶⁴ M. Rahardjo, *Triangulasi Dalam Penelitian Kualitatif* (Repository UIN Malang, 2010)

regarding certain information, researcher can use structured interview method or unstructured interview.⁶⁵

F. Data Analysis Technique

In this research, the researcher used a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. It is the process where the researcher systematically research and arrange their data in order to increase their understanding of the data and to enable to present the result to others. Data analysis is the process of managing the data, and organizing it into a good pattern, category and basic unit. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, in this research data analysis can be broken down into three stages, they are Data Reduction, Data Display, and Conclusion or Interpretation.⁶⁶ Those can be as follow:

1. Data Reduction

Data reduction is the act of selecting, focusing on simplification, abstraction, and transformation of raw data that emerges from field records. Reducing the data include summarizing, selecting the most significant information, concentrating on it, and determining the topic and format at this point.⁶⁷ Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form. In this stage, the researcher obtained the data from interview with the teacher. The result interview showed how the teacher used the strategies in teaching

⁶⁵ Rahardjo.

⁶⁶ Ary Donald, *Introduction to Research in Education* (Canada: Thomson Wordswort, 2010).

⁶⁷ Ahmad Rijali, 'Analisis Data Kualitatif', *Alhadharah: Jurnal Ilmu Dakwah*, 17.33 (2019), 81 <<https://doi.org/10.18592/alhadharah.v17i33.2374>>.

reading comprehension. In this step, the irrelevant data is reduced and the needed data is included.

2. Data Display

Data display is an activity when a set of data information is structured, thus providing the possibility of drawing conclusions and taking action. The form of data display in qualitative data can be in the form of narrative texts in the form of field notes, matrices, graphs, networks, and charts. It is process of displaying data in the form of table or essay so what it gets more understandable. In this research, the researcher used notes or summaries from the result of observation, interview, and documentation to display the data.⁶⁸

3. Conclusion

In conclusion, The researcher wrote the conclusion based on the data observation, interview, and documentation. The researcher also made an interpretation of the data observation and interview to make the conclusion. The researcher checked all entries with the same code and then combines these categories and finds the connection among the categories. Then, it continues to tell the stories and to make connections among stories. Finally, the researcher can get the result and conclusion of the research.

⁶⁸ Rijali.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents data analysis which deals with the data that have been investigated in the research. This chapter discusses of two part. The first is research finding. This part presents and described the teachers' strategies in teaching speaking using songs and explained the students' engagement toward the teachers' strategies in teaching speaking using songs at SMP Negeri 44 Semarang. The second part is discussion It is discussion of the data found in SMP Negeri 44 Semarang. The researcher discussed the findings on the teacher' strategy to enhance speaking proficiency in SMP Negeri 44 Semarang. The research obtained the data through observation, interview and documentation.

A. Specific Data

In this section is a description of data collection through observation and interviews. The data source is the use of songs media in teaching activities. This section focused on the process and students' engagement in learning English that affects students' speaking proficiency. Mainly the researcher focuses on investigating the data based on the two research problems. Findings of strategies teaching speaking by using English song media at SMP Negeri 44 Semarang are described below.

1. The Teaching Strategies Process of Speaking by Using Songs at SMP Negeri 44 Semarang.

This study analyzes the use of song media to teach speaking. Data were acquired through observation, interviews, and documentation. The use of media in English classrooms helps students understand the subject matter. There are many

different types of resources used in the teaching and learning of English. One of them is songs media, which the teacher uses in English classrooms at SMP Negeri 44 Semarang. Students are expected to be more active.

Based on data obtained from interviews with several informants, the questions in this interview are based on the formulation of the problem that has been determined in the study. The researcher interview with English teacher of SMP Negeri 44 Semarang who taught English learning in 7th graders which is Mr. Lulus Aji.

In the teaching process, the teacher prepares all the teaching needs well and makes teaching activities structured and directed. Mr. Lulus Aji, as English teacher, said:

”He has prepared the media for use as her tool and guide while he designs an efficient educational tools environment. So he makes preparations for how he will teach in order to accomplish the learning goals. Teachers must consider and provide the appropriate media or items that will engage students in order to create an engaging and comfortable classroom. A teacher also needs to be proficient in the material they will be teaching. It's like the teacher has to study the topic all night long because they have to truly prepare it”

Based on the explanation provided, the teacher's preparation before starting the teaching process is important. In order for students to understand the topic, the teacher considers acceptable media. It is not something that is simple to comprehend. Making the classroom active and fun will thus be simpler for the teacher or students if they have prepared before. According Siti Mariam (2022) realizing students' problems, teachers should apply various learning methods, strategies, and media which are needed in EFL classrooms. They should

encourage students to speak English with joy and ease.⁶⁹ Therefore, it is very necessary for students' methods, media, and strategies in learning speaking because of different cultural differences, teachers must have teaching techniques especially for English language learning.

The data presented above is supported interview with English teacher. This interview is about application the use of English song in teaching speaking. application there are three activities, according to Mr. Lulus Aji :

“Songs can be used for a speaking class in one of three ways: he greets the students and checks their attendance during this pre-activity. He gives instructions first sending the song through google classroom, then how to use songs to improve students' speaking proficiency during the exercise. They sang together, then tried to explain the song's content, after which the students were asked to fill in the question sheet with the song's lyrics after listening to the song and randomly correct each other. They debated the significance of the song and conveyed it in talks. He reviewed the content in the post activity, which was the last activity, to give students the opportunity to ask questions. He then ended by giving inspiration and praying.”

Based on the explanation that every teacher has a different strategy in teaching English, especially learning to speak using songs. As a result, teachers should devise a variety of activities to encourage students to talk more, and they should inspire students to acquire more knowledge about speaking proficiency.⁷⁰

⁶⁹ Siti Mariam et.al, 'Integrating Short Conversation and English Conversation Applications to Improve Students' Speaking Skills', *Journal of English Teaching and Learning Issues*, 5.2 (2022), 107 <<https://doi.org/10.21043/jetli.v5i2.17128>>.

⁷⁰ Siti Mariam et.al, 'Integrating Short Conversation and English Conversation Applications to Improve Students' Speaking Skills', *Journal of English*

The data presented above is supported interview with English teacher. This interview is about curriculum and lesson plan the use of English song in teaching speaking, according to Mr. Lulus Aji :

”He used curriculum when teaching at SMP Negeri 44 Semarang from the beginning was KTSP then changed to the K13 curriculum and now the independent curriculum for 7th graders. Furthermore, the lesson plan and syllabus are the benchmarks used to adjust the material, although in its development there are several things that are certainly different and follow the needs of the children in the classroom”

The data presented above is supported interview with English teacher. This interview is about method in teaching speaking the use of English song in teaching speaking, according to Mr. Lulus Aji :

“He used communicative approach method, communicative approach is very broad and will usually be very easy and understood and then students are more comfortable and not bored”

Based on the data above Iwan Budiarmo stated communicative approach can be said to be a method that is effective in improving English speaking skills. These teaching methods, too, are able to give that understanding deeper into the meaning of an English conversation with context and the use of function in everyday conversations. The method that is often used is the communicative approach because there is a lot of speaking practice in this method. This communicative approach method is very broad and will usually be very easy and understood, and then students are more comfortable and not

bored⁷¹ as a result, used communicate approach is effective in improving speaking proficiency.

In addition to the motivation conveyed by the teacher, it is expected that students are motivated to study hard. In addition, by using English songs in teaching speaking, students learn how to easily remember vocabulary, make it easier to pronounce, and how to speak better. According to Mr. Lulus Aji said:

“He advises students to not forget to study. And also, if students are outside the classroom or wherever they are, the song makes it easy for students to still be able to learn by playing English songs. so that they can hone their speaking skills. This makes it easier for students to understand how to be a good speaker.”

From the statement above that motivation is also very necessary in the process of learning English, especially speaking classes. As a result, Suci Rizky states if students are motivated they will be enthusiastic and determined to succeed. They will actively participate and will have a strong desire to learn during the teaching and learning process⁷²

Mr. Lulus Aji said :

“At first, he had the idea that he wanted to try the method of this song. Because he became an English teacher and a music teacher. He thinks English can be combined with song media because it's so exciting. Would it work if he used it in her speaking classroom? After that, he read some theories to find out what steps he should take in preparing for the speaking classroom. After he searched around, he was more interested in

⁷¹ Iwan Budiarmo, ‘Analisis Metode Communicative Language Teaching Terhadap Kemampuan Berbicara Bahasa Inggris Guru-Guru SMK Dan SMP Islam Mandiri Bojong Gede Bogor’, *SAP (Susunan Artikel Pendidikan)*, 3.3 (2019) <<https://doi.org/10.30998/sap.v3i3.3598>>.

⁷² Rizky and Rini.

the theory used by Murphey (1992), so he immediately updated it by designing just a few things, which he changed and added, as stated in the application.”

From the deliver of Mr. Lulus, it can be concluded that teachers must use educational tools as creatively as possible in order to reach students. Using popular songs as a teaching tool can connect speaking and listening skills can be related by using popular songs as a teaching tool. According Murphey (1992) the reason for using songs is that they are an excellent 'tool' to help the learning process of more specifically, songs are believed to be able to motivate students during English learning. It can also be said that songs are an important part of learning English because songs make students more sensitive to sounds, and learning the language. This is why using this song to teach speaking and listening is recommended. To develop speaking abilities, it is necessary to practice both speaking and listening comprehension skills and the speaking class's well as the speaking class most inspiring materials ⁷³

Based on data obtained from interviews with several informants, the questions in this interview are based on the formulation of the problem that has been determined in the study. Among them, the researcher interview with students class 7th D graders, from SMP Negeri 44 Semarang.

Adi Batur Rohmah states:

“When a teacher use songs as a teaching tool, she finds it to be very entertaining and effective. The songs the teacher selected in particular are inspiring and cool. There are a variety of strategies for learning songs, including the following: singing along to music, working with sheets of blank song

⁷³ Murphey, T. (1992). *Music and song*. Oxford, England: Oxford University Press

lyrics, correcting jointly combining voices to sing songs, and explaining the lyrics

Another student Anita Titian Sani, said as follow :

“According to her, teacher teach with song media through several fun procedures, such as the following: listening to the song, looking at the words in the song, then recording the unknown vocabulary and asking the teacher for its meaning, or looking it up in the dictionary, presenting the meaning. That's the procedure of teaching using songs in a speaking class.”

According to Akida Najla Gassania :

“She said when a teacher teaches speaking, Listen to an English song, listen carefully to the words or pronunciation of the words in the song, then try to imitate it if necessary, note and memorize the vocabulary, especially the newly known vocabulary, and do that method over and over again, discussing the song, then presenting the meaning of the song.”

Statement from Afsel Iyan Alfidar:

“According to him, there are several procedures that must be followed in using the media song, as follows: Prepare songs, Sing songs together, discussions, and presentations”.

Another statement from, Dewi Larasati:

” She said procedures in using the media song in learning to speak, are as follows: appropriate song selection, listening and understand the lyrics, lyric analysis, discussions, practice speaking using vocabulary in the lyric.“

Based on interviews conducted in SMP Negeri 44 Semarang This study was conducted by interviewing students and also English teachers. The results of this research interview reveal several reasons regarding the views of students and English teachers about teaching speaking using English songs as a medium, which aims to enhance students' speaking proficiency using strategies media song. The teacher shows three procedures when implementing song media in teaching speaking; they are: preparation, application, and evaluation.

Students also agree that using song media is highly recommended because it makes every procedure much more enjoyable and not boring. Students feel more enthusiastic and they feel like continuing to learn using other songs. From there, we can know that students are very interested and that learning feels fun. The teaching process requires evaluation of every teaching activity that has been completed. Evaluation is carried out to determine learning outcomes. In this evaluation, the teacher provides an evaluation based on student activity in asking questions, answering questions from the teacher, and evaluating the results of student assignments. At the end of the lesson, the teacher motivates the students. Based on the explanation Apriyane Pandey (2022) states the effectiveness and availability of media, learning Outcomes, experience of using the media many students having good experience by using song as an effective media to learn speaking because its easy to access.⁷⁴

The researcher conducted several interviews with teachers and students, which the researcher outlined in the sentence above. The researcher conducted two studies in class VII D, which amounted to 32 students. The researcher proved it in the classroom with observations during the learning process. with the data to be included in the following observations.

Based on the first observations made in SMP Negeri 44 Semarang on Tuesday, 2 May 2023. In the first and second hours meeting. In application there are three procedures related to the use of song media that teachers use for teaching speaking at SMP Negeri 44 Semarang. The activities are:

⁷⁴ Apriyane Pandey, Paula Hampp, and Fivy Andries, 'Students' Perception Toward The Use of English Song for Speaking', *JoTELL*, 1.1 (2022), 44–62.

a) Pre-activity

In this activity, the teacher started each lesson with a greeting to all the students and a prayer together. So the teacher checks the attendance list. After that, the teacher stimulates the students' memories of speaking by giving instructions to come forward and talk one-by-one and then tell their stories about themselves, such as: what they like, what privileges they have, and what motivates them to keep moving forward, etc. There are students confident with their speaking but their pronunciation is not good enough, and some of them are good at pronunciation but they are less good at vocabulary.

b) Whilst activity

Whilst activities are carried out by the teacher during the teaching process take place. In this activity, the teacher explains several ways to improve students' speaking skills. One of them is by using the song media that will be applied. The teacher prepared a music box with songs from The Chainsmokers ft. Coldplay entitled "*Something Just Like This*" pre-selected to play, and provided a sheet with song lyrics. There are some blank lyrics that students have to fill in while listening to the song. After that, students were asked to correct randomly together, and then they sang a song together. After that, they discussed and made presentations regarding the meaning of the song.

c) Post activity

Post activities are the last parts of the teaching activities. The teacher gives conclusions; the teacher provides opportunities for students to ask questions about material that students feel they don't understand; and the learning ends with motivation from the teacher so that students continue to try to improve their speaking skills, and ends with a prayer.

In the second meeting on Thursday, 4 May 2023. It was the same as yesterday's meeting but using a different song it's a song by Christina Perri entitled "A Thousand Years." Before starting to listen to the song, the teacher makes sure the students have prepared themselves. After the song is finished, students discuss what words they don't know the meaning of and ask the teacher. After that, they confidently presented the meaning of the song with the new vocabulary they mastered. The 32 students looked enjoyed during the speaking class. After the lesson, the teacher motivates the students not to get bored in the learning process.

The results from the interviews and observations above, it is proven that the use of song media in teaching English has several procedures that are very fun while helping students learn to speak. Teachers are very concerned about the ongoing process of learning speaking that is suitable for their students so that teaching can be conveyed. That is, teachers are required to be good at choosing the right media for teaching speaking in order to create a fun and effective class so that students do not get bored easily. That way, he has the initiative to use English songs as a medium in teaching speaking, because he sees many children in this era who are lovers of songs.



Images : when student make presentation

2. Students' Engagement in Strategies Teaching Speaking using Songs at SMP Negeri 44 Semarang

Song media is very effective to enhance students' speaking proficiency. Because, apart from enjoying the rhythm of the song they are listening to, they can learn many things from it. As well as making it easier for them to remember the words of each song, they also indirectly memorize new vocabulary. As stated by Doni Wiyanda, a class VII C student at SMP Negeri 44 Semarang, as follows:

“With the song media used by the teacher in learning speaking, he feels that there is more development in his speaking, as well as in mastering vocabulary and improving pronunciation. That way, he started to be brave and more confident in his speaking skills.”

As stated by Dimas Wicaksono above, using song media in speaking class provides many engagement for students. Songs can help students overcome anxiety and boredom, allowing them to participate in learning in a more relaxed manner. Other students also recognized the engagement of song media, as stated by Dewi Larasati, that:

”After using the media song, she feels like learning speaking is much more fun than before. By singing the song together repeatedly and with a presentation that explains the meaning of the song, it teaches him to encourage imagination so that he can think much more creatively in deducing the meaning of the song. So his pronunciation is getting better and his vocabulary knowledge is increasing.”

Statement from Affantya Syahrul Syarif:

“He said the use of songs media in speaking class, her knowledge of English is improving, effective especially in the pronunciation of English words. Makes him more excited to learn. So much fun and doesn't make her sleepy, so she feels confident in speaking.”

According to Fifi Ismaida, she said that :

“She gets is to enhance in his knowledge of the vocabulary that she masters and also in his pronunciation, which is much better than before. and by using this song as a medium, she is motivated to study more in speaking.

Another statement by Fadilla Zahra Putri, she said :

“ she gets is to increase in his knowledge of the vocabulary that she masters, and the engagement get listen a new songs in English, found a new vocabulary in the song lyrics, can make a video from the music with a speaking english “

Similar information was reinforced by the English teacher, Mr. Lulus Aji, that:

As a language teacher, he can take the engagement of the use of song media because the goal is to motivate students and attract their full attention during speaking teaching. The engagement of using songs are proven as follows: Students are much more enthusiastic about teaching speaking, making it easier for them to memorize new vocabulary, helping them. According Apriliyane Pandey in this era of technology, the students will be more interested with something that follow the trend , easier to use, and creative. To combine that, the teacher must to blend in with the current era as well as students. The students needs something new to be applied during this era. For example, the use of song for speaking skill inside or outside the classroom⁷⁵ Therefore, the involvement of strategies using song media in English speaking can be used as a strategy for students' speaking proficiency.

From the interview above, teachers have many reasons why they should use song media in teaching speaking. Songs provide many engagement for students, such as vocabulary,

⁷⁵ Pandey, Hampp, and Andries.

grammar, cultural aspects, and, of course, fun for students. Songs can train students to speak and listen and also make it easier for students to continue learning inside and outside the classroom.

However, what is more important is that students can be motivated to develop their ability to use English. Based on several opinions from the teacher and students, it can be concluded that the use of songs media in teaching speaking makes students easily master their speaking. The songs media makes students more enthusiastic. This increases the students' speaking ability because it is easy to understand. It also makes it easier for them to master vocabulary and improve their pronunciation. to pronounce the right words, and can also create a fun class .

In field observations, it was also found that: Through songs, the class atmosphere can be made more relaxed and not boring, so students become easier to control and the four language skills can be improved. After conducting research at SMP Negeri 44 Semarang, researchers found the engagement of teaching speaking as follows: With the song method, students are more enthusiastic about participating in lessons. It can improve students' language structure. Students' English pronunciation is much better, Increase students' vocabulary knowledge, Students are much more confident without fear of making mistakes when speaking.⁷⁶

It can be said that songs can be a very effective media that can help students master English. Therefore, it is very useful

⁷⁶ Siti Mariam et.al, 'Integrating Short Conversation and English Conversation Applications to Improve Students' Speaking Skills', *Journal of English Teaching and Learning Issues*, 5.2 (2022), 107 <<https://doi.org/10.21043/jetli.v5i2.17128>>..

for students to learn and know some songs to train them in mastering vocabulary, pronunciation, and creatively choosing the words to be conveyed. Song media can also help students speak like native speakers.



Images : when the teacher explain about the use of songs media.

B. Discussion

1. The Teaching Process of Speaking by Using English Songsat SMP Negeri 44 Semarang.

According to the results of data exposure discovered in research conducted at SMP Negeri 44 Semarang, which was taken from the results of interviews and observations made by

researchers through teachers and students, there are several procedures in the use of song media.

In this observation, the researcher found that teachers have procedures, such as:

- a. The first stage is preparation. In this case, the teacher prepares everything needed for teaching, such as teaching materials and media to support the teaching process, and also prepares songs that have been chosen by the teacher to be used for teaching speaking.
- b. The second process is application. At this stage, it is divided into three steps; it's pre-activities, whilst activities, and post-activities.
 1. In the pre-activities, the teacher greets to all students and checks the attendance list.
 2. Furthermore, at the whilst activities. the teacher explains to the students about how songs media can be used to teach speaking. The teacher distributes a question sheet containing the lyrics of a song, Next, the teacher plays the song, then the students listen and answer the question sheet that contains the lyrics. So randomly distribute them to be corrected together. They sing a song together. For discussion, the teacher divides the students into four groups to discuss it together. Presentation of the meaning of the song.
 3. In post activities, the teacher concludes the material by discussing together with the students related the material that has been studied and the teacher providing motivation to the students.

It is proven that after the implementation of the above procedure, the students' speaking development is getting better and better. The class becomes more fun. Students become more

active; they are even very enthusiastic. When presenting the meaning of the song they have listened to before, they seem confident in the new vocabulary they know.

Based on the data obtained, the song media procedure that is applied is very helpful for students in mastering English. Also, it plays an important role in familiarizing students to make it easier to learn a language wherever they are. By getting used to listening to English songs, the students' speaking skills will get better and better. And the researcher found in Murphey theory that for the application of song media in the speaking class, there are several processes in it. Thus, students must go through several of these procedures, namely as follows:⁷⁷

Prepare all the materials that will be used in advance, especially what songs will be used during the learning process. In applying the song media, students are asked to read the sheet that has been distributed by the teacher before, then discuss it together. If students have difficulty with vocabulary, they can discuss it first, but if they do not find a solution, they can ask their teacher. And after that, students are asked to work on the questions given by forming a group and discussing them together. In the last activity, students sing the song together.

However, the results of the data exposure in the observations that the researchers found that occurred in the school along with these activities, were not in accordance with Murphey view.

⁷⁷ Murphey, T. (1992). *Music and song*. Oxford, England: Oxford University Press.

In addition to the different procedures used by different teachers, the researcher found that the use of the song medium was not included in the learning material but was a distraction from the main material. with the aim of making it easier for students to master vocabulary, helping to improve their pronunciation to be better, and training them to appear more confident in speaking inside and outside the classroom. In addition to the explanation above, the researcher also compared it with several other theories other than Murphet theory. It turns out that there are also theories that are more similar to those used by teachers. This is more focused on Murphey theory, which explains several processes during learning using song media.

While, as the researchers found, the teacher focused more on the difficult vocabulary contained in the song by explaining other words that were easier for students to understand and asking students to write down the difficult words.

Then the teacher asks students to learn and memorize it in another time. It is proven by students who appear brave in presentations and express their opinions. So the researcher can know that their vocabulary knowledge has increased from before, so they are getting better at pronouncing words. Their speaking skills are also getting better. In addition, they appear confident in their abilities. That way, the teacher feels successful in applying the song media. Based on the explanation above, the researcher concludes that the use of songs media is suitable if applied in speaking activities.

Students easily understand and master the art of speaking by using songs as their media. Thus, the use of song media makes students more enthusiastic in the learning process; students feel interested in learning speaking activities; and students' speaking abilities increase after using song media. The use of songs in learning English must pay attention to certain aspects such as vocabulary, meaning of song lyrics, messages contained in songs, language level, etc. But, not all songs are suitable for use in learning. Choosing the right songs will result in memorable, fun, and useful learning for students.

2. Students' Engagement in Strategies Teaching Speaking using Songs at SMP Negeri 44 Semarang

Songs are used as a technique in the process of learning English. Songs that contain various elements can be used as a form of facility to develop students' cognitive abilities. The teacher provides an opportunity for students to practice their hearing sensitivity and to improve their speaking ability.

Songs also can help students to enhance speaking proficiency. According to Murphey, songs are a highly recommended media in language classes because the use of songs in class has many engagement, namely as follows: songs make it easier for students to learn foreign languages, especially in pronunciation as well as in speaking. It is very effectively used in speaking and listening classes. It does not make students bored; in fact, they are even happy during learning. With songs, students can also learn in all places.⁷⁸

⁷⁸ Murphey, T. (1992). *Music and song*. Oxford, England: Oxford University Press

The song also creates a positive and fun classroom atmosphere, so that it can encourage students to learn and enjoy the learning process. Brewsster (2002) states in Lusi Nurhayati (2009)⁷⁹says that the use of music and songs can be a very positive stimulus in language learning, where previously language learning was only seen as a grueling task involving exams, frustration, and correction. Media songs can help students improve their speaking skills.

From the explanation above, there is no doubt that teaching English through songs or with the singing method is a very effective and fun activity to implement. The results of the research conducted by the researchers found differences in the engagement of teaching English, because the researchers found many engagement for teachers and students by using song media as follows:

Through songs, it will motivate students to have more fun learning English. By singing, students become happy, and it is easier to understand the teaching material presented. The teacher's ability to choose songs will also have an impact on the success of the English learning process for students. Through singing and various learning activities, educators can foster students' interests in being happier and more active in learning, and can even make it easier for students to understand the teaching material presented. Can improve students' language structure. Students' English pronunciation is much better and also increases students' vocabulary knowledge. Students are much more confident without the fear of making mistakes when

⁷⁹Lusi Nurhayati, Penggunaan Lagu Dalam Pembelajaran Bahasa Inggris Untuk Siswa SD: Mengapa dan Bagaimana', *Majalah Ilmiah Pembelajaran*, 2009, 1–13.

speaking. Students are made happy, not bored, and interested in participating in the learning process.

With the media song, students can also be motivated and also more interested in participating in speaking classes. It is much easier for students to imitate and remember the acquired vocabulary so as to facilitate their pronunciation in speaking. through song lyrics so that students can easily understand and apply them. Their speaking scores are also getting better in speaking class.

Thus, singing is an activity that is very much liked by students. In general, singing for students functions more as a play activity than a learning activity or message delivery. Singing can provide satisfaction, joy, and happiness for students, so that it can encourage students to study harder (Joyful Learning). With singing, students will learn, master, and practice a teaching material that is delivered by the teacher faster. In addition, students' abilities in speaking, listening, singing, and being creative can be trained through this activity.

Another engagement in speaking classes using song media is that students often gain new knowledge. It will unwittingly hone students' skills in the field of speaking. As a result, it makes students more skilled at processing words to create good sentences. Based on the description in the discussion of the activities above, it can be concluded that teaching English using songs went smoothly and received a positive response from students. This can be seen from the high enthusiasm for learning during learning. Students also look enthusiastic when learning English using the song method. That way, they will always look forward to learning using song media. They can also practice it outside the classroom by listening to songs. They can also take advantage of this to learn a language.

CHAPTER V

CONCLUSION

A. Conclusion

From the discussion above, the researcher finally drew the conclusion as follows:

1. The learning process shows that the use of song media in learning speaking at SMP Negeri 44 Semarang can strengthen students' speaking proficiency. Because with this song medium, students experience the learning process more directly when learning to use English songs, and students also go through several procedures given by the teacher, as follows; preparation, application, at this stage, it is divided into three steps; they are pre-activity, whilst activity, and post-activity, and the last evaluation. That way, students' memory becomes more leveraged in recognizing vocabulary, making it easier for students to speak better. Therefore, considering the importance of using song media, teachers need to improve and be more creative in utilizing the use of song media in speaking classes so that students are more motivated to learn to speak.
2. The engagement of using song media in learning speaking at SMP Negeri 44 Semarang. That consist of: making students more enthusiastic about learning; motivating students to enjoy speaking activities because they have mastered more vocabulary; they can understand what others say; and improving their pronunciation; the class atmosphere is fun and does not make students bored. The engagement of using song media can be felt by students because they feel interested in

continuing to learn and speak English wherever they are. They can listen to the songs, so besides that, they can learn

B. Suggestion

1. For teacher
 - a. Teachers can use song media as teaching materials to improve students' speaking. For that reason, the teacher must apply interesting procedures that can make the students more enthusiastic about participating in speaking learning. With this, I hope the teacher can use the song medium in the classroom as well as possible, so that students can easily receive the learning.
 - b. The teacher also must be able to prove that by using song media, there are advantages that can improve students' speaking skills. In that way, this medium really helps teachers in teaching speaking.
2. For students
 - a. Students are more motivated to be more active and critical in speaking activities.
 - b. Students are assisted in improving and comprehending speaking activities through the use of media such as songs.
3. For Institution

Institutions can improve and complete learning facilities. so that the teaching and learning process will run optimally. Institutions should pay more attention to the needs of the learning process.
4. For researchers

Hopefully this simple research can also be used as a reference for future researchers. And hope how similar activities can be exported which can then influence generations to follow this good thing.

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APPENDIXES

Appendix I

OBSERVATION GUIDELINE

Day/ Date:

Material:

Teacher Name:

Time/ Place:

Activity	Indicator	Option	
		Yes	NO
Opening	The Teacher opens the lessons by greeting the students		
	The teacher checks the student's absences		
	The teacher tells the aim of the subject that will be		
Main Activity	The teacher explained the		

	material		
	The teacher uses song for teaching		
	The teacher uses text for teaching		
	Makes some examples of the type songs		
	Tell the students how to read clearly of the material/text		
	Tell the students vocabulary meaning in each lyric		
	Practice with students		
	Help the students		

Closing	The teacher gives an opportunity for students to ask about their difficulties		
	Tell the students to practice in front of the class and exercise in their books		
	Closing the activity		

OBSERVATION 1

OBSERVATION GUIDELINE

Day/ Date: Tuesday, 2 May 2023

Material: Song Lyric

Teacher Name: Lulus Aji S.Pd

Time/ Place: 10.30-12.00 WIB

Activity	Indicator	Option	
		Yes	NO
Opening	The Teacher opens the lessons by greeting the students	✓	
	The teacher checks the student's absences	✓	
	The teacher tells the aim of the subject that will be	✓	
Main Activity	The teacher explained the	✓	

	material		
	The teacher uses song for teaching	✓	
	The teacher uses text for teaching	✓	
	Makes some examples of the type songs	✓	
	Tell the students how to read clearly of the material/text	✓	
	Tell the students vocabulary meaning in each lyric	✓	
	Practice with students	✓	
	Help the students	✓	

Closing	The teacher gives an opportunity for students to ask about their difficulties	✓	
	Tell the students to practice in front of the class and exercise in their books	✓	
	Closing the activity	✓	

OBSERVATION 2

OBSERVATION GUIDELINE

Day/ Date: Thursday, 4 May 2023

Material: Song Lyric

Teacher Name: Lulus Aji S.Pd

Time/ Place: 08.00-09.30 WIB

Activity	Indicator	Option	
		Yes	NO
Opening	The Teacher opens the lessons by greeting the students	✓	
	The teacher checks the student's absences	✓	
	The teacher tells the aim of the subject that will be	✓	

Main Activity	The teacher explained the material	✓	
	The teacher uses song for teaching	✓	
	The teacher uses text for teaching	✓	
	Makes some examples of the type songs	✓	
	Tell the students how to read clearly of the material/text	✓	
	Tell the students vocabulary meaning in each lyric	✓	
	Practice with students	✓	
	Help the students	✓	

Closing	The teacher gives an opportunity for students to ask about their difficulties	✓	
	Tell the students to practice in front of the class and exercise in their books	✓	
	Closing the activity	✓	

Appendix II

INTERVIEW GUIDELINE TEACHER

1. What do you think about SMP Negeri 44 Semarang?
2. What methods do you use to learn English through songs?
3. When did you become a teacher at SMP Negeri 44 Semarang?
4. What curriculum do you teach at SMP Negeri 44 Semarang?
5. In your opinion, what is the students' level of understanding of the English speaking class?
6. What is the obstacles do you face when asking students to practice speaking?
7. How do you solve the problem?
8. What do you think about speaking activities about songs media?
9. Is there a significant difference in students' speaking after using songs? what is the reason?
10. What are the procedure used in speaking lessons using song media?
11. What are the students' engagement from using song media in speaking proficiency?
12. What do you think after students learn to use English songs?
13. Why did you decide to use songs in your speaking class? What are the reason?

14. What are the purpose do you use songs media in English speaking skill?
15. What are the songs do you use in English speaking class?
16. Do you know about the stages of using English songs in the classroom? Or did you design it yourself?

INTERVIEW RESULT

1. What do you think about SMP Negeri 44 Semarang?

Answer: SMP Negeri 44 Semarang is a school established in 2018 which was originally a branch school of SMP Negeri 23 Semarang. As it is a new school, the culture follows that of the local community.

2. What methods do you use to learn English through songs?

Answer: I used a communicative approach where this method can make students feel more comfortable, not bored and active in the classroom.

3. When did you become a teacher at SMP Negeri 44 Semarang?

Answer: from 2009 to 2014, then I resign and have been working as a teacher since 2018..

4. What curriculum do you teach at SMP Negeri 44 Semarang?

Answer: Initially named KTSP before becoming SMP Negeri 44 Semarang then changed to K13 and now uses the independent curriculum for 7 graders.

5. In your opinion, what is the students' level of understanding of the English speaking class?

Answer: Some of them have somewhat mastered their vocabulary and others have started to express their thoughts. However, most of them still have difficulty in pronouncing words and some of them are still shy to speak.

6. What are the obstacles do you face when asking students to practice speaking?

Answer: The obstacle faced by students is in pronunciation, therefore many students still lack of confidence in their speaking skills.

7. How do you solve the problem?

Answer: I found out with the song media.

8. What do you think about speaking activities about songs media?

Answer: It was very effective in my opinion because the students were very enthusiastic and more active than the previous learning. They also seemed happy during class..

9. Is there a significant difference in students' speaking after using songs? what is the reason?

Answer: Of course, students' vocabulary expands and the pronunciation of words in the language improves, making them more confident in speaking.

10. What are the procedure used in speaking lessons using song media?

Answer: I have three procedure of using song media in teaching speaking the first is preparation, application and evaluation. Then there are three ways that I do, namely: In the pre activity I greet the students and check the list of participants. During the whilst activity I give the students a questionnaire containing the text of the song to be filled in, I prepare the song they choose to play, the students listen to the song carefully, the questionnaire is classified, which is repeated three times, randomly corrected together. Sing the song together, discuss, present the meaning of the song. For the post activity, I reviewed what I explained earlier, gave students the opportunity to ask questions, then students were given the opportunity to ask questions. Then, provide motivation and pray together.

- .
11. What are the students' engagement from using song media in speaking proficiency?

Answer: Students' engagement in the application of speaking through song media makes students show greater enthusiasm for speaking class, which makes it easier to memorize new vocabulary, helps them pronounce the right words and can also result in a fun class. In addition, students are more motivated to learn English.

12. What do you think after students learn to use English songs?

Answer: The students are much more active than before, their speaking skills have improved, especially in vocabulary mastery, and I think their pronunciation is very good.

13. Why did you decide to use songs in your speaking class? What are the reason?

Answer: Yes, because nowadays almost all students love to sing and listen to song. I am also a music teacher. Of course, my hobby is what I like. I incorporated it into my English learning environment and found that in the early grades students often felt bored. Then, I took the initiative to use song media in the speaking class.

14. What are the purpose do you use song media in English speaking skill?

Answer: My goal is to use songs to improve students' pronunciation, encourage confidence and reluctance to express their opinions, and create fun lessons so that students don't get bored easily.

15. What are the songs do you use in English speaking class?

Answer: I used songs form Chainsmoker *Something Just Like This* ft *A Thousand Years* from Christina Perri.

16. Do you know about the stages of using English songs in the classroom? Or did you design it yourself?

Answer: At first I thought I wanted to try this singing method and see if it would work if I used it in a speaking class. After that I read some theories to find out what steps I should do to prepare a speech in class. After my search, I became more interested in the theory that Lusi Nurhayati used so I immediately updated it by just planning and adding some changes. I also usually change the lyrics of the song by using different vocabulary, using melodies or rhythms that usually

use children's songs and changing the vocabulary when learning descriptive lyrics for example.

Appendix III

INTERVIEW GUIDELINE STUDENTS

1. What do you think about the understanding of speaking classes?
2. What are the obstacles you face when asked to practice speaking?
3. What did you do when you solved this problem?
4. What do you think about speaking activities with song media?
5. Did your pronunciation improve after using song media in speaking class? Please give me a reason!
6. What are the teacher procedures used in speaking class?
7. What are the engagement of using song media in English speaking classes?
8. What do you think after learning to use English songs in speaking class?
9. In teaching speaking class, what songs the teacher uses?

INTERVIEW RESULT

Name: Doni Wiyanda

Identity: Student of SMP Negeri 44 Semarang

Class: VII D

Date: Tuesday, 9th May 2023

Time: 11.00 WIB

Place: School

1. What do you think about the understanding of speaking classes?
Answer: I think it's not good because I am still not confident in my speaking skills.
2. What are the obstacles you face when asked to practice speaking?
Answer: sometimes still find it difficult to pronounce new vocabulary that comes to my mind.
3. What did you do when you solved this problem?
Answer: I tried to solve the problem by reading it over and over again.
4. What do you think about speaking activities with song media?
Answer: I think it's very fun because I don't get bored while learning and stay enthusiastic about the lessons.
5. Did your pronunciation improve after using song media in speaking class? Please give me a reason!
Answer: Yes, my pronunciation when speaking has become better and more organized.
6. What are the teacher procedures used in speaking class?

Answer: The teacher prepares a song that is not too fast in tone, prepares the text, then listens to the prepared song, sings the song together, discusses and presents in front of the class.

7. What are the engagement of using song media in English speaking classes?

Answer: my pronunciation has gotten better.

8. What do you think after learning to use English songs in speaking class?

Answer: I feel like I want to keep learning with other songs because it's so much fun.

9. In teaching speaking class, what songs the teacher uses?

Menjawab: the teacher used songs *Something Just Like This* from Chainsmoker and. *A Thousand Years* from Christina Perri

Reflection: From the interview, it can be seen that before using the songs media, the students felt less confident because they had difficulty with vocabulary. However, after using the song media, the students felt more excited and did not feel bored, and they also felt more confident with the song media in improving speaking proficiency.

Name: Dimas Wicaksono

Identity: Student of SMP Negeri 44 Semarang

Class: VII D

Date: Tuesday, 9th May 2023

Time: 11.00 WIB

Place: School

1. What do you think about the understanding of speaking classes?
Answer: My vocabulary is still weak, especially in pronunciation.
2. What are the obstacles you face when asked to practice speaking?
Answer: The barrier to speech is pronouncing words that are difficult for me.
3. When did you do when you solve this problem?
Answer: I tried to solve the problem by opening Google Translate, listening to the correct pronunciation there and imitating it.
4. What do you think about speaking activities with song media?
Answer: With English songs I find it much more enjoyable.
5. Did your pronunciation improve after using song media in speaking class? Give me a reason!
Answer: Yes, it improved because repeating English songs together improved my pronunciation in speaking English.
6. What are the teacher procedure used in speaking class?
Answer: Listen to English songs, pay attention to the lyrics and pronunciation, and try to imitate if necessary. Record and

memorize vocabulary, especially vocabulary you are new to. Do this repeatedly and then show the meaning of the passage.

7. What are the engagement of using song media in English speaking classes?

Answer: As we speak, we get better at vocabulary and pronunciation of words.

8. What do you think after learning to use English songs in speaking classes?

Answer: I think this strategy used to learn to speak is highly recommended. Because I got many vocabulary.

9. In teaching speaking, what songs the teacher uses?

Jawaban: *Something Just Like This* from Chainsmoker ft A *Thousand Years* from Christina Perri

Relection: From the interview above, it can be concluded that before using the song media, the students felt that their vocabulary information was lacking, especially in articulation and vocabulary. The students found it much more enjoyable after using the song media. The students felt that by singing the song together more than once and with presentations they felt that their speaking skills became better and their vocabulary information increased.

Name: Affantya Syahru Syarif

Identity: Student of SMP Negeri 44 Semarang

Class: VII D

Date: Tuesday, 9th May 2023

Time: 11.00 WIB

Place: School

1. What do you think about the understanding of speaking classes?

Answer: I have some vocabulary but I am not fluent in speaking English well.

2. What are the obstacles you face when asked to practice speaking?

Answer: I often make pronunciation mistakes, so I am still afraid of speaking in English.

3. What did you do when you solved this problem?

Answer: I try to learn more pronunciation so I can speak more fluently.

4. What do you think about speaking activities with song media?

Answer: I think it's good because it can improve pronunciation and add new vocabulary.

5. Did your pronunciation improve after using song media in speaking class? Please give me a reason!

Answer: My speaking improved, using songs taught me a lot, especially my pronunciation.

6. What are the teacher procedures used in speaking class?

Answer: Listen to the song, then pay attention to the lyrics, write down the unknown vocabulary and if there are vocabulary words that you don't understand ask the teacher or look at the dictionary to explain the meaning.

7. What are the engagement of using song media in English speaking classes?

Answer: The engagement is my ability to improve my English pronunciation.

8. What do you think after learning to use English songs in speaking classes?

Answer: This is very effective, the most important of which is the improvement of pronunciation and the addition of vocabulary.

9. In teaching speaking, what songs the teacher uses?

Answer: The teacher usually use songs *Something Just Like This* from Chainsmoker ft. *A Thousand Years* from Christina Perri

Reflection: From the interview above, before the teacher used the song media, these students had a little vocabulary but were still not used to English and were confused when they mispronounced words. After using the song media, the students felt there was a change, mainly because they were no longer worried about making mistakes when speaking.

Name: Fifi Ismaida

Identity: Student of SMP Negeri 44 Semarang

Class: VII D

Date: Tuesday, 9th May 2023

Time: 11.300 WIB

Place: School

1. What do you think about the understanding of speaking classes?

Answer: In speaking classes understanding is not extensive.

2. What is the obstacles you face when asked to practice speaking?

Answer: Sometimes I find it difficult to express my opinion in words.

3. What did you do when you solved this problem?

Answer: I have to believe in myself and try to keep going as long as I can.

4. What do you think about speaking activities with song media?

Answer: Very good, interesting and not boring.

5. Did your pronunciation improve after using song media in speaking class? Give me a reason!

Answer: Yes, my pronunciation has progressed as my speaking has gotten better.

6. What are the teacher procedures used in speaking class?

Answer: The first listens to the song, then the second works on the blank lyric sheet, then, corrects together, sings the song together, explains about the meaning of the song.

7. What are the engagement of using song media in English speaking classes?

Answer: Through songs I began to dare to perform to express my opinions openly and my understanding grew and developed.

8. What do you think after learning to use English English songs in speaking class?

Answer: We had a lot of fun and didn't get bored because the songs were cool too.

9. In teaching speaking, what songs the teacher uses?

Menjawab: the teacher using two song there are *Something Just Like This* from Chainsmoker ft Christina Perri which is titled *A Thousand Years*

Reflection: From the interview above, before using the song media I found that the students' speech comprehension was not very good and it was still difficult to make accurate guesses. After using the song media, their comprehension expanded and they dared to express their opinions in public.

Name: Fadilla Zahra Putri

Identity: Student of SMP Negeri 44 Semarang

Class: VII D

Date: Tuesday, 9th May 2023

Time: 11.300 WIB

Place: School

1. What do you think about the understanding of speaking classes?

Answer: There are still many flaws.

2. What are the obstacles you face when asked to practice speaking?

Answer: Sometimes I find it difficult to pronounce some words.

3. What did you do when you solved this problem?

Answer: Keep trying to get good results.

4. What do you think about speaking activities with song media?

Answer: Being so enthusiastic makes me want to continue learning English using the song.

5. Did your pronunciation improve after using song media in speaking class? Please give me a reason!

Answer: Yes, because I can pronounce vocabulary more fluently.

6. What are the teacher procedures used in speaking class?

Answer: Prepare the song, listen to the song, sing the song together, discussion, and presentation.

7. What are the engagement of using song media in English speaking classes?

Answer: The engagement I got after the application of song media in speaking class was that I felt my vocabulary knowledge and pronunciation increased. Then, it boosts my motivation in learning English.

8. What do you think after learning to use English songs in speaking class?

Menjawab: Menurut saya lebih baik belajar berbicara seperti ini dengan bantuan media dari pada terlalu formal di kelas agar siswa tidak bosan.

9. In teaching speaking class, what songs the teacher uses?

Answer: *Something Just Like This* from Christina Perri and from Chainsmoker which is titled *A Thousand Years*

Reflection: From the interview above, it can be concluded that before students used the song media, they did not have an understanding of speaking English after using the song media, the students had begun to memorize vocabulary and began to be confident in speaking.

Name: Dewi Larasati

Identity: Student of SMP Negeri 44 Semarang

Class: VII D

Date: Tuesday, 9th May 2023

Time: 11.300 WIB

Place: School

1. What do you think about the understanding of speaking classes?

Answer: There is still a lot of lack of English speaking.

2. What are the obstacles you face when asked to practice speaking?

Answer: I still have trouble reading it because the spelling is the same and the pronunciation is different.

3. What did you do when solved this problem?

Answer: Keep learning more.

4. What do you think about speaking activities with song media?

Answer: I found it very interesting and it made me want to learn more about singing.

5. Did your pronunciation improve after using song media in speaking class? Please give me a reason!

Answer: Yes, it is better and I find it easier to understand the vocabulary.

6. What are the teacher procedures used in speaking class?

Answer: The procedures used are listening to the song, solving problems with the text, correcting together, singing the song together, discussion, presentation.

7. What are the engagement of using media in English speaking classes?

Answer: For me, participating in the use of song media in learning to speak meant an expansion of the vocabulary I learned and also much better pronunciation than before, which increased my motivation and interest in learning.

8. What do you think after learning to use English songs in speaking class?

Answer: learning is more interesting and fun.

9. In teaching speaking, what songs the teacher uses?

Answer: There are two such as *Something Just Like This* from Chainsmoker and *A Thousand Years* from Christina Perri

Reflection: From the interviews above, it was found that the students found it difficult to learn when they had not used the song media. After using the song media, the students felt that their vocabulary improved and their pronunciation was much better than before.

Appendix IV

Daftar Siswa Kelas VII D SMP Negeri 44 Semarang

No	Nama	Jenis Kelamin	Kelas
1.	Adi Batur Rohmah	Laki-laki	7D
2.	Afantlya Syahru Sayrif	Laki-Laki	7D
3.	Afsel Iyan Alfida	Laki-laki	7D
4.	Akifa Najla Gassania	Perempuan	7D
5.	Anita Titian Sani	Perempuan	7D
6.	Arfy Adyatama	Laki-laki	7D
7.	Arika Silviyana	Perempuan	7D
8.	Asyrof Afiansyah	Laki-laki	7D
9.	Bintany Syafiah Hayfa	Perempuan	7D
10.	Cellinia Najwa Khoiruni	Perempuan	7D
11.	Dewi Larasati	Perempuan	7D
12.	Dimas Wicaksono	Laki-laki	7D
13.	Elen Charenia	Perempuan	7D
14.	Fadilla Zahra Putri	Perempuan	7D
15.	Fifi Ismaidah	Perempuan	7D
16.	Hafiah Jalu Nagata	Perempuan	7D
17.	Luna Indria Fatma	Perempuan	7D
18.	Ma'rifatun Nisa	Perempuan	7D
19.	Miftahul Nur Faiq	Laki-laki	7D
20.	Muhammad Asrof	Laki-laki	7D
21.	Muhammad Rizqi	Laki-laki	7D
22.	Nona Fitri Rosyidta	Perempuan	7D
23.	Nurul Faizatul Sholih	Perempuan	7D

24.	Quinsyah Latifa Rusdian	Perempuan	7D
25.	Raehan Aditya	Laki-laki	7D
26.	Ridho Rizki	Laki-laki	7D
27.	Rifki Iqbal Malik	Laki-laki	7D
28.	Sabita Sailinikmah	Perempuan	7D
29.	Tri Novita Handayani	Perempuan	7D
30.	Tsani Hikmatul Aliyah	Perempuan	7D
31.	Yozi Dwi Atikasari	Perempuan	7D
32.	Zahra Ayatul Husna	Perempuan	7D

Appendix V

MATERIAL SONGS

SOMETHING JUST LIKE THIS By. The Chainsmokers ft Coldplay

I've been reading books of old
The legends and the myths
Achilles and his gold
Hercules and his gifts
Spider-Man's control
And Batman with his fists
And clearly, I don't see myself upon that list

But she said, "Where'd you wanna go?
How much you wanna risk?
I'm not looking for somebody with some superhuman gifts
Some superhero
Some fairy tale bliss
Just something I can turn to
Somebody I can kiss"

I want something just like this
Doo-doo-doo, doo-doo-doo
Doo-doo-doo, doo, doo-doo
Doo-doo-doo, doo-doo-doo
Oh, I want something just like this
Doo-doo-doo, doo-doo-doo
Doo-doo-doo, doo, doo-doo
Da-da-da, da-da-da
Oh, I want something just like this

I want something just like this

I've been reading books of old
The legends and the myths
The testaments they told
The moon and its eclipse
And Superman unrolls a suit before he lifts
But I'm not the kind of person that it fits

She said, "Where'd you wanna go?
How much you wanna risk?
I'm not looking for somebody with some superhuman gifts
Some superhero
Some fairy tale bliss
Just something I can turn to
Somebody I can miss"

I want something just like this

I want something just like this

Oh, I want something just like this
Doo-doo-doo, doo-doo-doo
Doo-doo-doo, doo, doo-doo
Doo-doo-doo, doo-doo-doo
Oh, I want something just like this
Doo-doo-doo, doo-doo-doo
Doo-doo-doo, doo, doo-doo
Doo-doo-doo, da-da-da

Where'd you wanna go?
How much you wanna risk?
I'm not looking for somebody with some superhuman gifts
Some superhero
Some fairy tale bliss
Just something I can turn to
Somebody I can kiss

I want something just like this

Oh, I want something just like this

Oh, I want something just like this

Oh, I want something just like this

***A THOUSAND YEARS* By. Christina Perri**

Heart beats fast

Colors and promises

How to be brave?

How can I love when I'm afraid to fall?

But watching you stand alone

All of my doubt suddenly goes away somehow

One step closer

I have died every day waiting for you

Darling, don't be afraid

I have loved you for a thousand years

I'll love you for a thousand more

Time stands still

Beauty in all she is

I will be brave

I will not let anything take away

What's standing in front of me

Every breath, every hour has come to this

One step closer

I have died every day waiting for you

Darling, don't be afraid

I have loved you for a thousand years

I'll love you for a thousand more

And all along I believed I would find you
Time has brought your heart to me
I have loved you for a thousand years
I'll love you for a thousand more

One step closer
One step closer

I have died every day waiting for you
Darling, don't be afraid
I have loved you for a thousand years
I'll love you for a thousand more

And all along I believed I would find you
Time has brought your heart to me
I have loved you for a thousand years
I'll love you for a thousand more

Appendix VI

Documentation of SMP Negeri 44 Semarang



Appendix VII

Documentation of the Observation



Appendix VIII

Documentation of the Interview with Teacher



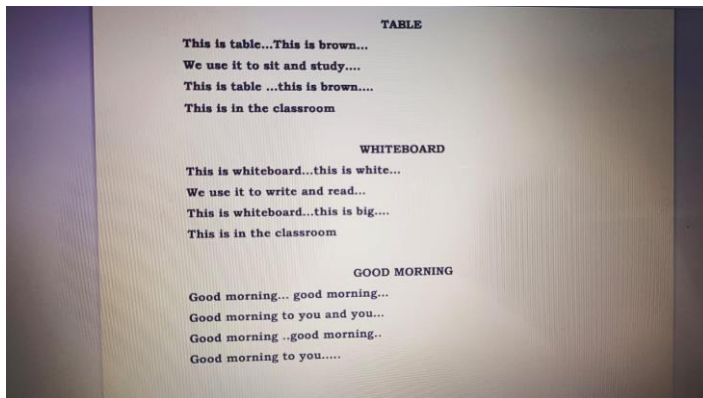
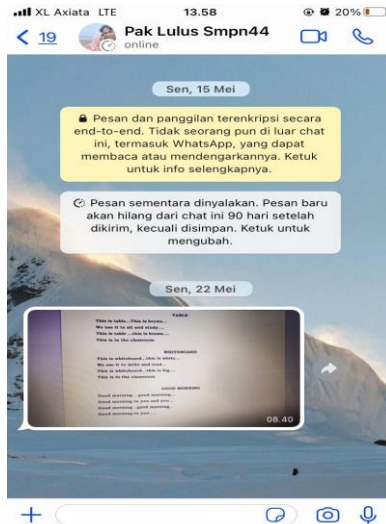
Appendix IX

Documentation of the Interview with Students



Appendix X

Documentation Handmade Lyric using Kids songs by Mr.Lulus Aji



Appendix XI

Surat Permohonan Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 1087/Un.10.3/D1/TA.00.01/05/2023 Semarang, 2 Mei 2023

Lamp :-

Hal : Mohon Izin Riset
a.n. : Shavira Evi Dhia Aurelia
NIM : 1903046106

Yth.
Kepala SMP Negeri 44
di Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Shavira Evi Dhia Aurelia
NIM : 1903046086
Alamat : BR/LINK Kampung Islam Kapaon (Denpasar Selatan, Bali)
Judul skripsi : Teachers' Strategies to Enhance Students' Speaking Proficiency

Pembimbing :
1. Dr. Hj. Siti Mariam, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 14 Hari, mulai tanggal 3 Mei 2023 sampai dengan tanggal 22 Mei 2023
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.


a.n. Dekan,
Wakil Dekan Bidang Akademik




Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

Appendix XII

Surat Keterangan Selesai Penelitian

**PEMERINTAH KOTA SEMARANG**
DINAS PENDIDIKAN
SMP NEGERI 44 SEMARANG
Alamat : Wonoplumbon, RT 04, RW 02, Mijen, Semarang, (0294) 3671126
Email : smp44semarang@gmail.com Website: smpn44.semarangkota.go.id



SURAT KETERANGAN
Nomor : B/155/045/V/2023

Yang bertanda tangan dibawah ini :


Nama : **Muhammad Basuki, S.Ag., M.S.I.**
NIP : 19670504 199802 1 005
Pangkat/Gol : Pembina/IV.a
Jabatan : Kepala Sekolah

dengan ini menerangkan bahwa :

Nama : **SHAVIRA EVI DHIA AURELIA**
NIM : 1903046106
Alamat : BR/LINK Kampung Islam Kepaon, Denpasar Selatan Bali
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Pendidikan dan Keguruan
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang

Bahwa mahasiswa tersebut diatas benar-benar telah melakukan penelitian di SMP Negeri 44 Semarang dengan judul **“Teachers’ Strategies to Enhance Students’ Speaking Proficiency”** pada tanggal 3 s.d 22 Mei 2023.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Semarang, 25 Mei 2023
Kepala Sekolah


Muhammad Basuki, S.Ag., M.S.I.

CURRICULUM VITAE

A. Personal Identity

1. Name : Shavira Evi Dhia Aurelia
2. Place/date of birth : Rembang, 9nd August 2001
3. Original Address : Jalan Intan Permai, Gg. Camar No 60
E (Kuta Utara – Badung – Bali)
4. Mobile Number : 087852035777
5. Email : Shaviraavid@gmail.com

B. Education

1. TK Aisyiyah Bustanul Athfal 1 Denpasar
2. SD Muhammadiyah 1 Denpasar
3. SMP Muhammadiyah 2 Denpasar
4. SMA Muhammadiyah 1 Denpasar
5. Universitas Islam Negeri Walisongo

Semarang, 7 Mei 2023

The Researcher,



Shavira Evi Dhia Aurelia

NIM : 1903046106