

**THE EFFECTIVENESS OF ENGLISH SONG TOWARD  
STUDENTS' SPEAKING ABILITY AND MOTIVATION AT  
MA DARUL ULUM PALANGKA RAYA**

**THESIS**



**By:  
FITRYA  
SRN. 1601121111**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF EDUCATION AND TEACHER TRAINING  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
1442 H / 2020 M**

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**THESIS**

Presented to

State Islamic Institute of Palangka Raya

In partial fulfilment of the requirements

For the degree of *Sarjana* in English Language Education



By:

**FITRYA**

**SRN. 1601121111**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF EDUCATION AND TEACHER TRAINING  
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## ADVISOR APPROVAL

Thesis Title : **THE EFFECTIVENESS OF ENGLISH SONG  
TOWARD STUDENTS' SPEAKING ABILITY  
AND MOTIVATION AT MA DARUL ULUM  
PALANGKA RAYA**

Name : Fitriya  
SRN : 1601121111  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasah by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.


Palangka Raya, 1<sup>st</sup> October 2020

Advisor I



**M. ZAINI MIPTAH, M.Pd.**  
ORN. 197509152009121002

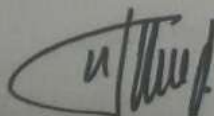
Advisor II



**HESTY WIDIASTUTY, M.Pd.**  
ORN. 19870928201502003

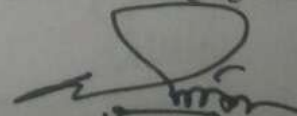
Acknowledged by:

Vice Dean in Academic Affairs



**Dr. NURUL WAHDAH, M.Pd.**  
ORN. 198003072006042004

Secretary,  
Department of Language Education



**AKHMAD ALI MIRZA, M.Pd.**  
ORN. 198406222015031003



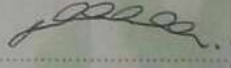
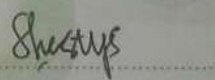
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Thesis Title : THE EFFECTIVENESS OF ENGLISH SONG  
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AND MOTIVATION AT MA DARUL ULUM  
PALANGKA RAYA  
Name : Fitriya  
SRN : 1601121111  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher  
Training and Education of the State Islamic Institute of Palangka Raya in  
the Thesis Examination/*Munaqasah* on:

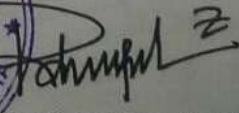
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Date : October 20<sup>th</sup> 2020 M / 4 Rabiul Awal 1442 H

### BOARD OF EXAMINERS

1. Zaitun Qamariah, M.Pd. (Chair Examiner) 
2. Hj. Apni Ranti, M. Hum. (Main Examiner) 
3. M. Zaini Miftah, M.Pd. (Examiner) 
4. Hesty Widiastuty, M. Pd. (Secretary/Examiner) 

Approved by:  
Faculty of Teacher  
Training and Education



  
Rodhatul Jennah, M.Pd  
ORN. 196710031993032001

**OFFICIAL NOTE**

Palangka Raya, 1<sup>st</sup> October 2020

**Cases : Examination of  
Fitrya's Thesis**

To

The Dean of Faculty of Teacher  
Training and Education of State  
Islamic Institute of Palangka Raya

In-

Palangka Raya

Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the  
name of :

Name : Fitrya  
SRN : 1601121127  
Thesis : THE EFFECTIVENESS OF ENGLISH SONG TOWARD  
Title : STUDENTS' SPEAKING ABILITY AND  
MOTIVATION AT MA DARUL ULUM PALANGKA  
RAYA

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Degree of *Sarjana Pendidikan* in the study program of English Education  
of the Language Education of the Faculty of Teacher Training and  
Education of State Islamic Institute of Palangka Raya.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Advisor I,

Advisor II,

**M. ZAINULMIETAH, M.Pd.**

**ORN. 197509152009121002**

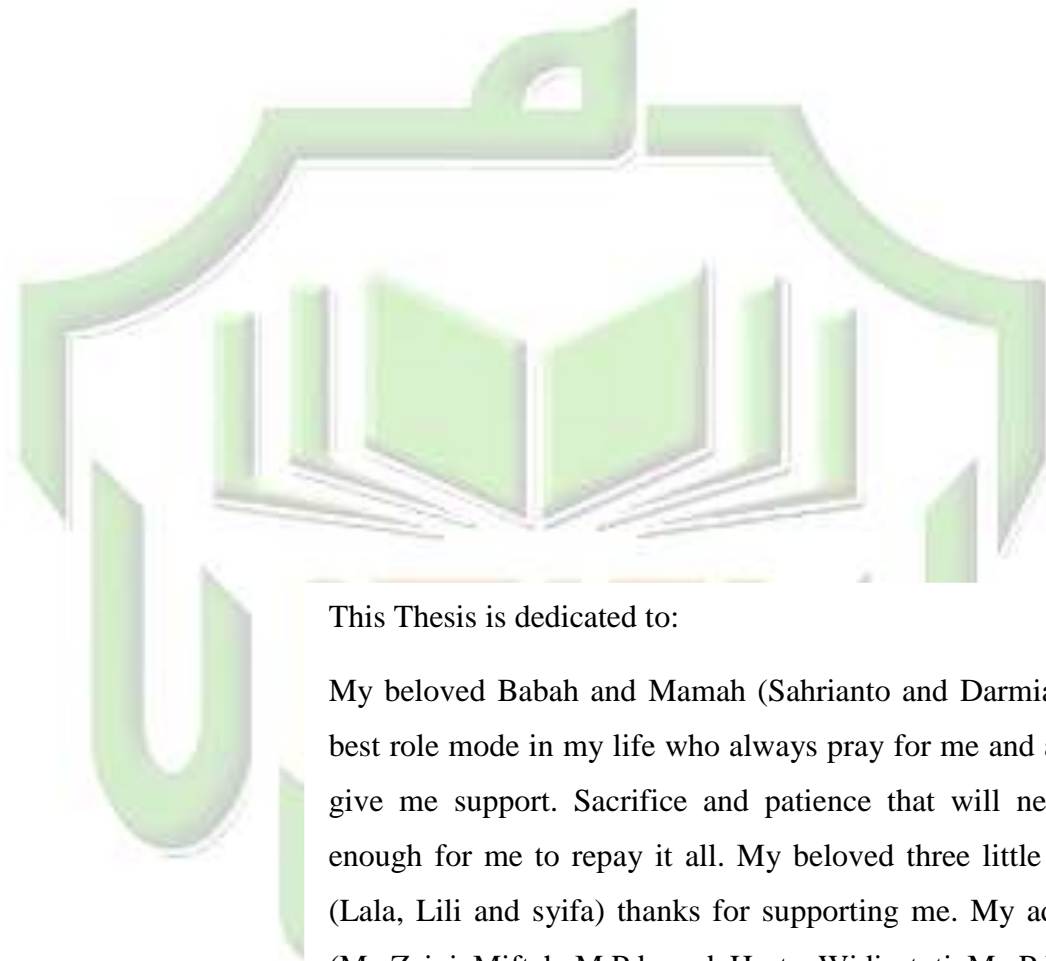
**HESTY WIDIASTUTY, M.Pd**

**ORN. 19870928201502003**

## MOTTO AND DEDICATION

“Yesterday studied, Today is try, Tomorrow will Effort”

(Al-Hasyr: 18)



This Thesis is dedicated to:

My beloved Babah and Mamah (Sahrianto and Darmiah) the best role mode in my life who always pray for me and always give me support. Sacrifice and patience that will never be enough for me to repay it all. My beloved three little sisters (Lala, Lili and syifa) thanks for supporting me. My advisors (M. Zaini Miftah M.Pd. and Hesty Widiastuti M. Pd) who gave me suggestion and guidance. My moody partner in crime who always be there for me (E.K) and all of my lovely friends English Education'16 who has supported me.



## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Fitrya  
SRN : 1601121111  
Faculty : Education and Teacher Training  
Department : Language Education  
Study Program : English Education

Declare that,

1. This thesis has never been submitted to any other tertiary education institution for any other academics degree.
2. This research is sole work of author and has not been written collaboration with any other person, nor does it include, without the acknowledgement, the work of any other person.
3. If later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya September 27<sup>th</sup> 2020

Yours faith fully,



Fitrya

SRN. 1601121111

## ABSTRACT

Fitrya. 2020. *The Effectiveness of English Song toward Students' Speaking Ability and Motivation at MA Darul Ulum Palangka Raya* Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) M. Zaini Miftah, M.Pd.; (II) Hesty Widiastuty, M.Pd,

**Key Words:** English Song, Speaking, Motivation.

The aim of this research was to find out the The Effectiveness of English Song toward Students' Speaking Ability and Motivation at MA Darul Ulum Palangka Raya. This research used quantitative method that belongs to experimental design. For instruments, this study used speaking test and questionnaire. The population of the study were 64 students of tenth grade at MA Darul Ulum Palangka Raya. To analyse the data, researcher used SPSS 21 program.

The result of this research showed, the students' pre-test mean score in experiment class was 67,97 and the post-test mean score was 72,87. In contrary, the students' pre-test mean score in control class was 71,27 and the post-test mean score was 69,43. In the end, English song is effective way to improve students' speaking ability and motivation.

According to the result, it was recommended to use English song in speaking class. English song made the new words stay longer in their mind and help them to adapt to native speaker pronunciation. English song helped them to increase their motivation in speaking.



## ABSTRAK

Fitrya. 2020. *Efektivitas Lagu Bahasa Inggris Terhadap Kemampuan Berbicara dan Motivasi Siswa MA Darul Ulum Palangka Raya* Skripsi. Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) M. Zaini Miftah, M.Pd.; (II) Hesty Widiastuty, M.Pd,

**Kata Kunci:** Lagu Bahasa Inggris, Berbicara, Motivasi.

Tujuan penelitian ini adalah untuk mengetahui Efektivitas Lagu Bahasa Inggris terhadap Motivasi dan Kemampuan Berbicara Siswa di MA Darul Ulum Palangka Raya. Penelitian ini menggunakan metode kuantitatif dengan rancangan eksperimen. Instrumen yang digunakan dalam penelitian ini adalah tes berbicara dan angket. Populasi dalam penelitian ini adalah 64 siswa kelas X di MA Darul Ulum Palangka Raya. Untuk menganalisis data, peneliti menggunakan program SPSS 21.

Hasil penelitian menunjukkan nilai rata-rata pre-test siswa di kelas eksperimen adalah 67,97 dan nilai rata-rata post-test adalah 72,87. Sebaliknya, nilai rata-rata pre-test siswa di kelas kontrol adalah 71,27 dan nilai rata-rata post-test adalah 69,43. Lagu bahasa Inggris pada akhirnya efektif untuk meningkatkan motivasi dan kemampuan berbicara siswa.

Berdasarkan hasil penelitian, disarankan untuk menggunakan lagu berbahasa Inggris di kelas speaking. Lagu bahasa Inggris membuat kata-kata baru bertahan lebih lama di benak mereka dan membantu mereka beradaptasi dengan pengucapan penutur asli. Lagu bahasa Inggris membantu mereka meningkatkan motivasi dalam berbicara.

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Alhamdulillah, the researcher like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true. The researcher's appreciation is addressed to:

1. Dean of Faculty of Education and Teacher Training, **Dr. Hj. Rodhatul Jennah, M.Pd**, for her invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, **Dr. Nurul Wahdah, M.Pd.**, for her invaluable assistance both in academic and administrative matters.
3. Secretary of Department of Language Education, **Akhmad Ali Mirza. M. Pd.**, for his invaluable assistance both in academic and administrative matters.
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5. Academic lecturer and my first advisor **M. Zaini Miftah, M.Pd.** and second advisor **Hesty Widiastuty, M.Pd.** for their generous advices, valuable guidance and elaborated correction during their busy time to completion the thesis.
6. The members of the board examiners, for their corrections, comments and suggestions which are profitable to accomplishing of this thesis.
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8. The headmaster of MA Darul Ulum Palangka Raya who as given permission to conducted this research.
9. The tenth grade students of MA Darul Ulum Palangka Raya who participated as participants in this research.

At the end, the researcher realized this paper could not be perfect. There were many mistakes. Therefore, the researcher allows readers to give critics and suggestions for this paper to be better. Hopefully this paper will be useful for readers and next researchers as guideline to conduct new research. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, September 27<sup>th</sup> 2020

The Researcher ,

Fitrya  
SRN. 160 112 111

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## **LIST OF ABBREVIATIONS**

**IAIN** : Institut Agama Islam Negeri

**SPSS**: Statistical Product and Service Solutions

**MA**: Madrasah Aliyah



## **LIST OF APENDICES**

Appendix 1 Lesson for Control Class

Appendix 2 Lesson Plan for Experimental Class

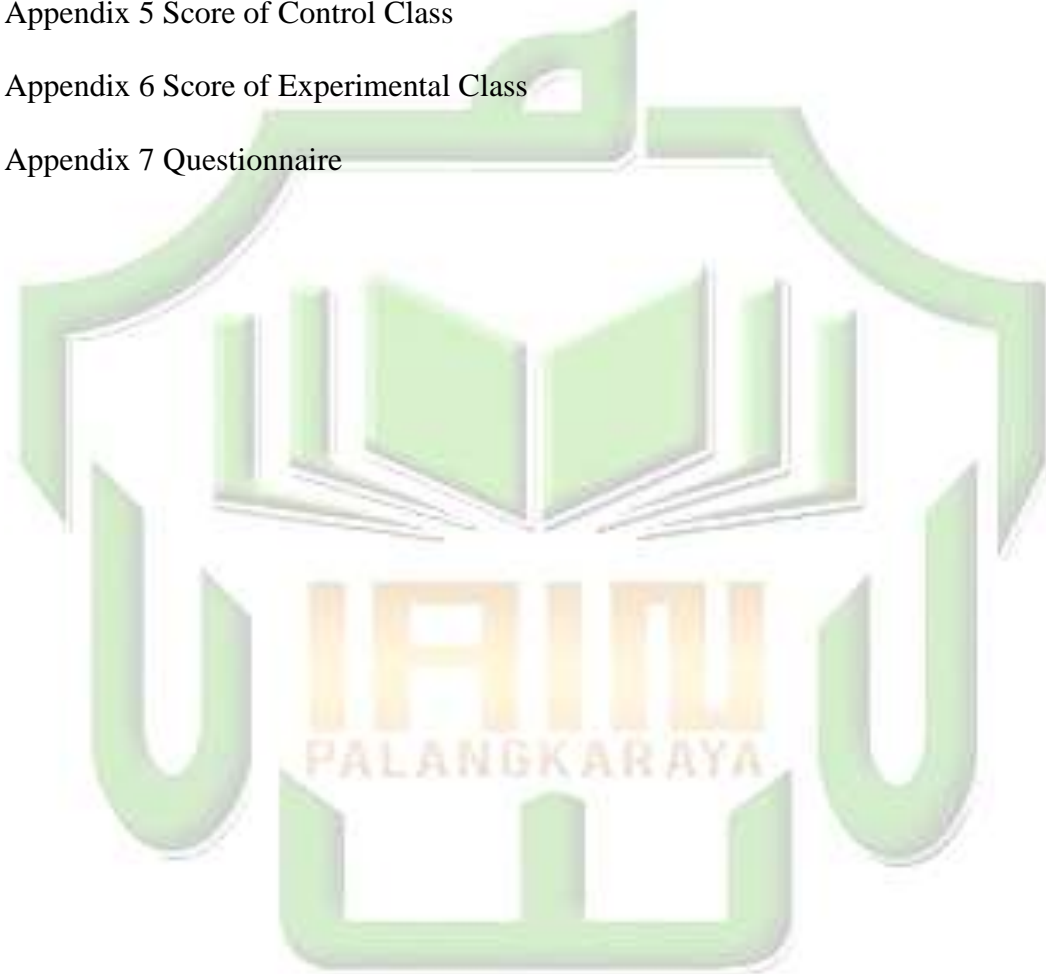
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# CHAPTER I

## INTRODUCTION

This chapter deliberates about the background of the research, problem of the research, objective of the research, variables, hypothesis of the research, assumption, scope and limitation, significance of the research, and definition of key terms.

### **A. Background of the Study**

In English, there are four essential constituents of the linguistic, such as: listening, reading, writing, and speaking, where these four constituents are the main aspects in teaching English as a foreign language. These aspects will improve students' communication ability either verbally or in written (Suwanto, 2007). Rifa'at (2018) said that from the four components (listening, reading, speaking, writing) the most important was speaking, because people who understand the language leads to as 'speakers' of that language, as if speaking including all other types knew the language. This is the reason why they should be delivered in correctly, according to the situation and interaction that happens and the main ideas of speaker or writers in argue their conception that aims to the readers or audience (Simbolon, 2015).

The ability to converse in target language well and effectively donate to the achievement of the students at school and university levels. Thus, English teachers and lecturers pay specific attention to teaching speaking instead is essential for leading learners to learn grammar by memorization alone (Afrizal, 2015). In order to express his/her concept and thoughts and being adept to speak

is one of the aspects of subduing the language to speak impulsively, speaking skill is very important in the context of English learning because through oral language enables someone (Fauzan, 2014). Furthermore, Patel and Jain (2008, p. 29) said that "speech, expression, and rationality are the fundamental occupation of language". Hence, speaking skill clearly determines that the student knows how to utilize that language. Brown (2004, p. 172) stated speaking has five elements namely: grammar, vocabulary, comprehension, fluency and pronunciation. Learners have to be focus on these elements. They should know what they will say before they speak up; therefore, they have to gain many ideas in their mind. Relatedly, fluency is an ability to speak speedy, calmly, unforced, slickly and well organized conversion of thought into language based on the chronological restraint (Ramezani, Larsari, & Kiasi, 2016). Cohen (2011) say that fluency comes from Latin; it meant "flow". Coskun (2017) argue that fluency meant the capability to speak to speak sibly without any trouble, speak in rational, offer the semantic and syntactic capability, have right linguistic proof to transfer, and create fresh language use.

Since junior school level up to university level in Indonesia, English has become an obligatory subject in several levels of education. In the different context of communication the goal of teaching English is to provide assessment for students to apply the language. Although the students may know how to listen and speak in the language, they may still not able to communicate use the language because the skill is not use in integration (Tavil, 2010). As the one of four language skills which needs to be mastered by students speaking is an

important skill, because in speaking someone is allow to argue what he/she wants to express (Harahap, Antoni & Rasyidah, 2015).

Inappropriately, although they have been studying English for ten years in formal junior high school, real situation it is still difficult for Indonesian students to practice their English ability in daily conversation because they might get a good score of English in their report card but they cannot speak English fluently yet (Mustafa, 2001). Due to they are too shy to talk in English, they are anxious because they had not many chances to speak or because the teacher always gave critics and correction on their mistakes right away and they are afraid of making mistakes or their friends will laugh at them (Fauzan, 2014).

The students of MA Darul Ulum Palangka Raya also meet the similar problems in speaking. Based on the observation researcher identifies some problems. Some learners are worried of making mistakes, they feel nervous to speak English, their fluency and their confident are also low. Their friends will mock them when they make mistakes. It also relate to the low internal motivation of the students. Students almost seem have not desire or competitive spirit in learning process. Lucas (2010) states that motivation is a significant aspect of language learning. Motivation is a very complex psychological process and can be someone's driving force or a group to achieve a the expected goals (Muftah & Galea, 2013). Ryan and Deci (2000) suggest so that students are more comfortable learning in class if they are close to the teacher. Motivation has perceived by many educators as a very important factor in increasing engagement and student activities in learning and has a very function important because

motivation determines effort students in the learning process (Pavlou, 2006). The different of learning system when compared to schools is also an important factor for increase student motivation (Triyanto and Handayani, 2016).

Language learning strategies provided as beneficial kit for active and understanding learning, and these strategies pave the way toward greater language learning proficiency (Dornyei, 2005). Therefore, the teachers should have several special tricks to make their students motivated to learn English, for example singing English songs can get the students integrated to English (Ratnasari, 2007). According to Pimwan (2012), "songs are authentic materials that can motivate students to learn English. Songs stimulate positive emotional attitude towards language learning then songs can inspire great motivation during a lesson". Ratnasari (2007, p.21) says that while listening to the songs, the students may follow to sing the songs. Thus, researcher tries to conduct the study thru song to increase students speaking ability and motivation in English. Because when students are accustomed to listening to English songs they will easily recognize the utterances of the singer and also the message that the singer want to deliver. That's why the researcher used songs to find out the effectiveness of English song in teaching speaking.



## **B. Research Problem**

This research will focus on the effect of using English song in teaching speaking subject toward student motivation and speaking ability. The research question determined as bellows:

1. Is there any effect of English song toward students' speaking ability at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020?
2. Is there any effect of English song toward students' motivation in speaking at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020?
3. Is there any effect of English song toward students' speaking ability and students' motivation at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020?

## **C. Objective of the Study**

Generally the research aims at increasing students' speaking skill and motivation. Specifically it is as follows:

1. To find out whether there is effect of English song toward students' speaking ability at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020.
2. To find out whether there is effect of English song toward students' motivation in speaking at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020.

3. To find out whether there is effect of English song toward students' speaking ability and students' motivation at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020.

#### **D. Hypothesis of the Study**

1. Alternative Hypothesis (Ha)

Ha (1) English song gives effect to students' speaking ability at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020.

Ha (2) English song gives effect to students' motivation at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020.

Ha (3) English song gives effect to students speaking ability and students' motivation at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020.

2. Null Hypothesis (H0)

H0 (1) English song does not give effect to students' speaking ability at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020.

H0 (2) English song does not give effect to students' motivation at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020.

H0 (3) English song does not give effect to students speaking ability and students' motivation at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020.

#### **E. Assumption**

The researcher has assumption that the use of English song gives effect toward students' speaking ability and motivation in learning process.

#### **F. Scope and Limitation**

This research is limited to the tenth grade students of MA Darul Ulum Palangka Raya in academic year of 2019/2020. This study will focuses on the English Islamic songs toward speaking ability and students' motivation especially extrinsic motivation in theme of language features of recount text.

#### **G. Significance of the Study**

This research gives theoretical and practical significances:

##### **1. Theoretically**

This research expects students to comprehend further about the usages of English song in teaching learning process of speaking.

##### **2. Practically**

Practically this research gives significance as follows:

- a. To students, the research is expected to give a good stimulant through English songs as the fresh media to increase their speaking ability and motivation in English learning.

- b. To the English teacher, the findings are expected to give information about the effectiveness of the use of songs as one of alternate method in teaching and learning speaking subject.
- b. To the other researchers, the research findings are expected to be one of references that motivate them to conduct further research in order to increase the quality of English teaching learning process.

## H. Definition of Key Terms

### 1. Effectiveness

According to Erlendsson (2002), effectiveness is the extent to which objectives are met. In this study, effectiveness means the extent to which English song can affect the improvement of students' speaking skill.

### 2. Islamic Song

The word "islam" comes from the word *salima* which means *safe*. This word forms the word *aslama* which means *submissive and obey* (Jamal, 2011). Whilst song a kind of art work that are intended to be sung either with or without instrumental accompaniments (Ratnasari, 2007).

In this study, Islamic song mean as a fresh method that make students enjoy the learning activities then make them easier and more eunthusias in learning process.

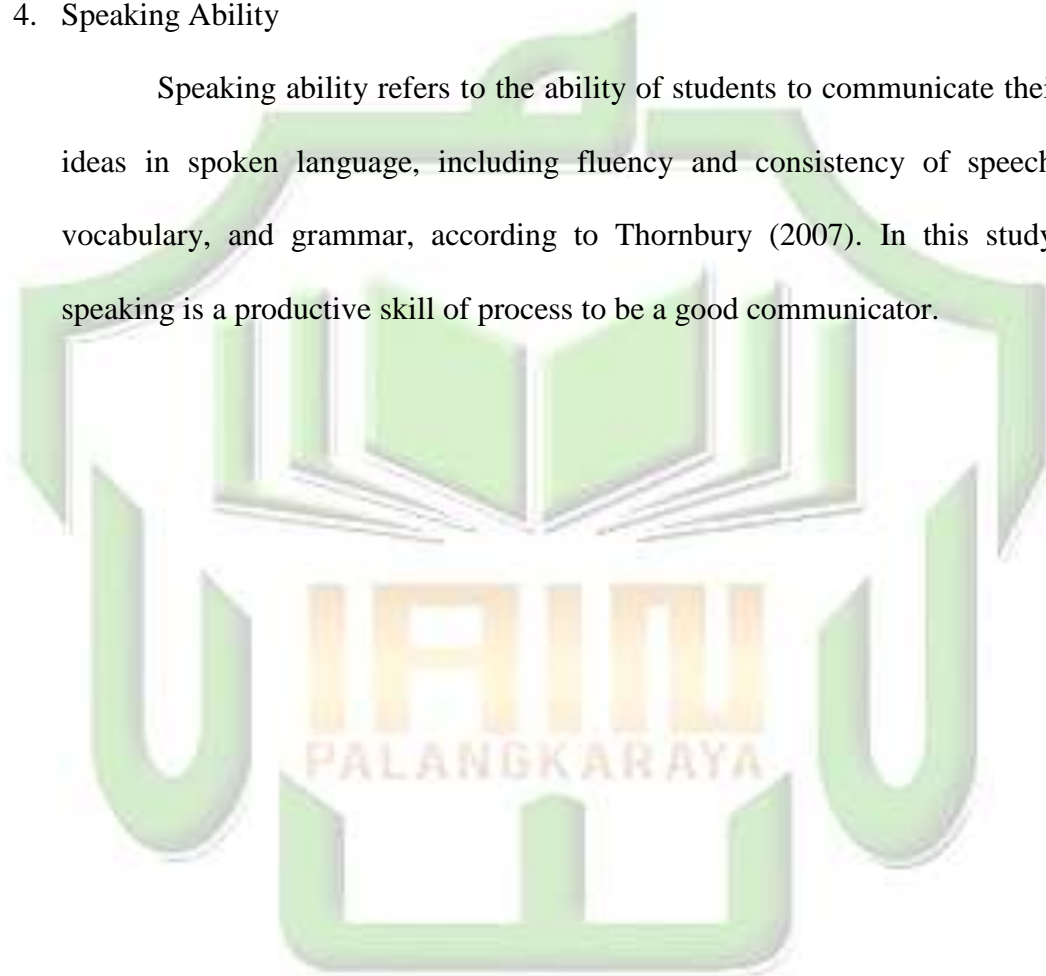
### 3. Extrinsic Motivation

Alderman (2004) has claimed that extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards.

In this study, extrinsic motivation is a kind of motivation that affected by English song as media in teaching learning process.

#### 4. Speaking Ability

Speaking ability refers to the ability of students to communicate their ideas in spoken language, including fluency and consistency of speech, vocabulary, and grammar, according to Thornbury (2007). In this study, speaking is a productive skill of process to be a good communicator.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discussed and reviewed some related literatures that consisted of explanations about related studies and understanding the advantages of using English songs.

#### **A. Related Studies**

Hakim (2014) considered the use of English songs in increasing the tenth level students' speaking skill used classroom action research approach. This research finding showed that through English songs, the speaking skill of the tenth grade students of Pemasaran was increased.

Huertas (2014) studied the role of songs in first-graders' oral communication development in English. The first graders' explored as the participants and the researcher noticed that the used of English songs improved helpful sensitivity, self-sureness, and pleasure.

Christamia (2014) conducted a research that focused on students' speaking ability using English songs and puppet. This study found that students' speaking score had increased.

Liva (2014) done a research that focused on improving students' speaking ability through English song. The study took 38 eighth grade class students. In order to submit the data researcher chose speaking test, observation and field



notes as the instruments. According to the results, this study found that students' speaking skill had been increased using English song.

Paskalia (2014) conducted a research focused on improving students' motivation in speaking skills through song. This study explored one class in SMPN 7 Wonogiri as the sample. Utilized, interview, observation and documentation the study found that through songs as the teaching media united with speaking activities in the English classroom was confirmed to be operative way to increase the students' motivation in speaking ability.

Dzanic and Pegic (2016) conducted a research focused on the effect of using songs on young learners and their motivation in language learning. This research conducted in Tuzla, Bosnia and Herzegovina which were 28 second grade primary student as participants. The findings showed that song gave significant effect on learner's vocabulary retention. Song aid motivation and helped students developed much fun in learning language.

Millington (2011) studied the use of songs effectively to teach English to young learners. This paper started by looking at why songs can be considered valuable pedagogical tools. In particular, it discussed how songs helped learners improve their pronunciation, and how it can be beneficial in the teaching of vocabulary and sentence structures. The study found that songs were good to be used in teaching and learning process. Songs can help students increase their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. As the summary, researcher makes the following table.

**Table 2.1 Similarity and Difference**

Similarity	Difference
The previous studies conducted on speaking learning activities through popular English song.	The researcher in this study specifically uses Islamic English song in learning process.

## **B. English Song**

### **1. Definition of Song**

Ratnasari ( 2007, p. 11) defines songs as a kind of art work that are attempted to be sung either with or without musical accompaniments. Grief (2001, p. 10) says "The song is part of the music you perform with words. Speaking is closely related as speaking is an action of interacting with others when using oral language. Only an operation that blends the words together into something understandable can be described as oral language. Songs are part of everyday life for most people, according to Mol (2009). It is also can be used as media to increase vocabulary in speaking class for student junior high school.

Everyone enjoys music at home, while they are travelling, studying or even working. Language educators can use songs to open or close their lessons, illustrate themes and topics, subjects, themes, issues, discussions, political issues, articles, policy issues, More add variety or pace change, introduce new vocabulary or recycle known language. The researcher can conclude from this statement that songs are partly human feelings and experiences as long as they can remember. It

is a way to express the thoughts, views, assumptions, and expressions of the students in the learning process.

## **2. Elements of Song**

While a song is played, the listeners will not only listen to its lyrics, but also its melody. They enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music elements. Ratnasari (2007, p. 11) divides the elements of music into two categories. The first category is the main elements. It consists of rhythm, melody, harmony and lyrics. Rhythm is the dynamic of the sounds. It becomes the basic component in music. It is like how to sound a word. Melody is the arrangement of stretch sound. Harmony is the combination of two or more tones that have not similar level to be played together. The last one is lyrics, it can be said as musical text. The second category is the expression element. It is the way of the musician in expressing mind and feeling that consists of tempo, dynamic and voice colour.

## **3. Advantages of Song**

Saricoban (2000) said that students are capable make them feel good and get rid of it the atmosphere is uncomfortable temporarily learn through a song.

Abu Mallouh (2001, p. 46-47) and Kailani (2007, p. 126) say the following advantages of using songs in the classroom such as:

- 1) Motivation and enjoyment.
- 2) Language improvement (structure, spelling, etc).
- 3) Vocabulary exer`cise and presentation.

- 4) Pronunciation exercise.
- 5) Variety / movement in the subject.
- 6) Culture substance.
- 7) Task – based learning
- 8) Create an atmosphere of relaxation in the classroom and they maintain interest and enthusiasm.
- 9) A complete piece of meaning from the first lesson of learning the foreign language is a way of giving children a complete text with.
- 10) They introduce the complete sounds of English as well as to the melody of language naturally and effectively to the students.

According to several authors these are some of the most common reasons why teachers should incorporate songs in English lessons,

- 1) **Environment:** Songs and music are possible to be expended to refresh the learning atmosphere. Rendering to Stanowski (2002), they deliver a non-intimidating situation for graders which are anxious or worried when they are speaking English.
- 2) **Cultural:** Using songs, ethnic matters are showed efficiently (Stanowski, 2002).
- 3) **Vocabulary:** as the importance setting songs are worthy for presenting vocabulary. It presents a regular atmosphere in which the fresh terms can be applied and they get the common words. (Salah, 2001)

- 4) Grammar: Songs have regular elements that possible for learners to hiring it. In a song, they can catch verb tenses, prepositions, and collocations. (Griffe, 2001).
- 5) Pronunciation: Teachers can provide articulation, strain, beat, and tone in a imaginative technique using songs. (Griffe, 2001).
- 6) Memorization: Learners study designs and language in masses by reading and hearing the song (Griffe, 2001). Students practice structures, vocabulary, pronunciation and intonation instinctively. Songs endure in the learners' attention for extended period. (Carrier, 2002).
- 7) Motivation: when educators carry on somewhat that attract learners, they prefer to accept further collaborative and participative in the classroom. (Griffe, 2001 )

It is not completely all of the English songs are proper for teaching English. Vernon (2010) states that the educator ought to utilize suitable songs which are sung by the innate talker. Proper determine as it is suitable with the subjects. He also noticed that the songs should not be too fast and difficult. The graders will miss their attract in hearing to the songs as they could not trail the songs. Finally, the songs should reiterate the identical terms all day long.

### **C. Criteria of Song**

According to Yusuf Qardhawi in Acep Aripudin (2012, p. 143-144) music should be noted in the following points:

1. Poetry does not contradict the Shari'a, not all songs allowed in Islam, songs that are allowed are verses do not contradict the teachings of Islam, aqeedah, sharia and morals.
2. The singing should not be accompanied by something forbidding, like liquor, drugs, accompanied by a singer sexy background and so on.
3. Singing style does not contain immorality. Way singing plays an important role in determining the legal status of a song it self. Sometimes the theme is religious poetry, but the way and style his singing spit sensual sayings and erotic movements invite lust and provoke evil to those who dirty-hearted, then the songs that were originally turned into makruh, doubtful, even haram.
4. Not excessive in hearing it. The song as the others allowed, must be limited in the absence of elements exaggerated. Islam forbids everything that too much even in matters of worship.
5. The readiness of the heart is always awake. Every Muslim becomes a mufti (fatwa giver) and fiqh expert for himself, he knows better than people other.

If the singing can make him fantasize, the purity of his heart defeated by lust or even inviting slander, then it is obligatory for him to avoid singing to avoid whispering Devil. Poetry is born from the deepest side of human beings driven by the tendency of artists to be beautiful, whatever kind of beauty it is. Beauty is also universal, meaning that it is not bound by taste individual, time and place, fashion sense, regional or local according to Aripudin (2012, p. 143). Song poetry or music can also give influence and also benefits to human life, including:



### 1. Influencing Behaviour

Music according to some experts, such as Plato, Aristotle. Priest Ghozali and even Maulana Rumi is quite influential for life one's soul. Because if someone listens to music with good, then his soul will absorb the good. As well as preferably, music can give passion in religious life and get closer to the Khalik (Aripudin, 2012 p. 144).

### 2. World Languages

Music is a universal language which is a communication medium between peoples of different cultures. Music is synonymous with sound language which becomes the language of meaning, then the listener will be able to be very influential by him if he has been able to understand the message and the meaning behind the atmosphere of certain musical rhythms (Aripudin, 201 p. 144).

### 3. As a Therapy

The musicians and singers apparently have found that music tool have their respective functions for emotional healing therapy, such as harfa musical instruments, flutes can be related to mentally. Piano can be used to strengthen the will, and vowels can be related to liking. In the Islamic tradition, baby the newborn was echoed with musical sounds in the form of the call to prayer. There is also the custom of a Muslim reciting the Holy Qur'an near the stomach of his pregnant wife (Aripudin, 2012 p. 144-145)

### 4. Convey the message of Da'wah



Music as a medium for preaching messages is not a thing new in Indonesia, even long ago it had been done by guardians in the land of Java in spreading Islam with using gamelan instruments that are considered the same as the importance of da'wah it self. Music is a human instinct since he was born. Allah has equip humans with two hemispheres, namely the right brain and left brain. The right brain is related to intuition, whereas the left brain is related to the function of thinking. Thus, that using art media including art music is a very urgent need at this time. Because preaching with music media in addition to meaningful amar makruf nahi munkar, also in the context of building people's intuition (Aripudin, 2012, p. 145)

Song or music has a creative dimension and has a part which is identical to the learning process in general. Apart from that music too influential as a tool to improve and help development of personal and social abilities. Personal development include aspects of cognitive abilities, reasoning, intelligence, creativity, reading, language, social, behavior and social interaction (Djohan, 2003).

According to some theories above, the current study will use a song entitled Thank You Allah by Maher Zain.

"Thank You Allah" By Maher Zain

*I was so far from you*

*Yet to me you were always so close*

*I wandered lost in the dark*

*I closed my eyes toward the signs*

*You put in my way*

*I walked everyday*

*Further and further away from you*

*Ooooo Allah, you brought me home*

*I thank You with every breath I take.*

*Alhamdulillah, Alhamdulillah*

*All praises to Allah, All praises to Allah*

*Alhamdulillah, Alhamdulillah*

*All praises to Allah, All praises to Allah.*

*I never thought about*

*All the things you have given to me*

*I never thanked you once*

*I was too proud to see the truth*

*And prostrate to you*

*Until I took the first step*

*And that's when you opened the doors for me*

*Now Allah, I realized what I was missing*

*By being far from you.*

*Alhamdulillah, Alhamdulillah*

*All praises to Allah, All praises to Allah*

*Alhamdulillah, Alhamdulillah*

*All praises to Allah, All praises to Allah.*

*Allah, I wanna thank You*

*I wanna thank you for all the things that you've done*

*You've done for me through all my years I've been lost*

*You guided me from all the ways that were wrong*

*And did you give me hope*

*O Allah, I wanna thank you*

*I wanna thank You for all the things that you've done*

*You've done for me through all my years I've been lost*

*You guided me from all the ways that were wrong*

*I wanna thank You for bringing me home*

*Alhamdulillah, Alhamdulillah*

*All praises to Allah, All praises to Allah*

*Alhamdulillah, Alhamdulillah*

*All praises to Allah, All praises to Allah*

## **D. Motivation**

### **1. Definition of Motivation**

Motivation is determine as the will to do an interesting task without expecting or receiving a concrete reward for an action (Covington and Mueller, 2001).

Schunk, Pintrich, and Meece (2010, p. 4-5) affirm that motivation is a process rather than a product. Mahdi (2015) motivation and confidence are important thing for everyone. By having motivation and self Confidence in speaking, people will be positive thinking and realistic perceptions of their

abilities. The researcher can conclude motivation is the processes which stimulate someone's behaviour and excite him to take action. Patel and Jain (2008, p. 41) suggest the importance of motivation. First, motivation makes the teaching and learning process effective. Second, motivation creates teaching atmosphere in the classroom. Third, motivation makes students active and creative. Fourth, motivation creates interest for students to study by themselves, so that the atmosphere of motivated situations could be created. Fifth, motivation makes students identifying themselves. The last, motivation inspires students to achieve their goals and objectives. When students are motivated, they do not think of failure. They will be actively participating in the teaching and learning activities. They will make great efforts to master the materials by sharing with friends, asking to the teacher or someone else who knows more, learning by themselves, reading books, and other sources.

## **2. Extrinsic Motivation**

Santrock (2011) define extrinsic motivation as: extrinsic motivation involves doing something to obtain something else. Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for a test in order to obtain a good grade in the course.

Extrinsic motivation refers to something that comes from outside and is separate from one's own behavior (Wong, 2013). In external condition motivation can be claimed as extrinsic motivation. The effects can be rewards and punishments. For example, the guy learn hard due to his father will give him the

new robot as his reward in getting best score. It is same as Alderman state. Alderman (2004) has claimed that “Extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards.

It can be concluded that extrinsic motivation is a criterion of motivation that appear from outside of the people themselves. In the learning process, extrinsic motivation can come from the teachers’ reward for their students, praising, or others. It makes the motivation as drive in learning process.

## **E. Speaking Ability**

### **1. Definition of Speaking**

Darmadi (2015) defines speaking as a productive skill that can be observed directly and empirically. Whereas, Try Koşar & Bedir (2014), speaking is an interactive process in constructing meaning that contains produce and receive information.

Speaking ability refers to the ability of students to communicate their ideas in spoken language, including fluency and consistency of speech, vocabulary, and grammar, according to Thornbury (2007). Al Hosni (2014) stated speaking as a basic skill because the success of language learning is based on the student's ability to engaged in oral production. It's in line with Bergil (2016) deciding the goals language learning is able to take advantage of target language communicatively in line with education, work, traveling and others field.

Brown (2004) notes that speaking is a beneficial skill that can be measured directly and empirically, such findings are inevitably influenced by the consistency and efficacy of the listening capacity of a test taker, which ultimately undermines the reliability and validity of an oral test of performance. Talk in a classroom includes contact between teachers and students or between students depending on how tasks are coordinated in the classroom. Talking has some distinctive features compared to writing and reading skills (commonly considered as written language, receptive skills). Speakers usually do not speak full sentences; use less precise vocabulary than written. Keskin (2013) determine that speaking is one of the most challenging skills in language learning. In line with explanation, that speaking skill is the ability to express oneself in life situation, or the ability to report acts of situation of phrase words, or the ability to express sequence of ideas fluently (Lumettu and Runtuwene, 2017).

Brown (2004) further notes that, as in the following taxonomy, there are some specific forms of expression such as: imitative, intensive, responsive, interactive and extensive.

Speaking has an important role in daily interaction to confess person's mind correctly. It affects someone appearance in many sides, such society, politic, business and educational term. A good performance comes to who can speak effectively in front of people (Khotimah, 2014).

Based on the arguments, the researcher states that speaking is an activity between two or more people that they are listeners and speakers who have to act what they listen to and make a contribution at high speed.



Talk problem will eventually lead to the more serious condition through less teacher encouragement, insufficient media support, training, and monotonous process teaching. If no action is taken, the willingness of students to study will inevitably continue to decline. To facilitate talk, there are many events. As Kayi (2006) refers to the article on teaching debate, role-play, games, knowledge distance, story-telling and interview from many linguistics on the internet.

### 3. Speaking Types

Brown (2003, p.141) classifies some types of speaking performance:

#### a. Imitative

At the one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.

#### b. Extensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited



picture-cued task including simple sequences and relationship up to the simple sentence level.

c. Responsive

Responsive term included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

### 3. Speaking Assessment

Assessment is an on going process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students (Brown, 2003 p.4).

In order to know students speaking ability, the study assess some criteria; they are pronunciation, grammar, vocabulary, and fluency.

**Table 2. 1 Speaking Scoring Rubric**

**(Fulcher and Glen, 2003)**

No.	Criteria	Score				
		1	2	3	4	5
1.	<b>Pronunciation</b>	1	2	3	4	5
2.	<b>Grammar</b>	1	2	3	4	5
3.	<b>Vocabulary</b>	1	2	3	4	5
4.	<b>Fluency</b>	1	2	3	4	5

### **E. Teaching Speaking Using Song**

Bourke (2006, p.281) suggests that an experientially acceptable syllabus for young learners would include songs, rhymes, and chants. Martin (2000, p.69) also points out that songs and rhymes are important aspects of primary language programs. With this in mind, teachers will do everything they can to make their students happy, optimistic, and fulfilled. Students therefore need to make sure that they choose songs and activities that are enjoyable, but that also fit the curriculum and the theme of their lessons. This is explained by the fact that children need to be involved emotionally in the learning process that abounds in play-like activities that are friendly and enjoyable, but that facilitate learning. Researcher agrees with Shin (2006) that songs are useful teaching aids that increase and sustain the motivation of students, particularly in cases where they are catchy and supported by colorful imagery, realia (real-life artifacts used in classroom instruction), and movement. These supplements add additional sensory and visual feedback to enhance learning in turn.

Every teacher may have his/her own way of using songs in his/her lessons. Regardless of the way it is taught, the key to successful use of a song is its application. In order to accomplish this, a certain technique has to be applied. The suggested, but flexible, procedure is as follows (Brewster et al., 2002):

1. Set the context.

2. Use visual aids to introduce new vocabulary.
3. Play or sing the song to familiarize students with it.
4. Do further listening activity.
5. Practice pronunciation (intonation, rhythm and stress).
6. Encourage students to join in and do actions or mime.
7. Repeat the song several times.
8. Give students written text of the song. The text can further be used for multiple activities, such as: gap-fill, listen and sequence, illustrate, match pictures with line, etc.
9. Invite students to compare the song with a similar one in their own language.
10. Sing the song with the whole class.

According to the theories above, the researcher will conduct the treatment as follows:

1. Set the context.
2. Play the song once time to introduce students with it.
3. Sing the song once time to familiarize students with it.
4. Practice pronunciation (intonation, rhythm and stress).
5. Encourage students to join in and do actions or mime.
6. Repeat the song several times.
7. Invite students to tell what is the song about in their own language.
8. Sing the song with the whole class.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter was contain of research design, population and sample, source of data, research instrument, data collection procedure and data analysis procedure.

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

This design of the study was experimental design. According to Arikunto (2002, p. 272), experimental study was a test aimed at discovering whether or not there was the impact of the studied variable. The study used experimental design as this study assessed the impact of the used English song in learning English to students who speak ability and encouragement. This method involved comparing the results of specific treatment with, or without medication, that of a different treatment. Quasi experimental design was similar to randomized experimental design, requiring the manipulation of an independent variable, but special in that participants were not randomly assigned to the community of treatments according to Ary (2010, p.316). The study used the quasi-experiment as this contrasts two methods and tests the efficacy of used this method of teaching reading. Quasi Experimental Design features were: 1). The vector has more than one, 2). Has community of controls, 3). Manipulate the independent variable, 4). And the other variables were verified by Sukardi (2007, p.181). The study developed quasi experiment that means this study used nonrandomized control

group; pretest-posttest design was one of the most widely used quasi experimental design in educational research according to Alison (2005, p.146).

This study conducted at MA Darul Ulum Palangka Raya. The research was conducted from January 23<sup>rd</sup> 2020 until March 23<sup>rd</sup> 2020.

This research was consisted of two classes. The first group was the control group where conventional approach was implemented by this group. The second was the experimental group, this group used English song to use the teaching-learning method. To calculate the findings of the speaking score of the learners, the participants were assumed to be pre-test and post-test.

**Table 3.1 Scheme of Quasi Experimental Design  
Nonrandomized Control Group, Pretest-Posttest Design**

<b>Group Pre-test</b>	Pre-test	Independent Variable	Post-test
C	Y1	X	Y2
E	Y1	-	Y2

Where:

C = control

E = experiment

Y1 = Pre-test

Y2 = Post-test

X = independent variable

## B. Population and Sample

### 1. Population

Arikunto (2000, p.108) described population as all representatives of any well-defined class of individuals, events or subjects. If someone wanted to investigate all the elements in the research field, the work called population analysis on survey research. It ensures that all individuals were extracted from the results. The study population were the 10th grade students in the second semester at MA Darul Ulum Palangka Raya.

**Table 3.2 Population of the Study**

No.	Class	Number
1.	X IPA	28
2.	X IPS	32
3.	X AGAMA 1	30
4.	X AGAMA 2	30
	<b>Total</b>	<b>120</b>

### 2. Sample

Sample was a portion of population (Ary, 2010). It means that sample was a part of population that would be observed. This study used cluster sampling technique. Cluster sampling was sampling which was not individual but a group of individuals who were naturally together (Ary, 2010). The

researcher would take two classes of the study. The researcher sent both a pre- and post-test, but the treatment would be applied as the control variable in just one study. The other class used ordinary teaching and learning methods.

**Table 3.3 Sample of the Study**

<b>No.</b>	<b>Class</b>	<b>Number</b>
1.	X AGAMA 1	30
2.	X AGAMA 2	30
	<b>Total</b>	<b>60</b>

### **C. Research Instrument**

The current study would be intended as a quantitative study. This research would be organized to investigate popular whether English song would increase speaking skill and students' motivation in speaking or not. The investigator decided two instruments to conduct this study, which were questionnaire and test (contain of pre-test and post-test).

#### **1. Research Instrument Development**

##### **a. Test**

This study, consist of dual trial, pre-test and post-test that would stretch to the learners as the participants. Pre-test would be given for both groups to measured the score of students before treatment given. The kind of the test was oral test. The oral test would be in form of retelling text.



They were administered according to speaking assessment. The treatment with English song would be given to the experimental class and the control class would use conventional method. Post-test would be passed to the both groups to measure students' ability after treatment. Test would be in form of analyzing recount text orally, the students would be given current themes about recount text.

**Table 3.4 Specification of the Test**

No.	Indicator
1.	Language Features

#### **b. Questionnaire**

To understand the improvement of students' abilities through English song learning, a questionnaire would be designed as the instrument of this study. Questionnaire were consisted of questions that should be answered by participants related to their action and opinion (Schunk, 2208). Questionnaire would be used to measure students' motivation in speaking. The questionnaire consisted of 20 items of close-ended statement which had to be chosen based on the students' experience. The questionnaire would be adopted from Ranggen (2016). Cohen et al (2007) defined that scale contains degree of agreement

which was set to gained the expressions of opinion, interest, or value, problems to react to, or statement to agree or disagree by the Likert scale.

The scoring system used “strongly agree (SA)” to be scored 5 points, “agree (A)” 4 points, “undecided (U)” 3 points, “disagree (DA)” 2 points, and “strongly disagree (SD)” 1 point.

**Table 3. 1 Score Intepretation**

**(Riduwan, 2009)**

No.	Score	Categorized
1.	0% - 20 %	Very Weak
2.	21% - 40%	Weak
3.	41% - 60%	Middle
4.	61% - 80%	Strong
5.	81% - 100%	Very Strong

**Table 3. 2 Specification of the Questionnaire**

No.	Indicators	Number of Item
1.	Choice	1-3
2.	Competence	4-8
3.	Meaningfulness	9-10
4.	Progress	11-20

## **2. Instrument Validity**

Briefly, the validity of a test is the area to which it counts what it is intended to be counted and nonentity other.

### **a. Face Validity**

Face validity was if the test seems suitable to other trial, educator, pointer and examination. The kind of the examination that applied for this research would be appropriate to the other on the identical degree.

### **b. Content Validity**

This type of validity hanged on a watchful investigation of the language being examined and of the current subject goals. The trial must be conducted as to consist a demonstrative model of the subject. This current study, the exam was around objective form that aimed to count the students' score and interest on speaking.

### **c. Construct Validity**

Construct validity was a kind of validity that supposed the presence if convinced studying concepts or built the fundamental achievement of capabilities and abilities.

## **3. Instrument Reliability**

Reliability was essential aspect of any suitable test for it be valid at all, an exam should reliable as a counting device. In this study the researcher used inter rater reliability, the two raters were the researcher and English teacher who had a lot of experience in teaching English. One main entity in consuming the inter rater

way in valued procedure was fixated with the teaching of the rater. It would be enlarged the grade of the speaking achievement.

#### **D. Data Collection Procedure**

In order to solve the research problem the effect of English song toward students' motivation and speaking ability, the examiner will manage these steps bellow:

1. The researcher observed the class to know the number of students.
2. The researcher decided the class for treatment group and control group.
3. The researcher delivered pre-test to the experimental and control groups.
4. The researcher delivered English song to the experimental group.
5. The researcher educated the control group used conventional method.
6. The researcher provided post-test to the both groups.
7. The researcher distributed questionnaire to the experimental group.
8. The post-test would be evaluated and analyzed used SPSS21 program.
9. The researcher calculated the normality and homogeneity.
10. The researcher deduced the statistical findings.
11. The researcher made a conclusion of the research whether the used of English song gave effect or not to the students' motivation and speaking ability.

#### **E. Data Analysis Procedure**

Data analysis was the procedure of methodically concerning numerical and rational strategies to techniques to explain and demonstrate, contract and summary, and assess figures. Rendering to Shamo and Resnik (2003) numerous

logical process “delivered a method of painting inductive implications from the statistical figures and differ the sign (the spectacle of attention) from the blare (numerical variation) current in the files”.

Earlier, investigating the numerical findings consumed ANOVA, there were two types of acquirement that must be counted; normality and homogeneity.

**a. Normality Test**

This term used to recognized the normality of the numerical findings that was going to be investigated whether the two groups contribute the normal distribution or not. In this current research, investigator consumed SPSS21 normality of the test.

**b. Homogeneity Test**

Homogeneity test was consumed to recognize do the experimental and control group that had considered contribute qualified identical alternate or not. ANOVA analysis was consumed to create the investigation of variation for quantitative needy variable caused the presence one aspect independent variable.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presented the data which had been collected from the research in the field of study.

#### A. Data Presentation

In this chapter, the data would be presented data improvement students speaking skill and motivation after before taught by using English song strategy.

##### 1. Test

##### a. The Result of Pre- Test and Post Test of Control Class

In the following table was the data of pre-test and post- test in control class.

**Table 4.1 The Comparison of Pre-test and Post-test Score of Control Class**

Students' Code	Score		
	Pre-Test	Post-Test	Different
C1	67	68	1
C2	68	70	2
C3	72	72	0
C4	71	71	0
C5	70	66	-4
C6	64	66	2

C7	68	67	-1
C8	70	65	-5
C9	78	73	-5
C10	76	72	-4
C11	64	64	0
C12	63	60	-3
C13	73	72	-1
C14	76	74	-2
C15	75	72	-3
C16	76	73	-3
C17	75	79	4
C18	68	68	0
C19	80	78	-2
C20	78	78	0
C21	65	65	0
C22	68	70	2
C23	77	75	-2
C24	78	76	-2
C25	68	68	0
C26	76	76	0
C27	78	74	-4
C28	60	57	-3



C29	55	55	0
C30	70	70	0
SUM	2138	2083	
Highest Score	80	78	
Lowest Score	55	55	
Mean	71,27	69,43	
Standart Deviation	6,12	5,79	
Standart Error	1,12	1,06	

The table above presented the comparison of students' speaking skill score between pre-test and post-test achieved by control group. According to the data on the table above, students' highest score for pre- test was 80 and for post test was 78. Meanwhile, students' lowest score for pre- test was 55 and 55 for post test. Mean for pre- test was 71,27 for pre- test and 69,43 for post test. Researcher also counted the standard deviation, it was 6,12 for pre- test and 5,79 for post test. Standard error was 1,12 for pre- test and 1,06 for post test.

**b. The Result of Pre- Test and Post Test of Experiment Class**

Beneath was the table of pre- test and post test score in experiment class.

**Table 4.2 The Comparison of Pre-test and Post-test Score of Experiment Class**

Students' Code	Experiment Class		
	Pre-Test	Post Test	Different
E1	67	70	3
E2	77	79	2
E3	75	77	2
E4	65	65	0
E5	66	71	5
E6	76	80	4
E7	70	78	8
E8	70	75	5
E9	66	75	9
E10	68	76	8
E11	68	74	6
E12	52	60	8
E13	60	69	9
E14	60	68	8
E15	70	73	3
E16	76	80	4
E17	70	75	5
E18	68	73	5
E19	70	74	4
E20	67	73	6
E21	58	62	4
E22	69	70	1
E23	72	78	6
E24	65	72	7

E25	75	77	2
E26	74	78	4
E27	66	68	2
E28	58	65	7
E29	70	78	8
E30	71	73	2
SUM	2039	2186	
Highest Score	77	80	
Lowest Score	52	60	
Mean	67,97	72,87	
Standard Deviation	5,90	5,24	
Standard Error	1,08	0,96	

According to the data on the table above, students' highest score for pre-test was 77 and for post-test was 80. Meanwhile, students' lowest score for pre-test was 52 and 60 for post-test. Mean for pre-test was 67,97 for pre-test and 72,87 for post-test. Researcher also counted the standard deviation, it was 5,90 for pre-test and 5,24 for post-test. Standard error was 1,08 for pre-test and 0,96 for post-test.

## 2. Questionnaire

The researcher delivered the data presentation of questionnaire for motivation, it could be seen in the following table:

**Table 4.3 Descriptive Statistic of Questionnaire**

	N	Minimum	Maximum	Mean	Std. Deviation
ITEM01	30	3.00	4.00	3.6333	.49013
ITEM02	30	3.00	4.00	3.5667	.50401
ITEM03	30	3.00	4.00	3.5667	.50401
ITEM04	30	3.00	4.00	3.6333	.49013
ITEM05	30	3.00	5.00	3.8333	.64772
ITEM06	30	3.00	5.00	3.7000	.59596
ITEM07	30	3.00	5.00	3.8333	.59209
ITEM08	30	3.00	5.00	3.7667	.56832
ITEM09	30	2.00	5.00	3.6667	.66089
ITEM10	30	3.00	5.00	3.7667	.56832
ITEM11	30	3.00	5.00	3.7667	.56832
ITEM12	30	3.00	5.00	3.8333	.59209
ITEM13	30	2.00	5.00	3.6667	.66089
ITEM14	30	3.00	5.00	3.7333	.58329
ITEM15	30	3.00	5.00	3.7667	.56832
ITEM16	30	3.00	5.00	3.7667	.56832
ITEM17	30	3.00	5.00	3.7667	.56832
ITEM18	30	3.00	5.00	3.7333	.58329
ITEM19	30	3.00	5.00	3.7667	.56832
ITEM20	30	3.00	5.00	3.7667	.56832
Valid N (listwise)	30				

Based on the table could be seen that the questionnaire consisted of 20 items. N as the participants code, there was 30 students as the respondents. In this study, the writer measured the students motivation score used SPSS21 program. The formula of measured total score could be seen as follows.

$$\text{Score} = \left( \frac{\text{total score}}{5 \times N} \right) \times 100$$

The items were standardized according to the interpretation table by Riduwan (2009). It could be seen in table 3.5.

**Table 4. 1 Frequency Table Item 01**

	Frequency	Percent	Valid Percent	Cumulative Percent
3	12	40.0	40.0	40.0
Valid 4	18	60.0	60.0	100.0
Total	30	100.0	100.0	

Item 1 (Appendix, questionnaire item 1) there were 12 students (40.0%) undecided and 18 students (60,0%) agree. The calculating students' motivation item 1 is 72% with the categorized strong.

$$\text{Score} = \left( \frac{108}{5 \times 30} \right) \times 100$$

$$= \left( \frac{108}{150} \right) \times 100$$

$$= 72\%$$

**Table 4. 2 Frequency Table Item 02**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	13	39	43.3	43.3	43.3
Valid 4	17	68	56.7	56.7	100.0
Total	30	107	100.0	100.0	

Item 2 (Appendix, question item 2) here were 13 students (43,3%) undecided and 17 students (56,7%) agree. The calculating students' motivation item 2 was 71,3% with the categorized strong.

**Table 4. 3 Frequency Table Item 03**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	12	36	40.0	40.0	40.0
Valid 4	18	72	60.0	60.0	100.0
Total	30	108	100.0	100.0	

Item 3 (Appendix, questionnaire item 3) there were 12 students (40%) undecided and 18 students (60,0%) agree. The calculating students' motivation item 3 was 72% with the categorized strong.

**Table 4. 4 Frequency Table Item 04**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	13	39	43.3	43.3	43.3
Valid 4	17	68	56.7	56.7	100.0
Total	30	107	100.0	100.0	

Item 4, (Appendix, questionnaire item 4) there were 13 students (43.3%) undecided and 17 students (56,7%) agree. The calculating students' motivation item 4 was 72% with the categorized strong.

**Table 4. 5 Frequency Table Item 05**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	10	30	33.3	33.3	33.3
Valid 4	19	76	63.3	63.3	96.7
5	1	5	3.3	3.3	100.0
Total	30	111	100.0	100.0	

Item 5 (Appendix, questionnaire item 5) there were 10 students (33.3%) undecided, 19 students (63.3%) agree and 1 student (3.3) strongly agree. The calculating students' motivation item 5 was 72% with the categorized strong.



**Table 4. 6 Frequency Table Item 06**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	9	27	30.0	30.0	30.0
4	17	68	56.7	56.7	86.7
5	4	20	13.3	13.3	100.0
Total	30	115	100.0	100.0	

Item 6 (Appendix, questionnaire item 6) there were 9 students (30.0%) undecided, 17 students (56.7%) agree and 4 student (13.3) strongly agree. The calculating students' motivation item 6 was 76% with the categorized strong.

**Table 4. 7 Frequency Table Item 07**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	10	30	33.3	33.3	33.3
4	18	72	60.0	60.0	93.3
5	2	10	6.7	6.7	100.0
Total	30	102	100.0	100.0	

Item 7, (Appendix, questionnaire item 7) there were 10 students (33,3%) undecided, 18 students (60.0%) agree and 2 students (6.7) strongly agree. The calculating students' motivation item was 68 % with the categorized strong.

**Table 4. 8 Frequency Table Item 08**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	8	24	26.7	26.7	26.7
4	19	76	63.3	63.3	90.0
5	3	15	10.0	10.0	100.0
Total	30	115	100.0	100.0	

Item 8 (Appendix, questionnaire item 8) there were 8 students (26.7%) undecided, 19 students (63.3%) agree and 3 students (10.0%) strongly agree. The calculating students' motivation item 8 was 76.6% with the categorized strong.

**Table 4. 9 Frequency Table Item 09**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
<b>3</b>	9	27	30.0	30.0	30.0
<b>4</b>	19	76	63.3	63.3	93.3
<b>Valid 5</b>	2	10	6.7	6.7	100.0
<b>Total</b>	30	113	100.0	100.0	

Item 9 (Appendix, questionnaire item 9) there were 9 students (30.0%) undecided, 19 students (63.3%) agree and 2 students (6.7%) strongly agree. The calculating students' motivation item 9 was 75,3% with the categorized strong.

**Table 4. 10 Frequency Table Item 10**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
2	1	2	3.3	3.3	3.3
3	10	30	33.3	33.3	36.7
<b>Valid 4</b>	17	68	56.7	56.7	93.3
5	2	10	6.7	6.7	100.0
<b>Total</b>	30	110	100.0	100.0	

Item 10 (Appendix, questionnaire item 10) there was 1 student (3.3%) disagree, 10 students (33.3%) undecided, 17 students (56.7%) agree and 2 students (6.7) strongly agree. The calculating students' motivation item 10 was 73,3% with the categorized strong.

**Table 4. 11 Frequency Table Item 11**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	9	27	30.0	30.0	30.0
4	19	76	63.3	63.3	93.3
5	2	10	6.7	6.7	100.0
Total	30	113	100.0	100.0	

Item 11, (Appendix, questionnaire item 11) there were 9 students (30.0%) undecided, 19 students (63.3%) agree, and 2 students (56.7%) strongly agree. The calculating students' motivation item 11 was 75,3% with the categorized strong.

**Table 4. 12 Frequency Table Item 12**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	9	27	30.0	30.0	30.0
4	19	76	63.3	63.3	93.3
5	2	10	6.7	6.7	100.0
<b>Total</b>	<b>30</b>	<b>113</b>	<b>100.0</b>	<b>100.0</b>	

Item 12 (Appendix, questionnaire item 12) there were 9 students (30.0%) undecided, 19 students (63.3%) agree, and 2 students (56.7%) strongly agree. The calculating students' motivation item 12 was 75,3% with the categorized strong.

**Table 4. 13 Frequency Table Item 13**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	8	24	26.7	26.7	26.7
4	19	76	63.3	63.3	90.0
5	3	15	10.0	10.0	100.0
<b>Total</b>	<b>30</b>	<b>115</b>	<b>100.0</b>	<b>100.0</b>	

Item 13 (Appendix, questionnaire item 13) there were 8 students (26.7%) undecided, 19 students (63.3%) agree, and 5 students (10.0%) strongly agree. The calculating students' motivation item 13 was 76,6% with the categorized strong.

**Table 4. 14 Frequency Table Item 14**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
2	1	2	3.3	3.3	3.3
3	10	30	33.3	33.3	36.7
Valid 4	17	68	56.7	56.7	93.3
5	2	10	6.7	6.7	100.0
Total	30	110	100.0	100.0	

Item 14 (APPENDICEES, Questionnaire item 14) there was 1 student (3.3%) disagree, 10 students (33,3%) undecided, 17 students (56.7%) agree and 2 students (6,7%) strongly agree. The calculating students' motivation item 14 was 73.3% with the categorized strong.

**Table 4. 15 Frequency Table Item 15**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	10	30	33.3	33.3	33.3
4	18	72	60.0	60.0	93.3
5	2	10	6.7	6.7	100.0
Total	30	112	100.0	100.0	

Item 15, (APPENDICEES, Questionnaire item 15) there were 10 students (33.3%) undecided, 18 students (60.0%) agree, and 2 students (6.7%) strongly agree. The calculating students' motivation item 15 was 74.6% with the categorized strong.

**Table 4. 16 Frequency Table Item 16**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	8	24	26.7	26.7	26.7
4	19	76	63.3	63.3	90.0
5	3	15	10.0	10.0	100.0
Total	30	115	100.0	100.0	



Item 16 (APPENDICEES, Questionnaire item 16) there were 8 students (26,7%) undecided, 19 students (63.3%) agree, and 3 students (10.0%) strongly agree. The calculating students' motivation item 16 was 76.6% with the categorized strong.

**Table 4. 17 Frequency Table Item 17**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	9	27	30.0	30.0	30.0
4	19	76	63.3	63.3	93.3
5	2	10	6.7	6.7	100.0
Total	30	113	100.0	100.0	

Item 17 (APPENDICEES, Questionnaire item 17) there were 9 students (30.0%) undecided, 19 students (63.3%) agree, and 2 students (6,7%) strongly agree. The calculating students' motivation item 17 was 76.6% with the categorized strong.

**Table 4. 18 Frequency Table Item 18**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	9	27	30.0	30.0	30.0
4	18	72	60.0	60.0	90.0
Valid 5	3	15	10.0	10.0	100.0
Total	30	114	100.0	100.0	

Item 18 (APPENDICEES, Questionnaire item 18) there were 9 students (30.0%) undecided, 18 students (60.0%) agree, and 3 students (10,0%) strongly agree. The calculating students' motivation item 18 was 76% with the categorized strong.

**Table 4. 19 Frequency Table Item 19**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	10	30	33.3	33.3	33.3
4	18	72	60.0	60.0	93.3
Valid 5	2	10	6.7	6.7	100.0
Total	30	102	100.0	100.0	

Item 19 (APPENDICEES, Questionnaire item 19) there were 10 students (30.0%) undecided, 18 students (60.0%) agree, and 2 students (6,7%) strongly agree. The calculating students' motivation item 19 was 68% with the categorized strong.

**Table 4. 20 Frequency Table Item 20**

	Frequency	Categorized	Percent	Valid Percent	Cumulative Percent
3	9	27	30.0	30.0	30.0
4	19	76	63.3	63.3	93.3
5	2	10	6.7	6.7	100.0
Total	30	113	100.0	100.0	

Item 20 (APPENDICEES, Questionnaire item 20) there were 9 students (30.0%) undecided, 19 students (63.3%) agree, and 2 students (6,7%) strongly agree. The calculating students' motivation item 20 was 75,3% with the categorized strong.

**Table 4. 21 Final Result of Analysis Students' Motivation**

<b>No.</b>	<b>Indicators</b>	<b>Number of Item</b>	<b>Percentage</b>	<b>Total Items Percentage</b>	<b>Interpretation</b>
1.	Choice	1	72%	71,7%	Strong
		2	71,3%		
		3	72%		
2.	Competence	4	71,3%	57,9%	Middle
		5	74%		
		6	76%		
		7	68%		
		8	76,6%		
3.	Meaningfulness	9	75,3%	74,3%	Strong
		10	73,3%		
4.	Progress	11	75,3%	66,6%	Strong
		12	76,6%		
		13	73,3%		
		14	74,6%		
		15	76,6%		
		16	75,3%		
		17	76%		
		18	68%		

		19	75,3%		
		20	72%		
SUM				270,5%	
MEAN				67,7%	
MAX				74,3%	
MIN				57,9%	

Based on the table 4.25 Final result of analysis Students' motivation above the total score was 270,5%. The highest score was 74,3% whereas the lowest score was 57,9%. After all the mean had been counted 67,7%. The researcher concluded attempted to the students' motivation on their questionnaire, the score was 67,7%. It means the students agree that English song has improved their motivation in speaking (Riduwan, 2004).

## B. Research Findings

### 1. Normality Test

#### a. Testing Normality of Pre- Test in Control and Experiment Class

In this part, the result of pre-test in control and experiment class scores accounted by using SPSS21. The result could be seen in the following table.

**Table 4. 22 Testing Normality of Pre- Test**

One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		30
Normal Parameters <sup>a,b</sup>		
	Mean	.0000000
	Std. Deviation	5.98786254
Most Extreme Differences	Absolute	.124
	Positive	.087
	Negative	-.124
Kolmogorov-Smirnov Z		.679
Asymp. Sig. (2-tailed)		.746

a. Test distribution is Normal.

b. Calculated from data.

Attempted to the result above, it could be seen that the significant was  $0.746 > 0.05$ . It can be concluded that the data distribution was normal.

#### a. Testing Normality of Post Test in Control and Experiment Class

In this section, researcher presented the result of post test in control and experiment class scores. The result could be seen in the following table.

**Table 4. 23 Testing Normality of Post- Test**

## One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.65131520
Most Extreme Differences	Absolute	.109
	Positive	.066
	Negative	-.109
Kolmogorov-Smirnov Z		.596
Asymp. Sig. (2-tailed)		.870

a. Test distribution is Normal.

b. Calculated from data.

Attempting to the result above, it could be seen that the significant was  $0.870 > 0.05$ . It can be concluded that the data distribution was normal.



## 2. Homogeneity Test

Levene test Statistic was used to know the homogeneity of variance.

**Table 4. 24 Testing Homogeneity using Lavene Statistic**

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.462	1	58	.499

According to the accounting used SPSS21 program, the data determined the significance was 0.499. The significant of the levene test statistic was higher than 0.05 ( $0.499 \geq 0.05$ ). It meant that the scores were not desecrated the homogeneity.

## 3. Testing Hypothesis

The writer used One - Ways Anova to determine the hypothesis with significance level  $\alpha = 0.05$ . The researcher used casual calculation and SPSS21 Program to test the hypothesis using One - ways Anova. The criteria of  $H_0$  is accepted when  $F_{\text{value}} \leq F_{\text{table}}$ , and the  $H_0$  is refused when  $F_{\text{value}} \geq F_{\text{table}}$ . Then the criteria  $H_a$  is accepted when  $F_{\text{value}} \geq F_{\text{table}}$ , and  $H_a$  is refused when

$F_{\text{value}} \leq F_{\text{table}}$ . Or the criteria of  $H_0$  was accepted when the significant value  $\geq 0.05$ , and  $H_0$  was refused when the significant value  $\leq 0.05$ .

To verify the manual calculation, SPSS21 statistic program was used in this research.

**Table 4.28 The Result of One Ways – ANOVA**

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	176.817	1	176.817	5.798	.019
Within Groups	1768.833	58	30.497		
Total	1945.650	59			

Attempted to SPSS21 statistic program computation, the result indicated that Degree of Freedom Between Group (DFb) = 1 and Degree of Freedom Within Group (DFw) = 58 ( $F_{\text{table}} = 4,01$ ) and  $F_{\text{value}}$  was 5.798. It showed  $F_{\text{value}}$  was higher than  $F_{\text{table}}$  ( $5798 > 4.01$ ). So,  $H_0$  was refused and  $H_a$  was accepted. There was significance differences among groups after doing the treatment, with  $F_{\text{value}} = 5.798$  and the significant level was lower than alpha ( $\alpha$ ) ( $0.019 \leq 0.05$ ).

### C. Discussion

The findings of the data analysis showed that English song gave effect on the students' speaking skill tenth graders of MA Darul Ulum Palangka Raya. The result of post test be higher than the result of pre test after were taught using English song. It was also proved by the result of hypothesis test calculation; it was found that the value of t observed was greater than the value of table at 1% and 5% significance level or  $2.000 < 5.279 > 2.660$ . It meant  $H_a$  was accepted and  $H_o$  was rejected. There was significant difference in speaking achievement among the students who were taught by using English song and those who were not. Since they had been given the treatments, they could improve their speaking ability.

The results of the motivation showed the highest score was 74,3%. It means questionnaire categorizes was strong. According to the research findings, researcher concluded that English song give effect on students' speaking ability and motivation to learn speaking.

#### 4.29.1 Comparison between the Previous of Study and the Result of the Study

No.	Previous Study	Result	Result of this Study	Conclusion
1.	Millington (2011)	Significant	Significant	English song is recommended to be applied in teaching learning process to
2.	Hakim (2014)	Significant		
3.	Huertas (2014)	Significant		

4.	Christamia (2014)	Significant	increase students' speaking ability and motivation.
5.	Liva (2014)	Significant	
6.	Paskalia (2014)	Significant	
7.	Dzanic and Pegic (2016)	Significant	

According to the studies, a conclusion was made that this English song provided positive contributions to the students speaking ability and motivation in speaking. A study by Christamia (2014) found that students' speaking score had increased. Concluded by a research by Paskalia (2014) determined that English song improved students' motivation in speaking skills.

## CHAPTER V

### CONCLUSION AND SUGESSTION

In this chapter, the researcher gave the conclusion and suggestion about the final result of study. The conclusion of the study was to answer the problems of the study. The suggestion were expected to make better development and motivation for students, teacher and researcher related with the use of English song to improve student speaking ability and motivation.

#### A. Conclusion

According to the study that was approved in the tenth grade students of MA Darul Ulum Palangka Raya year of 2019/2020, the writer might draw conclusions.

1. There was effect of English song toward speaking ability of the tenth grade students in MA Darul Ulum Palangka Raya. It was presented the significant value was lower than alpha ( $0.00 \text{ lower} \leq 0.05$ ). It meant that the use of English song is effective toward speaking ability of the of the tenth grade students in MA Darul Ulum Palangka Raya.
2. The result of the students' motivation could be seen in the findings research. The highest score was 74,3% and the MEAN was 67,7%. It was mean that the questionnaire result was strong. Based on the result, can be conclude that English song gave effect on students' motivation to learn more of English speaking.

3. In the end, according to all of the findings researcher concluded that English song gave effects toward speaking ability and motivation at the tenth grade students of MA Darul Ulum Palangka Raya in the academic year of 2019/2020.

## **B. Sugestion**

Based on the conclusion of the study, the writer would like to imply some suggestions for the students, teachers or lecturer and the future researchers as follow:

### **1. Students**

The implementation of English song in learning speaking bounce a new atmosphere in class room. The use of this way help students to memorize and repeat the word on the lyric. According to the result that English song also affect motivation in learn more to speak English.

The students better to listen more English songs and practice to pronounce and sing the song. This way could help to increase ability and motivation in speaking English.

### **2. Teachers or Lecturers**

The writer recommend that lecturer can be able to apply English song in speaking course. Considering the findings of study, the use of English song showed significant effect toward students' speaking ability and motivation.

### **3. Future Researcher**

In this research, the writer fathomed that design of the research was very simple. There are still many weaknesses that could be found. Hence, for

next researcher, it is expected that the other writers can improve this research with better design and different object in order to support the result finding. In other hand, the next researcher can use this research as the reference for conducting their study.





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