

**TEACHING SPEAKING BY USING ENGLISH SONGS AT SMK PGRI 2 PONOROGO**

**THESIS**



**By :**

**LIZA LAILATUL FARIDLOH**

**NIM. 204180103**

**ENGLISH EDUCATION DEPARTEMENT**  
**FACULTY OF TARBIYAH AND TEACHER TRAINING**  
**STATE INSTITUT OF ISLAMIC STUDIES PONOROGO**

**JUNE 2022**

## ABSTRACT

**Faridloh, Liza Lailatul.** 2022. *Teaching Speaking by Using English Songs at SMK PGRI 2 Ponorogo*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor: Dra. Aries Fitriani, M.Pd

**KeyWord: Speaking, Media, English,Songs.**

As we know, language is very important for all people. Through language, people can interact with each other. Language has four aspects of skills, which are: reading, writing, listening, and speaking. The most useful oral skill is speaking. Some people find speaking difficult, including students in language classes. By mastering good speaking, the students can communicate, express what they think, and give opinions and advice. In SMK PGRI 2, Ponorogo has several privileges that some students have begun to master their vocabulary in terms of understanding words, though their pronunciation of some words is still disorganized. but it looks like some of them are starting to become skilled at pronouncing words.

The purpose of this study was to find out the process of teaching speaking by using English songs in the speaking classroom, and to investigate the advantages of teaching speaking by using English songs in students' speaking ability.

This research used a qualitative approach with a descriptive type of research. While the data collection techniques used observation, interviews, and documentation. The data analysis tool used in this study is the Milles and Huberman model with the following stages: data reduction, data display, conclusion and verification.

The results of this study indicate that the process of teaching speaking using songs has three procedures: preparation, application, at this stage, it is divided into three steps; they are pre-activity, whilst activity, and post-activity, and the last evaluation. By following this procedure, it is proven that there are results in students' speaking by applying the song media. The researcher also found the advantages in applying song media in the classroom, such as: students were very enthusiastic in speaking class; they were motivated to learn further in speaking; their vocabulary was mastered much more than before; and they were increasingly skilled in pronunciation. Thus, it is recommended for all teachers to have creative ideas when teaching students so that the material is easily conveyed.





### APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Liza Lailatul Faridloh  
Student Number : 204180103  
Faculty : Tarbiyah and Teachers Training  
Department : English Education  
Title : Teaching Speaking By Using English Songs at SMK PGRI 2 Ponorogo

Has been approved by the advisors and is recommended for approval and acceptance.

Advisor

**Dra. Aries Fitriani, M.Pd**  
NIP. 196901071999032001

Ponorogo, 25<sup>th</sup> May 2022

Acknowledged by,  
Head of English Education Department of  
Tarbiyah and Teacher Training Faculty  
State Institute Islamic (IAIN) Ponorogo



**Dr. Dhinuk Kusnita Kirana, M.Pd**  
NIP. 198303272011012007



**MINISTRY OF RELIGIOUS AFFAIRS**  
**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**  
**RATIFICATION**

This is to certify that Sarjana's thesis of:

Name : Liza Lailatul Faridloh  
Student Number : 204180103  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : Teaching Speaking By Using English Songs at SMK PGRI 2 Ponorogo

Has been approved by the board of examiners on:

Day: Friday

Date: 17 June 2022

And has been accepted as the requirement for the degree the sarjana in English Education on:

Day: Monday

Date: 20 June 2022

Ponorogo, 20 June 2022

Certified by

The Acting Dean of The Faculty  
of Tarbiyah and Teacher Training

Institute of Islamic Studies Ponorogo



**Dr. H. Miftachul Choiri, M.A**  
NIP. 197404181999031002

**Board of Examiners**

1. Chairman : Wiwin Widyawati, M.Hum
2. Examiner I : Dr. Dhinuk Puspita Kirana, M.Pd
3. Examiner II : Dra. Hj. Aries Fitriani, M.Pd

(\_\_\_\_\_)  
(\_\_\_\_\_)  
(\_\_\_\_\_)

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## SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan dibawah ini:

Nama : Liza Lailatul Faridloh

NIM : 204180103

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

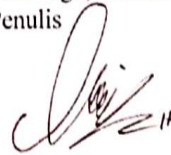
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Penulis



**Liza Lailatul Faridloh**  
204180103

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Liza Lailatul Faridloh  
NIM : 204180103  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo  
Judul Skripsi : Teaching Speaking By Using English Songs at SMK PGRI 2 Ponorogo.

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Yang Membuat Pernyataan



Liza Lailatul Faridloh

NIM. 204180103

## MOTTO

“LIFE IS LIKE MUSIC THAT MUST BE COMPOSED BY EARS, FEELINGS, AND  
INSTINCTS, NOT BY RULES.”

~Samuel Butler~



## DEDICATION

I dedicated this thesis to:

1. Thank Allah SWT for all His grace and guidance that has been given to me. Thank Allah for the strength, health, and patience to complete this thesis. There is no power, no effort, no ability that I have, except with Allah's permission and by asking for His grace.
2. My beloved parents. I am proud of my parents, my cherished mother Ngaisah, and my dearly departed father Samuri. I hope that all of his actions and efforts will be noted as righteous works that will get the approval of Allah SWT as a result of her many sincere prayers and sacrifices for me.
3. My advisor Dra. Aries Fitriani, M.Pd who always guide me to finish this thesis.
4. To all my beloved brothers and sisters who always support me in any ways.
5. My teachers for morality and knowledge, KH. Imam Suyono and Hj. Nurul Rohmatin. May Allah SWT constantly grant you good health and His blessings.
6. To all of my friends who have stood by me through joy and sorrow.
7. All the members of my family and close friends who always encourage me and pray for me.
8. And to all of my instructors, I thank you for the wisdom you have imparted to me and beg for a blessing in return.





## ACKNOWLEDMENT

Alhamdulillah, thanks to Allah SWT for the abundance of His blessings and gifts so that the writer can complete this thesis. The researcher realizes with all his heart that the process of completing this paper cannot be separated from the ease and help of Allah SWT. Sholawat and greetings are sent to our Prophet Muhammad SAW, as the bearer of the revelation of liberation who has freed his people from the darkness to the lightness era of the Islamic religion.

Compilation really provides a new experience and is full of struggles that are invaluable for researchers. This thesis aims to fulfill one of the requirements for obtaining a bachelor's degree at the Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Ponorogo. The title of this thesis is "Teaching Speaking by Using English Songs at SMK PGRI 2 Ponorogo."

The researcher realizes that the writing of this thesis will never be realized and successful optimally without the support of various parties. Support in the form of encouragement, guidance, and motivation that is moral and material from various parties. Therefore, with all humility, the researcher would like to thank:

1. Dr. Hj. Evi Muafiah, M. Ag as Head of the State Institute of Islamic Studies Ponorogo.
2. Dr. Dhinuk Puspita Kirana, M.Pd as Head of English Education Department State Institute of Islamic Studies Ponorogo.
3. Dra. Aries Fitriani, M.Pd, as my advisor, who has given me advice, suggestions, and valuable ideas to complete this thesis.
4. All Mr. and Mrs. Lecturers majoring in English Education (TBI) Faculty of Tarbiyah and Teacher Training IAIN Ponorogo who have provided knowledge during their education in

college. Mrs. Ratna Sugihastuti, S.Pd as an English teacher at SMK PGRI 2 Ponorogo, who has given me permission to do research objects and gain knowledge.

5. And those who have helped in the process of completing this thesis. May all the good deeds they do get a reward from Allah SWT. Aamiin. Researchers feel that there are still many shortcomings in this study, even though maximum efforts have been made. Therefore, the researcher expects constructive criticism and suggestions from the readers for the perfection and goodness of this thesis.

On behalf of the researcher, I can only say thank you. May Allah SWT provide guidance and an abundance of grace and make it a priceless charity and get a better reward from Allah SWT. Finally, with the accompaniment of prayer, I hope this thesis can be useful and beneficial for researchers in particular and readers in general.

Ponorogo, 27 May 2022

Researcher,



**Liza Lailatul Faridloh**

**NIM. 204180103**

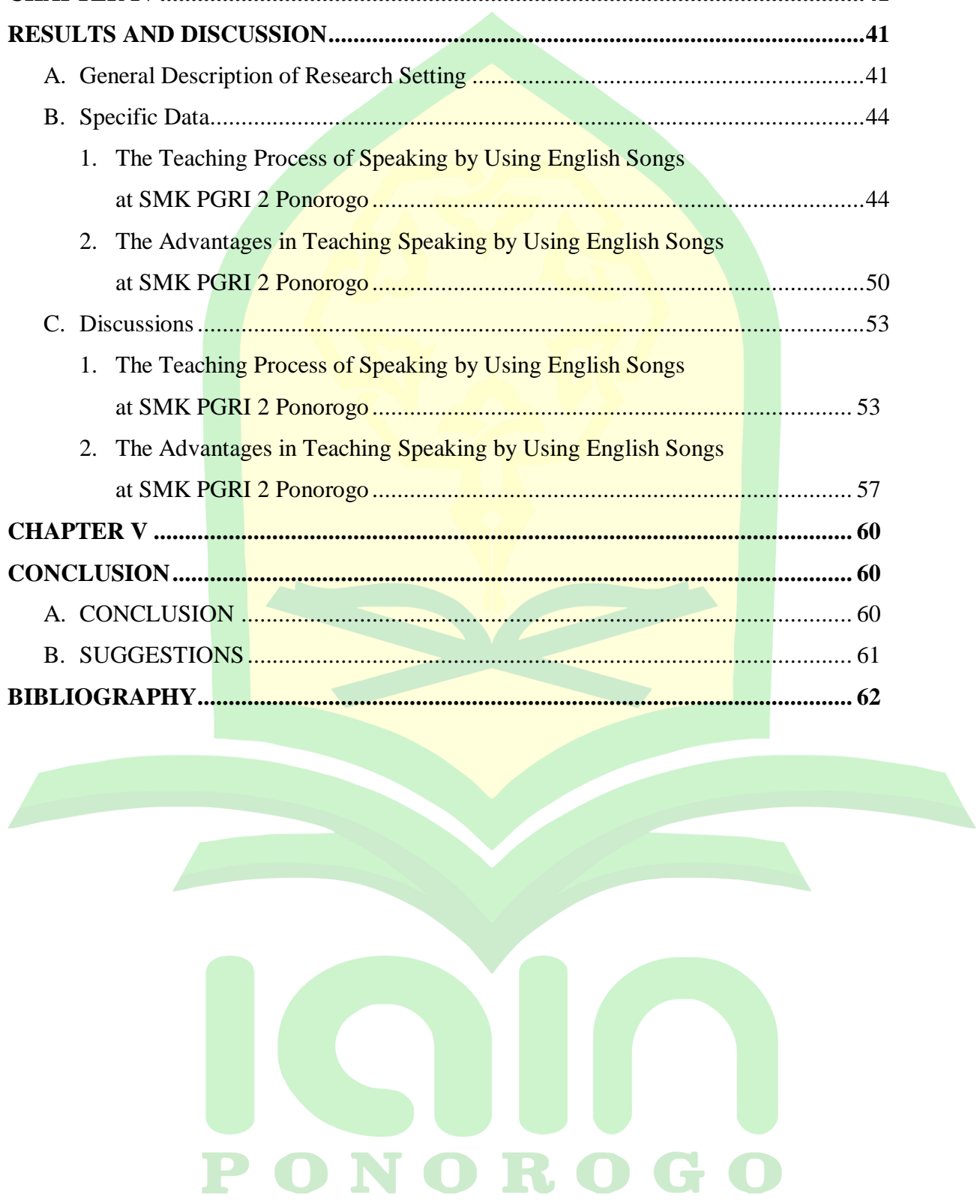


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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is known as one of the languages that is widely used by other people in order to get along with other people from different countries because English is the most common primary language in the world, namely an international language. It is known well that English is an international language which has important roles in the life. The importance of it is not only as a mean of individual relationship, but also as a mediator of the coming of modern technology and science. Therefore, English should be mastered by the people.

Language is a tool for communicating and expressing thoughts or ideas between humans. With this language, humans can interact with others. In language, there are four aspects of skills taught in English lessons, namely: reading, writing, listening, and speaking, as well as, at the college level, more focused on the development of these four skills. Speaking, listening, reading, and writing are four basic linguistic elements in English, and these four constituents are the most important aspects of teaching English as a foreign language.

The four abilities are discussed in terms of their relevance to language teaching. Productive language is that which is generated by the learner (in speech or writing). Receptive language (reading or listening) is language that is directed at the learner. Another crucial concept is "channel," which relates to the message's medium (aural/oral or written).<sup>1</sup> As a result, speaking is the most useful oral skill. Producing organized linguistic statements to convey meaning is what it entails. This is why they must be

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<sup>1</sup> David Nunan, *Practical English Language Teaching, First Edition* (Singapore: McGraw-Hill, 2003), 48

delivered correctly, taking into account the environment and interaction that occur, as well as the primary concepts of the speaker or writer in arguing their point of view to the readers or audience(Simbolon).<sup>2</sup>

Speaking is a skill, and the skill will not develop if it is not practiced continuously. Therefore, the ability to speak will not be mastered properly without being trained. If you always practice, your speaking skills will certainly get better. On the other hand, if you are embarrassed, doubtful, or afraid of being wrong in practicing speaking, your speaking skills will be further from mastery. Speaking skills in Indonesian are a language skill that needs to be mastered well because this skill is an important indicator for success in learning a language. By mastering good speaking skills, students can communicate their ideas both at school and outside of school, maintaining good relations with others.

Many people want to develop their speaking skills and make sure their children have good English skills. Of course, students must produce and interact with language in all aspects of their daily communication. This is because students are not content to just learn words, phrases, and grammar if they want to improve their abilities. This makes a teacher think that speaking skills must be improved and mastered by their students. Thus, teachers use songs in learning English to develop their students' speaking skills.

Music is a heartfelt language. Songs provide messages that represent human experiences and define appropriate emotions such as romance, sadness, doubt, worry, and security. Music educates us by clarifying our sentiments and allowing us to explore feelings we might not otherwise have. Popular tunes would be picked for easy listening. Students can use songs to help them speak like a native speaker.

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<sup>2</sup>Simbolon, M. (2015) *An Analysis of Grammatical Errors on Speaking Activities*. Journal on English as a Foreign Language, vol. 5, no. 2, 71.

Learning media based on songs is an option that teachers can use to educate students on speaking skills. With the use of songs in learning, students will learn a lot and memorize new vocabulary, as well as how to pronounce words better. Speaking and listening skills are mediums that can be integrated with other basic skills, namely speaking, writing, and listening skills. Through the application of this medium in the learning process, students' abilities are more effectively stimulated.

As a result of the English music, they would become more engaged not only in thinking but also in speaking. It also makes it easy for the teacher to educate pupils on how to speak English in a fun and engaging way. Students will not be bored since they will be required to be active and participate in the teaching and learning process by speaking in class. In everyday life, students, in particular, frequently sing a song they enjoy without realizing that by doing so, they can improve their spoken and written abilities. However, in this study, the researcher will examine the use of English songs in an effort to help students improve their speaking skills. According to Schoepp, there are three theoretical justifications for employing songs in the classroom. As a result, songs can be one of the media used to assist kids in improving their speaking abilities.<sup>3</sup>

A Vocational high school is one of the levels of education in Indonesia. "Vocational education" is defined by Thompson as "education aimed at building skills, talents, understanding, attitudes, work habits, and appreciation needed by workers to enter and progress in useful and profitable employment."<sup>4</sup> Vocational education will help students become more productive. Vocational education is a type of education that prepares students to enter the workforce before they graduate.

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<sup>3</sup>Wahyuni, Sri, dkk. *The Use of English Songs to Improve Student's Speaking Ability*. GEEJ: Getsempena English Education Journal, (2018).

<sup>4</sup>John F. Thompson, *Foundations of vocational education, social and philosophical concepts*. (New Jersey: Prentice-Hall, 1973), 111.



There are two types of subjects that are taught in most schools: vocational and general. Multimedia, design, and computers are examples of vocational subjects. Indonesian, mathematics, and science are the general subjects. One of the general subjects taught in vocational high school is English. The goal of English classes at Vocational High School is to help pupils enhance their language skills.

Based on the observations of researchers at SMK PGRI 2 Ponorogo, the teacher said that there were still many students who had difficulty speaking English in their conversations. Therefore, in learning, many students have not reached the target of starting to speak English, but some of them still seem confused about pronouncing words. So, to overcome this problem, the teacher sees the need for an alternative technique to create appropriate and interesting learning, so teachers use media in learning. Then, to reduce students' anxiety, it can be done by motivating them to study better. Speaking skills are especially important when assisting students in overcoming speaking difficulties. They need practice to help develop their speaking skills. It's by using songs.<sup>5</sup>

After the learning was carried out using English songs, the researcher found several features that indicated the students' speaking ability was quite good. Usually, when learning English, they begin to understand what their teacher is saying in English. The students started to speak quite well in English, although the grammar was not good enough, but they were very confident. Even there, the organization demands that the students who will join the organization develop their speaking skills much better than others. In the learning process, students are much more enthusiastic and attentive.<sup>6</sup>

According to the students, after the implementation of the English song media, students' vocabulary knowledge increased, as well as their pronunciation and intonation

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<sup>5</sup> Interview with Mrs. Ratna Sugihastuti, English Teacher, SMK PGRI 2, 09 Februari 2022

<sup>6</sup> Interview with Mrs. Ratna Sugihastuti, 09 Februari 2022

of words. Thus, making it easier for them to understand every word the teacher said, as well as understand every lyric of the song. Even though the students' speaking level is not in accordance with the grammar, they feel much more confident in speaking.<sup>7</sup>

From the song media that has been applied to the development of speaking skills, it is also necessary to know that everyone has different learning media. Learning media can be formed from teacher observations, namely, about students' habits in everyday life that cannot be separated from songs. Everyone should know their respective learning media in order to make it easier to understand the character of each student, because it will have an impact on the process of receiving student learning materials.

So, in this case, the author is interested in researching and analyzing how teachers can improve students' speaking skills by using English song media to make it easier to pronounce and so they don't get bored easily in ongoing learning. Under the title, "TEACHING SPEAKING BY USING ENGLISH SONGS AT SMK PGRI 2 PONOROGO."

## **B. Research Focus**

In this study, researchers will conduct research on students in class X TKJ 2 SMK PGRI 2 Ponorogo for the academic year 2021–2022. This research will focus on teaching students speaking skills using English songs in learning activities at SMK PGRI 2 Ponorogo.

## **C. Research Questions**

Based on the background above, the problems that can be formulated in this research are:

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<sup>7</sup> Interview with the students of SMK PGRI 2, 09 februari 2022

1. How is the teaching process of speaking by using English songs at SMK PGRI 2 Ponorogo?
2. What are the advantages in teaching speaking by using English songs at SMK PGRI 2 Ponorogo?

#### **D. Research Objective**

The objectives to be achieved in this research are:

1. To know the teaching process of speaking by using English songs at SMK PGRI 2 Ponorogo.
2. To know the advantages in teaching speaking by using English songs at SMK PGRI 2 Ponorogo.

#### **E. Significances of the Study**

The significances of this study are :

1. Theoretical significance This research will be useful theoretically, which is expected to add the reference of teaching method which can be accessed by some educational practice. It can contribute in developing the education, quality especially for English subject. It's also to provide many benefits to support the theory of learning to speak and methods to improve students' speaking skills by using English songs.
2. Practical significance
  - a. For students
 

From the research conducted by the author, it is hoped that students can be motivated to continue to improve their speaking skills in each of their conversations and also think more critically when they present an argument without feeling insecure or afraid of being wrong.
  - b. For teachers

From this research, the researcher hopes to encourage teachers to apply these English songs in learning English, so that the teaching-learning process becomes better, interesting, and not boring. Thus, helping students' speaking ability.

c. For researcher

The researcher really hopes that the findings of this study will help researchers improve students' speaking skills by using English songs. This is a common misunderstanding. That way, the researcher will know how to teach speaking effectively to the learners.

## F. Organization of the Study

The organization of the study is to make the readers know and understand the content of the research easily, those are:

Chapter I : Is introduction and confirms by background of study, research question, research objectives, and significance of the study.

Chapter II : Is about the review of literature describing the research that has focused on the problem it's almost the same but remains different. And the explanation of the theory based on the titled like as Speaking Ability, English, Media, Songs.

Chapter III : Is a research methodology, which is comprised of research design, data and data source, the technique of data collection, and the technique of data analysis.

Chapter IV : Is the result and discuss of the study that is gets the data presentation contains and research findings. This chapter is important because the researchers will analyze the data got, and it describes the related data it has to find results.

Chapter V : Is the conclusion of the research and suggestion for the better of the study and continuing research in the future.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Background

##### 1. Teaching Speaking

###### a. Definition of Teaching Speaking

Teaching and learning are two aspects of education. Education's success is determined by the teaching and learning process. Teaching is a dynamic interplay between four elements: the student, the teacher, the curriculum, and the earned repertoire (how and when to use it). Teaching is defined by (Brown) as "showing or assisting someone in learning how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing them to know or comprehend." This is how teaching is defined.<sup>8</sup>As a result, during instructional activities, the teacher not only assists students in completing tasks, but also guides them in identifying and fixing errors.

According to the above definition, teaching is an activity that helps individuals learn and interact with learning resources and the environment, and one of the goals of teaching is to improve human beings. And learning is the result of doing something over and over again. As a result, the teaching and learning process is a collaborative effort between students as learners and teachers as educators. Preparation, implementation, and evaluation are components or steps in the learning process. Tahir in Zuhriyah, "Someone is deemed successful in learning a foreign language when he or she has the

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<sup>8</sup> Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy: Second Language*. San Francisco: Longman 2001, 7

ability to speak it." It demonstrates the importance of communicating because everyone needs to converse at some point.<sup>9</sup>

Speaking is one of the skills or abilities in English that allow us to express opinions, comment, and refute an opinion if it is not in accordance with our opinion, as well as the ability to ask and answer these questions. Speaking is an ability to orally express opinions, thoughts, facts and feelings to other people, animals and even to oneself. According to Nunan, speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning.<sup>10</sup>

According to Brown and Yule, speaking is the ability to pronounce language sounds to express or convey thoughts, ideas, or feelings orally. Thus, it can be concluded that the notion of speaking is the delivery of thoughts in the form of ideas, beautiful contents of the heart in the form of speech or spoken language.<sup>11</sup> From the discussion above, it can be concluded that speaking ability is the ability to express all thoughts, express feelings, and express an opinion. As a result, students will find it easier to communicate and express their ideas to others.

Teaching speaking is sometimes thought to be an easy procedure to teach. People with no training are hired to teach conversation at commercial language schools all over the world. Speaking in a language different from our own is far from straightforward, despite the fact that it is very natural.<sup>12</sup> When teaching English, the

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<sup>9</sup>Zuhriyah, M. Storytelling to Improve Students' Speaking Skill. *English Education: Jurnal Tadris Bahasa Inggris*, (2017), 119–134.

<sup>10</sup>Nunan, D. *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall International, Ltd. (1991), 45.

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

<sup>12</sup> Nunan, D. *Practical English Language Teaching, First Edition* (Singapore: McGraw-Hill, 2003), 48.

teacher should focus not only on how the technique is properly applied, but also on how this approach is adapted to the needs of the students (Sholihah).

Teaching, according to (Brown), involves "showing or assisting someone in learning how to do something," "offering directions," "leading in the study of anything," "providing with knowledge," and "making to know or comprehend." The purpose of speaking skills instruction is to improve conversational efficiency. Learners should be able to make themselves understood by maximizing their current abilities. They should endeavor to avoid any message ambiguity caused by incorrect pronunciation, syntax, or vocabulary, as well as follow the social and cultural conventions that apply in each communication setting.<sup>13</sup>

Students frequently believe that the ability to speak a language is a result of language study, but speaking is also an important component of the process. According to (Bahrani), effective teachers teach students speaking methods such as using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves increase their language knowledge and confidence. Teachers assist students in learning to talk so that they can utilize speech to learn.<sup>14</sup>

Speaking should be taught in fun and engaging ways. As a result, the teacher is crucial in selecting which strategy will best stimulate students' engagement in the learning speaking process because studying English without speaking English is pointless.



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<sup>13</sup> Brown, H. Douglas. *Principles of Language Learning and Teaching*. 4th Ed. New York: Pearson Education and Longman, (2000), 7

<sup>14</sup> Bahrani, T. *How to Teach Speaking Skill*. Journal of Education and Practice, 2012.



According to Nunan, there are five principles for teaching speaking:<sup>15</sup>

- 1) Distinguish between learning a second language and learning a foreign language.
- 2) Allow students to practice their fluency and precision.
- 3) Allow students to discuss by assigning group or pair projects and limiting instructor interaction.
- 4) Construct a speaking challenge that necessitates meaning negotiation.
- 5) Design classroom exercises that include coaching and practice in both transactional and international speaking.

#### **b. The basic types of speaking**

Some styles of speaking performance are classified by (Brown) as follows:<sup>16</sup>

- a. Imitative. The ability to just parrot back (imitate) a word, phrase, or maybe a sentence is at one end of a continuum of sorts of speaking performance. While this is a strictly phonetic level of oral output, the performance may incorporate a number of prosodic, lexical, and grammatical features of language.
- b. Intensive. The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements: inflection, stress, rhythm, juncture) is a second type of speaking that is frequently used in assessment contexts. In order to answer, the speaker must be aware of semantic qualities, although interaction with an interlocutor or test administrator is minimal at best.

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<sup>15</sup>Nunan, David. *Practical English Language Teaching*. New York: McGrawHill Companies. (2003), 54

<sup>16</sup> Brown, H, D. *Language Assessment: Principles and Classroom Practices*. Newyork: Pearson education.Inc, (2004), 141

c. Interaction and test comprehension are included in responsive assessment activities, but only at the level of very short discussions, basic greetings and small talk, simple requests and comments, and the like.

d. Interactive. The duration and complexity of the engagement, which may encompass many exchanges and/or multiple participants, is the distinction between responsive and interactive speaking. Transactional language, which is used to share specific information, and interpersonal interactions, which are used to sustain social relationships, are two types of interaction.

e. Interpersonal (dialogue)

As indicated in the previous chapter, is a type of communication that is more concerned with preserving social relationships than with transmitting facts and information.

f. Extensive (monologue)

Finally, students in the intermediate to advanced levels are asked to deliver extended monologues in the form of oral reports, in which the register is more formal and thoughtful. These monologues might be prepared or spontaneous. brief summary or possibly a brief speech The tone is more formal and deliberate here. These monologues might be prepared or spontaneous.

According to the sentence above, the form of speaking dealt with in this study is interpersonal (dialogue), because the researcher felt that employing dialogue would decrease the time, increase student motivation, and make it more entertaining. In this form of speaking, students learn how to speak English fluently in front of the class by using their own words.

### c. The Function of Speaking

Speaking serves a variety of purposes, some of which are advantageous in the teaching of foreign language abilities. However, the benefits or function of speaking can

be realized if the teacher encourages students by providing opportunities and spaces for them to express their thoughts and ideas. It is critical to transform the classroom into a learner-centered approach, as Littlewood stated, "the creation of community to express their own identity..."<sup>17</sup> By providing a variety of communicative classroom activities, the instructor can create opportunities for pupils to utilize language as a tool to express themselves and communicate with one another.

The function of speaking, according to Harmer, can be divided into transactional and interpersonal functions. The transactional function is concerned with communicating information and facilitating the exchange of goods and services, whereas the interpersonal function is concerned with maintaining and sustaining positive interpersonal relationships.<sup>18</sup> It all comes down to what people do in their daily lives. As a result of their speaking ability, people are able to communicate with one another with the goal of communication.

The ability to use words orally is known as speaking ability. Speaking is another excellent way to interact and communicate with others in social situations. The linguistic skill that students should focus on is speaking. "Speaking is interactive and requires the ability to cooperate in the management of speaking turns," writes Harmer.<sup>19</sup> As a result, the researcher concludes that students' speaking ability in this study is their ability to communicate clearly with others and express their feelings, ideas, opinions, and experiences in their own words by demonstrating good mastery of pronunciation, grammar, vocabulary, fluency, and comprehension.

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<sup>17</sup> William Littlewood, *Communicative Language Teaching: An Introduction*. (Cambridge: Cambridge University Press, 2002), 93.

<sup>18</sup> Harmer, Jeremy. *The Practice of English Language Teaching 4<sup>th</sup> edition*. England: Pearson, 2007, 343

<sup>19</sup> Jeremy Harmer, *How to teach English*, (Longman, England, ed. 7, 2007), p.46

#### **d. The Principles of Designing Speaking Techniques**

The following are some design considerations for speaking technique:<sup>20</sup>

- 1) Employ strategies that address the full range of learner needs, from language-based accuracy to message-based interaction, meaning, and fluency.
- 2) Use techniques that are naturally motivating.
- 3) Promote the use of genuine language in relevant situations.
- 4) Provide constructive criticism and feedback.
- 5) Take advantage of the natural link that exists between speaking and listening.
- 6) Encourage students to strike up a conversation.
- 7) Promote the creation of communication strategies.

## **2. Media in Teaching Speaking**

### **a. Definition of media**

The development of science and technology increasingly encourages reform efforts in the use of technological results in the learning process. Teachers are required to be able to use the tools that can be provided by the school, and do not rule out the possibility that these tools are in accordance with the developments and demands of the times. Teachers can at least use cheap and efficient tools, which, although simple and unpretentious, are a must in an effort to achieve the expected teaching goals.

Besides being able to use the available tools, teachers are also required to develop skills in making learning media that will be used if the media is not yet available. For that, a teacher must have sufficient knowledge and understanding of learning media (Hamalik).<sup>21</sup> Thus, it can be concluded that the media is an inseparable

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<sup>20</sup> Brown H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition* (San Francisco:California, 2000), 275.

<sup>21</sup> Azhar, Arsyad. *Media Pembelajaran Revised Edition*. PT RajaGrafindoPersada; Jakarta.(2014),

part of the teaching and learning process in order to achieve educational goals in general and learning objectives in schools in particular.

Gerlach and Ely said that the media, if understood in broad terms, are human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. The terms "educational media" and "tools" or "communication media" are frequently used interchangeably. As proposed by Hamalik, who believes that communication relationships will run smoothly and efficiently when tools called "communication media" are used.<sup>22</sup>

In addition, Gagne and Briggs implicitly say that learning media includes tools that are physically used to convey the contents of teaching materials, which include books, tape recorders, cassettes, video cameras, video recorders, MP3, DVD, films, slides, photographs, images, etc. In other words, the media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can stimulate students to learn. In addition, the National Education Association provides a definition of media as forms of communication, both printed and audio-visual, and their equipment. Thus, the media can be manipulated, seen, heard, or read.<sup>23</sup>

Learning resources, often known as instructional media, provide a variety of learning opportunities. It is regarded as a device that assists teachers in their approaches and strategies. It can be concluded that the existence of learning media can make students more interested in learning, increase students' attention, motivate them, and also increase the effectiveness of learning.

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<sup>22</sup>Azhar, Arsyad. *Media Pembelajaran Revised Edition*. 4

<sup>23</sup>Azhar, Arsyad. *Media Pembelajaran Revised Edition*. 4

## b. The functions and benefits of media in teaching

In a teaching and learning process, two very important elements are teaching methods and learning media. These two aspects are interrelated. The selection of one teaching method will certainly affect the type of appropriate learning media, although there are various other aspects that must be considered in choosing media, including learning objectives, types of tasks and responses that students are expected to master after learning takes place, and the learning context, including student characteristics.

Levie and Lenz suggest four functions of learning media, especially visual media, namely:<sup>24</sup>

- 1) The function of visual media attention is the core, namely attracting and directing students' attention to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the lesson text.
- 2) The affective function of visual media can be seen in the level of student interest in learning (or reading) illustrated texts. For example, pictures or visuals can arouse students' emotions and attitudes towards information concerning social or racial issues.
- 3) From research findings which reveal that visual symbols or images facilitate the achievement of goals by understanding and remembering information or messages contained in images.
- 4) Learning media can be seen from the research results that show visual media that provides context for understanding texts helps students who are weak in reading organize information in the text and recall it. In other words, learning media serves to accommodate students who are weak and slow to accept and understand the content of lessons presented by text or presented verbally.

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<sup>24</sup>Azhar, Arsyad. *Media Pembelajaran Revised Edition.*, 20

Sudjana and Rivai propose the following benefits of learning media in the student learning process:

- 1) Learning will attract more students' attention so that it can foster learning motivation.
- 2) Learning materials will have a clearer meaning so that they can be better understood by students and allow them to master and achieve learning objectives.
- 3) Teaching methods will be more varied, rather than relying solely on verbal communication via the teacher's utterance of words, so that students are not bored and the teacher does not run out of energy, especially if the teacher teaches at every lesson.
- 4) Students can do more learning activities because they do not only listen to the teacher's description but also other activities such as observing, doing, demonstrating, acting, and others.<sup>25</sup>

### **c. The Kinds of Media in Teaching Speaking**

Types of Media Used to Teach Speaking Audio, visual, and audio-visual media are the three types of educational medium that are appropriate for teaching speaking.

#### **1) Audio media**

The term "audio media" refers to any medium that transmits information in an audible format. The messages are provided using noises in this example. Audiotapes, cassettes, CDs, MP3, and other audio media are extensively utilized in English instruction.

#### **2) Visual media**

Visual media is the most familiar medium, and it is often used by teachers in learning. Visual-based media (images or parables) play a very important role in the learning process. This type of media is related to the sense of sight. Visual media can facilitate understanding and strengthen memory. Visuals can also foster student

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<sup>25</sup>Azhar, Arsyad. *Media Pembelajaran Revised Edition.*, 28

interest and can provide a relationship between the content of the subject matter and the real world. To be more effective, visuals should be placed in a meaningful context and students should interact with the visuals to ensure that information processing occurs.<sup>26</sup>

Use of visual media in language instruction, visual media are simply described any material that may be viewed throughout the teaching and learning process. A visual aid, according to (Wright), is anything that may be seen while the language is being spoken. Pictures, flashcards, flannel boards, puppets, and other visual media are widely employed.<sup>27</sup>

### 3) The use of audio-visual media

The two types of media are combined in audio-visual media. It is basically not only seen but also heard. Audio-visual media includes films, songs, and video recordings. In addition to engaging and motivating students to learn more material, audio materials can be used to:

- a) Improve your listening skills and your ability to speak clearly in pronunciation, as well as your ability to evaluate what you've heard.
- b) Make a model that will be imitated by students.
- c) Plan interesting variations and changes in learning speed for a subject or problem.

Audio media can be used in all phases of learning, starting from the introduction or opening when introducing discussion topics to evaluating student learning outcomes. The use of audio media strongly supports the mastery learning system. It is the use of audio media that must be considered in foreign language learning. Students can listen to the voice recordings of native speakers of the foreign language

<sup>26</sup>HM, Musfiqon. *Pengembangan Media dan Sumber Pembelajaran*. PT. Prestasi Pustakaraya, Jakarta-Indonesia, 2012, 70.

<sup>27</sup>Wright, A. *Visual Materials for the Language Teacher*. Essex: LongmanWilson, 1976, 194



they are learning to be used as models in pronunciation exercises. Students' own voices and pronunciations are recorded and then compared with existing models (a recording of a native speaker's voice or a recording of a song).<sup>28</sup>

### 3. Songsas Media in TeachingSpeaking

#### a. Definition of songs

Songs has always played a big part in people's lives: it's everywhere, and it's widely appreciated all over the world. Regardless of the amount to which musical capacity and sensitivity are programmed in the human brain or are by-products of other authorities and inclinations in song culture, it is undeniably vital and fundamental. Outside of the classroom, songs are frequently the primary source of English. As a result, incorporating it into the lesson appears to be an excellent idea. Affective and cognitive reasons for playing a song during a class can be differentiated.

A song, According to Nurhayati, the song is an appropriate resource a good tool to aid in the learning process of English, and the song is said to stimulate students to learn. Because singing makes students more sensitive to noises, it is a vital aspect of learning English. If their teachers enjoy the song, students will be happy and eager to study English. As a result, incorporating songs into learning activities can nurture students interests in being joyful and learning, and even a students can make it simpler to comprehend the subject being taught.<sup>29</sup>

In terms of the number of pupils involved, the researcher feels that each and every one of them appreciates listening to songs, particularly soothing melodies. Researchers believe that singing can assist children in expanding their vocabulary, increasing their communication skills, and improving their speaking abilities. "Song is

<sup>28</sup>HM, Musfiqon. *Pengembangan Media dan Sumber Pembelajaran*. 89.

<sup>29</sup> Nurhayati, Lusi. "Penggunaan Lagu Dalam Pembelajaran Bahasa Inggris untuk Siswa SD; Mengapa dan Bagaimana?." 2009, 2.

an aspect of music that you sing through words," argues Griffe. It is closely related to speaking, as speaking is the act of communicating with people through the use of spoken language. Oral language can be defined as an action that involves putting words together to make something understandable.<sup>30</sup>

Students' speaking skills, as well as their pronunciation, vocabulary, and fluency, can all be improved by using a song. "Teaching English through song offers several advantages for pupils in terms of improving their pronunciation and also giving knowledge about the distinctions between pronouncing in British and American English," writes Griffe.<sup>31</sup> Songs can be used to practice speaking skills. They're usually centered on a theme or issue that can help you learn to communicate in context. Monosyllabic words, many of which are repeated, characterize the majority of songs. This practice gives you more opportunities to hear these words and can help you enhance your vocabulary.

The strategies teachers use can be fun and enjoyable, and at the same time, achieve academic goals. Teachers should choose activities that enhance students' And avoid ones that are a waste of teachers' and students' time. Good & Brophy states that "learning should be fun and motivation problems. It appears because the teacher somehow has converted an inherently enjoyable activity into drudgery. It can therefore be concluded that interesting and fun strategies can be used to promote speaking in the classroom.<sup>32</sup> 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.<sup>33</sup> Songs also can assist in building an emotion in English since it has a stress-

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<sup>30</sup>Griffe, D.T. *Songs in Action*. Hertfordshire: Prentice Hall International. (2001), 10

<sup>31</sup>Griffe, D.T. *Songs in Action*, 39

<sup>32</sup> Good, T. & Brophy, J. *Looking in Classrooms*. (8th ed). New York, Longman. (2000), 30

<sup>33</sup> Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd Ed). New York: Longman. 2001, 59.

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.<sup>34</sup>

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.<sup>35</sup>

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, a song can refer to any piece of music.As with a cappella songs, a song can be accompanied.<sup>36</sup>

From the above expression, it can be concluded that the presence of songs in learning can improve 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.

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<sup>34</sup> Murphey, T. *Music and song*. Oxford, England: Oxford University Press. (1992), 3

<sup>35</sup> Juliana Spirlandeli Batista, Music and song: A Learning Tool. *Diálogos Pertinentes – Revista Científica de Letras*. Franca, (2008), 157.

<sup>36</sup> Murcia, M. Celce. *Technique and Resources In Teaching Grammar*. New York: Oxford University. (1988), 49.

## 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 (Murphey). Songs can also be beneficial for learning vocabulary, phrase structures, and sentence patterns, as well as reflecting mother tongue culture.<sup>37</sup>

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, 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,<sup>38</sup> 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.

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<sup>37</sup> Murphey, T. *Music and song*. 6

<sup>38</sup> Suyanto, Kasihani K.E. *English for Young Learners*. Jakarta: Bumi Aksara. (2008), 113.

### c. The procedure of using English songs in teaching

Eken lists eight reasons why songs should be used in a language classroom. To begin with, a song can be used to introduce a theme, new vocabulary, or a language concept. It might then be utilized as a lexis practice. Songs, without a doubt, can be used as a source of content for extended and deep listening. Some teachers may utilize them in a more indirect way to focus on common learner faults. Not to mention that songs are a great way to get people talking about their feelings and attitudes. Learners can discuss what happened in the song in pairs or small groups before sharing their thoughts with the rest of the class. Songs can also help to create a calm classroom environment and add fun and variety to language instruction. Finally, during foreign language lessons, songs may be said to enhance the use of imagination and creativity.<sup>39</sup>

Songs in the classroom are an excellent approach for students to learn English. According to Collin, a teacher who uses music to teach must pay greater attention to her or his students and be able to direct them. A teacher can teach about music, intonation, and pronunciation by utilizing songs, and even if their first comprehension of the terminology is weak, they can offer a brief and interpret.<sup>40</sup>

Teachers are frequently forced to be creative in their teaching methods. The worldwide appeal of songs, which connects people of different cultures and languages, makes them an excellent teaching tool. Speaking and listening entail two processes, both of which can be used in the classroom when songs are used. Which of these mechanisms is active depends on the activity chosen for a particular song. According to Cullen, the first is bottom-up processing, in which the ear assembles sounds into words, sentences, and meaning. The second type of processing is top-down processing, in which the speaker and listener employ prior information to decipher the meaning of a

<sup>39</sup> Eken, Denis Kurtoglu. "Ideas for Using Songs in the English Language Classroom", 46.

<sup>40</sup> Collin, William. *English Nursery Rhymes for Young Learners*. Hong Kong: Wing King Tong Ltd. 1990, 52

communication. Speaking ability and listening comprehension must be practiced in order to improve speaking ability.<sup>41</sup>

As a result, it is one of the most effective and stimulating materials in the classroom. According to Adam Simpson,<sup>42</sup> the procedure for employing songs in the classroom is as follows:

- 1) Listen to the songs.
- 2) Ask a few questions related to the title.
- 3) Listen to the song once 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:<sup>43</sup>

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

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<sup>41</sup>Cullen, B. (November 1999). Song Dictation. The Internet TESL Journal. <http://iteslj.org/Techniques/Cullen-SongDictation.html>

<sup>42</sup>Adam, Simpson. The Language Classroom: Now and the Future. (2015). <http://www.teachingenglish.org.uk>blog>

<sup>43</sup> Georgiou, Sophie Ioannou. *Using Song with Young Language Learner*. 2010, 1.

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.

#### **d. The advantage of using songs in classroom**

According to Stanislawczyk and Yavener, a song is a useful tool that a teacher should use during language exercise. She also highlights the necessity of learners' engagement, whether listening to songs or writing their own lyrics. "Music must be an intrinsic aspect of language education in an era when guitar players are ubiquitous." It is integrated into classroom activities from the beginning of language study, providing additional language acquisition and cultural insights. Students become even more actively involved in music at the intermediate level by writing songs ". The following passage tries to justify the use of song exercises in English-language schools.<sup>44</sup>

Another advantage is that songs may be used to examine a culture and compare it to other cultures. Furthermore, music can be utilized to recreate historical events. There are also numerous songs about famous cities that can be used to learn about the city's key sights, feelings, or sounds (Griffie).<sup>45</sup>

Furthermore, song can be utilized to soothe students, as learning a new language is a novel experience for many. Some classes prohibit the use of our mother tongue, which is our primary mode of communication, making students feel lost and helpless (Griffie). The author also claims that having songs playing in the background, particularly instrumental music, makes pupils feel more secure when working on a subject.<sup>46</sup>

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<sup>44</sup>Stanislawczyk, Irene – Yavener. Symond, *Creativity in the language classroom*. Rowley: Newbury House Publisher. 1976, 60.

<sup>45</sup> Griffie, Dale T. *Songs in action*. 5

<sup>46</sup>Griffie, Dale T. *Songs in action*. 4

Suggestopaedia is known for playing songs in the background while students read discussions. Georgi Lozanow, a Bulgarian, devised this teaching style, which includes songs in the background. The Suggestopaedia technique focuses on the students' hurdles and unfavorable attitudes toward learning, such as low self-esteem, nervousness, or a lack of drive. Meanwhile, students are learning subconsciously, which may be humorous to them. A relaxing attitude, a positive classroom setting, a new identity for learners, or music activities themselves are some of the significant characteristics of that teaching style (Larsen & Freeman).<sup>47</sup>

Learning English requires the use of songs. Because songs can aid kids in their learning process. According to Brewster, singing has the following benefits: Songs have the potential to be a medium for the introduction of new languages. Songs can assist students in improving their pronunciation. Music has the potential to help students become more motivated to talk more. Students' memories can be improved by singing.<sup>48</sup>

Language teachers could employ songs as part of their classroom teaching repertoire for a variety of reasons. Songs teach young people vocabulary, grammar, and cultural themes while also being entertaining. They can provide valuable speaking, listening, and language practice both in and out of the classroom, but the main question is how to drive the development of skills for the progressive development of English use.

Songs also can help students improve their reading, writing, listening, and speaking skills. Songs can be used in the following ways, according to Eken:<sup>49</sup>

1. To introduce a topic, a language point, lexis, etc.

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<sup>47</sup> Larsen-Freeman, Diane. *Techniques and principles in language teaching*. (2nd edition) Oxford: Oxford University Press. 2000,73

<sup>48</sup> Brewster, J., Ellis, G., Girard, D. *The Primary English Teacher's Guide*. England: Penguin English. 2002, 162

<sup>49</sup> Eken, D. K. *Ideas for using pop songs in the English language classroom*. English Teaching Forum. (1996), 46.



2. To practice a language point, lexis, etc.
3. To focus more directly on common learner faults.
4. To encourage people to listen carefully and intently.
5. To encourage people to talk about their feelings and opinions.
6. Encouragement of imagination and creativity
7. To provide a comfortable classroom environment as well as variety and enjoyment in learning.

Similar arguments for using songs with students in a classroom were also expressed by (Read):<sup>50</sup>

- 1) They are easy to remember;
- 2) They provide enjoyable repetition workouts
- 3) They provide variation and a change of pace.
- 4) They can aid in the formation of a sense of class identification.
- 5) They can aid in the improvement of rhythm and pronunciation.
- 6) They can be incorporated into other classroom activities.
- 7) They can be integrated with topic study.
- 8) They allow for movement and drama.
- 9) They take English out of the classroom.
- 10) They help with listening skills.
- 11) You can practice all four skills at the same time.
- 12) They instill self-esteem and a sense of achievement.

As previously said, both teachers and students find singing songs enjoyable and relaxing. Songs provide a welcome break from the monotony of the classroom. Because

P O N O R O G O

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<sup>50</sup>Read C. 'Scaffolding children's talk and learning' in *Current Trends and Future Directions in ELT*. British Council, Berlin, Germany. 2006, 4.

both the left and right sides of the brain are functioning at the same time, studying and memorizing are accelerated.

## **B. Previous Research Findings**

Based on observations, there are several scientific works related to the topics studied by researchers, including:

The thesis by Veronica Christamia (2014) has the title “Improving Speaking Skills Through English Songs and Puppets at IV of SDN Adisucipto II in the Academic Year of 2013/2014.” The research found the formulation of the problem is How can students’ speaking skills be improved through English songs and puppets in grade IV of SD N Adisucipto II?. The data of this study was qualitative and quantitative. The qualitative data was gathered by observing the teaching and learning processes and conducting interviews during the implementation of the actions. The quantitative data was taken by assessing the students’ speaking skills through the pre-test and the post-test.

This study was successful in improving students’ speaking skills through English songs and puppets, as well as other activities such as pronunciation correction, speaking games, and speaking performances. The researcher determined that English songs and puppets could boost students’ speaking skills after performing research at SDN Adisucipto II Yogyakarta. The growth in students’ speaking skills at each meeting over the course of two cycles demonstrated this. For the students, the researcher devised some enjoyable activities involving English songs and puppets. She frequently used English songs to motivate students to learn to speak during the teaching and learning process. She also combined the songs with a variety of activities to keep the youngsters engaged.

A thesis by Erno Sumantri (2011) the title is “Improving Students Pronunciation by Using English Songs.” From this study, the researchers found the formulation of the problem, namely: first, can teaching English pronunciation by using songs improve students’ ability in

English pronunciation? Second, is it difficult to use songs in teaching English pronunciation?. The method of analyzing data is an experimental design.

The author came to the conclusion that employing songs to explain the learning process is more successful. It means that employing songs to educate the learning process might help students improve their English pronunciation skills. From the results of the statistic computation.

A skripsi by Fitrya (2020) the title is “The Effectiveness of English Songs Toward Students’ Speaking Ability and Motivation at MA DarulUlumPalangka Raya.” The following was determined as the answer to the question: Is there any effect of English songs on students' speaking ability at MA DarulUlumPalangka Raya tenth grade students in the academic year 2019/2020? , and is there any effect of English songs on students' motivation in speaking at MA DarulUlumPalangka Raya for tenth grade students in the academic year 2019/2020? , and is there any influence of English songs on students' speaking ability and motivation in MA DarulUlumPalangka Raya tenth grade pupils in the academic year 2019/2020?

This research used a quantitative method that belongs to experimental design. According to all of the findings, the researcher found that English songs were effective in boosting students' speaking abilities and motivation at students in the tenth grade in the 2019/2020 academic year.

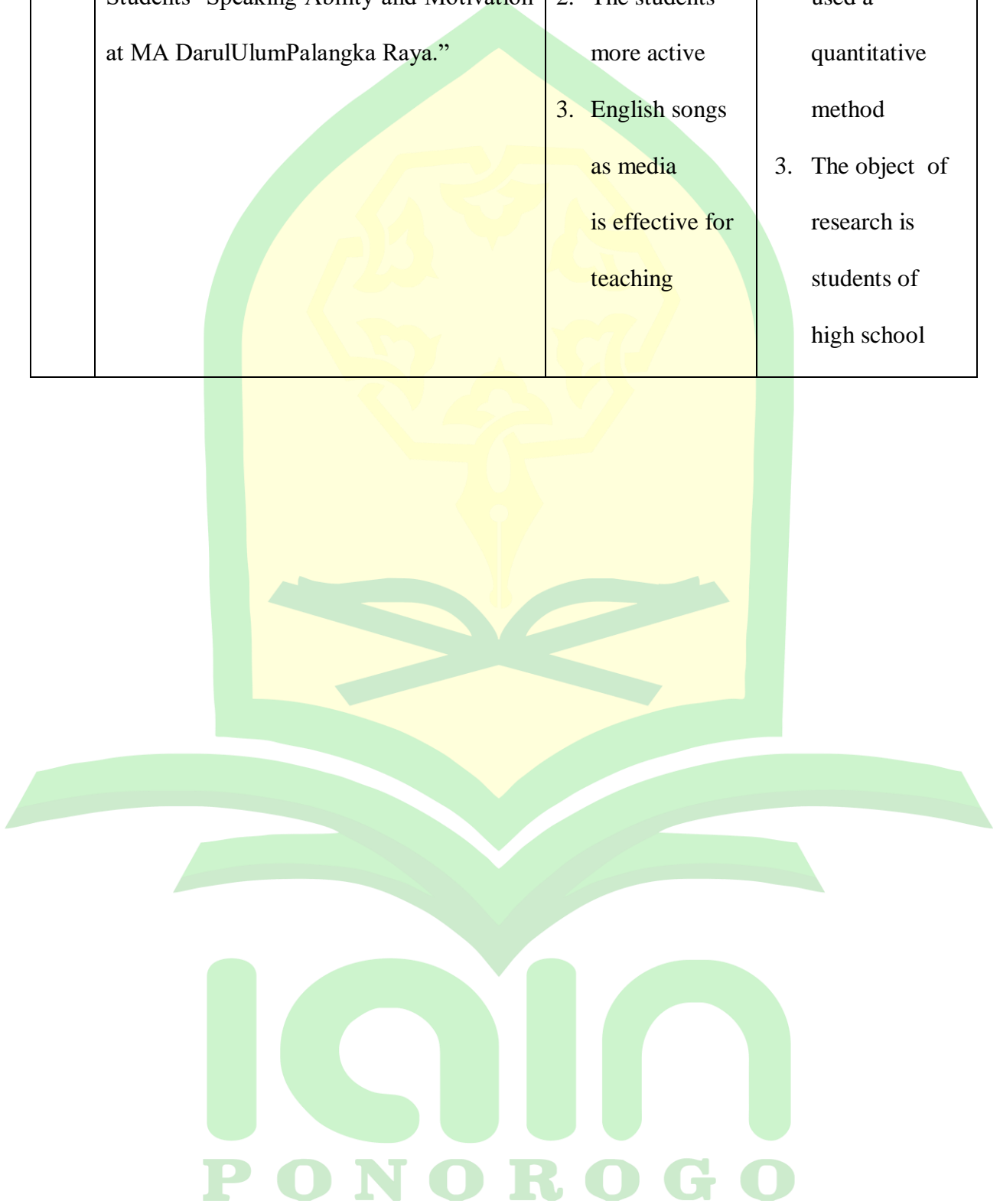
From the 3 studies above, there are differences and similarities which are written in the following table I



Table I

No	Name of the researcher, year of research, title of research, and location of the institution	The similar	The difference
1.	The thesis by Veronica Christamia (2014) has the title "Improving Speaking Skills Through English Songs and Puppets at IV of SDN Adisucipto II in the Academic Year of 2013/2014."	<ol style="list-style-type: none"> <li>1. Teaching speaking with english songs media</li> <li>2. students' speaking skills are getting better by using English songs</li> <li>3. students feel interested and enthusiastic</li> </ol>	<ol style="list-style-type: none"> <li>1. The data of this study was qualitative and quantitative</li> <li>2. puppets media</li> <li>3. The object of research is elementary school children.</li> </ol>
2.	A thesis by ErnoSumantri (2011) the title is "Improving Students Pronunciation by Using English Songs at the Tenth Grade of SMK Cyber Media."	<ol style="list-style-type: none"> <li>1. using english song media</li> <li>2. Teaching using English songs is very effective.</li> <li>3. The object of research is SMK students.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Pronunciation</li> <li>2. The method of analyzing data is an experimental design</li> </ol>

3.	A skripsi by Fitriya (2020) the title is “The Effectiveness of English Songs Toward Students’ Speaking Ability and Motivation at MA DarulUlumPalangka Raya.”	<ol style="list-style-type: none"> <li>1. The students more interest</li> <li>2. The students more active</li> <li>3. English songs as media is effective for teaching</li> </ol>	<ol style="list-style-type: none"> <li>1. The Motivation</li> <li>2. This research used a quantitative method</li> <li>3. The object of research is students of high school</li> </ol>
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## CHAPTER III

### RESEARCH METHODS

This research was contain of research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings, and research procedures.

#### **A. Research Approach and Design**

This research is descriptive-qualitative research, which implies that the aim is to determine the descriptive results of the data collected and interpret the data as conclusions. This approach is prepared to research and document an activity through observation, interviews, and documentation.<sup>51</sup>

Qualitative research takes a naturalistic approach to understand events in specific contexts, such as "real world situations [where] the researcher does not attempt to modify the phenomenon of interest" (Patton). Broadly defined, qualitative research is "any kind of research that produces findings that are not arrived at through statistical procedures or other means of quantification" (Strauss and Corbin), and instead is "any kind of research that produces findings that are arrived at through real-world settings where the "phenomenon of interest unfolds naturally" (Strauss and Corbin). (Patton). Rather than seeking cause determination, prediction, or generalization of data, qualitative researchers seek illumination, comprehension, and extrapolation to similar situations (Hoepfl).<sup>52</sup>

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<sup>51</sup>Djam'an, S & Aan, K. *Metodologi Penelitian Kualitatif*. ALFABETA, (2010), 35.

<sup>52</sup>Nahid, Golafshani. *Understanding Reliability and Validity in Qualitative Research*. The Qualitative Report. (2003), 600

## **B. Researcher's Role**

In this study, the researcher's participation is very important as a participant as well as a data collector. Therefore, in this study, the researcher tried to interact directly with the research object and collect information related to the teaching of speaking using English songs at SMK PGRI 2 Ponorogo.

## **C. Research Setting**

Researchers carried out the research at SMK PGRI 2, which is located on Jl. SoekarnoHatta, Ponorogo. This location was chosen by the researcher because it is one of the schools that prioritizes discipline and character development, including nationalism. SMK PGRI 2 also has all the facilities that are capable of supporting learning by promoting improvement in every learning area, especially in English lessons.

## **D. Data and Data Source**

The data in this study was taken from the teachers, and the students of SMK PGRI 2 Ponorogo. Sources of data in qualitative research are not subjective, therefore it is necessary to have them provide quality. The sources of data used in qualitative research are:

### **1. Primary Source**

This research focuses on teaching speaking to students by using English songs. Data is obtained from observation of the phenomena that occur (field research). In addition, the data is also from several questions that already contain words that must be answered either in the form of conversations or interviews between informants and researchers. Informants are teachers and students at SMK PGRI 2 Ponorogo, and were selected by using purposive sampling. In purposive sampling,

the researcher often chooses the cases for qualitative research. based on their evaluation of the students' speaking abilities.<sup>53</sup>

## 2. Secondary source

Secondary sources are data from sources such as reading essays and journals about teaching speaking using English songs. to supplement and strengthen existing findings from the main source.

## E. Data Collection Technique

The data was gathered through especially observation, interviews, and documentation.

### 1. Observation

The researcher made observations on the process of teaching speaking and the advantages of using English songs. In qualitative research, observations are observations made by researchers in field records of individual behavior and activities at the study site.<sup>54</sup> researchers observed the phenomenon of teaching speaking using English songs on students' speaking skills. Researchers observed the process of teaching speaking using English songs and wrote them down in field notes. The researcher observed and analyzed the extent of the students' development in their speaking ability.



<sup>53</sup> Cohen, Manion, and Morrison, *Research Methods in Education*. (New York: Routledge, 2007), 114.

<sup>54</sup> Creswell. *Research Design*. (United States of America: SAGE Publications, 2009), 21.



## 2. Interview

According to Nazir, interviewing is the process of obtaining information for research purposes by means of face-to-face questions and answers between the questioner and the interviewee using an interview guide.<sup>55</sup>

In this case, the researcher acts as the interviewer and asks questions, asks for explanations, and makes notes to get more in-depth information about teaching speaking using English songs on students' speaking skills. The interview data collection method involves presenting oral-verbal stimuli and answers in the form of oral-verbal responses. This method can be used in personal interviews as well.<sup>56</sup> Here, the researcher interviewed teachers and some students of SMK PGRI 2 Ponorogo to ask several questions related to student development in teaching speaking using English songs at SMK PGRI 2 Ponorogo. Researchers also interviewed teachers and students to find out in more detail what advantages there are in the application of good English songs to make the students enthusiastic about teaching speaking at SMK PGRI 2 Ponorogo.

## 3. Documentation,

Documentation is a data collection technique that is not directly related to the research subject. In addition to human sources through observation and interviews, in this study the researcher will use several documents in the data collection process that produce important notes relating to the problem under study, in order to obtain complete, valid, and thought-provoking data.<sup>57</sup> The study of documentation in this

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<sup>55</sup>Fandi Rosi Sarwo Edi, *Teori Wawancara Psikodiagnostik*, Yogyakarta: PT. Leutika Nauvalitera, (2016), .3.

<sup>56</sup>C.R. Kothari. *Research Methodology*. (India: New Age International, 2004), 96.

<sup>57</sup>Umar sidiq dan Moh.Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*,Ponorogo: CV. NataKarya, (2019), 73.

research relates to the history of its establishment, vision and mission, and the situation at SMK PGRI 2 Ponorogo.

## F. Data Analysis Technique

After all the data had been collected, the researcher analyzed the data to solve the problem that she had determined. The qualitative method was used by the researcher to analyze the data. To study the problem, qualitative researchers use an emerging qualitative approach to inquiry, which includes the collection of data in a natural setting sensitive to the people and places under study and data analysis that is both inductive and deductive and establishes patterns or themes.<sup>58</sup> The researcher put all the results in the description.

The process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that it is easy to understand and its findings can be shared with others is known as qualitative data analysis.<sup>59</sup> In this analysis method, the researcher uses the procedure proposed by Miles and Huberman, which includes data reduction, data presentation, and conclusions or verification. This activity in qualitative data analysis, Miles and Huberman suggest, must be carried out interactively and continuously until it is completed, so that the data is saturated.

Because the data obtained is mostly qualitative, there is no clear pattern in data analysis techniques. Therefore, it often has difficulty conducting the analysis. Analysis of data means studying the tabulated material to determine inherent facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts

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<sup>58</sup> Creswell. *Qualitative Inquiry & Research Design*. (United States of America: Viki Knight, 2007), 126.

<sup>59</sup> Moh. Munir, *Buku Pedoman Penulisan Skripsi Fakultas Tarbiyah dan Ilmu Keguruan*, Institut Agama Islam Negeri Ponorogo, 2021, 36.

together in new arrangements for interpretation.<sup>60</sup> Data analysis is an important aspect of reflexivity. Those are:

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and changing data that appears in written field notes or transcriptions. Data The reduction/transformation process continues after the fieldwork until the final report is finished.<sup>61</sup> Here, the researcher collects new vocabulary found in English songs and simplifies them into one word column for easy understanding. Categorization depends on the meaning of the vocabulary.

### 2. Data Display

A data display is an organized and compressed collection of information that allows inferences. Views help us understand what is happening and do something, both analyze further or take action, based on that understanding.<sup>62</sup> Here, the researcher analyzes teaching speaking using English songs. Starting from analyzing the process and the advantages as the final result of this research,

### 3. Conclusion and Verification

The researcher identified and investigated the data containing the students' speaking development using English songs. This analysis is an important principle in the display to be displayed, highlighting contrast and uniqueness from a phonological or morphological perspective. The researcher concludes the findings from previous observations and interviews.

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<sup>60</sup>Yoges. *Fundamental of Research of Methodology and Statistic*. (New Delhi: New Age International, 2006), 102.

<sup>61</sup>Matthew and A. *Qualitative Data Analysis*. (USA: SAGE Publication, 1994), 25.

<sup>62</sup> Matthew and A, *Qualitative Data Analysis*, 25

## G. Checking the Validity of Findings

Validity describes the extent to which we measure what we purport to measure. An instrument is not intrinsically valid as validity is a characteristic of the responses. Consequently, it is important to pretest the instruments to obtain preliminary data that can be used to assess validity.<sup>63</sup> Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena.<sup>64</sup> Triangulation has also been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Types of triangulation are (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation. Here, the researcher used the method of triangulation because she collected the data by a combination of some methods, such as observation and interview. The combination was conducted to get the validity of the correct data.

## H. Research Procedures

Stages of qualitative research, according to Lexy. J. Moleong consists of:<sup>65</sup>

### 1. The pre-field phase

This stage consists of several activities, namely: choosing a field, Manage permits, Explore and assess the situation. Selecting and utilizing informants, and preparing research equipment.

### 2. Field

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<sup>63</sup> David and Robert. *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey- Bass, 2007), 207.

<sup>64</sup> Carter et al. "Methods & Meanings", *Jurnal Oncology Nursing Form*, Vol. 41 No. 5 (September, 2014), 545.

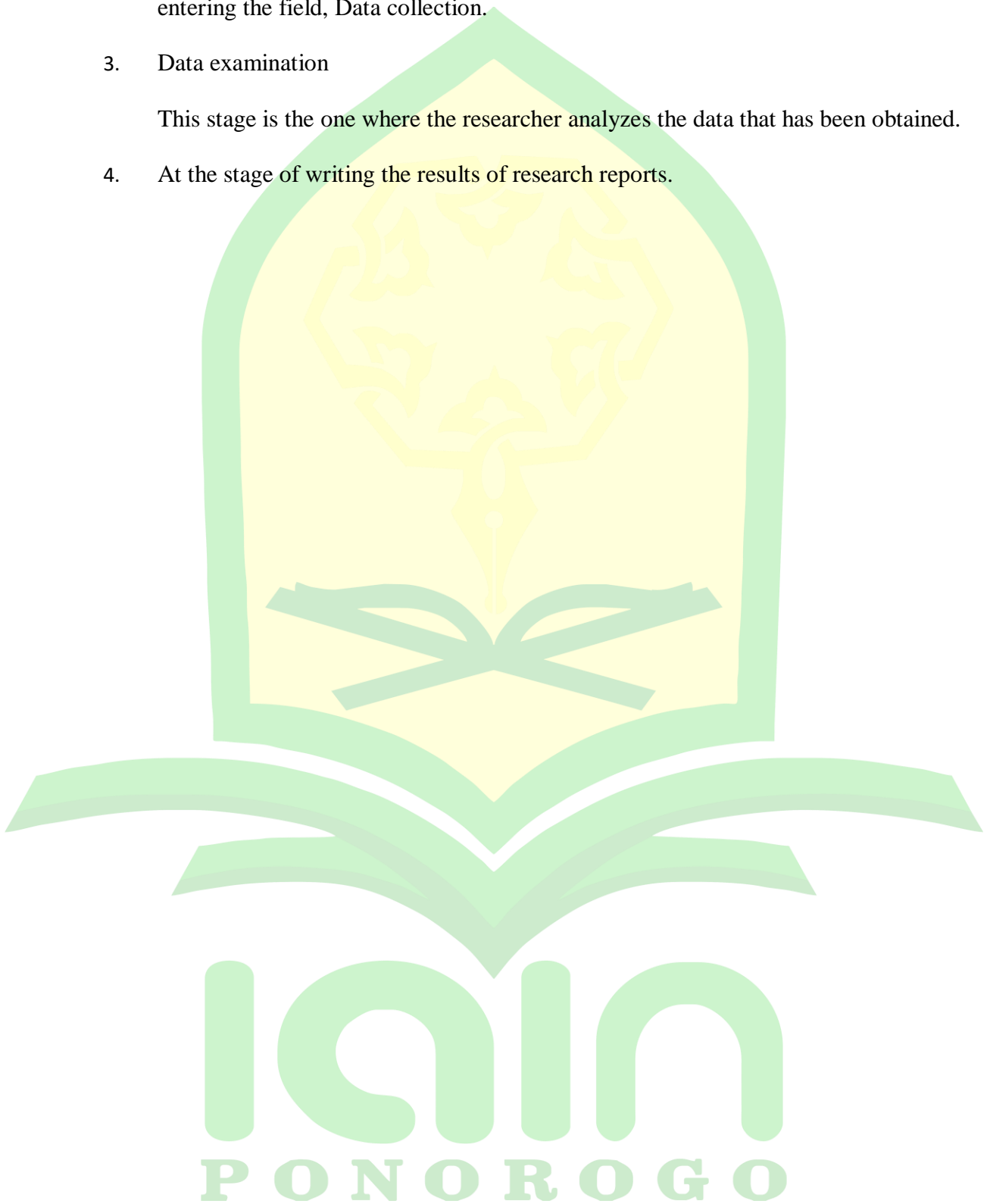
<sup>65</sup> Lexy J. Moleong, M. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya, (2017), 186.

At this stage, the researcher collects the data needed for the study using a predetermined method. Some of the tasks in this field include: understanding and entering the field, Data collection.

3. Data examination

This stage is the one where the researcher analyzes the data that has been obtained.

4. At the stage of writing the results of research reports.



## CHAPTER IV

### RESULTS AND DISCUSSION

This section contains a description of the results of the research. This chapter consists of three parts. The first part is location description. This part describes the location where the research conducted. The second part is research findings. This part presents and describes the teaching speaking by using English songs at SMK PGRI 2 Ponorogo. The third part is discussion. It consists of a discussion of the data found in SMK PGRI 2 Ponorogo. The researcher discussed the findings on the language variation among teacher and students in SMK PGRI 2 Ponorogo.

#### **A. General Description of Research Setting**

##### **1. The location**

This location of this research is SMK PGRI 2 Ponorogo. SMK PGRI 2 Ponorogo is located on Jalan Soekarno – Hatta, Kertosari, Babadan, and Ponorogo. It has a strategic location not far from urban areas, so it is very easy to reach from all major cities. SMK PGRI 2 Ponorogo is located on the main route from Madiun, Pacitan, Magetan, Trenggalek, and Purwantoro.<sup>66</sup>

##### **2. A Brief History of SMK PGRI 2 Ponorogo**

Established in 1984 under the name STM PGRI Ponorogo, having its address at SD Keniten I and II with majors in machinery, electrical, and building. In the practicum, in collaboration with ST Negeri Ponorogo, In the 1987/1988 academic

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<sup>66</sup> Documentation Transcript.

year, they carried out accreditation at the DIAKUI level, and in 1989/1990, they moved to ST Negeri.

In 1990/1991, STM PGRI Ponorogo occupied its own building, which is located on Jl. Soekarno Hatta Ponorogo. Carrying out teaching and learning activities in the morning and afternoon while the practicum is still being carried out at ST Negeri Ponorogo, the academic year 1991/1992 added the automotive department, which received 5 (five) classes and participated in practical activities in collaboration with KKK (now BLK-UKM Ponorogo) in Karanglo Lor. In 1992 STM PGRI won the government's trust to get a GRANT from IPTN (Nurtanio Aircraft Industry) in the form of Radial Drilling Machines, Honing Machines, and Column Drilling Machines.

In the 1994/1995 academic year, STM PGRI changed its name to SMK PGRI 2 Ponorogo. In the 1998/1999 school year, SMK PGRI 2 Ponorogo had 26 theoretical rooms, 1 automotive workshop, 1 machining workshop, 1 bench/plate work and welding workshop, and 3 workshops for electricity. This year also, SMK PGRI 2 Ponorogo won the trust to receive self-help assistance in the form of a machine workshop building.

In 2000/2001, SMK PGRI 2 PONOROGO was accredited with the status of EQUAL. In 2002/2003, they received assistance for practical equipment from "Austria" worth 2.4 billion. In 2005/2006, one volunteer from "Korea". has been accredited for 2006/2007. A formalized paraphrase In 2011, it received an ISO 9001:2008 certificate from TUV Nord Indonesia.

In 2015, SMK PGRI 2 Ponorogo received guidance from the Directorate General of Primary and Secondary Education, the Ministry of Education and Culture,

and the local government as a Referral School, as a reference for other schools in the vicinity.

In 2016, SMK PGRI 2 Ponorogo began collaborating with the Dongli Tianjin China Vocational Center in the "One Belt, One Road" program so that through the collaboration, SMK PGRI 2 Ponorogo received a learning equipment grant worth approximately 8.5 billion rupiah. In 2018, SMK PGRI 2 Ponorogo renewed the ISO certificate from PT. TUV Nord Indonesia and became ISO 9001:2015.

### **3. Vision, Mission of SMK PGRI 2 Ponorogo**

#### **a. Vision**

"Believe and be devoted to God Almighty; be intelligent, skilled, competent, professional, have superior character, and be environmentally cultured."<sup>67</sup>

#### **b. Mission**

Graduates should be prepared to:

1. Have faith in and fear of God Almighty.
2. Capable of following the advancement of science and technology both now and in the future.
3. Capable of mastering the competencies outlined in the expertise package.
4. Certification of competence and certification of profession.
5. Physical and spiritual well-being, strict discipline, and a noble demeanor.
6. Willing to learn new skills and pursue a career that will allow them to grow.

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<sup>67</sup> Documentation Transcript.



7. Capable of meeting the current and future needs of the business and industrial worlds.
8. Possess the carrying capacity to preserve nature through conservation and environmental damage prevention.<sup>68</sup>

## **B. Specific Data**

In this section is a description of data collection through observation and interview. The data source is the use of songs media in teaching activities. This section focuses on the process and the advantage that influence in students speaking skill. The researcher mainly focuses on investigating the data based on the two research problems. The findings of teaching speaking by using English songs media in SMK PGRI 2 are explained below.

### **1. The Teaching Process of Speaking by Using English Songsat SMK PGRI 2 Ponorogo.**

This study analyzes the use of song media in teaching speaking. Data was gathered through observation, interviews, and documentation. The use of media in teaching English helps the students more easily understand the lesson. There are many media in the process of teaching and learning English. One of them is songs media, which is used by the teacher in SMK PGRI 2 Ponorogo in speaking class. It is intended that students should 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. Among them, the researcher interview with Chyka Cahya, a class X TKJ 2 student from SMK PGRI 2 Ponorogo, stated that:

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<sup>68</sup> Documentation Transcript.

When the teacher teaching by using songs media, she thinks that, it is a lot of fun to use as a learning media. In particular, the songs chosen by the teacher are also cool and uplifting. In song learning, there are also several procedures as follows: listening to songs, Working on sheets containing empty song lyrics, Correcting together Singing songs together, presenting the meaning of the song.<sup>69</sup>

Another student Goodtama Rahunnaja, said as follows:

According to him, 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.<sup>70</sup>

According to Nur Rizki Diaji W.as follow:

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.

Another statement from Farhan Alamsyah:

There are several procedures that must be followed in using the media song, as follows: Prepare songs, Sing songs together, discussions, and presentations.<sup>71</sup>

Based on interviews conducted in SMK PGRI 2 Ponorogo, 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 develop students' speaking skills. The teacher shows three procedures when implementing song media in teaching speaking; they are: preparation, application, and evaluation.

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

<sup>69</sup> Interview Transcript 04/W/22-3/2022

<sup>70</sup> Interview Transcript 03/W/21-3/2022

<sup>71</sup> Interview Transcript 01/W/21-3/2022

She have prepared the media as her tool and guide in creating an effective classroom in teaching. So she plan what she will do in the classroom to achieve the learning objectives. Thinking and preparing the right media or materials that make students more excited in class is an important thing that teachers must do to create an active and comfortable class. And the important thing is that a teacher must be able to master what will be taught. The term is like the teacher having to race all night to master the material because they must really prepare it.<sup>72</sup>

Based on the explanation above, the preparation made by the teacher before the teaching process is important. The teacher thinks about media that is appropriate to the material so that students can easily understand it. It is not something that can be easily understood. Therefore, preparation before teaching will make it easier for the teacher or students to create an active and fun class.

The data presented above is supported interview with English teacher. This interview is about application the use of English songs in teaching speaking. In this application there are three activities, according to Mrs. Ratna:

There are three ways to implement songs in a speaking class: In this pre-activity, she greets students and checks the attendance list. whilst activity, she explained how to use songs to improve students' speaking skills. They listen to songs and then fill out a question sheet with song lyrics, correcting together at random, singing the song together. They discuss and make presentations about the meaning of the song. In post activity is the last activity, she reviewed the material so as to provide opportunities for students to ask questions, and then closed by giving motivation and praying.<sup>73</sup>

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 Mrs. Ratna said:

She 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

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<sup>72</sup> Interview Transcript 07/W/24-3/2022

<sup>73</sup> Interview Transcript 07/W/24-3/2022

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.<sup>74</sup>

Mrs. Ratna also said that:

At first, she had the idea that she wanted to try using this song method. Would it work if she used it in her speaking classroom? After that, she read some theory to find out what steps she should take in preparing for the speaking classroom. After she searched around, she was more interested in the theory used by Eken, so she immediately updated it by designing just a few things, which she changed and added, as stated in the application.<sup>75</sup>

From the delivery of Mrs. Ratna Sugihastuti, it can be concluded that teachers must be as creative as possible in using learning media so that they are conveyed to their students. Making songs as a teaching media that has a general appeal can connect speaking and listening skills. That's what makes this song highly recommended in teaching speaking and listening. Speaking skills and listening comprehension must be trained to improve speaking skills, as well as the most motivating resources in the speaking class.

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.<sup>76</sup> 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,

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<sup>74</sup> Interview Transcript 07/W/24-3/2022

<sup>75</sup> Interview Transcript 07/W/24-3/2022

<sup>76</sup> Interview Transcript 02/W/21-3/2022

answering questions from the teacher, and evaluating the results of student assignments. At the end of the lesson, the teacher motivates the students.<sup>77</sup>

The researcher conducted several interviews with teachers and students, which the researcher outlined in the sentence above. The researcher conducted two studies in class X TKJ 2, which amounted to 33 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 SMK PGRI 2 Ponorogo on Thursday, March 17<sup>th</sup>, 2022. 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 SMK PGRI 2 Ponorogo. The activities are:<sup>78</sup>

a. Pre-activity

In this preliminary 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.

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<sup>77</sup> Observation Transcript

<sup>78</sup> Observation Transcript

## 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 Friday, 18<sup>th</sup> March 2022. It was the same as yesterday's meeting but using the different song it's a song by Kettie Sky entitled "Monsters." 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

students looked enjoy during the speaking class. After the lesson, the teacher motivates the students not to get bored in the learning process.<sup>79</sup>

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 speaking. 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.<sup>80</sup>



*Images; When students make presentations*

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<sup>79</sup> Observation Transcript

<sup>80</sup> Obsevation Transcript

## 2. The Advantages in Teaching Speaking by Using English Songs at SMK PGRI 2

### Ponorogo.

Song media is very influential in improving students' speaking skills. 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 Farhan Alamsyah, a class X TKJ 2 student at SMK PGRI 2 Ponorogo, 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.<sup>81</sup>

As stated by Farhan Alamsyah above, using song media in speaking class provides many advantages 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 advantages of song media, as stated by Nur Rizki Diaji, that:

After using the media song, he 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.<sup>82</sup>

Another statement from Indi Suswati as follow:

In her opinion, the use of songs media in speaking class, her knowledge of English is improving, especially in the pronunciation of English words. Makes her more excited to learn. So much fun and doesn't make her sleepy, so she feels confident in speaking.<sup>83</sup>

<sup>81</sup> Interview Transcript 01/W/21-3/2022

<sup>82</sup> Interview Transcript 02/W/21-3/2022

<sup>83</sup> Interview Transcript 05/W/22-3/2022



According to another student, Deandra Widyapasha, he said that:

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

Similar information was reinforced by the English teacher, Mrs. Ratna Sugihastuti, that:

As a language teacher, she can take advantage of the use of song media because her goal is to motivate students and attract their full attention during speaking teaching. The advantages 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 to pronounce the right words, and can also create a fun class.<sup>84</sup>

From the interview above, teachers have many reasons why they should use song media in teaching speaking. Songs provide many advantages for students, such as vocabulary, 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 music media in teaching speaking makes students easily master their speaking. The music 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.<sup>85</sup>

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

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<sup>84</sup> Interview Transcript 07/W/24-3/2022

<sup>85</sup> Observation Transcript

SMK PGRI 2 Ponorogo, researchers found the advantages 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.<sup>86</sup>

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

**IPN**  
**PONOROGO**

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<sup>86</sup> Observation Transcript

## C. Discussions

### 1. The Teaching Process of Speaking by Using English Songsat SMK PGRI 2 Ponorogo.

According to the results of data exposure discovered in research conducted at SMK PGRI 2 Ponorogo, 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 Murphy's book 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:

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's view. 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 Murphey's theory. It turns out that there are also theories that are more similar to those used by teachers. This is more focused on Eken's theory, which explains several processes during learning using song media. However, there is a difference in number three. He (Eken) said that "to focus more directly on the common mistakes of students." The point here is to focus more on grammatical errors." 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. The Advantages in Teaching Speaking by Using English Songs at SMK PGRI 2 Ponorogo.**

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 improve speaking skills. According to Murphey, songs are a highly recommended media in language classes because the use of songs in class has many advantages, 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.

The song also creates a positive and fun classroom atmosphere, so that it can encourage students to learn and enjoy the learning process. Murphey says 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 advantages of teaching English, because the researchers found many advantages 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 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 advantage 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 to speak at SMK PGRI 2 Ponorogo can strengthen students' speaking skills. 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 advantages of using song media in learning speaking at SMK PGRI 2 Ponorogo. 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 advantages 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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# APPENDICES

**IAIN**  
P O N O R O G O



## Appendix I

### INTERVIEW TRANSCRIPT

Coding	: 01/W/21-3/2022
Informant	: Farhan Alamsyah
Identity	: Student of SMK PGRI 2 Ponorogo
Class	: X TKJ 2
Date	: Monday, 21 <sup>th</sup> March 2022
Time	: 09.37 WIB
Place	: School
Time description	: 20.00 – 21.30 WIB

Researcher	Informant
<p><i>Menurut kamu, bagaimana tingkat pemahamanmu terhadap pelajaran speaking?</i></p> <p>(In your opinion, what is your level of understanding in speaking lessons?)</p>	<p><i>Menurut saya masih kurang bagus, karena saya masih kurang percaya diri dengan kemampuan speaking saya.</i></p> <p>(In my opinion, it's not good enough because I'm not confident in my speaking skills.)</p>
<p><i>Kendala apa yang kamu temui saat diminta praktek dalam speaking?</i></p> <p>(What obstacles did you encounter when the teacher asked you to practice speaking?)</p>	<p><i>Terkadang saya kesulitan dalam melafalkan kosa kata yang baru saya temui</i></p> <p>(Sometimes I have difficulty pronouncing new vocabulary that I have encountered.)</p>
<p><i>Apa yang kamu lakukan untuk mengatasi permasalahan tersebut?</i></p> <p>(What did you do to solve this problem?)</p>	<p><i>Saya mencoba memperbaikinya dengan cara membacanya berulang-ulang</i></p> <p>(I tried to fix it by reading it over and over.)</p>
<p><i>Bagaimana pendapat kamu tentang</i></p>	<p><i>Menurut saya sangat menyenangkan, karena</i></p>

<p><i>aktivitas speaking dengan media lagu?</i></p> <p>(What is your opinion about speaking activities using song media?)</p>	<p><i>saat belajar tidak merasa bosan dan tetap semangat saat mengikuti pelajaran.</i></p> <p>(I think it's great fun because when studying, I don't feel bored and keep my spirit while following the lesson.)</p>
<p><i>Apakah ada kemajuan dalam speaking kamu setelah menggunakan lagu? Berikan alasannya!</i></p> <p>(Is there any improvement in your speaking after using the song? Give the reason!)</p>	<p><i>Ya, pelafalan dalam speaking saya semakin bagus dan semakin tertata.</i></p> <p>(Yes, my speaking pronunciation is getting better and more organized.)</p>
<p><i>Apa saja prosedur menggunakan lagu dalam pelajaran speaking?</i></p> <p>(What is the procedure for using songs in speaking lessons?)</p>	<p><i>Guru menyiapkan lagu yang iramanya tidak terlalu cepat, lalu membagikan liriknya, kemudian mendengarkan lagu yang sudah disiapkan, dan setelahnya menyanyikan lagu bersama, berdiskusi dan pesentasi.</i></p> <p>(The teacher prepares a song whose rhythm is not too fast, then shares the lyrics, then listens to the prepared song, and finally, sings the song together, discusses, and gives a presentation.)</p>
<p><i>Apa saja keuntungan dari penerapan media lagu inggris?</i></p> <p>(What are the advantages of English song media?)</p>	<p><i>Dalam kelas speaking saya merasa tidak mudah bosan, dan kefasihan dalam pengucapan saya semakin bagus.</i></p> <p>(In speaking class, I don't get bored easily, and my fluency in pronunciation is</p>

	improving.)
<p><i>Apa pendapat kamu setelah belajar menggunakan lagu inggris pada pelajaran speaking?</i></p> <p>(What do you think, after learning by using English songs in speaking lessons?)</p>	<p><i>Saya merasa ingin terus belajar menggunakan lagu-lagu lainnya karena sangat menyenangkan.</i></p> <p>(I feel like I want to keep learning to use other songs because it's so fun.)</p>
<p><i>Lagu apa sajakah yang digunakan oleh guru?</i></p> <p>(What songs are used by the teacher?)</p>	<p><i>Guru menggunakan lagu The chainsmoker ft coldplay yang berjudul something just like this dan lagu dari kettie sky yang berjudul monsters.</i></p> <p>(The teacher used the song by The Chainsmoker ft. Coldplay entitled "Something Just Like This" and a song by Kettie Sky entitled "Monsters.")</p>
REFLECTION	<p><i>Dari wawancara diatas menunjukkan bahwa sebelum guru menggunakan media lagu siswa merasa kurang percaya diri, karena merasa kesulitan dengan kosa kata yang baru. Namun setelah menggunakan lagu siswa merasa semakin semangat dan tidak merasa bosan dan juga siswa merasa semakin percaya diri dengan adanya media lagu tersebut.</i></p> <p>(From the interview above, it shows that before the teacher used the song media, the</p>

students felt less confident because they had difficulty with new vocabulary. However, after using the song, the students felt more enthusiastic and did not feel bored, and they also felt more confident with the song media.)



## Appendix2

### INTERVIEW TRANSCRIPT

Coding	: 02/W/21-3/2022
Informant	: Nur Rizki Diaji W.
Identity	: Student of SMK PGRI 2 Ponorogo
Class	: X TKJ 2
Date	: Monday, 21 <sup>th</sup> March 2022
Time	: 09.48 WIB
Place	: School
Time description	: 20.00 – 21.30 WIB

Researcher	Informant
<p><i>Menurut kamu, bagaimana tingkat pemahamanmu terhadap pelajaran speaking?</i></p> <p>(In your opinion, what is your level of understanding in speaking lessons?)</p>	<p><i>Pengetahuan kosa kata saya masih rendah, terutama dalam pengucapannya</i></p> <p>(My vocabulary knowledge is still low, especially in pronunciation.)</p>
<p><i>Kendala apa yang kamu temui saat diminta praktek dalam speaking?</i></p> <p>(What obstacles did you encounter when the teacher asked you to practice speaking?)</p>	<p><i>Kendala yang saya temui dalam speaking adalah pengucapan kata yang susah menurut saya</i></p> <p>(The obstacle that I encounter in speaking is the pronunciation of words that are difficult for me.)</p>
<p><i>Apa yang kamu lakukan untuk mengatasi permasalahan tersebut?</i></p>	<p><i>Saya mencoba memperbaikinya dengan cara membuka google translate dan mendengarkan</i></p>

<p>(What did you do to solve this problem?)</p>	<p><i>cara pengucapan yang benar dari sana, kemudian menirukannya</i></p> <p>(I tried to fix it by opening Google Translate and listening to the correct pronunciation from there, then imitating it.)</p>
<p><i>Bagaimana pendapat kamu tentang aktivitas speaking dengan media lagu?</i></p> <p>(What is your opinion about speaking activities using song media?)</p>	<p><i>Dengan media lagu inggris menurut saya jauh lebih menyenangkan.</i></p> <p>(With English song media, I think it's very fun.)</p>
<p><i>Apakah ada kemajuan dalam speaking kamu setelah menggunakan lagu? Berikan alasannya!</i></p> <p>(Is there any improvement in your speaking after using the song? Give the reason!)</p>	<p><i>Ya tentu ada, karena dengan kita menyanyikan lagu inggris bersama-sama secara berulang-ulang pelafalan speaking saya semakin baik.</i></p> <p>(Yes, of course there is, because when we sing English songs together repeatedly, my speaking pronunciation gets better.)</p>
<p><i>Apa saja langkah-langkah menggunakan lagu dalam pelajaran speaking?</i></p> <p>(What is the procedure for using songs in speaking lessons?)</p>	<p><i>Dengarkan lagu bahasa inggris, simak dengan teliti kata-kata atau pengucapan kata didalam lagu tersebut, lalu mencoba untuk menirukannya kalau perlu dicatat dan dihafalkan kosa kata terutama kosa kata yang baru diketahui, dan melakukan cara itu secara berulang-ulang, setelahnya mempresentasikan makna dari lagu tersebut.</i></p> <p>(Listen to an English song, listen carefully to</p>

	<p>the words or pronunciation of the words in the song, then try to imitate it if necessary, note and memorize the vocabulary, especially the new vocabulary, and do that method repeatedly, then present the meaning of the song.)</p>
<p><i>Apa saja keuntungan dari penerapan media lagu inggris?</i></p> <p>(What are the advantages of English song media?)</p>	<p><i>Kita bisa semakin mahir dalam pelafalan kata maupun dalam speaking.</i></p> <p>(We can become more proficient in our pronunciation and in speaking.)</p>
<p><i>Apa pendapat kamu setelah belajar menggunakan lagu inggris pada pelajaran speaking?</i></p> <p>(What do you think, after learning by using English songs in speaking lessons?)</p>	<p><i>Menurut saya metode lagu ini sangat dianjurkan dalam belajar speaking.</i></p> <p>(In my opinion, this song method is highly recommended for learning English speaking.)</p>
<p><i>Lagu apa sajakah yang digunakan oleh guru?</i></p> <p>(What songs are used by the teacher?)</p>	<p><i>The chainsmoker ft coldplay yang berjudul something just like this dan lagu dari kettie sky yang berjudul monsters.</i></p> <p>(The Chainsmoker feat. Coldplay entitled "Something Just Like This" and a song by Kettie Sky entitled "Monsters.")</p>
<p>REFLECTION</p>	<p><i>Dari wawancara diatas sebelum menggunakan media, siswa merasa pengetahuannya tentang kosa kata masih rendah terutama dalam pelafalannya.</i></p>

*Setelah menggunakan media lagu, siswa merasa jauh lebih menyenangkan dari sebelumnya. Siswa merasa dengan menyanyikan lagu bersama secara berulang-ulang dan dengan adanya presentasi, dia merasa pelafalannya semakin membaik, pengetahuan kosakatanya semakin meningkat.*

(From the interview above, before using the media, students felt that their knowledge of vocabulary was still low, especially in pronunciation. Students feel much more fun after using the media song. Students feel that by singing the song together repeatedly and with presentations, they feel that their pronunciation is getting better and their vocabulary knowledge is increasing.)



### Appendix 3

#### INTERVIEW TRANSCRIPT

Coding	: 03/W/21-3/2022
Informant	: Goodtama Rahunnaja
Identity	: Student of SMK PGRI 2 Ponorogo
Class	: X TKJ 2
Date	: Monday, 21 <sup>th</sup> March 2022
Time	: 10.00 WIB
Place	: School
Time description	: 20.00 – 21.30 WIB

Researcher	Informant
<p><i>Menurut kamu, bagaimana tingkat pemahamanmu terhadap pelajaran speaking?</i></p> <p>(In your opinion, what is your level of understanding in speaking lessons?)</p>	<p><i>Saya sedikit menguasai kosakata, namun dalam berbicara bahasa inggris belum begitu lancar</i></p> <p>(I have a little mastery of vocabulary, but when speaking English, it is not so fluent.)</p>
<p><i>Kendala apa yang kamu temui saat diminta praktek dalam speaking?</i></p> <p>(What obstacles did you encounter when the teacher asked you to practice speaking?)</p>	<p><i>Saya sering membuat kesalahan dalam pelafalan, karena itu saya masih takut salah berbicara menggunakan bahasa inggris.</i></p> <p>(I often make mistakes in pronunciation. Because of that, I'm still afraid of making mistakes in speaking English.)</p>
<p><i>Apa yang kamu lakukan untuk mengatasi permasalahan tersebut?</i></p>	<p><i>Saya mencoba belajar lebih banyak lagi dalam pengucapan agar semakin lancar</i></p>

<p>(What did you do to solve this problem?)</p>	<p><i>dalam berbicara.</i></p> <p>(I'm trying to learn more about pronunciation to be more fluent in speaking.)</p>
<p><i>Bagaimana pendapat kamu tentang aktivitas speaking dengan media lagu?</i></p> <p>(What is your opinion about speaking activities using song media?)</p>	<p><i>Bagus, karena bisa meningkatkan pengucapan kata dan dapat menambah kosa kata baru.</i></p> <p>(Good, because it can improve the pronunciation of words and add new vocabulary.)</p>
<p><i>Apakah ada kemajuan dalam speaking kamu setelah menggunakan lagu? Berikan alasannya!</i></p> <p>(Is there any improvement in your speaking after using the song? Give the reason!)</p>	<p><i>Ada kemajuan dalam speaking saya, dengan menggunakan lagu mengajarkan saya banyak hal, terutama dalam pengucapan saya.</i></p> <p>(There is progress in my speaking. Using songs taught me many things, especially in my pronunciation.)</p>
<p><i>Apa saja prosedur menggunakan lagu dalam pelajaran speaking?</i></p> <p>(What is the procedure for using songs in speaking lessons?)</p>	<p><i>Mendengarkan lagu, mencermati kata-kata dalam lagu, kemudian mencatat kosa kata yang belum diketahui dan menanyakan artinya ke guru atau mencarinya dikamus, mempresentasikan maknanya.</i></p> <p>(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.)</p>

<p><i>Apa saja keuntungan dari penerapan media lagu inggris?</i></p> <p>(What are the advantages of English song media?)</p>	<p><i>Dapat meningkatkan pelafalan dalam pengucapan bahasa inggris.</i></p> <p>(It can improve the pronunciation when speaking English.)</p>
<p><i>Apa pendapat kamu setelah belajar menggunakan lagu inggris pada pelajaran speaking?</i></p> <p>(What do you think, after learning by using English songs in speaking lessons?)</p>	<p><i>Menurut saya sangat efektif terutama dalam memperbaiki pengucapan kata.</i></p> <p>(I think it is very effective, especially in improving the pronunciation of words.)</p>
<p><i>Lagu apa sajakah yang digunakan oleh guru?</i></p> <p>(What songs are used by the teacher?)</p>	<p><i>The chainsmoker ft coldplay; something just like this dan lagu kettie sky; monsters.</i></p> <p>(The Chainsmoker ft. Coldplay; something just like this and the song of Kettie Sky; Monsters.)</p>
<p>REFLECTION</p>	<p><i>Dari wawancara diatas bahwa, siswa sedikit menguasai kosakata namun belum begitu lancar dalam berbicara bahasa inggris karena takut melakukan kesalahan dalam pelafalan kata. Setelah adanya media lagu siswa merasa ada kemajuan terutama siswa tidak merasa takut melakukan kesalahan lagi dalam berbicara.</i></p> <p>(From the interview above, students mastered vocabulary a little but were not fluent in speaking English because they were afraid of</p>

making mistakes in pronouncing words. After the media song, students felt there was improvement, especially since students did not feel afraid to make mistakes again in speaking.)



## Appendix 4

### INTERVIEW TRANSCRIPT

Coding	: 04/W/22-3/2022
Informant	: Chyka Cahya
Identity	: Student of SMK PGRI 2 Ponorogo
Class	: X TKJ 2
Date	: Tuesday, 22 <sup>th</sup> March 2022
Time	: 09.37 WIB
Place	: School
Time description	: 20.00 – 21.30 WIB

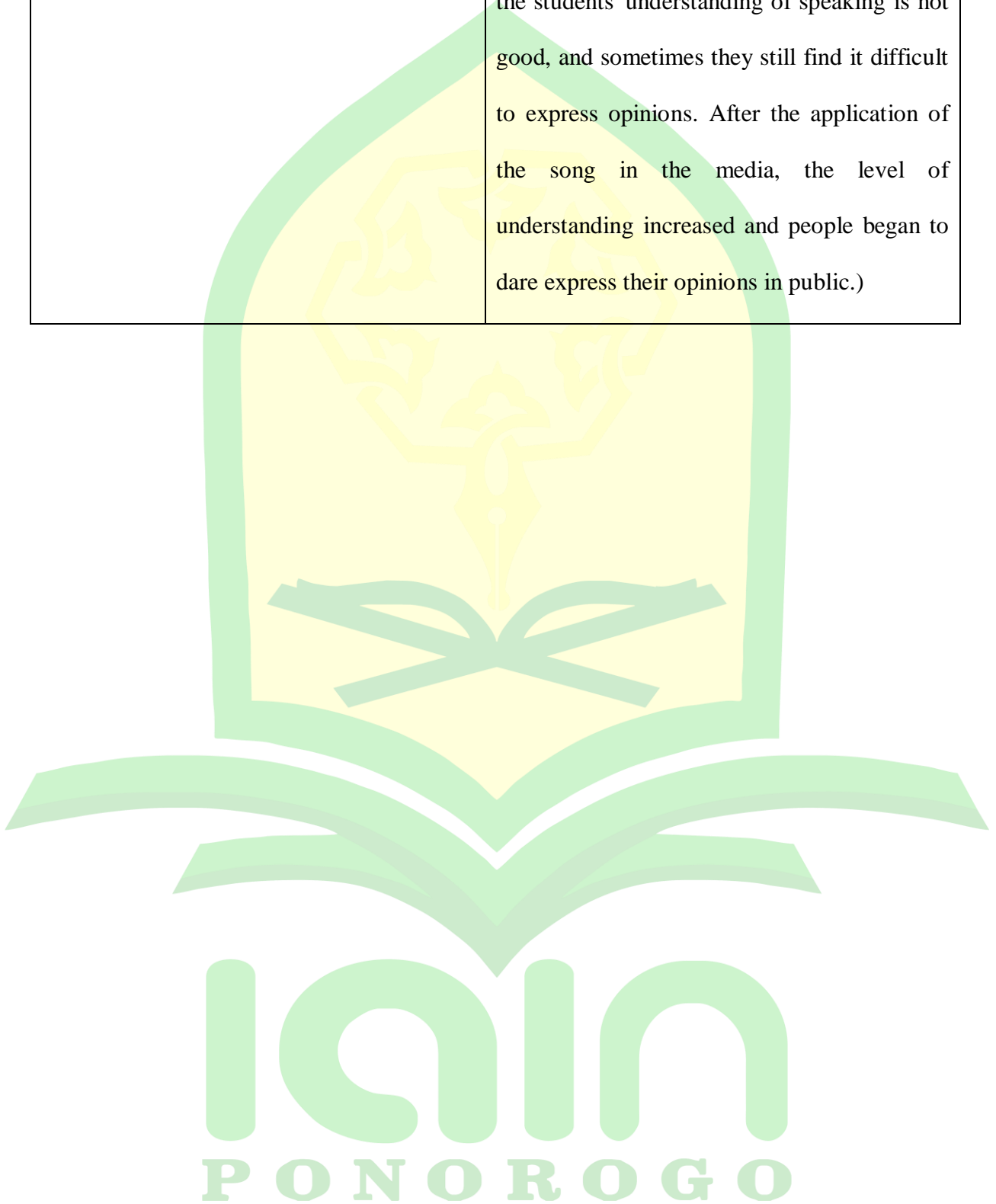
Researcher	Informant
<p><i>Menurut kamu, bagaimana tingkat pemahamanmu terhadap pelajaran speaking?</i></p> <p>(In your opinion, what is your level of understanding in speaking lessons?)</p>	<p><i>Tingkat pemahaman saya belum begitu luas dalam speaking</i></p> <p>(My level of understanding is not so broad in speaking.)</p>
<p><i>Kendala apa yang kamu temui saat diminta praktek dalam speaking?</i></p> <p>(What obstacles did you encounter when the teacher asked you to practice speaking?)</p>	<p><i>Terkadang saya merasa kesulitan untuk mengeluarkan pendapat dalam speaking</i></p> <p>(Sometimes it's difficult for me to express myself when I'm speaking.)</p>
<p><i>Apa yang kamu lakukan untuk mengatasi permasalahan tersebut?</i></p> <p>(What did you do to solve this problem?)</p>	<p><i>Saya harus yakin pada diri saya sendiri, dan akan terus mencoba sampai saya bisa.</i></p> <p>(I have to believe in myself, and I will keep trying until I can.)</p>

<p><i>Bagaimana pendapat kamu tentang aktivitas speaking dengan media lagu?</i></p> <p>(What is your opinion about speaking activities using song media?)</p>	<p><i>Sangat baik dan tidak membuat bosan.</i></p> <p>(It's very good and not boring.)</p>
<p><i>Apakah ada kemajuan dalam speaking kamu setelah menggunakan lagu? Berikan alasannya!</i></p> <p>(Is there any improvement in your speaking after using the song? Give the reason!)</p>	<p><i>Iya, saya rasa semakin ada kemajuan dalam dalam pengucapan speaking saya.</i></p> <p>(Yes, I think there is improvement in my speaking pronunciation.)</p>
<p><i>Apa saja prosedur menggunakan lagu dalam pelajaran speaking?</i></p> <p>(What is the procedure for using songs in speaking lessons?)</p>	<ul style="list-style-type: none"> <li>➤ <i>Mendengarkan lagu</i></li> <li>➤ <i>Mengerjakan lembaran yang berisi lirik lagu yang kosong</i></li> <li>➤ <i>Mengoreksi bersama-sama</i></li> <li>➤ <i>Menyanyikan lagu bersama-sama</i></li> <li>➤ <i>Mempresentasikan makna dari lagu tersebut</i></li> </ul> <ul style="list-style-type: none"> <li>➤ Listening to songs</li> <li>➤ Working on sheets containing empty song lyrics</li> <li>➤ collaborating on corrections</li> <li>➤ Sing a song together.</li> </ul>

	➤ Presenting the meaning of the song
<p><i>Apa saja keuntungan dari penerapan media lagu inggris?</i></p> <p>(What are the advantages of English song media?)</p>	<p><i>Dengan adanya media lagu saya mulai bisa mengeluarkan pendapat saya didepan umum, tingkat pemahaman saya pun bertambah semakin luas.</i></p> <p>(With the media, I started to be able to express my opinion in public. My level of understanding increased even more.)</p>
<p><i>Apa pendapat kamu setelah belajar menggunakan lagu inggris pada pelajaran speaking?</i></p> <p>(What do you think, after learning by using English songs in speaking lessons?)</p>	<p><i>Kita merasa sangat senang, dan tidak merasa bosan karena lagunya juga asik.</i></p> <p>(We feel very happy and do not feel bored because the song is good to listen to.)</p>
<p><i>Lagu apa sajakah yang digunakan oleh guru?</i></p> <p>(What songs are used by the teacher?)</p>	<p><i>The chainsmoker ft coldplay; something just like this dan lagu kettie sky; monsters.</i></p> <p>(The Chainsmoker ft. Coldplay; something just like this and the song of Kettie Sky; Monsters)</p>
REFLECTION	<p><i>Dari wawancara diatas dapat kita lihat bahwa, keahaman siswi dalam speaking belum begitu luas bahkan terkadang masih merasa kesulitan dalam mengeluarkan pendapat.setelah diterapkannya media lagu tingkat kepahamannya semakin bertambah dan mulai berani mengungkapkan pendapat</i></p>

*didepan umum.*

(From the interview above, we can see that the students' understanding of speaking is not good, and sometimes they still find it difficult to express opinions. After the application of the song in the media, the level of understanding increased and people began to dare express their opinions in public.)





## Appendix 5

### INTERVIEW TRANSCRIPT

Coding	: 05/W/22-3/2022
Informant	: Indi Suswati
Identity	: Student of SMK PGRI 2 Ponorogo
Class	: X TKJ 2
Date	: Monday, 22 <sup>th</sup> March 2022
Time	: 09.45 WIB
Place	: School
Time description	: 20.00 – 21.30 WIB

Researcher	Informant
<p><i>Menurut kamu, bagaimana tingkat pemahamanmu terhadap pelajaran speaking?</i></p> <p>(In your opinion, what is your level of understanding in speaking lessons?)</p>	<p><i>Sedikit demi sedikit sudah mulai bisa, meski terkadang ada kesalahan.</i></p> <p>(Little by little, it has begun to work, although sometimes there are mistakes.)</p>
<p><i>Kendala apa yang kamu temui saat diminta praktek dalam speaking?</i></p> <p>(What obstacles did you encounter when the teacher asked you to practice speaking?)</p>	<p><i>Terkadang saya menemukan beberapa kata yang sulit di ucapkan.</i></p> <p>(Sometimes I find some words that are difficult to pronounce.)</p>
<p><i>Apa yang kamu lakukan untuk mengatasi permasalahan tersebut?</i></p> <p>(What did you do to solve this problem?)</p>	<p><i>Terus mencoba agar bisa mendapatkan hasil yang bagus.</i></p> <p>(Keep trying so you can get good results.)</p>
<p><i>Bagaimana pendapat kamu tentang</i></p>	<p><i>Sangat bagus, karena tidak membuat bosan.</i></p>

<p><i>aktivitas speaking dengan media lagu?</i></p> <p>(What is your opinion about speaking activities using song media?)</p>	<p>(very good, because it doesn't make you bored.)</p>
<p><i>Apakah ada kemajuan dalam speaking kamu setelah menggunakan lagu? Berikan alasannya!</i></p> <p>(Is there any improvement in your speaking after using the song? Give the reason!)</p>	<p><i>Ada, karena saya merasa lebih lancar dalam pengucapan kata.</i></p> <p>(Yes, because I feel more fluent in pronouncing words.)</p>
<p><i>Apa saja prosedur menggunakan lagu dalam pelajaran speaking?</i></p> <p>(What is the procedure for using songs in speaking lessons?)</p>	<ul style="list-style-type: none"> <li>➤ <i>Menyiapkan lagu</i></li> <li>➤ <i>Mendengarkan lagu</i></li> <li>➤ <i>Menyanyikan lagu bersama</i></li> <li>➤ <i>Berdiskusi</i></li> <li>➤ <i>Presentasi</i></li> </ul> <ul style="list-style-type: none"> <li>➤ Getting songs ready</li> <li>➤ Listening to songs</li> <li>➤ Sing a song together.</li> <li>➤ Discussion</li> <li>➤ Presentation</li> </ul>
<p><i>Apa saja keuntungan dari penerapan media lagu inggris?</i></p> <p>(What are the advantages of English song media?)</p>	<p><i>Pengetahuan bahasa inggris saya semakin baik, terutama dalam pelafalan kata bahasa inggris. Membuatku jauh lebih semangat untuk belajar. Sangat menyenangkan tidak membuatku mengantuk.</i></p>

	(My knowledge of English is improving, especially in the pronunciation of English words. Makes me more excited to learn. So much fun and doesn't make me sleepy.)
<p><i>Apa pendapat kamu setelah belajar menggunakan lagu inggris pada pelajaran speaking?</i></p> <p>(What do you think, after learning by using English songs in speaking lessons?)</p>	<p><i>Menurut saya dalam pembelajaran speaking lebih baik seperti ini (menggunakan media), tidak terlalu formal dalam pelajaran agar para siswa pun tidak merasa bosan.</i></p> <p>(In my opinion, speaking learning is better like this (using media), not too formal in lessons so that students don't feel bored.)</p>
<p><i>Lagu apa sajakah yang digunakan oleh guru?</i></p> <p>(What songs are used by the teacher?)</p>	<p><i>Something just like this lagu dari The chainsmoker ft coldplay dan monsters lagu dari kettie sky.</i></p> <p>(Something just like this song from The Chainsmoker ft. Coldplay and the Monsters Song from Kettie Sky.)</p>
REFLECTION	<p><i>Dari wawancara diatas siswi mengungkapkan bahwa, sudah mulai bisa meski terkadang menemukan kosakata yang sulit diucapkan. Setelah diterapkannya media lagu siswi merasa lebih lancar dan memudahkannya dalam pengucapan kata.</i></p> <p>(From the interview above, the students revealed that they have started to learn, even</p>

though sometimes they find vocabulary that is difficult to pronounce. After the application of the song media, the students felt more fluent and made it easier to pronounce words.)



## Appendix 6

### INTERVIEW TRANSCRIPT

Coding	: 06/W/22-3/2022
Informant	: Deandra Widyapasha
Identity	: Student of SMK PGRI 2 Ponorogo
Class	: X TKJ 2
Date	: Tuesday, 22 <sup>th</sup> March 2022
Time	: 09.58 WIB
Place	: School
Time description	: 20.00 – 21.30 WIB

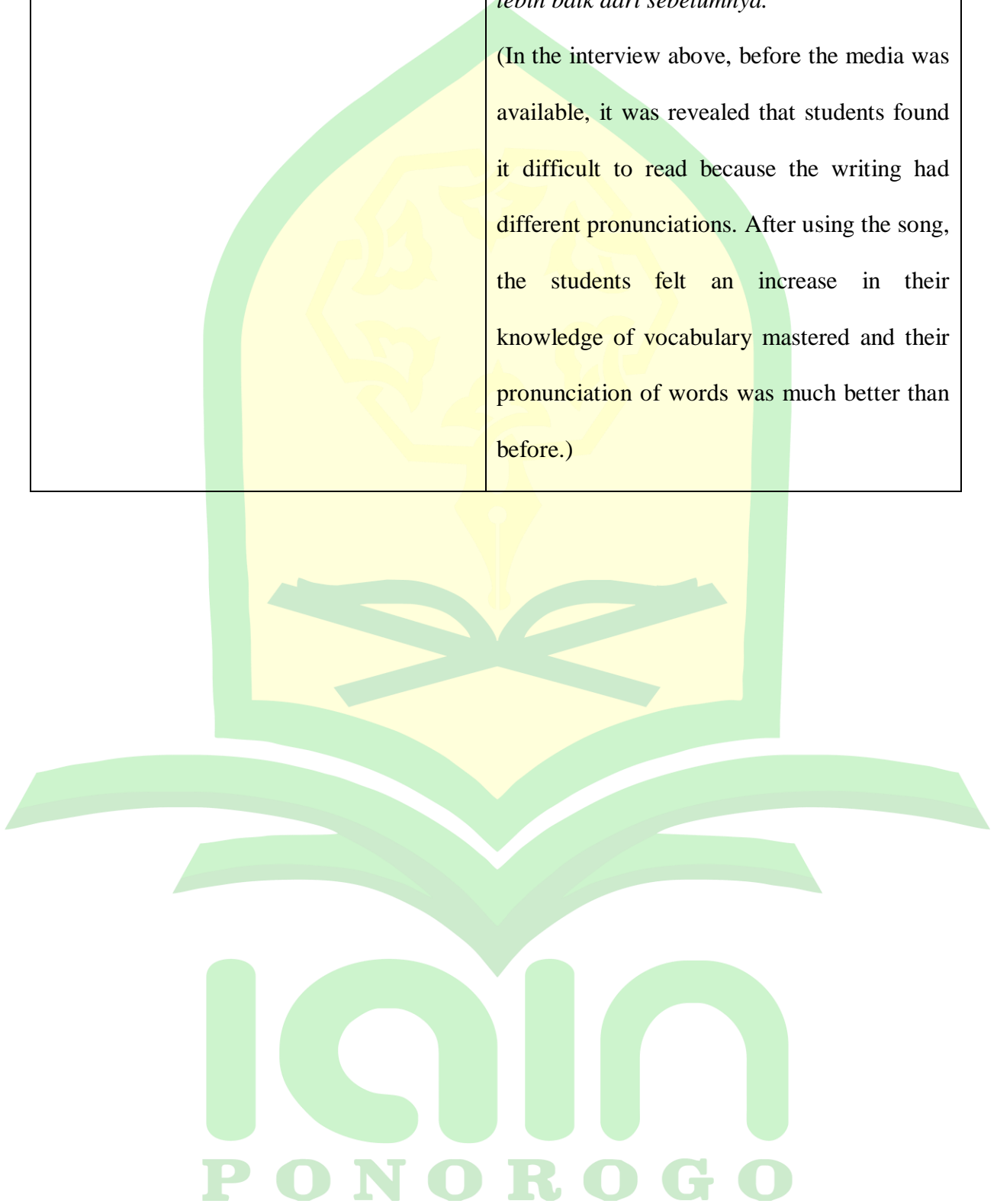
Researcher	Informant
<p><i>Menurut kamu, bagaimana tingkat pemahamanmu terhadap pelajaran speaking?</i></p> <p>(In your opinion, what is your level of understanding in speaking lessons?)</p>	<p><i>Masih banyak kekurangan</i></p> <p>(There are still many shortcomings.)</p>
<p><i>Kendala apa yang kamu temui saat diminta praktek dalam speaking?</i></p> <p>(What obstacles did you encounter when the teacher asked you to practice speaking?)</p>	<p><i>Saya masih merasa kesulitan dalam membacanya karena tulisan sama pengucapan yang berbeda</i></p> <p>(I still find it difficult to read because the writing is the same but the spelling is different.)</p>
<p><i>Apa yang kamu lakukan untuk mengatasi permasalahan tersebut?</i></p>	<p><i>Terus belajar lebih giat lagi</i></p> <p>(Keep learning even more.)</p>

(What did you do to solve this problem?)	
<i>Bagaimana pendapat kamu tentang aktivitas speaking dengan media lagu?</i>	<i>Menurut saya, sangat menarik dan membuat saya ingin terus belajar menggunakan lagu.</i>
(What is your opinion about speaking activities using song media?)	(I think it's very interesting and makes me want to keep learning to use songs.)
<i>Apakah ada kemajuan dalam speaking kamu setelah menggunakan lagu? Berikan alasannya!</i>	<i>Ada kemajuan dan memudahkan saya untuk memahami pembelajaran speaking.</i>
(Is there any improvement in your speaking after using the song? Give the reason!)	(There is progress and it makes it easier for me to understand learning to speak.)
<i>Apa saja prosedur menggunakan lagu dalam pelajaran speaking?</i>  (What is the procedure for using songs in speaking lessons?)	<ul style="list-style-type: none"> <li>➤ <i>Mendengarkan lagu</i></li> <li>➤ <i>Mengerjakan soal yang terdapat lirik lagu</i></li> <li>➤ <i>Mengoreksi bersama</i></li> <li>➤ <i>Menyanyikan lagu bersama-sama</i></li> <li>➤ <i>Berdiskusi</i></li> <li>➤ <i>Presentasi</i></li> </ul> <ul style="list-style-type: none"> <li>➤ <i>Listening to the songs</i></li> <li>➤ <i>Answering questions containing song lyrics</i></li> <li>➤ <i>collaborating on corrections</i></li> <li>➤ <i>Sing a song as a group.</i></li> <li>➤ <i>Discussion</i></li> </ul>

	➤ Presentation
<p><i>Apa saja keuntungan dari penerapan media lagu inggris?</i></p> <p>(What are the advantages of English song media?)</p>	<p><i>Keuntungan yang saya dapat adalah bertambahnya pengetahuan kosakata yang saya kuasai dan juga pengucapan saya yang jauh lebih baik dari sebelumnya.</i></p> <p>(The advantage that I get is the increase in my knowledge of the vocabulary that I master and also my pronunciation, which is much better than before.)</p>
<p><i>Apa pendapat kamu setelah belajar menggunakan lagu inggris pada pelajaran speaking?</i></p> <p>(What do you think, after learning by using English songs in speaking lessons?)</p>	<p><i>Pembelajaran lebih bervariasi dan menyenangkan.</i></p> <p>(Learning is more varied and fun.)</p>
<p><i>Lagu apa sajakah yang digunakan oleh guru?</i></p> <p>(What songs are used by the teacher?)</p>	<p><i>Something just like this lagu dari The chainsmoker ft coldplay dan monsters lagu dari kettie sky.</i></p> <p>("Something just like this" song from The Chainsmoker ft. Coldplay and the "Monsters" Song from Kettie Sky.)</p>
REFLECTION	<p><i>Dari wawancara diatas sebelum adanya media mengungkapkan bahwa, siswa merasa kesulitan dalam membacanya karena tulisan dengan pengucpannya yang berbeda. Setelah menggunakan lagu, siswa merasakan</i></p>

*bertambahnya pengetahuan kosakata yang dikuasai dan juga pengucapan kata yang jauh lebih baik dari sebelumnya.*

(In the interview above, before the media was available, it was revealed that students found it difficult to read because the writing had different pronunciations. After using the song, the students felt an increase in their knowledge of vocabulary mastered and their pronunciation of words was much better than before.)





## Appendix 7

### INTERVIEW TRANSCRIPT

Coding	: 07/W/24-3/2022
Informant	: Ratna Sugihastuti
Identity	: Teacher of SMK PGRI 2 Ponorogo
Date	: Thrusday, 24 March 2022
Time	: 09.40 WIB
Place	: School
Time description	: 20.00 – 21.30 WIB

Researcher	Informant
<p><i>Menurut ibu, bagaimana tingkat kepahaman siswa terhadap pelajaran speaking?</i></p> <p>(In your opinion, what is the level of students' understanding of speaking lessons?)</p>	<p><i>Beberapa dari mereka sudah sedikit menguasai kosa kata, dan sudah ada yang mulai berani mengungkapkan pendapat. Namun kebanyakan dari mereka masih kesusahan dalam pelafalan kata dan juga ada beberapa dari mereka yang masih enggan untuk berbicara.</i></p> <p>(Some of them have mastered a little vocabulary, and some have started to dare to express their opinions. But most of them still have difficulty pronouncing words, and there are also some of them who are still reluctant to speak.)</p>
<p><i>Kendala apa yang ibu temui saat meminta</i></p>	<p><i>Kebanyakan dari mereka masih kesusahan</i></p>

<p><i>siswa praktek dalam speaking?</i></p> <p>(What obstacles did you encounter when you asked students to practice speaking?)</p>	<p><i>dalam pengucapannya, karena itu siswa masih banyak yang kurang percaya diri atas kemampuan speaking yang mereka miliki.</i></p> <p>(Most of them still have difficulty pronouncing. Because of that, there are still many students who are not confident in their speaking skills.)</p>
<p><i>Bagaimana cara ibu mengatasi permasalahan tersebut?</i></p> <p>(How do you deal with this problem?)</p>	<p><i>Saya mengatasinya dengan menggunakan media lagu.</i></p> <p>(I overcame it by using song media.)</p>
<p><i>Bagaimana pendapat ibu tentang aktivitas speaking menggunakan media lagu?</i></p> <p>(What is your opinion about speaking activities using song media?)</p>	<p><i>Sangat evktif menurut saya, karena siswa sangat antusias dan lebih aktif dari pembelajaran sebelumnya. Mereka juga terlihat senang selama pembelajaran berlangsung.</i></p> <p>(It is very effective, in my opinion, because students are very enthusiastic and more active than in previous learning. They also looked happy during the learning process.)</p>
<p><i>Apakah ada perbedaan yang signifikan dalam speaking siswa setelah menggunakan lagu? Berikan alasannya!</i></p> <p>(Is there a significant difference in students' speaking after using songs? Give the reason!)</p>	<p><i>Iya tentu, pengetahuan kosa kata siswa bertambah, dan pelafalan kata dalam speaking mereka semakin baik, karena itu mereka semakin percaya diri untuk berbicara.</i></p> <p>(Yes, of course, students' vocabulary knowledge increases, and their pronunciation</p>

	<p>of words in speaking gets better. Because of that, they are more confident in speaking.)</p>
<p><i>Apa saja prosedur menggunakan lagu dalam pelajaran speaking?</i></p> <p>(What is the procedure for using songs in speaking lessons?)</p>	<p><i>Saya memiliki tiga prosedur untuk menerapkan media lagu dikelas speaking: persiapan, mengaplikasikan, dan evaluasi. Lalu dalam mengaplikasikan, ada tiga cara:</i></p> <ol style="list-style-type: none"> <li><i>1. Dalam pra-kegiatan, saya menyapa siswa dan memeriksa daftar hadir.</i></li> <li><i>2. Selama kegiatan, saya memberikan siswa lembar soal berisi lirik lagu yang perlu dilengkapi isinya, mempersiapkan lagu yang telah dipilih untuk diputar, siswa mendengarkan lagu dengan seksama untuk mengisi lembar soal tersebut yang diulang tiga kali, mengoreksi bersama-sama secara acak, menyanyikan lagu bersama, Berdiskusi, presentasi makna dari lagu tersebut.</i></li> <li><i>3. Pada kegiatan terakhir saya mereview apa yang sudah saya jelaskan</i></li> </ol>

*sebelumnya, lalu memberikan kesempatan kepada siswa untuk bertanya, kemudian ditutup dengan memberikan motivasi dan doa bersama.*

I have three procedures to implement songs in a speaking class: preparation, application, and evaluation. So in application, there are three ways:

1. In this pre-activity, I greet to the students and check the attendance list.
2. Whilst activity, I give students a question sheet containing song lyrics that needs to be completed. Prepare to play the song you've chosen. Students listen carefully to the song to remember the lyrics, which are repeated three times. Correcting randomly together, Sing a song together. Discussion and presentation of the meaning of the song.
3. In the Post activity, I reviewed what I

	<p>explained earlier, then gave students the opportunity to ask questions, and then closed by giving motivation and praying together.</p>
<p><i>Apa saja keuntungan dari penerapan media lagu inggris?</i> (What are the advantages of English song media?)</p>	<p><i>Keuntungannya adalah siswa jauh lebih antusias dalam pengajaran speaking, memudahkan mereka untuk menghafal kosa kata baru, membantu mereka dalam melafalkan kata yang benar, dan juga dapat menciptakan kelas yang menyenangkan.</i> (The advantage is that students are more enthusiastic about teaching speaking, making it easier for them to memorize new vocabulary, helping them pronounce the right words, and also creating a fun class.)</p>
<p><i>Apa pendapat ibu setelah siswa belajar menggunakan lagu inggris pada pelajaran speaking?</i> (What do you think after the students learn by using English songs in speaking lessons?)</p>	<p><i>Siswa jauh lebih aktif dari sebelumnya, kemampuan speaking mereka semakin baik terutama dalam menguasai kosa kata, dan dalam pengucapan mereka sudah sangat baik menurut saya.</i> (Students are much more active than before. Their speaking skills are getting better, especially in mastering vocabulary, and in my opinion, their pronunciation is already very good.)</p>

<p><i>Kenapa ibu memilih menggunakan media lagu dalam pengajaran speaking? Apa alasannya?</i></p> <p><i>(Why did you choose to use song media in teaching speaking? What is the reason?)</i></p>	<p><i>Iya karena ditengah zaman yang sudah modern ini hampir setiap anak itu menjadi penikmat lagu,dan saya melihat juga siswa sering merasa bosan dalam pembelajaran sebelumnya, maka dari itu saya mempunyai inisiatif untuk menggunakan lagu dalam pembelajaran speaking.</i></p> <p><i>(Yes, because in this modern era, almost every child becomes a song lover, and I also see that students often feel bored in previous lessons, so I have the initiative to use songs in learning speaking.)</i></p>
<p><i>Apakah tujuan ibu menggunakan media lagu dalam pengajaran speaking?</i></p> <p><i>(What is the purpose of using media songs in teaching speaking?)</i></p>	<p><i>Tujuan saya menggunakan lagu yaitu untuk memperbaiki pelafalan kata siswa, untuk membuat siswa tampil percaya diri dan tidak merasa takut dalam mengungkapkan pendapatnya, dan untuk menciptakan kelas yang menyenangkan agar siswa tidak mudah bosan.</i></p> <p><i>(My goals for using songs are to improve students' pronunciation, to make students appear confident and not afraid to express their opinions, and to create a fun class so students don't get bored easily.)</i></p>
<p><i>Lagu apa sajakah yang ibu gunakan?</i></p>	<p><i>Something just like this lagu dari The</i></p>

<p>(What songs do you use?)</p>	<p><i>chainsmoker ft coldplay dan monsters lagu dari kettie sky.</i></p> <p>(“Something just like this” song from The Chainsmoker ft. Coldplay and the “Monsters” Song from Kettie Sky.)</p>
<p><i>Apakah ibu tahu sesuatu atau teori apa pun yang terkait dengan langkah-langkah menggunakan lagu bahasa Inggris di kelas? Atau apakah ibu merancang sendiri?</i></p> <p>(Do you know anything or any theory related to the steps of using English songs in class? Or did you design your own?)</p>	<p><i>Pada awalnya saya mempunyai ide ingin mencoba memakai metode lagu ini, apakah nantinya berhasil jika saya menggunakannya dalam kelas speaking. Setelahnya saya membaca beberapa teori untuk mencari langkah-langkah apa sajakah yang harus saya siapkan dalam menerapkan speaking dalam kelas. Setelah saya mencari saya lebih tertarik pada teori yang digunakan oleh Eken jadi saya langsung memperbaharainya dengan merancang hanya beberapa yang saya ubah dan saya tambahi.</i></p> <p>(At first, I had the idea that I wanted to try using this song method. Would it work if I used it in a speaking class? After that, I read some theories to find out what the steps I should take in preparing for speaking in class are. After I searched, I was more interested in the theory used by Eken, so I immediately updated it by designing only a few things,</p>

	which I changed and added.)
REFLECTION	<p><i>Dari wawancara diatas guru bahasa inggris mengungkapkan bahwa, kebanyakan dari siswa masih kesusahan dalam melafalkan kata dan terdapat dari mereka yang belum berani untuk berbicara bahasa inggris. Namun, setelah menggunakan media lagu kemampuan speaking mereka semakin baik terutama pada pelafalan kata, pengetahuan kosakata mereka juga bertambah, dengan begitu siswa mulai berani untuk berbicara didepan teman-temannya.</i></p> <p>(From the interview above, the English teacher revealed that most of the students still had difficulty pronouncing words, and there were some of them who did not dare speak English. However, after using the song media, their speaking skills got better, especially in word pronunciation. Their vocabulary knowledge also increased, so students began to dare speak in front of their friends.)</p>



**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  
 Spiderman controls, 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 fairytale bliss  
 Just something I can turn to somebody I can kiss  
 I want something just like this  
 Do do do do do do do do do do Do do do do do do do do do do  
 Oh I want something just like this  
 Do do do do do do do do do do Do do do do do do do do do do  
 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 with its eclipse  
 Superman unrolls a suit before he lifts  
 But I am not the kind of person that it fits  
 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 fairytale 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  
 I want something just like this

Where d'you wanna go, How much you wanna risk  
 I'm not looking for somebody with some superhuman gifts  
 Some superhero some fairytale bliss  
 Just something I can turn to somebody I can kiss  
 I want something just like this

## MONSTERS

By. Ketic Sky

I see your monsters, I see your pain  
 Tell me your problems, I'll chase them away  
 I'll be your lighthouse, I'll make it okay  
 When I see your monsters, I'll stand there so brave  
 And chase them all away

In the dark, we, we  
 We stand apart, we, we  
 Never see that the things we need  
 Are staring right at us  
 You just want to hide, hide, hide  
 Never show your smile, smile  
 Stand alone when you need someone  
 It's the hardest thing of all  
 that you see are the bad, bad, bad memories  
 Take your time, You'll find me

I see your monsters, I see your pain  
 Tell me your problems, I'll chase them away  
 I'll be your lighthouse, I'll make it okay  
 When I see your monsters, I'll stand there so brave  
 And chase them all away

I could see the sky, sky, sky  
 Beautiful tonight, night  
 When you breathe, why can't you see  
 That the clouds are in your head  
 I would stay there, there, there  
 No need to fear, fear  
 When you need to talk it out  
 With someone, bad memories  
 Take your time, You'll find me

I see your monsters, I see your pain  
 Tell me your problems, I'll chase them away

I'll be your lighthouse, I'll make it okay  
When I see your monsters, I'll stand there so brave  
And chase them all away  
And chase them all away  
You've got the chance to see the light  
Even in the darkest night  
I will be here like you were for me  
So just let me in  
I see your monsters, I see your pain  
Tell me your problems, I'll chase them away  
I'll be your lighthouse, I'll make it okay  
When I see your monsters, I'll stand there so brave  
And chase them all away.



## Appendix 8

### OBSERVATION TRANSCRIPT

Coding	: 01/O/17-3/2022
Date	: Thursday, 17 <sup>th</sup> March 2022
Time	: 06.40 WIB
Place	: Class
Time description	: 20.00 – 21.30 WIB

Description of Observation	<p>In the first observation, the teacher has three procedures in teaching using the media song in the speaking class. That is the first preparation. Before starting learning, the teacher prepares all the necessary equipment that will be used during learning, especially preparing what songs will be used. In this case, the teacher does not use a song to teach speaking. The teacher chooses songs that can excite students, as well as those that contain meaning for their motivation.</p> <p>The second application In this application, it is divided into three parts: pre-activities, whilst activities, and post-activities. In pre-activities, the teacher begins each lesson by wishing and greeting all students, then praying together. After that, the teacher checks the attendance list. Then, in whilst activities, the teacher stimulates students' speaking skills to what extent their understanding and knowledge of speaking are Then the</p>
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	<p>teacher explains the teaching by using the media song. Then the teacher plays a song and asks students to listen while filling out the sheet that has been given previously. Then they corrected together randomly, sang a song together, discussed, and then the students presented the meaning of the song. In post-activities, the teacher concludes the material by discussing with students the material that has been studied. The lesson ends with the teacher giving motivation to the students. And it is evident from the procedures applied that their speaking development is getting better. They also look very enthusiastic about learning to speak.</p>
REFLECTION	<p>From the observations above, the researcher revealed that teachers always apply greetings and prayers at the beginning of learning. In applying the song media, the teacher applies three procedures, namely preparation, application, and evaluation. And in application, there are three kinds: pre-activities, whilst activities, and post-activities. After the application of the song media through the above procedure, the benefits can be felt by teachers and students that learning is going very well and is very enjoyable.</p>

## Appendix 9

### OBSERVATION TRANSCRIPT

Coding	: 02/O/18-3/2022
Date	: Friday, 18 <sup>th</sup> March 2022
Time	: 06.40 WIB
Place	: Class
Time description	: 20.00 – 21.30 WIB

Description of Observation	<p>At the next observation, the teacher again stimulated students' speaking knowledge using songs, to again encourage students to easily master more vocabulary and improve their pronunciation. With the media song, students are also not easily bored during the lesson.</p> <p>Songs have many advantages for students in speaking classes, such as: class becomes more fun; students become more active; they are even very enthusiastic. They seem confident with the new vocabulary they know when presenting the meaning of the song they have listened to before. Songs can train students to speak and listen, and also make it easier for students to learn inside and outside the classroom.</p>
REFLECTION	<p>From the observations above, the researcher revealed that there were many advantages for students from the application of song media in speaking classes, such as: students were much more enthusiastic in participating in</p>

learning; it was easier for students to master vocabulary; they could improve their pronunciation; students were much more confident in their speaking skills; classes became much more effective and less boring.



## Appendix 10

### DOCUMENTATION TRANSCRIPT

#### 1.1. Profil Sekolah

##### 1.1.1. Sejarah Singkat SMK PGRI 2 Ponorogo

Berdiri tahun 1984 dengan nama STM PGRI Ponorogo yang beralamat di SD Keniten I dan II dengan membuka jurusan: Mesin, Listrik dan Bangunan. Dalam praktikum bekerjasama dengan ST Negeri Ponorogo. Tahun Pelajaran 1987/1988 melaksanakan Akreditasi dengan jenjang DIAKUI, tahun 1989/1990 pindah ke ST Negeri.

Tahun 1990/1991 STM PGRI Ponorogo telah menempati gedung sendiri yang terletak di Jl. Soekarno Hatta Ponorogo. Dan melaksanakan kegiatan belajar mengajar pagi dan siang hari sedang praktikum tetap dilaksanakan di ST Negeri Ponorogo, tahun pelajaran 1991/1992 menambah jurusan otomotif yang menerima 5 (lima) kelas dan dalam kegiatan praktek bekerjasama dengan KKK (sekarang BLK-UKM Ponorogo) di Karanglo Lor.

Tahun 1992 STM PGRI Mendapat kepercayaan pemerintah mendapatkan HIBAH dari IPTN (Industri Pesawat Terbang Nurtanio) berupa Mesin Bor Radial, Mesin Honing dan Mesin Bor Kolom

Tahun Pelajaran 1994/1995 STM PGRI berganti nama dengan SMK PGRI 2 Ponorogo, tahun pelajaran 1998/1999 SMK PGRI 2 Ponorogo telah memiliki 26 Ruang Teori, 1 Bengkel Otomotif, 1 Bengkel Pemesinan, 1 Bengkel Kerja bangku / kerja plat dan Las, serta 3 Bengkel Listrik. Tahun ini pula SMK PGRI 2 Ponorogo mendapatkan kepercayaan mendapat bantuan imbal swadaya berupa bangunan bengkel mesin.



Tahun 2000/2001 SMK PGRI 2 PONOROGO telah terakreditasi dengan status DISAMAKAN. Tahun 2002/2003 mendapat bantuan peralatan praktek dari “Austria” senilai 2,4 milyar.

Tahun 2005/2006 mendapat bantuan satu orang suka relawan dari “Korea”. Tahun 2006/2007 telah TERAKREDITASI: A. Tahun 2011 telah mendapatkan sertifikat ISO 9001:2008, dari TUV Nord Indonesia.

Tahun 2015 SMK PGRI 2 Ponorogo mendapat binaan dari Direktorat Jenderal Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan dan pemerintah daerah sebagai Sekolah Rujukan sebagai acuan bagi sekolah lain di sekitarnya.

Tahun 2016 SMK PGRI 2 Ponorogo mulai menjalin kerjasama dengan Sekolah Pusat Kejuruan Dongli Tianjin China dalam program “*One Belt One Road*” sehingga dalam kerjasama yang terjalin SMK PGRI 2 Ponorogo mendapatkan hibah peralatan pembelajaran senilai kurang lebih 8,5 milyar rupiah.

Tahun 2018 SMK PGRI 2 Ponorogo memperbarui sertifikat ISO dari PT. TUV Nord Indonesia menjadi ISO 9001:2015.

### 1.1.2. Visi dan Misi SMK PGRI 2 Ponorogo

#### a. Visi SMK PGRI 2 Ponorogo

“Beriman dan bertaqwa kepada Tuhan Yang Maha Esa, cerdas, terampil, kompeten, professional, berkarakter unggul dan berbudaya lingkungan”

#### b. Misi SMK PGRI 2 Ponorogo

Menyiapkan lulusan yang:

- 1) Beriman dan bertaqwa kepada Tuhan Yang Maha Esa.

- 2) Mampu mengikuti perkembangan ilmu pengetahuan dan teknologi masa sekarang dan masa yang akan datang.
- 3) Mampu menguasai kompetensi sesuai paket keahlian.
- 4) Bersertifikat kompetensi dan bersertifikat profesi.
- 5) Sehat jasmani dan rohani, berdisiplin tinggi dan berakhlak mulia.
- 6) Siap berkompentensi dan memilih karir untuk mengembangkan diri.
- 7) Mampu mengisi kebutuhan dunia usaha/ dunia industri dimasa sekarang maupun mendatang.
- 8) Mempunyai daya dukung untuk melestarikan alam melalui tindakan pelestarian dan pencegahan kerusakan lingkungan

#### 1.1.3. Lokasi SMK PGRI 2 Ponorogo

SMK PGRI 2 Ponorogo terletak di Jalan Soekarno – Hatta, Kertosari, Babadan, Ponorogo, memiliki lokasi yang strategis, tidak jauh dari perkotaan sehingga sangat mudah dijangkau dari semua jurusan. SMK PGRI 2 Ponorogo, terletak di jalur utama dari Madiun, Pacitan, Magetan, Trenggalek, Purwantoro.

#### 1.1.4. Kegiatan SMK PGRI 2 Ponorogo yang Berbasis Karakter

##### 1. Pondok Pesantren

Semua siswa SMK PGRI 2 Ponorogo wajib mengikuti kegiatan yang disebut Pondok Pesantren, dimana setiap siswa wajib mengikuti kegiatan di Pondok Pesantren, dengan tujuan:

- a. Meningkatkan Ketaqwaan Peserta Didik
- b. Meningkatkan pengetahuan anak tentang agama
- c. Membentuk karakter peserta didik.

##### 2. Taruna - Taruni SMK PGRI 2 Ponorogo

Kegiatan unggulan yang baru dari SMK PGRI 2 Ponorogo adalah pendidikan karakter melalui Pembinaan Taruna Taruni. Kegiatan ini dibimbing dari Kodim 501 Madiun. Tujuan kegiatan ini diharapkan nantinya siswa yang

dibimbing sebagai taruna dan taruni, akan dapat menjadi contoh bagi siswa yang lain dalam hal kedisiplinan, selain itu siswa ini nantinya akan bertugas menertibkan teman – temanyang lainnya, hal ini mendidik anak untuk dapat memiliki tanggung jawab. serta menjadikan peserta didik aktif dalam kegiatan bela negara yang mempunyai nasionalisme yang tinggi.

### 3. Pramuka SMK PGRI 2 Ponorogo

Kegiatan Pramuka(Raimuna) di SMK PGRI 2 Ponorogo sebagai pencetak generasi disiplin dan unggul yang memiliki jiwa yang tangguh dan berkpribadian yang baik serta memiliki jiwa kepemimpinan yang mampu diandalkan. Pramuka sebagai ekstrakurikuler wajib bagi siswa kelas X dan sebagai ekstrakurikuler pilihan untuk kelas XI dan XII.

Refleksi	<p>Dari profil SMK PGRI 2 Ponorogo diatas, dapat dilihat bahwa siswa diajari dan dilatih untuk disiplin dan mematuhi segala peraturan yang terdapat disekolah. Dengan begitu tertanam pada diri siswa untuk jauh lebih menghormati dan menghargai orang lain termasuk guru mereka didalam maupun diluar kelas. Mereka diajarkan untuk tanggung jawab dan dapat diandalkan dalam segala hal.</p>
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Appendix 11

DOCUMENTATION OF OBSERVATION





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## Appendix 12

## CURRICULUM VITAE



**Liza Lailatul Faridloh** was born on November 17<sup>th</sup>, 1998 in Pacitan. She is the youngest daughter of Mr. Samuri and Mrs. Ngaisah. She has three older brothers. In 2011 she was graduated from MIM Muhammadiyah, then she studied in MTS Al-Mawaddah Boarding School, where she graduated in 2014, and continued in SMK of Al-Mawaddah Boarding School, and graduated in 2017. Then, in 2018 she continued to study at IAIN Ponorogo at English Department.



**iaain**  
**P O N O R O G O**

## Surat Izin Pelaksanaan Penelitian



### KEMENTERIAN AGAMA REPUBLIK INDONESIA FAKULTAS TARBIYAH DAN ILMU KEGURUAN

INSTITUT AGAMA ISLAM NEGERI PONOROGO  
Terakreditasi B sesuai SK BAN PT Nomor: 2619/SK/BAN-PT/Ak-SURV/PT/XI/2016  
Alamat : Jl. Pramuka No 156 Po.Box. 116 Ponorogo 63471 Tlp. (0352) 481277 Fax. (0352) 461893  
Website: [www.iainponorogo.ac.id](http://www.iainponorogo.ac.id) E-mail: [www.info@iainponorogo.ac.id](mailto:www.info@iainponorogo.ac.id)

Nomor : B- **0252/In.32.2/PP.00.9/01/2022** Ponorogo, 25 Januari 2022  
Lampiran : **1 (Satu) Eksemplar Proposal**  
Perihal : **PERMOHONAN IZIN UNTUK  
PENELITIAN INDIVIDUAL**

Kepada  
Yth. Kepala SMK PGRI 2 PONOROGO  
Di  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dengan hormat kami sampaikan bahwa mahasiswa di bawah ini :

Nama : **LIZA LAILATUL FARIDLOH**  
N I M : **204180103**  
Semester : **VIII (Delapan)** Tahun Akademik : **2021/2022**  
Fakultas/  
Jurusan : **Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris**

dalam rangka menyelesaikan studi / penulisan skripsinya yang berjudul :

**“ IMPROVING STUDENTS' SPEAKING ABILITY AT SMK PGRI 2 PONOROGO  
BY USING ENGLISH SONGS ”**

Perlu mengadakan penelitian secara individual yang berlokasi di :

**SMK PGRI 2 PONOROGO**

Sehubungan dengan hal tersebut diatas, kami mohon dengan hormat kiranya Bapak/Ibu berkenan memberikan izin dan petunjuk / pengarahan guna kepentingan penelitian dimaksud. Demikian dan atas perkenan Bapak/Ibu kami sampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

a.n. Dekan,  
Wakil Dekan I,

**Dr. H. Moh. Miftachul Choiri, M.A.**  
NIP. 197404181999031002

## Surat Telah Melaksanakan Penelitian



YAYASAN PEMBINA LEMBAGA PENDIDIKAN DASAR DAN MENENGAH  
PERSATUAN GURU REPUBLIK INDONESIA JAWA TIMUR  
BADAN PELAKSANA HARIAN KABUPATEN PONOROGO

**SMK PGRI 2 PONOROGO**

TERAKREDITASI A

Alamat : Jl. Soekarno - Hatta , Kertosari, Babadan, Ponorogo, Telp. 0352-461821/Fax. 0352-462659  
Website : smkpgri2ponorogo.com E-mail: smkpgri2ponorogo@yahoo.com

## SURAT KETERANGAN

Nomor : 235.4 / E / Yay.II / IV / 2022

Yang bertanda tangan dibawah ini :

Nama : SYAMHUDI ARIFIN, S.E., M.M.  
Jabatan : Kepala SMK PGRI 2 Ponorogo  
Alamat : Jl. Soekarno Hatta, Kertosari, Babadan, Ponorogo

Menerangkan dengan sesungguhnya bahwa :

Nama : **LIZA LAILATUL FARIDLOH**  
NIM : 204180103  
Program Studi : Tadris Bahasa Inggris  
Perguruan Tinggi : IAIN Ponorogo  
Keterangan : Bahwa nama tersebut benar – benar telah melaksanakan Penelitian Individual yang berjudul “IMPROVING STUDENTS' SPEAKING ABILITY AT SMK PGRI 2 PONOROGO BY USING ENGLISH SONGS” pada tanggal 17 Maret 2022 sampai dengan 18 Maret 2022.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ponorogo, 22 April 2022  
Kepala Sekolah



**SYAMHUDI ARIFIN, S.E., M.M.**



### TITLE CHANGE CERTIFICATE

The undersigned below :

Name : Liza Lailatul Faridloh  
 Student Number : 204180103  
 Faculty : Tarbiyah and Teachers Training  
 Department : English Education

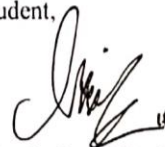
I hereby propose to change the title of the thesis,

The Old Title : Improving Students' Speaking Ability At SMK PGRI 2 Ponorogo By  
 Using English Songs

The New Title : Teaching Speaking By Using English Songs At SMK PGRI 2  
 Ponorogo

Ponorogo, 30<sup>th</sup> March 2022

Student,



Liza Lailatul Faridloh

NIM 204180103

Approved by,

Examiner I



Dr. Dhinuk Puspita Kirana.M.Pd

NIP.198303272011012007

ExaminerII



Dra. Arias Fitriani.M.Pd

NIP.196901071999032001

Acknowledged by,

The Head of English Education Department of  
 Tarbiyah and Teachers Training Faculty

State Islamic Institute of Ponorogo



Dr. Dhinuk Puspita Kirana.M.Pd

NIP:198303272011012007

**SURAT PERNYATAAN**

Saya yang bertanda tangan dibawah ini :

Nama : Liza Lailatul Faridloh

NIM : 204180103

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Judul Skripsi/ Thesis : Teaching Speaking By Using English Songs at SMK PGRI 2 Ponorogo

Dengan ini menyatakan dengan sebenarnya bahwa saya telah menempuh dan telah dinyatakan lulus semua mata kuliah.

Demikian surat ini saya buat dengan penuh tanggung jawab. Apabila dikemudian hari terbukti atau dapat dibuktikan pernyataan ini tidak benar, maka saya bersedia menerima sanksi yang sesuai dengan ketentuan yang berlaku.

Ponorogo, 27 Mei 2022

Mengetahui,

Kepala Jurusan  
Tadris Bahasa Inggris

  
**Dr. Dhinuk Puspita Kirana, M.Pd**  
NIP. 198303272011012007

Yang membuat pernyataan

  
**Liza Lailatul Faridloh**  
NIM. 204180103