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## The Use of English Songs in Teaching Speaking Skills for the Tenth Grade Students

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**abstrak** – Di era globalisasi saat ini, transformasi besar sedang terjadi di seluruh dunia. Perubahan signifikan ini terwujud ketika individu memiliki tekad yang kuat untuk mencapai tujuan mereka. Pemenuhan aspirasi masyarakat bergantung pada kemampuannya dalam menyampaikan gagasan dan pendapat secara efektif kepada orang lain. Oleh karena itu, memperoleh keterampilan komunikasi menjadi keharusan untuk mewujudkan ambisi dan mencapai tujuan. Tujuannya adalah untuk menyajikan objek penelitian secara rinci dan memahami sifat sifat, dan modelnya secara komprehensif. Secara khusus, penelitian ini berfokus pada pemberian gambaran menyeluruh dan komprehensif tentang penggunaan lagu berbahasa Inggris dalam pengajaran keterampilan berbicara di MA Al Washilah Senori Tuban. Integrasi musik ke dalam proses pembelajaran menciptakan suasana yang menarik dan menyenangkan bagi siswa, yang secara signifikan meningkatkan motivasi dan partisipasi mereka.

**Kata Kunci** –Lagu Bahasa Inggris, Ketrampilan Berbicara, Kompetensi Komunikatif, Siswa SMA.

**Abstract** – In the current era of globalization, profound transformations are sweeping across the globe. These significant changes manifest when individuals harbor a strong determination to accomplish their goals. The fulfillment of people's aspirations hinges on their ability to effectively convey ideas and opinions to others. Consequently, acquiring communication skills becomes imperative for realizing ambitions and achieving goals. The goal is to present the research object in a detailed manner and understand its characteristics, traits, nature, and models comprehensively. Specifically, the study focuses on providing a thorough and comprehensive description of the use of English songs in teaching speaking skills for the tenth grade at MA Al Washilah Senori Tuban. The integration of music into the learning

process created an engaging and enjoyable atmosphere for the students, which significantly enhanced their motivation and participation.

**Keyword** – English Songs; Speaking Skills, High School Students.

## Introduction

In the current era of globalization, profound transformations are sweeping across the globe. These significant changes manifest when individuals harbor a strong determination to accomplish their goals. The fulfillment of people's aspirations hinges on their ability to effectively convey ideas and opinions to others. Consequently, acquiring communication skills becomes imperative for realizing ambitions and achieving goals. In the contemporary world, mastery of communication skills is indispensable, playing a crucial role in attaining success in various fields (Parupalli, 2019).

Being considered the most sought-after skill, speaking is crucial for an individual to be perceived as competent in a foreign language (Kürüm, 2016). Culture plays the important role in language teaching and language also plays important role in understanding the culture (Prastiwi & purnama 2018: 1). The development of speaking skills is often considered one of the most challenging aspects of language learning because speaking goes beyond the mere construction of grammatically correct sentences; instead, it encompasses a wide range of aspects, including mechanics, functions, pragmatics, and social interaction.

Teachers must establish an effective learning environment that fosters students' happiness, interest, and motivation in studying English. It is essential for teachers to devise suitable strategies, particularly those aimed at enhancing students' proficiency in spoken English. Various strategies can be employed, with one example being the use of English songs as a teaching tool. Songs not only offer a medium for language instruction but also facilitate the development of automaticity, a key cognitive factor supporting their utilization in the classroom. A song serves not only as a source of entertainment but can also be utilized as a valuable tool for language learning (Fransisca, 2022). So far, students have felt difficulty and boredom in learning English due to the use of monotonous teaching methods. Especially in speaking lessons that require more attention, given the differences between written and spoken words. This new condition where right now the instructors and understudies are grappling with the thought, advancement, critical thinking aptitudes to usage and adjustment (Tirtanawati 2021: 21). Therefore, the use of English songs is expected to help teachers transform a dull classroom atmosphere into a lively and enjoyable one. While listening to English songs, students will indirectly learn the correct pronunciation of each word in the lyrics, as sung by the singer who is a native speaker. In addition to learning listening and pronunciation, students will feel confident to attempt speaking in English because they have acquired knowledge on how to articulate, structure sentences, and understand the meaning of a sentence correctly.

Therefore, the researcher aims to conduct a study by implementing English songs for teaching speaking skills at MA Al Washilah Senori Tuban. This school is one of the institutions that still employs outdated and monotonous teaching methods, leading to low levels of speaking skills among its students. Based on this explanation, the

researcher intends to conduct a study using a descriptive qualitative research design, employing English songs as a teaching strategy for improving speaking skills.

## Method

The researcher chooses the descriptive qualitative research method because it aims to provide a comprehensive and in-depth portrayal of social reality and various phenomena occurring in society. The goal is to present the research object in a detailed manner and understand its characteristics, traits, nature, and models comprehensively. Specifically, the study focuses on providing a thorough and comprehensive description of the use of English songs in teaching speaking skills at MA Alwasilah Senori Tuban. Data for this research was collected from both participants and various sources. The subjects of this research are the tenth-grade students of MA Al Washilah Senori Tuban which consists of 7 students. The primary data was obtained through interview guidelines with students. At the same time, additional support came from classroom observation.

## Finding and Discussion

### The Process of Speaking Skills Teaching Using English Song Strategy

This section covered the data obtained from the observation sheet related to the implementation of English song strategy in teaching speaking skills in the tenth grade students of MA Alwasilah Senori, Tuban. The observation was done on Wednesday, 15<sup>th</sup> of May 2024.

In applying English songs, there are three procedures used by the teacher in teaching speaking skills as follows:

#### a. Pre-activity

In the preliminary activity, the teacher starts the class by greeting, saying hello, and praying. Then, before starting the main activity, the teacher tests the students' readiness to learn by asking questions related to the main activity, which is listening to the song. The questions asked by the teacher include: Do you like listening to songs? Do you like singing? What genre of music do you like? etc. After assessing the students' readiness, the teacher begins the main stage of the class activity.

#### b. Main-activity

In this main activity, the teacher explains several methods that can be used to learn speaking skills, one of which is by listening to songs. The things the teacher prepares before starting the song-listening activity are setting up the sound system (used to play the song) and providing a piece of paper with the song lyrics written on it. The song used by the teacher for this listening activity is "You Are My Sunshine" sung by Christina Perri. This song was chosen because of its slow tempo and simple, easy-to-understand vocabulary, making it suitable for 10<sup>th</sup> grade students.

### c. Post-activity

Before ending the class and after ensuring that the students understand the meaning of the song they have listened to, the teacher plays the song several times and invites the students to sing along. Finally, the teacher asks the students to sing together without music accompaniment.

## Students' responses toward the use of English songs in teaching speaking skills

To address the second research question, which is to determine the students' response to learning speaking through the strategy of listening to songs, the researcher conducted direct interviews with the students to understand their responses. The interviews were conducted with 7 students from grade 10 at MA Al Washilah Senori Tuban on Wednesday, May 15, 2024.

The data obtained from the interviews indicate that the majority of students stated that the use of English songs in speaking lessons has a positive impact on the success of the learning process. As presented in the following excerpt from the interview transcript in Bahasa to avoid misunderstanding between the students and the teacher, where T is the teacher and S is the student:

T : *"Bagaimana menurut kamu tentang penggunaan lagu berbahasa Inggris dalam pembelajaran speaking?"*

S1 : *"Menurut saya, sangat membantu, Pak. Lagu-lagu itu membuat saya lebih semangat belajar dan tidak bosan."*

T : *"Apa kamu merasa lebih mudah memahami kosakata baru melalui lagu?"*

S2 : *"Iya, Pak. Dengan lagu, saya bisa mengingat kata-kata baru lebih cepat karena sering mendengarnya."*

T : *"Bagaimana dengan pronunciation, apakah kamu merasa terbantu?"*

S3 : *"Ya, sangat terbantu, Pak. Saya bisa meniru cara pengucapan dari penyanyi dan itu membantu pronunciation saya."*

T : *"Apakah ada tantangan atau kesulitan yang kamu rasakan?"*

S4 : *"Kadang liriknya cepat, jadi sulit diikuti, tapi secara keseluruhan tetap membantu."*

This excerpt shows that the use of English songs in speaking lessons is perceived positively by students, aiding in vocabulary acquisition, pronunciation, and overall motivation in learning.

## Discussion

The procedure for implementing the method of using English songs by the tenth-grade teacher at MA Al Washilah Senori Tuban aligns with the method applied in the research conducted by Hasibuan et al. (2023). The implementation of the method using songs includes three stages: pre-activity, main activity, and post-activity. These three activities include preparation, application, and evaluation. Additionally, this procedure also supports the research conducted by Faridloh (2022).

## Conclusion

The use of English songs in teaching speaking skills For The Tenth Grade at MA Al Washilah Senori Tuban has shown promising results. The integration of music into the learning process created an engaging and enjoyable atmosphere for the students, which significantly enhanced their motivation and participation. The strategy of listening to songs helped in improving their pronunciation, vocabulary, and overall fluency. Interviews conducted with 7 students from grade 10 revealed positive responses towards this teaching method. Students reported that learning through songs made the speaking exercises more relatable and less intimidating, which encouraged them to practice more frequently and confidently. The use of familiar and enjoyable content in the form of songs made the learning process less monotonous and more dynamic. In conclusion, incorporating English songs into the curriculum proved to be an effective strategy for improving speaking skills. It facilitated a more interactive and immersive learning experience, contributing to better student engagement and language acquisition.

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