AN UNDERGRADUATE THESIS

THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING

SKILL AT THE EIGHTH GRADERS OF JUNIOR

HIGH SCHOOL 9 METRO

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING SKILL AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 9 METRO

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department

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THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

APPROVAL PAGE

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NOTIFICATION LETTER

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Appendix   :
Matter   : **In order to hold the Munaqosyah**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name	: Rosita Agustina
Student Number	: 1901051057
Department	: English Education
Faculty	: Tarbiyah and Teaching Training
Title	: THE USE OF ENGLISH SONGS TO IMPEOVE STUDENTS SPEAKING SKILL AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 9 METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education
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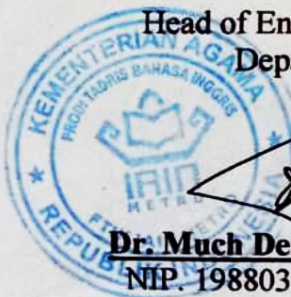
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NOTA DINAS

Nomor   :
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Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Rosita Agustina
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Judul Skripsi : THE USE OF ENGLISH SONGS TO IMPEOVE STUDENTS SPEAKING SKILL AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 9 METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, 27 November 2023
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Mengetahui,
Ketua Prodi TBI

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RATIFICATION PAGE
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An undergraduate thesis entitled: THE USE OF ENGLISH SONG TO IMPROVE STUDENTS' SPEAKING SKILL AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 9 METRO, Written by Rosita Agustina, student number 1901051057, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 22th, 2023 at 08.00 - 10.00 a.m.

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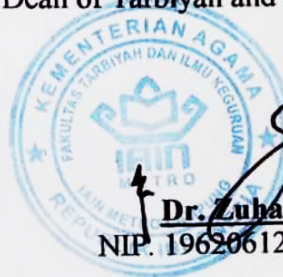
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THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING SKILL AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 9 METRO

ABSTRACT
By: ROSITA AGUSTINA

The purpose of this research was to show that English song media can improve the students' speaking skill and lerning activity among the eight grades of SMP N 9 Metro. the researcher applied English Songs media as the teaching media for improving students' speaking skill.

The method of this research was Classroom Action Research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subject of this resercher were 25 students of the eight graders of SMP N 9 Metro. in collecting data, the resercher used test that concist of pretest, post-test I and post-test II, observation and documentation. The research was conducted collaboratively with the English teacher of SMP N 9 Metro.

The result of this research showed that The English Song as a medium had positive result in improving the speaking skill among the eight grades of SMP N 9 Metro. it can be proven by the students' average score from pre-test to post-test. The average score in pre-test was 64, post-test I was 72, and become 79 in post-test II. The oercentage of students speaking skill in post test II (92%) had achieved the indicator of success. It means that the using of English Song as a medium can improve the students' learning activity.

Keyword : *Speaking Skill, English Pop Songs as a Medium and Classroom Action Researh*

PENGGUNAAN LAGU BAHASA INGGRIS UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI KELAS DELAPAN SMP N 9 METRO

ABSTRAK

Oleh: ROSITA AGUSTINA

Tujuan dari penelitian ini adalah untuk menunjukan bahwa media lagu bahasa inggris dapat meningkatkan kemampuan berbicara dan aktivitas pembelajaran siswa kelas VII SMP N 9 Metro. penelitian mencoba mengaplikasikan bahwa media lagu bahasa inggris dapat menjadi salah satu media pengajaran untuk meningkatkan kemampuan pemahaman berbicara siswa.

Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah siswa kelas VII SMP N 9 Metro yang berjumlah 25 siswa. Dalam pengumpulan data, peneliti menggunakan tes yang terdiri dari tes awal, tes akhir I dan tes akhir II, observasi dan dokumentasi. Penelitian dilakukan secara kolaboratif dengan guru bahasa inggris SMP N 9 Metro.

Hasil dari penelitian ini menunjukan bahwa lagu bahasa inggris sebagai media memeiliki hasil positif dalam memperbaiki keahlian berbicara siswa kelas VII. Hal ini dapat dibuktikan bedasarkan nilai rata-rata siswa dari pre-tes hingga post-test meningkat. Nilai rata-rata pada pre-test adalah 64, post-test I adalah 72 dan menjadi 79 pada post-test II. Presentase kemampuan berbicara siswa pada post test II (92%) sudah mencapai indikator keberhasilan. Artinya penggunaan Media Lagu Bahasa Inggris dapat meningkatkan aktivitas belajar.

Kata Kunci: *Kemampuan berbicara, Media Lagu Bahasa Inggris, dan Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name	: Rosita Agustina
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States that this undergraduate, thesis is originally the result of the researcher's research, in expection certain parts which are expected from the bibliography mentioned.

Metro,   Desember 2023

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Rosita Agustina

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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   Desember 2023
Penulis

Rosita Agustina
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MOTTO

فَٱصْبِرْ إِنَّ وَعْدَ ٱللَّهِ حَقٌّ ۖ وَلَا يَسْتَخِفَّنَّكَ ٱلَّذِينَ لَا يُوقِنُونَ ﴿٦٠﴾

Maka bersabarlah engkau (Muhammad), sungguh, janji Allah itu benar dan sekali-kali jangan sampai orang-orang yang tidak meyakini (kebenaran ayat-ayat Allah) itu menggelisahkan engkau. (Q.S Ar rum: 60)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My Beloved Parents

(Mr. Sumari and Mrs. Sutiyah)

My Beloved Brothers

(Avric Yudian and Doni Hendra)

My Beloved Supporters

(All of My Friends and My Lecturers)

ACKNOWLEDGEMENT
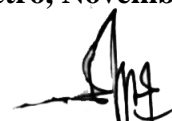
The reseacher is very thankful to Allah SWT, who has given his blessing to complete this undergraduate thesis under the title "THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING SKILL AT THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL 9 METRO". Peace and salutation to our prophet Muhammad SAW the lord of moslem in the world who has guided us from the darkness to the brightness.

The researcher would to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, asthe Rector of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN METRO

3. Dr. Much Deiniatur, M.Pd.BI as the Head of English Education Study Program of IAIN Metro Lampung.

4. Dr. Ahmad Subhan Roza, M.Pd, as the advisor that has given valueable her knowledge and support in finishing this undergraduate thesis.

The researcher apologizes for all the mistakes in writing and finishing this undergraduate thesis. Hopefully this undergraduate thesis can be useful for other researchers in our college and every reader in generic.

Metro, November 2023

Rosita Agustina
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CHAPTER I
INTRODUCTION

A. Background of Study

English is one of the important languages which most people use to communicate in different culture and region. English as an International language is often used in daily life for business relationship, trade, education and etc. English has so many importance functions for Indonesian education. It is as a foreign language that enables the students to use the language both in oral and written ways. It is very important for student to research English which has so many advantages when the students use English. The students can get many information by using English. It is because almost all technology uses English in it language system. Therefore, it is very important for students to learn English that makes them can update the information with the new technology exactly in students learning process.

Moreover, English Language has sound, vocabulary and grammar. Thus, it is reasonable that English is interesting to analyze. There are many phenomena of English language use which happen, around people. English Song is one of those phenomena which consist of lyrics. Meanwhile, a song lyric can be used as another way for people to express, to communicate, and to share all what they want to.

Furthermore, English song is loved by all of age group. Harmer classified the age group into three types, such as: Young Children, Adolescent, and Adult. In teaching young learner, the teacher should find some tricks or

using new media for them. Its because of the young learner can get easily bored. Thus, Song is the best media to improve Speaking which can interest students motivation in the classroom. There are song lyrics, which become model especially for teenagers. The English Song lyrics can help them to acquire their language skills.

Therefore, English songs are used regularly by language teachers for purposes such as grammar practice, listening comprehension, vocabulary enhancement, pronunciation improvement, and even as inspiration for writing excercise. When the students is researching a foreign language, it is very essential to have good pronunciation for clear the communication. Students at all levels should work on their pronunciation skills to ensure succes in the language. However, pronunciation often considered less important than other skills and is given less importance in teacher's lesson planning. Pronunciation have being locked away and out of sight in English Learning and Teaching. One of the critisism of speaking teaching is that thought to be bored.

Moreover, the researcher uses the English Song as a medium for teaching and learning that has many benefits for the student's speaking improvement without any worried and stress in learning process. Song have become an integral part of people language experience, and such are a very useful tool in the foreign language classroom. It provide an excellent way to improve language skills as well as learn more about the target language.

In addition, song exposes learners to rich content, culture and has tendency to relax the students and create a comfortable atmosphere in learning process. Teaching English to the students is not easy but needs more patience.

The process of teaching for young learners is different from the process of teaching adults. It needs such media to make it easy in delivering the materials. Furthermore, for young students or teenager, English as a foreign language is the language which to be learned by the students in the school, and the students just learn simple English pattern. As the foreign language, the students have very limited knowledge of English.

Moreover, the teacher should have several special tricks to make the students motivated to learn English. The students will try to search information about something that they want to know. They also ask something that they feel new and strange for them. They ask adults or people around them everything they want to know. Indeed they ask the information to people they have just known. All in all because of the high curiosity of teenagers, it can conclude that songs are very good as media to teach English Speaking.

In addition, related on the general problems above, in order to know the specific problem in learning English the researcher conducted pre-survey at the tenth grade students of the SMP NEGERI 9 METRO. One of the presurvey results of the students grade in English subject is illustrated on the following table:

Table 1
The Result Data of English Learning English in General

No	Nama	English Learning Achievement	
		Score	Category
1.	AAR	65	Incomplete
2.	ANS	45	Incomplete
3.	AKA	55	Incomplete
4.	AN	60	Incomplete
5.	BA	55	Incomplete
6.	BPP	55	Incomplete
7.	DFR	50	Incomplete

8.	DSR	74	Complete
9.	ERN	45	Incomplete
10.	FA	65	Incomplete
11.	FRF	45	Incomplete
12.	HE	50	Incomplete
13.	JFH	55	Incomplete
14.	JRS	60	Incomplete
15.	KA	55	Incomplete
16.	MPC	50	Incomplete
17.	MFR	80	Complete
18.	MFIA	60	Incomplete
19.	NRA	75	Incomplete
20.	NHY	40	Incomplete
21.	PR	50	Incomplete
22.	RLF	73	Complete
23.	RP	60	Incomplete
24.	RIA	55	Incomplete
25.	SR	75	Complete
Total Averange		1452=58,08	

Source: The English Teacher Achieves, Taken On The Pre-Survey At October 20, 2022

Tabel 2
Student English Achievement Score Frequency

No	Score	Frequency	Percentage	Category
1	≥ 70	5	20%	Complete
2	< 70	20	80%	Incomplete
Total		**25**	**100%**	

Source: The English Achives, Taken On The Pre-Survey At October 20, 2022

The pre-survey was done on October 20th, 2022. They were 25 students at the tenth grade of SMP N 9 METRO. The English minimum passing grade in this school is 70. It means that the students who got the score under 70 do not pass the examination. In fact, there are only 5 student who got score > 70, and 20 students got score < 70. The average score is 58,08 of the total of students. From the content of table above, it is known that the students' Eglish in general insufficient. In order to strengthen the

data, the researcher also conducted an interview to the English teacher of grade nine of the SMP N 9 METRO on November, 20th, 2022.

From the interview results, it is investigated that one of the students problem is in their Speaking skills. It is also stated by the teacher that the learning media in teaching English is uninteresting. In addition, in order to know the students problem in speaking, the researcher also conducted a test inform of recording the tenth grade students' in the topic of "introducing themselves". The interview was conducted on November, 21th ,2022. The result of the test was graded by their English teacher. The result of the english achievement indicates that the students' Speaking is not satisfactory.

The researcher concludes that students' speaking skill is low. For example, they pronounce listened ['lisnd] as [lisstenn], called [kɔ: ld] as [called], dreamed [dri: md] as [driimed], typed [taIpd] as [tiped] et cetera. They have difficulties to speaking some similar words. They difficult to speaking the English word because it is so different between its written and its spoken.

In order to overcome the students' problem in speaking, there must be an improvement. One of the ways to improve students' speaking skill is by using an interesting and enjoyable learning media. It is caused that fun learning media is very effective to interact the students' to pronounce the word better. One of the enjoyable learning media to teach speaking is an English Song. The interesting English Song is an beneficial tool to improve the students' speaking skill since the students practice unconsiously while they are singing the English Song.

In this case, the researcher would like to use English Song as one of the alternative media to improve the students' speaking skill. Therefore, the researcher selected with the title "The Use of English Song to improve Student's Speaking skill at The Eight Grade Students of SMP NEGERI 9 METRO"

B. Problem Identification

Based on the research background, the researcher indentifed some problems:

1. The students speaking skill is low

2. The students is not confident about their speaking

3. The students have low grammatical mastery

C. Poblem Limitation

In this research, the researcher limits the problem of the study about speaking skill at SMP N 9 Metro grade VIII, in the academic year 2022/2023

D. Problem Formulation

Based on the indentification and limitation of the problem, the formulation is as follows: "Can the use of english song to improve students' speaking skill and their learning activities at grade VIII in SMP N 9 Metro?

E. Objectives and Benefits of the Study

1. Objectives of the Study

The objective of this study to improve students speaking skill their learning activities at Eight Graders of SMP Negeri 9 Metro.

2. **Benefit of Study**

The research hopefully can give benefit not only for the researcher but also for students, teacher, and other researcher.

a. For teacher

This study is intended to be useful to others to improve students' speaking skills. Using English songs can help teachers teach spoken English effectively.

b. For the students

This study aims to help students improve their speaking skills. Students can improve their pronunciation through English songs. In addition, we hope that students can be more focused when learning spoken English. Therefore, it is hoped that this study can improve students' speaking skill.

c. For other researcher

This study aims to provide guidance for other researchers to conduct research on the same topic, that is, using English songs to improve students' speaking skill.

This is because through this study on students, other researchers can not only learn the theoretical aspects of English songs to improve students' speaking skills, but also learn how to apply them so that students' speaking skills can be improved. Therefore, it is hoped that this study will enhance research that other researchers can address.

F. Prior Research

This research was conducted by considering several prior researches as a reference. Tittle of the first research is Fitrya, npm 1601121111, English Education Education Deparment, with the title *The Effectiveness of English Song Toward Students' Speaking Ability and motivation at MA Darul Ulum Palangka Raya* in IAIN of Palangka Raya.[1] The purpose of the research is to investigate the effect of english song, english development and influence of english on students' speaking skill, the results of his research prove that using english song is an effective way to learn foreign languages in the Department of EnglishLiterature.

Title of the second research was *developing students speaking skill by reporting news at the third semester English students of stain polopo* by Nurmin Maulana S, Num 091630090, english study program.[2] The purpose of the research is to investigate the effect of reporting, the effect of reporting on students' speaking and the distribution of reporting itself. the results of his research prove that reporting can help to improve students' speaking.

The title of third research is *the use of English song to improve the pronouncation skill among the tenth grade students of the SMK PGRI 1 PUNGGUR central lampung academic year 2017/2018* by Sulistia Budi Rahayu npm 13108517 English language studies.[3]

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[1] Fitrya. *The effectivness Of English song toward students' speaking ability and motivation.* (Palangka Raya 2020).

[2] Nurmin Maulana s. *developing students speaking skill by reporting news* at the third semester English students of stain polopo. (palopo.2006). 155

[3] Rahayu Budi S. *The use of English song to improve the pronouncation skills.* (Metro 2018)

The purpose of the research is to investigate the effect of English song in students speaking and how to use. The results of this research prove that English song can be an alternative to improve students speaking.

CHAPTER II
REVIEW OF RELATED THEORIS

A. The Concept of Speaking Skill

1. Definition of Speaking and Speaking Skill

Speaking a foreign language is very difficult because basically speaking the language is also very difficult, bacause communicating effectively requires skills for proper social interaction. There are two modalities of language acquisition, namely communication as an output modality and learning as an input modality.[4]

Many people feel that speaking in a new language is harder than reading, writing, listening for two reasons. First, unlike reading and writing, speaking happens in real time usually the person you are talking to is waiting for you to speak right then second, when you speak, you cannot edit and revice what you which to say, as you can if you are writing.[5]

a. Speaking

Suhendar states, speaking is the process of changing the form of thoughts or feelings into a form of speech in the form of meaningful language sounds[6].

The Ministry of Education and Culture defines speaking as conveying one's intentions (ideas, thoughts, feelings) to others using spoken language so that these intentions can be understood by others.[7]

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[4]H. Dougles Brown. *Principle of Language Learning and Teaching* . (New York:Prentice Hall. 1980). 210

[5] OECD. PISA 2018 *Assessment and Analytical Framework*. (Paris: OECD. 2019). 41.

[6] Suhendra. *Teaching Speaking*. (jakarta: 1992). 44

b. Speaking Skill

Speaking skills are the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas and feelings. Speaking skill in English is a person's skill to convey his thoughts to anyone orally, however, speaking skills are difficult to develop if they are not continuously trained and can be done with colleagues in the class.[8]

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand[9]. It means speaking skill is a skill to convey the information and easy to understand.

2. **Problem of Speaking Skill**

There are some characteristics can make speaking difficult. As Brown demonstrates some of characteristic of spoken language can make oral performance easy as well as, in some cases difficult:

a. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

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[7]John Reynolds. *First Language English* (Cambridge: Cambridge Assessment Inernational Education. 2018). 4

[8] Ildiko Csepes and Adrien Fekete. *Handbook of assessement for Language Teachers" Language Assessment Quartely,* (Vol. 11 No. 4 2004). 19

[9] H. Douglas Brown. *Language Assessment: Principles And Classroom Practices.* (New York: Pearson Education. 2004). 206.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize in this feature of speak language.

c. Reduce forms

Contraction, elisions, reduce vowels, etc., all form special problem in teaching speak English.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking and correction.

e. Colloquial language

Make sure your students are reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve and acceptable speed along with other attributes of fluency.

g. Stress, rhythm and intonation

The most important characteristic of English pronunciation, as well be explain below. The stress time rhythm of speak English and its intonation patterns convey important messages.

h. Interaction

Learning to produce moves of language in vacuum without interlocutors will rob speaking skills of it is richeser component: the creativity of conversational negotiation.[10]

3. **The Element and the Purpose of Speaking Skill**

a. The Element of Speaking Skill

In speaking, there are some aspects that need to be the concern. There are the elements of speaking. According to Hughes, there are five elements of speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

1) Pronouncation

Pronunciation deals with the sound system consists of different sound and features of words that made by the spoken way. The correct pronunciation is only can be done by practices. However, if the pronunciations are not correct, then the speakers will not be understood and the communication can be unmeaningful.

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[10] H. douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy; Second Edition.* (New York: Longman. 2010). 268

Likewise, Nunan states that pronunciation is the production and perception of considerable language features in order to get the meaning of language use. [11]Hence, pronunciation itself become themain concern in speaking in order to give the meaningful communication and avoid the misinterpreting while talking.

2) Grammar

Grammar is needed in order to correct the language structure. Especially in speaking, grammar is needed to correct the correctness of spoken language. [12]Hence, grammar also plays important role in speaking. Without the comprehending about grammar, the communication is cannot be understandable by the speaker.

3) Vocabulary

Vocabulary refers to choosing the proper words during speaking. It is the basic knowledge in order to create the utterance. It is also one of the most important elements in speaking. Each of words that came out from the utterance has definition and meaning.

Furthermore, the learners also need to understand the meaning of words that they use when they try to express what they want to say. Harmer states that there are some aspects in 'knowing

[11] Ronald hughes. *Teaching of English Language Teaching 4 Edition*, (England: person. 2007).56

[12]Sidney. *An Intruduction to English Grammar Second Edition*. (England: Longman Pearson.2002). 1

a word'. The aspects are the meaning of the word, the use of the word, the information of the word, and also the position of the word in grammar. [13]Hence, students have to be able to use words of vocabulary accurately.

4. Speaking Skill Measurement Teory

Measurement in speaking skills can be useful to find out how well students understand speaking skills. This measurement is one of the determinants of the extent to which students really understand what they hear. Brown H. Douglas (2010) said that the test is a method of measurement or performance of a person's abilities and knowledge in a given domain. First, the test is a method or instrument from a set of techniques, procedures or details that require performance from those who take the test. To ensure that the test is good, the method used must be straightforward and structured: multiple choice types, questions with definite answers, standard written answers and other types. Second, the test must be able to measure, both in measuring general abilities or special abilities, competence or measuring objectivity.

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[13]Jeremy Harmer. The Practice of English Language. (England: Logman. 1991). 156-158

Table 2.1
Measurements in Speaking Skill[14]

No	Speaking Component	Indicators	Points
1	Pronouncation	a. Students have few traces of foreign accent.	5
		b. students are always intelligible, though one is consious of define accent.	4
		c. Students have pronouncation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
		d. Students are very hard to understand because of pronouncation problem, must frequently be asked to repeat.	2
		e. Students have pronouncation problem severe as to make speech virtualy unintelligib.	1
2	Grammar	a. Students make a few noticeable errors of grammar word order.	5
		b. Students occasionally make grammatical or word errors which or not, however obsure meaning.	4
		c. Students make frequent rrors of grammar and word order, which occasionally obsure meaning.	3
		d. Students have grammar and word errors make comprehension difficult.	2
		e. Students have errors in grammar and word order so severe as to make specch virtually unintelligibi.	1
3	Vocabulary	a. Students use of vocabulary and idioms is virtually that of native speaker.	5
		b. Sometimes, students use inappropriate terms or must	4

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[14] Cyril J.Weir,"Language Testing and Validation". United States; Palgrave Macmillan, (2005), 195-196

		term rephrase ideas bacause of lexical inadequacies.	
		c. Students frequently are wrong words conversation somewhat limited because of in adequate vocabulary.	3
		d. Students misuse of word and very limited vocabulary so extreme as to make comprehension quite difficult.	2
		e. Students have limitation vocabulary so extreme as to make conversation virtually.	1
4	Fluency	a. Students have speech as fluent and effortless as that native speaker.	5
		b. Students have speed of speech seems to be affected by language problems.	4
		c. Students have speed and fluently rather strogly.	3
		d. Students usually hesitant often force in to silence by language limitation.	2
		e. Students have speech is as halting and fragmentary as to make conversation virtually impossible.	1
5	Comprehension	a. Students appear to understand everything without difficult.	5
		b. Students understand nearly everything at normal speed, although occasionally repetion maybe nescessary.	4
		c. Students understand most what is said at normal speed, although occasonally repetion.	3
		d. Students have great difficultly following what what is said. Can comprehed only social conversation spoken slowly.	2
		e. Students cannot say to understand ven simple conversational English.	1

Table 2.2 Scoring Guide

No	Category	Score Range
1	Very Good	85-100
2	Good	75-84
3	Average	55-74
4	Bad	0-54

B. The Concept of English Song

1. Definition of English Song

Susan explains that song is part of music that is uttered through words.[15]

According to Mark, Song consist of lyrics, beat, chorus, intro, riff and tune.[16]

a. Lyrics is words of song

b. Beat is main rhtym of song

c. Chorus is part of song which is repeated after each verse

d. Intro is part of song before singer begins

e. Riff is short repeated tune by one instrument such as the guitar

f. Tune is series of

g. musical notes; the music, not the words.

Song is meaningful to children. The nature of song which defines by Patricia as The Song children have within them, as well as their thoughts about music, are starting for understanding the values[17].

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[15]Susan Hannberg. What is a song. (New York: Brittanica Educational Puplishing.

[16]Mark Hancock. *Singing Grammar: Teaching Grammar Through Song*. (UK: Cambridge University Press.1998).p.11

[17]Patricia Shehan C. *Songs in Teir Heads: Music and Its Meaning Children's Lives*.(New York: Oxford University Press.1998).p.5

Meanwhile, for understanding the value must have to learn about the lyric of song. Lyrics of song is fun way to teaching pronunciation. Mark states that music and song as motivated[18].

In one hand, Glenda states that song can be a fun way to introduce a variety concept of teaching and learning process. In relation with the definition above, song has a closely relation to teach Pronunciation because Pronunciation is the production of words in significant sound in two senses.

In this research the researcher believed that song can offer new ways to improve students Pronunciation skill in learning English and carrying students into pleasure activities without reduce discipline of learn. Song is short piece of music with words that people sing. Song is a work of art which can be enjoyed by anyone. Philip Dorrell defines there is a pleasurable effect within music and song. A song is a musical composition. Songs contain vocal parts that are performed with the human voice and generally features words (lyrics), common accompanied by other musical instruments.

Some song include contain simple lyrics. Lyrics is the words of the song. Sometimes about objects around, so it makes students familiar English word. Song can be used to improve students' Pronunciation skill if the teacher's guide the students with patience. Jo Mc.Donough, Christopher and Hitomi states that the teacher may like to "drill" correct

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[18]*Ibid*,p.7

pronunciation habits, others are more concerned that their students develop comprehensibility within fluency.

In learning process, song has advantages to help children experience fun and develop sense of humor. Song are natural drilling for students and they can learn without worried. By using song students can enjoy the lesson. It can help students to enjoy the material and easy to memorize the material.

2. **Types of Song**

Griffee classifies songs to length and tempo, because length and tempo have high degree of relevance to the appropriateness of song and activity.

a. All songs means the activity can be used with any song.

b. Short, slow songs means the activity works best with songs that are slow and short.

c. Songs that tell stories are songs that have a story line. Songs that tell stories have a beginning, a middle and an end.

d. Instrumental music is any music without words, for example classical, popular instrument or New Age Music.

e. Long songs are the majority of songs on Top 40 charts. They usually last at least four minutes long or longer, they are usually not very easy to sing and presents a series of images rather than tell a story.

f. Short, fast songs are song that typically have one verse with no repeating phrases or refrain and have a quick tempo.

Songs which is used by the researcher to improve student s' pronunciation skill in senior high school students are adjusted with the lesson plan. According to Ornerova, the teachers should to use song regularly within the curriculum and commonly used text books include songs as well. Songs which is used are not too fast, memorable and suitable with the topic material.

There are some types of song that can be used in teaching English inclassroom.A song typeisa category (orgenre) of piecesof Song andMusic that share a certain style or "basic musical language". Music can also be categorize by non-musical criteria such as geographical origin. Such categories are not strictly genre and a single geographical category will often include a number of different genre. This is some types of song genre, as follows:

1) Classic Song

   Classic song is a type of song written according to standard European forms or structure. Example: Mozart, and Beethoven.

2) Jazz Song

   Jazz is a type of song that developed in the late 19th century in which three is a strong lively beat and players often improvise (make up the music as they play). Example: John Coltrane

3) Blues Song

   Blues is a type of slow and sad song that developed from the songs of black slaves in the southern US. Example: The Rolling

Stones.

4) Country Song

Country is a type of popular song based on the tradisional music of the southern US, usually containing singing, guitars, and violins. Exampe: Taylor Swift.

5) Techno Song

Techno is a type of dance music that developed in the 1980s, consisting of hard repeated beats, heavy drum sounds, and funk influences, Example: Alan Walker, Marshmello.

6) Reggae Song

Reggae is a type of song that developed in Jamaica in the 1960swith songs about social and political subjects and heavy bas sounds. Example: Bob Marley.

7) RAP Song

Rap song is a type of song that has the way of talking using ryhthm and rythme, useually over a strong musical beat. Example: Eminem.

8) POP Song

Pop song is a type of music, usually played on electronic instruments, that is popular with many people because it consists short songs with a strong beat and simple tunes that are easy to remember.

Researchers used the song "Season in the sun" in research to improve speaking skill. The song season in the sun was popularized by "Westlife" lyrically in 1999. Westlife song season in the sun is quite popular in various circles. Starting from children, teenagers to adults. This song is a farewell greeting from the main character who is about to die, to his relatives and friends.

Below are the lyrics:

" Season In The Sun "

Goodbye to you, my trusted friend
We've known each other since we were nine or ten
Together we've climbed hills and trees
Learned of love and ABC's
Skinned our hearts and skinned our knees

Goodbye, my friend, it's hard to die
When all the birds are singing in the sky
Now that spring is in the air
Pretty girls are everywhere
Think of me and I'll be there

We had joy, we had fun, we had seasons in the sun
But the hills that we climbed were just seasons out of time

Goodbye, papa, please pray for me
I was the black sheep of the family
You tried to teach me right from wrong
Too much wine and too much song
Wonder how I got along

Goodbye, papa, it's hard to die
When all the birds are singing in the sky
Now that the spring is in the air
Little children everywhere
When you see them, I'll be there

We had joy, we had fun, we had seasons in the sun
But the wine and the song like the seasons have all gone
We had joy, we had fun, we had seasons in the sun
But the wine and the song like the seasons have all gone
Yeah, yeah, yeah

Goodbye, Michelle, my little one
You gave me love and helped me find the sun
And every time that I was down
You would always come around
And get my feet back on the ground

Goodbye, Michelle, it's hard to die
When all the birds are singing in the sky
Now that the spring is in the air
With the flowers everywhere
I wish that we could both be there

We had joy, we had fun, we had seasons in the sun
But the hills that we climbed were just seasons out of time
We had joy, we had fun, we had seasons in the sun
But the wine and the song like the seasons have all gone
We had joy, we had fun, we had seasons in the sun
But the wine and the song like the seasons have all gone

We had joy, we had fun, we had seasons in the sun

But the wine and the song like the seasons have all gone

We had joy, we had fun, we had seasons in the sun

But the wine and the song like the seasons have all gone[19]

3. Advantages of Using Songs

Songs can help young learners improve their listening comprehension and pronunciation, potentially helping them improve their speaking skills. Songs can also be a useful tool for learning vocabulary, sentence structure and sentence patterns, not to mention reflecting the culture of the native language. Moreover, Murphey (1992,p.

Mentions the use of mus

ic and songs offer two major advantages:

 a. The music is very memorable. Whether because it creates a state of relaxed receptivity, or because its rhythm corresponds in some way to basic bodily rhythms, or because its message strikes a deep-seated emotional or aesthetic heartstring, or because of its repetition Patterns enhance learning without losing motivation.

 b. It is very motivating, especially for children and teenagers.

19 Dini Astari, *Lirik Lagu Season In The Sun – Westlife*, insertlive.com, https://www.insertlive.com/film-dan-musik/20211229170129-197-259983/lirik-lagu-seasons-in-the-sun--westlife, diunduh pada tanggal 20 desember 2023, pada pikul 17:33.

and young adult learners. The many forms of popular music represent a powerful subculture, with its own mythology, rituals, or clergy. Therefore, it is part of student life in a way that other things we consume are not. If we can harness it, we will release unexpected positive energy.

Griffee in Surya (2009) mentions the advantages of using songs in classroom as follows:

a. Songs can be used to relax students and provide an enjoyable classroom atmosphere.

b. There seems to be a deep relationship between rhythm and language.

c. Each song is a capsule of culture that contains important social messages.

d. Songs are particularly suitable for introducing vocabulary because they provide meaningful context for the vocabulary.

e. Songs provide natural contexts for the most common structures, such as verb tenses and prepositions.

f. Song can be used for pattern practice and memory retention.

In conclusion, songs are not only good for learners but also for the teachers. Songs offer an interesting media to present the language topics because it provides enjoyment especially inn rising excitement and self-confidence for learners. Song also can be used to correct the learners" errors in a more direct way.

C. Action Hypothesis

The action hypothesis of this research is states as fillow, this research is use of English song can improve students speaking skill and their learning activities at eight grades of SMP N 9 Metro.

CHAPTER III
A RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variable of Research

   This study has two variables, the independent variable and the dependent variable. The independent variable in this study is the use of English songs to improve students' speaking skills. This strategy is used to improve their pronunciation. Therefore, it is hoped that this study can improve students' speaking skill. Students must master four language skills to understand the main idea.

2. Operational Definition of Variable

   John W. Creswell states that an operational definition is the blueprint of how the researchers determines and survey of the variable in their study[20]. Operational definitions of variables in research are very essential to avert mistakes when misconstrue data by the researcher. Based on the statement above, the definition operational of the variable in this research are:

   a. Dependent Variable

   According to John W. Creswell, dependent variable is that depend on the independent variables; they are the results of the influence of the independent variables[21]. The dependent variable of this research is students' speaking skill. To survey speaking skill of students, the

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[20] Jhon W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th ed* (Boston: Pearson. 2012). 151.

[21] John W. Creswell. Research Design : *Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed* (California : SAGE Publications. 2014). 84

researcher implemented read a news. And after that give the score for the students'. the researcher concludes some indicators in this variable as follows:

1) The students must be able confidents about their speaking.

2) The students are able about the pronunciation.

3) The students are able to good in their intonation.

b. The independent Variable

According to Laura T. Flannelly, an independent variable is a variable that have an effect to helping another variable (a dependent variable). In a significance, independent variable is a factor that is actuated in a research. The independent variable of this research is using news casting to improve students' speaking skill. This variable requires students to read the news properly and correctly.

B. Research Location

This research conducted the Classroom Action Research (CAR) at SMP N 9 METRO which was location in Metro, 16 A Mulyo Sari, West Metro.

C. Subject and Object of Study

1. Subject of research is the students of the tenth grade among the SMP N 9 METRO.

2. The object of the research is the students who has low speaking score as the result of pre-survey in the SMP N 9 METRO. The kind of this reaserch is Classroom Action Research (CAR). In this research, the researcher

needed a collaborator. The collaborator was an English teacher of SMP N 9 METRO whose named Adha Mariana, M.Pd.

D. Classroom Action Research (CAR)

According to Hopkins cited in Mills, the definition of action research is one of systematics systems which is done by the teacher or researcher by collecting the information about how they work, how they teach in order to get, to understand, to develop, to practice and to reflect, to get positive impact in the educative place generally and to increase the result of students learning[22].

In addition John W. Creswell explain in his book action research is the most applied, practical design. Action researchers explore practical problem with an aim toward developing a solution to a problem[23]. While Jean McNiff and Jack Whitehead in their book argues that action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.

Action research can be a powerful and liberating form of professional enquiry because it means that practitioners themselves investigate their own practice as they find ways of living more fully in the direction of their educational values[24].

In relation with the definition of action research, Anne Burns defines classroom action research as "part of a broad movement that has been going

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[22]Hopkins, D. (1996) "*A Teacher's Guide to Classroom Research*:.Buckingham: Open University Press

[23]John W. Creswell Educational Research : *Planing, Conducting and Evaluating Quantitative and Qualitative Reasearch* United Stated Pearson Educational Fourt Edition.2012

[24]Jean McNiff and Jack Whitehead. *All You Need to Know About Action Research* California: SAGE Publication. 2006.

on in education generally for some time[25]." The goal of action research in education is to improve classroom practices in the school[26].

The researcher used model which developed by Kemmmis and Mc Taggart in Burns. Action research occurs through a dynamic and complementary process, which consists of four essential "moments" of planning, action, observing, and reflecting.

Figure1

Spiral ClassroomAction Research
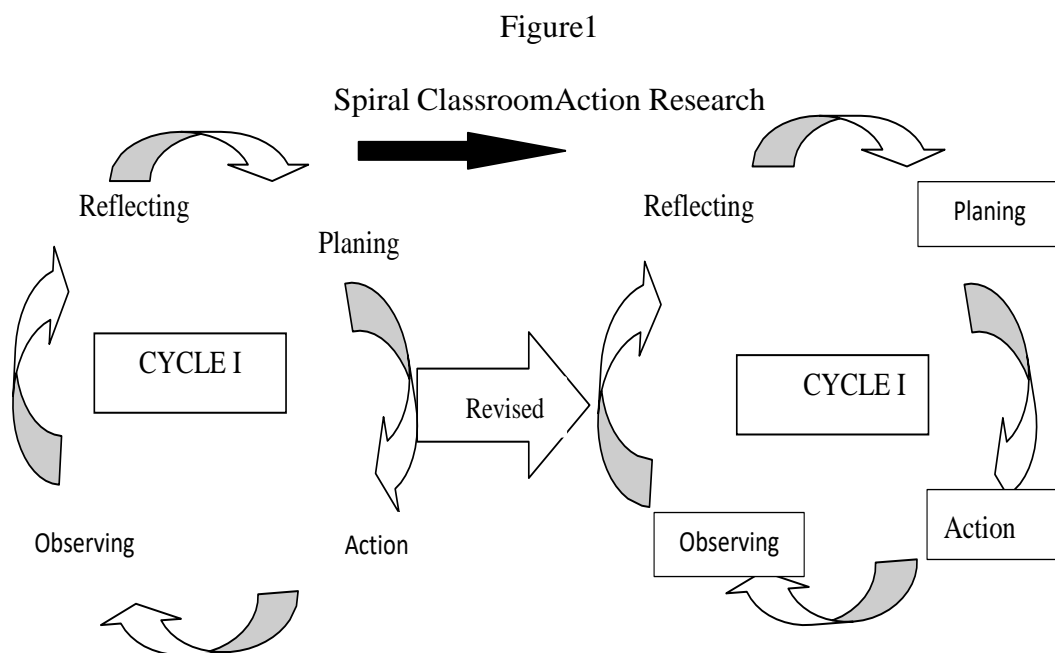
The'*Action Research Spiral*'(BasedonKemmis andMcTaggart,1988).

Both of the definition above it has meaning that Action research is a problem solving which aims to bring a change and improvement in practicing Pronunciation. Moreover, the researcher provided action plan to improve the students Pronunciation skill by using English song.

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[25]Anne Bruns,*Doing Action Research in English Language Teaching*, (New York. Routlegde, 2010) 2.
[26]Donald Ary et al. *Introduction toRresearch in Education*. (Belmot Wadsowrth, 2010). 515

E. Research Procedure

Based on the model of classroom action reseach above, the procedure composed the cycles, in which each of cycles consists of four steps such as making a plan, action, observation, and reflection. This research procedure as follow:

1. Determining the Research

Subject The researcher used 25 students of the eight grade among the SMP N 9 METRO as the research subject.

2. Planning to Action Research

Before conducting the action research in the class, the researcher prepared the lesson plan that used to teach the students in the class. In the process of planning, the way of the research to prepare the lesson plan is based on the syllabus of English subject of grade ten at the SMP N 9 METRO.

3. Doing the observation

After the process of planning, the researcher did the research in form of Classroom Action Research (CAR) by implementing English song to improve students' Speaking skill. In addition, it is necessary observed the process of teaching and learning English through the application of English song. In the end of cycle 1 the researcher evaluated the result of students Pronunciation skill by conducting the test. The research of cycle 1 continued by cycle 2 through the implementation of same treatment. The researcher conducted the second Pronunciation test in the end of cycle 2.

4. Analyzing the Data

    The result of Speaking tests which done in the end of cycle 1 and cycle 2 analyzed by the researcher by comparing the average score of each test.

5. Making the conclusion

    The researcher made the conclusion from the result of the student's test. The average score of Pronunciation test in the cycle 2 was higher than the one in the cycle 1, it means that the action hypothesis is answered. On the other words, the students Pronunciation test improved by the implementation of English song.

6. Reporting the result

    The researcher arranged the report of activities, collection of the data and the result that had came out of the research process. The research procedure in each cycle is formulated as follows:

    a. **Cycle 1**

        1) Planning

            Planning is the first step in every activity, the researcher explained what, why, when, where, who and how the action is done. Without planning, the researchers' activity would not be succesful. The plan was a reference to took the action. In this phase, the researcher made a series of planning as follows:

            a) The researcher prepared the English subject lesson plan

            b) The researcher prepared the materials and media of learning.

c) The researcher maked observation sheets a and list of students' name.

d) The researcher made work sheets and answer sheets which would be

e) learned by the student.

f) The researcher made test which would be used in pre-test and post-test.

2) Acting

Doing action is the second step in activity. It is an implementation of a plan above in the class. However, without the action, "the plan" is just an imagination that could not be real. In this phase, the researcher applied the learning strategies as follow:

a) Pre Teaching Activities

b) While Teaching Process

c) Post Teaching Activities

3) Observing

Observing is an activity in the form of monitoring the subject of research. In this observation, the researcher observed the students activity in learning process and the classroom atmosphere when the researcher used the media. The result of observation used in doing action in the next cycle. The observation is focused on students' activity and the teachers' performance. Therefore, the researcher has two roles as an observer and as the object of researcher.

4) Reflecting

Reflecting is the action to explained again about what happened. In this phase, the researcher and the collaborator investigated all action that happened in learning process.

Based on the data that has been collected, the researcher evaluate the data for making the next action better. The reflection incuded such as: analysis, synthetis and evaluation to result of observation toward action that done. It has accomplish process of investigation while in reflection process the researcher found the problem. The reflection process stopped when the students had improved their scores.

b. **Cycle 2**

After the first cycle was finished, the researcher completed the second one. The activities in the second cycle are similar to those in the first cycle, with some adjustments made after reflection in the first cycle. Those activities are:

1) Planning

a) The researcher wrote down the lesson plan based on based Competence.

b) The researcher prepared the instruments for students and teacher.

c) The researcher prepared the format material.

d) The researcher provide the format of evaluation and observation.

2) Acting

    a) The reseacher gave English Song for the students to listening

    b) The researcher asking some students to pronounce it. If there would an incorect pronouncation, then asking to other students until one for them correted the words.

    c) The researcher gave the correct pronouncation and drilled them to pronounce it.

    d) The researcher gave worksheet to the students. It will a text consisted of some blank words.

    e) The researcher evaluating them by using oral test to check their progress in pronounction.

3) Obseving

       In this phase, the researcher observed the class athmosphere when the learning process was conducted.

4) Reflecting

       The researcher analyzed the progressiveness of learning result and learning activity, wheth ever there is an improvement or not from cycle. The researcher identified the result of observation in the learning process and compared the score of pre-test and post-test.

F. Data Clollecting Technique

In this research, the researcher had collected the data by using test, observation and documention.

1. Test

Test is valuable measuring instruments for education research. A test is a set of stimulus presented to an individual in order to elicit responses on the basis, which a numeral score can be assigned. The test was divided into two parts, as follows:

a. Pre-Test

Pre-test is used to get information how the students' achievement before they get a treatment. First, the researcher gave the students test to evaluate their Pronunciation skills. The test is about introducing themselves. Then, the researcher gave some questions orally to the students and they answered it directly.

b. Post-Test

Post-test was done after the students got their treatment. The researcher gave the students some tasks which included with some blank words and they did it orally.

2. Observation

Observation is a process of watching or listening to professional action either while it is happening, or from a taped sequence. Observation is data collection method by directly observing to the object that is examined.

In collecting data, the researcher observed students' learning process and put it into the data paper. This data consists of name of the

student who is actively involved in the learning process. The data is made in order to know students' development and as reference for the teacher to arise the participation of the student who had not involved yet. In addition, the researcher observed the students' behaviors and their activities in learning process to know how the process of learning was held. In the observation, the researcher made the observation sheets that contains of student's list activity.

3. Documentation

The researcher used documents which are taken from the data of the school such as total of the students, the teachers and the condition of the school. The researcher also taken the data in process of learning in SMP N METRO.

G. Data Analyze Technique

In this research, the researcher used the data analysis by taking the avarage from pre test and post test. Furthermore, to know the improvement, the researcher compared both of pre test and post test. Then, the result are matched with the minimum mastery criteria (MMC) in the school for English subject is 70.

There some students were not successful in cycle 1, the researcher had to conduct the cycle 2. In cycle 2 the students are successful, then the cycles stopped because the students had to achieve the minimum mastery criteria. Data analysis was conducted step by step from the average score of the pretest and post-test. The formula to got the average of pre-test and post-test as follow:

$$\overline{X} \frac{\sum x}{N}$$

Where:

$\overline{X}$: Mean Score

Σ : The Sum

x : Raw Score

N : Number of Cases

H. Indicator of Success

The indicator of the success is taken from the process and the result of the action research. This research called succesfull if 75% of students got minimum score ot 70. In addition , there is improving in students activities and learning result in the learning process.

CHAPTER IV
RESULT AND DISCUSSION

A. Research Result

1. Description of Reserch Location

a. The History of SMPN 9 Metro

SMP Negeri 9 Metro is one of the formal educational institutions that has the potential to be developed into a superior school. SMPN 9 Metro, located at the western end of Metro City, precisely on Jl. Jakarta Charter 16 Polos Mulyosari West Metro District Metro City Lampung Province.

At its inception, in 2003, 108 students of SMPN 9 Metro, consisting of 3 study groups (3 groups), still borrowed the SMA Negeri 2 Metro building which is located approximately 1 km from the location of SMPN 9 Metro.

However, after one year with assistance from the central and regional governments, students of SMPN 9 Metro can breathe a sigh of relief, because in 2004 the new building of SMPN 9 Metro, which consists of 4 study rooms and 3 toilets, can be occupied.

At the beginning of its existence, this school was led/started by Mr. Drs. Hi. Rozilie, M.Sc, who at that time was the pricipal of SMPN 3 Metro. Since its establishment until now, this educational institution has changed its leadership 6 times and several times has succeeded in passing its students in the National Examination with very satisfactory predicates.

While the head of the school as follows:

1) Year 2003-2004 : Mr. Drs. Hi. Rozeli, M.Sc

2) 2004-2008 : Mr. Margo Widagdo, S.Pd

3) Year 2008-2010 : Drs. Suyanto

4) Year 2010-2011 : Sunarno S.Pd

5) 2011-2015 : Siti Nuryuni S.Pd

6) 2015-2018 : Martati S.Pd

7) Year 2018-2020 : Drs. Suwarno, M.Pd. I

8) Year 2020-present : Agus Susetyo, S. Pd

b. **The students quantity of SMPN 9 Metro in the academic year of 2022/2023 is that can be identified as follows:**

Table 4.1
Number of students at SMPN 9 Metro in the Academic Year 2022/2023

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	Class VII	100	115	215
2.	Class VIII	98	108	106
3.	Class IX	72	87	159
TOTAL		**270**	**310**	**580**

c. **The Organization Structure of SMPN 9 Metro**

The organization structure of SMPN 9 Metro can be indentified, is

as follows:

(source: the school archive given by the administrasionstaff of SMPN 9 Metro)

2. Description of Research Data

a. Pre-Test

This study utilized classroom action research (CAR). In this study, the researcher is an English teacher and Ms. Adha Mariana, S.Pd is the staff member. It is conducted in two cycles, Cycle I and Cycle II.

Each cycle consists of two parts lasting 2x45 minutes. Each cycle includes planning, action, observation, and reflection. In terms of class management, the researcher developed lesson plans. The purpose of this study was to use the English songs medium to improve students' speaking skills.

The researcher conducted pre-test on Friday, October 06th, 2023 at 08.00 until 09.00. all students has already prepared when the teaching time came. The researcher told the students that the resercher would conduct the resercher in their class in order to know their mastery in speaking skill before doing the action of the classroom

action reserch. The pre-test was administrated to the students to be finished individually. The kind of the test was repeat lyrics use lyrics teks song. The students' pre-test result can be seen on the table bellow:

Table 4.2
The students' Pre-Test Score in Speaking Skill
At the Eight Grade of SMP N 9 Metro

No	Name	Score	Category
1	Abid B	60	Incomplete
2	Alfiyah F	55	Incomplete
3	Ardistha WN	55	Incomplete
4	Aulia W	65	Incomplete
5	Celsia ZF	55	Incomplete
6	Damarian P	65	Incomplete
7	Desta AP	70	Complete
8	Dodi FS	65	Incomplete
9	Ellena MM	60	Incomplete
10	Fadila F	65	Incomplete
11	Firman RF	60	Incomplete
12	Herkristanto	55	Incomplete
13	Jeni FH	60	Incomplete
14	Josan RS	75	Complete
15	Khaila A	60	Incpmplete
16	Maretha PC	70	Complete
17	M.Fahri R	65	Incomplete
18	M.Fitrah IK	65	Incomplete
19	Nafasya RA	75	Complete
20	Nur HY	65	Incomplete
21	Priandika R	60	Incomplete
22	Redhiva LF	70	Complete
23	Ridho P	65	Incomplete
24	Riska IA	70	Complete
25	Septyan R	75	Complete
	Total Score	**1605**	
	Average Score	**64,2**	
	Highest Score	**75**	
	Lowest Score	**55**	

Based on the pre-test table, it is inffered that most of the students got score less than 75. The following explanation is the

categorization of pre-test result based of minimum mastery criteria

(MMC)IS is as follows:

Table 4.3
The Precentage Pre-Test of Stuents Speaking Skill at The Eight Grade of SMP N 9 Metro

No	Score	Frequency	Percentage	Category
1	≥70	7	28%	Complete
2	<70	18	72%	Incomplete
Total		**25**	**100%**	

Based on the table above, it was analyzed that there were 7

students (28%) who got a minimum score and 18 students (972%)

who failed the pre-test. The lowest score in pre-test was 55 and the

highest score was 75. It means that the students did not fulfill the

minimum score at SMP N 9 Metro and the students' speaking skill

was low. Besides, from the result of pre-test the research got the

average 69. Therefore, it was reason why the researcher used

English Songs to Improve the students' Speaking skill.

b. Cycle I

Based on the result of pre-test, the researcher use Songs

media as the solution to improve students' speaking skill. The

following steps is as follows:

1. Planing

The first meeting was done on Tuesday, 03 November

2023. It was started by greeting, praying, checking attendance

list, and introducing the researcher as a techer for the students.

On the same day, the researchers received the students' pre-

exam score sheets. Based on the prediction results, the researcher identified and discovered the problem after obtaining the students' prediction results.

Therefore, the researchers conducted a treatment mediated through an online social media application. The researchers and collaborators prepared various contents related to the teaching process, such as: Lesson plans for the English subject, materials, media, language tests, observation sheets with names of students and lists of activities, and evaluations for the second meeting.

2. Acting

The second meeting was conducted on Monday, October 09th, 2023 at 08.30 until 10.00 and followed by 25 students. The meeting was started by praying, greeting and checking the attendance list and asking the condition of the students.

Futhemore, the research gave the lyric text pop songs. At the beginning of teaching learning process, the researcher chose the lyric text the title Mother How Are You Today.

After the first meeting, the researcher administered Post-test I to the students. The purpose of the posttest is to determine how well the student's speaking skills improved after treatment. Students read and understand the news content of the text. Students must read the news clearly and with good

pronunciation. The researchers provided feedback to the students by correcting their performance on the lyrical song. The researcher then had students take Posttest I in front of the class without the text.In the post-test I, only 18 students' who got good grade, but the result of the students' was better than the students' pretest before giving treatment. In this session, the researcher got the result of the students' post-test I in cycle I. the result can be seen, as follows:

Table 4.4
The Students' Post-Test I Score in Speaking Skill at the
Eight Grade of SMP N 9 Metro

No	Name	Grade	Category
1	AB	64	Incomplete
2	AF	60	Incomplete
3	AWD	64	Incomplete
4	AW	74	Complete
5	CZF	60	Incomplete
6	DM	70	Complete
7	DAP	80	Complete
8	DFS	80	Complete
9	EMM	72	Complete
10	FF	76	Complete
11	FRF	72	Complete
12	H	64	Incomplete
13	JFH	64	Incomplete
14	JRS	82	Complete
15	KA	64	Incomplete
16	MPC	78	Complete
17	MFR	76	Complete
18	MFI	72	Complete
19	NRA	82	Complete
20	NHY	72	Compete
21	PR	72	Complete
22	RLF	82	Complete
23	RP	72	Complete

24	RIA	80	Complete
25	SR	76	Complete
	Total Score	**1.808**	
	Average Score	**72**	
	Highest Score	**82**	
	Lowest Score	**60**	

Based on the table, there are 7 students who got ≤ 72 and 18 students who got ≥ 72. The following table was the table of atudents' score grade of Post Test I, as follow:

Table 4.5
The Percentage Students' Score of Post-Test I Speaking Skill

No	Score	Frecuency	Percentage	Category
1	≥ 70	18	72%	Complete
2	< 70	7	28%	Incomplete
	Total	**25**	**100%**	

From the table above, it was analyzed that the students' average score was 72, the highest score was 82 and the lowest score was 60. Based on the Minimum Mastery Criteria (MMC), there were 18 students on Post-Test I got score ≥ 72. It means that in cycle I the students' attainment could improve enough, but it was not succesful yet.

3. Observing

In observation, the researcher and the collaborator observed the students' learning activities. The researcher as a teacher gave material about Songs. While the treatment was being

executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for every cycle.

Table 4.6
The Students' Activities Result in Cycle I

No	Name	First Meeting		Second Meeting		Category
		Act	percentages	Act	percentages	
1	AB	2	40%	3	60%	Improve
2	AF	2	40%	2	40%	Constant
3	AW	1	20%	2	40%	Improve
4	CZ	3	60%	3	60%	Constant
5	DP	1	20%	2	40%	Increase
6	DA	2	40%	3	60%	Improve
7	DF	3	60%	4	80%	Improve
8	EM	3	60%	4	80%	Improve
9	FF	2	40%	3	60%	Improve
10	FR	2	40%	3	60%	Improve
11	HR	2	40%	2	80%	Constant
12	JF	1	20%	3	40%	Improve
13	JR	1	20%	2	60%	Improve
14	KA	3	60%	4	60%	Improve
15	MP	1	20%	2	40%	Improve
16	MP	2	40%	3	80%	Improve
17	FR	2	40%	3	40%	Constant
18	FI	1	20%	3	60%	Immprove
19	NR	2	40%	2	60%	Improve
20	NH	2	40%	3	60%	Improve
21	PR	2	20%	2	40%	Improve
22	PL	2	40%	3	60%	Improve
23	RP	1	20%	2	40%	Improve
24	RI	2	40%	3	40%	Constant
25	SR	3	60%	4	80%	Improve

Note: ≤50% : Not Active
≥50% : Actives

The students Mark Criteria:

1. The students pay attention of teacher's explanation =20% (low)

2. The students ask and answer quistion =40% (enough)

3. The students are active in class =60% (good)

4. The students are able to the task =80% (very good)

5. The students follow teacher's intruction =100% (excellent)

Table 4.7
Frecuency of Students' Activites Result in Cycle I

No	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	-	-	4	16%	Very good
3	3	5	20%	12	48%	Good
4	2	12	48%	9	36%	Enough
5	1	8	32%	-	-	Low
TOTAL		25	100%	25	100%	

4. Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the Minimum Mastery Criteria (MMC). It was analyzed based on the result of had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were problems that found, as follows:

a) There were some students that shown unexcited to the teacher's explanation

b) Some students did not ask and answer the teacher's quistions. Based on the result of refection in cycle I, there were some suggestions to be revisied in cycle II, such as:

1) The teacher gave more detail example and quistion after explaning the materials to control the students.

2) The teacher gave reward to the students who are active and achiever.

Furthemore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:

Table 4.8
The result of students' Pre-Test and Post-Test I

No	Name	Students' Result			Explanation
		Pre-Test	Post-Test 1	Deviation	
1	AB	60	64	4	Improve
2	AF	55	60	5	Improve
3	AW	55	64	9	Improve
4	AW	65	74	9	Improve
5	CZ	55	60	5	Improve
6	DP	65	70	5	Improve
7	DA	70	80	10	Improve
8	DF	65	80	15	Improve
9	EM	60	72	12	Improve
10	FF	65	76	11	Improve
11	FR	60	72	12	Improve
12	HR	55	64	9	Improve
13	JF	60	64	4	Improve
14	JR	75	82	7	Improve
15	KA	60	64	4	Improve

16	FR	70	78	8	Improve
17	MP	65	76	11	Improve
18	FR	65	78	7	Improve
19	FI	75	72	7	Improve
20	NR	65	82	7	Improve
21	NH	60	72	12	Improve
22	RP	70	72	12	Improve
23	RL	65	82	7	Improve
24	RP	70	72	10	Improve
25	RI	75	80	1	Improve
Total		1605	1808		
Average		64.20	72,32		

Series 1

	Pre Test	Post Test I
Series 1	64	70
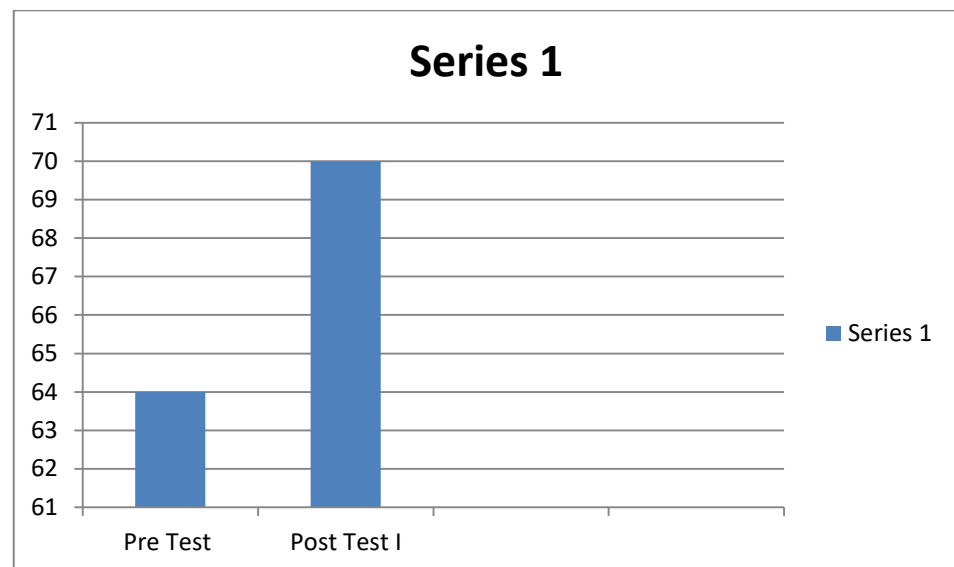
Based on the graphic above, it shows that there was an improvement between pre-test and post-test 1. The learning process is called succes, if 75% of the students passed the standard minimum criteria 70. The table of post test 1 shows that there are 18 students who passed the standard minimum criteria in the percentage of 72%. It means that the indicator of succes was not achieved yet, although there is improvement in students' activity. So, the research would be continued to cycle II. In addition, the result of cycle 1 would be used as guideline to conduct the next cycle.

c. **Cycle II**

The cycle II was similar with cycle I. But the difference in the way to impement in cycle II, the reseacher and collabolator conduct directy in the class. It was divided into planning, acting, observing, and reflecting. It is explained more, as follows:

1. Planing

In this step, the researcher made the lesson plan. Based on the students' results in cycle I, the researcher concluded that the problem is that the students feel difficult to speak English well because the students lack the courage to speak for fear of being wrong and not confidence. Therefore, the researcher revised the problems that appeared in cycle I and arranges lesson plans to continue cycle II. The researcher planned to give them more practiced. Cycle II would be planned differently from cycle 1.

2. Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each step, the researcher tried to make the students better in their performance. The implementation of this strategy was managed in two meetings, namely; singing performance and post-test II.

The first meeting in cycle II was managed on Monday, November6th2023. It was started by greeting, praying, and checking attendance list. The researcher as a teacher conveyed the material about speaking in repeat lyric. At the beginning of teaching learning process, the researcher choose the conversation text was at school used to show to the students.

In acting, The students read and comprehend the lyric text. The students must read the news clearly and with a good pronunciation. The researcher give the feedback for the students with correcting about their performance in lyric songs. In brief the students done the test, the researcher corrected the students' practiced.

After giving the treatment process in cycle I and cycle II, the researcher managed post-test II on Tuesday, November 14th 2023. The result of post-test II could be seen on the table below:

Table 4.9
The result of The Post-Test II Students' Speaking
Skill among the eight graders of SMP N 9 Metro

No	Name	Grade	Criteria
1	AB	80	Complete
2	AF	68	Incomplete
3	AW	70	Complete
4	AW	80	Complete
5	CZ	68	Incomplete
6	DP	76	Complete
7	DA	90	Complete
8	DF	85	Complete
9	EM	76	Complete
10	FF	80	Complete
11	FR	76	Complete
12	HR	78	Complete
13	JF	66	Incomplete
14	JR	90	Complete
15	KA	66	Incomplete
16	MP	82	Complete
17	FR	80	Complete
18	FI	78	Complete
19	NR	88	Complete
20	NH	86	Complete
21	PR	82	Complete
22	RL	88	Complete
23	RP	78	Complete
24	RI	86	Complete
25	SR	80	Complete
TOTAL		1977	
Average		79	
High Score		90	
Low Score		66	

Based on the table below, there were 21 got ≥79 and

4 students got <79. The following was the table of students'

grade of post-test II:

Table 4.10
Percentage of Post-Test in Cycle II

No	Grade	Frequency	Percentage	Criteria
1	≥70	21 students	84%	Complete
2	<70	4 students	16%	Incomplete
Total		25	100%	

Based on the table above, it was know that the students'
average score in post-test 21 was 75. The highest score was 90
and the lowest score was 66. Most of students could improve. It
means that cycle II succeeded.

3. Observing

In this stage the students more active and eunthusiastic in
following the learning proces. It can be seen result as follow:

Table 4.11
The students' Activities Result In Cycle II

No	Name	First Meeting		Second Meeting		Category
		Act	Precentages	Act	Percentages	
1	AB	4	80%	5	100%	Improve
2	AF	3	60%	4	80%	Improve
3	AW	3	60%	4	80%	Improve
4	AW	4	80%	5	100%	Improve
5	CZ	3	60%	3	80%	Constant
6	DP	4	80%	5	100%	Improve
7	DA	4	80%	5	100%	Improve
8	DF	4	80%	5	100%	Improve
9	EM	3	60%	4	80%	Improve
10	FF	3	60%	4	80%	Improve
11	FR	4	80%	5	100%	Improve
12	HR	3	60%	4	80%	Improve
13	JF	3	60%	3	60%	Constant
14	JR	4	80%	5	100%	Improve
15	KA	3	60%	4	80%	Improve
16	MP	4	80%	5	100%	Improve
17	FR	3	60%	4	80%	Improve
18	FI	4	80%	5	100%	Improve
19	NR	4	60%	5	80%	Improve
20	NH	4	80%	5	100%	Improve

21	PR	3	60%	4	80%	Improve
22	RL	4	80%	5	100%	Improve
23	RP	3	60%	4	80%	Improve
24	RI	4	80%	5	100%	Improve
25	SR	4	80%	5	100%	Improve

Note : ≤50% : Not Active

≤50% : Active

The students Mark Criteria:

1. The students pay attention of teacher's explanation =20% (low)

2. The students ask and answer qustion =40% (enough)

3. The students rare active in class =60% (good)

4. The students are able to do task =80% (very good)

5. The students follow teacher's intruction =100% (excellent)

Table 4.12
Frequency of Students' Activities Result In Cycle II

No	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	14	56%	Excellent
2	4	14	56%	9	36%	Very Good
3	3	11	44%	2	8%	Good
4	2	-	-	-	-	Enough
5	1	-	-	-	-	Low
Total		25	100%	25	100%	

Acording to the result of the observation above, it can be conclude that the learning process was succesful. It can be inferred that the learming process has done well and the students were active in that class than cycleI.

4. Reflcting

In this step, the researcher presented the material by using Conversation. Based on the result of the research in cycle II, it could be

conclude that cycle II was successful. There were > 70% of students

passed the examination. It means the students' speaking skill had been

improved.

Table 4.13
The Result of Students' Post-Test 1 and PosT-Test 2

No	Name	Students' Result			Category
		Pre Test	Post-Test I	Post-Test II	
1	AB	60	64	80	Improve
2	AF	55	60	68	Improve
3	AW	55	64	70	Improve
4	AW	65	74	80	Improve
5	CZ	55	60	68	Improve
6	DP	65	70	76	Improve
7	DA	70	80	90	Improve
8	DF	65	80	85	Improve
9	EM	60	72	76	Improve
10	FF	65	76	80	Improve
11	FR	60	72	76	Improve
12	HR	55	64	78	Improve
13	JF	60	64	70	Improve
14	JR	75	82	90	Improve
15	KA	60	64	72	Improve
16	MP	70	78	82	Improve
17	FR	65	76	80	Improve
18	FI	65	72	78	Improve
19	NR	75	82	88	Improve
20	NH	65	72	86	Improve
21	PR	60	72	82	Improve
22	RL	70	82	88	Improve
23	RP	65	72	78	Improve
24	RI	70	80	86	Improve
25	SR	75	76	80	Improve
Total		1605	1808	1977	
Average		64,20	72,32	79,48	
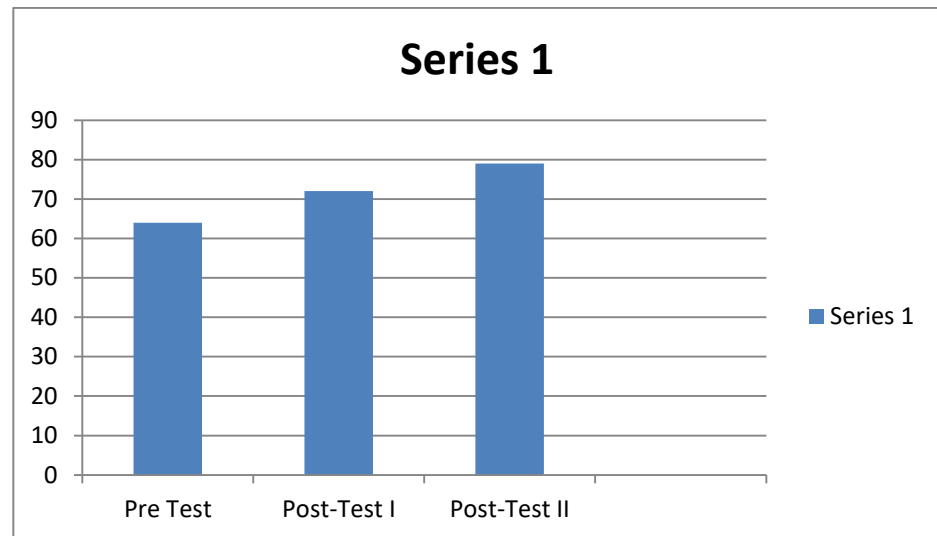
From the table above can be seen that there was an improvement from post test I and post test II. The students' could achieve the target. Most of students got mark ≥75 in the percentage of 90% and there is also improvement of students' activity. It means that English Song can improve students' speaking skill.

Table 4.14
The Percentage of Students' Result Post-
Test I and Post-Test II

No	Score	Post-Test I		Post-Test II		Category
		Frequency	Percentages	Frequency	Percentages	
1	≥70	18	72%	23	92%	Complete
2	<70	7	28%	2	8%	Incpmplete

Therefore, the research concluded that the research was successful because the indicator of successful had been achieved in this cycle. It means that it would be stop in this cycle.

B. Discussion

In this case, the total of students who are able to achieve the MMC in their speaking skill was 25 students in terms of the result of post test 2 or 92% of students completed the MMC.

In consquence, English songs can improve the students' speaking skill. There is a progras average score from pre-test was 64, post-test I was 72 and become 79 in post test II. We can be seen that there was an improvement on the average score and total of the studentss who passed the test from pre-test, post-test I and post-test II.

In addition, the progress seen in terms of learning activities shows that students are progressing in terms of their attention to the students pay attention of teacher's explanation (67%), the students ask and aswer quistion (63%), the students are active in class (76%), the students are able to do task (100%) and the students follow teacher's intruction (100%). The researcher distributed a piece of paper to the students which consisted of song lyric. The researcher practiced then the students repeated. This activity was done until the end of the meeting.

Futhemore, this research supported previous studies that song media was found very helpful and effective to teach speaking skill. In addition, English song can also be implemented in all subjects but it depends on students' level and needs. It can be concluded that using English song is effective in improving students' speaking skill, especially for eight grader students' at Junior High School 9 Metro.

CHAPTER V
CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research based on the average of the students' score of SMP N 9 METRO, the result of observation sheet and the students' activity, the implementation of cycle I and cycle II was active. It means that The English Song can improve the students' speaking skill activeness score and teaching learning activity.

Based on the result of students' average score from pre test is 64,20; post test 1 is 72,32; post test 2 is 79,48. The data showed that the students' average in the pre test is 64,20, in the post test 1 is 72,32 and in the post test II is 79,48. It means that there was an improvement on students' score from pre test to cycle I and cycle II.

The difference between pre test and post test 1 is 8,12 and the difference between post test 1 and post test 2 is 7,16. Whereas, the difference between pre-test and post test 2 is 15,28. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1. It is clear that The English Song as a media can improve the students' speaking skill.

B. Sugesstion

       Based on the conclusion above, some suggestions are intended for the students, the teacher, and the other researcher:

1. For the Students

       They have to practise to speak and pronounce English word often. If they practise it many times, they will be accustomed and they will not be easy enough to be influenced by their mother tongue.

2. For the Teacher

It is recommended that the English teacher use the English Song strategy to guide the students' speaking skill to improve their speaking in English.

3. For the other researcher

       It is suggested to be useful for other researcher find out not only the theoretical side of English songs in improving speaking skill but also how to apply it so that students' speaking skills can improve. Therefore it is hoped that this research can strengthen research that was processed by other researchers.

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APPENDIX

SILABUS BAHASA INGGRIS

Satuan Pendidikan : SMP/MTs
Kelas : VII (Tujuh)
Kompetensi Inti :

- **KI1 dan KI2:Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	➤ **Fungsi Sosial** Mengembangkan nilai-nilai kehidupan dan karakter yang positif. ➤ **Unsur Kebahasaan** • Kosakata dan tata bahasa dalam lirik lagu • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ➤ **Topik** Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.	- Membaca, menyimak, dan menirukan lirik lagu secara lisan. - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya.	**Penilaian Sikap** • Sikap sosial • Sikap spiritual **Penilaian pengetahuan** • Tes tertulis • Tes lisan • Penugasan **Penilaian Keterampilan** • Praktik • Produk • Proyek	4 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	:	SMP N 9 Metro
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/Genap
Materi Pokok	:	3.13 dan 4.13 / Lirik Lagu
Alokasi Waktu	:	2 x 40 menit

A. Tujuan Pembelajaran

Peserta didik diharapkan dapat:

* Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MT.
* Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.

B. Media Pembelajaran & Sumber Belajar

Media : Worksheet atau lembar kerja (siswa)

Sumber Belajar :
* Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017
* Kamus Bahasa Inggris

C. Materi Pembelajaran: *Lampiran 25*

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)

* Pembukaan dengan salam dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.
* Apersepsi: *What kind of the music you like most? Why do you like it? Anyone knows a song in English? What is the title? Who is the singer? When do you listen to that song? What message can you get from the song?*
* Motivasi: *It is very important to learn a song. Because you not only can learn English from the song, not only get a message from the song, but also can fell entertain. When you sit in your very comfortable sofa at your home, have a nice drinking, you can also play a song, and you can also sing a song to make you feel happier.*

Kegiatan Inti (60 Menit)

Mengamati	:	Peserta didik mendiskusikan lirik lagu Thinking Out Loud dari Ed Sheeran yang tampilkan oleh guru (*Lampiran 27*).
Menanya	:	Peserta didik bersama guru melakukan tanya jawab secara lisan terkait dengan lagu. *Do you like the song? Do you know what kind of the music it is? Is it rock, pop or dangdut? What is the title of the song? Who is the singer? What is the song about?*
Mengumpulkan Informasi	:	Peserta didik mengidentifikai pesan yang terdapat dalam lagu tersebut
Mengasosiasi	:	Peserta didik diberi lembar kerja beberapa kalimat lagu rumpang untuk diisi sambil mendengarkan lagu tersebut.
Mengkomunikasikan	:	Peserta didik menyajikan hasil tulisannya, sedangkan peserta didik lainnya memberikan tanggapan.

Kegiatan Penutup (10 Menit)

* Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.

E. Penilaian Hasil Pembelajaran

Penilaian Pengetahuan	:	Written Test
Penilaian Keterampilan	:	Performance Test

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 9 Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : 3.13 dan 4.13 / Lirik Lagu
Alokasi Waktu : 2 x 40 menit

A. Tujuan Pembelajaran
Peserta didik diharapkan dapat:
- Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MT.
- Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.

B. Media Pembelajaran & Sumber Belajar
Media : Worksheet atau lembar kerja (siswa)
Sumber Belajar :
- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017
- Kamus Bahasa Inggris

C. Materi Pembelajaran: *Lampiran 25*

D. Langkah-Langkah Pembelajaran
Kegiatan Pendahuluan (10 Menit)
- Pembukaan dengan salam dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik.
- Apersepsi: *What kind of the music you like most? Why do you like it? Anyone knows a song in English? What is the title? Who is the singer? When do you listen to that song? What message can you get from the song?*
- Motivasi: *It is very important to learn a song. Because you not only can learn English from the song, not only get a message from the song, but also can fell entertain. When you sit in your very comfortable sofa at your home, have a nice drinking, you can also play a song, and you can also sing a song to make you feel happier.*

Kegiatan Inti (60 Menit)

Mengamati : Peserta didik mendiskusikan lirik lagu What a Wonderful World dari Louis Armstrong yang tampilkan oleh guru (*Lampiran 28*).

Menanya : Peserta didik bersama guru melakukan tanya jawab secara lisan terkait dengan lagu. *Do you like the song? Do you know what kind of the music it is? Is it rock, pop or dangdut? What is the title of the song? Who is the singer? What is the song about?*

Mengumpulkan Informasi : Peserta didik mengidentifikai pesan yang terdapat dalam lagu tersebut

Mengasosiasi : Peserta didik diberi lembar kerja beberapa kalimat lagu rumpang untuk diisi sambil mendengarkan lagu tersebut.

Mengkomunikasikan : Peserta didik menyajikan hasil tulisannya, sedangkan peserta didik lainnya memberikan tanggapan.

Kegiatan Penutup (10 Menit)
- Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.

E. Penilaian Hasil Pembelajaran
Penilaian Pengetahuan : Written Test
Penilaian Keterampilan : Performance Test

Pre-Test Instrument of Speaking Ability

Subject   : English (Speaking)
Class   : VIII.6
Time Allocation   : 45 Minutes

Direction:
      a. Please confidence to tell in front of the class
      b. Please be honestly

Intuction:

      a. Please speak the lyrics after teacher!
      b. Please speak the lyric in front of class!
      c. Please use text!

Post-Test Instrument of Speaking Ability (Cycle I)

Subject   : English (Speaking)

Class   : VIII.6

Time Allocation   : 45 Minutes

Direction:

    a. Please confidence to tell in front of the class
    b. Please be honestly

Instruction:

    a. Please in a clear voice
    b. Please speak the lyrics in fron of class

Post Test Instrument of Speaking Perfomance (Cycle II)

Subject   : English (Speaking)

Class   : VIII.6

Time Allocation : 45 Minutes

Direction:

a.Please confidence to tell in front of the class
b. Please be honestly

Instruction:

a. Please speak the lyrics after teacher
b. Please in a clear voice

DOCUMENTATION

Source: Teaching Learning Process

Source: The students Speaking Practice in Front of the Class

Source: Students Learning Activities in the classroom

Source: Students test in classroom

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : /In.28.1/1/TL.00//2023
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**ROSITA AGUSTINA**
NPM	:	1901051057
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS SPEAKING AT THE EIGHT GRADE IN SMP NEGERI 9 METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro,
Belum di proses,

Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SEKOLAH MENENGAH PERTAMA NEGERI 9 METRO
Jl. Piagam Jakarta 16 Polos Kel. Mulyosari Metro Barat – Phone (0725) 7525107

Nomor : 006/051/UPTD.SMPN.9/2023
Lamp.: -
Hal.   : **Izin Pra Survey**

Kepada,
Yth.   : Ketua Jurusan Tadris Bahasa Inggris Metro
            Fakultas Tarbiyah dan Ilmu Keguruan
            Di-
                 Metro

Yang bertanda tangan di bawah ini Kepala UPTD SMP Negeri 9 Metro menerangkan:

Nama   : ROSITA AGUSTINA
NPM   : 1901051057
Semester   : 8 (delapan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadri Bahasa Inggris
Judul   : THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS PRONOUNCATION

Berdasarkan surat nomor : B-1330/In.28/J/TL.01/03/2023 Tentang Izin Pra Survey tanggal 27 Maret 2023 di UPTD SMP Negeri 9 Metro.
Bahwa Mahasiswi tersebut di atas telah kami terima dan di izinkan melaksanakan Pra Survey di UPTD SMP Negeri 9 Metro.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 28 Maret 2023
An. Kepala UPTD SMP Negeri 9 Metro
Waka. Kurikulum

MUDIYONO,S .Pd
NIP. 19750514 200604 1 015

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-5098/In.28/D.1/TL.00/11/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 9 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5099/In.28/D.1/TL.01/11/2023, tanggal 06 November 2023 atas nama saudara:

Nama	:	**ROSITA AGUSTINA**
NPM	:	1901051057
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP N 9 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 9 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS SPEAKING AT THE EIGHT GRADE IN SMP NEGERI 9 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 November 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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S U R A T   T U G A S
Nomor: B-5099/In.28/D.1/TL.01/11/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:
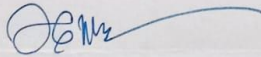
Nama	:	**ROSITA AGUSTINA**
NPM	:	1901051057
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP N 9 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS SPEAKING AT THE EIGHT GRADE IN SMP NEGERI 9 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 06 November 2023

Mengetahui,
Pejabat Setempat

Badrun

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KOTA METRO
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SEKOLAH MENENGAH PERTAMA NEGERI 9 METRO
Jl. Piagam Jakarta 16 Polos kel. Mulyosari Kec.Metro Barat – Kota Metro

Nomor : 006/223/SMPN 09/2023
Lamp.: -
Hal.   : **Izin Research**

Kepada,
Yth.   : Dekan Akademik dan Kelembagaan
            Institut Agama Islam Negeri Metro
            Di-
                  Metro

Yang bertanda tangan di bawah ini Kepala SMP Negeri 9 Metro menerangkan:

Nama   : ROSITA AGUSTINA
NPM   : 1901051057
Semester   : 9 (sembilan)
Jurusan   : Tadris ahasa Inggris
Judul Penelitian   : " THE USE OF ENGLIHS SONGS TO IMPROVE STUDENTS
                              SPEAKING AT THE EIGHT GRADE IN SMP NEGERI 9 METRO "

Berdasarkan surat nomor : B-5098/In.28/D.1/TL.00/11/2023 Tentang Izin Research tanggal 06 November 2023 di SMP Negeri 9 Metro. Bahwa Mahasiswi tersebut di atas kami terima dan diizinkan melaksanakan Penelitian di SMP Negeri 9 Metro Selama 4 (empat) hari pada tanggal 06 s/d 9 November 2023.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 16 November 2023
Kepala SMP Negeri 9 Metro

AGUS SUSETYO, S.Pd
NIP. 19730803 200501 1 005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Rosita Agustina
NPM   : 1901051057
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mampunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 04 Desember 2023
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1259/In.28/S/U.1/OT.01/11/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ROSITA AGUSTINA
NPM : 1901051057
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901051057

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 November 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rosita Agustina   Program Studi : TBI
NPM : 1901051057   Semester   : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jum'at 29 , Nov. 2023		Acc Instrument	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 1987110 2201503 1 004

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rosita Agustina
NPM : 1901051057

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis 26/10 2023		Bimbingan bab 4&5	
2.	Jum'at 03/11 2023		- Revisi Motto - Revision The Mistake	
3.	Senin, 13/11 2023		- Revisi Abstrack	
4.	Selasa, 21/11 2023		*Mu Muyoond.*	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.BI
NIP. 198803082015031006

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING SKILL AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 9 METRO

by IAIN METRO

Submission date: 19-Dec-2023 05:27AM (UTC+0300)
Submission ID: 2262300936
File name: SKRIPSI_Rosita_Agustina.docx (3.25M)
Word count: 11673
Character count: 59908

Metro, 19 Desember 2023

Muh Deiniatur

THE USE OF ENGLISH SONGS TO IMPROVE STUDENTS' SPEAKING SKILL AT THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL 9 METRO

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CURRICULUM VITAE

The name of the researcher is Rosita Agustina.
She was born in Donomulyo, Lampung Timur on August 20th, 2001. She is the three child from happy couple namely Mr. Sumari and Mrs. Sutiyah. She has graduate from Elementry School (SD N 2 Donomulyo) on 2013. She continued her study in Junior High School (SMP N 1 Bumi Agung) and graduated on 2016. After graduted from Junior High School, she continued to Seniot High School (SMA N 2 Sekampung) and graduated on 2019. And on 2019 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).