PERPUSTAKAAN STAIN JURAI SIWO METRO

AN UNDERGRADUATE THESIS

THE CORRELATION BETWEEN THE STUDENT'S HABIT SING A SONG TOWARD THEIR SPEAKING PERFORMANCE OF THE ELEVENTH GRADER AT SMA NEGERI 1 SEKAMPUNG

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1434 H / 2013 M

THE CORRELATION BETWEEN THE STUDENT'S HABIT SING A SONG TOWARD THEIR SPEAKING PERFORMANCE OF THE ELEVENTH GRADER AT SMA NEGERI 1 SEKAMPUNG

Presented as a Partial Fulfillment of The Requirement
For The Degree of Sarjana Pendidikan (S.Pd)
In English Education Program

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ABSTRACT

THE CORRELATION BETWEEN THE STUDENT'S HABIT SING A SONG TOWARD THEIR SPEAKING PERFORMANCE OF THE ELEVENTH GRADER AT SMA NEGERI 1 SEKAMPUNG

By :
ETIKA VIDIASTUTI

The low students' result in studying is a basic problem in education. There many ways for the teacher to get good or better result in studying for the students. In English for example, the students are difficult to remember about vocabulary and how to speak well with good pronouncation. In this case that the teacher should choose good ways or good method to solve this problem. One of them is by giving song as a media or method solve. Related to this problem, the researcher wanted to do the research that song influences the students' speaking performance. This research aimed to know how far song influences the students' speaking performance. The hypothesis testing is proposed to this research that giving song to the students in studying is as a media to facilitate or to motivate them influences the students' speaking performance significantly at the Eleventh garder with significant rating.

The students were interested and active during the treatments, although they faced difficulties in memorizing and pronouncing new words of the songs. The students were happy, it could be seen from the face and their enthusiasm when they sang the song. However, song can create a positive emotional influence on students, because through songs students learn new vocabulary in easier way. This research is quantitative research, sample taken 33 students. Variable research is giving song and students' speaking performance.

In this research the researcher used one class.In this research the researcher used one class Based on result of mesure the data through product moment there is any positive and significant corelation there are 0,875.If $r_{observed}$ is bigger than r_{table} alternative hypothesis Ha is accepted and null hypothesis Ho is reejected.After the considering product moment ttable by using df 31, $r_{observe}$ = 0,875 and r_{table} = 0, 349 finnaly the data confirmed that $r_{observed}$ is higher than r_{table} therefore, it can be infered that Ha is accepted and Ho is rejected.

ABSTRAK

HUBUNGAN ANTARA KEBIASAAN MENYANYI SISWA TERHADAP PENAMPILAN BERBICARA SISWA KELAS II DI SMA NEGERI 1 SEKAMPUNG

Oleh :
ETIKA VIDIASTUTI

Rendahnya hasil belajar siswa adalah masalah utama pendidikan banyak cara untuk mencapai hasil belajar yang baik untuk sisiwa . dalam pelajaran bahasa inggris contohnya : siswa sulit mengingat kosa kata dalam bahasa inggris dan bagaimana berbicara bahasa inggris dengan intonasi yang baik, dalam masalah ini pendidik harus memilih cara atau metode yang tepat untuk mengatasi masalah di atas. Salah satu cara untuk mengatasinya adalah memberikan lagu sebagai media. Berkaitan dengan masalah ini peneliti melakukan penelitian bagaimana lagu khususnya lagu bahasa inggris mempengaruhi penampilan berbicara siswa. Penelitian ini bertujuan untuk mengetahui seberapa besar lagu mempengaruhi penampilan berbicara siswa. Memberikan lagu adalah sebagai alat untuk meningkatkan motivasi siswa.

Siswa tertarik dan aktif selama proses pembelajaran walaupun wajah mereka terlihat sulit untuk mengingat kosa kata baru dari sebuah lagu. Siswa juga merasa senang itu dapat terlihat dari wajah dan antusias mereka ketika mereeka menyanyikan sebuah lagu. Lagu dapat menciptakan pengaruh emosional yang positif pada siswa, karena melalui lagu siswa belajar kosa kata baru dengan cara mudah dan menyenangkan. Penelitian ini adalah penelitian kuantitatif. Sample 33 siswa. Variable penelitian adalah lagu dan kemampuan berbicara siswa.

Berbicara siswa dan variabel bebas adalah lagu. Instrumen menggunkan test melalui teks percakapan dan menyanyikan lagu. Penelitian ini peneliti menggunakan satu teks. Penelitian ini peneliti menggunakan satu kelas, berdasarkan hasil dari penilaian data melalui product moment terjadi hubungan positif dan significant yaitu 0,875. Jika robserved lebih besar dari pada Ttable alternative hypotesis Ha diterima dan Null hypotesis Ho di tolak. Setelah pertikayan Product momen Ttable by using dF 31, Tobserve 0,825 dan Ttable 0,344 robserve adalah lebih besar dari pada rtable ini dapat di artikan Ha diterima Ho d tolak.

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To: The Honorable,
The Head of Tarbiyah
Departemen State Islamic Collage
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Assalamau'alaikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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

Wassalamu'alaikum Wr. Wb.

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RATIFICATION PAGE

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An Undergraduated Thesisentitled:**THE CORRELATION BETWEEN THE STUDENT'S HABIT SING A SONG TOWARD THEIR SPEAKING PERFORMANCE AT THE ELEVENTH GRADER OF SMA NEGERI 1 SEKAMPUNG** written by Etika Vidiastuti, Student Number (0953517) English Program, has been examined on Wednesday, August 28th,2013.

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

Metro, 01 Agustus 2013
Yang menyatakan

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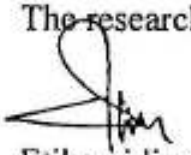
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Metro, August 1 , 2013

The researcher,



Etika vidiastuti

DEDICATION PAGE

This Undergraduate thesis would highly be dedicated to My beloved parents Ngadiman and Kusmiyati, who always give support and guidance to be successful in my study, thank you very much for your endless love. I love you and you are spirit in my life. My beloved Sister, Indah Harini Aprilita who always support me. Thanks for your attention and kindness.

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The Headmaster and English Teachers and official of SMAN 1 SEKAMPUNG.

My beloved Almamater State Islamic College of Jurai Siwo Metro.

MOTTOS

... My Lord gave me knowledge ...

.....Better late than never.....

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JRAI SIWO METRO STAIN JURAI SIWO METRO STAIN JURAI SIWO METRO STAIN JURAI SIWO METRO

CHAPTER I

INTRODUCTION

A. Background of the study

In the context of Speaking, Speaking Performance is the basic skill. Speaking performance is not only like reading make a good pronouncation but also to expression of the condition, and also speaking is not only can be used to communicate with each others, but also for expressing ideas. Speaking is the conveying information or expressing one thought and feeling in spoken language.

However Speaking is one of the important language element that the students should be master. The students has Speaking performace well will be easly communicate with other people from foreign country. Speaking is so much of daily life that we take it for usual or habit. One of the manners that has a good and speaking performance well is if we have usual to speaking English .

Many students feel hard to study English subject. They are feel hard to translate or know meaning of English and low motivation and interest to study of English especially for speaking performance. The students feel hard how to speaking well with good pronouncation because they students haven't usual or habit to speaking English. Speaking is one subject that the students feel hard to the mastery, but on the other hand many students like sing English song although the students don't understand meaning of the song.

The deal of problem above the researcher assume that one of manners effectivelly speaking performance is through English song, there are a lot of components that effect student's speaking. The importance of using songs in the English classroom and how it can be implemented to teach speaking is analyzed here. Students of all ages have a strong interest in music therefore, it is a resource that should be taken into account. To understand and improve their speaking, English as a Foreign Language teachers these ideas to analyze songs in class. This research is based on the author' s experience as a foreign language learner and teacher.

Song is a familiar thing and popular in our society not only in general society but also in Education society. Most of the people like song because it can make the feeling happy and could tell their aspiration. Beside song can be used as a motivation to student to learn English especially for English song. English song contain lingustics information, song not only can motivate the students but also song especially English song contain rich linguistics information, inluding pronouncation, vocabulary, grammar.

Nobody can refuse how powerful music is or that it affects our feelings and energy levels. music and sing to create moodsto make us feel happy, to enjoy movement and dance, to bring back powerful memories, to help us relax and focus, people have used sounds for different purposes, and this has certainly add our leaming and living in many different ways.in this case, the researcher tries the students sing English songtoward the students speaking performance conducted by the students of SMANegeri 1 sekampung.

The researcher has conducted a pre survey in SMA Negeri 1 Sekampung. The table below is the result of the pre survey:

Table. 1.1

Students' English score at the Eleventh grader

No	Score	interpretation	frequency	precentage
1	90 – 100	Excelent	0	0 %
2	75 – 89	Good	2	6.06 %
3	60 – 74	Fair	21	63.3 %
4	0 – 59	Poor	10	30.3 %
			33	100

Refering the table above the researcher assumes that the students at the Eleventh grader consist of four categories score, there are excelent, good, fair and poor. from the result of pre survey it can see from 33 students follows: there were 0 students who got 90-100 score are 0% at category to excelent score, there were 2 students who got 75-89 score are 6.06% at category to good score, there were 21 students who got 60-74 score are 63.3% at category to fair score, there were 10 students who got 0-59 score are 30.3% at category to poor score. in fact, the completeness standar of English learning was 70. If the lowest score was 60, the speaking perfonnance was not reached by students.

Based on the case above the researcher assumes that English is not easy to the mastery, especially for speaking performance.The students do not come to the

language classroom empty handed but they bring with them an already well established of instinct, skill and characteristics in which will help them to learn English language. In this case, the teacher need to develop, support, motivate and dig up their basic performance in improving it by providingconducive environment, useful resources, and carefully structured input and practice opportunities. The experience and environment at school and how language is taught and practiced play a vital role in language acquisition. The teacher should find the best or effective technique to teach speaking performance. The researcher assumes media as teaching aids are needed to help the student's understandingandto increase the effectivenessin the communication between teacher and students in the teaching and learning process. It is also used to stimulate the student's motivation and student's interest to the lesson.

B. Problem Identification

The researcher was found many problems based on the background above, The researcher could identify the problems as follow:

1. The students low speaking performance
2. lack of teaching media in teaching and learning activity
3. The correlation between students and teacher is bad
4. The teacher doesn't apply appropriate teaching method
5. The teacher low teaching method
6. The students low motivation

C. Problem Limitation

The researcher was realized that there are many terms limiting of the people during its discussion. The researcher knowledge and understanding, source of theories supporting of the idea of the research, time and financial support. Thus,the researcher will focus to research the correlation between the students English song and the students speaking performances only. In that, speakingis one important part of English to communicate with other people from other country.The researcher usedEnglishsong tospeaking performance to help the students in comprehending the source language easier.

Certainly, there are many others term which make discussion limited. Thus due to all of the limitation mentioned above, the researcher will focus the problem. It is the correlation the students habit sing a song English toward the student's speaking performance.

D. Problem Formulation

The problems that will be studied in this research are formulated as follows:

1. Is there any Correlation between student's sing a song English toward speaking performance at the Eleventh grade of SMA Negeri 1 Sekampung the academic year 2012/2013?

E. Objectives and Benefits of the Study

1. Objectives of the Study

This research is aimed at:

1). To know the correlation between the students sing a song English toward speaking performanceat Eleventh grader of SMA Negeri 1 Sekampung the academic year 2012/2013.

2. Benefits of the Study

Generally, the result of this research is expected to be useful to increase the students' competence in speaking performance it is expected that the results of this research have the benefits as follows:

1) For the teacher: the research can be used to improve the teaching and learning activity in the class.
2) For the students: to motivate students to speaking English, especially they will interest with English lesson.
3) For the school: this research can be used as information to improve teaching and learning activity English in the future.
4) For the researcher: to give information for further research with certain interest or as a consideration for other researchers to conductions further studies.

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CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoritical Review

1. Concept of Speaking

a. Definition of speaking Performance

Based In Oxford Advanced learner's Dictionary the definition of speaking is to somebody to be willing to be polite or friendly towards somebody, especially after an argument.[1]Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. One of manner that has speaking well is sing a English song, speaking will be habit when we has habit speak English, while based on Oxford Advanced Learner's Dictionary Performance is the act of performing a play, how well or badly you do something[2].

Speaking is the action of conveying information or expressing one's feelings in speech[3]. Based on the definition above the research assume that definition of speaking is communication expressing action feelings in spoken language. Speaking is very inportant to everyone to support clear communication with other people. Speaking is the active use of language to express meaning so that other people can make sense of them.

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[1]Hornby, As. *Oxford Advanced Learner's Dictionary.*(Oxford University press,2000) p. 1289
[2]*Ibid.* P.978
[3] http://oxforddictionaries.com/definition/english/speaking

Speaking is essential to develop an ability to recognise a sound. It has been pointed out earlier that there is much in common between the receptive skills of listening and reading, and the productive skills of speaking and writing. There are controlled, guided and free phases of production in both oral and written work. The speech produced by the student should be strongly controlled at first by the teacher, then as progress is made there should be less accurate guidance, reach in situations where the student is free to produce utterances appropriate to the situation.

Free oral productionIt is important that a student should be able to producenaturally the language which has been presented to him andwhich he has practised in various more or less controlledsituations.Speaking is so much a part of daily life that we take it for granted. The average person produce tens of thousands of words a day.Based on the statement above the researcher assume concept of speaking is develop production oral and written to produce utterances appropriate to the situation.

b. Characteristics of speaking performance

Speaking has a Characteristics that we should recognize and comprehend that easier a people has a good speaking performance. A description of the characteristics of speaking in a foreign languageeanbe approached from differentangles, but typically it is conceptualizedin terms of two interrelated facts, that is the various types ofknowledge that learners

possess and their expertise in adeptly using this knowledge in real communication. Based articles as languageas a system and language in contexts of use.

The chennel discussion, however, draws upon a more detailed characterization of the constructof spoken language offered by Bygate, who breaks it downinto4 :

1. the spoken repertoire
2. the conditions of speech
3. The Processes Of Oral Language Production

Based on the statement above the researcher assume that characteristics of speaking is construct of spoken langauge include a range of linguistics term, using knowladge in real communication and expressing feelings and attitudes.

c. Function of speaking

Speaking is one of tools of communication, Numerous tried have been made to classify the functions of speaking in human interaction. According to Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish andmaintain social relations, and the transactional functions, which focus on theexchange of information. Based on of Brown and Yule's framework fuction of speaking there are:"talk as

[4] Pawlak Mirostaw, et. al, Speaking *instructed foreign langauge acquisition*, toronto:British library catalouging in publication data, 2011. P.5

interaction; talk as transaction;talk as performance"5.

1). Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet,they exchange greetings, engage in small talk, recount recent experiences, because they wish to be friendly and to establish a comfortable zone ofinteraction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, the main features of talk asinteraction can be summarized as follows:

a. Has a primarily social function
b. To describe role relationships
c. To describe speaker's identity
d. May be formal or casual
e. Uses conversational conventions
f. To describe degrees of politeness
g. uses many generic words
h. Uses conversational register
i. Is jointly constructed

[5]Richard. Jack C. *Teaching Listening and Speaking from theory to practice*, (Cambridge University Press, USA,2008), P. 21

2). Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3). Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that deliver information before an audience, such as classroom presentations, public announcements, and speeches.

Based on the statement above the researcher assume that the function of speaking is to communicate with other people that can include as talk as interaction; talk as transaction;talk as performance, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

d. Style of Speaking

Conversation is a style of speaking that is appropriate to the particular circumstates. Through conversation. Different style of speaking to describe the roles, age, sex, and status of participants in interactions and also to describe the expression of politenes6. Lexical, phonological,

---

[6] *Ibid.;*

and gramatical changes may be involved in producing a suitable style of speaking.

speaking is not easy we should mastery element of speaking there are lexical, phonological and gramatical. The third element is very important to the mastery. In the research the researcher tries to make speaking more easy through English song because everyone like singing, if we have habbit sing a song English automatically and unrealize we had practice speaking English.

Speaking is a productive language skill, theoritically, according to O'Grady, it is a mental process. This means that is a psychological process by which a speakers puts a mental concept into some linguistics form, such as word, phrases, and sentences used to convey a message to listener7.

e. Types of Classroom Speaking Performance

Based on the pra survey at SMA Negeri 1 Sekampung the researcher assume that speaking is not easy to the mastery, many students feel hard to learn and try speaking English. There are some types of classroom speaking performance8:

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[7]Siahaan. Sanggam, *Issues in Linguistics*,(Graha Ilmu,2008), P.95

[8]Brown H Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*,(Library of congress cataloging in publication data,2001), p. 271

1). Imitative

The purpose imitative is meaningful interaction, but for focusing on some particular element of language form. Gramatical forms with their appropriate context.

2). Intensive

Intensive include speaking performance that is designed to practice some phonological or gramatical aspect of languge.

3). Responsive

The students or the teacher in the classroom initiated question or comments such speechs can be meaningfull and authentic.

4). Transactional (Dialogue)

The purpose of transactional (dialogue) of conveying or exchanging specific information, is an extended form of responsive language.

5). Interpersonal (Dialogue)

the purpose of interpersonal is maintaining social relationship than for the transmission of fact and information.

6). Extensive

Extented monologues in the form of oral reports, summaries or perhaps short speeches.

From the sixth type above researcher assume that calssroom speaking performance is the one element to the speaking mastery, one of

them each supported to make the students has good speaking performance.

f. Types of spoken test

Spoken test is one of manner how to maesure the students speaking performance, test is very important to evaluation it's mean that determining the presence, quality or realibility of the students speaking performance. There are some types of spoken test9:

1) Interviews

The class can be set some writing or reading tasks (or even the writer component of the examination) while individuals are called out, one by one for their interview. The rather formal nature of interviews (whether the interviewer is the learner's teacher or an outside examiner) means that the situations is hardly conducive to testing more informal, conversational speaking style. The use of pictures or a pre-selected topics as a focus for the interview can help, especiallyif candidates are given one or two minutes to prepare themselves in advance. If the question are the same for all candidates. And having third party present to co-assess the candidate can help ensure a degree of objectivity.

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[9]Thornbury Scott, *How to teach Speaking*, p. 125

2) Live Monologues

The candidates prepare and present a short talk on a pre-selected topic. The interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interview.

3) Recorded monologues

Learners can take turns to record themselves talking about a favourite sport or pastime, for example, in a near room to the classroom distinction to the lesson

4) Role plays

The role plays should skills or a lot of imagination. Situations grounded in everyday reality are best. They might involve using data that has been provided in advance.

5) Collaborative task and discussion

These are similar to role plays except that the learners are nor required to assume a role but simple to be themselves. As with role plays, the performance of candidate is likely to affect that of the others, but al least the learners' interactive skills can be observed in circumtances the closely approximate real-life language use.

2. Concept of song

a. Definition of songs

Song is a familiar thing and popular in our society not only in general society but also in education society. Song is to make musical song with your voice n thr form of a song or tune[10]. Most of the people like song because it can make the feeling happy and could tell their aspiration. According Suyatn. KE Kasiani Song is word phrasesthat has irama and tone[11]. Beside song can be used as a motivation to student to learn something, motivation is needed to support someone and influence them to do something to get their own goal or purpose. Ludke M karen states that " Music and songs in the modern language classroom may provide positive emotional and learning enhancements for students at different ages and stages of learning "[12].

It closely related to speaking, because speaking is an action of havinga communication with the others in using oral language. Oral language can be define simply just an activity which is combine the words together into something understandable.We often find a poetic text and a lyric poem language in the song lyrics that use slang words that can enrich learners' knowledge about the literature language. Besides that, the music which is used in the songs can make the learners enjoy to following or listening to the songs.

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[10]Hornby, As *Op.cit*.p1250

[11]Suyatno. KE Kasiani, *English for young learners*,(bumi aksara, 2010), p.113

[12]Ludke, M karen, *Teaching Foreign Language Through song*,(The University of Edinburgh) p.10

We can infer that songs consist of lyrics or poetic text. The lyrics and the text are various. They can be simple or longer. They can be in from of sentences or just a word, even a syllable. Song as a short poem set to music and intended to be sung. In fact now days are songs that are not completed by music, the singer's sing song without music.

The researcher assume that concept of song is part of music they are word, sentences and voice that related to speaking performance. In this research the researcher want to know is habit sing a song has corelate with speaking performance. As we know everybody like sing a song from a child until adult and they are often sing a song English especially for the students in senior high school, in Indonesia had many singer sing a song using English.

b. Types of song

There are many types of songs which can be used in the classroom, ranging from nursery rhymes to contemporary pop music. Popoular song make the students grow out of their natural experiences and interests. There is also a lot of music written specifically for English language teaching. Real music that the students hear and play every day can be extremely motivating in the classroom. However, the lyrics may not always be suitable they may, for example, contain pronouncation of words, there may be grammatical mistakes and they may only teach the language points want to focus on.

According Opie and Opie there are many kinds of song which contain different features and are used different purpose. Everyone love song and

rhyme, Opie and Opie sugest that rhymes can be divided into two categories there are those which are esential to the regulation of games and the students relationship with each other and includes, skipping rhymes[13].

c. Advantages of Using English song for learners

English is as international language in the world, English song help the students to improve their language skill, gives them a topic of common conversation starter. The reasercher feel that English song is a good tool to help the students in the learning of English. There are some advantages of using English song for learners[14] :

1) Popular English songs are motivating

Popular song make the students grow out of the natural experience and interests. Popular music in English curriculum would increase students' motivation because classroom activities would use their knowladge and their langauge. Singing English songs is entertaining and relaxing. English songs supply authentic and real life materials, which help the students native speaker of English. English songs gives meaningful context and background are provided for communicative activities.

2) English songs contain linguistics information

Students can benefit a lot from English song if the students learn to appreciate them because good English songs can teach them the languge.

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[13]Brewster jean, *The primary English teacher guide*(new edition 1992), p.165

[14]http://kzdocs.docdat.com/docs/index-16845.html/. Accesed feb,23.2013. 15.45 pm

Song not only can motivate students but also certain rich linguistics information, including pronuncation, vocabulary, grammar and language sense.

3) English songs contain historical and cultural knowladge

In many parts of the world, pop music is a primary leisure resource for young people. Music is popular at a certain time and deserted at another time can provide much background knowladge for both teaher and students, therefore, pop songs can also be used to introduce social change as well as cultural notes to students.

d. Song in The Classroom

Songs are part of daily life for most people. Who doesn't enjoy music at home, while travelling or studying, Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of step, present new vocabulary or recycle known language.in the second half we look at what we can do with songs in the classroom.

There is strong practical evidence supporting the use of music in the English language classroom; there is also a growing body of research confirming that songs are a useful tool in language acquisition. In fact musical and language processing occur in the same area of the brain[15]. In any classroom

[15]http://www.hltmag.co.uk/apr09/less01.htm, accesed des,21,2012 14.30 pm

there will be a mix of learning styles, and one student may 'use' more than one style. To appeal to these differences is a big teaching challenge.

Gardner distinguished eight styles of learning, and students in his 'aural/musical category will have a lot of benefit from learning through songs. They are strong in singing, picking up sounds, remembering melodies and rhythms; they like to sing, hum, play instruments and listen to music.

This is not to say that learners with other learning styles cannot benefit from songs. Of course they can, because in the activities we develop with songs we can dance and act (physical learning style), read, draw and do puzzles (spatial intelligence) tell stories, and write (verbal learning styles). Songs provide a great opportunity for young learners to move around. Clapping, dancing and playing instruments stimulate memory, which makes it possible for learners to hear chunks of language as they sing and use them in different situations later.

e. The Concept between Students' habit sing a song English and Their speaking performance

Speaking is important and should be mastery as a central element in language and it should be given from the beginning stages, in order to makethe students mastering speaking performance will be able to use the suitable or appropriate word in sentences for each situation in making communication to other person.

It is widely know that there are four skills of language, listening, speaking, reading, and writing. In this case the writer will be focused on speaking performance, because speaking performance is aspect of the ways to express our ideas ad feeling to communicate with other people. The students will be easy communicate with foreigner people when they are has good speaking performance.

B. Theoretical Framework and Paradigm

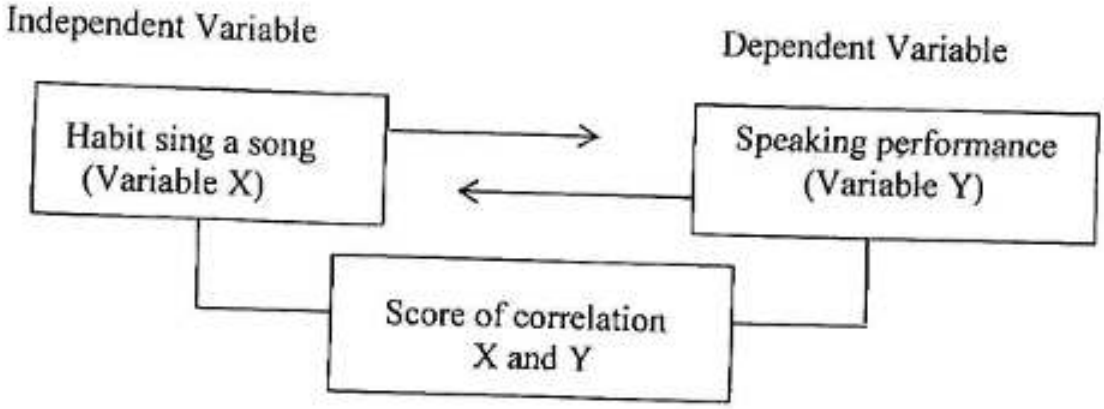
English is the first foreign language in Indonesia. It means that it is a compulsory subject to be taught. There are some students who think that English is the most frightening subject. They are not motivated to learn English. Some of them think that learning English is a burden. They do not realize how important English in teaching and learning English instruction is to facilitate the students to use or communicate in English. It is unquestionable fact that English is a medium of communication to build relationship among others. Teaching English as a foreign language of course is not as simple as teaching English as a second language the reason is the learners only use English in the classroom.

The students' speaking performance has an important role in English teaching learning process,because the objective of teaching and learning speaking is to give opportunities to the students to communicate.

PERPUSTAKAAN STAIN JURAI SIWO METRO METRO

Diagram 2

Theoretical Framework



C. Hypotheses Formulation

By concerning the theories and explanation above, the researcher formulated the hypothesis as follows:

1. Alternative Hypothesis (Ha)

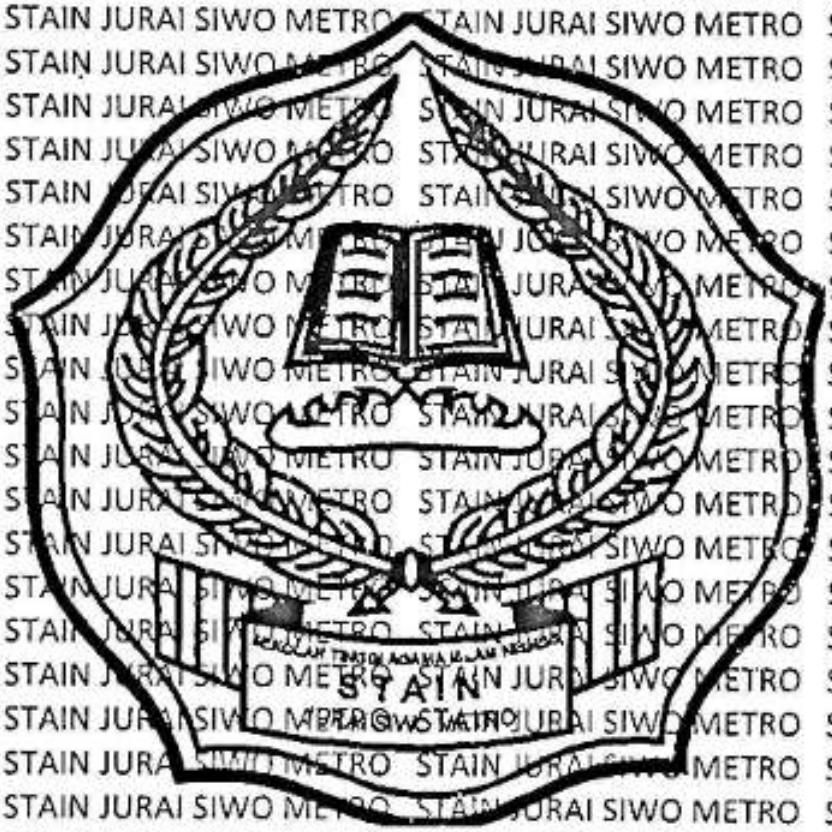
There is any positive and significant corelation between English songtoward their speaking performance at The Eleventh Grader of SMA Negeri 1Sekampung the Academic Year 2012/2013."

2. Null Hypothesis (Ho)

There is not any positive and significant Between StudentsEnglish song toward their speaking performance at The Eleventh Grader of SMA Negeri 1 Sekampung The Academic Year 2012/2013."

From the statement above that the researcher can concluded hypotheses from this research is Ha, it means there is any positive and significant influence

between English song toward their speaking performance at The Eleventh Grader of SMA Negeri 1 Sekampung the Academic Year 2012/2013."



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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted based on quantitative method. It means that the researcher analyzed the data which were taken from the students' sing a song habitEnglish and speaking performance.Daniel Muijs states thatQuantitative research is explaining phenomena by collecting numerical data that are analyzed using matematically based method (in particular statistics)[1].Moreover, S. Margono defines quantitative research as the process which uses numeric data to find knowledge.[2]

The research was conducted based on quantitative research. Quantitative method explains above the reduction to a parsimonious set of variables, tightly controlled through design or statistical analysis, and provides measures or observations for testing a theory. Objective data result from empirical observations and measures.

Quantitative research is actually an umbrella term encompassing a wide range of methods, such as interviews, case studies, ethnographic research and discourse analysis, to name just a few examples. Realists take the view that what research does is uncover an existing reality. 'The truth is out there' and it is the job of the researcher to use objective research methods to uncover that truth. This means that the

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[1]Daniel muijs, *Doing Quantitave Research in Education*, (london,Sage publication Ltd, 2004), p.1

[2] S. Margono, *Metode Penelitian Pendidikan*, (Jakarta: Rineka Cipta,2010),p.105

researcher needs to be as detached from the research as possible, and use methods that maximise objectivity and minimise the involvement of the researcher in the research.

A quantitative approach is one in which the investigator primarily uses positive claims for developing knowledge (i.e. cause and effect thinking, reduction, to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiment and surveys and collects data on predetermined instruments that field statistical data.

B. Population and Sampling Technique

a. Population

Edi Kusnadi defined that "the population or universe is all of unit analysis (subject).[3]Population is the larger group which the generalization is made, population is defined "all member of any well-defined class of people, event or object. Based on the statement above the total of eleventh grade students are 182students at SMA Negeri 1 Sekampung in academic years 2012/2013.

[3]Edi Kusnadi, *Metode Penelitian*, (Bandar Lampung: Gunung Pesagi, 2002), p. 79

b. Sampling Technique

Sample is "the part of population that will be researched."[4] Sample is the small group that is observed. Moreover Therefore, all subjects in this research are involved. The researcher was usedrandom samplingto analyst the statistic specific. Random sampling is the process of selecting sample in such an away that all individuals in the defined population have an equal and independent change of being selected for the sample.

From the statement above because total subjects are less than 100 people the samples of the research are the students of Eleventh graders which consist of 33 students. Therefore all of the population become sample. It can be considered that is population research.

C. The Operational Definition of Variable

Operational definition is the definition which based on characteristic of the things that will be defined. Meanwhile, variable can be defined as an attribute of a person or an object which 'varies 'from a person or from object to object.The researcher divides the variables into two: variable namely dependent variable and dependent variable.

1. Independent variable is the major variable which the researcher hopes to investigate. It is the variable which is selected, manipulated and measured by the researcher. Independent variable is variables that are antecedent to

[4] *Ibid.* p. 84

the dependent variable. In this case, the independent variable(X) habit sing a song. There are some indicator in this variable :

No	Variable (X)	Indicator
1	Habit Sing a song English	1. Pronunciation a. Individual Sounds b. Stress c. Intonation d. Pausing and phrasing e. Reduction

2. The dependent variable is the variable which the researcher observes and measure to determine the effect of independent variable. Dependent variable is variable that is a consequence of or dependent upon antecedent variables. In this case the dependent variable (Y) is speaking performance. There are some indicator in this variable :

No	Variable (Y)	Indicator
1	Speaking performance	a. Pronuncation b. Grammar c. Vocabulary d. Fluency e. Comprehension

D. Data Collection Method

a. Test

According to Douglas Brown test is a method of measuring a person's ability or knowledge in a given domain.[5] The writer will use test. The writer administered test in the first meeting of the research in order to find out the initial differences between the individual who have similar level. The test was used in this research is give conversation text and then the students practice speaking with their partner through conversation text in front of calss.

In order to know the student's speaking performance, the writerwas used conversation text it was the students practice in front of class.This step wasdid after the treatment to know the influence of the sing a song whether it is able to improve the student's speaking performance. It was held after they have gotten the treatment. In order to know the student's speaking performance, the writer was used English song.

b. Documentation

Edi Kusnadi defines documentation as the method which is used to get information from written language or documents (for examples: books, magazine, rule, note, and others).[6] The researcher was used the documentation method to get detail information about the English achievement of students especially speaking performance.

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[5] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition , San Fransisco State University, 2001,p.384

[6] EdiKusnadi, *Op. Cit.*, p.102

E. Research Instrument

SuharsimiArikunto defines instrument as the tool of research which is used in each method.[7] Furthermore, the research instrument involves:

a. Instrument Blueprint

Research instruments which will be used in this research:

1). The instruments which will be used for documentation method are books, magazines, note, data from internet, and others.

2). There are two kinds of the test. The first test is , the researcher use the objective test, with conversation text.

The method of measurement of speaking performance based on the table belowHarris's oral English rating scale frame

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Accurate pronunciation with native-like accent.
		4	Accurate pronunciation with mother tongue accent.
		3	Good pronunciation with one or two mistakes.
		2	Having problems in pronunciation, thus it is difficult to comprehend.
		1	Having problems in pronunciation. thus it is unable to comprehend.
2	Grammar	5	Very few mistakes without deducing the meaning of information.
		4	Occasionally making mistakes, e.g. order of

[7] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p.126

			words, but the meaning can be understood.
		3	Making several mistakes, thus repetition is necessary to strengthen meaning.
		2	Making many mistakes, so that meaning is unclear.
		1	Making regular mistakes so that it is difficult to understand.
3	Vocabulary	5	Accurate selection of words, native speaker-like.
		4	Very few mistakes in word selection, but it does not deduce the meaning.
		3	Occasionally uses inaccurate words, so that clarification of meaning is necessary.
		2	Regular wrong uses of words which make meaning difficult to understand.
		1	Serious problems in using accurate words, so that it is unable to understand.
4	Fluency	5	Speak very fluently, native-like fluency.
		4	Speak less fluently due to few problems of vocabulary.
		3	Occasionally have problems in speaking due to selection of words, so that there are several pauses during speaking.
		2	Regular pauses and hesitancy.
		1	Very slow speaking due to serious language problems.
5	Comprehension	5	Very good understanding of the material so that the story could be expresses nicely.
		4	Good understanding of the material, but occasionally make repetitions in expressing the story.
		3	Having comprehension problems, but not serious and directly understand after having some repetitions so that the story could be expressed.

		2	Having difficulties to comprehend the material so that unable to express the story.
			Unable to comprehend the material so that unable to express the story.

F. Data Analysis Technique

To investigate whether there is any positive and significant correlation between the student's sing a song habit and speaking performance at SMA Negeri 1 Academic Year 2012/2013, the researcher analyzes the data by using product-moment correlation. The formulation of product moment, Researchused Stratified population Sampling Technique, because the populations are heterogeneous. The researcher divided population into 3 levels that is high, middle, and low. For knowing the sampling techniques is as follow:

- The high performance
- The fair performance

The low performance

To investigate whether there is any positive and significant correlation betweenhabit sing a song and speaking performance at SMA Negeri 1 Sekampung Academic Year 2012/2013, the researcher analyzes the data by using product-moment correlation. The formulation of product moment:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Explanations:

r_{xy} = Correlation coefficient

n = Total of sample

X = Total of x

Y = Total of y

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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

Short History about the Establishment of State Junior High School State Senior High School 1Sekampung is located in Jln. Raya Hargomulyo Sekampung Lampung Timur. Establishment of State Senior High School 1Sekampung based on Menteri Pendidikan Dan KebudayaanNomor:301.12.04.03.011/300110/10806079.

The Building of State Senior High school 1 Sekampung

Table 2

The building of State Senior High School 1 of Sekampung

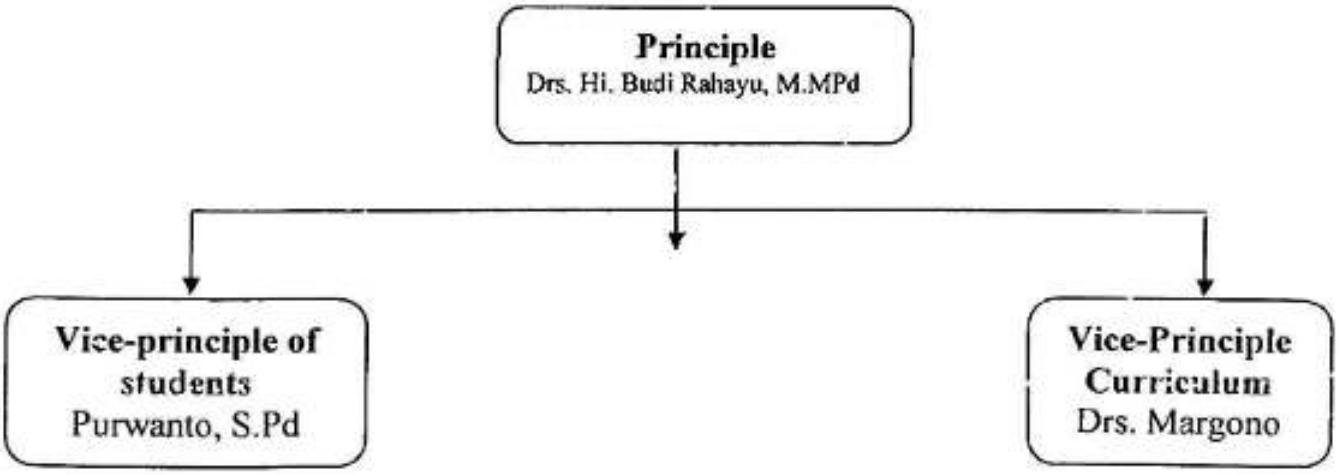
NO	Facility of building	Total
1	Class room	16 room
2	Principal's room	1 unit
3	Vice Principal's room	1 unit
4	Administration's room	1 unit
5	Teacher's room	1 unit
6	Center education room	1 unit
7	Mosque	1 unit
8	Library	1 unit
9	IPA laboratory	1 unit
10	Laboratory computer	1 unit
11	Language laboratory	1 unit
12	House of school guard	1 unit
15	House of audio	1 unit
16	Student's toilet	6 unit
NO	**Facility of building**	**Total**
17	Teacher's toilet	4 unit

18	Canteen	4 unit
19	Post Security	1 unit
20	Healthy room	1 unit
21	Teacher's parking area	2 unit
22	Student's parking area	2 unit
23	Cooperative room	1 unit
24	Storeroom	1 unit
25	Guide and Consultation room	1 unit
26	Guest room	2 unit

Based on the table above, the facility of building at State Senior High School 1 Sekampung is complete. The total of facility is 52 units. There are many facilities that can be support in learning process; they are laboratory computer, Natural Science laboratory, and library. However, there is still any facility that must be prepared by this school to support the learning process.

The Condition of Teachers and Official Employees in State

Figure 2
Organization Structure of State SMA NEGERI 1 SEKAMPUNG



B. Result of test at Eleventh grade

The test was administered in order to measure the students' Speaking performancetthrough the treatment was given. Based on the research, the treatments using song 3 times in the class. The researcher give a students sing a song together until 3 times to got score of song and then The researcher give conversation text after treatment using song. The distribution of the result test is presented here in order to determine the mastery learning of the class. The distribution of test score are as follows.

Table 3

The Distribution of students' score of test of speaking performancein Eleventh class

No	Nama	Score
1	AD .S	72
2	AME	68
3	AN .A	72
4	AN. S	72
5	AN .Y	80
6	AN. P	72
7	CHA	72
8	DI .M	72
9	DW .P	72
10	E N .R	80
11	EV. A	72
12	FID.A	72
13	H.N.R	72
14	IN.P	72
15	IN.H	80
16	IN.M	80
17	JM	68
18	LUC.N	72
19	NU.R	72
20	PR.S	68
21	RA.Z	80
22	RI.L	72
23	SA.R	72
24	SID.R	64
25	SIS.A.A	72
26	S.A	80
27	TI.R	76
28	VE.E.K	80
29	VE.N	72
30	WA.D.K	80
31	WA.R.S	68
32	WI.D	80
33	WI.T	80

Table 4

The Distribution of students' score of test of sing a songin Eleventh class

No	Nama	Score
1	AD .S	75
2	AME	80
3	AN .A	75
4	AN. S	76
5	AN .Y	82
6	AN. P	76
7	CHA	76
8	DI .M	75
9	DW .F	76
10	E N .R	82
11	EV. A	75
12	FID.A	75
13	H.N.R	75
14	IN.P	75
15	IN.H	82
16	IN.M	80
17	JM	76
18	LUC.N	76
19	NU.R	75
20	PR.S	72
21	RA.Z	80
22	RI.L	75
23	SA.R	76
24	SID.R	72
25	SIS.A.A	75
26	S.A	82
27	TI.R	78
28	VE.E.K	82
29	VE.N	75
30	WA.D.K	80
31	WA.R.S	70
32	WI.D	82
33	WI.T	82

C. Hyphotesis Testing

After applying the test methods, the researcher analyzed the data by using product moment correaltion in order to prove whether there is correlation between the students' habit sing a song toward their speaking performance as follow

a. Preparing the table in order to prove whether there is correlation between the students' habit sing a song toward their speaking performance. The table as the authentication of correlation.

b. Putting the data above in the formula product moment

investigate there is any positive significant corelation between the students Habit sing English song and speaking performance, the researcher analyzes the data by using product moment corelation. The formulation product moment :

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Explanations:

r_{xy} = Correlation coefficient

n = Total of sample

X = Total of x

Y = Total of y

Table 5

No	Nama	Score of speaking performance (y)	Score of song (x)	Yx	Y^2	X^2
1	AD .S	72	75	5400	5184	5625
2	AME	68	80	5440	4624	6400
3	AN .A	72	75	5400	5184	5625
4	AN. S	72	76	5472	5184	5776
5	AN .Y	80	82	6560	6400	6724
6	AN. P	72	76	5472	5184	5776
7	CHA	72	76	5472	5184	5776
8	DI .M	72	75	5400	5184	5625
9	DW .P	72	76	5472	5184	5776
10	E N .R	80	82	6560	6400	6724
11	EV. A	72	75	5400	5184	5625
12	FID.A	72	75	5400	5184	5625
13	H.N.R	72	75	5400	5184	5625
14	IN.P	72	75	5400	5184	5625
15	IN.H	80	82	6560	6400	6724
16	IN.M	80	80	6400	6400	6400
17	JM	68	76	5168	4624	5776
18	LUC.N	72	76	5472	5184	5776
19	NU.R	72	75	5400	5184	5625
20	PR.S	68	72	4896	4624	5184
21	RA.Z	80	80	6400	6400	6400
22	RI.L	72	75	5400	5184	5625
23	SA.R	72	76	5472	5184	5776
24	SID.R	64	72	4608	4096	5184
25	SIS.A.A	72	75	5400	5184	5625
26	S.A	80	82	6560	6400	6724
27	TI.R	76	78	5928	5776	6084
28	VE.E.K	80	82	6560	6400	6724
29	VE.N	72	75	5400	5184	5625

30	WA.D.K	80	80	6400	6400	6400
31	WA.R.S	68	70	4760	4624	4900
32	WI.D	80	82	6560	6400	6724
33	WI.T	80	82	6560	6400	6724
Total of score		Σ 2436	Σ 2543	Σ 188152	Σ 180496	Σ 196327

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Explanations:

r_{xy} = Correlation coefficient

n = Total of sample

X = Total of x

Y = Total of y

$$rxy = \frac{33 .188152 - (2543)(2436)}{\sqrt{\{33.\sum 196327 - (\sum 6466849\}\{33\sum 180496 - (\sum 5934096\}}}$$

$$= \frac{6209016 - 6194748}{\sqrt{(6478791 - 6466849)\,(5956368 - 5934096)}}$$

$$= \frac{14268}{\sqrt{11942 \times 22272}}$$

$$= \frac{14268}{16308,65}$$

$$= 0,875$$

From the data above and mesure formulation above there is any positive and signoficant corealtion between students habit sing a song toward speaking performance.

Interpration corelation according Prof. Sugiyono (2007)

0 - 0,199 : very low

0,20 - 0,399 : low

0,40 - 0,599 : average

0,60 - 0,799 : high

0,80 - 1,0 : very high

Based on result of mesure the data through product moment above there is any positive and significant corelation there are 0,875. Based interpration corelation according prof.sugiyono is very high corelation.

D. Intrepretation

The critical valuc of rcbserved 0,875 if we intepret it based on inirepretation correaltion according Prof. Sugiyono above it can be intepreted that there is fair correaltion between the students' habit sing a song toward their speaking performance.

1. Statistical significance

The researcher has formulated the alternative hypothesis Ha and Ho as follows:

1) Alternative hypothesis (Ha)

There is a positive and significant correaltion between the students' habit sing a song toward their speaking performance

2) Null hypothesis (Ho)

There is not positive and significant correlation between the students' habit sing a song toward their speaking performance.

After Ha and Ho above were formulated, the researcher consulted "robserved" to "rtable" as follows :

a) If $r_{observed}$ is bigger than r_{table} alternative hypothesis Ha is accepted and null hypothesis Ho is reejected.

b) If $r_{observed}$ is smaller than r_{table} alternative hypothesis Ha is rejected and null hypotesis Ho is accepted. The formulation

$df = N - 1$

the number of research population

$df = N - 1$

$= 33 - 1$

$= 32$

After the considering product moment t_{table} by using df 31, it can be found that

:

a. The critical value of product moment rtable for 5% is 0,374

b. The critical value of product moment rtable for 10% is 0,478

From all of data analysis above, it can be found that :

$r_{observe} = 0{,}875$

$r_{table} = 0, 349$

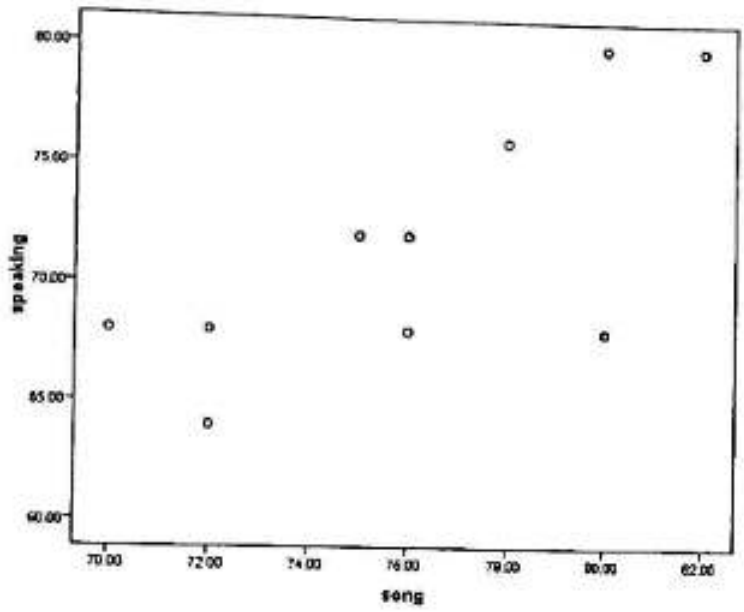
finnaly the data confirmed that $r_{observed}$ is higher than r_{table} therefore, it can be infered that Ha is accepted and Ho is rejected. It means that there is a positive significant correlation between the students' habit sing a song toward their speaking performance.

Furthermore, the writer demonstrated the data which was analyzed by using product moments in SPSS in the table below.

Correlations

		Speaking	Song
Speaking	Pearson Correlation	1	.875**
	Sig. (2-tailed)		.000
	N	33	33
Song	Pearson Correlation	.875**	1
	Sig. (2-tailed)	.000	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).



E. Discussion of Findings

We know that Speaking performance is an important tool to develop the other aspects of language and it can help the students understand more the meaning of message in language. Basic of language is the students should be mastery of speaking performance. However, most of the students still find difficulty when they learned it and they think that studying is boring and they also get confused to use vocabulary. Therefore, the English teacher should be more creative or use some well developed and fascinating aids in the classroom. One of the aids is songs. In this research, song was applied in teaching speaking performance in order to give a better.

Based on the result of the research, it can be seen that the students' speaking performance increased after they were taught using songs. It can be seen from test. From the computation, the test mean score the students were taught by songs, there is any positive significant the data confirmed that $r_{observed}$ is higher

than rtable therefore, it can be infered that Ha is accepted and Ho is rejected. It means that there is a positive significant correlation between the students' habit sing a song toward their speaking performance.

The treatments were started by asking them about their favorite songs and songs that always listen, then the teacher gave and played a song to the students twice and the students listened carefully. The teacher asked them to give a brief account of the theme or story of the song with their own language. Surprisingly, the students were very active and responsive to it.

The teacher gave the students copy of the song chorus one by onethe chorus by listening the song once again. After they knew the song and the chorus the teacher asked them to sing the song together. The teacher asked them to analyze the chorus that song. Then the teacher asked the students to discuss the song and the students try to uttered mean of the song.

When the treatments were given to the students, the teacher found that the students were interested in learning English especially in speaking. They said that they learned through a different way especially in learning speaking performance. They did not feel bored because they enjoy the learning process and got more motivation in learning structure and they understood more about speaking performance when they learned it through songs. It is supported by the introducing song in the classroom can solve most of the problems concerning motivation.

It proved that the students fell relaxed when they were taught past tense through songs because songs helped them to remember the word of in the chorus song by analyzing the song chorus that they like. They could also analyze the other songs that they found or looked outside the classroom. It is shown that 80.03 % students said that speaking performance through songs has advantage in their daily life. It means that learning process still happen outside the class, and will go on performing the songs after the lesson.

STAIN JURAI SIWO METRO

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering all the data gathered after finishing the research, which had been held in the first year of SMA Negeri 1 Sekampung, some of conclusions were drawn as follows :

There is significant correlation of students' Speaking Performance and the students were taught by songs. From the data and measure formulation product moment there is any positive and signoficant corealtion between students habit sing a song toward speaking performance. Based on result of mesure the data through product moment above there is any positive and significant corelation there are 0,875. In this research the researcher used one class. In this research the researcher used one class Based on result of mesure the data through product moment there is any positive and significant corelation there are 0,875. If robserved is bigger than rtable alternative hypothesis Ha is accepted and null hypothesis Ho is reejected. After the considering product moment ttable by using df 31, robserve = 0.875 and rtable = 0, 349 finnaly the data confirmed that robserved is higher than rtable therefore, it can be infered that Ha is accepted and Ho is rejected.

The students were interested and active during the treatments, although they faced difficulties in memorizing and pronouncing new words of the songs. The students were happy, it could be seen from the face and their enthusiasm when they sang the song. However, song can create a positive emotional influence on students, because through songs students learn new vocabulary in easier way.

B. Suggestion

Based on the result of the research, the writer proposes suggestion as follows:

1. Considering the aids and the material to be taught, teachers can use various aids in teaching learning process in the classroom in this case in teaching learning to increase the students' speaking performance. Teacher can use songs as an alternative aids or another aids that reliable to the students. For example game, short story or fairy tales and the other aids, so that the students have motivation and do not feel bored in learning English structure especially in speaking performance.
2. Teachers need to choose a good song, i.e the song chorus that contains easier vocabulary that will be taught and the sentences are not too difficult for the students.
3. In teaching speaking through songs, teachers should be able to maintain the class, I.e place of tape recorder, teachers should put the tape recorder in the middle of the class so that all the students can listen the songs well. Teachers

should read the song chorus again after play the song or together with the students, it is done to make sure that all the students can listen the song well.

4. In teaching simple present tense through song, teachers should make the students more active, for example, besides teachers give a song that students like. Teacher involve the students to find the other songs they like. It means that if the students find other songs that they like by themselves, of course, it helped them remember the new word and vocabulary that they have learnt.
5. For the students it is suggested to increase their speaking performance with good pronoun based on the song as an example.
6. For the teacher it is suggested that teaching trough song can make the students are motivated in studying because it can solve their boringness in studying.
7. It is better for the teacher to use this method because it is easy and fun.
8. For the students it is to be more active in learning English by using song.

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CURRICULUM VITAE



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