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RESEARCH ARTICLE

THE USE OF SONGS TO IMPROVE SPEAKING SKILL OF SECOND SEMESTER STUDENTS OF TEACHERS TRAINING AND EDUCATIONAL SCIENCE FACULTY OF UNITAL IN ACADEMIC YEAR 2017.

Cirilo Baltazar.

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Ever try out, concentrate on rhythm, body language movement and keep learning.

Abstract

The study aims at improve speaking skill of the second Semester students of teachers training and Educational Science Faculty of UNITAL in the academic year 2017. This study was an action research consisting two cycles. The research was carried out to the second semester students from April 2017. It involved the researcher, the collaborator, and the students. The participants of this research were 34 students of Second semester of teacher training and educational science faculty of UNITAL in academic year of 2017. The data of this study were qualitative. The qualitative data was obtained by observing teaching and learning process during the implementation of the actions and interviewing. It was in the form of field notes and interview transcripts. The qualitative data was taken by assessing students speaking skill through pre-test and the post-test. The finding of the first cycle indicated that students' speaking skill and involvement improved along with a lot of speaking practices. The result of the second cycle shows that the implementation of English songs improved students' speaking skills, especially their accuracy and interest by providing them with various topics, songs, and activities. It was also found that using language more often can improve their fluency in English language.

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Introduction:-

Language is an important device and very beneficial tool for people to communicate with one another. Language people can talk and understand each other. They can communicate with others groups of people or nation. A successful communication needs communicative language media (communicative competence) that have rules and norms, which should be carried out in communication. Brown (2000) states that language is a system of arbitrary conventionalized vocal.

Language is systematic and a set of arbitrary symbols for communication. The symbols are primarily vocal, but may also visual. They have conventionalized meanings to which they stand for. Language is used for communication which means it operates in a speech community or culture. In addition, it is essentially human, although possibly not limited human. It is by all people in much the same way; both language and language learning have universal characteristics.

There are many language in the world. One of them is English. English as an International language, and it is very important as a global language, which is spoken by more and more people in the world. Other side, English has a role as a language of science, technology and art. People who are able to communicate English will be easier to get more information and knowledge. Millions of people today want to improve their command of English, and the opportunities to learn. It is provided in many different ways such as formal and informal instruction, study abroad, the media, and internet.

People use language to give and receive information and exchange ideas among them, as Richards J.C.& Schmidt R.(2011) defined it. "Language" is the system of human communication which consist of structured arrangement of sounds or (Their Written Representation) into large units, for example Morphemes, Words, Sentences, Utterances. It can also refer to non – human system of communication such as the language of "bees," the language of Dolphins" (p.283), therefore through songs the students might master speaking skills.

Current curriculum, from the Minister of Education stated that all students at Junior and Senior High School up to university used to develop student's communicative competence, in speaking form. Therefore, the emphasis of the English Songs are to increase students' abilities in speaking parts, those skills are used to respond or to produce discourse in social life. The objective of speaking ability that needs to be achieved by the students are able for expressing and responding simple instruction and information in the context through the English songs. It is expected that the students can use language function in real communication in their daily life.

Language also is the system of sound and word used by humans to express their thoughts and feelings. This means that people use language to communicate to each other by using words or sentences of a language that adopt as an official language or the second foreign language of a nation.

Language is the discrete combinatorial system human's use most for communication. *Discrete* means 'separate' here, and *combinatorial* means 'ability to add together.' We take small separate parts, push them together in specific combinations, and create larger parts of language. For spoken languages, we store collections of sounds together with their associated ideas. We call them words, and they can be short (example. *I*) or long (for example. *Mississippi*), but they are all sets of sounds connected to a meaning. With those words, we build larger phrases such as noun phrases (for example. *most squids*), verb phrases (for example. *crushed the daisies*), and prepositional phrases (for example. *on the kangaroo*), Kirk Hazen, wiley blacwell.

In Timor Leste, English is a second foreign language that is considered as an important role in the world communication, Science, and technology and diplomatic negotiation. Those inventions are written in English to be used worldwide, for example, computer and Internet. All people who want to use them should know English. Therefore English is useful in helping people to explore science and technology. This statement is supported by Edge (1993), "English is an international language of the present historical period," (p.25). English serves for many countries all over the world. This is relevant with the important event, when Timor Leste got her independence as a new nation on May 20th, 2002 the parliament of Timor Leste ratified in the constitution, Part I, section 13 (2002 , p.14), considers that Portuguese and Tetum shall be the official languages part VII, Section 159 (Timor 002 p. 63). As the second foreign language in Timor- Leste, Bahasa Indonesia is treated for teaching students of Pre – secondary and Secondary School, which is as a compulsory subject, while for the University Students as a selective subject.

Everybody has learned their language since they were children, especially about their mother tongue. The process occurs naturally and property with a view to communicate in society. Listening ability in English as foreign language also play an important role in building communication skill. As we know, communication is a part of humans daily activities. Though communication by using language, we can share our ideas and thoughts with other people. In that way a smooth interaction between people can take place. In line with the more sophisticated world, we are demanded to be able to communicate not only by using our mother tongue but also by foreign language, especially English which obviously more difficult to do since we have a limitation of knowledge about foreign language. On the other hand, as an international language, English is used to share information, which is often happening in science and technology field. As the foreign language in our country, English is widely taught for the first time at elementary school. The teaching at this level have goal to give basic knowledge of English using foreign language.

Research Questions:-

This research attempts to answer the following questions:

1. Is it effective to use songs in teaching speaking?
2. What are the benefits of using songs in speaking class?

Literature Review:-

Speaking:-

Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become a part of daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to others through communication.

And speaking is an important skill because one of the keys in English Communication is speaking ability. By mastering speaking skill, students can carry out conversation with others, give ideas and change the information with interlocutor and people are able to know the situation that happens in the world.

Speaking is not simply expressing something orally. Brown H. Douglas (2000) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. And through the teaching guide the students to learn something new, on how to attract and encourage them for learning and teaching process.

The Communicative efficiency is the goal of teaching speaking skills. The speakers say words to the listener not only to express what is in his mind but also to express what he needs. Most people might spend of their everyday life in communication with others. Therefore; communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings. The speakers must consider the person they are talking to as listeners. The activity that the person does is based on particular goal. So, it is important that everything that the speaker wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages. Therefore, the speaking process should pay attention to how to say as well as to whom the speaker is talking to.

English skills:-

English as a foreign language has been learned by Timor Leste learners since they were in Junior High School, Senior High school and up to University. The importance of English as the key to International communication and commerce make it compulsory subject for student from Senior High school to University.

Therefore, the emphasis of the English teaching and learning is to develop macro language skills, namely listening, speaking, reading, and writing skills. Thus, the subject is directed to develop English language skills so that students are able to communicate in English.

Research method:-

This research is classroom action research. It meant that an action research which is conducted in classroom to increase the quality of learning in teaching practices. In other hands, it can be defined that it is an action that is done to solve the problem in the classroom. Therefore, this research purposed to solve the problems in teaching, learning, and listening skill.

In conducting this research, the researcher asked an English teacher of MA Pancasila to help him. As mentioned in Arikunto, S., Suhardjono & Supardi (2008: 22), it is suggested for the beginner researcher to make collaboration in conducting an action research. The teacher helps the researcher in planning, acting, observing, and reflecting. Moreover, it is also possible for the researcher to ask much suggestion from her in conducting the research.

Qualitative:-

To conduct the research, the writer use descriptive qualitative research method. The writer would like to find resources as ideas as many as possible. Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic picture of the social and cultural setting in which such behaviour occurs.

Data analysis of the test Instrument:-

Generally, test is done to students we conducted as try out previously. Try out is used to get good validity of test. Try out is given to small number of different students of the same level. And also there are two kinds of data analysis used in this action research. One technique belongs to qualitative analysis and the other to quantitative analysis. The qualitative analysis is done to class room observation data in which analysis is based on growing trends toward the majority of the students, and quantitative analysis to speaking test data is based on the calculation of mean score first of each speaking component then the overall use the following formula.

To get mean can be used the following formula:

$$X^o = \frac{\sum X}{\sum N}$$

Notes:

X^o = the mean

$\sum X$ = the total of the hole scores of test

$\sum N$ = the total who follow the test

Next, to understand the level of students' speaking skills the mean score of the total score was matched with the following classification by Arikunto (2001).

No	Scores	Level of speaking skills
	86-100 %	Very high
	71-85 %	High
	56-70 %	Average
	41-55%	Low
	>40%	Very low
	Range 15 %	

Findings:-

In this step, to identify the field problems, the researcher conducted some activities. First, the researcher do observations concerning the English teaching and learning process for the second semester students of teachers training and educational science faculty of Unital. Then, the researcher did interviews with the English teacher and the students.

Identification of the field problems:-

The research started by gathering initial information from the English teachers as informants for this research and the research is done to the second semester students of teachers training and educational science faculty of UNITAL. It is done by interviewing the English teachers and the students, observing the teaching and learning process, and conducting a pre-test.

Identification of the field problems to solve:-

As stated in the beginning of Chapter I, the research only focused on improving the students' speaking skills through songs.

Therefore, the researcher only concerned on solving problems related to students' speaking skills.

The researcher and the English teacher discussed crucial problems to be solved for the second semester students of teachers training and educational science faculty of UNITAL particularly English department class. It had lack of opportunities to learn speaking using songs. This could be seen from the fact that they are often have lack of facilities to speak using songs. It made them feel afraid and not confident to speak. Moreover, they have limited pronunciation, grammar, and vocabulary. Also, they often get wrong in pronouncing some English words. Because of those existing problems, the English teaching and learning processes do not run effectively and successfully the activity on using electronic devise, so that the researcher needed to solve this matter to give suggestion and advice for the future development of English department as an additional opinion.

From the observations and the pre-test, the researcher noted that some students do not talk much. They are also shy to speak and afraid of making mistakes in front of the class. Moreover, most students were still lack of vocabularies or lack of synonyms.

Determining the actions to overcome the selected problems:-

After the researcher and English teacher discussed crucial problems needed to be settled, they agreed that those problems were related to speaking skills should be settled down properly. Then, the researcher and the English teachers agreed to do the following actions to improve students' speaking skills.

1. First of all, to get students' attention to the lesson, the researcher and the English teachers agreed to use songs in speaking skills.
2. Second, in order to make the students familiar with English sounds and spelling, the researcher agreed to use English songs in every meeting of the teaching and learning process.
3. Then, to drill the students' vocabularies, the researcher and the English teachers agreed to use English songs in every meeting.
4. In relation to the teaching and learning process of speaking, the researcher and the English teachers agreed to use songs for the students' speaking skills.
5. Next, to make the students have more opportunities to speak English, the researcher and the English teachers agreed to use song and speaking performance related to the material.
6. Finally, through the songs to make students more interested in the speaking class, they agreed to use an interesting topic for the speaking class and also interesting songs.

The researcher hoped that by applying English songs, the students of the third semester teachers training and educational science faculty of UNITAL in academic year 2017 would be able to improve their English speaking skills.

Action Plans:-

The researcher planned to solve field problems by using some steps. The first step is making a treatment class for the second semester students of English department before conducted the pre-test in English classroom, then occasion it was accompanied by collaborator teacher in pre-test, and also the researcher was making observation of teaching and learning process inside the classroom. Choose 33 students of English department to be resource research at Unital. Cycle 1 is conducted in two meetings. The basic competency for cycle 1 is copying very simple expressions. Cycle 2 is conducted in two meetings. The basic Competency for Cycle 2 is speaking to show actions involving language functions on: giving examples in doing something and giving commands. The media consisted of speakers, laptop, songs related to the activities used in every meeting. They were used in every meeting to improve students' speaking skill.

The Implementation of the Actions and Discussions:-

The Implementation of Cycle 1

Plans of Cycle 1:-

In this planning session, the researcher and the English teachers determined the form of the pre-test and the use of songs to be applied in Cycles. The first meeting was conducted on 1st of April 2017, the song was used in first meeting was "Tomorrow Never Comes" first, researcher stimulate the students by asking them about the meaning of songs, and also researcher used English in classroom to explain the lesson. Students were still afraid to speaking English, researcher let students answer in Tetum first, then explained the topic. Prepared songs text, researcher was explained the songs to students, and students were listened carefully to researcher's explanation researcher asked students about songs, the students answered unconfidently. After that researcher asked students "is it clear?" And students said "yes". Then teacher asked "is there any difficult words?" and students answered that they still do not understand about "regret" so researcher asked the students to mention what kind of repentance that they knew. In order to know the students' achievement on their speaking skills, the researcher gave a pre-test, researcher complimented students' enthusiasm and checked their understanding and comprehension in term of songs he asked students to read the name of repentance one by one. In the first meeting on 1st of April, 2017. The use of songs which were applied in Cycle 1, the researcher and the English teacher agreed to make activities that would be used to improve students' speaking skills. *First*, the researcher used classroom English to check students' vocabulary mastery.

Second:-

the researcher and the English teacher planned to make many kinds of assignment in the form of speaking activity using songs. The researcher wrote the words on the white board, students look confused so the researcher explained the words again in English while approaching the groups, after that, the students understood what they have done. The researcher would also checked students' pronunciation while they pronounce into English. *Lastly*, the researcher used songs to drill vocabularies and make students familiar with songs and pronunciation.

The researcher hoped that by giving an interesting songs the students would be more enthusiastic and interested in having speaking class.

Action and Observation in Cycle 1:-

The pre-test was carried out in the first meeting on Saturday 1st of April, 017. The implementation using English songs. In Cycle 1 was conducted in two meetings. The first meeting of Cycle 1 was conducted on Monday 3rd of April, 2017 and the second meeting was conducted on Tuesday 4th of April, 2017. The actions were focused on implementing songs which required students to perform songs in speaking skills. In this cycle, while the researcher implemented the action, the teacher took notes at the back of the class to observe the teaching and learning process by fulfilling the observation checklist sheet. The data during Cycle 1 were collected through classroom observation and interviews. The research observed students in the class while conducting the test. Researcher approached student's to know their emotion, feelings and body movement when performed speaking in the classroom.

1st meeting:-

The first meeting was conducted on Saturday, 1st of April 2017. The title of the song of first meeting was "Tomorrow Never Comes". First of all, the researcher stimulated the students by asking them to tell about the meaning of songs. The researcher used English in the classroom. The students were still afraid to speak and then the researcher let the students answer in Tetum first. Then, he explained the topic. The researcher played the first song entitled "Tomorrow Never Comes" and asked the students to listen carefully. The researcher sang the song with the students. Then they sang together with music. After that the researcher asked the students to repeat the title of the song. They seemed to be enthusiastic and interested in repeating the words. Then she asked them to play listen and point to check their understanding.

After that the researcher explained the songs to the students. The students were listening carefully to the researchers' explanation. The researcher asked the students about the explanation using English. The students answered unconfidently. After that the researcher asked the students "is it clear?" and the students said "yes". Then the teacher asked "is there any difficult words?" The students answered that they still do not understand about regret so the researcher asked the students to mention what kind of repentance they know.

He wrote them on the white board in English and Tetum. The researcher pronounced the words and asked the students to repeat it. The researcher complimented the students' enthusiasm and checked their understanding. He asked the students to read the name of the repentance one by one. Some students mispronounced the words, and then the researcher corrected their pronunciation. The researcher wrote the words on the whiteboard. The students look confused so the researcher explained the words again in English while approaching the groups. After that, the students understand what they have to do. The researcher gave them 3 minutes to discuss with their friends. The researcher looked around and checked the students. The situation became noisy since they were engage in discussion. Some students finished quickly. The researcher asked the students to present in the front of the class. The researcher demonstrated the performance first and then the students started the performance. Even though they were still shy, the researcher encouraged them and complimented their effort.

2nd meeting:-

The second meeting was conducted on Saturday, 4th of April, 2017, the research was done on the post -test with a topic on "Tomorrow never comes". The meeting was started by asking the students some questions about the meaning of terms of the song. The students are presented in front of class room. The researcher turned on the song twice while the students listened carefully. The researcher also wrote the words on the whiteboard. Then the researcher explained to the students about the meaning of the words. Then he asked the students to read aloud and listen to their pronunciation. Some students still found difficulty in singing correctly so the researcher asked them to sing in groups according to their line.

At the second meeting in Cycle 2, the researcher gave more speaking performance to check their speaking skill, especially in pronunciation and vocabulary mastering. It could be seen from the use of describing something in both meetings.

He also gave the source of English songs to drill their speaking skill in the beginning of the meeting.

Reflection of Cycle 1:-

After implementing the action, researcher and collaborator evaluated the action. The discussion was done based on the observations in teaching and learning process, students' and collaborator's opinions. The research team members discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle. From the first until second meeting in Cycle 1, the researcher always used classroom English to motivate students. He used English when he explained the songs and asked the students some questions. Sometimes he used Tetum when students got difficulties in understanding. They answered the researcher's questions using both English and Tetum. The researcher also gave the students to share understanding through interesting songs. The songs used in every meeting to avoid boredom. The English teacher gave positive responses to the researcher as shown in the following interview.

R: (In Mr. John's opinion, how is the media that I used. The English songs for 1 cycle in the last 2 meetings?)

ET: (It's been good, Mr. I saw that students have shown some differences. At first, I was afraid if the students might be naughty to new person, I mean the new teacher, but there's nothing to worry about, they are happy. That's the most important thing. After that, about the use of songs, from these 2 meetings. I think it's been pretty good and appropriate as well.)

There were the songs that researcher used in his research, "*Tomorrow Never Comes*" This song was very easy to listen and consisted of new vocabularies that students were less familiar with. Therefore, students did not feel bored in the class because they always listened to some different interesting songs in every meeting. The activities could improve the students' vocabulary mastery. Besides, they became more active to speak since they were singing together.

R : How about the speaking skill of the students in the class?)

ET : (I think, used songs , the students talked more now. And also always repeats how the words are pronounced, so they could speak better).

In other make the speaking class more interesting, the researcher used English songs for explanation. The students found and understood it interesting to listen to the explanation while looking at the songs text.

Therefore, the students did not feel bored in the class because they always got the chance to play with the songs and also sing together with their friends. There were one topics in Cycle 1. They were "*Tomorrow never comes*". Based on the interview conducted after the action of Cycle 1, the researcher found the students were interested with the topic taught in their speaking activities. It can be seen in the following interviews.

R: (I want to ask about these 2 meetings with Mr. Jonh, What do you think.) S: (It's exciting, happy, used songs also. I still remember)

R: (Really? Thanks. Do you like the songs? Are you bored?)

S: (No, it was exciting. The one with "Vocabularies, pronunciation, speaking, and grammar" I like that one. I still memorize it well.)

R: (Alright, you are the 3rd one. I want to ask about these 2 meetings with

S: (In my opinion? The class became exciting and cheerful. I like "vocabularies pronunciation, speaking, and grammar".) Miss Vero. What do you think, Marry?)

R: (you also like "vocabularies, pronunciation, speaking and grammar". Yanti also likes it. Do you think the song is a bit difficult? So you like to learn using songs, don't you?)

S: (Yes, I do. Because it is easy. Only this, this, this is not difficult)

In conclusion, the implementation of the speaking class by using songs in Cycle 1 was generally successful in improving the teaching of English speaking skill practices and students' involvement. The songs that researcher gave to students could help them improve their speaking skills especially in pronouncing English sounds and pronunciation. English songs were able to improve students' vocabulary mastery skill in the practice of teaching speaking skills and songs made them more interested in joining the speaking class in the first cycle. Most of them were actively engaged in the activities. The interviews held after the actions indicated that they were enthusiastic about the activities. But some students still found it difficult to pronounce some words since they heard them for the first time. To overcome that problem, researcher corrected the pronunciation and played the songs once

again so that students can find the correct pronunciation by themselves. Students also said that the first activity was too many and difficult. So, to overcome that problem, researcher used simple activity for the next cycle.

Reflection of Cycle 2:-

Having implemented the actions in Cycle 2, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interviews with the English teacher and the students after the actions were implemented. The English songs in Cycle 2 could improve students' motivation in learning English speaking skills. Many of them tried to answer the questions using English based on their knowledge. And sometimes the researcher corrected their Pronunciation and vocabulary mistake.

At the end of the actions the researcher could get the students' attention that let the students to be more focused on the lesson and explanation. By using the songs the students felt more interested in joining the lesson which was hard to find the previous meetings. The English teachers believed that the students could get a better score because they enjoyed the speaking class.

The students were also invited to give their comments about using songs in the teaching and learning of speaking skills.

And sometimes the researcher corrected their vocabulary mistakes. This cycle indicated that the students' speaking skill and the teaching-learning process improved students speaking skill in used of songs.

R: (Yes, teacher Jonh, Thank you. What do you think about the media that I used. I mean the English songs 2 cycle in the last meetings?)

ET: (Good. It's really good. If I compare it with the first meeting and this meeting, the students are more active, they speak more. The students also get to know many songs. They listen directly from the audio instead of from me. So they pronunciation has improved.)

R: (How about the students, Teacher? Is there any significant changes after these meetings?)

ET: (Yes. They are more active to answer the questions. They are also willing to speak in English in front of class. It means, they feel comfortable already, they are not afraid anymore.)

The students felt that, speaking skill improved during the Cycle 2. Many of them had improvement in the vocabulary mastery, English pronunciation after having speaking activities through English songs. It could be seen from the following interviews.

R: (Ohm OK, thank you. Do you think that your English speaking skill has improved? Please be honest.)

S: (Yes, it has, teacher. It has.)

R: (Ohm, good. Do you feel more enthusiastic learning English with song? Like yesterday?)

S: (I do, Teacher. I don't feel bored)

R: (So it means that your skill in English subject has improved?)

S: (Yes, It has, teacher)

R: (Ohm OK. Thank you. Do you think that your English speaking skill has improved? As well, Suffa? Please be honest)

S: (Yes, it has, Teacher. It has).

In Cycle 2, the researcher focused on the vocabulary more than in Cycle 1.

She asked the children to mention the grammar, vocabulary, and pronunciation themselves and help them with the English. He also repeated the words as vocabulary drilling. The researcher and the English teacher found that the students now had more vocabulary than before. The English teacher also gave positive remarks upon the teaching-learning process.

R: (I have been worried about making the students feel comfortable in the classroom. What about the vocabulary?)

ET: (Yes, that was also improved. In the beginning they even did not want to say

Anything while being asked to describe the songs, right? Today there were many words produced, the sentence also getting progress.)

The interview script above shows that the students' vocabulary improved. The students also show improvement in comprehending the subject. They showed positive attitudes during the subject. They did the activity better than before. It was because they know more vocabulary and know how to say it; and the students became more confident to speak. Therefore, the researcher was able to evaluate the students' performance better. In some previous meetings, many of students were very shy to speak in front of class.

General Findings and Discussions:-

Cycle 1:-

In Cycle 1, there were some problems related to speaking skills to be solved. First of all, students had low motivation in learning English, especially in learning activities and they were also unconfident to speak English on the previous meeting. In order to solve this problem, the researcher agreed to use speaking performance as their last activity.

In this activity English students got opportunity to speak up in English. The researcher found that students became more active because they did the activities together with their friends. They talked to one another and had to solve problem together.

Next is the students' attention to the researchers' explanation. In the previous meeting with the teacher, these were not students' attention and made noisy then did not listen well to the teacher. Therefore, the researcher and the teacher agreed to use songs to improve students' speaking skills. Since it was something new for the students, especially in the first meeting, the students gave their full attention to the songs used by the researcher. The students were happy because it is interesting to listen to the songs. In the second meeting students could point out words from the songs text.

After that, in the previous meeting the researcher found that the students made mistakes in pronouncing the words because they were not familiar with the English sounds and pronunciation. In this case the researcher used songs. The students said that they never listen to any song, except the songs that the teacher taught them. So they never got a chance to hear the correct sounds of English in the class. In this cycle, the researcher used songs and played more than once so that the students could listen to it well. The researcher also corrected the pronunciation and asked the students to check by themselves from the songs. Since they found it by themselves, hopefully it would be easier for them to remember.

The last is the students' speaking opportunity. In the previous meeting with the teacher, the students only got a little time to practice speaking. During Cycle 1, the researcher gave those chances to speak in front of the class by using song texts so that to make the students speak more and brave. English songs were used to improve the students' speaking skill and made the students more interested in the class. Most students were actively engaged in speaking activities. Based on the interviews held after the action, these indicated that they were enthusiastic in the activities.

Cycle 2:-

After conducting some actions, students have improved in four main issues addressed in this research. Firstly, the students' vocabularies were increased during the first cycle. By using songs students could get more new vocabulary. The researcher also asked the students some vocabularies related to the text and helped them with their English speaking skills. The actions in Cycle 2 were aimed to get better achievements of the learning indicators for speaking and establish a conductive teaching and learning process. Secondly, in terms of speaking skills, students became more familiar with English sounds and comfortable to speak English. They could speak more than before in individual tasks. Thirdly, various activities made songs given by the researcher interesting enough, so they did not get bored in the class. The last, giving reward to the students who had highest score in every assignment was effective to motivate students in learning speaking skills. Classroom English in every meeting also made students' vocabulary skill improved. In Cycle 2, there were many of them tried to answer the questions using English, although they still had some vocabulary mistakes. The researcher also paid more attention to the students' sentences production and sometimes corrected their vocabulary mistake. The songs were successful to make students Interested in learning speaking. Drilling the students' vocabularies with English songs could make them speak English correctly. They had better score since they could speak more than before. Using different topics in each meeting could make the students enjoy with the activities. They were not bored because they listened to the different songs and they did various activities.

The Results of the Speaking Test:-

The use of the English songs through applying some activities were successful in improving students' speaking skill in two Cycles. That finding could be inferred from the observations of the teaching and learning process, and the interviews with students and teacher. It was also supported by the result of the pre-test and the post-test of the students' speaking skill. The researcher conducted the pre-test on Monday, 1st of April 2017. In this speaking test, the students were asked to describe the vocabulary. The research was provided the text of song and point them to speak in class, then research made observation to student who spoke in front the class room. The researcher had made score table to gather all of the students' score. Meanwhile, the post-test was conducted on Thursday 4th of March 2017. The action was the same. The students were asked to describe vocabularies. To assess students' speaking skill in the post-test, the researcher also made score table of the test. Students' speaking scores in the pre-test can be seen in the Appendix. Meanwhile, summary of the result of the pre-test can be seen in the table below:

Students' scores before treatments speaking assessment (Pre-Test) cycle 1:-

No	Assessment Aspect							
	Gram	Vocab	Pro	Fluency	Team work	Self-Esteem	Total Scores	Average
	1	2	3	4	5	6	7	
1	65	86	65	85	86	86	473	78.83
2	86	85	70	65	76	87	469	78.16
3	70	69	79	65	87	64	434	72.33
4	78	80	69	80	76	89	472	78.66
5	69	87	79	56	88	77	456	76
6	79	80	78	88	86	89	500	9.16
7	78	87	99	87	89	17	457	76.16
8	89	87	86	76	67	68	473	78.83
9	99	90	56	97	88	89	519	86.5
10	86	67	80	68	64	87	452	75.33
11	79	88	99	77	88	88	519	86.5
12	78	45	88	76	66	47	400	66.66
13	55	45	48	55	58	48	309	51.5
14	46	44	52	57	46	68	313	52.16
15	50	60	47	45	43	62	307	51.16
16	60	48	46	76	55	69	354	59
17	69	56	43	55	67	88	378	63
18	88	86	76	86	90	86	512	85.33
19	54	56	57	34	64	67	332	55.33
20	77	53	54	87	55	48	374	62.33
21	79	89	44	74	84	45	415	69.16
22	47	56	54	66	64	46	333	55.5
23	89	76	46	45	76	85	417	69.5
24	77	55	44	65	78	67	386	64.33
25	88	56	52	53	66	78	393	65.5
26	56	56	56	56	45	54	323	53.83
27	78	98	83	45	42	55	401	66.83
28	86	78	43	56	44	54	361	60.16
29	43	62	46	75	89	44	359	59.83
30	76	41	40	44	45	65	311	51.83
31	54	42	52	45	66	89	348	58
32	67	49	47	41	47	68	319	53.16
33	55	65	87	99	78	65	449	74.83
Total	2350	2222	2065	2179	2263	2239	13318	2145.5
Average	71.21	67.33	62.57	66.03	68.57	67.84	403.57	65.015

From the table, based on the research pre-test, it was found that the mean of the students' speaking skills score in pre-test was 65.015 from that because the minimum passing criteria of UNITAL of the English subject in this University was 403.57

In the post test, the researcher reviewed students' speaking skills scores by using the same score table. The result of the students' speaking scores in the post-test can be seen in the Appendix. The summary of the students' speaking skill in the post-test was presented in Table below.

Students' scores before treatments speaking assessment (Post-Test) cycle 2:-

No	Assessment Aspect							Average
	Gram	Vocab	Pro	Fluency	Teamwork	SelfEsteem	TotalScores	
	1	2	3	4	5	6	7	8
1	68	89	80	82	86	88	493	82.16
2	67	89	78	88	76	87	485	80.83
3	88	89	77	70	87	88	499	83.16
4	80	88	77	86	85	88	504	84
5	89	89	87	88	74	57	484	80.66
6	83	88	98	89	77	58	493	82.16
7	78	63	65	67	59	88	420	70
8	82	88	83	83	85	76	497	82.83
9	82	84	87	72	86	86	497	82.83
10	76	62	59	65	77	79	418	69.66
11	74	76	77	80	70	69	446	74.33
12	88	57	77	78	76	79	455	75.83
13	77	88	89	65	62	62	443	73.83
14	88	72	88	79	68	65	460	76.66
15	89	88	79	64	72	65	457	76.16
16	76	74	88	80	56	65	439	73.16
17	77	56	79	77	88	75	452	75.33
18	80	89	88	76	89	86	508	84.66
19	86	85	67	83	79	87	487	81.16
20	69	58	76	87	67	87	444	74
21	64	79	58	88	89	79	457	76.16
22	57	88	87	78	59	19	388	64.66
23	68	76	88	87	65	64	448	74.66
24	58	88	68	88	79	73	454	75.66
25	68	76	88	89	74	52	447	74.5
26	88	89	88	77	75	76	493	82.16
27	87	85	56	68	79	75	450	64.28
28	69	63	67	88	89	88	464	77.33
29	87	86	85	79	54	78	469	46.9
30	82	88	75	76	89	88	498	83
31	88	75	88	79	86	87	503	83.83
32	88	75	85	86	89	85	508	84.66
33	68	76	88	75	78	76	461	76.83
Total	2569	2616	2620	2617	2524	2475	15421	2528.18
Average	77.84	79.27	79.39	79.30	76.48	75.00	467.30	76.61

Based on the table, from the research post-test, it was found that the mean of the students' speaking skill score in post – test was 76.61

Thus, almost all students passed the minimum passing grade 467.30. From that result, it could be concluded that the students' speaking skills had improved since the means of the students' speaking skill score had improved. The table shows that the mean is 403.57 in the pre-test, while in the post-test is 467.30

Discussions:-

From both Cycles, students were given songs. The duration of the song was 3 minutes. At this cycle students seemed enthusiastic to listen to the songs. Maria Gomes (2017) stated that the greatest advantage of using songs in the enjoyable experience they bring to students and relaxed atmosphere created in a class. The more relaxed students are, the more receptive to learn they are.

In addition, through songs, students are exposed to authentic examples of the second language. In addition, Krashen (2001) in Schoepp (2001) explains that for optimal learning to occur the affective filter must be weak. A weak filter means that a positive attitude towards learning is present. Schoepp (2001) adds that songs are one of the media that achieve a weak affective filter and promote language learning, and can be used to present topic, practice language, stimulate discussion of attitude and feelings, provide a comfortable atmosphere and bring variety and fun for learning. By using songs, the researcher also aimed students to be more familiar with English sound and be able to improve speaking skill especially pronunciation. The researcher played song more than once to let students listen to the pronunciation well. When students got wrong pronunciation, the researcher also played the song again after correcting students mistakes in order to let them heard the correct pronunciation.

Using songs in the class room is one of the manner to encourage and motivate students to learn English. In cycle 1 students were given a task to ask others and found the meaning of the songs. The students became more active and busy trying to talk to others in order to get the meaning of the songs.

As the previous discussion, the researcher and English teacher discussed the songs before conducting the research. The researcher also adapted the songs which are appropriate with students' speaking skills. The researcher would made students feel interested first in class, so they would enjoyed the songs.

The researcher and the collaborator decided to end the research in cycle 2 because they saw that students' speaking skills had improved. In conclusion, the different of teaching and learning process of speaking skill during cycle 1 and cycle 2 can be seen in this table.

Table 10:- the changes (before and after the implementation)

Before cycle	Cycle 1	Cycle 2
The students had lack of motivation in learning English, especially in speaking activities	Students were motivated in learning English.	Students were more motivated in learning English and involved in speaking activities.
The students were ashamed and unconfident to speak in English	Students were more confident to answer question and give comment.	Students were more actively answer question and give comment.
Some students were passive /afraid during the teaching and learning process.	Students were more active during teaching and learning process.	Students were more active in the process of speaking activities during the teaching and learning process.
Students lacked of vocabularies, students had low motivation in learning English, especially in speaking activities.	Students already had many vocabularies from the English songs and researcher explanation.	The students were asked by the researcher to write difficult vocabularies during the teaching and learning process.
The tasks given by the teacher were not interesting enough.	The researcher made interesting tasks by giving interesting English songs to the students, so they were not feeling bored in the class.	There were many kinds of activities too in every meeting, and also English songs that made students feel interest to learn English, especially in speaking.

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