Using English Songs for Learning Speaking in Junior High School [Menggunakan Lagu Bahasa Inggris untuk Belajar Berbicara di Sekolah Menengah Pertama]

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Abstract. By using descriptions of English songs for speaking ability, the speaking scores of students in class 7 of SMP Muhammadiyah 4 Porong increased significantly. Their score in the pre-test was 15.66 and in the post-test was 22.44, according to the results of the data presentation shown above. Furthermore, there is a statistically significant difference between the pre-test and post-test scores, as shown by the t-count value of -11,879, the degree of freedom (df) of 16, and the average difference between the pre-test and post-test scores of -6.784. This is indicated by a significance (sig. 2-tailed) of 0.000. It can be concluded that the pre-test and post-test scores are very different, which shows an increase in the use of English songs for speaking by grade 7 students at SMP Muhammadiyah 4 Porong.

Keywords - learning, songs, speaking, English

Abstrak. Dengan menggunakan deskripsi lagu-lagu berbahasa Inggris untuk kemampuan berbicara, nilai berbicara siswa kelas 7 SMP Muhammadiyah 4 Porong meningkat secara signifikan. Nilai mereka pada pre-test adalah 15,66 dan pada post-test adalah 22,44, sesuai dengan hasil presentasi data yang ditunjukkan di atas. Lebih lanjut, terdapat perbedaan yang signifikan secara statistik antara skor pre-test dan post-test, yang ditunjukkan oleh nilai t-hitung sebesar -11.879, derajat kebebasan (df) 16, dan perbedaan rata-rata antara skor pre-test dan post-test sebesar -6.784. Hal ini ditunjukkan dengan signifikansi (sig. 2-tailed) sebesar 0,000. Dapat disimpulkan bahwa skor pre-test dan post-test sangat berbeda, yang menunjukkan adanya peningkatan penggunaan lagu-lagu berbahasa Inggris untuk berbicara oleh siswa kelas 7 di SMP Muhammadiyah 4 Porong..

Kata Kunci - pembelajaran, lagu, berbicara, bahasa Inggris

I. . INTRODUCTION

Many students find learning English difficult, which makes them too lazy to improve their skills. Considering how important English is as a global language, it is used by many countries around the world, especially for communication purposes. Undoubtedly, students in Indonesia must have basic English skills that can be used to communicate with foreigners around the world. However, many students in Indonesia are very weak in English. Based on research conducted by experts, there are several reasons why students in Indonesia do not speak enough English. That is, 1) rarely use English in everyday life; 2) be laughed at and ridiculed when using English; 3) be afraid and worried when making mistakes; 4) not be confident; and 5) don't have friends to talk to [1].

One of the four language skills that is very important for communicating every day is speaking. People can talk, which helps them to convey their thoughts. In the formal system, English teachers use speaking assessments to measure students' oral skills [2].

Spoken English, which is usually taught in junior high schools, is called a speech act. In junior high school, the main goal of teaching English is to improve speaking skills. Expressing certain attitudes, as well as actions carried out in accordance with these attitudes, is called communicating. For example, a statement shows someone's beliefs, a request shows someone's wishes, and an apology shows someone's regret. As a communication act, a speech act will be successful if the listener can understand the attitude expressed by the speaker [3].

One of the four language skills that students must have is speaking. Speaking is a sign system consisting of many muscles in the human body combined to achieve a goal. These signs are audible (heard) and visible [4].

There are a number of problems that teachers and students face when learning English. Some of the problems students face include a lack of encouragement to learn, difficulty pronouncing English words correctly, and a lack of confidence when speaking in English in front of the class. However, the problems teachers face include increasing students' concentration while learning English and providing appropriate feedback. To overcome this problem, songs can help improve students' speaking skills and interest in learning English. In addition, English teachers must have qualities such as socioaffective abilities, pedagogical knowledge, material knowledge, and good personality traits [5].

In junior high school, there are several common problems in speaking English in the EFL (English as a Foreign Language) area, including: 1) Anxiety in speaking English: Many students experience anxiety when tested or when speaking in front of the class, which can hinder their speaking ability, 2) Limited opportunities for speaking practice: Students may have limitations in practicing speaking, especially in the school environment, which can have an impact on the development of their speaking skills. 3) Minimal attention to speaking skills: According to several studies, teachers do not pay enough attention to speaking skills compared to other language skills such as reading, writing, and listening. 4) Lack of vocabulary and practice: Lack of vocabulary and opportunities to practice speaking can cause students to fail in mastering English [6].

Some common problems with speaking English in Indonesia, especially in junior high school, 1) Including lack of self-confidence: many students are not confident when speaking English, especially when they speak in front of friends. 2) Limited speaking practice opportunities: Students may not have many opportunities to practice speaking in their surroundings or at school, which can impact the development of their speaking skills. 3) Minimal attention to the development of speaking skills: According to several studies, teachers have not paid enough attention to speaking skills compared to other language skills such as reading, writing, and listening. 4) Limited vocabulary and grammar: Students may have difficulty understanding and using proper vocabulary and grammar when speaking in English. [7]

Judging from this statement, it is clear that speaking is an important component of mastering English. Speaking success can be measured by looking at how well students speak English, carry out conversations, and interact orally with others in the language. Therefore, it can be concluded that students who are determined to improve their English speaking skills must have good speaking skills [4].

This has also been proven by researchers who have conducted research at SMP Muhammadiyah 4 Porong that many students, especially grade 7 students, still lack the ability to speak English, including vocabulary, grammar, and pronunciation.

English speaking skills is one of the most important skills to master in the current era of globalization. Language ability can be defined as the ability to communicate with other people using good and correct language rules in accordance with expectations. Conversation activities can be used to improve students' speaking skills and to measure their speaking abilities[8]. Meaningfulness is very important in language learning because it is based on context, both linguistic and situational. In addition, English speaking skills are beneficial for students because they help them communicate more clearly and effectively, increase their self-confidence, and practice the correct use of vocabulary, grammar, and sentence structure [1].

One way to encourage students to speak confidently in English is through songs they like. These songs can help students master good English pronunciation so that they can know the pronunciation of the vocabulary from them, which can then encourage them to speak English. Songs are one of the best methods for teaching English because they motivate and inspire students to learn and allow them to speak English in a fun and natural way, which specifically improves their fluency [9].

Singing is a vocal activity that is almost as old as the role of language in speaking. However, creating a song is clearly not as easy as getting ideas while talking. Even though speaking is functionally a more general, intensive, and effective way to communicate, it does not rule out the possibility of communicating by singing or composing a song [10].

The data comes from the results of tests carried out during each cycle. The research results show that using songs during the learning process makes students more active in interacting with each other, which is indicated by an increase in the level of student participation in learning. This research shows that the use of songs in teaching English to junior high school students significantly helps students improve their English skills. The results show that junior high school students should continue to use various media and teaching tools to improve their English skills [11].

These studies collectively show that music can be a useful tool for improving students' speaking abilities by using it as a teaching tool. Songs have many learning benefits, such as linguistic, affective, psychological, and cognitive resources. In addition, songs can be used as a tool to teach four main skills, namely reading, writing, and pronunciation, as well as other language skills, such as grammar, vocabulary, and pronunciation. Songs can also be an excellent learning resource for English classes [12].

Songs can also help address multiple intelligences, reduce anxiety, and create an engaging learning environment [13]. Songs have been widely accepted in English language teaching because they have many benefits for language learning, one of which is increasing students' motivation and interest in learning the language. Songs can promote a more interesting and enjoyable learning environment for students, encouraging active participation and increasing their level of interaction. In addition, it was found that most students considered the use of songs to increase their level of interaction. Songs also help improve students' pronunciation; they are beneficial and interesting and support such strategies [14].

Songs also improve students' pronunciation. Songs help students learn correct pronunciation and intonation, helping them speak in a natural and authentic way. Songs can also help students learn English. According to Jaume, songs help students learn new vocabulary and phrases in a fun and interactive way [15]. They can memorize the lyrics and relate them to their meaning. Therefore, incorporating songs into English lessons can greatly contribute to the development of students' language skills and overall English proficiency [16]. Songs have been proven to be useful for improving students' English-speaking skills [17].

Some of the benefits of using songs in learning English are as follows: 1. Increase students' desire and interest in learning. 2. Improve students' abilities in English pronunciation and intonation. 3. Create a fun and interactive learning environment. 4. Help expand their speaking vocabulary. Songs have been proven to be useful for teaching English at the secondary school level because they can improve students' speaking skills [18]. According to many studies, incorporating songs into English lessons can be very beneficial for students because it increases

students' motivation and interest in learning, improves their pronunciation and intonation, creates a fun and interactive learning environment, and helps expand students' vocabulary and understanding of the English language. Not only does it give them the opportunity to improve their language skills, but it also builds their confidence in speaking verbally [19].

Songs can also improve students' listening skills. Thus, incorporating songs into English lessons in secondary schools can be an effective strategy for improving students' speaking abilities. Students also really enjoy learning. Songs can be selected according to needs. This song can be used by students anywhere. They can download songs in English for free, as long as the goal is positive. Students can gain a lot of knowledge about new vocabulary, good and correct word pronunciation, and correct sentence structure by paying attention to song lyrics.

Previous studies have shown that using songs when teaching English in junior high schools can improve students' speaking abilities. [20] conducted research that found that the use of songs in foreign language learning can increase students' speaking skills and encouragement. There are several previous studies that discuss English-speaking skills. [21]

Previous research shows that songs can be used as an effective and enjoyable tool to improve students' speaking skills at the junior high school level. Songs can help students develop English language skills in an integrative manner, including improving their pronunciation skills [12]. Songs can also increase students' interest in learning and their confidence in speaking English in front of the class. English is considered a second language in Indonesia and a foreign language in other countries. English is also important in business, government, and education.   English is also used as the language of instruction when teaching some subjects. English and also discusses various ways to use songs in the English classroom. Previous research explains the position of English in Indonesia and the characteristics of children as foreign language learners. The unique characteristics of children can be used as supporting and inhibiting factors in the foreign language learning process [13]. They have to be mobile, able to concentrate in short periods of time, less able to control and plan their activities, not afraid of making mistakes or taking risks, not paying much attention to their racks or actions, paying attention to language goals, and having a limited amount of life experience.

Research on the issue of English language skills in Indonesia, especially in junior high schools, is very important because it impacts students' communication skills, their readiness to face global demands, and the importance of English in an international context. By understanding these issues, educators can develop better teaching approaches to improve their students' English skills so they can communicate well and participate in international activities [22].

English is an international language that is important to keep up with world developments and prepare students for global demands. In addition, research on improving English speaking skills through songs in junior high school has many important reasons. By using songs as a learning medium, students can improve their speaking skills, enrich their vocabulary, and gain greater motivation to learn. Therefore, research using this method can be very helpful for students in junior high school. [23]

Describe someone through songsIt is possible that the development of teaching materials for writing descriptive texts using songs will help students in writing that focuses on vocabulary development.[24]Explanation of description is writing that describes people, places and things. It depicts animate and inanimate creatures such as animals, cities, buildings, volcanoes, monsoons, and cars in a certain way. The purpose of description itself is to describe or reveal certain people, places or things. Writing descriptive text requires some general structure so that our writing is correct. It consists of: Identification includes identifying the person, location, animal or object to be described. Description: Contains a description of an object such as an animal, thing, place, or person by describing its characteristics, shape, or color. Next is the conclusion, which usually contains a summary of the text as a whole.[25]

This research aims to determine the level of English speaking ability of junior high school students through songs in everyday life. Bruno Mars' song "Count on Me" is a song that raises the theme of solidarity and friendship. This song can help junior high students understand because the song Bruno Mars is better known to students because it went viral recently, and this song can help increase students' vocabulary in speaking English. From this,

the researcher concluded whether the use of songs can improve English speaking skills at Muhammadiyah 4 Porong Junior High School?

II. METHOD

The approach used in this research is pre-experimental research with quantitative methodology. Pre-experimental itself is research carried out to measure the level of effectiveness and influence of using an object/media in a certain context. In this kind of research, the goal to be achieved is to determine the difference between two experimental variables,Soegiyono, [24]. In addition, this study used a one group pre-test-post-test design. This design was chosen because this research will focus on one class, namely the pre-experimental class. The aim is to find out songs as a way to improve students' speaking skills in English.

According to Soegiyono [24], open interviews, also known as direct interviews or direct questions, are used to gather information about various issues or concerns related to the subject being researched. with the exact variables or problems to be studied.

The research population will be carried out at SMP Muhammadiyah 4 Porong in the 2023–2024 academic year. The subjects of this research were class VII students, consisting of 17 students. Instructions and Procedures

Instructions and Procedures

At the beginning of the activity, the evaluation process carried out before the class begins aims to determine the results of students' initial competency regarding the material to be taught. A pre-test can also be interpreted as an activity that tests students' level of knowledge about the material to be taught. In the pre-test, the researcher provided an explanation regarding descriptive text from the YouTube video to help students' understanding. The method used is the lecture method for delivering music material. Then students were given a test using video playback media for the song entitled "Count On Me" by Bruno Mars. So that students can describe the singer from the meaning of the song lyrics in everyday life by using their language to find out the students' pronunciation, vocabulary, and grammar. Before being given the video, students are given an explanation regarding the descriptive text to help them understand.

The next activity is the post-test, the final evaluation carried out after students have taken the lesson. It is carried out with the aim of evaluating student learning outcomes and determining further needs. The treatment was given in the form of a speaking task by describing a song that was different from Charlie Puth's initial activity with the title "See You Again."

Data Collection
Tests:
1. **Pre-test** is a test or evaluation carried out before class begins with the aim of determining the results of students' initial competency regarding the material to be taught. Pre-test can also be interpreted as an activity that tests students' level of knowledge about the material to be taught. In the pre-test, the researcher provided an explanation regarding descriptive text from the YouTube video (https://youtu.be/Brisy5NSE7o?si=-Gvbm1xRqvZRUjDt) to help students' understanding. The method used is the lecture method for delivering music material. Then students were given a test using video playback media for the song entitled "Count On Me" by Bruno Mars. Adapted from Siti Wachidah, et.al,[27]. So that students can describe the singer from the meaning of the song lyrics in everyday life by using their language to find out the students' pronunciation, vocabulary and grammar.

Pre-test worksheet

> Name:
> Class:
>
> A. Describe Bruno Mars in song "Count on Me" paragraph in accordance with the descriptive text general structure!
>
> …………………………………………………………………………..
> …………………………………………………………………………..

2. **The post-test** is the final evaluation carried out after students have taken lessons, and it is carried out with the aim of evaluating student learning outcomes and determining further needs. The treatment was given in

the form of a speaking task by describing a song that was different from Charlie Puth's initial activity with the title "See You Again."

Post-test worksheet

Name: Class: B. Describe the Charlie Puth ft. Wlz Khalifa "See You Again" paragraph in accordance with the descriptive text's general structure! …………………………………………………………………….. ……………………………………………………………………..

3. **Scoring** is the process of giving a value or score to each respondent's answer data. The purpose of scoring is to provide an accurate and unbiased value for each answer so that the data can be processed and analyzed further.

The speaking assessment rubric follows the assessment guidelines taken from Brown [26].

Aspect	Score	Information
Pronunciation	5	It is easy to understand and has a meaning that is easy to understand.
	4	Easy to understand even with different absences.
	3	It is difficult to understand and sometimes it is wrong to guess what the speaker means.
	2	Difficult to understand and often asked to correct the words spoken
	1	The pronunciation problem is so serious that it cannot be understood.
Grammar	5	There are no errors in the language.
	4	Slight errors in grammar do not affect the meaning.
	3	Often makes mistakes in grammar that change the meaning.
	2	Lots of grammatical errors and frequent rearrangement of sentences
	1	The grammatical errors are so common that the meaning cannot be understood
Vocabulary	5	Use vocabulary like a native speaker.
	4	Sometimes using inappropriate vocabulary
	3	Often uses inappropriate vocabulary.
	2	Using vocabulary incorrectly
	1	Vocabulary is very limited.

Next, the test results will be analyzed using the T test to compare students' speaking abilities before and after being given treatment.

4. **Treatment** is care provided to individuals in the treatment group. Or a training program used to improve students' abilities in a subject. The following is the process carried out in this treatment

1. Teach students to use the music method by describing the music from the song video. explanation regarding the descriptive meaning of the text before being given the song video.

2. Students were given a video of the song that had been described at the beginning twice by the researcher. Then students are given a worksheet in the form of a description which is used as a pre-test.

3. Students describe the song video that has been given to find out the students' pronunciation, vocabulary, grammar.

Analysis data

In quantitative research, data analysis is the process of processing, analyzing, and interpreting numbers. The purpose of this analysis is to obtain relevant information, discover patterns or trends, and improve understanding of the

phenomena represented by the data. Soegiyono [24]. The data analysis uses probability statistics because the conclusions applied to the population based on sample data are probability truths. The sample conclusion that will be applied to the population has a probability of error and truth (confidence), which is expressed in percentage form. In assessing students' speaking abilities, researchers used a formula adapted from [26]

Final score   =(number of scores obtained by students)/15x 100
Maximum score = 100
Minimum score   = 25

If a student gets a score of 5 from each assessment indicator, then the score obtained is 15. Then the score is divided by 15 and multiplied by 100.

III. FINDINGS AND DISCUSSIONS

Researchers collected data to determine the impact by comparing students' pre-test and post-test results on speaking achievement through songs at SMP Muhammadiyah 4 Porong. Especially in grade 7. The aim of this pre-test is to collect initial data about students' speaking abilities through songs by describing the song "Count on Me" by Bruno Mars. With a score of 1–5 in the assessment indicators. In table I, the average score obtained by students on the pre-test is 58.411. This is because there has never been a description of using songs for students' speaking skills. Then the researchers applied song descriptions to determine students' speaking abilities, so that when the post-test was carried out, the average score obtained by students increased to 85.235. The data obtained was then processed and analyzed using sample tests and T tests.

Table I: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	15.6600	17	2.17399	,52727
	posttest	22.4441	17	1.45651	,35326

Table II: Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
pretest - posttest	-6.78412	2.35477	,57112	-7.99483	-5.57341	-11,879	16	,000

Based on Table II, the average variation between the pre-test and post-test results is -6.784 with a t-count value of -11.879 and df, or degrees of freedom, of 16. A significant value of 0.00 indicates that there is a

statistically significant difference between the pre-test and post-test results of -6.784. There is a significant difference in the pre-test and post-test scores in the pre-test and post-test scores. Which shows that the use of songs can have an effect on improving English speaking skills at SMP Muhammadiyah 4 Porong. This conclusion is based on Table II, which is the basis for decision making in the paired T-test. If sig (2-tailed) < 0.05 or 0.00 < 0.05, then H0 is rejected and Ha is accepted.

From the results of the pre-test and post-test, researchers can observe that students' English language skills have different scores. This can be seen from the pre-test results obtained by researchers showing a relatively low average value, namely 15.66 beforea description is carried out using songs as a learning method. Because the main focus in this research is students' English speaking abilities, the researcher focuses on several components that will be assessed, namely student content, pronunciation, grammar, and vocabulary. The pronunciation score is 2.50 while the average score for grammar and vocabulary is 2.20. This shows that the English speaking skills of grade 7 students at SMP Muhammadiyah 4 Porong need to be developed. Therefore, researchers began to apply learning methods using English songs to determine the English speaking abilities of students in class 7 of SMP Muhammadiyah 4 Porong. There was significant development after implementing descriptions using language songs to determine the speaking abilities of grade 7 students at SMP Muhammadiyah 4 Porong. The averages which were originally 2.50 and 2.20 have now increased to 3.50 to a perfect score of 4.00. This is because the researchers carried out treatment to improve the English speaking skills of grade 7 students at SMP Muhammadiyah 4 Porong gradually and the results when the researchers took the final score obtained were an average of 22.44 on the post-test.

IV. DISCUSSION

The theory used in this study emphasizes that the use of songs as English learning media makes students more motivated and more engaged. They also speak better. According to this theory, songs offer a model of real language use. This allows students to naturally internalize relevant intonation, vocabulary and language structures while increasing their confidence in using the target language. Compared to the previous theories, this theory emphasizes that the use of songs in English learning can increase students' desire to speak. Songs are considered as an effective medium because they can create a fun learning atmosphere and make students not feel awkward when speaking English. Students can improve their speaking ability by learning new vocabulary and sentence structure through song lyrics. In addition, previous research shows that students who take part in song-based activities are more active and enthusiastic when learning, [11].

This research is relevant to research conducted by Hadi, who stated that the use of songs to improve students' English skills is very effective. This fact shows that this research was successful in improving students' abilities. The increase from pre-test to post-test was 8%, from 60 to 68. From pre-test to post-test, the overall increase in students' English language skills was 20% [11].

Developing speaking skills through English songs is also discussed in another article. One effective way to quickly master English is to get used to and like songs in English so that we can sing them too. By hearing these songs, we can hear words and sentences in English, and after hearing them, we are expected to be able to sing them too. We learn to hone listening and speaking in English indirectly, apart from enjoying the songs [27]. Class VII students of SMP Negeri 2 Sano Nggoang West Manggarai district in the 2014/2015 school year showed increased mastery of concepts in understanding speaking material in the pre-test. This is shown by an increase in the pre-test and post-test. Before completion improvements were made, reaching 50% was still far from the desired completion percentage. But after carrying out the post-test, there was an increase to 69% [28].

V. CONCLUSION

The conclusion of this article is that using English songs as a learning medium in junior high school has many benefits. Grade 7 students of SMP Muhammadiyah 4 Porong can also improve their listening, vocabulary and pronunciation skills in a natural and fun way through these songs. Songs can also make students more motivated to learn and make the learning environment more interactive and dynamic. Therefore, including songs in the junior high school curriculum can be an effective method for improving students' overall English skills.

It is very important for teachers to choose songs for teaching English because these songs are not only culturally relevant but also suit the needs and interests of students. Music has a strong appeal and can make learning English more fun and interesting for students. So that by using this song, students' speaking abilities can increase

significantly. And these songs can also be an effective approach to preparing students for learning English. This helps them develop new learning approaches and adapt to the diverse learning styles of students.

Methods that use English songs help students learn in a more student-centered manner. These songs also help students improve their overall language skills, including reading, writing, listening, and speaking. This allows students to improve their language skills and creates a spacious learning environment. English-speaking skills are highly valued in the modern job market around the world. Students can use songs in English to prepare themselves for future worldwide challenges. This article can provide a strong foundation to support the use of English songs in educational contexts to improve junior secondary students' English teaching and learning.

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