

**THE EFFECT OF ENGLISH SONGS ON STUDENTS'
SPEAKING ABILITY AT XII GRADE STUDENTS
SMA N 1 PADANG BOLAK**



Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fullfilment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English*

Written By:

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STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

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Assalamu'alaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **Lisna Fatimah Harahap** entitled "**The Effect of English Songs on Students' Speaking Ability at XII Grade SMA N 1 Padang Bolak**". We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon examined by the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

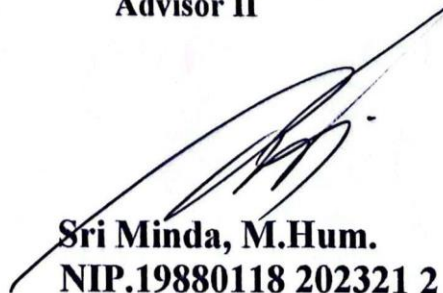
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Assalamu'alaikum Wr. Wb.


Setelah membaca, menelaah dan memberikan saran-saran perbaikan sepenuhnya terhadap skripsi a.n Lisna Fatimah Harahap yang berjudul "Pengaruh lagu terhadap kemampuan berbicara siswa kelas XII SMA N 1 Padang Bolak ", maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mencapai gelar sarjana pendidikan (S.Pd) dalam bidang Ilmu Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Seiring dengan hal di atas, maka saudara tersebut dapat menjalani sidang munaqosyah untuk mempertanggung jawabkan skripsi ini.

Demikian kami sampaikan, semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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ABSTRACT

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This research discusses the Influence of Songs on Students' Speaking Ability in Grade XII Students at SMA N Padang Bolak. The problem addressed in this study is the students' low scores, which stem from their lack of motivation in speaking skills, limited vocabulary, low self-confidence, poor grammar, lack of motivation, and poor practice. They are not interested in the subject matter and are bored with monotonous learning methods. In this context, the researcher used English songs to determine whether students' speaking abilities are affected when using songs. The research questions posed are: "Do songs have a significant effect on the speaking abilities of Grade XII students at SMA N 1 Padang Bolak?" and "How significant is the effect of songs on the speaking abilities of Grade XII students at SMA N 1 Padang Bolak?" This study employs a quantitative experimental method with a pre-test and post-test design. The population comprises all Grade XII students at SMA N 1 Padang Bolak. The sample includes class XI MIA-1 as the experimental class, consisting of 30 students, and class XI MIA-2 as the control class, consisting of 29 students. Data were collected through pre-tests and post-tests in speaking tests and analyzed using the t-test formula. The results showed that the average score of the experimental class was higher than the average score of the control class after learning using song media. Additionally, after conducting the t-test, the study found that $T_{hitung} > T_{tabel}$. Therefore, the alternative hypothesis (H_a) of this study is accepted, and the null hypothesis (H_0) is rejected. It can be concluded that there is an influence of songs on the speaking abilities of Grade XII students at SMA N 1 Padang Bolak.

Key words : *Speaking, Ability, and Songs*

ABSTRAK

Nama : LISNA FATIMAH HARAHAAP
NIM : 1920300105
Judul Skripsi : **Pengaruh Lagu Berbahasa Inggris Terhadap Kemampuan Berbicara Siswa Kelas XII SMA N 1 Padang Bolak**

Penelitian ini membahas tentang Pengaruh Lagu terhadap Kemampuan Berbicara Siswa pada Siswa Kelas XII di SMA N Padang Bolak. Masalah yang dibahas dalam penelitian ini adalah rendahnya nilai siswa, yang berasal dari kurangnya motivasi mereka dalam keterampilan berbicara, kosakata yang terbatas, kepercayaan diri yang rendah, tata bahasa yang buruk, kurangnya motivasi, dan kurangnya latihan. Mereka tidak tertarik dengan materi pelajaran dan bosan dengan metode pembelajaran yang monoton. Dalam konteks ini, peneliti menggunakan lagu-lagu berbahasa Inggris untuk mengetahui apakah kemampuan berbicara siswa terpengaruh ketika menggunakan lagu. Pertanyaan penelitian yang diajukan adalah: "Apakah lagu memiliki pengaruh yang signifikan terhadap kemampuan berbicara siswa kelas XII di SMA N 1 Padang Bolak?" dan "Seberapa besar pengaruh lagu terhadap kemampuan berbicara siswa kelas XII di SMA N 1 Padang Bolak?" Penelitian ini menggunakan metode eksperimen kuantitatif dengan desain pre-test dan post-test. Populasi penelitian ini adalah seluruh siswa kelas XII di SMA N 1 Padang Bolak. Sampel penelitian ini adalah kelas XI MIA-1 sebagai kelas eksperimen yang terdiri dari 30 siswa, dan kelas XI MIA-2 sebagai kelas kontrol yang terdiri dari 29 siswa. Data dikumpulkan melalui pre-test dan post-test dalam tes berbicara dan dianalisis dengan menggunakan rumus t-test. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi dari nilai rata-rata kelas kontrol setelah pembelajaran menggunakan media lagu. Selain itu, setelah melakukan uji-t, penelitian ini menemukan bahwa $T_{hitung} > T_{tabel}$. Oleh karena itu, hipotesis alternatif (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa terdapat pengaruh lagu terhadap kemampuan berbicara siswa kelas XII di SMA N 1 Padang Bolak.

Kata kunci: *Berbicara, Kemampuan, dan Lagu*

ملخص البحث

الاسم	: ليزنا فاطمة حراحب
رقم التسجيل	: ١٩٢٠٣٠٠١٠٥
عنوان البحث	: تأثير أغاني اللغة الإنجليزية على قدرة الطلاب على التحدث في الصف الثاني عشر في مدرسة ثانوية في بادانغ بولاك ١

يناقش هذا البحث تأثير الأغاني على قدرة الطلاب على التحدث لدى طلاب الصف الثاني عشر في مدرسة سيكولاه مينينجا أتاس بادانغ بولاك. وتتمثل المشكلة التي تتناولها هذه الدراسة في انخفاض درجات الطلاب، والتي تنبع من افتقارهم إلى الدافعية في مهارات التحدث، ومحدودية المفردات اللغوية، وضعف الثقة بالنفس، وضعف القواعد النحوية، وقلة الدافع، وضعف الممارسة. كما أنهم غير مهتمين بالمادة الدراسية ويشعرون بالملل من أساليب التعلم الرتيبة. وفي هذا السياق، استخدم الباحث الأغاني الإنجليزية لتحديد ما إذا كانت قدرات التحدث لدى الطلاب تتأثر عند استخدام الأغاني. أسئلة البحث المطروحة هي "هل للأغاني تأثير كبير على قدرات التحدث لدى طلاب الصف الثاني عشر في مدرسة سيكولاه مينينجا أتاس ١ بادانغ بولاك"، و"ما مدى أهمية تأثير الأغاني على قدرات التحدث لدى طلاب الصف الثاني عشر في مدرسة سيكولاه مينينجا أتاس ١ بادانغ بولاك؟ تستخدم هذه الدراسة أسلوبًا تجريبيًا كميًا مع تصميم الاختبار القبلي والبعدي. ويتألف مجتمع الدراسة من جميع طلاب الصف الثاني عشر في مدرسة سيكولاه مينينجا أتاس ١ بادانغ بولاك. تشمل العينة الصف الحادي عشر -ميا-١ باعتباره الصف التجريبي، ويتألف من ٣٠ طالبًا، والصف الحادي عشر -ميا-٢ باعتباره الصف الضابط، ويتألف من ٢٩ طالبًا. تم جمع البيانات من خلال الاختبارات القبلية والبعديّة في اختبارات المحادثة وتحليلها باستخدام معادلة اختبار اختبار ر-ت. أظهرت النتائج أن متوسط درجات الفصل التجريبي كان أعلى من متوسط درجات الفصل الضابط بعد التعلم باستخدام وسائط الأغاني. بالإضافة إلى ذلك، بعد إجراء اختبار (ت)، وجدت الدراسة أن ثيتونغ < تابل. وبالتالي، تم قبول الفرضية البديلة (ها) لهذه الدراسة، وتم رفض الفرضية الفارغة (ه٠). (يمكن استنتاج أن هناك تأثيرًا للأغاني على قدرات التحدث لدى طلاب الصف الثاني عشر في مدرسة سيكولاه مينينجا أتاس ١ بادانغ بولاك.

الكلمات المفتاحية: التحدث، والقدرة على الكلام، والأغاني

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Furthermore, the researcher realizes that this thesis is still far from perfection. The author hopes that criticism and suggestions will build motivation for researchers and that this thesis will be useful for readers, especially for researchers themselves

Padang Sidempuan, January 2024
Writer

LISNA FATIMAH HARAHAHAP
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TABLE OF CONTENT

	Page
TITLE PAGE	
LEGALIZATION OF ADVISORS	
AGREEMENT OF ADVISORS	
DECLARATION OF THESIS COMPLETION	
PUBLICATION APPROVAL STATEMENT	
ABSTRACT	i
ABSTRAK	ii
ARABIC ABSTRAK	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURE	ix
CHAPTER I : INTRODUCTION	
A. The Background of the problem	1
B. The Identifications of the Problem.....	5
C. The Limitation of the Problem.....	5
D. The Formulation of the Problem.....	6
E. The Objectives of the Research Problem.....	6
F. The Significance of the Research.....	6
G. The Definition Of Operational Variable	7
H. The Outline of the Research.....	7
CHAPTER II : THEORETICAL DESCRIPTION	
A. Speaking.....	9
1. The Definition of Speaking	9
2. The Purpose of Speaking.....	10
3. Proseses of Speaking	13
4. Components of Speaking	14
5. Type of Speaking	15
6. The Definition of Speaking Ability.....	17
7. The Speaking Assesment	19
B. Song	24
1. The Definition of Song.....	24
2. The Type of Song.....	25
3. The Understanding of Speaking English can be Though trought Songs.....	26
4. The Procedures of Teaching Speaking by Using Songs	27
5. The Advantages of Songs.....	28
C. The Related Findings	30
D. The Conceptual Framework.....	32
E. The Hypothesis	34

CHAPTER III : RESEARCH METHODOLOGY

A. The Place and Time of The Research.....	36
B. The Research Design	36
C. The Population and Sample	37
D. The Instrument of the Research.....	38
E. The Technique of Data Collection.....	39
F. Validity of the Instrument.....	43
G. Techniques of Data Analysis	44

CHAPTER IV : FINDINGS AND DISCUSSION

A. The Description of Data.....	46
B. Hypothesis Testing	56
C. Finding to The Research	58
D. Discussion	58
E. Threats of the Research	60

CHAPTER V : CONCLUSSION AND SUGGESTION

A. Conclusions	61
B. Suggestions	61
C. Implications.....	62

REFERENCES

APPENDIX

DOCUMENTATION

CURRICULUM VITAE

LIST OF TABLE

	Page
Table 3.1 Table of Experimental Design	36
Table 3.2 The Research Population	37
Table 3.3 Sample of The Research	37
Table 3.4 Treatment of The Researcher	39
Table 3.5 Techniques of Collecting Data Design	41
Table 3.6 Indicators of Speaking Test.....	41
Table 3.7 Score of The Result Test.....	43
Table 4.1 The Score of Experimental Class in Pre-Test	46
Table 4.2 Frequency Distribution of the Variables	47
Table 4.3 The Score of Control Class in Pre-Test	49
Table 4.4 Frequency Distribution of The Variables.....	50
Table 4.5 The Score of Experimental Class in Post-Test.....	51
Table 4.6 Frequency Distribution of The Variables.....	52
Table 4.7 The Score of Control Class in Post-Test.....	54
Table 4.8 Frequency Distribution of The Variables.....	54
Table 4.9 Normality in Post-Test Class	56
Table 4.10 The Result of T-test Both Averages.....	57
Table 4.11 Gain of Score in Experimental Class and Control Class	58

LIST OF FIGURES

	Page
Figure 2.1 Conceptual Framework.....	34
Figure 4.1 Description Data Pre-Test of Experimental Class	48
Figure 4.2 Description Data Pre-Test of Control Class	51
Figure 4.3 Description Data Post-Test of Experimental Class	53
Figure 4.4 Description Data Post-Test of Control Class.....	55

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is one of the communicative ways to survive in real-life communication. In speaking, there is a process of communication between the speaker and the listener. People put ideas into words, talking about feelings, perceptions, and thoughts they want other people to understand. More, feelings, perceptions, and thoughts can be informed more comprehensively through speaking because speaking is orally done which is supported by the way of speaking itself with its immediate feedback. It brings out the complete function of human gestures, prosody, and body language. Within speaking, communication becomes more understandable, responsive and interactive. So, speaking is such an important ability, because it is one of the abilities to carry out conversation and communication.

Therefore, there are some other essentials of speaking besides carrying out conversation and communication. First, people can deliver information. Many people around the world deliver information to other people through speaking, because it is easier and more efficient. Second, speaking can establish a relationship. Speaking is done in human life every time and everywhere, in family life, community, and also in the world. Third, people can learn from a lot of speaking. Trying to influence attitudes and listen to the opinions of the person they speak to can give people much knowledge.

Expectations of high school curriculum students in learning to speak English should be able to communicate verbally and in writing, for example developing insight through exchanging information with other students and also participating in competitions in other schools such as giving speeches or poetry or singing. even the teacher must act as a model who sets an example of how to communicate in English, provides and structures polite communication activities in English, and then provides continuous consistent support so that these polite communication habits shape the character of students. Thus, the task of the English teacher becomes clearer: to present themselves as good and correct functional English users so that students can imitate them and also become cooperative, confident, creative, diligent, tenacious, and carry themselves with gentleness and sincerity.

Based on previous observations made by student researchers at SMA N 1 Padang Bolak High School in learning to speak, they still do not meet expectations because there are still many students who do not understand and do not even care about English lessons¹. Due to the many essentials of speaking, teaching speaking is also considered. Teaching speaking is not easy because the teacher must help students to learn and be interested in learner resources and environment, making students better, especially in learning to speak English. Many factors make the students are difficult to speak English in front of the class, because they are not confident, feel shy, and lack vocabulary other factors

¹ Private Interview in Pre-Research to the English Teacher of Grade XII Students, Ms Hotmaria, (Gunung Tua: SMA N 1 Padang Bolak on Monday, June 05th, 2023 at 9 a.m).

that the students are lack motivation to practice the foreign language in daily conversation.² Students' abilities are very important for their speaking abilities. In this case, students are required to solve their speaking problems so that they can achieve excellent speaking achievement. The student's difficulties in speaking can be seen from the product. The challenge is related to their speaking ability. Students may have less vocabulary to construct the sentences to be spoken. Another challenge comes from the lack of knowledge in mastering grammar. These difficulties may arise because of the differences between Indonesian and English.

Based on the illustrations above that explain speaking advantages and teaching speaking cases, it has shown that speaking is totally necessary for everybody in daily activity, especially in English class. However, speaking is still a problematic case for grade XII students of SMA N 1 Padang Bolak in the aspect of ability and achievement. The fact is revealed in the following illustration; it has been found from the English teacher of the grade XII students of SMA N 1 Padang Bolak Senior High School, that she is Hotmaria. The interviewed Hotmaria then the found that the students have problems with speaking ability. Firstly, the English teacher said that the student's score was low. The English teacher showed the score sheet to the researcher. But it couldn't be gotten because the score sheet is for private form. That low score problem comes from the students' motivation in speaking ability is less. The students

² Dwi Agus Steyowati, "Improving The Eighth Grade Students' IN SPEAKING Skill Through Songs Of Suggestopedia Method (A Classroom Action Research at MTs Al Manar in the Academic," 2017

seem to be afraid to speak out so they lack self-confidence.³ Additionally, that many problems that the students have, make them lazy to speak and keep their ideas without giving them orally, they just keep quiet. The students are afraid their friends will mock each other because they think they will make a mistake. So, it needs to be solved, there are many ways of teaching speaking. One of many ways to make effective teaching speaking is by making the students active by using good and interesting ways or strategies in teaching and learning the speaking process so they enjoy their speaking class. One of many ways is by applying song.

So, from that quotation, songs can make students more enthusiastic about learning English especially if the song is popular in its era, they will better understand vocabulary, pronunciation, writing, reading, and easy to remember so they can speak English through songs. Some studies found that students are still not familiar with the English sound and pronunciation. Students' motivation in learning English by using songs as a learning medium, students will speak English in class. In addition, students will work in groups or individually. In the learning and learning process, the song will increase student's interaction and make students more interested in class activities. Every student will have a conversation with another student.

³ Private Interview in Pre-Research to the English Teacher of Grade XII Students, Ms Hotmaria, (Gunung Tua: SMA N 1 Padang Bolak on Monday, June 05th, 2023 at 9 a.m).

From those two previous studies, it can be concluded that song media can improve students' speaking ability because songs are memorable and enjoyable. It is in fact that songs have melodies that make words or sentences easy to remember or memorize. Based on the explanation above, the researcher is interested in conducting experimental research whose purpose is to investigate the effect of songs on students' speaking ability and will compare the differences between students' speaking ability by using song media and students' speaking ability by using conventional media of English teachers used usual that entitled The effect of songs to students' speaking ability at grade XII SMA N 1 Padang Bolak.

B. The Identification of the Problem

Based on the background of the problem students of SMA N 1 Padang Bolak still have difficulty in English Speaking. They have difficulty in learning English because of lack of vocabulary. It makes it difficult for them to speak English and find English lessons boring and difficult. There is also a motivation in learning.

C. The Limitation of the Problem

Here the only discusses the student's ability to speak through songs so that students can understand English easily. There are many media of speaking English, but researchers only focus on the songs media which will make it easier for students to understand English, especially speaking ability.

Next, the songs that will be used as the media are Maher Zain's songs. The purpose of why the researcher chose Maher Zain's songs is because then, Maher

Zein's songs are based on the Islamic genre. His genres are R&B, Soul Music, Pop Music, Acoustic music, and Nasheed. Moreover, the researcher chooses "Number One for Me". The chosen songs are based on the most famous songs that the teenagers like the Senior High School students often sing.

D. The Formulations of the Problem

Based on the results and focus above, the formulations of the problems do songs significantly affect the students' speaking ability at grade XII SMA N 1 Padang Bolak?

E. The Objectives of the Research

From the above formulations, the researcher sets the research objectives as to find out if the songs significantly affect the students' speaking ability at grade XII SMA N 1 Padang Bolak.

F. The Significances of the Research

The researcher hopes that this research will be useful. These are the significances of the research :

1. Principal: to inform the Principal about the influence of songs on speaking skills. Then, the Principals can give some support and suggestions to apply songs to develop and encourage students' ability, especially in teaching speaking to be better.
2. The English teacher: to find a new process and new media that are effective by using songs, especially in learning speaking skills. So, it can be beneficial for the students they have confidence in speaking English and they like to learn English because of the funny media.

3. The next researchers: to assist researchers in learning students' speaking skills through songs.
4. The readers: as the information in many sides of business.

G. The Definitions of Operational Variable

1. Speaking ability is a productive skill and consists of producing systematic verbal utterances to convey meaning.⁴ Lado said that “Speaking ability is described as the skill, power, and capacity and talent as well to express one-self in life situation, report acts or situation in precise words, to converse, and to express a sequence of ideas fleetly”.⁵ So, speaking ability is the skill power capacity, or talent in the interactive process of producing, receiving, and processing information.
2. A song is a short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice.

H. Outline of the Research

There are five chapters in this thesis. The first chapter consists of the background, problems, problem boundaries, problem formulation, research objectives, research meanings, definitions of key terms, and the thesis system. Chapter two contains a theoretical description, and then reviews related findings, conceptual frameworks, and hypotheses. Chapter three consists of research methodology consisting of time and place of research, research methodology,

⁴ David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Graw Hill, 2003), p. 48.

⁵ Robert Lado, *Language Testing the Construction and Use of Foreign Language Tests*, (USA: Mc Graw Hill Book Company, 1961), p. 240.

population and research samples, research instruments, data analysis techniques, and data analysis techniques, as well as a thesis outline. Chapter four consists of data descriptions, hypothesis testing, discussion, and research threats. Lastly is chapter five, consisting of conclusions and suggestions. The conclusion of the research is about the results of the research and suggestions about giving suggestions to students and teachers by the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Speaking

a. Definition of Speaking

Brown and Yule in Cristamia stated that speaking was to express the needs—request, information, service, etc. The speaker said words to the listener not only to express what s/he is in his mind but also to express what he needs.⁶ Most people might spend their everyday life in communicating 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.⁷

Speaking is the ability to express opinions, ideas, or thoughts orally; it consists of producing systematic verbal utterances to convey meaning to be understood by the people we are speaking with. Speaking includes all aspects of language as explained before, it is the most important to master it. It is also considered as the most difficult aspect and as a primary skill. This opinion can be proved by the fact that almost all speakers can orally use the language to carry out their daily activities and to communicate their life experiences.

⁶ Brown and Yule, *Discourse Analysis*, (USA: Cambridge University Press, 1983), P. 23.

⁷ Veronica Christamia, "Improving Students' Speaking Skills through English Songs and Puppets at Grade IV of SD N Adisucipto II in the Academic Year of 2013/2014, (A Thesis Presented as a Partial of Fulfillment of the Requirements for the Attainment of the Degree of Sarjana Pendidikan in English Language Education," 2014), p. 9 <https://eprints.uny.ac.id/18526/>

2. The Purpose of Speaking

Here are four types of speaking on this spectrum

a. Informative Speaking

Informative speaking seeks to inform. Its goal is that the listeners understand something in the same way that the speaker understands that subject. In this way, the speaker is sharing meaning and ways of understanding. Informative speaking uses facts, data, logic, evidence and other solid information and structured presentations to help the listeners understand and remember the information presented. It may well ask [Kipling questions](#), such as 'Who', 'When', 'How' and 'Where' and then answer with the relevant information. Three types of informative speaking are:

Description speeches: That describe objects or events.

Exploration speeches: That clarify ideas.

Demonstration speeches: That teach a process.⁸

Once the hurdles of interest and attention have been surmounted, the biggest question that many informative speakers face is the cognitive ability of their audience to grasp what can be difficult concepts. This is a problem that academic speakers (and writers) face every day.

⁸https://changingminds.org/techniques/speaking/preparing_presentation/purpose_speaking.htm

b. Invitational Speaking

Invitational speaking is a unique form of public speaking that emphasizes creating a space for dialogue and understanding rather than persuasion. The primary goal of invitational speaking is to invite the audience into a discussion, encouraging them to share their perspectives and consider different viewpoints. This approach contrasts with traditional persuasive speaking, where the speaker aims to convince the audience to adopt a specific position or take a particular action.

Key Elements of Invitational Speaking:

1. Equality: The speaker treats the audience as equals, acknowledging that everyone's perspective is valuable and worthy of consideration.
2. Nonjudgmental Attitude: The speaker refrains from judging others' viewpoints, fostering a respectful and open environment for dialogue.
3. Self-Determination: The speaker respects the audience's right to make their own decisions and form their own opinions.⁹

c. Dispositional Speaking

Dispositional speaking refers to a style of communication that emphasizes the speaker's character, attitudes, and emotional disposition. The focus is on how the speaker's personality and emotional state influence their delivery and the audience's perception.

⁹ Julia T. Wood, *Communication in Our Lives* (Belmont, CA: Wadsworth, 2010), 250

This style often relies on ethos, one of Aristotle's three modes of persuasion, which emphasizes the credibility and character of the speaker.

Key Elements of Dispositional Speaking:

1. Character and Credibility: The speaker's trustworthiness, integrity, and authority on the subject matter are crucial.
2. Emotional Tone: The speaker's emotional state and how they express their feelings can significantly impact the audience's reception.
3. Authenticity: Genuine expression and authenticity help in establishing a strong connection with the audience.¹⁰

d. Actuation Speaking

Actuation speaking is a type of persuasive speaking aimed at motivating the audience to take specific actions or change their behavior. This style goes beyond merely influencing beliefs or attitudes; it focuses on prompting tangible actions. Actuation speeches are often used in contexts where immediate action is desired, such as political campaigns, fundraising events, or social movements.

Key Elements of Actuation Speaking:

1. Clear Call to Action: The speaker explicitly states what they want the audience to do.

¹⁰ Stephen E. Lucas, *The Art of Public Speaking* (New York, NY: McGraw-Hill, 2012), 143.

2. Urgency and Relevance: The speaker conveys the importance and immediacy of the action.

3. Motivation and Persuasion: The speaker uses emotional appeals, logical arguments, and credible evidence to motivate the audience.¹¹

3. Proses of Speaking

The process of speaking involves several stages, each contributing to the effective delivery and reception of a message. Understanding these stages can help speakers prepare and present their ideas more effectively.

Key Stages in the Process of Speaking:

1. Preparation: This initial stage involves selecting a topic, researching, and organizing content. The speaker outlines the main points and gathers supporting evidence.

2. Encoding: The speaker translates thoughts and ideas into verbal and non-verbal messages. This includes choosing the right words, tone, and body language.

3. Delivery: This stage is the actual presentation of the speech. It includes verbal delivery (voice modulation, clarity, pace) and non-verbal delivery (gestures, eye contact, posture).

4. Feedback: The speaker receives feedback from the audience through their reactions and responses, which can be immediate or delayed.

¹¹ Raymond S. Ross, *Persuasion: Communication and Interpersonal Relations* (Upper Saddle River, NJ: Prentice Hall, 1994), 98.

5. Reflection and Improvement: After the speech, the speaker reflects on the performance, considers the feedback received, and identifies areas for improvement.

"The process of speaking encompasses preparation, encoding, delivery, feedback, and reflection, all of which contribute to effective communication."¹²

4. Components of Speaking

Effective speaking involves several key components that work together to ensure clear and engaging communication. These components can be broadly categorized into content, delivery, and audience engagement.

Key Components of Speaking:

1. Content:

- Message: The core idea or argument being communicated.
- Organization: The structure of the speech, including the introduction, body, and conclusion.
- Supporting Material: Evidence, examples, statistics, and anecdotes that bolster the message.

2. Delivery:

- Verbal Delivery: Clarity, tone, volume, pace, and pronunciation.
- Non-Verbal Delivery: Gestures, eye contact, facial expressions, and posture.

¹² Dan O'Hair, Hannah Rubenstein, and Rob Stewart, *A Pocket Guide to Public Speaking* (Boston, MA: Bedford/St. Martin's, 2013), 45-47.

3. Audience Engagement:

- Understanding the Audience: Tailoring the message to the audience's interests, needs, and level of understanding.

- Interaction: Engaging with the audience through questions, feedback, and active participation.

- Adaptability: Adjusting the speech in response to audience reactions and feedback.

"The components of speaking include content, delivery, and audience engagement, all of which are essential for effective communication."¹³

5. Type of Speaking

There are several types of speaking, each with distinct purposes and contexts. Understanding these types can help speakers tailor their approach to meet specific goals and audience needs.

Key Types of Speaking:

1. Informative Speaking:

- Purpose: To educate the audience about a particular topic.

- Characteristics: Focuses on delivering clear, factual, and well-organized information.

- Examples: Lectures, presentations, and tutorials.

¹³ Stephen E. Lucas, *The Art of Public Speaking* (New York, NY: McGraw-Hill, 2012), 12-15.

2. Persuasive Speaking:

- Purpose: To convince the audience to adopt a certain viewpoint or take a specific action.

- Characteristics: Uses logical arguments, emotional appeals, and credible evidence.

- Examples: Debates, political speeches, and advertising pitches.

3. Entertaining Speaking:

- Purpose: To amuse and engage the audience.

- Characteristics: Often includes humor, storytelling, and dynamic delivery.

- Examples: After-dinner speeches, comedy routines, and toasts.

4. Inspirational Speaking:

- Purpose: To motivate and uplift the audience.

- Characteristics: Emphasizes emotional appeals, personal stories, and passionate delivery.

- Examples: Motivational speeches, commencement addresses, and sermons.

5. Impromptu Speaking:

- Purpose: To speak without prior preparation on a given topic

- Characteristics: Requires quick thinking, clarity, and organization.

- Examples: On-the-spot responses, interviews, and casual conversation.¹⁴

¹⁴Dan O'Hair, Hannah Rubenstein, and Rob Stewart, *A Pocket Guide to Public Speaking* (Boston, MA: Bedford/St. Martin's, 2013), 21-23.

6. Definitions of Speaking Ability

To define the speaking ability, Henry Tarigan defines, "Speaking is the ability to imagine sounds, articulation of sounds or words to express, state and convey thoughts, ideas, and feelings."¹⁵ It means speaking is the ability to pronounce sound articulation of words to express, declare, and deliver an idea, feeling, or sense, as a large of this limitation we can say in speaking.

While ability is the power to do something physical or mental means that we do something that consists of physical or mental achievement. It also can be determined as a skill, expertise, or talent.¹⁶ More, abilities are:

- a. Capacity or power to do something physical and mental.
- b. Cleverness, intelligence.
- c. Special natural power to do something well that talent".¹⁷

Concerning the definitions mentioned above, the researcher has concluded that speaking ability refers to the ability, skill, capacity, or talent of grade XII students at SMA N 1 Padang Bolak in performing physical or mental achievement of communication process which convey, express, give/inform and ask ideas, thoughts, feelings, opinions, and talking about perceptions by using words or sounds of articulation that can be learned through teaching and learning process. Afterward, to make the

¹⁵ Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p.15.

¹⁶ Victoria Neufelat and David B. Guralmik, *Western New World College Dictionary*, (USA: MacMillan, 1995), p. 2.

¹⁷ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University, 2000), p. 2.

lecture engaging, a teacher could rearrange the topics covered in the textbook or use materials like songs that the students will find fascinating. for instance, helping students to gain awareness of or to practice some aspects of linguistics knowledge (a grammatical rule, application of phonemic regularity) or to develop production skills (rhythm, intonation, etc). What is most expected from teaching language is the ability to speak. Language teaching begins with the spoken language, and speech is the foundation of reading and writing since we say to ourselves before we read or write the words, phrases, and sentences.

In school, most students prefer to just listen to whatever the teacher says and they do not make any effort to speak English in class, because for them, learning to speak English is a more difficult skill since they never practice it in a real situation.

Thus, to effectively accomplish the purpose of teaching languages, the teacher needs to identify appropriate teaching methodologies. Additionally, they could employ well-known scientific facts and real-world scenarios to enhance the effectiveness of speaking classes. It is imperative, of course, that they consider the content and methodology of the speaking instruction. It ought to be in line with the interest and speaking ability of the pupil. As a result, instruction may be made to be both engaging and fun so that students can express themselves freely by using words or phrases they have previously mastered. As a result, they are more eager to communicate, display greater interest, make use of

expressions, have longer talks, and feel more comfortable speaking English.

7. Speaking Assessment

Hornby stated that a test is "an examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to carry out".¹⁸ Then, an educational test is a procedure designed to elicit certain behaviors from which one can make inferences about certain characteristics of an individual. According to Syafei, "In mastering the speaking skill, for example, must train and equip the learner with a certain degree of accuracy, and fluency in understanding, responding, and in expressing himself in the language in speech".¹⁹

While speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and affectivities of a test-take listening skill, which necessarily compromises the reliability and validity of oral production.

According to Hughes, there are six categories to assess speaking skills such as:²⁰

a. Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.²¹ For example, a French person speaking

¹⁸ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University, 2000), p. 215

¹⁹ Anas Syafei., p. 1.

²⁰ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

²¹ Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departemen Pendidikan dan

English is described as having a French accent. Additionally, accent is the emphasis by stress, pitch, or both given to a particular syllable or word when it is spoken.²²

The Accent can be identified looks like this:

- 1) Pronunciation is frequently unintelligible.
- 2) Frequent gross errors and a very heavy accent make understanding difficult.
- 3) "Foreign Accent" requires concentrated listening and mispronunciation leads to occasional misunderstanding and apparent errors in grammar or vocabulary.
- 4) Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.
- 5) No conspicuous mispronunciations, but would not be taken for a native speaker.

b. Grammar

Grammar is part of the study of language that deals with the forms and structure of words (morphology), with their customary arrangement in phrases and sentences (syntax), and now often with language sounds (phonology) and word meanings (semantics).²³

Grammar is necessary for communication; it gives us the format of

Kebudayaan, 1988), p. 138.

²² Victoria Neufeldt, *Webster New World College Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995), p. 7.

²³ Victoria Neufeldt, p. 286.

structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

- 1) Grammar is almost entirely inaccurate phrases.
- 2) Constant errors show very few major patterns and frequently prevent communication.
- 3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- 4) Occasional errors show imperfect control of some patterns but not weakness that causes misunderstanding.
- 5) Few errors, with no pattern of failure.

c. Vocabulary

Vocabulary is an interrelated group of nonverbal systems, symbols, signs, gestures, etc.²⁴ It is used for communication or expression, in particular art, skill, etc. More, vocabulary is more than a list of target language of words.²⁵ A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words.

Vocabulary can be identified like this:

- 1) Vocabulary inadequate for even the simplest conversation.

²⁴ Victoria Neufeldt, p. 1494

²⁵ David Nunan, p.258.

- 2) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- 3) The choice of words is sometimes inaccurate, and limitations of vocabulary prevent discussion of some common professional and social topics.
- 4) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
- 5) Professional vocabulary is broad and precise; general vocabulary is adequate to cope with complex practical problems and varied social situations.

d. Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.²⁶ furthermore, fluency as "A fluent speaker is the ability of a person to speak flowing and naturally, using with a concomitant playing down of the bits and pieces of grammar and phonology".²⁷ Fluency is probably best achieved by following the stream of speech to flow then, as some of beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on a

²⁶ David Nunan, p. 55.

²⁷ H. Douglas Brown, Teaching By Principle, p. 268-270

more purposeful course. So, the definition of fluency is derived as the ability of an individual to speak without hesitation.

Fluency can be identified like this:

- 1) Speech is not halting and fragmentary that conversation is virtually impossible
- 2) Speech is very slow and uneven except for short or routine sentences
- 3) Speech is frequently hesitant and jerky: sentence may be left uncompleted
- 4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping words
- 5) Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

e. Comprehension

Comprehension is the capacity for understanding ideas, facts, etc.²⁸ A longer definition of comprehension will be the act of understanding the meaning. Moreover, comprehension can be identified like this:

- 1) Understands too little for the simplest types of conversation.
- 2) Understands only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.

²⁸ Victoria Neufeltd, p. 286

3) Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.

4) Understands quite well normally educated speech directed to him or her, but requires occasional repetition and rephrasing.

5) Understands everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.

Therefore, the researcher takes all the assessment indicators as the Indicators of speaking assessment for the students due to the level of students, namely; grade XII students of SMA N 1 Padang Bolak.

B. Songs

1. Definitions of songs

A song is a piece of music for accompanied or unaccompanied voice/voices or “the act or art of singing” but the term is generally not used for large vocal forms including opera and oratorio. that a song is a group of arrangements that consist of lyrics and elements of music like rhythm, melody, harmony, and expressions. However, the term is often found in various figurative and transferred senses.²⁹

The song is one kind of media that can help teacher draws students' interest and build up their motivation to learn. If the students are motivated,

²⁹ Mustakim Sagita and Nora Vita, “The Effect of Using English Songs on The Students’ Speaking Skill,” *Jurnal Sains Riset* |, vol. 10, 2020.

they will participate actively and will learn hard during teaching teaching-learning process.³⁰ Song makes relaxing and entertaining the classroom in which learners are more open to studying. song in the classroom is a cheerful way to learn English. Song is one of the media that is worthwhile to apply.³¹ Song is one of the media that helps teachers to teach students, build the interest of students to learn, and motivate them to learn.

According to Griffiee, "Song is part of music that you sing through the words. It is closely related to speaking because speaking is an action of communication with others using oral language. Oral language can be defined simply as just an activity that combines words into something understandable.³² By using a song, it can improve students' speaking skills as well as their pronunciation, vocabulary, and fluency. According to Hornby, a song is a piece of music with words that are sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar, and a host of other language skills in just a few rhymes³³. Songs can also provide a relaxed lesson. They can also form the basis for many lessons.

2. Types of Songs

The criteria of songs based on the length and tempo that can be used to select the songs for teaching English are:

³⁰ Mulyadi Syahputra and Sri Wahyuni1, Hijjatul Qamariah2, "The Use of English Songs To Improve" 5, no. 1 (2018).

³¹ Titis Wisnu Wijaya, "The Effectiveness of Songs for Teaching Speaking," *Journal of Foreign Language Teaching and Learning* 3, no. 2 (2018), <https://doi.org/10.18196/ftl.3231>

³² .Griffe, D.T., *Songs in Action*. (Hertfordshire: Prentice Hall International, 2001), p.45

³³ Hornby, A. S., *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1990), hal.1281.

a. Short, slow song means the activity works best with songs that are slow and short. Most songs range from three and a half to four and a half minutes in length. A short song is any song that is three minutes or less.

b. Songs that tell stories are songs that have a storyline. Songs that tell stories have a beginning, middle, and end. They are usually long and slow although very few are short and slow or short and fast.

c. Long songs are the majority of songs on the top 40 charts. They are usually at least forty minutes long or longer, they are usually not very easy to sing and present a series of images rather than tell a story. Most of them are fast, although a few are slow.

Therefore, short, fast songs are songs that typically have one versa with no repeating phrases or refrains and have a quick tempo they are usually under three minutes in the American collection.

3. Understanding of Speaking English can be Taught through Songs

There is some understanding of English can be through songs

- a. Songs represent a strong feature of modern mainstream language programs.
- b. Songs can broaden the attention of young learners.
- c. Songs are a great tool for language learning in teens and young children
- d. Songs are considered an excellent memory tool.
- e. Songs provide a variety of accessible inputs.
- f. Song creates a safe and natural class ethos.
- g. Songs are very repetitive and produce fluency.
- h. Songs abound in cultural content.

4. The Procedures of Teaching Speaking by Using Songs

Procedure for Using English Songs to Teach Students One of the big problems that researchers face, teaching English to students to maintain student interest throughout the lesson. As a result, teachers often have to be creative in the techniques used. What makes music a great teaching tool is its universal appeal, connecting all cultures and languages. It uses one of the best and the most motivating resources in the classroom.

Then, as a teacher, we need to prepare all of the things about the lesson before using the material through several techniques in the class. Selecting the technique of teaching must be thought seriously because the success of teaching-learning activities depends tightly on the technique used. used. Before giving material to the students, the teacher should prepare the material that will be taught to the students. Preparation is very important before the teaching activity begins, to make the teaching and learning successful. Three steps stated by Finocchiaro (as cited by Damayanti) of preparing as follows:³⁴

- a. The teacher should determine the suitable material.
- b. The teachers should determine the technique in teaching the learning process.
- c. The teachers should consider the time limit that s/he uses in teaching teaching-learning process.

The statement above shows that besides determining material they also determined the technique in teaching the learning process. For teaching using

³⁴ Zelvia Damayanti, "An Error of the Tenses Used in Speaking by Senior High School Student", (Unpublished thesis S1: UNESA, 2006), p. 45.

songs, some techniques have been used. According to Gasser and Waldman as cited by Pratiningtias,³⁵ the techniques are as follows:

- a. Introduce the songs by telling briefly the song and telling the students about the title.
- b. Pass out the copy of the lyrics to the students or write the lyrics on the board.
- c. Have the students listen to the song two or three times before singing or playing it. This will make the singing activity go smoothly.
- d. Sing or play the song all the through.
- e. Correct problems in pronunciation or phrasing that may have occurred during singing.
- f. Read lyrics out loud and ask the class questions about the vocabulary, the meaning, etc. to check the student's comprehension.
- g. Have the students practice the song several times so that they learn it well.

5. The Advantages of Songs

Listing the advantages of songs, the researcher would like to describe that using a song can improve students' speaking skills also their pronunciation, vocabulary, and fluency. Griffie said, "Teaching English using song has many advantages for students in improving their pronouncing in British and American".³⁶ The song is part of daily for most people who don't enjoy music at home, while traveling, and even at work. Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or

³⁵ Ika Praptiningtiyas, "Using Song as Means of Improving Elementary School Student' Vocabulary", (Unpublished thesis S1: UNESA, 2004), p. 34.

³⁶ D.T. Griffie, *Song in Action*, (Hertfordshire: Prentice Hall International, 2001), p. 39.

a change of pace, to present new vocabulary, or to recycle known language. To improve students' speaking skills, the teachers need to motivate students by singing a song that makes the students more interested in improving their speaking skills and more enjoyable to practice their speaking with certain techniques. Many key studies have proved that including songs in learning English processes is a very useful tool.

Further, the students can discuss the different topics in the lyrics like love, hate, and revenge, and in this manner, they can practice speaking by expressing opinions and reflections about the contents of the songs. According to Clara Liva, Y. Gatot Sutapa Y, et.al some of the advantages of working in class with songs:³⁷

- a. Practicing the rhythm, stress, and intonation patterns of the English language;
- b. Teaching vocabulary, especially in the vocabulary reinforcement stage;
- c. Teaching grammar, in this respect, songs are especially favored by teachers while investigating the use of the tenses;
- d. Teaching speaking, for this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions;
- e. Teaching listening, because music can be helpful for comprehension;
- f. Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc. Teachers should take into consideration the future, writing a letter to the main character, etc.

³⁷ Clara Liva, Y. and Gatot Sutapa Y, et.al, *Improving The Students' Speaking Ability Through English Song*, (Pontianak: University of Tanjung Pinang, 2014), p. 3.

C. Review of Related Finding

There are many previous studies related to the same terms of this research. To support the research, the researcher follows the related research. They are as follows:

Firstly, the research is coming from Fatmawaty³⁸ She formulated her study as 3 formulations. They are 1) How is the application of using the song at MAN Lamongan? and 2) How is the effect of using the song on students' speaking ability at MAN Lamongan? Then, she did the research at MAN Lamongan in XI IPA 3 as the control class and XI IPA 4 as the experiment class that was taken as cluster random sampling, from May 12-30, 2009. She gave three treatments by song to the experimental class, while giving the lesson as usual to the control class. Based on the result of the statistical test, we know that the result from the scores experiments group is higher than the control group. The writer describes the result of the statistic test as follows:

based on the normality test, the result from the experimental class is ($-58.9733 < 15.0863$), and from the control class is ($-52.9879 < 11.3449$). It means H_0 received, both samples are from a population distributed normally. Based on the homogeneity test, that is ($1.77 < 1.68$), it means that H_0 is received. So that both samples are from that have variants homogeneity. Based on the differences between means with the t-test, that is ($1.684 < 3.5$), means that H_0 is refused. So, the final scores of students who use songs are better than the students who

³⁸ Lukman Hakim, "The Use of English Songs in Improving the Tenth Grade Students' Speaking Ability at SMK Muhammadiyah 1 Genteng - Banyuwangi in the 2013/2014 Academic Year", A Theses of Muhammadiyah University of Jember Faculty of Teacher Training and Education English Education Program 2014, p. 2. 34Veronica

do not use songs. From all the descriptions, she can conclude that songs can be a good, interesting, fun, and attractive medium for teaching English, especially in developing speaking ability. Secondly, the research was arranged by Hakim from

Muhammadiyah University of Jember.³⁹ From the observation checklist which was done by Lukman, it can be gotten that cycle one showed the students' activeness in teaching learning at 42.62% and there are 59.38% passive students in the teaching and learning process. Cycle two showed that 78.2% of active students in the teaching and learning process and there are 21.7 % of passive students in the teaching and learning process. It means that the requirement of 75% of the students. The third, the research was written by Veronica Christamia.

The findings of the first cycle indicated that the students' speaking skills and involvement improved along with a lot of speaking practice. The result of the second cycle shows that the implementation of English songs and puppets improved the students' speaking skills, especially their accuracy and interest by providing them with various topics, songs, and activities. It was also found that using the language more often can improve their fluency. The indicators of the success of the implementation were that:

- (1) Students were more motivated to learn English and to be involved in speaking activities;
- (2) Students actively answer the question and give comments;

³⁹ Veronica Christamia, p. xiv.

- (3) Students were more active in the speaking activities during the teaching and learning process, and
- (4) There were many kinds of activities in every meeting, and also pictures that made the students feel interested in doing the activities.

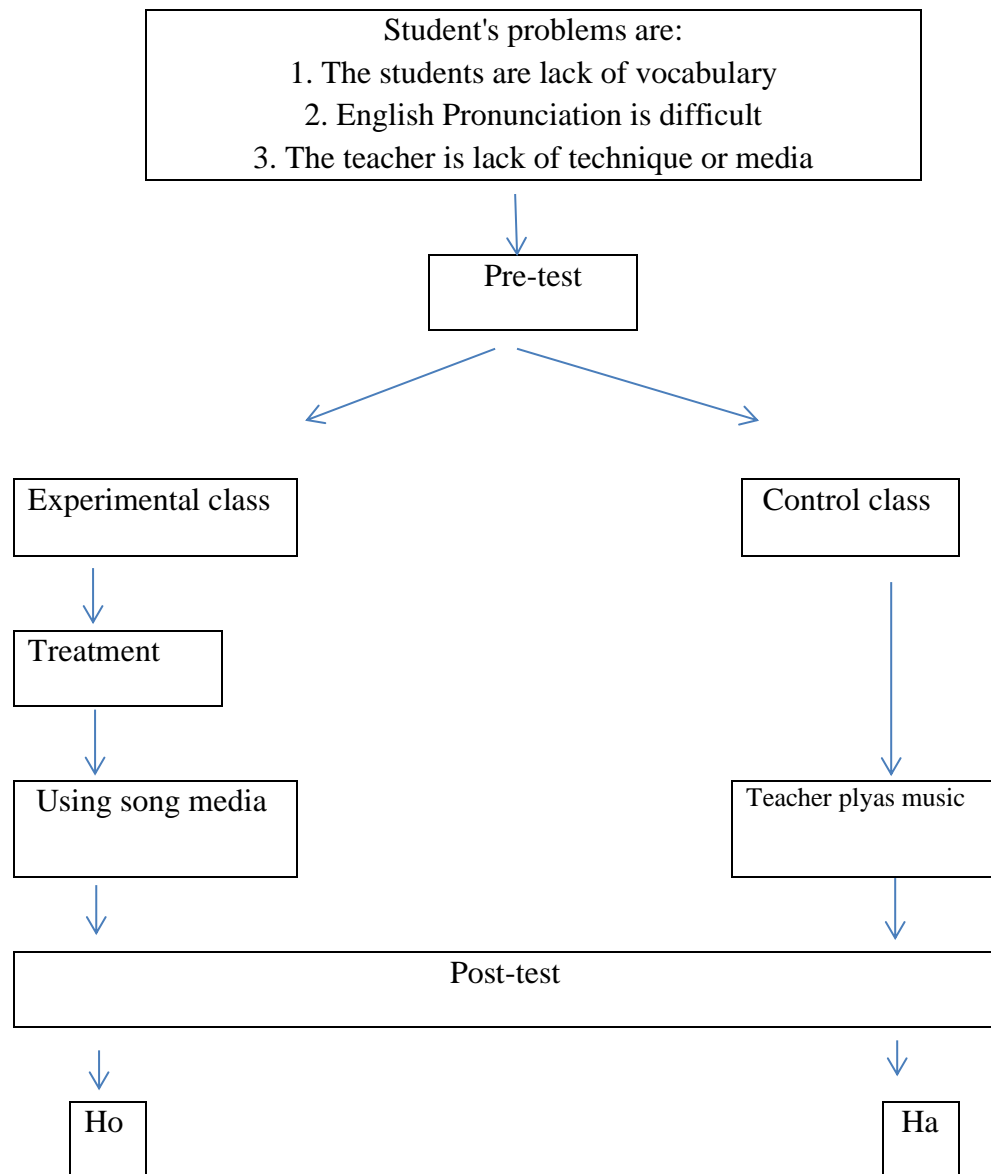
Furthermore, the findings were also supported by the means of the students' speaking score which had improved from 6.2 in the pre-test to 7.3 in the post-test. So, the difference between this research and related findings is that it differs from the type of song or the title of the song, the other differences are the school that is being studied and to be applied in the research and also some related findings of different grade levels to be studied. And the last difference is that the method of research is different like the previous study was about Classroom Action Research or CAR.

D. Conceptual Framework

Speaking is one way to communicate that is often used and more understandable by people. It is the act, utterance, or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people.

There are many ways of teaching speaking. One of many ways to make effective teaching speaking is by making the students active by using good and interesting ways or strategies in teaching the learning speaking process so they enjoy their speaking class. One of many ways is by applying song. The concept of song is to make students easier to learn about speaking. students before treatment. Then researcher gives the treatment by using songs for the

experimental class, and the teacher's usual strategy to control the experimental class. Lastly, the researcher gave a post-test to find out the effect of song on speaking skills at XII Grade SMA N 1 Padang Bolak. After getting the result of both of the classes of post-test, the researcher formulates again the hypotheses in which one of two of the researcher's assumptions is chosen whether it is an alternative hypothesis or null hypothesis. Therefore, that explanation can be seen as a frame or figure below:

Figure 1.1: Conceptual Framework**E. Hypotheses**

The researcher formulates the hypotheses of the research stating:

1. Alternative hypothesis (Ha): There is a significant effect of using songs on students' speaking ability at XII grade SMA N 1 Padang Bolak.

2. Null hypothesis H_0 : There is no significant effect of using songs on students' speaking ability at XII grade SMA N 1 Padang Bolak.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research.

This research will be conducted at SMA N 1 Padang Bolak. Located on Jl. Ki Hajar Dewantara no 50. Lk V Ps. Gn. Tua, North Padang Lawas Regency, North Sumatra, Postal Code 22753. This Research will be conducted from 23 June 2023 until complete.

B. Research Design

This type of study used an experimental research methodology and was quantitative. Two classes were used in the study: the control class and the experimental class. The class taught by song media was the experimental class, while the class taught through instructor media was the control class. At SMA N 1 Padang Bolak, the researcher conducted an experimental study on the impact of song media on students' speaking abilities.

Table 3.1
Table of Experimental Design

Class		Treatment	
Experimental class	Pre-test	Teaching speaking by using song	Post-test
Control class Pre-test	Pre-test	Teaching speaking by using teachers' media Post-test	Post-test

C. Population and Sample of the Research.

a. Population

The population was whole of the students in grade XII of SMA N 1 Padang Bolak. The research had been done for the grade XII science students of SMA N 1 Padang Bolak. The population of the research consisted of 2 classes with 59 students. It can be seen from the table following:

Table.3.2
The Research Population

NO	Class	Total
1	MIA-1	30
2	MIA-2	29
Total		59

(source : Data of students SMA N 1 Padang Bolak)

b. Sample

This study used total sampling for the sampling technique to find out the lottery of a prizes was carried out. The sample of this study 59 students or the entire population of 2 classes, namely class XII MIA-1 and XII MIA-2

Table 3.3
Sample of the research

NO	Class	Total
1	MIA-1	30
2	MIA-2	29
Total		59

(source : Data of students SMA N 1 Padang Bolak)

D. The Instrument of the Research

A research must have an instrument because a good instrument can guarantee for taking the valid data. Arikunto says “Instrumen adalah alat pada waktu penelitian menggunakan suatu metode”.⁴⁰ It means instrument of the research is a tool of facility is used by the researcher in collecting data so that the process is easier and better with more careful, complete and systematic.

In this research, the researcher gave the test; speaking test or oral test as an instrument. The researcher asked 2 students to choose one of 4 topics given (“Why students should stop cheating?”, “What do you think of school bullying”, “Would you give me your opinion about the, “The importance of Education”, and “What’s your opinion of the Power of Music or songs in learning English”).

Further, the 2 students chose one of the topics then the students gave the opinions about the topic that they chose. The students had to prepare what they will tell with their partner. They had 5 minutes to talk with their partner. Then, the 2 students came to the researcher’s desk to tell about the opinions whether the students agreed or disagreed. The way of taking the students’ speaking ability by asking students to give the agreement or disagreement was based on the English textbook topic from chapter 2: “I THINK SO, TOO” that aimed to use expression of asking for and giving opinions, agreeing, and disagreeing with opinions politely. The test is showed below:

⁴⁰ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2011, p. 126

E. The Technique of Data Collection

The researcher used a test as the instrument for collecting data. It was given in the beginning (Pre-test) and in the end (Post-test). Each of the tests consisted of a speaking table. The speaking test was given to the experimental and control class. Here are the techniques for collecting data:

1. Pre-test

In the first meeting, the researcher came to the field or to the class to give the pre-test for 2 classes both experimental and control classes.

2. Treatment

For the second meeting, the researcher did the treatment. The researcher came again to the school and taught the speaking ability in an experimental class using song media. In the third meeting, the researcher taught the control class by using the conventional way that was usually applied by the teacher in the class. The experimental class and the control class were given similar material and topics, which consisted of communication aspects that had been taught by the teacher in different ways/media.

Table 3.4
Treatment of the researcher

No	Exsperimental class activities	Control class activities
1	The researcher greet and checked the attendance list	The researcher greet and checked the attendance list
2	The researcher asks class to tell her the kinds of music ganres thay know from Indonesia and foreign countries	The researcher shows the picture of mother
3	The researcher plays the music genres one by one and	The researcher asks class what they think of their mother

	asks class what type of music genre that the music played by the researcher	
4	The researcher plays another song, song that is sung by Maher Zein ' Number One for me'	Students write down adjectives their mother on board
5	After music is stopped, teacher asks class again what is the music about, what are the expression of music that used in the song (doubt, hope, possibility, intention, Impossibility, etc) and what are the moral lesson of the song	The researcher divides class into groups, asks group 1 to give the opinion about the power of mother for children in positive opinion and group 2 to give the disagreement (mother is not everythin, father also has the power for the children's life).
6	The researcher divides class into groups, asks group 1 to give the opinion about the power of mother for children in positive opinion and group 2 to give the disagreement (mother is not everythin, father also has the power for the children's life).	After finish listening to the group giving opinion, explain the 'WAYS TO SAY IT: ASKING AND GIVING OPINION' the researcher gives another topic of issue. It is 'what do you think of schoolbullying? And researcher asks the group again and give the opinion
7	The researcher responses all the groups opinions and rewards or preises the students enthusiastic	The researcher responses all the groups opinions and rewards or preises the students enthusiastic

3. Post-test

After giving the treatment for both classes, for the fourth meeting, the researcher gave the post-test to both classes. The researcher did the counting data by comparing the students' mean scores before and after the treatment in pre-test and post-test. The design is as follows:

Table 3.5
Techniques of Collecting Data Design

Grade XII	Total of students	Pre-test	Treatment Songs	Post-test
MIA-1 (Experimental Class)	30	√	Songs	√
MIA-2 (Control Class)	29	√	Teaching asking and giving opinion	√
Total of Students	59			

The indicators of speaking take the students' scores when the students are doing the speaking test. Here are the indicators:

Table 3.6
Indicators of Speaking Test:⁴¹

NO	The Indicators of Speaking Ability Accent	Score
1	Accent : 1. Pronunciation is frequently unintelligible. 2. Frequent gross errors and a very heavy accent make understanding difficult. 3. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding. 4. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding. 5. No conspicuous mispronunciations, but would not be taken for a native speaker.	1-5 1 2 3 4 5

⁴¹ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113.

2	<p>Grammar :</p> <p>1. Grammar is almost entirely inaccurate phrases.</p> <p>2. Constant errors show control of very few major patterns and frequently prevent communication.</p> <p>3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.</p> <p>4. Occasional errors showing imperfect control of some patterns or weaknesses that cause misunderstanding.</p> <p>5. Few errors, with no patterns or failure.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
3	<p>Vocabulary:</p> <p>1. Vocabulary is inadequate for even the simplest conversation.</p> <p>2. Vocabulary is limited to basic personal and survival areas.</p> <p>3. The choice of words is sometimes inaccurate, and limitations of vocabulary prevent discussion of some common professional and social topics.</p> <p>4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non-technical subject with some circumlocutions.</p> <p>5. Professional vocabulary is broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
4	<p>Fluency :</p> <p>1. Speech is so halting and fragmentary that conversation is virtually impossible.</p> <p>2. Speech is very low and uneven except for short or routine sentences.</p> <p>3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.</p> <p>4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.</p> <p>5. Speech is effortless and smooth, but perceptibly nonnative in speech and evenness.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

5	Performance/Comprehension:	1-5
	1. Understand too little for the simplest type of conversation.	1
	2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	2
	3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
	4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition of conversation or rephrasing.	4
	5. Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.	5
	MAXIMAL SCORE: 25 x 4	100

Based on the above indicators, the scales are shown as follows:

Table .3.7
Score of the Result Test

Range of Real Score	Frequency
80-100	Excellent/ very good
71-80	Good
61-70	Enough
51-60	Poor
31-40	Very Poor

F. Validity of the Instrument

In this research, the researcher used content validity to establish the validity of the instrument. So in this research, the researcher concludes that the speaking test ability was validated by checking the speaking test with the expert person. She is the English teacher of grade XII students it self of SMA N 1 Padang Bolak Khotmariah, S.Pd.

The English teacher checked and rechecked whether the speaking test topic was suitable to the syllabus, curriculum of K13, and the English textbook material or topic included beautiful song XII students of SMA N 1 Padang Bolak. The English textbook used is "Pathway to English for SMA/MA Grade XII" Kelompok Wajib 2. Further, the test has been signed by the English teacher and the headmaster and then legalized too by the headmaster of SMA N 1 Padang Bolak. In other words, the speaking test was made valid by checking and rechecking the test with the English teacher and the Principal.

G. Techniques of Data Analysis

1. Requirement Test

a.) Mean Score

To know the mean score of the data, the researcher used

formula:

$$M_x = \frac{\sum fx}{N}$$

Where:

M_x = mean

$\sum fx$ = total scores

N = Number of classes

b.) Homogeneity Test

To test whether the data whether homogeny or not, the researcher uses

Harley test in Irianto:

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmalletvariant}}^{42}$$

The hypothesis is accepted if $F_{caunt} \leq F_{table}$

The hypothesis is rejected if $F_{caunt} \geq F_{table}$

c) Hypothesis Test

The hypothesis is a temporary answer to a research problem whose truth must be tested empirically.⁴³ So, the data would be analyzed by using the t-test formula:

$$Tt = \frac{M1 - M2}{\left(\frac{\sum X_{12} + \sum X_{22}}{n1 + n2 - 1} \right) \left(\frac{1}{n1} + \frac{1}{n2} \right)}$$

Where :

T = The value which the statistical significance

M1 = The average score of the experimental class

M2 = The average of the control class

X₁ = Derivation of the experimental class

X₂ = Derivation of the control class

N1 = Number of experimental

N2 = Number of control⁴⁴

⁴² Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, (Padang: P2LPTK Departmen, Pendidikan Nasional, 2003), p. 31. 39Ahmad Nizar Rangkuti, *Statistik Untu Penelitian Pendidikan*. (Medan: Perdana Publishing, 2015) p. 65.

⁴³ Ahmad Nizar Rangkuti, *Statistik Untu Penelitian Pendidikan*. (Medan: Perdana Publishing, 2015) p. 65.

⁴⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2011, p. 31

CHAPTER IV

FINDINGS AND DISCUSSION

The analysis of data collected through the research findings and discussion is the subject of this chapter. Pre- and post-test information was used by the researcher to determine the impact of songs on the ability of students to speak. Before starting therapy, a pre-test was conducted, and following treatment, a post-test. The t-test formulation is used by an investigator to do quantitative research. The investigator will provide the following description of the outcome based on the studied data:

A. Description of Data

1. The Description of Data Before Using Songs Media

a. Score of Pre-Test Experimental Class

In the pre-test of the experimental class, the researcher calculated the result that had been gotten from students' answers to the speaking test. The score of the pre-test experimental class can be seen in the following table:

Table 4.1
The Score of Experimental Class in Pre-Test

Description of Data	Score of Data
Total Score	1.666
Highest Score	80
Lowest Score	36
Mean Score	55.53
Median	54.91
Modus	56.00
Range	44
Interval	6
Standard Deviation	12.558
Variance	157.706

Based on the table, it can be shown that the students can get 80 out of 100 as the highest score. Then, the total score of the experimental class in the pre-test was 1.666, the mean score was 55.53, the standard deviation was 12.558, the variance was 157.706, the median was 56.00, the range was 44, the modus was 56.00, the interval was 6. Whereas, the computed frequency distribution of the student's score of the pre-test experimental class can be applied to table frequency distribution as follows:

Table 4.2
Frequency Distribution of the Variables

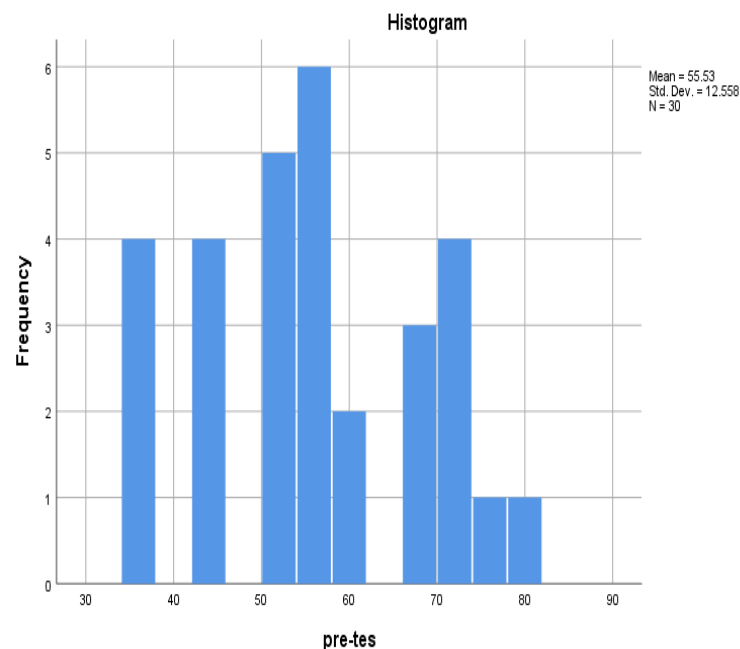
No	Interval	Mid Point	Frequency	Percentages
1	36-42	39	4	13.3%
2	43-49	46	4	13.3%
3	50-56	53	11	36.7%
4	57-63	60	2	6.7%
5	64-72	68	7	23.3%
6	73-80	76.5	2	6.7%

Jumlah	30	100%
--------	----	------

To get a description of the data clearly and completely based on the above table, the researcher presents them in the histogram in the following figure:

Figure 4.1: Description Data Pre-test of Experimental Class

Frequency



From the above histogram, 4 students got a midpoint 56.5 score in class intervals between 36-41, there were 4 students got a midpoint 44.5 score in class intervals between 42-47, there were 5 students got a midpoint 50.5 score in the class interval between 48-53, there were 6 students got midpoint 56.5 scores in the class interval between 54-59, there were 3 students got midpoint 63 score in the class interval between 60-66, there were 7 students got

midpoint 70 scores in the class interval between 67-73, there were 1 students got midpoint 77 score in class interval between 74-80.

b. Score of Pre-Test Control Class

In the Pre-Test of the control class, the researcher calculated the result that had been gotten by students in answering the test. The score of the pre-test control class can be seen in the following table:

Table 4.3
The Score of Control Class in Pre-Test

Description of Data	Score of Data
Total Score	1.540
Highest Score	76
Lowest Score	36
Mean	53.10
Median	53.67
Modus	52
Range	40
Interval	5
Standard Deviation	10.897
Variance	118.739

Based on the table above the total score of the control class in the pre-test was 1.540, the mean was 53.10, the standard deviation was 10.898, the variance was 118.739, the median was 53.67, the range was 40, the modus was 56.00, the interval was 5. The researcher got the highest score which was 76 and the lowest score which was 36, the calculation of the frequency distribution of students' scores is as follows:

Table 4.4
Frequency Distribution of the Variables

NO	Interval	Mid Point	Frequency	Percentages
1	36-43	39.5	4	13.3%
2	44-50	47	5	16.7%
3	51-57	54	12	40%
4	58-63	60.5	4	13.3%
5	64-70	62	2	6.7%
6	71-76	73.5	2	6.7%
	Jumlah		29	100%

From the above table, the students' score in class interval between 36–43 was 4 students (13.3%), class interval between 44-50 was 5 students (16.7%), class interval between 51–57 was 12 students (40%), class interval between 58-63 was 4 students (13.3%), class interval between 64-70 was 2 students (6.7%), and the last class interval between 71-76 was 2 students (6.7%) To get a description of the data clearly and completely, the researcher presents them in the histogram in the following figure:

frequency

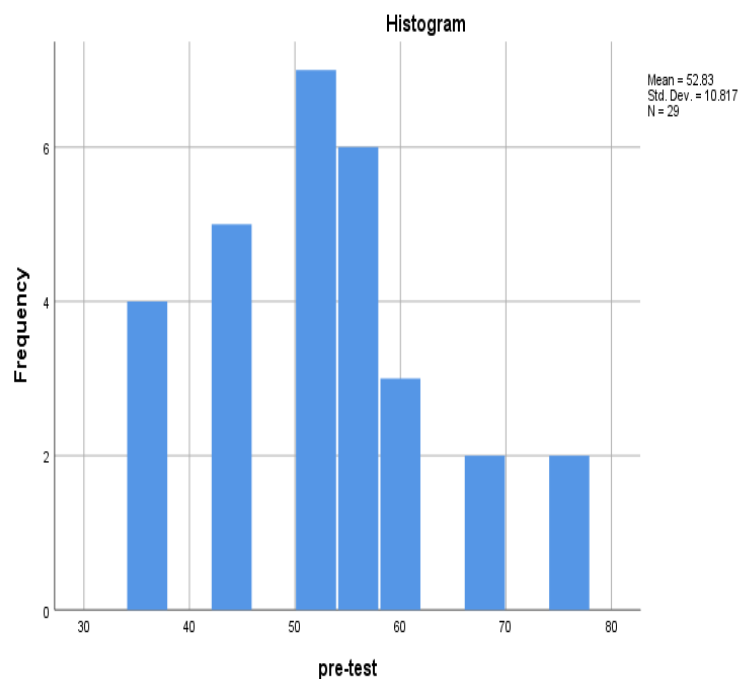


Figure 4.2: Description Data Pre-test of Control Class

2. The Description of Data after Using Songs Media

a. Score of Post-Test Experimental Class

In the post-test of the experimental class, the researcher calculated the results that were obtained from students' answers to the speaking test. The score of the post-test experimental class can be seen in the following table:

Table 4.5
The Score of Experimental Class in Post-Test

Description of Data	Score Of Data
Total Score	2.538
Highest Score	96
Lowest Score	70
Mean	84.60
Median	83.69

Modus	84
Range	26
Interval	6
Standard Deviation	7.828
Variance	61.283

Based on the table above the total score of the experimental class in the post-test was 2.538, the mean was 84.60, the standard deviation was 7.828, the variants was 76.06 median was 84.00, the range was 26, the modus was 84.00, the interval was 6. The researcher got the highest score which was 96, and the lowest score which was 70.

Table 4.6
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	70-73	71.5	2	6.7%
2	74-77	75.5	4	13.3%
3	78-81	79.5	6	20.0%
4	82-85	83.5	7	23.3%
5	86-91	88.5	5	16.7%
6	92-96	94	6	20.0%
Jumlah			30	100%

From the above table, the student's score in class intervals between 70-73 was 2 students (6.7%), the class interval between 74-77 was 4 students (13.3%), the class interval between 78-81 was 6 students (20.0%), the class interval between 82-85 was 7 students (23.3%), and the class interval between 86-89 was 5 student (16.7%), the class interval between 90-93 wa 5 students (20.0%)

To get a description of the data clearly and completely, the researcher presents them in the histogram on the following figure:

Frequency

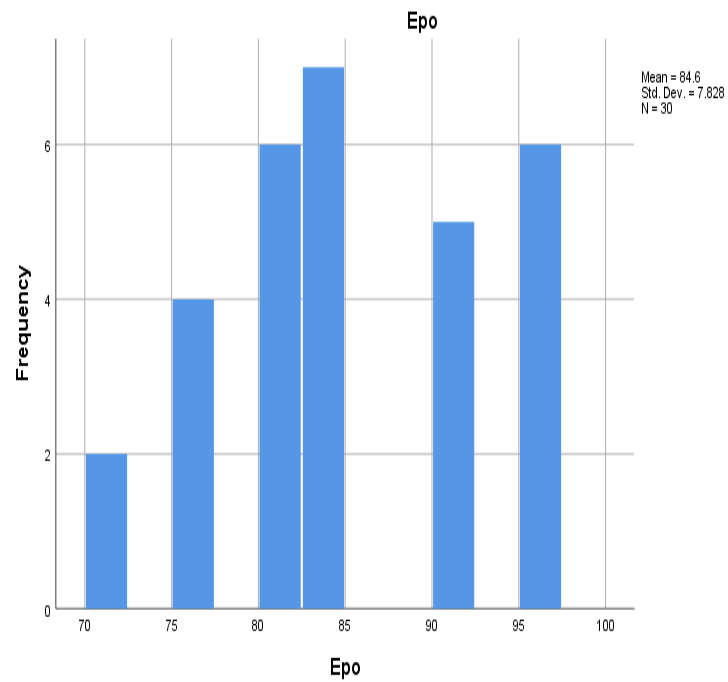


Figure 4.3: Description Data Post-test of Experimental Class

b. Score of Post-Test Control Class

In the Post-Test of the control class, the researcher calculated the result that had been gotten by students in answering the test. The score of the post-test control class can be seen in the following table:

Table 4.7
The Score of Control Class in Post-Test

Description of Data	Score Of Data
Total Score	1.728
Highest Score	80
Lowest Score	35
Mean	59.59
Median	60.60
Modus	60
Range	45
Interval	5
Standard Deviation	9.477
Variance	89.823

Based on the table above the total score of the control class in the post-test was , the mean was 59.59, the standard deviation was 9.477, the variants was 89.823 median was 60.60, the range was 45, the modus was 60, the interval was 5. The researcher got the highest score which was 80, and the lowest score which was 35. Then, the calculation of the frequency distribution of students' scores is as follows:

Table 4.8
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	35-43	39	1	3.3%
2	44-52	48	6	20.7%
3	53-61	57	11	37.9%
4	62-70	66	9	31.0%
5	71-80	75.5	2	6.9%
Jumlah			29	100%

From the above table, the student's score in class interval between 35-43 was 1 students (3.3%), class intervals between 44-52 was 6 students (20.7%), class intervals between 53-61 was 11 students (37.9%), class interval between 62-70 was 9 students (31.0%), class interval between 71-80 was 2 students (6.9%), To get a description of the data clearly and completely, the researcher presents them in the histogram in the following figure:

Frequency

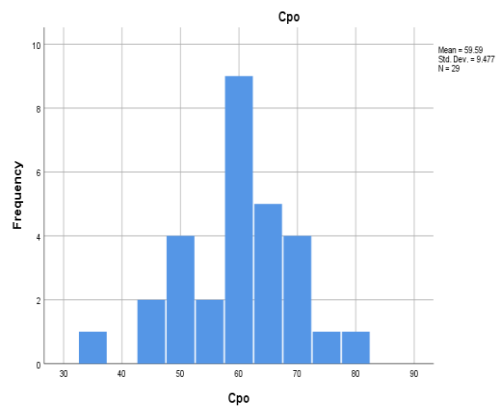


Figure 4.4: Description Data Post-test of Control Class

B. Hypothesis Testing

1. Requirement Test

a) Normality Test Normality

Normality in Experimental Class and Control Class in Post-Test

Table 4.9
Normality in Post-Test Class

Class	NormalityTest	
	X_{count}	Stable
Experiment Class	2.55	9.49
Control Class	5.47	9.49

Based on the above table researcher calculation, the score of experimental class $X_{count} = 2.55 < X_{table} = 9.49$ with $n = 30$ and control class $X_{count} = 5.47 < X_{table} = 9.49$ with $n = 29$, and real level $\alpha 0.05$. Cause $X_{count} < X_{table}$ in the both class. So, H_a was accepted. This means that the experimental class and control class were distributed normally. It can be seen in appendices 15 and 17.

b) Homogeneity Test

Homogeneity Post-Test of Experimental and Control Class
The coefficient of $F_{count} = 0.64$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = n-1 = 30-1 = 29$ and denominator $dk n-1 = 29-1 = 28$. So, by using the list of critical values at F distribution is got $F_{0.05} = 2.14$. It showed that $F_{count} 0.64 < F_{table} 2.14$. So, the researcher concluded that the variant from the data of the Students' Speaking ability at

SMA N 1 Padang Bolak by experimental class and Control Class was homogenous. The calculation can be seen in Appendix 18.

2. Hypothesis Test

After calculating the data of the post-test, the researcher found that the post-test results of the experimental class and Control Class were normal and homogenous. Based on the result, the researcher used a parametric test by using a T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "There was a significant effect of using Songs on Students' Speaking Ability at Grade XII SMA N 1 Padang Bolak".

Table 4.10
The result of T-test from the Both Averages

Post-test	
T_{count}	T_{table}
2.24	2.02

$$H_a : \mu_1 \neq \mu_2$$

Where: $H_a: \mu_1 \neq \mu_2$ " There was a significant effect of using Song on Students' Speaking Ability at Grade XII Students of SMA N Padang Bolak". Based on researcher's calculation, the researcher found that t_{count} 0.15 while t_{table} 2.02 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 29 - 2 = 57$. Cause $t_{count} > t_{table}$ ($2.24 > 2.02$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was a significant effect of using Songs on Students' Speaking Ability.

In this case, a gain of mean score in pre-test and post-test in experimental class and control class can be seen in the table below:

Table 4.11
Gain of score in experimental class and control class

Class	Pre-test	Post-test	Enhancement	Gain score
Experimental	55,53	84,60	29,07	7,96
Control	53,10	74,21	21,11	

$$\begin{aligned} \text{Exsperimental} &= 29,07 : 55,53 \times 100 \\ &= 52\% \end{aligned}$$

$$\begin{aligned} \text{Control} &= 21,11 : 53,10 \times 100 \\ &= 40\% \end{aligned}$$

C. Finding to The Research

The researcher conducted a test in the experimental class where the pre-test score was 55.53, after that the researcher carried out a treatment where songs were used as a medium to increase speaking ability and at the end so that in the last test or podt-test the score increased to 84.60.

D. Discussion

Based on the data analysis, the researcher discussed the result of this research on the effect of using songs on students' speaking ability at XII grade on SMA N 1 Padang Bolak. The result of the mean score in the experimental class was higher than the mean score in the control class. The researcher has been count in data analysis that the mean score in the post-

test experimental class was 84.60 and control class was 74.21. This means there is a significant effect of using songs on students' speaking ability.

Some studies have similar findings with this research Lukman. It can be seen that cycle one showed the students' activeness in teaching learning at 42.62% and there are 59.38% passive students in the teaching and learning process. Cycle two showed that 78.2% of active students in the teaching and learning process and there are 21.7% of passive students in the teaching and learning process. It means that the requirement of 75% of the students.⁴⁵

Furthermore, research Fatmawaty, based on the differences between means with the t-test, that is $(1.684 < 3.5)$, means that H_0 is refused. So the final score of students who use songs is better than the students who do not use songs. From all the descriptions, she can conclude that songs can be a good, interesting, fun, and attractive medium for teaching English. Especially on developing speaking ability.⁴⁶

The result of the second cycle showed that the implementation of English songs and puppets improved the students' speaking skills, especially their accuracy and interest by providing them with various topics, songs, and activities.⁴⁷ From the indicators, the researcher found a factors that can be affected by the songs was vocabulary.

⁴⁵ Lukman Hakim, p.62

⁴⁶ Ririn Fatmawati, p. 44

⁴⁷ Veronica Christamia, p. xiv

Based on the above explanation, the researcher concluded that the hypothesis alternative was accepted and there was a significant effect of using songs on students' speaking ability.

E. Threats of the Research

- 1) The students were not serious about doing pre-test and post-tests. Some of them still were cheating. It made the answer to the test was not pure.
- 2) The students were noisy during the learning process. They did not focus on following the learning process. Some of them talked to another friend. Some of them did something at another friend's table. It made them not get the teacher's explanation well and can have an impact on the test.
- 3) Some of them were not interested in learning English and gave the impact to their answer.

CHAPTER V CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Song media is very influential in improving students' speaking abilities, making it easier for students to pronounce, increasing vocabulary and feeling happy when learning English using songs.
2. The students' speaking ability results at grade XII SMA N 1 Padang Bolak of students' mean score of pre-test was 55,53 in the experimental class and 53,10. It means both classes have the same level
3. After the researcher treated the students with the song and the researcher administered post-test in both of the classes the result of the research, was found that the result of T-test was higher than t-table ($2.24 > 2.02$). So, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that songs have a significant effect on students' speaking ability at grade XII SMA N 1 Padang Bolak.

B. Suggestions

After finishing this research, the researcher got much information on the English teaching and learning process. Therefore, the writer has a suggestion to:

1. The English teacher, researcher suggests that an English teacher hoped to use appropriate songs in teaching the learning process so that the students feel interest in process learning.

2. To students' of SMA N 1 Padang Bolak, the researcher suggests when the teacher explains in front of you, you should concentrate and not cheat with your friends.
3. Other researcher/reader, the researcher hopes that for the next research at SMA is not just one skill to do the research like speaking, but other skills such as writing, reading, and listening because most of the students at SMA are still less about all skills.

C. Implications

Implication is something that suggested, or happens, indirectly of finding of scientific study. The result of this research is about the effect of songs on students' speaking ability at grade XII of SMA N 1 Padang Bolak.

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SPEAKING PRE-TEST

- ✓ Choose only ONE topic. Then, you have to prepare what you will tell. You have 5 minutes to talk with your partner and say your opinion.
- ✓ Pilihlah salah satu topik. Kemudian, persiapkan apa yang akan kamu jelaskan/katakan. Kau memiliki waktu 5 menit untuk berdiskusi dengan temanmu dan mengatakan opinimu.

Here are the topic to choose:

1. “Why students should stop cheating?”, (Mengapa siswa seharusnya berhenti mencontek?)
2. “What do you think of school bullying”, (Apa pendapatmu tentang bullying/ kekerasan disekolah?)
3. “The importance of Education”, and (Pentingnya pendidikan)
4. “What’s your opinion of the Power of Music or songs in learning?”. (Apa pendapatmu tentang kelebihan/keutamaan musik atau lagu-lagu dalam belajar Bahasa Inggris)

English Teacher,

Gunung Tua, Desember 2023
The Researcher,

HOTMARIAH, S.Pd.I
197011121997022001

LISNA FATIMAH HARAHAHAP
1920300105

LESSON PLAN FOR EXPERIMENTAL CLASS

Satuan Pendidikan : SMA N 1 Padang Bolak
Pelajaran : Bahasa Inggris
Kelas/Semester : XII MIA-1/ Ganjil
Materi Pokok : Teks lisan dan tulis meminta dan memberikan pendapat, setuju dan tidak setuju berpendapat dengansopan.
Skill : Speaking
Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, teloren damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniro dengan wawasan kemanusiaa, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	
2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.	
3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran sesuai dengan konteks penggunaannya.	3.2.1 Mengidentifikasi tujuan teks ungkapan menyatakan pendapat dan pikiran. 3.2.2 Mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran. 3.2.3 Mengidentifikasi unsur kebahasaan ungkapan menyatakan pendapat dan pikiran.
4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 menjodohkan ungkapan menyatakan pendapat dan pikiran. 4.2.2 Melengkapi kalimat rumpang ungkapan menyatakan pendapat dan pikiran. 4.2.3 membuat kalimat untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

-Siswa mampu berbicara, mengungkapkan pendapat dan pikiran dalam Bahasa Inggris dengan baik dan sopan melalui teknik belajar yang diberikan.

-Siswa mampu berinteraksi sosial dan mengidentifikasi makna, tujuan, struktur, unsur kebahasaan dan membuat kalimat untuk menyatakan dan merespon ungkapan yang menyatakan pendapat dan pikiran dari pembicaraan yang sedang berlangsung.

D. Materi Pembelajaran

-Lirik lagu terkait yang ada di Buku teks on English textbook Pathway to English for SMA/MA Grade XII dengan topik pembelajaran mengungkapkan opini dan pikiran sung by Maher Zein dengan judul "Number One for Me".

-Asking for and giving opinions, agreeing, and disagreeing with opinions politely.

E. Media Pembelajaran

1. Media

-Worksheet atau lembar kerja (siswa)

-Buku paket

-Media Lagu

2. Alat/Bahan

-Spidol, papan tulis, kertas berisi lirik lagu, speaker dan smart phone.

F. Sumber Belajar : Buku yang berkaitan

G. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 Menit)
Kegiatan Pendahuluan
<ol style="list-style-type: none">1. Guru memberi salam2. Berdoa3. Guru memeriksa kehadiran siswa4. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas.5. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat
<p>dan aplikasi materi ajar dalam kehidupan sehari-hari</p> <ol style="list-style-type: none">6. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.7. Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, pada pertemuan yang berlangsung.6. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.
Kegiatan Pembelajaran /Kegiatan Inti
<ol style="list-style-type: none">1. The teacher asks the class to tell her the kinds of music genres they know from Indonesia and Foreign countries.2. The teacher plays the music genres one by one and asks the class what type of music genre the music is played by the teacher.3. The teacher plays another song, a song that is sung by Maher Zein "Number One for Me".4. After the music is stopped, the teacher asks the class again what is the music about, what are the expressions of the music used in the song (doubt, hope, possibility, intention, impossibility, etc), and what are the moral lessons of the song.5. The teacher divides the class into groups and asks Group 1 to give an opinion about the power of the mother for children in positive opinion and Group 2 to give a disagreement (the mother is not everything, the father also has power over the children's lives).6. The teacher responds to all the groups' opinions and rewards or praises the students' enthusiasm.
Pertemuan Ke-2 (2 x 45 Menit)
Kegiatan Pendahuluan

1. Guru memberi salam Berdoa
2. Guru memeriksa kehadiran siswa
3. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari
4. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
5. Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, pada pertemuan yang berlangsung. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.

Kegiatan Pembelajaran /Kegiatan Inti

1. The teacher asks the class to tell her the kinds of music genres they know from Indonesia and Foreign countries.
2. The teacher plays the music genres one by one and asks the class what type of music genre the music is played by the teacher.
3. The teacher plays another song, a song that is sung by Maher Zein "Number One for Me".
4. After the music is stopped, the teacher asks the class again what is the music about, what are the expressions of the music used in the song (doubt, hope, possibility, intention, impossibility, etc), and what are the moral lessons of the song.
5. The researcher divided the class into pairs, asked the groups to discuss the song that was played 3 times with questions for each pair
 1. Who is the singer?
 2. What is the title of the song?
 3. What is the song about?
 4. do you agree with the song?
6. The teacher responds to all the groups' opinions and rewards or praises the students' enthusiasm.

1. Peserta didik membuat resume (CREATIVITY) dengan bimbingan guru tentang point point penting yang muncul dalam kegiatan pembelajaran tentang makna lirik lagu yang terkait dalam kehidupan, apakah siswasetuju atau tidak setuju atas makna lagu yang tersurat dan tersirat.
2. Mengagendakan pekerjaan rumah untuk memahami lirik lagu lain lalu memberi pendapat dan pikiran terkait lagu.
3. Mengagendakan pekerjaan rumah bersama kelompok siswa berkaitan dengan topik topik lain untuk mengungkapkan pendapat dan pikiran.

Kegiatan Inti
<p>1. Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, danlain-lain</p> <ul style="list-style-type: none"> – Mengingatn kembali materi/teks yang sudah dipelajari – Siswa menjawab soal yang diberikan guru. <p>Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan</p>
a. Kegiatan Penutup
<p>1. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudahmemahai topik.</p> <p>2. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini</p>
b. Salam

Gunung Tua, Desember2023

Validator/ Guru Bahasa Inggris

Peneliti

HOTMARIAH, S.Pd.I
NIP. 197011121997022001

LISNA FATIMAH HARAHAHAP
NIM. 1920300105

LESSON PLAN FOR CONTROL CLASS

Satuan Pendidikan	: SMA N 1 Padang Bolak
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XII MIA-2/ Ganjil
Materi Pokok	: Teks lisan dan tulis meminta dan memberikan pendapat, setuju dan tidak setuju berpendapat dengansopan.
Skill	: Speaking
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2: Menghayati dan mengamalkan perilaku jujur, disiplin,tanggungjawab, peduli (gotong royong, kerjasama, telorendamai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniro dengan wawasan kemanusiaa, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.	

2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.	
3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran sesuai dengan konteks penggunaannya.	3.2.1 Mengidentifikasi tujuan teks ungkapan menyatakan pendapat dan pikiran. 3.2.2 Mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran. 3.2.3 Mengidentifikasi unsur kebahasaan ungkapan menyatakan pendapat dan pikiran.
4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1 menjodohkan ungkapan menyatakan pendapat dan pikiran. 4.2.2 Melengkapi kalimat rumpang ungkapan menyatakan pendapat dan pikiran. 4.2.3 membuat kalimat untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran.

C Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Siswa mampu berbicara, mengungkapkan pendapat dan pikiran dalam Bahasa Inggris dengan baik dan sopan melalui teknik belajar yang diberikan.
- Siswa mampu berinteraksi sosial dan mengidentifikasi makna, tujuan, struktur, unsur kebahasaan dan membuat kalimat untuk menyatakan dan merespon ungkapan yang menyatakan pendapat dan pikiran dari pembicaraan yang sedang berlangsung.

D. Materi Pembelajaran

- Asking for and giving opinions, agreeing, and disagreeing with opinions politely.

E. Metode Pembelajaran

- Metode pembelajaran: dialogue

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Buku paket

2. Alat/Bahan

- Spidol dan papan tulis

3. Sumber Belajar

- Buku yang berkaitan

4. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 Menit)
Kegiatan Pendahuluan
<ol style="list-style-type: none">1. Guru memberi salam2. Berdoa3. Guru memeriksa kehadiran siswa4. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatanganke dalam kelas.5. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaatdan aplikasi materi ajar dalam kehidupan sehari-hari6. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.7. Guru memberitahukan tentang kompetensi inti, kompetensi dasar,indikator, pada pertemuan yang berlangsung.8. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuaidengan langkah-langkah pembelajaran.
Kegiatan Pembelajaran /Kegiatan Inti

1. The teacher shows the picture of the mother.
2. The teacher asks the class what they think of their mother.
3. Students write down adjectives to describe their mother on board.
4. The teacher divides the class into groups and asks Group 1 to give an opinion about the power of the mother for children in positive opinion and Group 2 to give a disagreement (the mother is not everything, the father also has power over the children's lives).
5. After finishing listening to the groups giving opinions, the teacher explains the "WAYS TO SAY IT: ASKING AND GIVING OPINION".
6. The teacher gives another topic of issue. It is "What do you think of schoolbullying?"
7. The teacher asks the groups again to ask and give their opinion about schoolbullying".
8. The teacher responds to all the groups' opinions and rewards or praises the students' enthusiasm.

Penutup

4. Peserta didik membuat resume (CREATIVITY) dengan bimbingan guru tentang point point penting yang muncul dalam kegiatan pembelajaran tentang topik-topik yang terkait dalam kehidupan, apakah siswa setuju atau tidak setuju atas topik-topik yang diberikan.
5. Mengagendakan pekerjaan rumah untuk memahami topik-topik lain lalu memberi pendapat dan pikiran terkait topik-topik tersebut. Mengagendakan pekerjaan rumah bersama kelompok siswa berkaitan dengan topik topik lain untuk mengungkapkan pendapat dan pikiran.

Kegiatan Inti

- Lain
- Mengingat kembali materi/teks yang sudah dipelajari
 - Siswa menjawab soal yang diberikan guru.
2. Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan.

Kegiatan Penutup

1. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik.
2. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini

Salam

Gunung Tua, Desember2023

Validator/ Guru Bahasa Inggris

Peneliti

HOTMARIAH, S.Pd.I
NIP. 197011121997022001

LISNA FATIMAH HARAHAP
NIM. 1920300105

POST-TEST

- ✓ Choose only ONE topic. Then, you have to prepare what you will tell. You have 5 minutes to talk with your partner and say your opinion.
- ✓ Pilihlah salah satu topik. Kemudian, persiapkan apa yang akan kamu jelaskan/katakan. Kau memiliki waktu 5 menit untuk berdiskusi dengan temanmu dan mengatakan opinimu.

Here are the topic to choose:

1. *“Why students should stop cheating?”*,
(*Mengapa siswa seharusnya berhenti mencontek?*)
2. *“What do you think of school bullying”*,
(*Apa pendapatmu tentang bullying/kekerasan disekolah?*)
3. *“The importance of Education”*, and
(*Pentingnya pendidikan*)
4. *“What’s your opinion of the Power of Music or songs in learning?”*
(*Apa pendapatmu tentang kelebihan/keutamaan musik
atau lagu-lagudalam belajar Bahasa Inggris*)

Gunung Tua, Desember2023

Validator/ Guru Bahasa Inggris

Peneliti

HOTMARIAH, S.Pd.I
NIP. 197011121997022001

LISNA FATIMAH HARAHAP
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STUDENT INDICATORS' SCORE

NO.	The Indicators of Speaking Ability		Score
	Name:		
	Class:		
1.	Accent :		1-5
	1. Pronunciation is frequently unintelligible.		1
	2. Frequent gross errors and a very heavy accent make Understanding difficult		2
	3. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding.		3
	4. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding		4
5. No conspicuous mispronunciations, but would not be taken for a native speaker		5	
2.	Grammar :		1-5
	1. Grammar is almost entirely inaccurate phrases.		1
	2. Constant errors show control of very few major patterns and frequently prevent communication.		2
	3. Frequent errors are making some major patterns uncontrolled and causing occasional irritation and misunderstanding.		3
	4. Occasional errors showing imperfect control of some patterns or weaknesses that cause misunderstanding.		4
5. Few errors, with no patterns or failure.		5	
3.	Vocabulary:		1-5
	1. Vocabulary inadequate for even the simplest conversation		1
	2. Vocabulary is limited to basic personal and survival areas.		2
	3. Choice of words is sometimes inaccurate, and limitations of vocabulary prevent discussion of some common professional and social topics.		3
	4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non-technical subject with some circumlocutions.		4
5. Professional vocabulary is broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.		5	

4	<p>Fluency :</p> <ol style="list-style-type: none"> 1. Speech is so halting and fragmentary that conversation is virtually impossible. 2. Speech is very low and uneven except for short or routine sentences. 3. Speech is frequently hesitant and jerky, sentences may be left uncompleted. 4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words 5. Speech is effortless and smooth, but perceptibly nonnative in speech and evenness. 	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
5.	<p>Performance/Comprehension :</p> <ol style="list-style-type: none"> 1. Understands too little for the simplest type of conversation. 2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing. 3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition of conversation or rephrasing. 5. Understanding everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech. 	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
MAXIMAL SCORE: 25 x 4		100

Table t (NILAI-NILAI DALAM DISTRIBUSI t)

DK	α untuk uji dua pihak (two tail test)					
	0,50	0.20	0.10	0.05	0.02	0.01
	α untuk uji satu pihak (one tail test)					
	0.25	0.10	0.05	0.025	0.01	0.0005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.486	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.703
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.403
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.165
11	0.697	1.353	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.178	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.160	2.624	2.977
15	0.690	1.341	1.753	2.145	2.623	2.947
16	0.689	1.337	1.746	2.132	2.583	2.921
17	0.688	1.333	1.740	2.120	2.567	2.898
18	0.688	1.330	1.743	2.110	2.552	2.878
19	0.687	1.328	1.729	2.101	2.539	2.861
20	0.687	1.325	1.725	2.093	2.528	2.845
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

Score of Pre-Test of Experimental Class

No	Name	A	G	V	F	P	Score	Total Score
1	A A	3	4	4	3,5	3	17,5	70
2	A P H	2	2	2,5	3	2	12,5	50
3	A f k	2	3	3	2	1	11	44
4	ANFH	3	4	4,5	3	3	17,5	70
5	ASH	1	2	2	3	3	11	44
6	CA	4	2	2	2,5	2	12,5	50
7	D	3	4	4	5	4	20	80
8	D Y H	4	3	2	2	3	14	56
9	FZ	2	2	3	1	1	9	36
10	HRI	2	3	3	2	1	11	44
11	N A M N	3	3	3	4	4	17	68
12	M S S	3	1	1	3	3	11	44
13	MY	2	3	1	2	1	9	36
14	NB	4	4	2	2	3	15	60
15	NF	4	2	3	2	3	14	56
16	NI	3	2	3	4	5	17	68
17	NS	5	3	3	4	2,5	17,5	70
18	NHS	3	2	2	1	4,5	12,5	50
19	R D A	3	3	2,5	3	1	12,5	50
20	RJ	3	4	2,5	4	4	17,5	70
21	RJ	3	3	3	2	3	14	56
22	RL	4	4	2,5	1	1	12,5	50
23	S A	5	3	4	4	3	19	76
24	SS	4	3	2	2	3	14	56
25	S R H	3	2	1	1	2	9	36
26	S W L	1	3	3	3	4	14	56
27	W A	4	4	3	2	4	17	68
28	ZS	3	2	3	3	3	14	56
29	PA	2	2	2	2	1	9	36
30	NG	2	3	4	3	3	15	60
TOTAL							416,5	1666

Score of Post-Test of Experimental Class

No	Name	A	G	V	F	P	Score	Total Score
1	AA	5	5	4	5	5	24	96
2	APH	4	5	5	4	3	21	84
3	Afk	4	3	4	5	4	20	80
4	ANFH	4	5	4	4,5	5	22,5	90
5	ASH	5	5	5	4	3,5	22,5	90
6	CA	3	5	4	4	5	21	84
7	D	5	5	5	5	4	24	96
8	DYH	3	4	4	4	5	20	80
9	FZ	3	3	4	4	5	19	76
10	HRI	5	5	3	3	4	20	80
11	NAMN	5	4	5	5	5	24	96
12	MSS	4	3	4	5	4	19	76
13	MY	2	5	5	2,5	3	17,5	70
14	NB	3	4	4	5	5	21	84
15	NF	5	5	5	3	3	21	84
16	NI	4	5	4,5	3	5	22,5	90
17	NS	5	5	5	5	4	24	96
18	NHS	5	5	4	3	4	21	84
19	RDA	4	5	3	3	5	20	80
20	RJ	5	5	5	3	4,5	22,5	90
21	RJ	5	4	4,5	5	4	22,5	90
22	RL	4	4	3	5	5	21	84
23	SA	4	5	5	5	5	24	96
24	SS	4	4	4	4	4	20	80
25	SRH	3	3	4	4	5	19	76
26	SWL	5	4	4	4	3	20	80
27	WA	5	4	5	5	5	24	96
28	ZS	3	5	3	4	4	19	76
29	PA	4	3	5	3	2,5	17,5	70
30	NG	5	4	3	4	5	21	84
TOTAL							634,5	2538

Score of Pre-Test of Control Class

No	Name	A	G	V	F	P	Score	Total Score
1	AI	2	3	2	3	4	14	56
2	AR	2	2	2	2	3	11	44
3	ARA	3	3	4	4	3	17	68
4	AA	3	1	2	2	3	11	44
5	AS	4	3	3	3	4	17	68
6	AH	1	3	2	2	3	11	44
7	AM	1	1	2	3	2	9	36
8	BW	2	3	2	2	2	11	44
9	DA-B	3	2	3	3	4	15	60
10	DS.R	5	4	4	4	2	19	76
11	FF	3	2	3	3	4	15	60
12	GA	4	2	3	2	2	13	52
13	IR	3	3	4	2	2	14	56
14	IF	3	2	4	2	2	13	52
15	IMD	3	4	3	2	2	14	56
16	IS	4	3	3	3	2	15	60
17	IR	3	4	3	2	2	14	56
18	MAF	3	3	5	5	3	19	76
19	MD	2	2	2	1	2	9	36
20	M.H	3	2	2	3	5	15	60
21	MI	1	1	2	2	3	9	36
22	M.N	2	3	3	2	3	13	52
23	NA	3	3	2	2	1	11	44
24	OM	3	4	2	2	2	13	52
25	RF	3	4	2	2	3	14	56
26	RD	3	1	2	3	2	9	36
27	SM	2	3	2	4	2	13	52
28	SA	2	2	3	4	3	14	56
29	WRH	2	3	3	2	3	13	52
TOTAL							385	1540

Score of Post-Test of Control Class

No	Name	A	G	V	F	P	Score	Total Score
1	AI	3	3	2	4	3	15	60
2	AR	3	3	4	3	2	15	60
3	ARA	2	2	1	3	2	10	50
4	AA	3	3	2	2	2	11	55
5	AS	2	2	3	3	3	13	65
6	AH	3	3	4	2	5	17	68
7	AM	2	2	5	3	4	16	64
8	BW	3	4	5	1	2	15	60
9	DA-B	2	2	2	4	4	14	70
10	DS.R	3	3	2	4	3	15	60
11	FF	2	2	2	2	2	10	51
12	GA	2	2	2	2	2	10	50
13	IR	2	2	1	2	2	9	44
14	IF	4	3	3	3	2	15	60
15	IMD	4	3	4	5	3	19	76
16	IS	3	2	2	4	4	15	60
17	IR	4	5	3	3	2	17	68
18	MAF	3	3	2	3	4	15	60
19	MD	1	2	2	4	2	11	55
20	M.H	3	3	3	2	2	13	65
21	MI	2	1	1	1	2	7	35
22	M.N	2	2	2	5	2	9	47
23	NA	4	5	3	3	2	17	68
24	OM	4	3	4	3	2	16	64
25	RF	3	2	4	3	3	15	60
26	RD	1	2	2	3	2	10	50
27	SM	5	2	5	3	4	20	80
28	SA	2	2	3	2	3	12	63
29	WRH	3	3	2	4	3	15	60
TOTAL							396	1.728

Number One For Me – Maher Zain

I was a foolish little child
Crazy things I used to do
And all the pain I put you through
Mama now I'm here for you
For all the times I made you cry
The days I told you lies
Now it's time for you to rise
For all the things you sacrificed

Oh, if I could turn back time rewind
If I could make it undone
I swear that I would
I would make it up to you
Mum I'm all grown up now
It's a brand new day
I'd like to put a smile on your face every day

Mum I'm all grown up now
And it's not too late
I'd like to put a smile on your face every day
And now I finally understand
Your famous line
About the day I'd face in time
Cause now I've got a child of mine

And even though I was so bad
I've learned so much from you
Now I'm trying to do it too
Love my kid the way you do

Oh, if I could turn back time rewind
If I could make it undone
I swear that I would
I would make it up to you
Mum I'm all grown up now
It's a brand new day

I'd like to put a smile on your face every day
Mum I'm all grown up now
And it's not too late
I'd like to put a smile on your face every day

You know you are the number one for me
You know you are the number one for me
You know you are the number one for me

Oh, oh, number one for me

There's no one in this world that can take your place

Oh, I'm sorry for ever taking you for granted, ooh

I will use every chance I get

To make you smile, whenever I'm around you

Now I will try to love you like you love me

Only God knows how much you mean to me

Oh, if I could turn back time rewind

If I could make it undone

I swear that I would

I would make it up to you

Mum I'm all grown up now

It's a brand new day

I'd like to put a smile on your face every day

Mum I'm all grown up now

And it's not too late

I'd like to put a smile on your face every day

You know you are the number one for me

You know you are the number one for me

You know you are the number one for me

Oh, oh, number one for me

Insha Allah

Every time

You feel like you cannot go on

You feel so lost and that you're so alone

All you see is night

And darkness all around

You feel so helpless you can't see which way to go Don't

despair And never lose hope

'Cause Allah is always by your side

Insha Allah

Insha Allah

Insha Allah

You'll find your way

Insha Allah

Insha Allah

Insha Allah

You'll find your way

Every time

You commit one more mistake

You feel you can't repent and that it's way too late

You're so confused Wrong

decisions you have made Haunt

your mind and your heart is full shame

But don't despair And never lose hope

'Cause Allah is always by your side

Insha Allah

Insha Allah

Insha Allah

You'll find your way

Insha Allah

Insha Allah

Insha Allah

You'll find your way

Turn to Allah

He's never far away Put

your trust in Him Raise your hands and pray

Ooh ya Allah

Guide my steps,

don't let me go astray You're the only one

who can show me the way Show me

the way Show me the way Show me the way

Insha Allah

Insha Allah

Insha Allah

We'll find our way

Insha Allah

Insha Allah

You'll find your way

ANSWER TRANSCRIPT

Students' opinions about bullying

Bullying is a very detrimental act and is unacceptable in any form. These actions can have very serious impacts on victims, including psychological, emotional, and physical impacts. Here are some of my thoughts on bullying:

1. ****Psychological Impact****: Bullying can cause serious mental disorders such as depression, anxiety, and in some cases, suicidal thoughts . Bullying victims often feel insecure, worthless, and isolated from their social environment.

2. ****Academic Impact****: Bullying can disrupt students' concentration and learning motivation. Victims of bullying may experience decreased academic performance and lose interest in participating in school activities.

ANSWER TRANSCRIPT

Students' opinions about bullying

Bullying is a very detrimental act and is unacceptable in any form. These actions can have very serious impacts on victims, including psychological, emotional, and physical impacts. Here are some of my thoughts on bullying:

1. ****Social Impact****: Victims of bullying often feel isolated and have difficulty trusting other people. This can hinder their ability to form healthy social relationships and thrive socially.

ANSWER TRANSCRIPT

This is the student's opinion about bullying

Bullying is a very detrimental act and is unacceptable in any form. These actions can have very serious impacts on victims, including psychological, emotional, and physical impacts. Here are some of my thoughts on bullying:

1. ****Preventive Actions****: It is very important for schools, families, and communities to take preventive steps to prevent bullying. This includes educating children about the negative impacts of bullying, creating a supportive and safe environment, and implementing strong anti-bullying policies.

ANSWER TRANSCRIPT

Students' opinions about bullying

Bullying is a very detrimental act and is unacceptable in any form. These actions can have very serious impacts on victims, including psychological, emotional, and physical impacts. Here are some of my thoughts on bullying:

1. ****Adult Role****: Teachers, parents, and community members must be sensitive to signs of bullying and be ready to take action if necessary. They should also provide support to victims of bullying and help them feel safe and supported.

ANSWER TRANSCRIPT

Students' opinions about bullying

Bullying is a very detrimental act and is unacceptable in any form. These actions can have very serious impacts on victims, including psychological, emotional, and physical impacts. Here are some of my thoughts on bullying:

1. ****Recovery and Support****: For victims of bullying, psychological and emotional support is very important. Counseling and therapy can be very helpful in the recovery process. Additionally, rebuilding their self-confidence and social skills is an important step in long-term recovery. Overall, bullying is a serious problem that requires attention and action from all parties. With cooperation and continued efforts, we can create a safer and more supportive environment for all individuals.

ANSWER TRANSCRIPT

Opinions about cheating

Stopping cheating is an important step towards personal integrity and true academic success. Cheating is not only an ethical issue, but also has a negative impact on a person's personal development and credibility. Here are some reasons why stopping cheating is so important:

1. ****Develop Personal Integrity****: Integrity is the foundation of good character. By not cheating, a person shows a commitment to honesty and ethics. This is a highly valued quality in the academic and professional world.

ANSWER TRANSCRIPT

Opinions about cheating

Stopping cheating is an important step towards personal integrity and true academic success. Cheating is not only an ethical issue, but also has a negative impact on a person's personal development and credibility. Here are some reasons why stopping cheating is so important:

1. ****True Self-Improvement****: When a person relies on themselves to learn and master material, they gain deeper understanding and true skills. Cheating only provides temporary benefits without real knowledge .

ANSWER TRANSCRIPT

Opinions about cheating

Stopping cheating is an important step towards personal integrity and true academic success. Cheating is not only an ethical issue, but also has a negative impact on a person's personal development and credibility. Here are some reasons why stopping cheating is so important:

1. ****Build Self-Confidence****: By relying on their own abilities, a person will feel more confident in what they know and what they can achieve. This will build a strong sense of self-worth.

ANSWER TRANSCRIPT

Opinions about cheating

Stopping cheating is an important step towards personal integrity and true academic success. Cheating is not only an ethical issue, but also has a negative impact on a person's personal development and credibility. Here are some reasons why stopping cheating is so important:

1. ****Creating a Fair Academic Environment****: Cheating undermines fairness in the academic environment. This not only harms honest students, but also creates unfair standards. When everyone commits to not cheating, it creates healthy and fair competition.

ANSWER TRANSCRIPT

Opinions about cheating

Stopping cheating is an important step towards personal integrity and true academic success. Cheating is not only an ethical issue, but also has a negative impact on a person's personal development and credibility. Here are some reasons why stopping cheating is so important:

1. ****Preparation for Future Challenges****: Life after school and university is full of challenges that require real problem-solving skills and deep knowledge. Cheating does not prepare a person to face these challenges effectively.

ANSWER TRANSCRIPT

Opinions about cheating

Stopping cheating is an important step towards personal integrity and true academic success. Cheating is not only an ethical issue, but also has a negative impact on a person's personal development and credibility. Here are some reasons why stopping cheating is so important:

1. ****Long Term Consequences****: Being caught cheating can have serious consequences, including lowered grades, suspension, or even expulsion from an educational institution. This can damage a person's academic and professional reputation in the long run.

ANSWER TRANSCRIPT

Opinions about cheating

Stopping cheating is an important step towards personal integrity and true academic success. Cheating is not only an ethical issue, but also has a negative impact on a person's personal development and credibility. Here are some reasons why stopping cheating is so important:

1. ****Be a Good Example****: By not cheating, a person can be a positive example for friends and the next generation. This helps instill the values of honesty and hard work in their environment.

ANSWER TRANSCRIPT

Opinions about cheating

To stop the habit of cheating, it is important to have effective study strategies, manage your time well, and seek help if you have difficulty understanding the material. Taking advantage of existing resources, such as tutoring or study groups, can also be very helpful. Overall, stopping cheating is an important step to achieving true and sustainable success in academic and professional life. It is an investment in one's character and future.

ANSWER TRANSCRIPT

Opinion about parents

Parents play a very important and profound role in the lives of their children. They are not only responsible for the physical well-being of their children but also have a big role in shaping their character, values and future.

1. **Primary Guide**: Parents are the first and main teachers in a child's life. They teach basic values, ethics and morals that will shape their children's character. The examples they give in everyday life are often more powerful than words.
2. **Basic Needs Provider**: Parents are responsible for providing their children's basic needs, including food, shelter, and clothing. They also ensure that children receive a good education and access to health care.
3. **Emotional Support**: Parents provide much-needed emotional support to children. They are a place where children look for comfort, security, and unconditional love. The presence and emotional support of parents is very important for children's mental and emotional development.
4. **Character and Personality Shaper**: Through daily interactions, parents help shape their children's personalities. They teach children about discipline, responsibility, hard work, and respect for others.

5. **Potential Encouragement**: Good parents encourage their children to develop their full potential. They recognize their children's talents and interests and provide the support and resources necessary to pursue their dreams and aspirations.

6. **Protector and Defender**: Parents are the main protectors of their children. They ensure that their children are safe from harm and are ready to defend them in difficult situations. This provides a sense of security and confidence to children.

7. **Role Models**: Children often imitate their parents' behavior. Therefore, it is important for parents to be good examples in all aspects of life. Their actions, words, and attitudes will greatly influence how their children behave and interact with the world.

8. **Link with Tradition and Culture**: Parents also play a role as a link with tradition, culture and family values. They teach children about cultural heritage and help them understand and appreciate their identity.

However, becoming a parent also comes with great challenges and responsibilities. It takes patience, dedication, and unconditional love to raise children into healthy, happy, and successful individuals. It is important for parents to continue to learn and develop in their role, and to seek support when needed.

Overall, parents are the main pillars in children's development and well-being. Their role is irreplaceable and has a profound impact throughout their children's lives.

Ibu

Semoga engkau sehat selalu
Doakan anakmu agar selalu
bisa membahagiakanmu..

SKETSA
DAKWAH



sketsadakwahh



Sketsa Dakwah



EXPERIMENTAL CLASS

Giving Pre-Test to the Students





Giving Treatment to the Students



Giving Post-Test to Students



CONTROL CLASS

Giving Pre-Test to Students



Giving the Researchers Play Music





Giving Post-Test to Students



CURRICULUM VITAE



A. Identity

Name : Lisna Fatimah Harahap Harahap
Reg. Number : 19 203 00105
Place / Date of Birth : Gunung Tua, 27 Januari 2001
Gender : Female
Religion : Islam
Address : Lk V Pasar Gunung Tua, Kec. Padang Bolak
Phone Number : 0895425193011 (wa)
Email : fatimahlisna39@gmail.com

Parents

Father's Name : Alm. DARMAN HARAHAAP
Job : Farmer
Mother's Name : NUR HASANA LUBIS
Job : Farmer

B. Educational Background

1. SD Negeri 101090 Gunung Tua 2013
2. MTs Negeri 2 PALUTA 2016
3. SMA Negeri 1 PADANG BOLAK 2019
4. UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2023



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UNIVERSITAS ISLAM NEGERI
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Nomor : B.2209/Un.28/E.1/PP.00.9/05/2023

21 Mei 2023

Lamp :
Perihal : Pengesahan Judul dan
Penunjukan Pembimbing Skripsi

Yth.

1. Dr. Hamka, M.Hum

(Pembimbing I)

2. Sri Minda, M.Hum

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Lisna Fatimah Harahap
NIM : 19 203 00105
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of English Songs on Students' Speaking Ability at XII Grade Students SMAN 1 Padang Bolak In Academic year 2023 2024

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen ucapkan terima kasih.

Mengetahui
Wakil Dekan Bidang Akademik
dan Kelembagaan

Ketua Program Studi
Tadris Bahasa Inggris



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PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
**SEKOLAH MENENGAH ATAS (SMA) NEGERI 1
PADANGBOLAK**

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Yang bertanda tangan di bawah ini :

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Menerangkan dengan sebenarnya bahwa:

Nama : LISNA FATIMAH HARAHAP
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Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris
Alamat : Lk. V Pasar Gunungtua

Berdasarkan surat dari Kementerian Agama Republik Indonesia Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Fakultas Tarbiyah dan Ilmu Keguruan Nomor: B-6267/Un.28/E.1/TL.00.9/11/2023 tanggal 02 Desember 2023 perihal: Izin Tempat Penelitian Penyelesaian Skripsi, maka dengan ini kami terangkan bahwa yang bersangkutan telah melaksanakan Penelitian di SMA Negeri 1 Padangbolak pada Tanggal 05-11 Desember 2023, untuk menyelesaikan penulisan skripsi dengan judul : "The Effect of Songs on Students' Speaking Ability Grade XII of SMA Negeri 1 Padangbolak Academic Year 2023/2024".

Demikian Surat Keterangan Penelitian ini dibuat dengan sebenarnya agar dapat dipergunakan seperlunya.





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Alamat : Lk V. Pasar Gunung Tua

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of English Songs On Students' SMAN 1 Padang Bolak in Academic Year 2023/2024".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

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