



**IMPROVING STUDENTS' SPEAKING ABILITY
THROUGH SONGS AT GRADE XI SMK SWASTA
PANCA DHARMA PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidimpuan as a Partial Fulfillment of Requirement
for Degree of Islamic Educational Scholar (S.Pd.I) in
English program*

Written by:

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ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN**

2013



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

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Padangsidempuan, 03 Juni 2013

The writer



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ABSTRACT

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This study is talking about improving students' speaking ability trough songs at grade XI SMK Swasta Panca Dharma Padangsidimpuan. Most of students cannot speak English well. Students had not desire to speak, students less motivation in learning English and English teachers don't have appropriate method and media in teaching learning. So, the researcher used English songs to made the students interest in speaking English well.

Solving those problem, researcher conducted classroom action research by using English songs to improve students' speaking ability. The researcher used two cycles, each cycles consist of two meetings. The research purposed to describe the students' speaking ability by collecting the data through testing and observation.

The researcher found out that the students' score was increased from the first cycles to the second cycles. The first meeting the mean of the students' score was 51.66 and the percentage 11.11%. In second meeting the mean of the students' score was 60.55 and the percentage 27.77%. And then, in third meeting the mean of the students' score was 65.41 and the percentage 33.33%. The last meeting the mean of the students' score was 73.47 and the percentage 86.11%. In conclude, could show from improvement students in first cycles last meeting there were 60.55 (27.77%), in second cycles the last meeting there were 73.47 (86.11%). So, it can be said that from using songs could improve students' speaking ability at grade XI SMK Swasta Panca Dharma Padangsidimpuan.

CHAPTER 1

INTRODUCTION

A. Background of the Problems

Speaking is one of the important skills in language learning besides listening, writing and reading. Speaking 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. In speaking, there is a process of communication between speaker and listener.

In teaching learning English as foreign language, most students cannot speak English well. For that condition, there are some factors of the difficulties. There are internal and external factors. Internal factors come from the students themselves. These concern with personality factors. Brown state that Personality factors within a person that contribute in some way to the success of language learning. He explains that personality factor is an important aspect of carrying on discourse. Another factor is feeling ashamed. The students were afraid to express their ideas. External factors come out from students. These concern with their environment, parents and teaching learning technique in their school. Teaching learning technique is the important to the success of language learning for all aspect in education. But in fact, the main problem in teaching English in school is the less of student's motivation in learning English because of their weakness to understanding the vocabulary. Beside that the students difficult to memorize a

long list of words, because usually teacher teaches vocabulary by asking the students to open their dictionary to find the meaning of the words and the students' score is still low. The research takes English song to improve speaking ability.

Based on the explain above, it is undeniably that speaking is necessary for everybody in variety of purposes and needs. There are many problems in speaking that are faced by the students. They have a low value in speaking and ironically, they are lose their motivation to study, they are not able to give opinion because they lack of vocabulary, grammar, pronunciation, part of speech, and not be able to express them selves.

Based on the research experience when the field teaching practice (PPL) in SMK SwastaPanca Dharma Padangsidimpuan at 2012, many students were not able to speaking well, so that, the purpose of teaching English cannot be reached, teacher must be able to create a better, interesting and helpful teaching and learning process. So, the research will take using English songs to improve speaking ability.

Giraffe states that Song is a set of word to be sung often including that makes the listener react as if the songs were being sung for the listener personally.¹ Songs materials is adaptable to any number of possibilities in the language classroom, it's purpose by using songs creatively in or outside the classroom is one variation to increase the students vocabulary. Songs very

¹Giraffe, *Song in Action*.(United Kingdom: Prentice Hall Internasional, 1992).P. 3.

important for people because in the songs many words can be used to talk about someone or others. Beside that the students not difficult to remember it, because in memorizing has be save a long list of words.

Generally songs influence to someone, especially to improve his self confidence. Lack of self confidence can make someone nervous and ashamed to convey his ideas. Sometimes someone feels difficult to improve his ideas because his low self confidence and low vocabularies.

On that account, to eliminate students' self unconfidence it is better they listen songs, because from songs especially English songs they can enjoy and easy remember words. Then, all that earn to bother their mind can lose slowly as feels afraid, shame and no confidence. Songs also can make they easier to remember vocabularies and can learn to talk with goodness. However, learning by using songs can improve ability converse and can easier to remember it.

So, from above explanation the research conducts the title of research "IMPROVING STUDENTS' SPEAKING ABILITY THROUGH SONGS AT GRADE XI SMK SWASTA PANCA DHARMA PADANGSIDIMPUAN."

B. Identification of the Problems

Based on the background of the problems mentioned above, the identification of the problems of the research are:

1. The students afraid to express their ideas.
2. The less of student's motivation in learning English because weakness to understanding vocabularies.

3. The students difficult to memorize a long list of words.
4. Students not able to speaking well.

C. Limitation of the Problems

This research is limited to see the improvement of speaking ability through songs especially of English songs. This research is conducted by classroom action research.

D. Limitation of Key Terms

1. Speaking

According the Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse.²Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.³

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers' listening skill, which necessarily compromises the reliability and validity of an oral production test.⁴

²Victoria Neufeldt, *Webster New World College Dictionary-3 rd.* (New York: Simon & Schuster Inc, 1995). P. 1217.

³Jeremy Harmer, *The Practice of English Language Teaching.* (London : Longman, 2001). P. 269.

⁴J. Michael Omalley, *Authentic Assessment for English Language Learners.* (USA: Addison Wesley- Publishing Company, 1996).P. 140.

2. Ability

According to the Oxford Advanced Learner's Dictionary by Hornby, ability is the quality of being able to do something. Speaking ability includes the global level, structure level of speech production. We can conclude that ability in speaking means that someone who can do some topic in using speaking with interest topic, good structure and fluency. To improve students' speaking ability, the teacher needs to help the students as part of his job as expressed.

3. Songs

Song is a universal language. Everybody loves to listen and sing a song to evoke their emotions. Grolier says that song is the act or art of singing, a short composition in which words and music together form a unity, and the utterance of some birds and certain other creatures.⁵

Song is a short musical composition with words; "a successful musical must have at least three good songs". Song is a piece of music, usually employing a verbal text, composed for the voice, especially one intended for performance by a soloist.⁶

Generally, song very benefits to everybody. Through song the world is no free field and with using English songs very interesting for students because songs can take their attention in learning. Singing can give expression meaning in heart. Song or music can make people happy and sad everybody.

⁵Grolier, *New Webster's Dictionary*. (USA: Grolier. Incorporated).P. 400.

⁶WinaYanti. www.collinsdictionary.com/./song.

E. Formulation of the Research

Based on limitation of the problem mentioned above, the problem of the research can be formulated as follows: How is the students' speaking ability through songs at grade XI SMK Swasta Panca Dharma Padangsidempuan?

F. The Purpose of the Research

The purpose of the research are:

1. To find whether through songs can be improve students' speaking ability at eleventh grade SMK Swasta Panca Dharma Padangsidempuan.

G. The Significances of the Research

The research is expected to be useful for as:

1. Headmaster, to develop and encourage English teachers to teach English best.
2. Teachers, to develop their capability in teaching vocabulary.
3. Students and readers, to broaden their knowledge of vocabulary mastery.
4. Researcher, to do further same and different research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Description of Speaking Ability

Speaking is an interaction process between speaker and listener. Dobson say that speaking is the informal interchange of thought an information by spoken words. David Nunan states speaking is the productive aural/oral skill, in consists of producing systematic verbal utterances to convey meaning.¹ In speaking, there is a process of communication which conveys message from a speaker to listener. Speaking is a significant thing to an individual's living process and experiences as the ability of seeing and walking. Speaking is also of the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language likes knowing a language, since the speech the becomes the most basic of human communication. A speaker has to encode the message and listener has to decode or interpret the message which contains information. Ability is the quality of being able to do something.² Ability deals with having the skills, power or other qualities that are needed in order to do something. It can be

¹David Nunan, *Practical English Language Teaching*. (New York: Mc. Grown-Hill CompaniesInc, 2003). P.48.

²Hornby, *Oxford Advanced Learner's Dictionary*.(New York: Oxford University Press, 2000). P. 2.

concluded that ability is one capacity in doing something. In this study, the ability means that someone who can perform his/her idea about some topics in the classroom for students and teachers. In addition, Hughes states that speaking ability includes the global level, structure level of speech production. We can conclude that ability in speaking means that someone who can do some topic in using speaking with interest topic, good structure and fluency. To improve students speaking ability, the teacher needs to help the students as part of his job as expressed.

Rivers say that to develop speaking ability in the foreign language, language that the students must be continual practice in communication. Such practice provides the students with intensive experience to the language situation. In others words, the teacher could easily evaluate their accuracy and fluency.

a. Principle for Designing Speaking Techniques

Speaking, therefore, appears to be divided into two types of activities; planning and execution.³ Speaker first plans what they want to say based on how they want to change the mental state of their listener. Then, they put their plan into execution, uttering the segments, words, phrases and sentences that make up the plan.

³Clark and Clark, *Psychology and Language*.(New York: Harcourt Brace Jovanovich Inc, 1911).P. 224.

How is speech planned and executed? The process looks like this:⁴

1. Discourse Plans: the first step for speakers is to decide what kind of discourse they are participating in. Are they telling a story, conversing with other people and etc? Each kind of discourse has a different structure, and they must plan their utterance to fit.
2. Sentence plans. Given the discourse and their intention to produce a sentence with the right message, speakers must select one that will do this.
3. Constituent plans. The speakers must pick the right words, phrases, or idiom to inhabit each constituent and put them in the right order.
4. Articulator Program. As specific words are chosen, they are formed into an “articulator program”. It consist a representation of the actual phonetic segments, stresses, and intonation pattern that are able to be executed at the next step.
5. Articulation. The final step is to execute the contents of the articulator program. This done by mechanisms that add sequence and timing to the articulator program. This step results in audible sounds, the speech the speaker intended to produce.

The term speaking skill means the ability to apply grammatical and discourse to communicate effectively in particular context for particular purposes.

Alexander arranges the speaking ability within these purposes:⁵

⁴*Ibid.*

- a. The ability to understand English dealing with everyday subjects and spoken at normal speed.
- b. The ability to answer question which require short and extended answer.
- c. The ability to ask question to elicit short or extended answer.
- d. The ability to use orally a large number of elementary sentences patterns.
- e. The ability to reproduce orally the substance of a passage of English after having heard it several times and read it.
- f. The ability to conduct a simple conversation on everyday subject.
- g. The ability to give short talks.

It is useful for teacher to develop speaking skill to know the characteristic of spoken language in order to interact students with each other.

The various forms of language are mention below: ⁶

1. Incomplete sentence
2. Very little subordination (subordinate clauses, etc).
3. Very few passive.
4. Not many explicit logical connector (moreover, however).
5. Topic moment structure. The syntax of the written language would probably have a subject-verb-predicate structure.

⁵L.G. Alexander, *Fluency in English*. (London: Longman, 1967).P.1.

⁶Jo McDonough and Christopher Shaw, *Material and Method in ELT*. (USA: Blackweir Publisher, 1994).P. 155.

6. Frequent reference to things outside the text, such as the weather for example.
7. The use of the same syntactic form
8. The use of pauses and filters

In order to guide the students' speaking practice the teacher should be aware to the elements of speaking, question and answer. There are a number of ways or techniques to use as guide the students' speaking. And there are some principles to design those techniques, namely:⁷

- a. Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. As a teacher, to do techniques for improving students' speaking, for example jigsaw group, debate, play a game, he must make sure that his task include techniques design to help student to perceive and use the building block of language. At the same time, not to bore students to death with lifeless, repetition. As already noted above, make any drilling as interactive as possible.
- b. Techniques should be intrinsically motivating.

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action.⁸ It is probably the most often catch-all for explaining the success of failure of virtually any complex task.

⁷H. Douglas Brown, *Teaching By Principle*. (New Jersey: Prentice-Hall). P. 254.

⁸H. Douglas Brown. *Op. cit.* P. 112.

For countless studies and experiments in human learning have shown that motivation is a key to learning. So that, try the techniques all times to appeal to students' ultimate goals, interest of their motivation, to their need in teaching learning process.

- c. Techniques should encourage the use of authentic language in meaningful contexts. It is not easy to keep coming up with meaningful interaction but by searching resource material, although it takes energy and creativity to devise authentic contexts and meaningful interaction, it can be structured to provide a sense of authenticity.
- d. Provide appropriate feedback and correction.

English as Foreign Language (EFL) the use of language is not available in the society such as in our country Indonesian. In this situation, students are totally dependent on the teacher for useful linguistic feedback. It is important that we take advantage of our knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

Speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can show how well their class is doing and what language problems they are having; students can see how easy they find a particular kind of speaking and what they need to do to improve.⁹

- e. Capitalize on natural link between speaking and listening.

⁹Jeremy Harmer, *How to Teach English*. (London: Longman, 1998). P. 88.

Many interactive techniques involve speaking and listening. Don't lose on opportunities to integrate these skills. Skills in producing language are often initiated through comprehension.

f. Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, provide information, and students have been conditioned only to speak. As we design and use speaking techniques, we also allow student to initiate language.

g. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal techniques for accomplishing oral communicative purposes.

For example:

- 1) Asking for clarification (What?)
- 2) Asking someone to repeat something (Huh? Excuse me?).
- 3) And getting someone attention (Hey, Say, So).

Teacher must choose better techniques for improving students speaking. Good speaking activities can and should be highly motivating. If all the students are participating fully-and if the teacher has set up the activity properly and can give useful feedback-they will get satisfaction from it. Many

speaking techniques for example, role-play, debate, problem solving, are intrinsically enjoyable in themselves.

b. The Evaluation of Speaking

According to Arthur Hughes there six categories to measure speaking skill such as:¹⁰

1. Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.¹¹ For example a French person speaking English is described as having a French accent. Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.¹²

The Accent can be identified looks like this:

- a. Pronunciation frequently unintelligible.
- b. Frequent gross errors and a very heavy accent make understanding difficult.
- c. “Foreign Accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d. Marked “Foreign Accent” and occasional mispronunciations, which do not interfere with understanding.

¹⁰Arthur Hughes, *Testing for Language Teachers*.(USA: Cambridge University Press, 1990).P. 111.

¹¹Nirmala Sari, *An Introduction to Linguistic*. (Jakarta: DepartemenPendidikandanKebudayaan, 1988).P. 138.

¹²Victoria Neufeldt, *Webster New World College Dictionary-3rd*.(New York: Simon & Schuster Inc, 1995). P. 7.

- e. No conspicuous mispronunciations, but would not be taken for a native speaker.
- f. Native pronunciation, with no trace of “foreign language”.

2. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).¹³ Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

- a. Grammar almost entirely inaccurate phrases.
- b. Constant errors showing of very few major patterns and frequently preventing communication.
- c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- e. Few errors, with no pattern of failure.
- f. No more than two errors during the interview.

¹³*Ibid.* P. 286.

3. Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture.¹⁴ It is used for communication or expression, in particular art and skill.

Vocabulary is more than a list of target language of words.¹⁵ 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 looks like this:

- a. Vocabulary inadequate for even the simplest conversation.
- b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
- e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

¹⁴*Ibid.* P. 1494.

¹⁵ David Nunan, *Op.Cit*, P.258.

- f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4. Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches.¹⁶

“A fluent speaker is the ability of a person to speak flowing and natural, it using with a concomitant playing down of the bits and piece of grammar and phonology.”¹⁷ Fluency is probably best achieved by following the stream of speech to flow then, as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course.

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

Fluency can be indentified looks like this:

- a. Speech is no halting and fragmentary that conversation is virtually impossible.
- b. Speech is very slow and uneven except for short or routine sentences.

¹⁶*Ibid.* P. 55.

¹⁷H. Douglas Brown, *Teaching By Principle, Op.Cit.*, P. 268-270.

- c. Speech is frequently hesitant and jerky: sentence may be left uncompleted.
- d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
- e. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
- f. Speech on all professional and general topics as effortless and smooth as a native speaker.

5. Comprehension

Hornby states that: “Comprehension is the mind’s act or power of understanding”.¹⁸ Comprehension is the capacity for understanding ideas, fact.¹⁹ A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:

- a. Understands too little for the simplest types of conversation.
- b. Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
- c. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.

¹⁸A.S Hornby, *Advanced Learner’s Dictionary Current English*. (London: Oxford University, 1974). P. 174.

¹⁹Victoria Neufeltd, *Op.Cit*, P. 286.

- d. Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
- e. Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.
- f. After the test, these elements are marked and entered into left-hand column and totaled from the weighting table.

2. Description of Songs

According Oxford Learner's Pocket Dictionary. That, song is short piece of music with words that you sing.²⁰ A song is a composition that contains vocal part (lyric) that are performed (sung), commonly accompanied by musical instruments.²¹ Song is a universal language. Everybody loves to listen and sing a songs to evoke their emotions. Through listening to English songs will create enjoyable situation in learning English vocabulary in classroom. The students have new variation in learning English vocabulary and encourage the students to learn vocabulary, remember it and practice English that they learned.

²⁰The University of Oxford, *Oxford Learner's Pocket Dictionary* third edition. (New York: Oxford University Press, 1983). P. 412.

²¹NurHafsah, *The Process in The Taylor Swifts' songs*. (Medan: Unimed, 2010). P. 14.

a. The Reasons for Using Songs

Based on Everet there are many reasons why songs and singing should be concluded in the teaching and learning process, such as:²²

1. Songs add variety to lesson.
2. Song increase motivation and create a relaxed atmosphere.
3. Song involve participant of all class members.
4. Song encourage creatively and use of imagination.
5. Song help in practicing new vocabulary, grammar items, pronunciation and listening.
6. Song offer a lot of additional cultural input.

Why the writer use songs to speak in learning process, because the writer have some reasons they are; 1. To lost students ashamed and confuse. 2. To made students more confidence in giving their opinion because in the song they have background knowledge. 3. Tomade students easy to remember vocabularies. 4. To made students know about grammar. 5. To made students fluency in speaking English. 6. To know students comprehension in understanding lyric song.

In this study, writer used song's Adele, Demi Lovato, Pink and Bruno Mars as they are the famous singers because it enables the students

²²W. Everet, *A Popular Song as Teaching Instrument*. (English Teaching Forum, Part two. Government Printing, 1987).P. 56.

to have variety in their classroom to develop their skill in listening, reading, writing especially their speaking.

b. Teaching Speaking Using English Songs

Learning English vocabulary through English song is very interesting to the students. They are very conscious to sing that songs. They practice their competence directly when they sing the songs. The competence, in other hand, is hold an important thing in learning language. In 1970, Campbell and Wales proposed that the Chomsky an nation of competence should be extended beyond purely grammatical competence to include a more general communicative ability. To communicative fluently, a child must have some words and it is very impossible to do the conversation if they presents the advantages of learning speaking through English song to the students in junior high school:

1. English songs make it possible to study which would other wise be impossible.
2. English songs can help to prevent and correct misconceptions.
3. English songs help to focus attention and to develop critical judgment.
4. English songs are easily manipulated and make the students interest and unbowed when they learning English.

B. Review of Related Findings

Beside of theory study above. The writer found some researches in studying speaking. That was a researchers that has done a research has same with the

writer. First, The research was done in English Department, state University of Medan 2010. Her name is DewiRosidaMarpaung, with the researchers' title "Improving students' speaking skill through communication language teaching." She is succeed tried this method with gave his students two cycles with higher score.²³

Secondly, a thesis by Dina HidayantiHutasuhut in state University of Medan 2010. Her thesis about " Improving students vocabulary achievement through the use of song". She is success tried this method with gave two test to her students with high score.²⁴

The last, a thesis by Rica Umrina in state College for Islamic Studies Padangsidimpuan 2011, her thesis about Improving the students' Speaking Skill through Debate at SMA I Padangsidimpuan. She found that Debate can improveth the speaking skill. Researcher suggested teacher to accomplish teaching more interactive.²⁵

Finally, after the writer does research with title Improving Students' Speaking Ability Through Songs at Grade XI SMK SwastaPanca Dharma Padangsidimpuan. The writer succeed found score students each meeting change, and each meeting score students can improve with score high. so, can conclude that songs can improve students' speaking ability.

²³DewiRosidaMarpaung, Improving Students Speaking Skill ThroughCLT.(Medan: Unimed, 2010).

²⁴Dina HidayantiHutasuhut, Improving students vocabulary achievement through the use of song. (Medan.:Unimed,2010).

²⁵Rica Umrina, Improving the students' Speaking Skill through Debate. (PSP:STAIN, 2011).

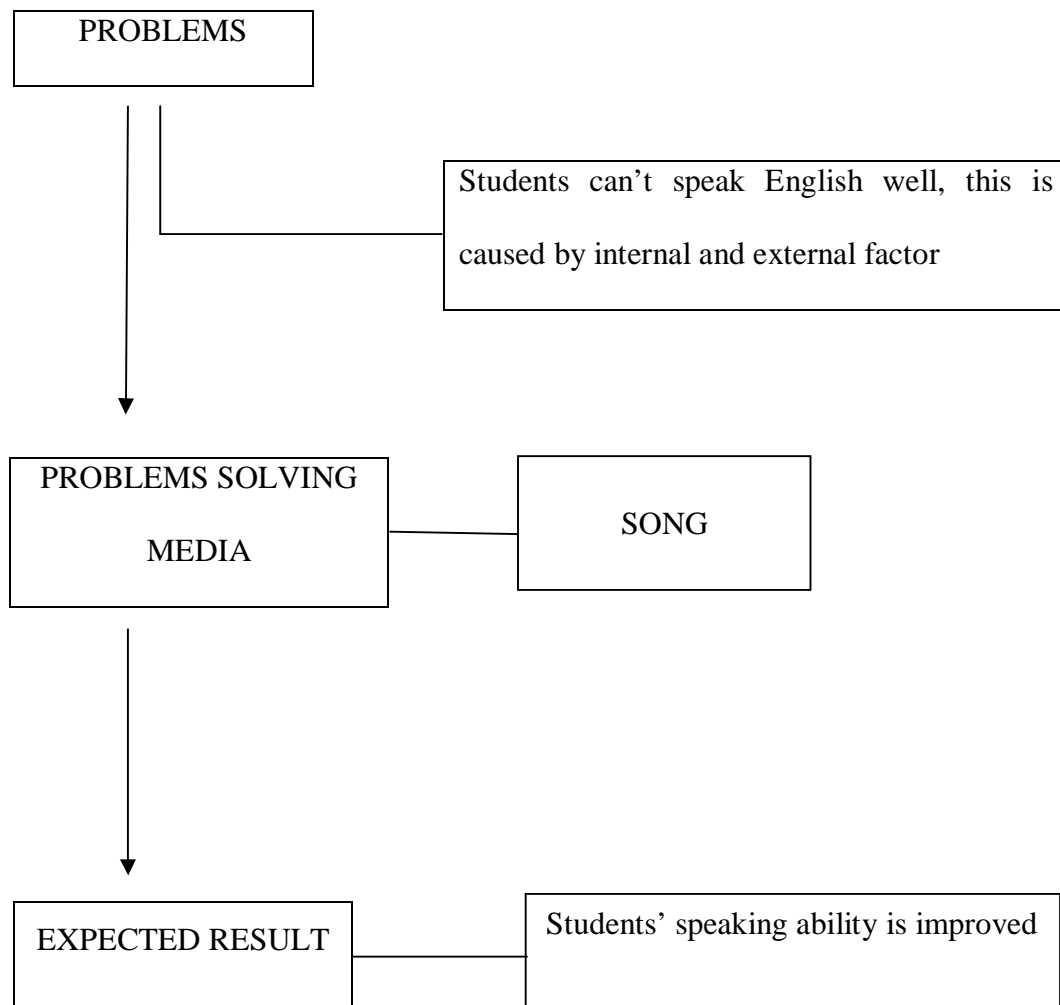
C. Conceptual Framework

In speaking, there is process of communication between speaker and listener, speaking is a process in which speaker express his ideas, thoughts, opinions, perceptions. It is necessary to find a way in teaching speaking in order to improve students' speaking skill and purposed to get communication well. Having good fluently in speaking make students and teacher work together in the class. So, the purpose of teaching English can be reached.

In this study, the writer realized that there are so many ways to increase the students' speaking. Listening to English songs is one of the ways increase their speaking, because in songs vocabularies that the students are interested in learning speaking. Teaching speaking through English songs can help the students to been seen in their activities in expressing the understanding in learning English as second language. Singing is one of the alternative ways in teaching speak English because in song many element can to take like grammar, vocabulary, and pronunciation.

So, songs gave chance to the students to use the target language creatively ashamed and afraid. And songs is expected brings better result in order to improve student's speaking ability.

So, the writer plans to do research based on the framework bellows:



D. Hypothesis of Action

The hypothesis was needed to show the writer's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that was: "Songs could improve students' speaking ability at Grade XI SMK SwastaPanca Dharma Padangsidimpuan."

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research would be done at SMK Swasta Panca Dharma Padangsidempuan. It is located in JL. Tapan Nauli Kelurahan Aek Tampang, Kec. Padangsidempuan Selatan, Kota Padangsidempuan, Kab. Tapanuli Selatan, Provinsi Sumatera Utara.

This research was done on October 2012 until 27 Mei 2013. The research actions are accomplished in the classroom only a half of semester to be sufficient for research completion that needs an effective learning as usually in the classroom.

B. Kinds of The Research

This research is designed by classroom action research (CAR). Based on Gay and Eurasian classroom action research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something.¹ Accordingly, this research is conducted which is used to improve the teacher's practice in the classroom for speaking ability teaching, teaching applies songs or changing student's prior speaking ability at low competence to the better competence by its criteria.

¹L.R. Gay & Peter Airasian, *Educational Research*. (New Jersey: Prentice Hall Inc, 2000). P. 593.

The main concept of classroom action research consists of four steps; namely; planning, acting, observing and reflecting. According to PH.Simaremare, and friends the concept of classroom action research consists of five steps, they are 1) pengembangan focus masalah penelitian, 2) Perencanaantindakanperbaikan, 3) Pelaksanaantindakanperbaikan, observasidaninterpretasi, 4) Analisisdanrefleksiserta, 5)Perencanaantindaklanjut.²

It means 1) Development problem focus of research 2) Repair action of planning, 3) Repair action of doing, observation and interpretation, 4) Analysis and reflection, 5) Continuo action of planning.

Interpretation on cycles in classroom action research as Iskandar, quoted there will be basics' cycles of the research. They are general identification, reconnaissance, plan arrangement, development, implementation, evaluating, and finally repairing plan.³ This designed shows the improvement of practice in the classroom will be done through cycles to be implemented continuously to reach what the research want to do at first.

C. Participant

The participants of this research were the eleventh grade students of SMK SwastaPanca Dharma Padangsidempuan in academic year 2012/2013. Where they were consists of 36 students. That was 10 man and 26 woman.

²P.H.Simaremare and friends,Modul Program PendidikandanLatihanProfesi Guru (PLPG) Tahun 2010. (Medan: UniversitasNomension, 2010).P. 141.

³Iskandar, *PenelitianTindakanKelas*.(Jakarta: GaungPersada Press, 2011).P. 29.

D. Instrumentation

In collecting data, the writer as the key instrument also used speaking test. Test is a method of measuring a person's ability, knowledge, or performance in a given domain.

A test is first a method. It is an instrument-a set of techniques, procedures, or items-that requires performance on the part of the test-taker. Second, a test must measure. Some tests measure general ability while others focus on very specific competencies or objectives. Finally a test measures a given domain. In this case of a proficiency test, even though the actual performance on the test involves only a sampling of skills that domain is overall proficiency in a language-general competence in all skill of a language.⁴

The kind of speaking test was oral presentation. The students are expected to give a short talk on topic which he has either been asked to prepare beforehand or has been informed of shortly before the test.⁵ It means the students have asked to prepare the topic before they present about it. To know students' speaking skill improved, there were some criterions that must be considered.

Arthur Hughes formulates that there are five elements should be measured in speaking test, namely, accent, grammar, vocabulary, fluency and comprehension. Each element consist six point by criteria of value, but the writer though each criteria three point to testing students' speaking ability.

The test in this research is speaking based on sing songstopic. So, the writer using songs to testing the students. The writer used song as test research to easy for them remember of the words and they able speak English well. Because

⁴H. Douglas Brown, *Language Assessment Principle and Classroom Practice*. (San Francisco: Longman, 2004). P. 3.

⁵Cyril J. Weir, *Communicative Language Testing*.(UK: Prentice Hall, 1998).P. 75.

text of songs much vocabularies could use day activities. The writer used the song for research because the students have background knowledge about it. So the writer easy in learning speaking and the process of learning speaking could done. The writer action research text of song and gave example each the songs that laptop. The writer have four meetings, but before testing the writer gave pretest to the students. Each meetings different of action, first meeting students older sing a song together, in second meeting students divided in six group and each group six person, in third meeting students made pair with their friends to sing a song, and the last meeting students sing a song one by one. Each meeting different action but each students gave opinion and explain about the songs one by one and each students gave limited for explained.

The students would be testing based on the topic that the writer has given on first meeting and giving time limitation is three minutes to speak about comprehend the songs. but for the score based on explain one by one. Value criteria the writer divided the score into five criteria as explain above. The score of this test would be explained more clearly, the highest score is 20 and the lowest is 1 line every criteria 5. Because the criteria of speaking test there is five and each criteria there are six point, but the writer tough each criteria score of value only three that the writer easy appreciative students. So, the writer could make of value in table and show bellowed the table.

1. Weighting Table

Table1. WEIGHTING TABLE

NO	CRITERIA OF SPEAKING	Proficiency Description		
		1	2	3
1.	Accent	20	10	5
2.	Grammar	20	10	5
3.	Vocabulary	20	10	5
4.	Fluency	20	10	5
5.	Comprehension	20	10	5

a. Accent

1. Pronunciation efficient unintelligible.
2. Pronunciation ineffecient, but intelligible
3. Pronunciation inffecient and unintelligible

b. Grammar

1. Few errors with no pattern
2. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
3. Grammar most entirely inaccurate phrases

c. Vocabulary

1. Vocabulary adequate to cope with complex practical problems and varied social situation
 2. Vocabulary limited to basic personal and survival areas (time, food, family)
 3. Vocabulary inadequate to discuss special inbulary inadequate for even the simple coversation
- d. Fluency
1. Speech is effortless and smooth
 2. Speech is frequently hesitant and jerky
 3. Speech is very slow and uneven
- e. Comprehension
1. Understands everything in normal educated conversation
 2. Understands quite well normal educated soeech directed to him or her, but requires occasional repetition and rephasing
 3. Understandstoo little for the simplest types of conversation

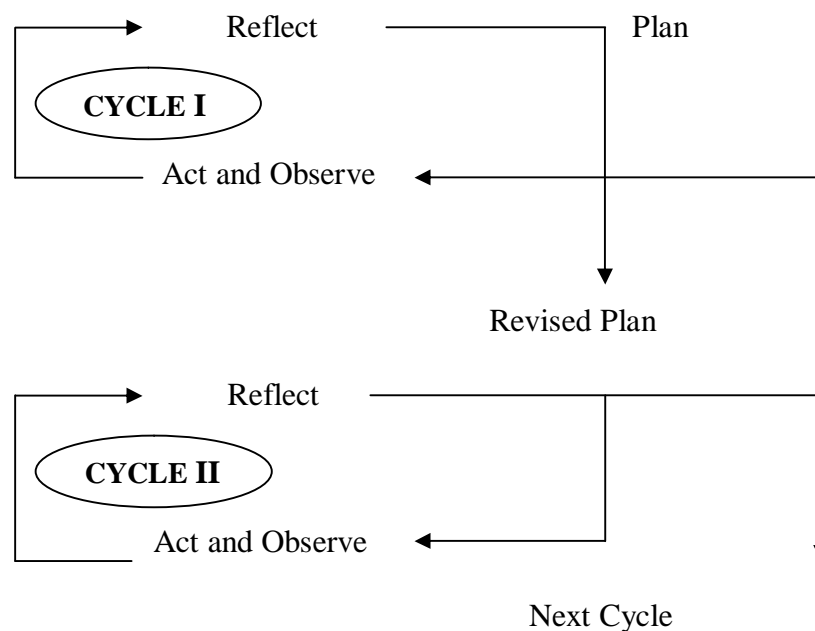
Observation: Wray commented that observation is consisting of recordings, transcriptions and note relating to the subjects'; behavior and language.⁶ The teacher collaborator will help the researcher to observe the situation, the condition, and the process of the execution.

⁶Alison Wray, et al, *Projects in Linguistics: A Practical Guide to Researching Language*.(London: Arnold, 1998).P. 187.

E. Research Procedures

The action research follows the model that was developed by Kemis and Robin.⁷ It is a famous representation of the action research “spiral” that contained four stages as follows: Planning, Acting, Observing and Reflecting.

The model can be described as follows:



In this research, writer applied two cycles. Each cycle consists of two meetings. Each meetings consists of 90 minutes. So, there are four meetings during research process. Each cycle consist of four steps, they are: planning, acting, observing and reflecting. The classroom action research based on the following assumption: for the first cycle, the process if teaching and learning speaking is not optimally occur yet. The second cycle, students become more

⁷Kemis dan Robin, *Penelitian Tindakan Kelas*. (Bandung: Cipta Jay, 2001).P. 45.

active and interested in learning process. It could be seen from the students' activities in the class.

a. First Cycle

The first cycle the writer would conduct for two meetings there are first meeting and second meeting. Every meetings woulddo for ninety minutes. The writer would observe all the activities in the classroom.

1. First meeting

This meeting the writer prepares all the needed in this meeting as below:

a. Planning

1. Making lesson plan that is consist of the steps of the action.
2. Preparing the facilities and media that would be used.
3. Making learning planning approach that using songs.
4. Preparing research instrument, such as: text of song.
5. Designing the procedure of teaching and learning speaking through the use of songs.
6. Preparing all material that would be needed in the teaching learning process, as: lesson plan, media and value criteria.
7. Dividing all material that used in next meeting.

b. Acting

1. Explaining the aim using songs through speaking learning.
2. Giving the topic, the topic is songs.

3. Giving limited discussion time for students three minutes for comprehend the songs.
4. Students gave their opinion about the songs one by one.
5. Use the media to listen the song as: Mp3 laptop and speaker.
6. Asking to students sang the song together after listen song before from the mp3 laptop.

c. Observation

1. Discussion with the English teacher to observation planning.
2. Monitoring to using songs is done.
3. Making note every activity and the different when using songs in learning process is done.
4. Discussion with the English Teacher about the weakness or the finding activity during observation is done.

d. Reflection

1. Analyzing the finding during the observation is done.
2. Analyzing the weakness and the teacher progress that using songs determines the follow up of activity.
3. Reflecting on using songs is used.
4. Reflecting on the teacher learning activity.
5. Reflecting on the students learning activity
6. Evaluating or interpreted the data got from the class and made any decisions for the next meeting.

2. Second meeting.

These meetingthe writer expend to repair the problem in the meeting before, and this meeting students made eight team.

a. Planning

- 1) Preparing lesson plan for this meeting.
- 2) Preparing the facility and that would be used. Such as: laptop and speaker.
- 3) Preparing value from criteria.

b. Action

- 1) Asking students made six team and each team six person.
- 2) Each team sang a song, after listen example.
- 3) Students gave opinion about the song.
- 4) Giving times three minutes for one by one.
- 5) Giving the score to students base on criteria.

c. Observation

- 1) Teacher monitoring the teaching learning by using song in teaching learning.
- 2) Discussing the problem in process learning and giving solution.
- 3) Making note every activity in class.

d. Reflection

- 1) Reflecting of that using in learning process.

- 2) Reflecting of teaching activity and students learning result that using song.
- 3) Evaluating or interpreted the data gotten from the class and made any decisions for the next cycle.

b. Second Cycle

This cycles the writer evaluating all the activity in cycle before and repairing the problem. Conduct two meetings and every meetings would do ninety minutes.

1. First meeting

a. Planning

1. Preparing all material that would be needed in the teaching learning process, as: lesson plan, media and value criteria.
2. Encoding the problem and progress on the learning process.
3. Designing the fourth preparing base on the first meeting.

b. Action

1. Giving motivation to students.
2. Asking to students sang a song with pairing.
3. Students gave opinion about the song one by one.
4. Monitoring time allocation with the all activity is done.

c. Observation

1. Monitoring the teaching learning by using song in teaching learning.
2. Making note every activity in class.

3. Discussing the problem in process learning and giving solution.

d. Reflection

1. Reflecting of that using in learning process.
2. Reflecting of teaching activity and students learning result that using song.
3. Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

2. Second meeting

a. Planning

1. Analyzing the reflection result in the first cycle and expand the third repairing to be done in the next meeting.
2. Preparing all material that would be needed in the teaching learning process, as: lesson plan, media and value criteria.
3. Encoding the problem and progress on the learning process.
4. Designing the third preparing base on the first meeting.

b. Action

1. Giving motivation to students.
2. Asking to students sing a song one by one.
3. Students gave opinion about the song.
4. Monitoring time allocation with the all activity is done.

c. Observation

1. Monitoring the teaching learning by using song in teaching learning.

2. Making note every activity in class.
3. Discussing the problem in process learning and giving solution.

d. Reflection

1. Reflecting of that using in learning process.
2. Reflecting of teaching activity and students learning result that using song.
3. Evaluating or interpreted the data gotten from the class and made any decisions for the result.

F. Techniques of Data Analysis

In analyzing the data, the writer used quantitative. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text and text of songs. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.⁸ The qualitative data is analyzed from observation sheet.

Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of speaking test. To know the means of students' score and students' the percentage for each cycle, based on the school criteria complete study students minimum (KKM) 70. So, could see KKM each students too would applied the following formula:

⁸*Ibid.*, P. 190.

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

Where: \bar{x} : The mean of the students

$\sum \bar{x}$: The total scores

N : The students

In other hand, accounted the percentage of students' complete study used the formula as follow.⁹

$$P = \frac{\sum \text{the students' complete study}}{\sum \text{students}} \times 100\%$$

⁹ZainalAqib, dkk. *Penelitian Tindakan Kelas untuk Guru SMP, SMA, SMK*. (Bandung: CV Yrama Widya, 2008).P. 205.

CHAPTER IV

RESEARCH FINDINGS

A. Description of Data

1. Condition of Data

This research was done on Saturday 27 April in SMK Swasta Panca Dharma Padangsidempuan. It is located in JL. Tapian Nauli No. 35 Kelurahan Aek Tampang. It is a national standard school with 22 classes. Each class 36 students. There are 38 teachers in this school. There are five English teachers in this school. The English subject had four periods in two week, each week two periods.

Writer meet with head master and English teacher to take promise about the research would be done firstly. After that, talked the research aim and taken the English teacher helping about students' information. Then, the research plan was discussed with the English teacher before doing the action.

The participants of this research were the eleventh grade students of SMK Swasta Panca Dharma Padangsidempuan. The research participants were the students of class XI A/ Accounting department. It consists of 36 students. There were 26 female and 10 male. This class was chosen because the writer found the problems of speaking in this class.

2. Action of Research

This action research the writer made two cycles there are first cycle and second cycle. Each cycles two meetings there are; first meeting, second meeting, third meeting, and the last fourth meeting.

a. First cycles

The writer divided this action research into two cycles. Each cycles consisted of four stages; namely plan, action, observation and reflection. In this chapter the researcher described the research and findings. The first cycle was conducted for two meetings, First meeting and second meeting. Every meeting was done for ninety minutes the researcher made change action, first meeting students order by the researcher sang together and second meeting students made six group. But the students gave opinion about the songs one by one and the researcher gave to the students opportunities five minutes to talk about it. The writer observed all the activities in the classroom based on the observation, some students seemed to be interested in teachers' teaching technique. It could be seen from their enthusiasm in doing the songs. However, some students were still uninterested yet.

Moreover, students still had low motivation in participating in learning speaking activities. The students also difficult to express their idea because lack of vocabulary. So, the writer planned the activities for the first cycle.

1. First meeting

This meeting the researcher prepares all the needed in this meeting as below:

a. Planning

1. Making lesson plan that is consist of the steps of the action.
2. Preparing the facilities and media that will be used.
3. Making learning planning approach that using songs.
4. Preparing research instrument, such as: text of song.
5. Designing the procedure of teaching and learning speaking through the use of songs.
6. Preparing all material that will be needed in the teaching learning process, as: lesson plan, media and value criteria.
7. Dividing all material that used in next meeting.

b. Acting

In action the writer explained the aim used song to speaking learned. Then, the writer gave one example to the students about the topic. The writer gave limited to the students three minutes one by one for explaining about the songs. Before the students test the writer use media to listen the song there was mp3 laptop. After that, students older for sang together and gave opinion about the song one by one and the writer tough value the students.

c. Observating

In observed, the writer do it with English teacher, and made note about the students. The writer made note every activity and monitoring to using songs was done. This meeting the writer succeed observed all students until learning process.

d. Reflecting

In reflection, the writer analyzing finding during the observation is done. Analyzing the weakness and the teacher progress that using songs determines the follow up of activity. The writer evaluating or interpreted the data got from the class and made any decision for the next meeting.

2. Second Meeting.

These meeting the writer expend to repair the problem in the meeting before, and this meeting students make six team.

a. Planning

The writer prepare facility need will the students, such as laptop and text the song for this meeting. The writer prepare note observed and note value.

b. Acting

This action, the writer asked to the students six group and older to them sing a song based on group but this action students

gave opinion about the students one by one, because the appraisal gave the writer to students would do it.

c. Observating

The writer observation all students in class, monitoring the teaching learning by using song. The writer discussion about the problem in process learning gave solution. Each meeting the writer always made note every activity in class.

d. Reflecting

The writer reflection observation in learning process. Reflection of teaching activity and students learning result that sing a song. the writer evaluating or interpreted the data gotten from the class and made decision for the next meeting.

b. Second Cycles

This second cycles was conducted for two meetings. Every meeting was done for ninety minutes. Then, the researcher made third meeting and fourth meeting change action, third meeting students order by the researcher sang a song pair or duet, fourth meeting students order by the researcher sang one by one. The writer observed all the activities in the classroom. Based on the reflection in the previous cycle, there were still some problems related to the students speaking ability. This cycle they improve in accent, grammar, vocabulary, fluency and comprehension. They weren't afraid to express their idea.

1. Third Meeting

a. Planning

Prepare all material that would be needed in the teaching learning process, as: lesson plan, media, and value to the students.

b. Acting

In action, the writer gave motivation to them. The writer older to them sing a song with their friend or pair. The students gave opinion about the song one by one in front of their class. The writer monitoring time allocation with the all activity was done.

c. Observating

Monitoring the teaching learning by using song in teaching learning. Making note every activity in class. Discussing the problem in process learning and giving solution.

d. Reflecting

The writer Reflecting of that using in learning process. Reflecting of teaching activity and students learning result that using song.

1. Fourth Meeting

a. Planning

Preparing all material that will be needed in the teaching learning process, as: lesson plan, media and value criteria.

b. Acting

This was the last meeting, the writer gave motivation to the students. This action students until shamed to gave opinion. The

writer older sing a song one by one. The writer succeed made the students improve their speaking.

c. Observating

Monitoring the teaching learning by sing a song in teaching learning. Making note every activity in class. Discussing the problem in process learning and giving solution.

d. Reflecting

Reflecting of teaching activity and students learning result that using song. Evaluating or interpreted the data gotten from the class and made any decisions for the result.

The students were more active and they did the task cooperatively. Having checked the students speaking test, the writer found that the students score show improvement. Based on the observation sheet, the researcher ability in taught speaking by using songs. The researcher should be able to motivate the students about speaking ability and to attract their interest by using songs. The negative thing that still appears in this cycle was some students still make noisy in the class.

A test through songs was given in every meeting. Based on the result all meetings conducted, it was found that the students' score kept improving started. This increase showed that score from the first meeting until the four meetings. Through songs students are able to improve their speaking ability.

The improvement of the students' score in speaking English through songs could be seen from the mean score of the students' score during the research, the researcher applied following formula:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

Where \bar{x} : The mean of the students

$\sum \bar{x}$: The total score

N : The number of the students

In other hand, accounted the percentage of students' complete study used the formula as follow.¹

$$P = \frac{\sum \text{thestudents' completestudy}}{\sum \text{students}} \times 100\%$$

B. The Comparative Result of the Action

In the first cycle, the researcher gave test to know students' speaking ability and their problem in speaking. There was some topic that students got from researcher. Many students were difficult to express their idea. They have problem in accent, grammar, vocabulary, fluency and comprehension.

In the first cycles the writer applied two meetings. The writer found the result of speaking test through songs in the first meeting of the first cycles. The writer would explain as followed:

¹ZainalAqib, dkk. *Penelitian Tindakan Kelas untuk Guru SMP, SMA, SMK*. (Bandung: CV Yrama Widya, 2008).P. 205.

2. The Result of the First Cycles in First Meeting

Table2. The Result of the First Cycles in First Meeting

Criteria of Speaking	Speaking Score			Total of the Students	Mean
	20	10	5		
Accent	-	8	28	36 Students	6,11
Grammar	1	23	12	36 Students	8,61
Vocabulary	17	17	2	36 Students	14,44
Fluency	8	26	2	36 Students	11,94
Comprehension	2	32	2	36 Students	10,27
Total Mean					51,66

Based on the data in the table above writer concluded that in criteria of accent there were 28 students got score 5, and there were 8 students' got score 10, there weren't students got score 20. In grammar criteria there were 12 students got score 5, there were 23 students got score 10, and there were 1 students got score 20. In vocabulary criteria there were 2 students got score 5, there were 17 students got score 10, there were 17 students got score 20.

In fluency criteria there were 2 students got score 5, there were 26 students got score 10, and there were 8 students got score 20. In comprehension criteria there were 2 students got score 5, there were 32 students got score 10, and there were 2 students got score 20.

So, from description of score pretest above writer concluded that the mean score of accent was 6,11, grammar was 8,61, vocabulary was 14,44,

fluency was 11,94, comprehension was 10,27. The mean score of first meeting was 51,66.

After doing an action in the first meeting, the writer found the result of speaking test through songs in the second meeting of the first cycles. The writer would explain as followed:

3. The Result of the First Cycles in Second Meeting

Table3. The Result of the First Cycles in Second Meeting

Criteria of Speaking	Speaking Score			Total of the Students	Mean
	20	10	5		
Accent	-	16	20	36 Students	7,22
Grammar	1	20	5	36 Students	6,80
Vocabulary	27	9	-	36 Students	17,5
Fluency	20	16	-	36 Students	15,55
Comprehension	3	32	1	36 Students	10,69
Total Mean					60,55

Based on the data in the table above writer concluded that in criteria of accent there were 20 students got score 5, and there were 16 students' got score 10, there weren't students got score 20. In grammar criteria there were 5 students got score 5, there were 20 students got score 10, and there were 1 students got score 20. In vocabulary criteria there weren't students got score 5, there were 9 students got score 10, there were 27 students got score 20. In fluency criteria there weren't students got score 5, there were 16 students got

score 10, and there were 20 students got score 20. In comprehension criteria there were 1 student got score 5, there were 32 students got score 10, and there were 3 students got score 20.

So, from description of score pretest above writer concluded that the mean score of accent was 7,22, grammar was 6,80, vocabulary was 17,5, fluency was 15,55, comprehension was 10,69. The mean score of second meeting was 60,55.

From the score of all criteria in the first cycle the students' ability were increased from the first meeting up to the two meeting, but there were some students didn't interest in learning activity. So, from this phenomenon the writer would improve her ability in teaching students.

So, from description of score at the first cycle above writer concluded that the mean score of pretest was 42,77, score mean first meeting was 51,66, in the mean score on second meeting was 60,55. So, the mean score of first cycle in first meeting and second meeting was 56,11.

In first cycles many students almost ashamed for get out expression about the songs, they only too afraid gave idea or opinion. Although, in first cycle their speaking ability almost low but the writer want more gave motivation to them and their score could improve for next cycles.

In the second cycles the writer improved her ability in teaching to make the students more interested in learning especially in learning speaking lesson. The writer gave students motivation and made them more diligent in study.

In the second cycles at the first meeting the writer also gave the speaking test to know about how deep was their ability in speaking through songs. The score result on the second cycle in third meeting of the students' ability we could see from the tables as followed:

4. The Result of the Second Cycles in Third Meeting

Table4. The Result of the Second Cycles in Third Meeting

Criteria of Speaking	Speaking score			Total of Students	Mean
	20	10	5		
Accent	-	8	28	36 Students	6,11
Grammar	1	35	-	36 Students	10,27
Vocabulary	34	2	-	36 Students	19,44
Fluency	23	13	-	36 Students	16,38
Comprehension	11	25	-	36 Students	13,05
Total Mean					65,41

Based on the data on the above table writer concluded that in criteria of accent there were 28 students got score 5, there were 8 students got score 10, and there weren't students got score 20. In grammar criteria there weren't students got score 5, there were 35 students got score 10, and there were 1 students got score 20. In vocabulary criteria there weren't students got score 5, there were 2 students got score 10, and there were 34 students got score 20 students. In fluency criteria there weren't students got score 5, there were 13 students got score 10, and there 23 students got score 20. In comprehension

criteria there weren't students got score 5, there were 25 students got score 10, and there were 11 students got score 20.

So, from the description of score at above second cycle the writer concluded that the mean score of accent was 6,11, in grammar was 10,27 in vocabulary was 19,44, in fluently was 16,38 and in comprehension was 13,05. The mean score of third meeting in second cycle was 65,41.

In the third meeting in the second cycle the writer felt easier to teach the students, because the students got interested in learning activity. In the second cycle the writer applied two meetings. After doing an action in the third meeting, the writer found the result of speaking test through songs in the fourth meeting on the second cycle. The writer would explain as followed:

5. The result of the second cycles in fourth meeting

Table5. The Result of the Second Cycles in Fourth Meeting

Criteria of Speaking	Speaking Score			Total of Students	Mean
	20	10	5		
Accent	-	20	16	36 Students	7,77
Grammar	1	35	-	36 Students	10,27
Vocabulary	34	2	-	36 Students	19,44
Fluency	34	2	-	36 Students	19,44
Comprehension	22	14	-	36 Students	16,11
Total					73,47

Based on the data on the above table writer concluded that in criteria of accent there were 16 students got score 5, there were 20 students got score 10, and there weren't students got score 20. In grammar criteria there weren't students got score 5, there were 35 students got score 10, and there were 1 students got score 20. In vocabulary criteria there weren't students got score 5, there weren't students got score 10, and there were 36 students got score 20 students. In fluency criteria there weren't students got score 5, there weren't students got score 10, and there 36 students got score 20. In comprehension criteria there weren't students got score 5, there were 14 students got score 10, and there were 22 students got score 20.

So, from the description of score at above second cycle the writer concluded that the mean score of accent was 7,77, in grammar was 10,27 in vocabulary was 19,44, in fluently was 19,44, and in comprehension was 16,11. The mean score fourth meeting in second cycle was 73,47.

So, from description of score at the second cycles above could show from last meeting. The writer concluded that the mean score of third meeting was 65,41, in the mean score on fourth meeting was 73,47. So, the mean score of second cycle in third meeting and fourth meeting was 73,47.

The mean score of the students' score in the second cycle was higher than first cycle. So it could be said that the students' speaking ability through songs increased from. It could be seen from the following table.

6. The result comparative improvements all meeting students

Table6. The Result Comparative Improvements all Meeting Students

Cycles	Meetings	Total score	means
First cycles	First meeting	1860	51,66
	Second meeting	2180	60,55
Second cycles	Third meeting	2355	65,41
	Fourth meeting	2645	73,47

Based on the data analysis, it could be concluded that all of the data said that students got improvement on their score. There was high improvement. In firsts cycle in first meeting total score students there were 1860 and the mean 51,66. The first cycles in second meeting total score 2180 and the mean 60,55. Then in second cycles on third meeting total score students were 2355 and the students' mean were 65,41, in second cycles on fourth meetings students' total score 2645, and the students' mean 73,47. So could saw improvement students' speaking ability in each meeting. Each meeting total score students could improve and means too.

From explain above could saw that from total score in first cycles and second cycles could improvement well. So, could saw the comparative complete study students got point 70 and the percentage of the improvement for students' speaking ability could be seen in the following table:

7. The Result Comparative Percentage of Students Complete Study

Table7. The Result Comparative Percentage of Students Complete Study

Cycles	Meetings	The Students Complete Study 70	The total Number of Students	Percentage
First Cycles	First meeting	7 students	36	11,11%
	Second meeting	10 students	36	27,77%
Second Cycles	Third meeting	12 students	36	33,33%
	Fourth meeting	31 students	36	86,11%

Based on the data analysis, it could be concluded that all of the data said that students got improvement on their score. The percentage of students' speaking ability through songs could improve, that in first cycles on first meeting the students complete study there were 7 students that was got point up70 and the percentage 11,11%, and in first cycles on the second meeting the students complete study there were 10 students that was got point up 70 and the percentage 27,77% and second cycles in third meeting the students complete study there were 12 students that was got point 70 and the percentage 33,33%. In fourth meeting the students complete study there were 31 students and the got point 70 there were 31 students and the percentage 86,11%.

Could saw the comparative percentage the students' speaking ability got score improve and the percentage the students could score higher from meeting by meeting. So could conclude of all means percentage students' speaking ability based on last meeting, there were first cycles and second cycles. So the result could be seen as the chart below;

8. The Result Comparative of Students Means

Table8. The Result Comparative of Students Means

Meetings	Total Mean	Percentage
Cycle 1	60,55	27,77%
Cycle 2	73,47	86,11%

Based on the data analysis, it could be concluded that mean score of students always improve in every cycle. It was seen from last meeting the improvement mean score in first cycle in second meeting was improved to 60,55 (27,77%). In second cycle in fourth meeting improved to 73,47 (86,11%).

The result indicated that there was an improvement on the students' speaking ability y through songs. It consisted of two cycles. Each cycle consisted of two meetings. There was first meeting until two meeting concluded first cycle and third meeting until fourth meeting concluded second cycle. So, the total meetings were five meetings, because the researcher made pretest before.

C. Analysis the Result of the Research

Classroom action research in used songs should maximize opportunity to learners to use target language for meaningful purposes. With attention of the message they were speaking in English rather correction structure of language. Students were gave opportunities to focus on their learning process and developing of appropriate technique learning. The researcher would gave the chance to students in explained about more topics what they knew, giving

the time five minutes to students in explain the songs and active in speaking activities. After made the students feel comfortable and understand in speaking test, it seems advisable to challenge them to though critically with it. By songs in students' speaking ability.

In this study, it was found that the improvements of the students' score, the result of the research in the first cycle were 60,55 (27,77%). The mean of the students there were 10 students got up 70, the result of the research in the second cycle were 73,47 (86,11%) the mean of the students there were 31 students got up 70 point.

So, from the result above the students' speaking ability improved by using songs. Writer would describe students' ability score was increased from pretest, first cycle up to second cycle. See in appendix.

From interpretation score of the students. The implementation of using songs to improve students' speaking ability at Grade XI SMK Swasta Panca Dharma Padangsidempuan, has become one of media that could be used by the English teacher and could assist students in learning speaking. So, from the analysis of the research the writer explained that used songs could improve students' speaking ability.

D. Discussion

Classroom action research in using songs should minimize opportunity to learners to use target language for meaningful purpose. With the attention of the message they are speaking in English rather correction structure of language. Students were given opportunities to focus on their

learning process and developing of appropriate technique learning. The teacher would give the chance students to explain about more topics what they know, giving the time to the students to performance and active in speaking activities. After make students feel comfortable and understand in speaking test, it seems advisable to challenge them to think critically with it. By using songs in students' speaking ability.

It's clearly states that using song as recommended by The University of Oxford "song is short piece of music with words that you sing."² Add Grolier says that "songs is the act on art of singing, a short composition in which words and music together from a unity, and the utterance or some birds and certain other creatures."³ Further, Wina Yanti stated "song is a piece music, usually employing a verbal text, composed for the voice, esp one intended for performance by soloist."⁴

They stated that using songs is an activity in which people act out the songs an ask them to speak trough this songs. For supporting that, it was proved by hypothesis if this research, using songs could improve students' speaking ability at grade XI SMK Swasta Panca Dharma Padangsidimpuan.

So, from the analysis of the research the writer explained that using songs could improve students' speaking ability. The negative thing that still appears in this cycle was some students still make noisy in the class.

²The University of Oxford, *Loc. Cit.*

³Grolier, *Loc. Cit*

⁴Wina Yanti, *Loc. Cit*

CHAPTER V

CONCLUSION AND SUGESTIONS

A. Conclusion

Based on the accounting result of the research, the hypothesis that was “through songs could improve students’ speaking ability at Grade XI SMK Swasta Panca Dharma Padangsidimpuan could be accepted”. Because after analyzing the data, it was found out that the students’ score increased from the first cycle to the second cycle. It means there was an improvement on the students’ speaking ability through songs. It can be seen from the improvement of the mean of the students’ score.

After analyzing the data, it was found out that the students’ score was increased from the first cycles to the second cycles. In the first meeting the mean of students’ score was 51.66 and improvement percentage students complete study was 11.11%. In second meeting the mean of the students’ score was 60.55 and improvement complete study was 27.77%. In the second cycle in third meeting the mean of the students’ score was 65.41 and improvement percentage was 33.33%. And the last meeting the mean students’ score 73.47 and improvements percentage students complete study was 86.11%. So, could show improvement students’ speaking ability could improve from the first meeting until the last meeting.

B. Suggestions

The result of the study showed that the use of songs would improve students' speaking ability. Therefore, the following suggestions are offered:

- a. Songs was media could be used as an alternative way of teaching speaking.
- b. For the teacher, it is very wise to used songs in teaching speaking because this media can motivate the students especially in English song.
- c. For the students, it is hoped that by using English songs, the students would get more interested in studying speak English.
- d. For the writer, used English songs is as a reference to further the classroom action research to get the efficiency of time.

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CURRICULUM VITAE

NAME : SITI HIJRAH
REG. NUMBER : 08 340 0073
PLACE/DATE OF BIRTHDAY : BATAHAN/ DECEMBER 6TH 1989
SEX : FEMALE
FATHER'S NAME : M. AFNI NASUTION (Alm)
MOTHER'S NAME : ROSNAH

BACKGROUND EDUCATION

1. PRIMARY SCHOOL : SD NEGERI 142710 BATAHAN / 2002
2. JUNIOR HIGH SCHOOL : MTs. SWASTA BATAHAN / 2005
3. SENIOR HIGH SCHOOL : MAN NATAL /2008
4. INSTITUTE : STAIN PADANGSIDIMPUAN

Appendix A

LESSON PLAN (Cycle I)

Instructional Unit	: Speaking
School	: SMKS Panca Dharma Padangsidempuan
Subject	: English
Class	: XI A/ Accounting Department
Time	: 2x45 minutes
Meeting	: I (first)

A. Competence Standard

Comprehending meaning and function words in daily life's context.

Basic competence

Comprehend the meaning and function of words in daily life's context.

B. Indicators

1. Increasing the students' vocabularies
2. Students are be able to spell the words correctly
3. Understanding the meaning of the words
4. Students are be able to pronounce the vocabularies especially taken from the English song
5. Students are able to speak a good rule in speaking

C. Source/material : Songs

D. Media : MP3 Laptop, text of song

E. Teaching learning activity

a. Opening

- Greeting
- Absent
- Motivation

b. Main activities

- In the cycle, the researcher applied song in the teaching speaking.
- The researcher made, planning in this song.
- The researcher gives the topic. The topic is song.
- The researcher gives one song to the students to listen a song.
- The researcher asks all the students singing the song together.
- The researcher asks opinion about the song one by one.
- Each students has times three minutes for speak about song.
- The researcher gives score to the students.

c. Closing

- Concluding the lesson
- Reminding the students to learn at home.

F. Evaluation

- The evaluation will be done by explaining the song.

G. The Test /Song

“Someone like you by Adele”

I heard
That you're settled down
That you found a girl
And you're married now
I heard
That your dreams came true
Guess she gave you things
I didn't give to you
Old friend, Why are you so shy?
It ain't like you to hold back or hide from the light
I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it
I'd hoped you'd see my face and that you'd be reminded
That for me, it isn't over

Chorus

Never mind, I'll find someone like you
I wish nothing but the best for you, too..
Don't forget me, I begged, I remember you said
Sometimes it lasts in love
But sometimes it hurts instead
Sometimes it lasts in love
But sometimes it hurts instead
Yeah
You'd know how the time flies
Only yesterday was the time of our lives
We were born and raised in a summer haze
Bound by the surprise of our glory days
I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it
I'd hoped you'd see my face and that you'd be reminded
That for me, it isn't over

Back to chorus

Nothing compares, no worries, or cares
Regrets and mistakes, they're memories made
Who would have known.. How..
Bittersweet
This would taste?
Back to chorus..

H. The Indicator of Value

WEIGHTING TABLE

NO	CRITERIA	Proficiency Description			Total
		1	2	3	
1	Accent	20	10	5	
2	Grammar				
3	Vocabulary				
4	Fluently				
5	Comprehension				
Total					

$$\frac{\text{High score x criteria}}{\text{Students}} \times 100\%$$

Padangsidempuan, 10 April 2013

Co-Teacher of SMKS Panca Dharma PSP

Teacher

LYSMAYUNI

SITI HIJRAH
NIM. 08 340 0073

Headmaster SMK Swasta Panca Dharma PSP

AHMAD YANI

Appendix B

LESSON PLAN (Cycle I)

Instructional Unit	: Speaking
School	: SMKS Panca Dharma Padangsidempuan
Subject	: English
Class	: XI A/ Accounting Department
Time	: 2x45 minutes
Meeting	: II (second)

A. Competence Standard

Comprehending meaning and function of words in daily life's context.

Basic competence

Comprehend the meaning and function of words in daily life's context.

B. Indicators

1. Increasing the students' vocabularies
2. Students are be able to spell the words correctly
3. Understanding the meaning of the words
4. Students are be able to pronounce the vocabularies especially taken from the English song
5. Students are able to speak a good rule in speaking

C. Source/Material : Songs

D. Media : MP3 Laptop, text of song

E. Teaching Learning Activity

a. Opening

- Greeting
- Absent
- Motivation

b. Main activities

- In the cycle, the researcher applied song in the teaching speaking.
- The researcher made, planning in this song.
- The researcher gives the topic. The topic is song.
- The researcher gives example to the students to listen a song.
- The researcher divides eight team and each team five person.
- The researcher asks each team to sing the song together.
- The researcher asks opinion about the song one by one.
- Each student has times five minutes for speak about song.
- The researcher gives score to the students.

c. Closing

- Concluding the lesson
- Reminding the students to learn at home.

F. Evaluation

- The evaluation will be done by explaining the song.

G. The Test /Song

It's Not Too Late by Demi Lovato

Here am I am, feels like the walls are closing in
Once again, it's time to face it and be strong
I wanna do the right thing now
I know it's up to me somehow
I've lost my way
If I could take it all back I would now
I never meant to let you all down
And now I've go to try to turn it all around
And figure out how to fix this
I know there's a way, so I promise
I'm gonna clean up the mess I made
Maybe it's not too late
Maybe it's not too late
So I'll take a stand even though it's complicated
If I can I wanna change the way I made it
I gotta do the right thing now
I know it's up to me somehow
I'll find my way
If I could take it all back I would now
I never meant to let you all down
And now I've go to try to turn it all around
And figure out how to fix this
I know there's a way, so I promise
I'm gonna clean up the mess I made
Maybe it's not too late
I'm gonna find the strength to be the
One that holds it all together
Show you that I'm sorry but I
Know that we can make it better
If I could take it all back I would now
I never meant to let you all down
And now I've got to try to turn it all around
And figure out how to fix this
I know there's a way, so I promise
I'm gonna clean up the mess I made
Maybe it's not too late
I never meant to let you all down
And now I've got to try to turn it all around
And figure out how to fix this

I know there's a way, so I promise
 I'm gonna clean up the mess I made
 Maybe it's not too late
 Maybe it's not too late

H. The Indicator of Value

WEIGHTING TABLE

NO	CRITERIA	Proficiency Description			Total
		1	2	3	
1	Accent	5	10	20	
2	Grammar				
3	Vocabulary				
4	Fluently				
5	Comprehension				
Total					

$$\frac{\text{High score} \times \text{criteria}}{\text{Students}} \times 100\%$$

Padangsidempuan, 20 April 2013

Co-Teacher of SMKS Panca Dharma PSP

Teacher

LYSMAYUNI

SITI HIJRAH
NIM. 08 340 0073

Headmaster SMK Swasta Panca Dharma PSP

AHMAD YANI

Appendix C

LESSON PLAN (Cycle II)

Instructional Unit	: Speaking
School	: SMKS Panca Dharma Padangsidempuan
Subject	: English
Class	: XI A/ Accounting Department
Time	: 2x45 minutes
Meeting	: III (third)

A. Competence Standard

Comprehending meaning and function words in daily life's context.

Basic competence

Comprehend the meaning and function of words in daily life's context.

B. Indicators

1. Increasing the students' vocabularies
2. Students are be able to spell the words correctly
3. Understanding the meaning of the words
4. Students are be able to pronounce the vocabularies especially taken from the English song
5. Students are able to speak a good rule in speaking

C. Source/Material : Songs

D. Media : MP3 Laptop, song

E. Teaching Learning Activity

a. Opening

- Greeting
- Absent
- Motivation

b. Main activities

- In the cycle, the researcher applied song in the teaching speaking.
- The researcher made, planning in this song.
- The researcher gives the topic. The topic is song.
- The researcher gives an example to the students to listen a song.
- The researcher asks to the students make a pair or duet.
- The researcher asks to the students sing a song with her pair.
- The researcher asks the students to give their opinion about the song.
- Each student has five minutes to talk about the song.
- The researcher gives the score to the students.

c. Closing

- Concluding the lesson
- Reminding the students to learn at home.

F. Evaluation

- The evaluation will be done by explaining the song.

G. The Test /Song

"Just Give Me A Reason"

(pink feat. Nate Ruess)

Right from the start
You were a thief
You stole my heart
And I your willing victim
I let you see the parts of me
That weren't all that pretty
And with every touch you fixed them
Now you've been talking in your sleep oh oh
Things you never say to me oh oh
Tell me that you've had enough
Of our love, our love

Just give me a reason
Just a little bit's enough
Just a second we're not broken just bent
And we can learn to love again
It's in the stars
It's been written in the scars on our hearts
We're not broken just bent
And we can learn to love again

I'm sorry I don't understand
Where all of this is coming from
I thought that we were fine
(Oh we had everything)
Your head is running wild again
My dear we still have everythin'
And it's all in your mind
(Yeah but this is happenin')
You've been havin' real bad dreams oh oh
You used to lie so close to me oh oh
There's nothing more than empty sheets
Between our love, our love
Oh our love, our love

Just give me a reason
Just a little bit's enough
Just a second we're not broken just bent

And we can learn to love again
I never stopped
You're still written in the scars on my heart
You're not broken just bent
And we can learn to love again

Oh tear ducts and rust
I'll fix it for us
We're collecting dust
But our love's enough
You're holding it in
You're pouring a drink
No nothing is as bad as it seems
We'll come clean

Just give me a reason
Just a little bit's enough
Just a second we're not broken just bent
And we can learn to love again
It's in the stars
It's been written in the scars on our hearts
That we're not broken just bent
And we can learn to love again

Just give me a reason
Just a little bit's enough
Just a second we're not broken just bent
And we can learn to love again
It's in the stars
It's been written in the scars on our hearts
That we're not broken just bent
And we can learn to love again
Oh, we can learn to love again
Oh, we can learn to love again
Oh oh, that we're not broken just bent
And we can learn to love again

H. The Indicator of Value

WEIGHTING TABLE

NO	CRITERIA	Proficiency Description			Total
		1	2	3	
1	Accent	5	10	20	
2	Grammar				
3	Vocabulary				
4	Fluently				
5	Comprehension				
	Total				

$$\frac{\text{High score} \times \text{criteria}}{\text{Students}} \times 100\%$$

Padangsidempuan, 24 April 2013

Co-Teacher of SMKS Panca Dharma PSP

Teacher

LYSMAYUNI

SITI HIJRAH
NIM. 08 340 0073

Headmaster SMK Swasta Panca Dharma PSP

AHMAD YANI

Appendix D

LESSON PLAN (Cycle II)

Instructional Unit	: Speaking
School Padangsidimpuan	: SMKS Panca Dharma
Subject	: English
Class	: XI A/ Accounting Department
Time	: 2x45 minutes
Meeting	: IV (fourth)

A. Competence Standard

Comprehending meaning and function words in daily life's context.

Basic competence

Comprehend the meaning and function of words in daily life's context.

B. Indicators

1. Increasing the students' vocabularies
2. Students are be able to spell the words correctly
3. Understand the meaning of the words
4. Students are be able to pronounce the vocabularies especially taken from the
English song
5. Students are able to speak a good rule in speaking

C. Source/Material : Songs

D. Media : MP3 Laptop, text of song

E. Teaching Learning Activity

a. Opening

- Greeting
- Absent
- Motivation

b. Main activities

- In the cycle, the researcher applied song in the teaching speaking.
- The researcher made, planning in this song.
- The researcher gives the topic. The topic is song.
- The researcher gives an example to the students to listen a song.
- The researcher asks to the students sing a song one by one.
- The researcher asks the students to give an opinion about the song.
- Each student has five minutes to talk about the song.
- The researcher gives the score to the students.

c. Closing

- Concluding the lesson
- Ending the meeting

F. Evaluation

- The evaluation will be done by explaining the song.

G. The Test /Song

“Grenade”

Easy come, easy go, that's just how you live
Oh, take, take, take it all but you never give
Should've known you was trouble from the first kiss
Had your eyes wide open, why were they open?

Gave you all I had and you tossed it in the trash
You tossed it in the trash, you did
To give me all your love is all I ever asked
'Cause what you don't understand is

I'd catch a grenade for ya
Throw my hand on a blade for ya
I'd jump in front of a train for ya
You know I'd do anything for ya

I would go through all this pain
Take a bullet straight through my brain
Yes, I would die for you, baby
But you won't do the same

No, no, no, no

Black, black, black and blue, beat me 'til I'm numb
Tell the devil I said, hey, when you get back to where you're from
Mad women, bad women, that's just what you are, yeah
You'll smile in my face then rip the brakes out my car

Gave you all I had and you tossed it in the trash
You tossed it in the trash, yes, you did
To give me all your love is all I ever asked
'Cause what you don't understand is

I'd catch a grenade for ya
Throw my hand on a blade for ya
lyricsalls.blogspot.com
I'd jump in front of a train for ya
You know I'd do anything for ya

I would go through all this pain
Take a bullet straight through my brain
Yes, I would die for ya, baby
But you won't do the same

If my body was on fire
Ooh, you'd watch me burn down in flames
You said you loved me, you're a liar
'Cause you never, ever, ever did, baby

But darling, I'd still catch a grenade for ya
Throw my hand on a blade for ya
I'd jump in front of a train for ya
You know I'd do anything for ya

I would go through all this pain
Take a bullet straight through my brain
Yes, I would die for you, baby
But you won't do the same

No, you won't do the same
You wouldn't do the same
Ooh, you never do the same
No, no, no, no

H. The Indicator of Value

WEIGHTING TABLE

NO	CRITERIA	Proficiency Description			Total
		1	2	3	
1	Accent	5	10	20	
2	Grammar				
3	Vocabulary				
4	Fluently				
5	Comprehension				
Total					

$\frac{\text{High score} \times \text{criteria}}{\text{Students}} \times 100\%$

Padangsidempuan, 27 April 2013

Co-Teacher of SMKS Panca Dharma PSP

Teacher

LYSMAYUNI

SITI HIJRAH
NIM. 08 340 0073

Headmaster SMK Swasta Panca Dharma PSP

AHMAD YANI

Appendix E

The Result of the Score Students' Speaking Ability in the First Meeting

No	Students' Name	Accent	Grammar	Vocabulary	Fluency	Compre hension	Score
1	Ade Minta	5	10	10	10	10	45
2	Ahmad wildan	5	10	10	10	10	45
3	Anisa fitri	5	10	20	10	10	55
4	Arianto nst	5	5	10	10	10	40
5	Asalia zai	5	10	20	20	10	65
6	Asrin effendi	5	10	20	20	10	65
7	Ayu murni wati	5	5	10	10	10	40
8	Dani safitri	5	10	10	10	10	45
9	Dedi musran	5	10	20	10	10	55
10	Desmaria	5	5	5	5	5	25
11	Fadlan	5	10	20	10	10	55
12	Frandalton	5	5	10	10	10	40
13	Hernawati	5	10	20	10	10	55
14	Heru ramadhan	5	10	20	10	10	55
15	Ilma khairiah	10	20	20	20	20	90
16	Indah ayu	5	10	20	10	10	55
17	Jimmy rahmad	5	10	20	10	10	55
18	Marlan harahap	5	10	20	20	10	65
19	Patma hayati	10	10	20	20	20	80
20	Purnama sari	10	10	20	20	10	70
21	Rahmi harahap	10	10	20	20	10	70
22	Rinda sari	5	5	10	10	10	40
23	Risky fauziah	10	10	10	10	10	50
24	Rosnahara	5	5	10	10	10	40
25	Sarah nora	5	5	10	10	10	40
26	Solehuddin	5	5	10	10	10	40
27	Sudinar	5	5	20	10	10	50
28	Tuti alawiyah	10	10	20	10	10	60
29	Try wahyuni	5	10	10	10	10	45
30	Umdatul	10	10	10	10	10	50
31	Vicky Arthur	5	10	10	10	10	45
32	Yoko cinta	10	5	20	20	10	65
33	Yulia siska	5	10	10	10	10	45
34	Zainubiah	5	5	10	10	10	40
35	Zulfitri	5	5	5	5	5	25

36	Zulfikar	5	10	20	10	10	55
TOTAL							1860
MEAN							51,66

Appendix F

The Result of the Score Students' Speaking Ability in the Second Meeting

No	Students Name	Accent	Grammar	Vocabulary	Fluency	Compre hension	Score
1	Ade Minta	10	10	10	10	10	50
2	Ahmad wildan	5	10	10	10	10	45
3	Anisa fitri	10	10	10	10	10	50
4	Arianto nst	5	5	10	10	10	40
5	Asalia zai	10	10	20	20	10	70
6	Asrin effendi	5	10	20	20	10	65
7	Ayu murni wati	5	10	20	10	10	55
8	Dani safitri	5	10	20	20	10	65
9	Dedi musran	10	10	20	10	10	60
10	Desmaria	5	10	10	10	10	45
11	Fadlan	5	5	10	10	5	35
12	Frandalton	10	10	10	10	10	50
13	Hernawati	5	5	20	20	10	60
14	Heru ramadhan	5	5	20	20	10	60
15	Ilma khairiah	10	20	20	20	20	90
16	Indah ayu	5	10	20	10	10	55
17	Jimmy rahmad	5	10	20	10	10	55
18	Marlan harahap	5	10	20	20	10	65
19	Patma hayati	10	10	20	20	10	70
20	Purnama sari	5	10	20	20	20	75
21	Rahmi harahap	10	10	20	20	20	80
22	Rinda sari	10	10	20	20	10	70
23	Risky fauziah	5	10	20	20	10	65
24	Rosnahara	10	10	20	20	10	70
25	Sarah nora	10	10	20	10	10	60
26	Solehuddin	5	10	20	20	10	65
27	Sudinar	5	5	20	20	10	60
28	Tuti alawiyah	10	10	20	20	10	70
29	Try wahyuni	5	10	20	20	10	65
30	Umdatul	10	10	20	20	10	70
31	Vicky Arthur	10	10	20	10	10	60

32	Yoko cinta	10	10	20	20	10	70
33	Yulia siska	5	10	20	10	10	55
34	Zainubiah	5	10	10	10	10	45
35	Zulfitri	10	10	10	10	10	50
36	Zulfikar	5	10	20	20	10	65
TOTAL							2180
MEAN							60,55

Appendix G

The Result of the Score Students' Speaking Ability in the Third Meeting

No	Students Name	Accent	Grammar	Vocabulary	Fluency	Compre hension	Score
1	Ade Minta	5	10	20	10	10	55
2	Ahmad wildan	5	10	20	10	10	55
3	Anisa fitri	5	10	20	20	10	65
4	Arianto nst	10	10	20	10	10	60
5	Asalia zai	5	10	20	20	20	75
6	Asrin effendi	5	10	20	20	10	65
7	Ayu murni wati	5	10	20	10	10	55
8	Dani safitri	10	10	20	20	10	70
9	Dedi musran	5	10	20	20	10	65
10	Desmaria	5	10	10	10	10	45
11	Fadlan	5	10	10	10	10	45
12	Frandalton	10	10	20	10	10	60
13	Hernawati	10	10	20	10	10	60
14	Heru ramadhan	5	10	20	20	10	65
15	Ilma khairiah	10	20	20	20	20	90
16	Indah ayu	5	10	20	20	10	65
17	Jimmy rahmad	10	10	20	10	10	60
18	Marlan harahap	5	10	20	20	10	65
19	Patma hayati	5	10	20	20	20	75
20	Purnama sari	5	10	20	20	20	75
21	Rahmi harahap	10	10	20	20	20	80
22	Rinda sari	5	10	20	20	10	65
23	Risky fauziah	5	10	20	20	20	75
24	Rosnahara	5	10	20	10	20	65
25	Sarah nora	5	10	20	20	20	75
26	Solehuddin	5	10	20	20	20	75
27	Sudinar	5	10	20	20	10	65

28	Tuti alawiyah	5	10	20	20	20	75
29	Try wahyuni	5	10	20	20	10	65
30	Umdatul	10	10	20	20	10	70
31	Vicky Arthur	5	10	20	10	10	55
32	Yoko cinta	5	10	20	20	20	75
33	Yulia siska	5	10	20	10	10	55
34	Zainubiah	5	10	20	20	10	65
35	Zulfitri	5	10	20	10	10	60
36	Zulfikar	5	10	20	20	10	65
TOTAL							2355
MEAN							65,41

Appendix H

The Result of the Score Students' Speaking Ability in the Fourth Meeting

No	Students Name	Accent	Grammar	Vocabulary	Fluency	Compre hension	Score
1	Ade Minta	5	10	20	20	20	75
2	Ahmad wildan	10	10	20	20	10	70
3	Anisa fitri	10	10	20	20	10	70
4	Arianto nst	5	10	20	20	10	65
5	Asalia zai	10	10	20	20	20	80
6	Asrin effendi	5	10	20	20	20	75
7	Ayu murni wati	5	10	20	20	10	65
8	Dani safitri	5	10	20	20	20	75
9	Dedi musran	5	10	20	20	20	75
10	Desmaria	5	10	20	20	10	65
11	Fadlan	10	10	20	20	10	70
12	Frandalton	10	10	20	20	10	70
13	Hernawati	5	10	20	20	20	75
14	Heru ramadhan	10	10	20	20	20	80
15	Ilma khairiah	10	20	20	20	20	90
16	Indah ayu	10	10	20	20	10	70
17	Jimmy rahmad	10	10	20	20	20	80
18	Marlan harahap	5	10	20	20	10	65
19	Patma hayati	5	10	20	20	20	75
20	Purnama sari	5	10	20	20	20	75
21	Rahmi harahap	10	10	20	20	20	80
22	Rinda sari	5	10	20	20	20	75
23	Risky fauziah	10	10	20	20	20	80

24	Rosnahara	10	10	20	20	20	80
25	Sarah nora	10	10	20	20	10	70
26	Solehuddin	10	10	20	20	20	80
27	Sudinar	10	10	20	20	20	80
28	Tuti alawiyah	10	10	20	20	10	70
29	Try wahyuni	5	10	20	20	20	75
30	Umdatul	10	10	20	20	20	80
31	Vicky Arthur	10	10	20	20	10	70
32	Yoko cinta	10	10	20	20	20	80
33	Yulia siska	5	10	20	20	20	75
34	Zainubiah	10	10	20	20	10	70
35	Zulfitri	5	10	20	20	20	75
36	Zulfikar	5	10	20	20	10	65
TOTAL							2645
MEAN							73,47

Appendix I

The Result of the Score Students' Speaking Ability in all Meetings

No	Students' Name	L/P	First Meeting	Second Meeting	Third Meeting	Fourth Meeting
1	Ade Minta	P	45	50	55	75
2	Ahmad wildan	L	45	45	55	70
3	Anisa fitri	P	55	50	65	70
4	Arianto nst	L	40	40	60	65
5	Asalia zai	P	65	70	75	80
6	Asrin effendi	L	65	65	65	75
7	Ayu murni wati	P	40	55	55	65
8	Dani safitri	P	45	65	70	75
9	Dedi musran	L	55	60	65	75
10	Desmaria	P	25	45	45	65
11	Fadlan	L	55	35	45	70
12	Frandalton	L	40	50	60	70
13	Hernawati	P	55	60	60	75
14	Heru ramadhan	L	55	60	65	80
15	Ilma khairiah	P	90	90	90	90
16	Indah ayu	P	55	55	65	70
17	Jimmy rahmad	P	55	55	60	80
18	Marlan harahap	P	65	65	65	65
19	Patma hayati	P	80	70	75	75

20	Purnama sari	P	70	75	75	75
21	Rahmi harahap	P	70	80	80	80
22	Rinda sari	P	40	70	65	75
23	Risky fauziah	P	50	65	75	80
24	Rosnahara	P	40	70	65	80
25	Sarah nora	P	40	60	75	70
26	Solehuddin	L	40	65	75	80
27	Sudinar	P	50	60	65	80
28	Tuti alawiyah	P	60	70	75	70
29	Try wahyuni	P	45	65	65	75
30	Umdatul	P	50	70	70	80
31	Vicky Arthur	L	45	60	55	70
32	Yoko cinta	P	65	70	75	80
33	Yulia siska	P	45	55	55	75
34	Zainubiah	P	40	45	65	70
35	Zulfitri	P	25	50	60	75
36	Zulfikar	L	55	65	65	65
Total			1860	2180	2355	2645
Mean			51,66	60,55	65,41	73,47

Appendix J

a. The Result of Mean Students' Speaking Ability by Criteria and Meeting

1. The Result of First Cycle in First Meeting

$$\begin{aligned}\text{Accent} &= \frac{220}{36} = 6,11 \\ \text{Grammar} &= \frac{310}{36} = 8,61 \\ \text{Vocabulary} &= \frac{520}{36} = 14,44 \\ \text{Fluency} &= \frac{430}{36} = 11,94 \\ \text{Comprehension} &= \frac{370}{36} = 10,27\end{aligned}$$

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\frac{220 + 310 + 520 + 430 + 370}{36} \times 100 = \frac{1860}{36} = 51,66$$

So, in first cycle on first meeting students got mean 51,66

2. The Result of First Cycle in Second Meeting

$$\begin{aligned}\text{Accent} &= \frac{260}{36} = 7,22 \\ \text{Grammar} &= \frac{225}{36} = 6,80 \\ \text{Vocabulary} &= \frac{630}{36} = 17,5 \\ \text{Fluency} &= \frac{560}{36} = 15,55 \\ \text{Comprehension} &= \frac{385}{36} = 10,69\end{aligned}$$

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\frac{260 + 225 + 630 + 560 + 385}{36} \times 100 = \frac{2180}{36} = 60,55$$

So, in first cycle on second meeting students got mean 60,55

3. The Result of Second Cycle in Third Meeting

$$\begin{aligned}\text{Accent} &= \frac{220}{36} = 6,11 \\ \text{Grammar} &= \frac{370}{36} = 10,27 \\ \text{Vocabulary} &= \frac{700}{36} = 19,44 \\ \text{Fluency} &= \frac{590}{36} = 16,38 \\ \text{Comprehension} &= \frac{470}{36} = 13,05\end{aligned}$$

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\frac{220 + 370 + 700 + 590 + 470}{36} \times 100 = \frac{2355}{36} = 65,41$$

So, in second cycle on third meeting students got mean 65,41

4. The Result of Second Cycle in Fourth Meeting

$$\begin{aligned}\text{Accent} &= \frac{280}{36} = 7,77 \\ \text{Grammar} &= \frac{370}{36} = 10,27 \\ \text{Vocabulary} &= \frac{720}{36} = 19,44 \\ \text{Fluency} &= \frac{720}{36} = 19,44 \\ \text{Comprehension} &= \frac{580}{36} = 16,11\end{aligned}$$

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

$$\frac{280 + 370 + 720 + 720 + 580}{36} \times 100 = \frac{2645}{36} = 73,47$$

So, in second cycle on fourth meeting students got mean 73,47

b. The Result Comparative Students' Speaking Ability by Cycles

- a. First Meeting $= \frac{1860}{36} = 51,66$
- b. Second Meeting $= \frac{2180}{36} = 60,55$
- c. Third Meeting $= \frac{2355}{36} = 65,41$
- d. Fourth Meeting $= \frac{2645}{36} = 73,47$

c. The Students Complete Study Percentage in Speaking Ability

$$P = \frac{\sum \text{the students' complete study}}{\sum \text{students}} \times 100\%$$

- 1. First Meeting $= \frac{7}{36} \times 100\% = \frac{700}{36} = 11,11\%$
- 2. Second Meeting $= \frac{10}{36} \times 100\% = \frac{1000}{36} = 27,77\%$
- 3. Third Meeting $= \frac{12}{36} \times 100\% = \frac{1200}{36} = 33,33\%$
- 4. Fourth Meeting $= \frac{31}{36} \times 100\% = \frac{3100}{36} = 86,11\%$

d. The Comparative the Students Means Percentage Speaking Ability

- 1. Cycles 1
 - Mean $= \frac{2180}{36} \times 100\% = 60,55$
 - Percentage $= \frac{10}{36} \times 100\% = 27,77\%$
- 2. Cycles 2
 - Mean $= \frac{2645}{36} \times 100\% = 73,47$
 - Percentage $= \frac{31}{36} \times 100\% = 86,11\%$

So, the comparative the students means percentage speaking ability in first cycles and second cycles improved that were; could show from last meeting there were first cycles 60,55 (27,77%) and second cycles 73,47 (86,11%).

Appendix K

1. Test for First Meeting

“Someone like you” by Adele

I heard
That you're settled down
That you found a girl
And you're married now
I heard
That your dreams came true
Guess she gave you things
I didn't give to you
Old friend, Why are you so shy?
It ain't like you to hold back or hide from the light
I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it
I'd hoped you'd see my face and that you'd be reminded
That for me, it isn't over

Chorus

Never mind, I'll find [someone like you](#)
I wish nothing but the best for you, too..
Don't forget me, I begged, I remember you said
Sometimes it lasts in love
But sometimes it hurts instead
Sometimes it lasts in love
But sometimes it hurts instead
Yeah
You'd know how the time flies
Only yesterday was the time of our lives
We were born and raised in a summer haze
Bound by the surprise of our glory days
I hate to turn up out of the blue, uninvited
But I couldn't stay away, I couldn't fight it
I'd hoped you'd see my face and that you'd be reminded
That for me, it isn't over

Back to chorus

Nothing compares, no worries, or cares
Regrets and mistakes, they're memories made
Who would have known.. How..
Bittersweet
This would taste?

Appendix L

2. Test for Second Meeting

"It's Not Too Late" by Demi Lovato

Here am I am, feels like the walls are closing in
Once again, it's time to face it and be strong
I wanna do the right thing now
I know it's up to me somehow
I've lost my way

If I could take it all back I would now
I never meant to let you all down
And now I've go to try to turn it all around
And figure out how to fix this
I know there's a way, so I promise
I'm gonna clean up the mess I made
Maybe it's not too late
Maybe it's not too late

So I'll take a stand even though it's complicated
If I can I wanna change the way I made it
I gotta do the right thing now
I know it's up to me somehow
I'll find my way

If I could take it all back I would now
I never meant to let you all down
And now I've go to try to turn it all around
And figure out how to fix this
I know there's a way, so I promise
I'm gonna clean up the mess I made
Maybe it's not too late

I'm gonna find the strength to be the
One that holds it all together
Show you that I'm sorry but I
Know that we can make it better

If I could take it all back I would now
I never meant to let you all down
And now I've got to try to turn it all around

And figure out how to fix this
I know there's a way, so I promise
I'm gonna clean up the mess I made
Maybe it's not too late

I never meant to let you all down
And now I've got to try to turn it all around
And figure out how to fix this
I know there's a way, so I promise
I'm gonna clean up the mess I made
Maybe it's not too late
Maybe it's not too late

Appendix M

3. Test for Third Meeting

"Just Give Me A Reason" by (Pink feat. Nate Ruess)

Right from the start
You were a thief
You stole my heart
And I your willing victim
I let you see the parts of me
That weren't all that pretty
And with every touch you fixed them
Now you've been talking in your sleep oh oh
Things you never say to me oh oh
Tell me that you've had enough
Of our love, our love

Just give me a reason
Just a little bit's enough
Just a second we're not broken just bent
And we can learn to love again
It's in the stars
It's been written in the scars on our hearts
We're not broken just bent
And we can learn to love again

I'm sorry I don't understand
Where all of this is coming from
I thought that we were fine
(Oh we had everything)
Your head is running wild again
My dear we still have everythin'
And it's all in your mind
(Yeah but this is happenin')
You've been havin' real bad dreams oh oh
You used to lie so close to me oh oh
There's nothing more than empty sheets
Between our love, our love
Oh our love, our love

Just give me a reason
Just a little bit's enough

Just a second we're not broken just bent
And we can learn to love again
I never stopped
You're still written in the scars on my heart
You're not broken just bent
And we can learn to love again
Oh tear ducts and rust
I'll fix it for us
We're collecting dust
But our love's enough
You're holding it in
You're pouring a drink
No nothing is as bad as it seems
We'll come clean

Just give me a reason
Just a little bit's enough
Just a second we're not broken just bent
And we can learn to love again
It's in the stars
It's been written in the scars on our hearts
That we're not broken just bent
And we can learn to love again

Just give me a reason
Just a little bit's enough
Just a second we're not broken just bent
And we can learn to love again
It's in the stars
It's been written in the scars on our hearts
That we're not broken just bent
And we can learn to love again
Oh, we can learn to love again
Oh, we can learn to love again
Oh oh, that we're not broken just bent
And we can learn to love again

Appendix N

4. Test for Fourth Meeting

“Grenade” by Bruno Mars

Easy come, easy go, that's just how you live
Oh, take, take, take it all but you never give
Should've known you was trouble from the first kiss
Had your eyes wide open, why were they open?

Gave you all I had and you tossed it in the trash
You tossed it in the trash, you did
To give me all your love is all I ever asked
'Cause what you don't understand is

I'd catch a grenade for ya
Throw my hand on a blade for ya
I'd jump in front of a train for ya
You know I'd do anything for ya

I would go through all this pain
Take a bullet straight through my brain
Yes, I would die for you, baby
But you won't do the same

No, no, no, no
Black, black, black and blue, beat me 'til I'm numb
Tell the devil I said, hey, when you get back to where you're from
Mad women, bad women, that's just what you are, yeah
You'll smile in my face then rip the brakes out my car

Gave you all I had and you tossed it in the trash
You tossed it in the trash, yes, you did
To give me all your love is all I ever asked
'Cause what you don't understand is

I'd catch a grenade for ya

Throw my hand on a blade for ya
lyricsalls.blogspot.com
I'd jump in front of a train for ya
You know I'd do anything for ya
I would go through all this pain
Take a bullet straight through my brain
Yes, I would die for ya, baby
But you won't do the same

If my body was on fire
Ooh, you'd watch me burn down in flames
You said you loved me, you're a liar
'Cause you never, ever, ever did, baby

But darling, I'd still catch a grenade for ya
Throw my hand on a blade for ya
I'd jump in front of a train for ya
You know I'd do anything for ya

I would go through all this pain
Take a bullet straight through my brain
Yes, I would die for you, baby
But you won't do the same

No, you won't do the same
You wouldn't do the same
Ooh, you never do the same
No, no, no, no

Appendix O

Indicators List of Teacher Classroom Procedures

Physic appearance and written	Checklist	
	Y	N
Dressing cleanly and neatly	√	
Standing and writing face to the students	√	
Energetic and enthusiastic	√	
Speaking and explaining integrated	√	
Writing is nice and readable	√	
Having certain sequence system	√	
Procedures		
Explaining targeted language context	√	
Explaining the intended text criteria to be produced and giving props and document	√	
Asking the students to prepare oral performance draft	√	
Asking students to execute the performance in the class and evaluating directly	√	
Material		
Learning objectives are explained	√	
Related to the students experience	√	
Benefit of it to be learned	√	
Relevant to the objectives and procedures	√	
Brief presentation	√	
Detail and united explanation	√	
Reinforcement and interaction with students		
Individual performance reward	√	
Group performance reward	√	
Sing a songs students' responses	√	
Responding students' questions	√	
Sound and classroom management		
Audible sound	√	
Talking intelligibly		
Rhythm and stress	√	
Neatness control	√	
Class noise control	√	
Class formation arrangement	√	
Efficiency time and learning	√	

Observed by: Co-teacher