



**THE EFFECT OF SONGS ON STUDENTS' SPEAKING
ABILITY AT GRADE XI OF SMA TERPADU DARUL
HASAN PADANGSIDIMPUAN IN ACADEMIC
YEAR 2022/2023**

A THESIS

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

Written By

SALMAH HASANAH

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Written By

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Item : 7 (seven) exemplars

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To: **Dean**

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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Salmah Hasanah**, entitled “**The Effect of Songs on Students’ Speaking Ability at Grade XI of SMA Terpadu Darul Hasan Padangsidempuan**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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

Wassalamu 'alaikumwarohmatullah wabarakatuh

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LEGALIZATION

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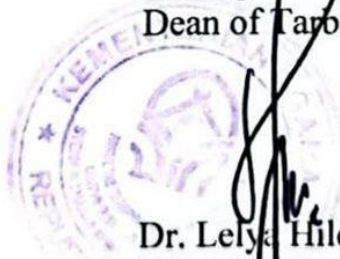
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ABSTRACT

This research discussed about the effect of songs on students’ speaking ability at grade XI students of SMA terpadu darul hasan padangsidimpuan. The problem of this research are students score low, less motivation in speaking the students’ motivation in speaking ability is less, lack of vocabulary, less confidence, poor in grammar, lack of motivation, and poor practice, not interested with the lesson and bored with the way of learning that monotonous. In this case the researcher uses English songs to find out whether students' speaking ability has an effect when using songs.

In the research, the problem are “Do songs significantly effect the students’ speaking ability at grade XI SMA Darul Hasan Padangsidimpuan?” and “How do songs significantly effect the students’ speaking ability at grade XI SMA Darul Hasan Padangsidimpuan?”.

This research used experimental quantitative method with pre-test and post-test design. The population was all of the students at the eleventh grade of SMA Terpadu Darul Hasan Padangsidimpuan. The sampled were XI MIA-1 as experimental class consisted of 30 students and XI MIA-2 as control class consisted of 29 students. The data were collected through pre-test and post-test in speaking test and analyzed by using t-test formula.

The result of the study showed that the mean score of experimental class was higher than the mean score of control class after learning by using songs media. The mean score of experimental class in pre-test was 55.53 and the mean score of control class in pre-test was 53.10. Meanwhile, the mean score of experimental class in post-test was 84.60 and the mean score of control class in post-test was 74.21. In addition, after doing T-test, this study found that $T_{count} > T_{tabel}$ ($2.24 > 2.02$). Therefore, alternative hypothesis (H_a) of this study was accepted, null hypothesis (H_0) was rejected. It can be concluded that there was effect of songs on students’ speaking ability at grade XI students of SMA Terpadu Darul Hasan Padangsidimpuan.

Key words : *Speaking, Ability, Songs and Media*

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ABSTRAK

Penelitian ini membahas tentang Pengaruh Lagu Terhadap Kemampuan Berbicara Siswa Pada Siswa Kelas XI SMA Terpadu Darul Hasan Padangsidimpuan. Masalah dari penelitian ini adalah nilai siswa yang rendah, masalah tersebut berasal dari motivasi siswa dalam kemampuan berbicara yang kurang, kurangnya kosa kata, kurang percaya diri, tata bahasa yang buruk, kurangnya motivasi, dan praktik yang buruk, mereka tidak tertarik dengan materi pelajaran. pelajaran dan mereka bosan dengan cara belajar yang monoton. dalam hal ini peneliti menggunakan lagu bahasa inggris untuk mengetahui apakah kemampuan berbicara siswa berpengaruh ketika menggunakan lagu.

Dalam penelitian tersebut, permasalahannya adalah “Apakah lagu berpengaruh signifikan terhadap kemampuan berbicara siswa kelas XI SMA Darul Hasan Padangsidimpuan?” dan “Bagaimana pengaruh lagu secara signifikan terhadap kemampuan berbicara siswa kelas XI SMA Darul Hasan Padangsidimpuan?”.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan rancangan pre-test and post-test. Populasinya adalah seluruh siswa kelas XI SMA Terpadu Darul Hasan Padangsidimpuan. Sampel yang diambil adalah kelas XI MIA-1 sebagai kelas eksperimen yang terdiri dari 30 siswa dan kelas XI MIA-2 sebagai kelas kontrol yang terdiri dari 29 siswa. Data dikumpulkan melalui pre-test dan post-test dalam tes berbicara dan dianalisis dengan menggunakan rumus t-test.

Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen lebih tinggi dari nilai rata-rata kelas kontrol setelah pembelajaran dengan media lagu. Nilai rata-rata kelas eksperimen pada pre-test adalah 55.53 dan nilai rata-rata kelas kontrol pada pre-test adalah 53.10. Sementara itu, nilai rata-rata kelas eksperimen pada post-test adalah 84.60 dan nilai rata-rata kelas kontrol pada post-test adalah 74.21. Selain itu, setelah dilakukan uji T, penelitian ini menemukan bahwa $T_{hitung} > T_{tabel}$ ($2.24 > 2.02$). Oleh karena itu, hipotesis alternatif (H_a) penelitian ini diterima, hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh lagu terhadap kemampuan berbicara siswa kelas XI SMA Terpadu Darul Hasan Padangsidimpuan.

Kata Kunci : *Kemampuan, Berbicara, Lagu dan Media*

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Padangsidempuan, Januari 2023
Researcher

SALMAH HASANAH
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is one of the communicative ways to survive in real life communication. The obvious verbal communication is done through speaking. Speaking is one way to communicate that is often used and more understandable by people. It is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking about feelings, perceptions and thoughts they want other people to understand. More, feelings, perceptions and thoughts can be informed more comprehensive through speaking because speaking is orally done which is supported by the way of speaking itself with its immediate feedback. It brings out completely function of human gestures, prosody and body language. Within speaking, communication becomes more understandable, responsive and interactive. So, speaking is a such important ability, because it is one of the abilities to carry out conversation and communication.

Therefore, there are some other essentials of speaking beside carrying out conversation and communication. First, people can deliver information. Many people around the world deliver the information to another people through speaking, because is easier and more efficiency. Second, speaking can establish the relation. Speaking is done in human life every time and

everywhere, in family life, community, and also in the world. Third, people can learn from a lot of speaking. Trying to influence attitudes and listen opinion of the person they speak can make people getting much knowledge.

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

Based on previous observations made by student researchers at Darul Hasan High School in learning speaking, they still do not meet expectations because there are still many students who do not understand and do not even care about English lessons. Due to the many essentials of speaking, teaching speaking is also considered. Teaching speaking is not easy because teacher must help students to learn and interest with learner resource and environment, make students to be better especially in learning speaking English. Many factors make the students are difficult to speak English in front of class,

because they are not confident, feel shy and lack of vocabulary and other factors that the students are lack of motivation to practice the foreign language in daily conversation.¹ Students' abilities are very important for their speaking abilities. In this case, students are required to solve their speaking problems so that they can get excellent speaking achievement. The students' difficulties in speaking can be seen from the product. The challenge is related to their speaking ability. Students may have less vocabulary to construct the sentences to be spoken. Another challenge comes from the lack of knowledge in mastering grammar. These difficulties may arise because of the differences between Indonesian and English.

Based on the illustrations above that are explained about speaking advantages and teaching speaking cases, it has showed that speaking is totally necessary for everybody in daily activity especially in English class. However, speaking is still being a problematic case at grade XI students of SMA Darul Hasan Padangsidempuan in aspect of ability and achievement. The fact is revealed in the following illustration; it has found from the English teacher of the grade XI students of Darul Hasan Senior High School, he is Feri Sandi Nasution. The researcher interviewed Feri Sandi Nasution then the researcher found that the students have problems in speaking ability. Firstly, the English teacher said that the students' score is low. The English teacher showed the score sheet to the researcher. But it couldn't be gotten because the score sheet is for privately form. That low score problem comes from the students'

¹Dwi Agus Steyowati, "Improving The Eighth Grade Students' IN SPEAKING Skill Through Songs Of Suggestopedia Method (A Classroom Action Research at MTs Al Manar in the Academic," 2017.

motivation in speaking ability is less. The students seem to be afraid to speak out so that they are lack of self-confidence.² Additionally Ayu said that because of many problems that the students have, it makes them lazy to speak and keep their ideas without giving orally, they just keep quiet. The students are afraid their friend will mocked them each other because they think they will make a mistake.

Secondly, the English teacher gave more comments that it was very difficult to learn English for students, especially speaking, because in terms of their vocabulary was lacking, especially if they did not understand what the teacher explained, only some students were dare to ask the rest, some even don't care and don't understand at all.³ In line of the students' problems above, the researcher also did the pre-observation beside doing the pre-interview. The pre-observation is done by watching the students' class situation while the students are teaching and learning English, especially teaching speaking.⁴ The researcher found that in the teaching and learning process, the students seems lazy to be active in class. They didn't want to speak up because they are afraid their grammar is wrong, their vocabulary is less and the students were bored in the class.

So, it is needed to be solved, there are many ways of teaching speaking.

One of many ways to make effective teaching speaking is making the students

²*Private Interview in Pre-Research to the English Teacher of Grade XI Students*, Mr. Feri Sandi Nasution, (Padangsidempuan: SMA Darul Hasan Padangsidempuan on Monday, September 13th, 2021 at 9 a.m).

³Mr. Feri Sandi Nasution

⁴*Private Observation in Pre-Research to the English Teacher of Grade XI Students*, Ms. Ayu Lestari, (Padangsidempuan: SMA Darul Hasan Padangsidempuan on Monday, September 20th, 2021 at 9 a.m).

be active by using good and interesting ways or strategy in teaching learning speaking process so they enjoy their speaking class. One of many ways is by applying song.

According to Griffie,

“Song is part of music that you sing through words. It closely related to speaking, because speaking is an action of having a communication with the others in using oral language. Oral language can be defining simply just an activity which is combining the words together into something understandable. By using a song, it can improve students’ speaking skills as well as their pronunciation, vocabulary, and fluency.”⁵

So, from that quotation, songs can make students more enthusiastic about learning English especially if the song is popular in its era, they will better understand vocabulary, pronunciation, writing, reading and easy to remember so they can speak English through songs.

There were studies that found that students exist Still not familiar to the English sound and pronunciation. Student’s motivation in learning English By using songs as a planning medium, students will speak English in class. In addition, students will work in groups or individually. learning and learning process, the song will increase student’s interaction and make students more interested class activities. Each student will have a conversation with another students.

According to Hornby,

a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons.⁶

⁵.Griffe, D.T., *Songs in Action*. (Hertfordshire: Prentice Hall International, 2001), p.45

⁶Hornby, A. S., *Oxford Advanced Learner’s Dictionary of Current English*, (Oxford: Oxford University Press, 1990), hal.1281 .

From those 2 previous studies, it can be concluded that songs media can improve students' speaking ability, because songs are memorable and enjoyable. It is in fact that songs have melodies that make to words or sentences easy to remember or memorize.

Based on the explanation above, the researcher is interested in conducting an experimental research which purpose is to investigate the effect of songs to students' speaking ability and will compare the differences between students' speaking ability by using song media and students' speaking ability by using conventional media of English teacher used as usual that entitled the effect of songs to students' speaking ability at grade XI SMA Darul Hasan Padangsidempuan.

B. The Identification of the Problem

The researchers found that students of Darul Hasan Padangsidempuan still have difficulty in speaking English. They have difficulty in learning English because, lack of vocabulary makes it difficult for them to speak English and find English lessons boring and difficult. The lack of interest and motivation in learning.

C. The Limitation of the Problem

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

Next, the songs that the researcher will use as the media is Maher Zain songs. The purpose of why the researcher chooses Maher Zain songs is because the high school of Darul Hasan Padangsidempuan is Islamic School and this school also has the material of speaking with the title I'd like to teach the world to sing. So, both of them are connected.

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

D. The Formulations of the Problem

Based on the results and focus above, the researchers formulates the problems as do songs significantly effect the students' speaking ability at grade XI SMA Darul Hasan Padangsidempuan?

E. The Objectives of the Research

From the above formulations, the researcher sets the research objectives as to find out if the songs significantly effect the students' speaking ability at grade XI SMA Darul Hasan Padangsidempuan.

F. The Significances of the Research

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

1. Principal: to inform the Principal about the influence of songs in speaking skills. Then, the Principals can give some supports and suggestions to

apply songs to develop and encourage students' ability especially in teaching speaking be better.

2. The English teacher: to find a new process and new medias that are effective by using songs, especially in learning speaking skills. So, it can be benefit for the students that they have the confident in speaking English and they like to learn English because of the funny medias.
3. The students: so that students speak more easily and easier in communicating activities.
4. The next researchers: to assist researchers in learning students' speaking skills through songs.
5. The readers: as the information in many sides of business.

G. The Definitions of Key Terms

1. Speaking ability is the productive skill and consists of producing systematic verbal utterances to convey meaning.⁷ Robert Lado said that “Speaking ability is described as the skill, power, and capacity and talent as well to express one-self in life situation, report acts or situation in precise words, to converse, and to express a sequence of ideas fleetly”.⁸ So, speaking ability is the skill or power or capacity or talent in interactive process in producing, receiving, and processing information.

⁷David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Graw Hill, 2003), p. 48.

⁸Robert Lado, *Language Testing the Construction and Use of Foreign Language Tests*, (USA: Mc Graw Hill Book Company, 1961), p. 240.

2. Song is a short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice.

H. Outline of the Research

There are five chapters in this thesis. The first chapter consists of the background, problems, problem boundaries, problem formulation, research objectives, research meanings, definitions of key terms and the thesis system. Chapter two, contains a theoretical description, then reviews related findings, conceptual frameworks and hypotheses. Chapter three, consisting of research methodology consisting of time and place of research, research methodology, population and research samples, research instruments, data analysis techniques and data analysis techniques, as well as a thesis outline. Chapter four, consisting of data descriptions, hypothesis testing, discussion and research threats. Lastly is chapter five, consisting of conclusions and suggestions. The conclusion of the research is about the results of the research and suggestions about giving suggestions to students and teachers by the researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Speaking

1. Definitions of Speaking

Brown and Yule in Cristamia stated that speaking was to express the needs—request, information, service, etc. The speaker said words to the listener not only to express what s/he in his mind but also to express what he needs.⁹ Most people might spend of their everyday life in communicating to others. Therefore; communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.¹⁰

Speaking is an activity used by someone to communicate with others. It takes place every where and has become a part of daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to others through communication. Speaking is not simply expressing something orally. There are some aspects that need to be acquired by students in order to have good speaking skill. They are pronunciation, fluency, accuracy and vocabulary.

⁹ Brown and Yule, *Discourse Analysis*, (USA: Cumbridge University Press, 1983), P. 23.

¹⁰Veronica Christamia, “Improving Students’ Speaking Skills through English Songs and Puppets at Grade IV of SD N Adisucipto II in the Academic Year of 2013/2014, (A Thesis Presented as a Partial of Fulfillment of the Requirements for the Attainment of the Degree of Sarjana Pendidikan in English Language Education,” 2014), p. 9 <https://eprints.uny.ac.id/18526/>

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

2. Definitions of Speaking Ability

To define the speaking ability, Henry Guntur Tarigan defines, “Speaking is the ability to imagine sounds, articulation of sounds or words to express, state and convey thoughts, ideas and feelings.”¹¹ It means speaking is the ability to pronounce of sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitation we can say in speaking.

While, ability is the power to do something physical or mental means that we do something consist of physical or mental achievement. It also can be determined as a skills, expertness, or talent.¹² More, ability are:

- a. Capacity or power to do something physical and mental.
- b. Cleverness, intelligence.

¹¹Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p.15.

¹²Victoria Neufelat and David B. Guralmik, *Webstern New World Collage Dictionary*, (USA: MacMillan, 1995), p. 2.

c. Special natural power to do something well that talent”¹³.

So based on above definitions, the researcher can conclude that speaking ability is the power, skill, capacity or talent of grade XI students of SMA Darul Hasan Padangsidempuan in doing physical or mental achievement of communication process which convey, express, give/ inform and ask the ideas, thoughts, feelings, opinions, and talking about perceptions by using words or sounds of articulation that can be learnt through teaching and learning process. Then, to make the teaching speaking interesting a teacher may change the sequence of topic from the text book or may be such as songs that the researcher will apply based on their interest.

3. The Teaching of Speaking

In some countris, such Indonesia, the people feel that speaking is the most difficult skill. There are two reasons why speaking more difficult than listening, reading and writing. The first, speaking happens in the real time, people speak spontaneously and listener will be waiting for them to speak right then. It is impossible for the listener waiting for a long time so that the speaker has to think as fast as possible. The second, when people speak, they can not revise and edit the conversation as people do writing. Speech is the foundation of language works. A further complicating factor is that when the spoken language is the focus of classroom activity, there are often other aims which teacher might have;

¹³A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University, 2000), p. 2.

for instance, helping student to gain awareness of or to practice some aspects of linguistics knowledge (a grammatical rule, application of phonemic regularity) or to develop production skill (rhythm, intonation, and etc). What is the mostly expected from teaching language is ability to speak. Language teaching begins with the spoken language, and speech is the foundation if reading and writing, since we say to ourselves before we read or write the words, phrases and sentences.

In the school, most of student prefer to just listen whatever the teacher say and they do not have any effort to speak English in the class, because for them, learn to speak English is more difficult skill since they never practice it in the real situation.

Therefore, the teacher should find the strategies of teaching in order to achieve the goal of the language teaching effectively. Moreover, they may use real life situations, popular scientific knowledge to make speaking class more effective. Of course, it is important for them to think about the method and material in the teaching speaking. It should be in accordance with the student's speaking proficiency and interest. Therefore, the teaching can be very interesting and enjoyable, in order to the students can speak out their on minds by using words or phrase they have already mastered. So they have more of desire to talk showing more interest, to use expressions, to carry out more extended conversations, and to have more confidence in speaking English.

4. Speaking Assesment

Hornby stated that test is “an examination of somebody’s knowledge or ability, consisting of questions for them to answer or activities for them to carry out”.¹⁴ Then, educational test as a procedure designed to elicit certain behavior from which one can make inferences about certain characteristic of an individual. According to Anas Syafei, “in mastering the speaking skill, for example must train and equip the learner with a certain degree of accuracy, and fluency in understanding, responding, and in expressing himself in the language in speech”.¹⁵

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

According to Hughes there are six categories to assess speaking skill such as:¹⁶

a. Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.¹⁷ For example a French person speaking English is described as having a French accent. Additionally, accent is the emphasis by stress,

¹⁴A. S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, (New York: Oxford University, 2000), p. 215

¹⁵Anas Syafei., p. 1.

¹⁶Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

¹⁷Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

pitch or both given to a particular syllable or word when it is spoken.¹⁸

The Accent can be identified looks like this:

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

b. Grammar

Grammar is 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).¹⁹ Grammar is necessary for

¹⁸Victoria Neufeldt, *Webster New World College Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995), p. 7.

¹⁹Victoria Neufeldt, p. 286.

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:

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

c. Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.²⁰ It is used for communication or expression, in particular art, skill, etc. More, vocabulary is more than a list of target language of words.²¹ 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.

¹¹Victoria Neufeldt, p. 1494.

²¹David Nunan, p.258.

Vocabulary can be identified looks like this:

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

d. Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. ²² furthermore, fluency as “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

²²David Nunan, p. 55.

and phonology”.²³ 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:

- 1) Speech is no halting and fragmentary that conversation is virtually impossible
- 2) Speech is very slow and uneven except for short or routine sentences
- 3) Speech is frequently hesitant and jerky: sentence may be left uncompleted
- 4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
- 5) Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

¹⁴H. Douglas Brown, *Teaching By Principle*, p. 268-270.

e. Comprehension

Comprehension is the capacity for understanding ideas, fact, etc.²⁴ A longer definition of comprehension will be as the act of understanding the meaning. Moreover, comprehension can be identified looks like this:

- 1) Understands too little for the simplest types of conversation.
- 2) Understands only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
- 3) Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
- 4) Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
- 5) Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

Therefore, the researcher takes all the assessments indicators as the indicators of speaking assessment for the students due to the level of students, namely; grade XI students of SMA Darul Hasan Padangsidempuan.

²⁴ Victoria Neufeltd, p. 286.

B. Songs

1. Definitions of songs

A song is a piece of music for accompanied or unaccompanied voice/voices or “the act or art of singing” but the term is generally not used for large vocal forms including opera and oratorio. that a song is a group of arrangements which consist of lyric and elements of music like rhythm, melody, harmony and expressions. However, the term is often found in various figurative and transferred senses.²⁵

The song is one kind of media that can help teacher draws students' interest and build up their motivation to learn. If the students are motivated, they will participate actively and will learn hard during teaching learning process.²⁶ Song makes relaxing and entertaining the classroom in which learners more open to studying. song in the classroom has a cheerful way to learn English. Song is one of media that worthwhile to apply.²⁷ Song is one of media that help teacher to teach students, build the interest of student to learn and motivate them to learn.

²⁵ Mustakim Sagita and Nora Vita, “The Effect of Using English Songs on The Students’ Speaking Skill,” *Jurnal Sains Riset* /, vol. 10, 2020.

²⁶ Mulyadi Syahputra and Sri Wahyuni¹, Hijjatul Qamariah², “The Use of English Songs To Improve” 5, no. 1 (2018).

²⁷ Titis Wisnu Wijaya, “The Effectiveness of Songs for Teaching Speaking,” *Journal of Foreign Language Teaching and Learning* 3, no. 2 (2018), <https://doi.org/10.18196/ftl.3231>.

2. Types of Songs

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

- a. Short, slow song means the activity works best with songs that are slow and shorts. Most songs range from three and a half to four and a half minutes length. A short song is any song that is three minutes or less.
- b. Songs that tell stories are songs that have a story line. Songs that tell stories have a beginning, middle and end. They are usually long and slow although a very few are short and slow or short and fast.
- c. Long songs are the majority of songs on top 40 charts. They are usually at least forty minutes long or longer, they are usually not very easy to sing and present a series of images rather than tell a story. Most of them are fast, although a few are slow.

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

3. Understanding of Speaking English can be Taught through Songs

- a. Songs represent a strong feature of modern mainstream language programs.
- b. Songs can broaden the attention of young learners.
- c. Songs are a great tool for language learning in teens and young children.

- d. Songs are considered an excellent memory tool.
- e. Songs provide a variety of accessible inputs.
- f. Song creates a safe and natural class ethos.
- g. Songs are very repetitive and produce fluency.
- h. Songs abound in cultural content.

4. The Procedures of Teaching Speaking by Using Songs

Procedure for Using English Songs to teach students One of the big problems that researcher face, teaching English for students to maintain student interest throughout the lesson. As a result, teachers often have to creative in the techniques used. What making music a great teaching tool is universal appeal, connecting all cultures and language. It uses one of the best and the most motivating resource in the classroom.

Then, as a teacher we need to prepare all of things about the lesson before to use the material through several techniques in the class. Selecting the technique of teaching must be thought seriously because the success of teaching learning activities depend tightly on the technique used. Before giving material to the students, teacher should prepare the material that will be taught to the students. Preparation is very important before teaching activity began, in order to make the teaching learning successfully. There are three steps that stated by Finocchiaro (as cited by Damayanti) of making preparation as follows:²⁸

²⁸Zelvia Damayanti, "An Error of the Tenses Used in Speaking by Senior High School Student", (Unpublished thesis S1: UNESA, 2006), p. 45.

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

The statement above shows that besides determining material they also determined the technique in teaching learning process. For teaching using song some techniques have been done. According to Gasser and Waldman as cited by Pratiningtias,²⁹ the techniques are as follows:

- a. Introduce the songs by telling briefly the song and telling the students about the title.
- b. Pass out the copy of the lyrics to the students or write the lyric on the board.
- c. Have the students listen to the song two or three times before sing or play it. This will make the singing activity does smoothly.
- d. Sing or play the song all the through.
- e. Correct problems in pronunciation or phrasing that may have occurred during singing.

²⁹Ika Pratiningtias, "Using song as Means of Improving Elementary School Student' Vocabulary", (Unpublished thesis S1: UNESA, 2004), p. 34.

- f. Read lyrics out loud and asks the class question about the vocabulary, the meaning, etc. in order to check the student' comprehension.
- g. Have the students practice the song for several times so that they learn it well.

5. The Advantages of Songs

Listing the advantages of song, the researcher would like to describe that by using a song can improve students speaking skill also their pronunciation, vocabulary and fluency. Griffie said “teaching English using song has many advantages for students in improving their pronouncing in British and American”.³⁰ Song is part of daily for most people who doesn't enjoy music at home, while travelling and even at work. Language teachers can use song to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle know language. To improve students' speaking skill, the teachers need to motivate students through singing a song that make the students more interested in improving their speaking skill and more enjoyable to practice their speaking with certain technique. There are many key studies that have proved that including songs in learning English processes is a very useful tool.

Further, the students can discuss the different topics in the lyrics like love, hate, revenge, and in this manner, they can practice speaking

³⁰D.T. Griffie, *Song in Action*, (Hertfordshire: Prentice Hall International, 2001), p. 39.

by expressing opinions and reflections about the contents of the songs.

According to Clara Liva, Y. Gatot Sutapa Y, et.al some of the advantages for working in class with songs:³¹

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

6. The Disadvantages of Songs

With many advantages of songs that have been told above, songs also have disadvantages of songs. Here are some disadvantages based on Murphey in Nurvia:³²

- a. Their differences of characteristics young learner, because not all children can receive which will delivered by their teacher.
- b. It can disturb adjacent lessons.
- c. You can lose control of the class.
- d. The vocabulary of the songs is too poor.

³¹Clara Liva, Y. and Gatot Sutapa Y, et.al, *Improving The Students' Speaking Ability Through English Song*, (Pontianak: University of Tanjung Pinang, 2014), p. 3.

³²Sri Nuvia, "Using Song in Teaching English Speaking Skills for Young Learners", (A Qualitative Research at One of Madrasah Ibtidaiyah in Kota Cirebon, 2016), p. 16.

C. Review of Related Finding

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

Firstly, the research is coming from Fatmawaty²³ She formulated her study as 3 formulations. They are 1) How is the application of using song at MAN Lamongan? and 2) How is the effect of using song on students' speaking ability at MAN Lamongan?. Then, she did the research at MAN Lamongan in XI IPA 3 as the control class as and XI IPA 4 as the experiment class that taken as cluster random sampling, since May 12-30, 2009. She gave three treatments by song to the experimental class, while gave the lesson as usual to the control class. Based on the result of statistic test, we have known that the result from the scores experiments group is higher than the control group. The writer describes the result of statistic test as follows: based on the normality test, that the result from the experimental class is $(-58.9733 < 15.0863)$, and from the control class is $(-52.9879 < 11.3449)$. It means H_0 received, both samples is from population distributes normal. Based on the homogeneity test, that is $(1.77 < 1.68)$, it means that H_0 is received. So that both samples is from that has variants homogeneity. Based on the differences between means with the t-test, that is $(1.684 < 3.5)$, means that H_0 is refused. So, the final score of students that use song are better than the students that do not use song. From all describing, she can conclude that song can be a good,

interesting, fun and attractive media on teaching English, especially on developing speaking ability.

Secondly, the research was arranged by Hakim is from Muhammadiyah University of Jember.³³ From the observation checklist which was done by Lukman, it can be gotten that in cycle one showed the students' activeness in teaching learning 42.62% and there are 59.38% passive students in teaching and learning process. And cycle two showed that 78.2% active students in teaching and learning process and there are 21.7 % passive students in teaching and learning process. It means that the requirement of 75% of the students.

The third, the research was written by Veronica Christamia.³⁴ The finding of the first cycle indicated that the students' speaking skill and involvement improved along with a lot of speaking practices. The result of the second cycle shows that the implementation of English songs and puppets improved the students' speaking skill, especially their accuracy and interest by providing them with various topics, songs, and activities. It was also found that using the language more often can improve their fluency. The indicators of the success of the implementation were that: (1) Students were more motivated in learning English and to be involved in speaking activities; (2) Students were actively answer the question and give comment; (3) Students were more active in the speaking activities during the teaching and learning

³³Lukman Hakim, "The Use of English Songs in Improving on the Tenth Grade Students' Speaking Ability at SMK Muhammadiyah 1 Genteng - Banyuwangi in the 2013/2014 Academic Year", A Theses of Muhammadiyah University of Jember Faculty of Teacher Training and Education English Education Program 2014, p. 2.

³⁴Veronica Christamia, p. xiv.

process, and (4) There were many kinds of activities in every meeting, and also pictures that make the students feel interested to do the activities. Furthermore, the findings were also supported by the means of the students' speaking score which had improved from 6.2 in the pre-test and to 7.3 in the post-test.

So, the difference between this research and related finding is that it differs from the type of song or the title of the song, the other differences are the school that is being studied and to be applied in the research and also some related findings of different grade levels to be studied. And the last difference is that the method of research is different like the previous study was about Classroom Action Research or CAR.

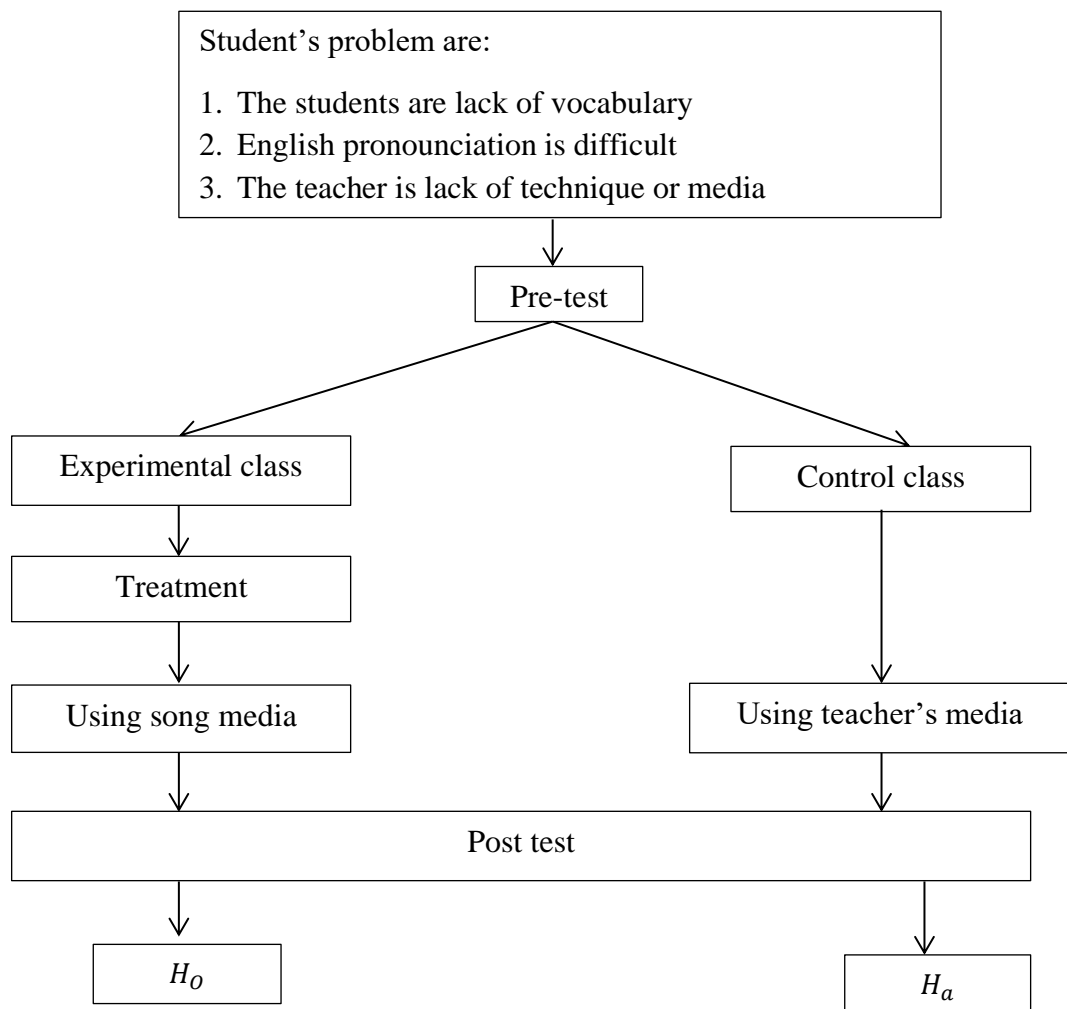
D. Conceptual Framework

Speaking is one way to communicate that is often used and more understandable by people. It is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. There are many ways of teaching speaking. One of many ways to make effective teaching speaking is making the students be active by using good and interesting ways or strategy in teaching learning speaking process so they enjoy their speaking class. One of many ways is by applying song.

Concept of song is to make students easier to learn about speaking. Song media is the strategy that is used by the teacher to make the students easier to learn about speaking. The first, the researcher give pre-test to the

students before threatment. Then researcher gives the treatment by using song to experimental class, and teacher' usual strategy to control the experimental class. The last, the researcher give post test to find out the effect of song on speaking skill at XI Grade SMA Darul Hasan Padangsidimpuan. After getting the result of both of classes of post test, the researcher formulates agai the hypotheses which one of two of the researcher's assumptions is chosen whether it is alternative hypotheses or null hypotheses. Therefore, those explanation can be seen as frame or figure below:

Figure 1: Conceptual Framework



E. Hypotheses

The researcher formulates the hypotheses of the research stated that:

1. Alternative hypothesis (H_a) : There is a significant effect of using song to students' speaking ability at XI grade SMA Darul Hasan Padangsidempuan.
2. Null hypothesis H_0 : There is no significant effect of using song to students' speaking ability at XI grade SMA Darul Hasan Padangsidempuan.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Place and Time of the Research

The research's location was in SMA Darul Hasan Padangsidempuan. It was in jl. Ompu Huta Tunjul, gg. at Taubah I, Sabungan Jae, Hutaimbaru, Padangsidempuan, North Sumatera. The research was started from January 2021 until it finished

B. Research Design

The kind of this research was quantitative research with experimental research design. The research used two classes, experimental class and control class. The experimental class was the class that is taught by using song media and control class was the class that is taught by teacher media. The researcher did the experimental research of using songs media in students' speaking ability at SMA Darul Hasan Padangsidempuan.

Table 3.1
Table of Experimental Design

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

C. The Population and Sample

1. The Population

The population was whole of the students at grade XI of SMA Darul Hasan Padangsidempuan. The research had been done for the grade XI science students of SMA Darul Hasan Padangsidempuan. The population of research consisted of 2 classes with 59 students. It could be seen from the table follow:

Table 3.2
The population of the grade X of SMA Darul Hasan Padangsidempuan

No	Class	Total students
1	MIA-1	30
2	MIA-2	29
Total		59

2. The Sample

In this research, the researcher used nonprobability sampling. The population sampling was used because the population was less than a hundred students.³⁵ So, the researcher chose Mia-1 that consisted of 30 students as the experimental class and Mia-2 that consisted of 29 students as the Control class. Therefore, total samples are 59 students.

Table 3.3
Sample of the research

No	Class	Number of students
1	Experimental class/MIA-1	30
2	Control class/MIA-2	29
Total		59

³⁵Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2011), hal. 68.

The researcher did not have a specific reason why choose MIA-1 as experimental class and choose MIA-2 as the control class. So the researcher just chose randomly which one as the control class and the experimental class or said by random sampling technique.

D. The Procedures of the Test

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

1. Pre-test

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

2. Treatment

For the second meeting, the researcher did the treatment. The researcher came again to the school, taught the speaking ability in experimental class using song media.

The third meeting, the researcher taught the control class by using conventional way that was usual applied by teacher in the class. The experimental class and the control class was given similar material and topic, which was consisted of communication aspects that had been taught by the teacher in different ways/ medias.

3. Post-test

After giving the treatment for both classes, for the fourth meeting, the reearcher gave the post-test to both classes.

The researcher did the counting data by comparing the students' mean score before and after the treatment in pre-test and post test. The design is as follows:

Table 3.4
Techniques of Collecting Data Design

Grade XI	Total of students	Pre-test	Treatment	Post-test
MIA-1 (Experimental Class)	30	√	Songs media	√
MIA-2 (Control Class)	29	√	Teacher media Used by English teacher of MIA; it will be practicing out the dialogue from the English textbook	√
Total of Students	59 Students			

While, the indicators of speaking to take the students' score when the students are doing the speaking test. Here is the indicators:

Table 3.5
Indicators of Speaking Test:³⁶

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

³⁶Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113.

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

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

Table 3.6
Score of the Result Test

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

E. The Instrument of the Research

A research must have an instrument because a good instrument can guarantee for taking the valid data. Arikunto says “Instrumen adalah alat pada waktu penelitian menggunakan suatu metode”.³⁷ It means instrument of the research is a tool of facility is used by the researcher in collecting data so that the process is easier and better with more careful, complete and systematic.

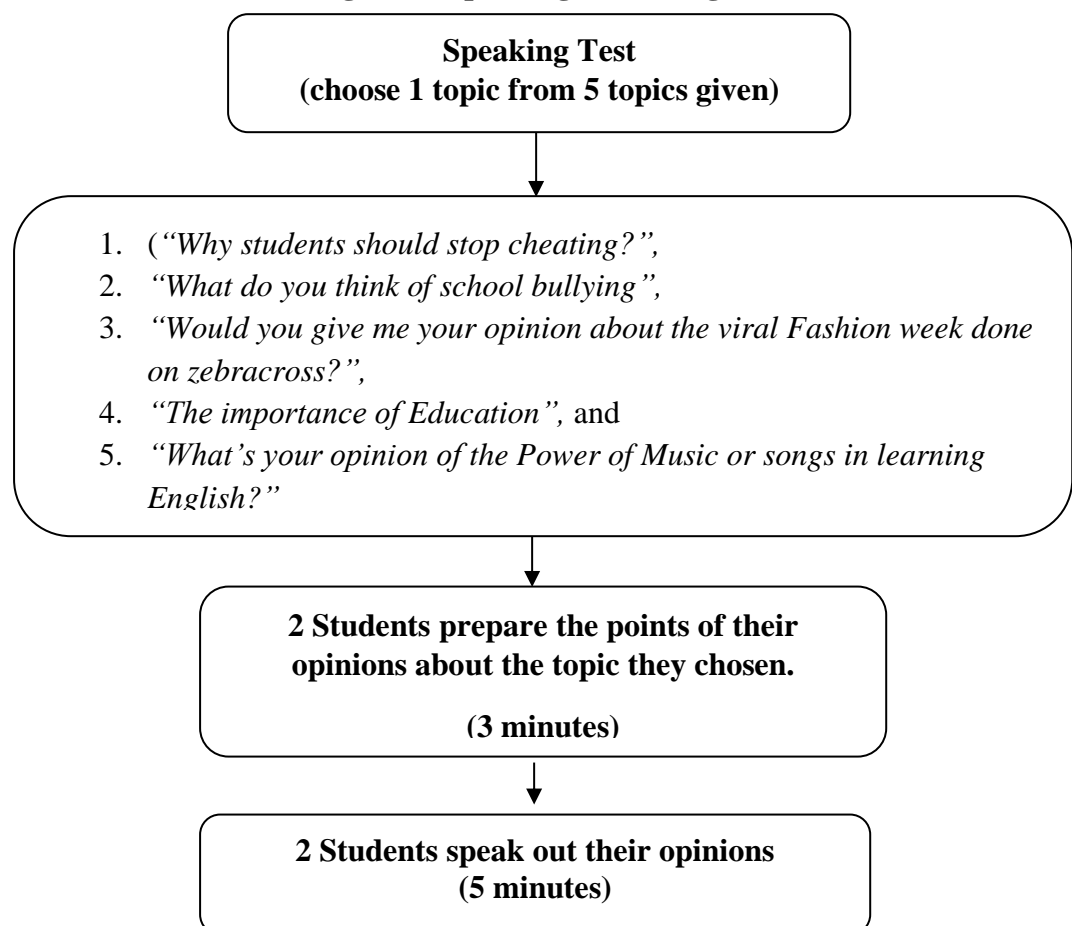
In this research, the researcher gave the test; speaking test or oral test as an instrument. The researcher asked 2 students to choose one of 5 topics given (“*Why students should stop cheating?*”, “*What do you think of school bullying*”, “*Would you give me your opinion about the viral Fashion week done on zebrecross?*”, “*The importance of Education*”, and “*What’s your opinion of the Power of Music or songs in learning English*”). The topics were taken from the English textbook and the newest or current news happened in Indonesia. While, the English textbook used was “Pathway to English for SMA/MA Grade XI” Kelompok Wajib 2 Kurikulum 2013 Revised Edition written by Th. M. Sudarwati and Eudia Grace, edited by Yuniar Widiastuti and Dwi Wahyu Priyanto and published by Penerbit ERLANGGA.

Further, the 2 students chose one of the topics then the students gave the opinions about the topic that they chose. The students had to prepare what they will tell with their partner. They had 5 minutes to talk with their partner. Then, the 2 students came to the researcher’s desk to tell about the opinions

³⁷Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2011, p. 126.

whether the students agreed or disagreed. The way of taking the students' speaking ability by asking students to give the agreement or disagreement was based on the English textbook topic from chapter 2: "I THINK SO, TOO" that aimed to use expression of asking for and giving opinions, agreeing, and disagreeing with opinions politely. The test is showed below:

Figure 2: Speaking Test Design



F. Validity of the Instrument

In this research, the researcher used content validity to establish the validity of the instrument. So in this research, the researcher concludes that the speaking test ability was validated by checking the speaking test to the expert person. She is the English teacher of grade XI students it self of SMA Darul Hasan Padangsidempuan, Erlita Gusra, S.Pd.I.

The English teacher checked and rechecked whether the speaking test topic has been suitable to the syllabus, curriculum of K13, and the English textbook material or topic included of the English subject or not to the grade XI students of SMA Darul Hasan Padangsidempuan. The English textbook used is “Pathway to English for SMA/MA Grade XI” Kelompok Wajib 2. Further, the test has been signed by the English teacher and the headmaster then legalized too by the headmaster of SMA Darul Hasan Padangsidempuan. In other words, the speaking test had been made valid by checking and rechecking the test to the English teacher and the Principal.

G. Techniques of Data Analysis

1. Requirement Test

a. Mean Score

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

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

Where:

M_x = mean

Σfx = total scores

N = number of classes

b. Homogeneity Test

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

Harley test in Irianto:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}} \text{ }^{38}$$

Hypothesis is accepted if $F_{count} \leq F_{table}$

Hypothesis is rejected if $F_{count} \geq F_{table}$

c. Hypothesis Test

Hypothesis is a temporary answer to a research problem whose the truth must be tested empirically.³⁹ So, the data would be analyzed by using t-test formula:

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

³⁸ Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, (Padang: P2LPTK Departmen, Pendidikan Nasional, 2003), p. 31.

³⁹ Ahmad Nizar Rangkuti, *Statistik Untu Penelitian Pendidikan*. (Medan: Perdana Publishing, 2015) p. 65.

Where :

T = The value which the statistical significance

M₁ = The average score of the experimental class

M₂ = The average of the control class

X₁² = Derivation of the experimental class

X₂² = Derivation of the control class

N₁ = Number of experimental

N₂ = Number of control⁴⁰

⁴⁰ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2011, p. 31

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter is related to the analysis of data collection from the research finding and discussion. In order to evaluate the effect of songs on students' speaking ability, the researcher has calculated the data using pre-test and post-test. Pre-test was done before using treatment and post-test was done after using treatment. The researcher applying Quantitative research by using the formulation of t-test. The researcher will describe the result base on the data that has been researched as follow:

A. Description of Data

1. The Description of Data before Using Songs Media

a. Score of Pre-Test Experimental Class

In pre-test of experimental class, researcher calculated the result that have been gotten from students answer of speaking test. The score of pre-test experimental class can be seen from the following table:

Table 4.1
The Score of Experimental Class in Pre-Test

Description of Data	Score of Data
Total Score	1.666
Highest Score	80 out of 100
Lowest Score	35 out of 100
Mean Score	55.53
Median	56.00
Modus	56.00
Range	45
Interval	6
Standard Deviation	12.56
Variant	145.26

Based on the table, it can be showed that the students can get 80 out of 100 as the highest score. While, the students got 35 out of 100 as the lowest score. Then, the total score of experimental class in pre-test was 1.666, mean score was 55.53, standard deviation was 12.56, variants was 145.26, median was 56.00, range was 45, modus was 56.00, and interval was 6.

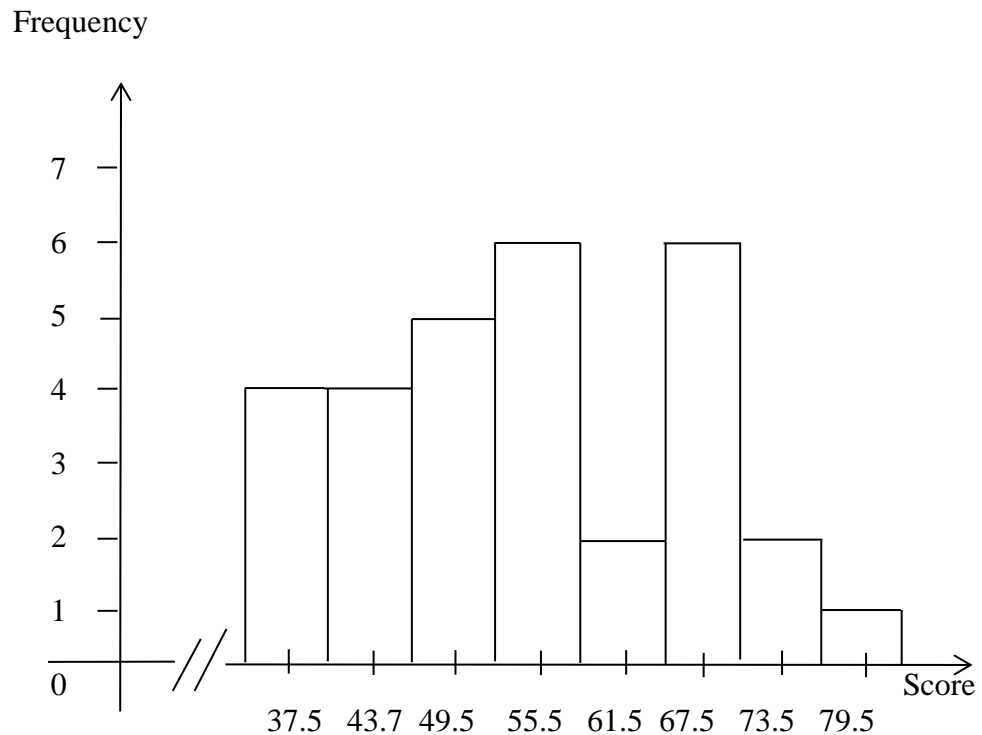
Whereas, the computed of the frequency distribution of the student's score of pre-test experimental class can be applied into table frequency distribution as follows:

Table 4.2
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	35-40	37.5	4	13%
2	41-46	43.7	4	13%
3	47-52	49.5	5	17%
4	53-58	55.5	6	20%
5	59-64	61.5	2	7%
6	65-70	67.5	6	20%
7	71-76	73.5	2	7%
8	77-82	79.5	1	3%
	Jumlah		30	100%

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

Figure 1: Description Data Pre-test of Experimental Class



From the above histogram, there were 4 students got mid point 37.5 score in class interval between 35-40, there were 4 students got mid point 43.7 score in class interval between 41-46, there were 5 students got mid point 49.5 score in class interval between 47-52, there were 6 students got mid point 55.5 score in class interval between 53-58, there were 2 students got mid point 61.5 score in class interval between 59-64, there were 6 students got mid point 67.5 score in class interval between 65-70, there were 2 students got mid point 73.5 score in class interval between 71-76, there were 1 students got mid point 79.5 score in class interval between 77-82.

b. Score of Pre-Test Control Class

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

Table 4.3
The Score of Control Class in Pre-Test

Description of Data	Score of Data
Total Score	1.540
Highest Score	75
Lowest Score	35
Mean	53.10
Median	52.00
Modus	56.00
Range	40
Interval	6
Standart Deviation	10.90
Variant	109.85

Based on the table above the total score of control class in pre-test was 1.540, mean was 53.10, standard deviation was 10.90, variants was 109.85, median was 52.00, range was 40, modus was 56.00, interval was 6. The researcher got the highest score which was 75 and the lowest score which was 35. It can be seen on appendix 12 Then, the calculation of frequency distribution of students' score as follow:

Table 4.4
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	35-40	37.5	4	14%
2	41-46	43.7	5	17%
3	47-52	49.5	6	21%
4	53-58	55.5	6	21%
5	59-64	61.5	4	14%
6	65-70	67.5	2	7%
7	71-76	73.5	2	7%
	Jumlah		29	100%

From the above table, the students' score in class interval between 35–40 was 4 students (14%), class interval between 41-46 was 5 students (17%), class interval between 47–52 was 6 students (21%), class interval between 53-58 was 6 students (21%), class interval between 59-64 was 4 students (14%), class interval between 65-70 was 2 students (7%) and the last class interval between 71-76 was 2 student (7%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

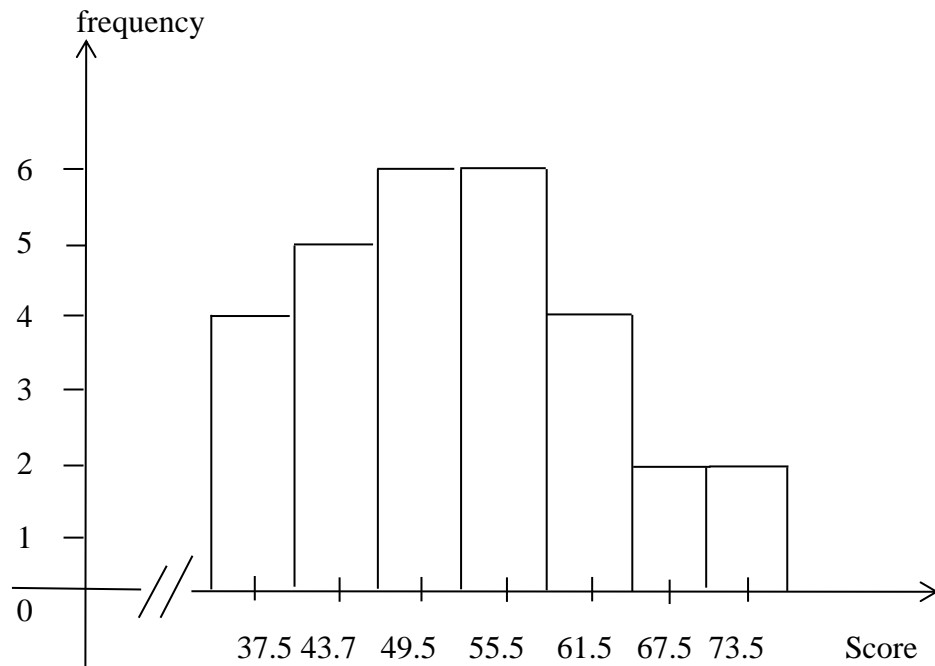


Figure 2: Description Data Pre-test of Control Class

2. The Description of Data after Using Songs Media

a. Score of Post-Test Experimental Class

In post-test of experimental class, researcher calculated the result that have been gotten from students answer of speaking test. The score of post-test experimental class can be seen from the following table:

Table 4.5
The Score of Experimental Class in Post-Test

Description of Data	Score Of Data
Total Score	2.538
Highest Score	95
Lowest Score	70
Mean	84.60
Median	84.00
Modus	84.00
Range	25
Interval	6
Standard Deviation	7.83
Varians	76.06

Based on the table above the total score of experimental class in post-test was 2.538, mean was 84.60, standard deviation was 7.83, variants was 76.06 median was 84.00, range was 25, modus was 84.00, interval was 6. The researcher got the highest score which was 95, and the lowest score which was 70. It can be seen on appendix 11.

Then, the calculation of frequency distribution of students' score as follow:

Table 4.6
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	70-76	73	6	20%
2	77-82	79.5	6	20%
4	83-88	85.5	7	23%
5	89-94	91.5	5	17%
6	95-100	97.5	6	20%
Jumlah			30	100%

From the above table, the students' score in class interval between 70-76 was 6 student (20%), class interval between 77-82 was 6 student (20%), class interval between 83-88 was 7 students (23%), class interval between 89-94 was 5 students (17%), and class interval between 95-100 was 6 student (20%),

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

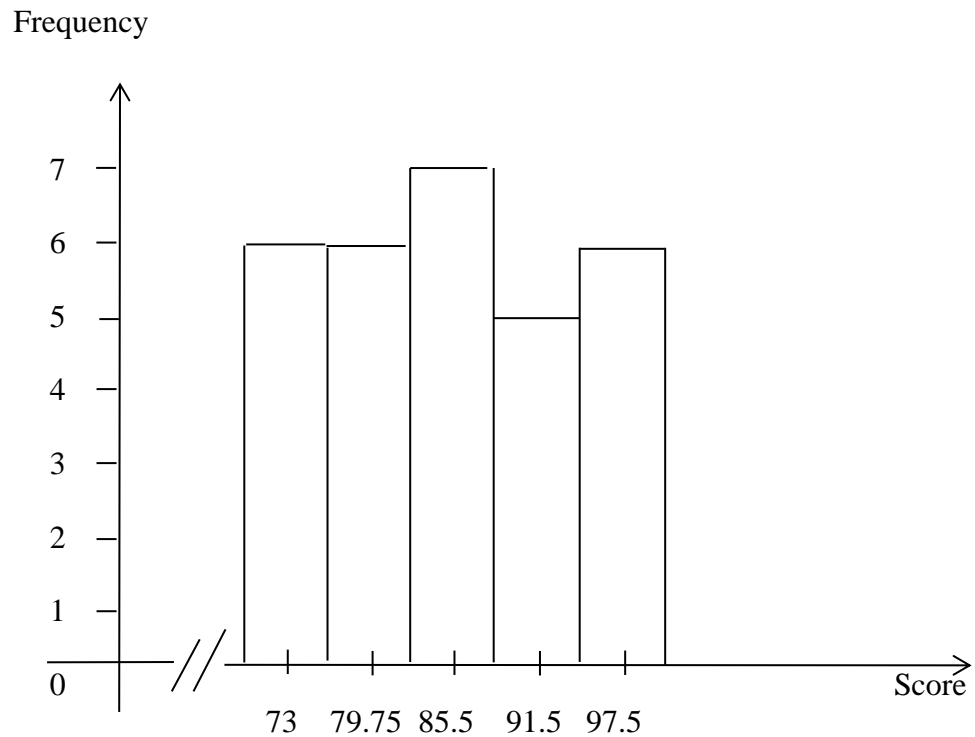


Figure 3: Description Data Post-test of Experimental Class

b. Score of Post-Test Control Class

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

Table 4.7
The Score of Control Class in Post-Test

Description of Data	Score Of Data
Total Score	2.152
Hghest Score	90
Lowest Score	60
Mean	74.21
Median	76.00
Modus	80.00
Range	30
Interval	6
Standart Deviation	9.77

Variant	95.48
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Based on the table above the total score of control class in post-test was 2.152, mean was 74.21, standard deviation was 9.77, variants was 95.48 median was 76.00, range was 30, modus was 80.00, interval was 6. The researcher got the highest score which was 90, and the lowest score which was 60. It can be seen on appendix 13. Then, the calculation of frequency distribution of students' score as follow:

Table 4.8
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	60-65	62.5	7	24%
2	66-71	68.5	5	17%
4	72-77	74.5	4	14%
5	78-83	80.5	7	24%
6	84-89	86.5	4	14%
7	90-95	92.5	2	7%
Jumlah			29	100%

From the above table, the students' score in class interval between 60-65 was 7 student (24%), class interval between 66-71 was 5 student (17%), class interval between 72-77 was 4 students (14%), class interval between 78-83 was 7 students (24%), class interval between 84-89 was 4 students (14%), and class interval between 90-95 was 2 student (7%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

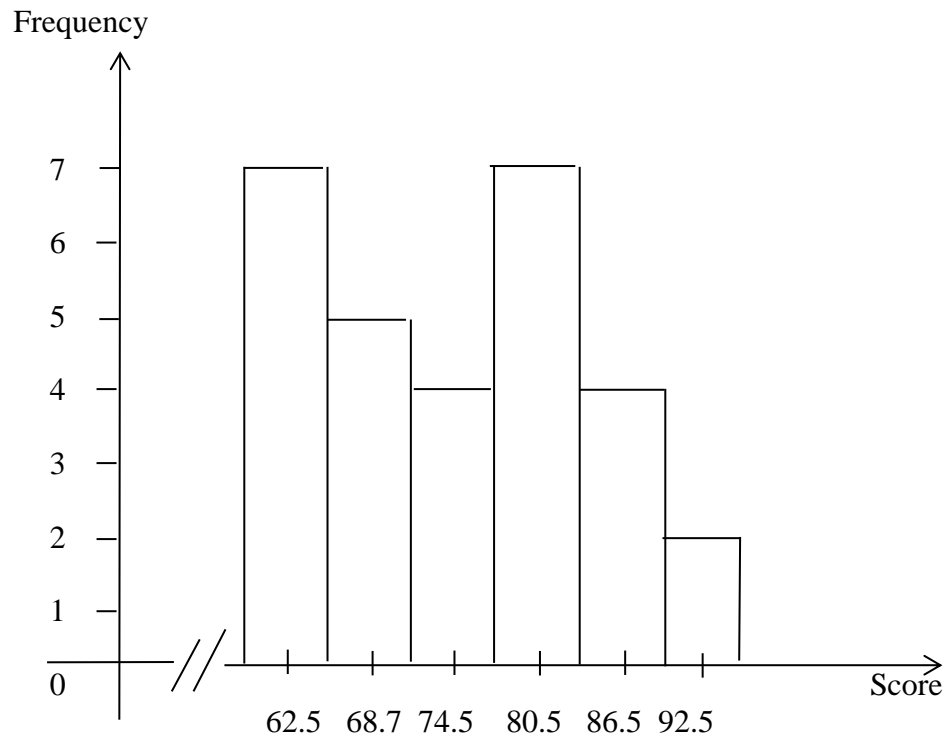


Figure 4: Description Data Post-test of Control Class

B. Analysis Data

1. Requirement Test

a. Normality Test

Normality in Experimental Class and Control Class in Post-Test

Table 4.9
Normality in Post-Test

Class	Normality Test	
	X_{count}	X_{table}
Experiment Class	2.55	9.49
Control Class	5.47	9.49

Based on the above table researcher calculation, the score of experimental class $X_{\text{count}} = 2.55 < X_{\text{table}} = 9.49$ with

$n = 30$ and control class $X_{\text{count}} = 5.47 < X_{\text{table}} = 9.49$ with $n = 29$, and real level $\alpha 0.05$. Cause $X_{\text{count}} < X_{\text{table}}$ in the both class. So, H_a was accepted. It means that experimental class and control class were distributed normal. It can be seen in appendix 15 and 17.

b. Homogeneity Test

Homogeneity Post-Test of Experimental and Control Class

The coefficient of $F_{\text{count}} = 0.64$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = n-1 = 30-1 = 29$ and denominator $dk n-1 = 29-1 = 28$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.14$. It showed that $F_{\text{count}} 0.64 < F_{\text{table}} 2.14$. So, the researcher concluded that the variant from the data of the Students' Speaking ability at SMA Terpadu Darul Hasan Padangsidempuan by experimental class and Control Class was homogenous. The calculation can be seen on the appendix 18.

2. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and Control Class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "There was significant effect of using Songs on

Students' Speaking Ability at Grade XI Students' of SMA Darul Hasan Padangsidempuan”.

Table 4.10
Result of T-test from the Both Averages

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

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

Where:

$H_a : \mu_1 \neq \mu_2$ “ There was significant effect of using Song on Students' Speaking Ability at Grade XI Students of SMA Terpadu Darul Hasan Padangsidempuan”.

Based on researcher calculation, researcher found that t_{count} 0.15 while t_{table} 2.02 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 30 + 29 - 2 = 57$. Cause $t_{\text{count}} > t_{\text{table}}$ ($2.24 > 2.02$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of using Song on Students' Speaking Ability. The calculation can be seen on the appendix 19 and 20.

C. Discussion

Based on the data analysis, researcher discussed the result of this research on the effect of using songs on students' speaking ability at XI grade on SMA terpadu Darul Hasan Padangsidempuan. The result of mean score in experimental class was higher than mean score in control class. The researcher has been count in data analysis that mean score in post-test experimental class was 84.60 and control class was 74.21. It

means there is the significant effect by using songs on students' speaking ability.

There were some studies who have the similar finding with this research. Lukman. It can be gotten that in cycle one showed the students' activeness in teaching learning 42.62% and there are 59.38% passive students in teaching and learning process. And cycle two showed that 78.2% active students in teaching and learning process and there are 21.7% passive students in teaching and learning process. It means that the requirement of 75% of the students.⁴¹

Furthermore, research Fatmawaty, based on the differences between means with the t-test, that is ($1.684 < 3.5$), means that H_0 is refused. So the final score of students that use song are better than the students that do not use song. From all describing, she can conclude that song can be a good, interesting, fun, and attractive media on teaching English. Especially on developing speaking ability.⁴²

The result of the second cycle showed that the implementation of English songs and puppets improved the students' speaking skill especially their accuracy and interest by providing them with various topics, songs and activities.⁴³ From the indicators researcher found factors which can be effected by the songs was vocabulary.

⁴¹ Lukman Hakim, p.62

⁴² Ririn Fatmawati, p. 44

⁴³ Veronica Christamia, p. xiv

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

D. Threats of the Research

- 1) The students were not serious in doing pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure.
- 2) The students were noisy while the learning process. They did not focuss in following the learning process. Some of them talked to another friends. Some of them did something in another friend's table. Clearly it made them did not get the teacher explanation well and can give the impact to the test.
- 3) Some of them were no interested in learning English and give the impact to their answer.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

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

1. Song significantly in speaking ability at grade XI SMA Terpadu Darul Hasan Padangsidimpuan.
2. The students' speaking ability result at grade XI SMA Terpadu Darul Hasan Padangsidimpu of students' mean score of pre-test was 55,53 in experimental class and 53,10. It means both of class has same level
3. After the researcher treated the students with the song and researcher administrated post test in both of classes the result of the research, it was found that the result of T-test was higher than t_{table} ($2.24 > 2.02$). So, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means that songs has significant effect on students' speaking ability at grade XI SMA Terpadu Darul Hasan Paangsidimpuan.

B. Suggestion

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

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

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

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APPENDIX 1

SPEAKING PRE-TEST

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

Here are the topic to choose:

1. *“Why students should stop cheating?”*,
(*Mengapa siswa seharusnya berhenti mencontek?*)
2. *“What do you think of school bullying”*,
(*Apa pendapatmu tentang bullying/ kekerasan disekolah?*)
3. *“Would you give me your opinion about the Viral Fashion Week done on zebracross?”*,
(*Apa Opini mu tentang Fashion Week ynag sedang viral dilakukan di Zebracross?*)
4. *“The importance of Education”*, and
(*Pentingnya pendidikan*)
5. *“What’s your opinion of the Power of Music or songs in learning?”*.
(*Apa pendapatmu tentang kelebihan/keutamaan musik atau lagu-lagu dalam belajar Bahasa Inggris*)

English Teacher,

Erlita Gusra, S.Pd.I

Padangsidempuan, Agustus 2022
The Researcher,

Salmah Hasanah
1720300014

APPENDIX 2

LESSON PLAN FOR EXPERIMENTAL CLASS

Satuan Pendidikan	: SMA TERPADU DARUL HASAN
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI MIA-1/ Ganjil
Materi Pokok	: Teks lisan dan tulis meminta dan memberikan pendapat, setuju dan tidak setuju berpendapat dengan sopan.
Skill	: Speaking
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, teloren damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniro dengan wawasan kemanusiaa, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

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

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

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

merespon ungkapan yang menyatakan pendapat dan pikiran dari pembicaraan yang sedang berlangsung.

D. Materi Pembelajaran

- Lirik lagu terkait yang ada di Buku teks on English textbook Pathway to English for SMA/MA Grade XI dengan topik pembelajaran mengungkapkan opini dan pikiran sung by maher Zein dengan judul “Number One for Me”.
- Asking for and giving opinions, agreeing, and disagreeing with opinions politely.

E. Metode Pembelajaran

- Metode pembelajaran: menggunakan media lagu (song media)

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Buku paket
- Media Lagu

2. Alat/Bahan

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

G. Sumber Belajar : Buku yang berkaitan

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 Menit)
Kegiatan Pendahuluan
1. Guru memberi salam 2. Berdoa 3. Guru memeriksa kehadiran siswa 4. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas. 5. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat

<p>dan aplikasi materi ajar dalam kehidupan sehari-hari</p> <ol style="list-style-type: none"> 6. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 7. Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, pada pertemuan yang berlangsung. 8. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.
<p>Kegiatan Pembelajaran /Kegiatan Inti</p>
<ol style="list-style-type: none"> 1. Teacher asks class to tell her the kinds of music genres they know from Indonesia and Foreign countries. 2. Teacher plays the music genres one by one and asks class what type of music genre that the music played by teacher. 3. Teacher plays another song, song that is sung by Maher Zein “Number One for Me”. 4. After music is stopped, teacher asks class again what is the music about, what are the expressions of music that used in the song (doubt, hope, possibility, intention, impossibility, etc), and what are the moral lesson of the song. 5. Teacher divides class into groups, asks groups 1 to give the opinion about the power of mother for children in positive opinion and group 2 to give the disagreement (mother is not everything, father also has the power for the children’s life). 6. Teacher responses all the groups’ opinions and rewards or praises the students’ enthusiastic.
<p>Penutup</p>
<ol style="list-style-type: none"> 1. Peserta didik membuat resume (CREATIVITY) dengan bimbingan guru tentang point point penting yang muncul dalam kegiatan pembelajaran tentang makna lirik lagu yang terkait dalam kehidupan, apakah siswa setuju atau tidak setuju atas makna lagu yang tersurat dan tersirat. 2. Mengagendakan pekerjaan rumah untuk memahami lirik lagu lain lalu memberi pendapat dan pikiran terkait lagu. 3. Mengagendakan pekerjaan rumah bersama kelompok siswa berkaitan dengan topik topik lain untuk mengungkapkan pendapat dan pikiran.
<p>Pertemuan Ke-2 (2 x45)</p>
<p>Kegiatan Pendahuluan</p>
<ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa 3. Guru memeriksa kehadiran siswa 4. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas. 5. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari. 6. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan

<p>materi yang akan dipelajari.</p> <p>7. Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung.</p> <p>8. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.</p>
<p>Kegiatan Inti</p>
<ol style="list-style-type: none"> 1. Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-lain <ul style="list-style-type: none"> – Mengingat kembali materi/teks yang sudah dipelajari – Siswa menjawab soal yang diberikan guru. 2. Konfirmasi guru berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan
<p>Kegiatan Penutup</p>
<ol style="list-style-type: none"> 1. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik. 2. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini 3. Salam

Padangsidempuan, Agustus 2021

Validator/ Guru Bahasa Inggris

Peneliti

Erlita Gusra, S.Pd.I
NIP. -

Salmah Hasanah
NIM. 17 203 00014

APPENDIX 3

LESSON PLAN FOR CONTROL CLASS

Satuan Pendidikan	: SMA TERPADU DARUL HASAN
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI MIA-2/ Ganjil
Materi Pokok	: Teks lisan dan tulis meminta dan memberikan pendapat, setuju dan tidak setuju berpendapat dengan sopan.
Skill	: Speaking
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, teloren damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniro dengan wawasan kemanusiaa, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ramah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

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

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

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

merespon ungkapan yang menyatakan pendapat dan pikiran dari pembicaraan yang sedang berlangsung.

D. Materi Pembelajaran

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

E. Metode Pembelajaran

- Metode pembelajaran: dialogue

F. Media Pembelajaran

1. Media

- Worksheet atau lembar kerja (siswa)
- Buku paket

2. Alat/Bahan

- Spidol dan papan tulis

3. Sumber Belajar : Buku yang berkaitan

4. Langkah-Langkah Pembelajaran

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

Kegiatan Pembelajaran /Kegiatan Inti
<ol style="list-style-type: none"> 1. Teacher shows the picture of mother. 2. Teacher asks class what they think of their mother. 3. Students write down adjectives to describe their mother on board. 4. Teacher divides class into groups, asks groups 1 to give the opinion about the power of mother for children in positive opinion and group 2 to give the disagreement (mother is not everything, father also has the power for the children's life). 5. After finish listening to the groups giving opinion, teacher explains the "WAYS TO SAY IT: ASKING AND GIVING OPINION". 6. Teacher gives another topic of issue. It is "what do you think of school bullying?" 7. Teacher asks the groups again to ask and give opinion about school bullying". 8. Teacher responses all the groups' opinions and rewards or praises the students' enthusiastic.
Penutup
<ol style="list-style-type: none"> 4. Peserta didik membuat resume (CREATIVITY) dengan bimbingan guru tentang point point penting yang muncul dalam kegiatan pembelajaran tentang topik-topik yang terkait dalam kehidupan, apakah siswa setuju atau tidak setuju atas topik-topik yang diberikan. 5. Mengagendakan pekerjaan rumah untuk memahami topik-topik lain lalu memberi pendapat dan pikiran terkait topik-topik tersebut. 6. Mengagendakan pekerjaan rumah bersama kelompok siswa berkaitan dengan topik topik lain untuk mengungkapkan pendapat dan pikiran.
Pertemuan Ke-2 (2 x45)
Kegiatan Pendahuluan
<ol style="list-style-type: none"> 1. Guru memberi salam 2. Berdoa 3. Guru memeriksa kehadiran siswa 4. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan ke dalam kelas. 5. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari. 6. Guru mengaukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 7. Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung. 8. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti
<ol style="list-style-type: none"> 1. Elaborasi memfasilitasi peserta didik melalui pembelajaran tugas, dan lain-

lain

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

Kegiatan Penutup

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

Padangsidempuan, Agustus 2021

Validator/ Guru Bahasa Inggris

Peneliti

Erlita Gusra, S.Pd.I
NIP. -

Salmah Hasanah
NIM. 17 203 00014

APPENDIX 4

POST-TEST

- ✓ Choose the **ONE** topic only. Then, take 3 minutes to write down the key points that you are going to talk with your partner. After finish writing, you have 5 minutes left to say you opinion.
- ✓ Pilihlah salah satu dari 5 topik berikut. Kemudian, selama 3 menit tuliskan poin poin penting yang akan kamu bicarakan dengan teman mu. Kamu punya waktu 5 menit lagi untuk mengungkapkan opini mu.

Here are the topic to choose:

1. *“Why students should stop cheating?”*,
(*Mengapa siswa seharusnya berhenti mencontek?*)
2. *“What do you think of school bullying”*,
(*Apa pendapatmu tentang bullying/ kekerasan disekolah?*)
3. *“Would you give me your opinion about the Viral Fashion Week done on zebracross?”*,
(*Apa Opini mu tentang Fashion Week ynag sedang viral dilakukan di Zebracross?*)
4. *“The importance of Education”*, and
(*Pentingnya pendidikan*)
5. *“What’s your opinion of the Power of Music or songs in learning?”*.
(*Apa pendapatmu tentang kelebihan/keutamaan musik atau lagu-lagu dalam belajar Bahasa Inggris*)

English Teacher,

Padangsidimpuan, Agustus 2022
The Researcher,

Erlita Gusra, S.Pd.I

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1720300014

APPENDIX 5

STUDENT INDICATORS' SCORE

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

4	<p>Fluency :</p> <p>6. Speech is so halting and fragmentary that conversation is virtually impossible.</p> <p>7. Speech is very low and uneven except for short or routine sentences.</p> <p>8. Speech is frequently hesitant and jerky, sentences may be left uncompleted.</p> <p>9. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.</p> <p>10. Speech is effortless and smooth, but perceptibly non native in speech and evenness.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
5.	<p>Performance/Comprehension :</p> <p>6. Understands too little for the simplest type of conversation.</p> <p>7. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.</p> <p>8. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.</p> <p>9. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.</p> <p>10. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
MAXIMAL SCORE: 25 x 4		100

Appendix 6

Score of Pre-Test Of Experimental Class

No	Name	A	G	V	F	P	Score	Total Score
1	Adelina Harahap	3	4	4	3,5	3	17,5	70
2	Arbiahtul Insani	2	2	2,5	3	2	12,5	50
3	Arini Salsabila Siregar	2	3	3	2	1	11	44
4	Aulia Fitri Nabila	3	4	4,5	3	3	17,5	70
5	Ayu Lestari Siregar	1	2	2	3	3	11	44
6	Cahaya Agustin	4	2	2	2,5	2	12,5	50
7	Cindy Auliya	3	4	4	5	4	20	80
8	Cut Aisyah Saputri	4	3	2	2	3	14	56
9	Febi Mufida	2	2	3	1	1	9	36
10	Indah Safitri	2	3	3	2	1	11	44
11	Linni Aulya	3	3	3	4	4	17	68
12	Misraini Siregar	3	1	1	3	3	11	44
13	Mutiara Sukma	2	3	1	2	1	9	36
14	Nadila Putri	4	4	2	2	3	15	60
15	Naila Frininda	4	2	3	2	3	14	56
16	Nisa Istiqomah	3	2	3	4	5	17	68
17	Novita Sari	5	3	3	4	2,5	17,5	70
18	Nurul Hikmah Sari	3	2	2	1	4,5	12,5	50
19	Ririn Dwi Annisa	3	3	2,5	3	1	12,5	50
20	Ririn Juniasfih	3	4	2,5	4	4	17,5	70
21	Riski Jamiah	3	3	3	2	3	14	56
22	Rona Lubis	4	4	2,5	1	1	12,5	50
23	Siti Aisyah Arza	5	3	4	4	3	19	76
24	Sri Wulandari	4	3	2	2	3	14	56
25	Suhaila Mumtaza	3	2	1	1	2	9	36
26	Syagita Arisa	1	3	3	3	4	14	56
27	Wiwi Ranti	4	4	3	2	4	17	68
28	Zuiyina Siregar	3	2	3	3	3	14	56
29	Putri Aryani	2	2	2	2	1	9	36
30	Nurlali Gina	2	3	4	3	3	15	60
Total							416,5	1666

Appendix 7

Score of Post-Test of Experimental Class

No	Name	A	G	V	F	P	Score	Total Score
1	Adelina Harahap	5	5	4	5	5	24	96
2	Arbiahtul Insani	4	5	5	4	3	21	84
3	Arini Salsabila Siregar	4	3	4	5	4	20	80
4	Aulia Fitri Nabila	4	5	4	4,5	5	22,5	90
5	Ayu Lestari Siregar	5	5	5	4	3,5	22,5	90
6	Cahaya Agustin	3	5	4	4	5	21	84
7	Cindy Auliya	5	5	5	5	4	24	96
8	Cut Aisyah Saputri	3	4	4	4	5	20	80
9	Febi Mufida	3	3	4	4	5	19	76
10	Indah Safitri	5	5	3	3	4	20	80
11	Linni Aulya	5	4	5	5	5	24	96
12	Misraini Siregar	4	3	4	5	4	19	76
13	Mutiara Sukma	2	5	5	2,5	3	17,5	70
14	Nadila Putri	3	4	4	5	5	21	84
15	Naila Frininda	5	5	5	3	3	21	84
16	Nisa Istiqomah	4	5	4,5	3	5	22,5	90
17	Novita Sari	5	5	5	5	4	24	96
18	Nurul Hikmah Sari	5	5	4	3	4	21	84
19	Ririn Dwi Annisa	4	5	3	3	5	20	80
20	Ririn Juniasfih	5	5	5	3	4,5	22,5	90
21	Riski Jamiah	5	4	4,5	5	4	22,5	90
22	Rona Lubis	4	4	3	5	5	21	84
23	Siti Aisyah Arza	4	5	5	5	5	24	96
24	Sri Wulandari	4	4	4	4	4	20	80
25	Suhaila Mumtaza	3	3	4	4	5	19	76
26	Syagita Arisa	5	4	4	4	3	20	80
27	Wiwi Ranti	5	4	5	5	5	24	96
28	Zuiyina Siregar	3	5	3	4	4	19	76
29	Putri Aryani	4	3	5	3	2,5	17,5	70
30	Nurlali Gina	5	4	3	4	5	21	84
Total							634,5	2538

Appendix 8

Score of Pre-Test of Control Class

No	Name	A	G	V	F	P	Score	Total Score
1	Ahmad Igo	2	3	2	3	4	14	56
2	Ahmad Ryhan	2	2	2	2	3	11	44
3	Ananda Rizki Abdillah	3	3	4	4	3	17	68
4	Anjas Amanda	3	1	2	2	3	11	44
5	Ardiansyah Syaputra	4	3	3	3	4	17	68
6	Arsyad Hamonangan	1	3	2	2	3	11	44
7	Aziz Muslim	1	1	2	3	2	9	36
8	Bagus Wieldansyah	2	3	2	2	2	11	44
9	Davi Al-Bukhori	3	2	3	3	4	15	60
10	Doni S. Raja	5	4	4	4	2	19	76
11	Fadhil Fuad	3	2	3	3	4	15	60
12	Gio Ananda	4	2	3	2	2	13	52
13	Ikhsan Ramadhan	3	3	4	2	2	14	56
14	Imam Fazri	3	2	4	2	2	13	52
15	Imam Majdi Dafa	3	4	3	2	2	14	56
16	Indra Setiawan	4	3	3	3	2	15	60
17	Ismail Ramadhan	3	4	3	2	2	14	56
18	MHD. Amir Fauzi	3	3	5	5	3	19	76
19	MHD. Dida	2	2	2	1	2	9	36
20	MHD. Haikal	3	2	2	3	5	15	60
21	MHD. Ibrahim	1	1	2	2	3	9	36
22	MHD. Nurul Muhaimin	2	3	3	2	3	13	52
23	Nabil Asyrof	3	3	2	2	1	11	44
24	Ommar Mukhtar	3	4	2	2	2	13	52
25	Rizki Fauza	3	4	2	2	3	14	56
26	Raja Dafa	3	1	2	3	2	9	36
27	Sihol Muda	2	3	2	4	2	13	52
28	Syaifuddin Aflah	2	2	3	4	3	14	56
29	Wafdan Rizki Habibi	2	3	3	2	3	13	52
Total							385	1540

Appendix 9
Score of Post-Test of Control Class

No	Name	A	G	V	F	P	Score	Total Score
1	Ahmad Igo	4	4	4	4	4	20	80
2	Ahmad Ryhan	4	5	3	3	2	17	68
3	Ananda Rizki Abdillah	5	5	4	5	2	21	84
4	Anjas Amanda	4	3	5	4	5	21	84
5	Ardiansyah Syaputra	5	4	5	3	3	20	80
6	Arsyad Hamonangan	3	3	4	2	5	17	68
7	Aziz Muslim	2	2	5	3	4	16	64
8	Bagus Wieldansyah	3	4	5	1	2	15	60
9	Davi Al-Bukhori	2	4	4	5	5	20	80
10	Doni S. Raja	5	4	5	5	4	23	92
11	Fadhil Fuad	4	3	4	5	3	19	76
12	Gio Ananda	4	3	3	3	2	15	60
13	Ikhsan Ramadhan	3	3	4	5	4	19	76
14	Imam Fazri	4	3	3	3	2	15	60
15	Imam Majdi Dafa	4	3	4	5	3	19	76
16	Indra Setiawan	3	2	2	4	4	15	80
17	Ismail Ramadhan	4	5	3	3	2	17	68
18	MHD. Amir Fauzi	4	4	3	5	4	20	80
19	MHD. Dida	5	3	3	4	2	17	68
20	MHD. Haikal	4	5	5	3	4	21	84
21	MHD. Ibrahim	3	5	5	4	4	21	84
22	MHD. Nurul Muhaimin	5	3	2	5	5	20	80
23	Nabil Asyrof	4	5	3	3	2	17	68
24	Ommar Mukhtar	4	3	4	3	2	16	64
25	Rizki Fauza	3	2	4	3	3	15	60
26	Raja Dafa	3	4	4	4	5	20	80
27	Sihol Muda	5	5	5	4	4	23	92
28	Syaifuddin Aflah	4	5	3	4	3	19	76
29	Wafdan Rizki Habibi	3	3	2	4	3	15	60
Total							533	2152

Appendix 10

Pre-Test Experiment Class

N	30
Max	80
Min	36
Range	44
K	5,76
Mean	55,53
Median	56,00
Modus	56,00
Stad. Deviasi	12,56
Varians	145,26

INTERVAL		xi	TEPI KELAS BAWAH	TEPI KELAS ATAS	fi	fk	fi*xi	f(x-)	f(xi-) ²	%
35	40	37,5	34,5	40,5	4	4	150	72,13	1300,80	13%
41	46	43,5	40,5	46,5	4	8	174	48,13	579,20	13%
47	52	49,5	46,5	52,5	5	13	247,5	30,17	182,01	17%
53	58	55,5	52,5	58,5	6	19	333	0,20	0,01	20%
59	64	61,5	58,5	64,5	2	21	123	11,93	71,20	7%
65	70	67,5	64,5	70,5	6	27	405	71,80	859,21	20%
71	76	73,5	70,5	76,5	2	29	147	35,93	645,60	7%
77	82	79,5	76,5	82,5	1	30	79,5	23,97	574,40	3%
Jumlah					30		1659	294,27	4212,43	100%

Appendix 11

Post Test Experiment Class

N	30
Max	96
Min	70
Range	26
K	5,76
Mean	84,60
Median	84,00
Modus	84,00
Stad. Deviasi	7,83
Varians	76,06

INTERVAL		xi	TEPI KELAS BAWAH	TEPI KELAS ATAS	fi	fk	fi*xi	f(x-)	f(xi-)^2	%
70	76	73	69,5	76,5	6	6	438	69,60	807,36	20%
77	82	79,5	76,5	82,5	6	12	477	30,60	156,06	20%
83	88	85,5	82,5	88,5	7	19	598,5	6,30	5,67	23%
89	94	91,5	88,5	94,5	5	24	457,5	34,50	238,05	17%
95	100	97,5	94,5	100,5	6	30	585	77,40	998,46	20%
Jumlah					30		2556	218,40	2205,60	100%

Appendix 12

Pre-test Control Class

N	29
Max	76
Min	36
Range	40
K	5,71
Mean	53,10
Median	52,00
Modus	56,00
Stad. Deviasi	10,90
Varians	109,85

INTERVAL		xi	TEPI KELAS BAWAH	TEPI KELAS ATAS	fi	fk	fi*xi	f(x-)	f(xi-)^2	%
35	40	37,5	34,5	40,5	4	4	150	62,41	973,87	14%
41	46	43,5	40,5	46,5	5	9	217,5	48,02	461,13	17%
47	52	49,5	46,5	52,5	6	15	297	21,62	77,91	21%
53	58	55,5	52,5	58,5	6	21	333	14,38	34,46	21%
59	64	61,5	58,5	64,5	4	25	246	33,59	282,01	14%
65	70	67,5	64,5	70,5	2	27	135	28,79	414,52	7%
71	76	73,5	70,5	76,5	2	29	147	40,79	832,04	7%
Jumlah					29		1525,5	249,60	3075,94	100%

Appendix 13

Post-test Control Class

N	29
Max	92
Min	60
Range	32
K	5,71
Mean	74,21
Median	76,00
Modus	80,00
Stad. Deviasi	9,77
Varians	95,48

INTERVAL		xi	TEPI KELAS BAWAH	TEPI KELAS ATAS	fi	fk	fi*xi	f(x-)	f(xi-)^2	%
60	65	62,5	59,5	65,5	7	7	437,5	81,95	959,36	24%
66	71	68,5	65,5	71,5	5	12	342,5	28,53	162,84	17%
72	77	74,5	71,5	77,5	4	16	298	1,17	0,34	14%
78	83	80,5	77,5	83,5	7	23	563,5	44,05	277,22	24%
84	89	86,5	83,5	89,5	4	27	346	49,17	604,48	14%
90	95	92,5	89,5	95,5	2	29	185	36,59	669,28	7%
Jumlah					29		2172,5	241,47	2673,53	100%

Normality Pre-test Experimental Class

Nilai		f	x	fx	\bar{x}	$(x - \bar{x})^2$	$f(x - \bar{x})^2$	s	f0	tepi kelas x	z	ztabel	F(z)	Li	Fe	$(f0 - fe)^2$		
35	40	4	37,5	150	55,53	325,08	1300,32	12,05	4	34,5	-1,74		0,04	0,07	1,97	2,09		
41	46	4	43,5	174		144,72	578,88		4	40,5	-1,25			0,11	0,12	3,62	0,04	
47	52	5	49,5	247,5		36,36	181,80		5	46,5	-0,75			0,23	0,17	5,22	0,01	
53	58	6	55,5	333		0,00	0,01		6	52,5	-0,25			0,40	0,20	5,90	0,00	
59	64	2	61,5	123		35,64	71,28		2	58,5	0,25			0,60	0,17	5,23	1,99	
65	70	6	67,5	405		143,28	859,69		6	64,5	0,74			0,77	0,12	3,64	1,53	
71	76	2	73,5	147		322,92	645,84		2	70,5	1,24			0,89	0,07	1,98	0,00	
77	82	1	79,5	79,5		574,56	574,56		1	76,5	1,74			0,96	0,04	1,23	0,04	
												123,5	5,64		1,00			
Jumlah		30		1659			1582,57		4212,39		30							5,71

x ² hitung	5,71
x ² tabel	9,49

Normality Post-test Experimental Class

Nilai		f	x	fx	\bar{x}	$(x - \bar{x})^2$	$f(x - \bar{x})^2$	s	f0	tepi kelas x	z	ztabel	F(z)	Li	Fe
70	76	6	73	438	84,60	134,56	807,36	8,72	6	69,5	-1,73		0,04	0,13	4,04
77	82	6	79,5	477		26,01	156,06		6	76,5	-0,93		0,18	0,23	6,85
83	88	7	85,5	598,5		0,81	5,67		7	82,5	-0,24		0,40	0,27	8,03
89	94	5	91,5	457,5		47,61	238,05		5	88,5	0,45		0,67	0,20	5,98
95	100	6	97,5	585		166,41	998,46		6	94,5	1,14		0,87	0,13	3,84
											150,5	7,56		1,00	
Jumlah		30		2556		375,40	2205,60		30						

x ² hitung
x ² tab

Normality Pre-test Control Class

Nilai		f	x	fx	\bar{x}	$(x-\bar{x})^2$	$f(x-\bar{x})^2$	s	f0	tepi kelas x	z	ztabel	F(z)	Li	Fe	
35	40	4	37,5	150	53,10	243,36	973,44	10,48	4	34,5	-1,77		0,04	0,08	2,22	
41	46	5	43,5	217,5		92,16	460,80		5	40,5	-1,20			0,11	0,15	4,34
47	52	6	49,5	297		12,96	77,76		6	46,5	-0,63			0,26	0,21	6,17
53	58	6	55,5	333		5,76	34,56		6	52,5	-0,06			0,48	0,22	6,37
59	64	4	61,5	246		70,56	282,24		4	58,5	0,52			0,70	0,16	4,78
65	70	2	67,5	135		207,36	414,72		2	64,5	1,09			0,86	0,09	2,61
71	76	2	73,5	147		416,16	832,32		2	70,5	1,66			0,95	0,05	1,40
												114,5	5,86		1,00	
Jumlah		29		1525,5		1048,32	3075,84		29							

x ² hitung
x ² tabel

Normality Post-test Control Class

 \bar{x}

Nilai		f	x	fx		(x- \bar{x}) ²	f(x- \bar{x}) ²	s	f0	tepi kelas x	z	ztabel	F(z)	Li	Fe	
60	65	7	62,5	437,5	74,21	137,12	959,87	9,77	7	59,5	-1,51		0,07	0,12	3,49	
66	71	5	68,5	342,5		32,60	163,02		5	65,5	-0,89			0,19	0,20	5,93
72	77	4	74,5	298		0,08	0,34		4	71,5	-0,28			0,39	0,24	6,99
78	83	7	80,5	563,5		39,56	276,95		7	77,5	0,34			0,63	0,20	5,72
84	89	4	86,5	346		151,04	604,18		4	83,5	0,95			0,83	0,11	3,25
90	95	2	92,5	185		334,52	669,05		2	89,5	1,56			0,94	0,06	1,71
											143	7,04			1,00	
Jumlah		29		2172,5		694,94	2673,40		29							

x ² hitung
x ² tabel

Appendix 18

Homogeneity Test in Pre-Test

Experiment	Control
70	56
50	44
44	68
70	44
44	68
50	44
80	36
56	44
36	60
44	76
68	60
44	52
36	56
60	52
56	56
68	60
70	56
50	76
50	36
70	60
56	36
50	52
76	44
56	52
36	56
56	36
68	52
56	56
36	52
60	

varians 1	157,71
varians 2	118,74

fhitung	1,33
ftabel	2,14

T-test of Both Averages in Pre-Test

Experiment	Control
70	55
50	45
44	65
70	45
44	65
50	45
80	35
56	45
36	60
44	75
68	60
44	50
36	55
60	50
56	55
68	60
70	55
50	75
50	35
70	60
56	35
50	50
76	45
56	50
36	55
56	35
68	50
56	55
36	50
60	

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

	Eksperimen	Kontrol
Rata-rata	55,53	53,10
Simp. Baku	12,32	10,57
Varians	145,29	109,73
dk	n1+n2-2	31

Selisih Rata-rata	2,43
1/n1	0,03
1/n2	0,03
	3695,96
	0,07
	250,65
	15,83

t hitung	0,15
t tabel	2,02

T-test of Both Averages in Post-Test

Experiment	Control
96	80
84	68
80	84
90	84
90	80
84	68
96	64
80	60
76	80
80	92
96	76
76	60
70	76
84	60
84	76
90	80
96	68
84	80
80	68
90	84
90	84
84	80
96	68
80	64
76	60
80	80
96	92
76	76
70	60
84	

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

	Eksperimen	Kontrol
Rata-rata	84,60	74,21
Simp. Baku	7,87	9,93
Varians	75,98	95,48
dk	n1+n2-2	31

Selisih Rata-rata	10,39
1/n1	0,03
1/n2	0,03
	315,94
	0,07
	21,43
	4,63

t hitung	2,24
t tabel	2,02

EXPERIMENTAL CLASS

Giving Pre-tst to the Students



Giving Treatment to the Students



Giving Post-test to Students



CONTROL CLASS

Giving Pre-test to Students



Giving Teacher Media to Students



Giving Post-test to Students





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ARDAY PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
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Nomor: B-2061 /n.14/E.1/TL.00/09/2022
Hal: Izin Penelitian
Penyelesaian Skripsi.

Yth. Kepala SMA Darul Hasan Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Salmah Hasanah
Nim : 1720300014
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Sipolu-polu Kecamatan Panyajungan Kota

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Arday Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Songs on Students' Speaking Ability At Grade XI Students of SMA Darul Hasan Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

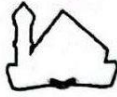
Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Padangsidimpuan, 23 September 2022



Wakil Dekan Bidang Akademik

Yulianti Syafrida Siregar, S.Psi, MA
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YAYASAN DARUL HASAN
KOTA PADANGSIDIMPUAN

YAYASAN DARUL HASAN KOTA PADANGSIDIMPUAN
SMA ISLAM TERPADU (SMA IT) DARUL HASAN
Jl. Ompu Huta Tunjul Gg. At-Taubah I, Kel. Hutaimbaru, Kec. Hutaimbaru, Kota Padang Sidempuan, Sumatera Utara.
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SURAT BALASAN PENELITIAN

Nomor : 014/SMAIT-DH/X/2022

Saya yang bertanda tangan di bawah ini:

Nama : **Sela Lufita Salim Nasution, S.Pd.I**
Jabatan : Kepala Sekolah
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Alamat : Jl. Ompu Huta Tunjul, Kel. Hutaimbaru, Kec. P.Sidempuan Hutaimbaru

Menerangkan bahwa nama di bawah ini :

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Universitas : Universitas Islam Negeri Syekh Ali Hasan Addary Padangsidempuan
Program Studi : Tadris Bahasa Inggris

Dengan adanya surat keterangan ini kami menyatakan menerima data diatas tersebut telah melakukan penelitian di SMA Swasta IT Darul Hasan Kota Padangsidempuan.

Demikian surat ini dibuat dengan sebenarnya dan untuk dapat digunakan seperlunya.

Padangsidempuan, 25 Oktober 2022
Kepala SMA Swasta IT Darul Hasan



Sela Lufita Salim Nasution, S.Pd.I