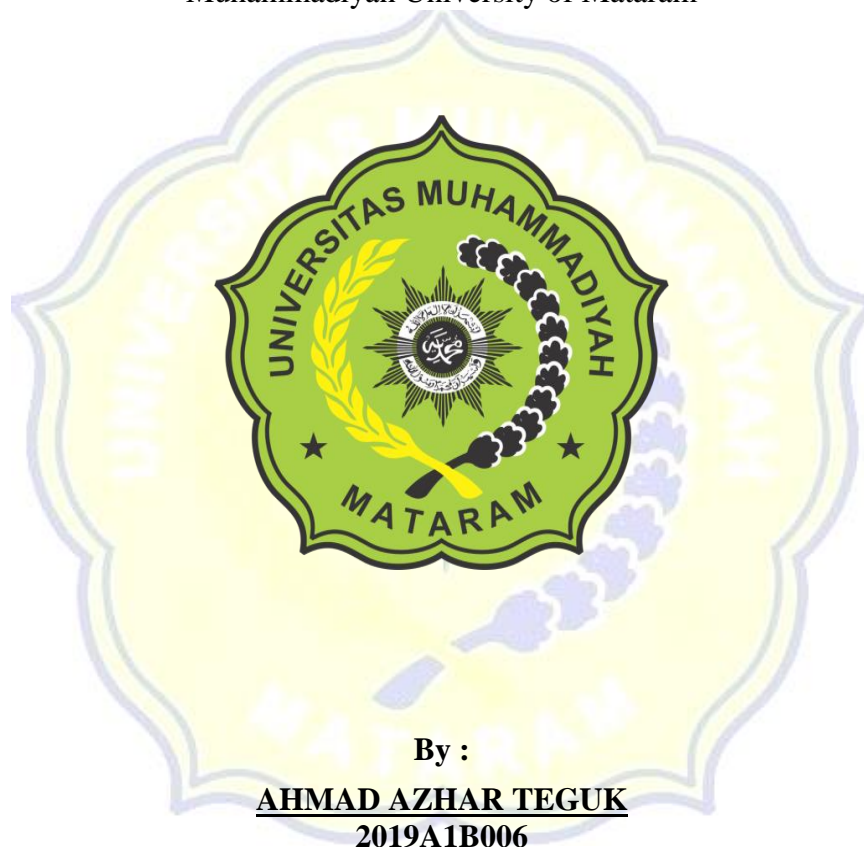


A THESIS

**THE EFFECTIVENNES OF ENGLISH SONG ON STUDENT
SPEAKING SKILLS**

Presented as a Partial Fulfillment of the Requirement for the Bachelor's Degree
(S1) in English Language Education
Faculty of Teacher Training and Education
Muhammadiyah University of Mataram



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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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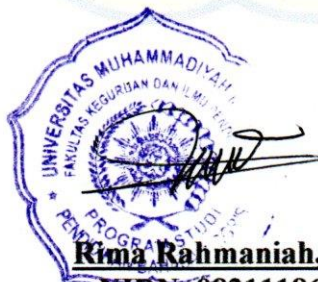
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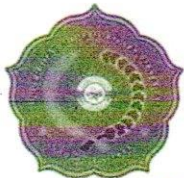
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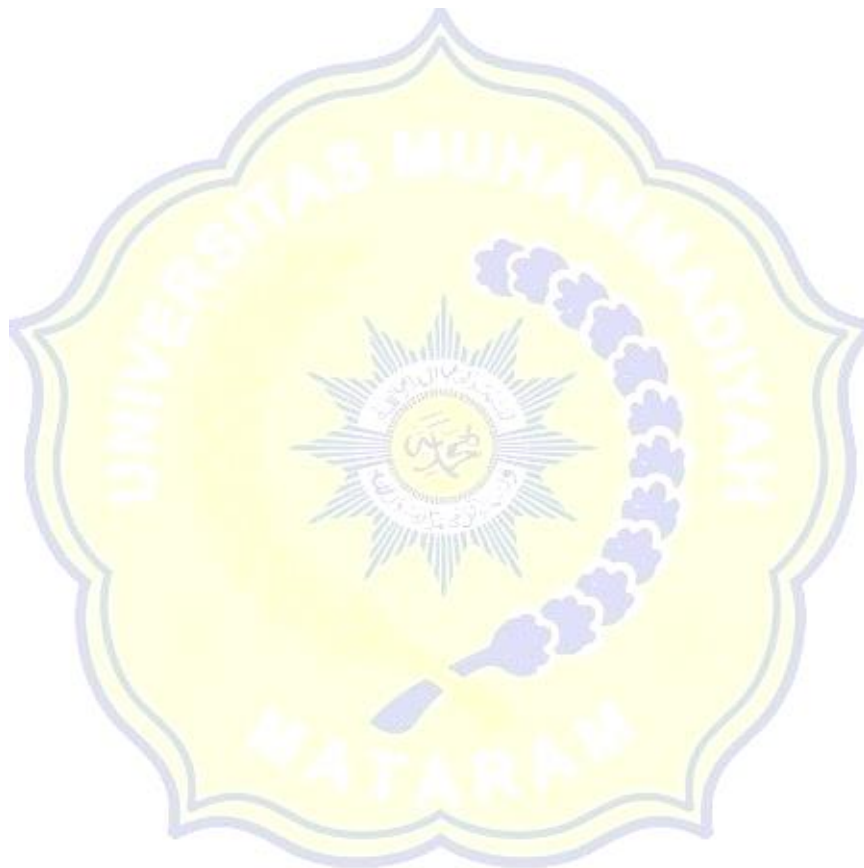
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“Never give up”

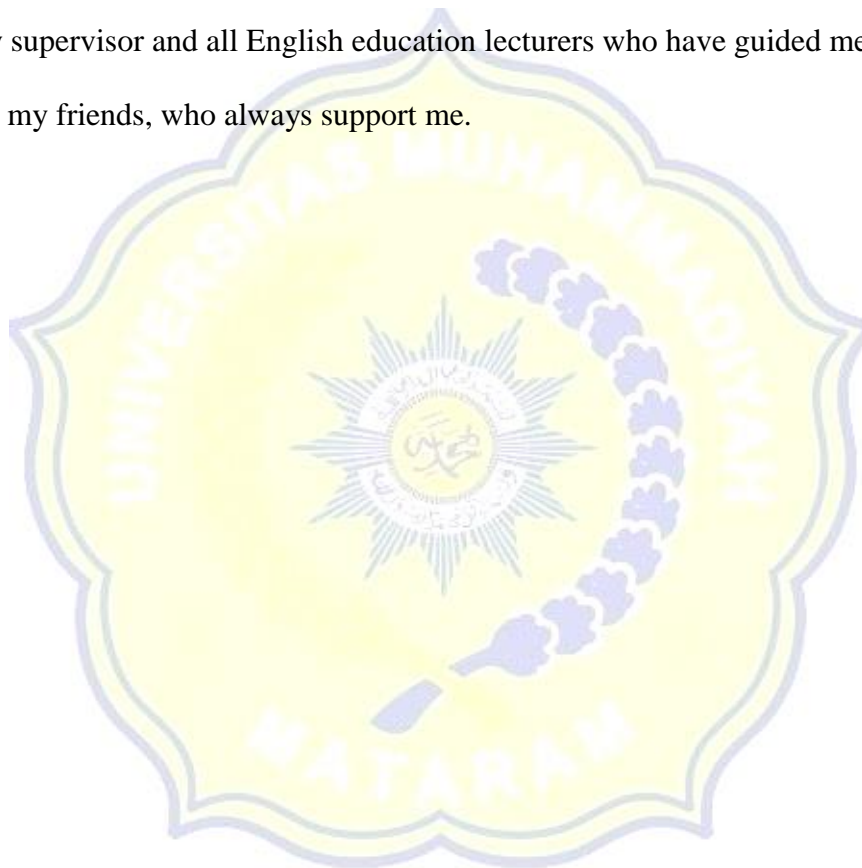
“Don’t stop learning cause nature can’t stop teaching”



DEDICATION

This thesis is dedicate to :

1. My beloved parents who have supported and prayed for me in completing this thesis.
2. My belove brother and sister. Thanks to my brother who always works to help pay for my college
3. My supervisor and all English education lecturers who have guided me
4. All my friends, who always support me.



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Praise and gratitude we pray to Allah SWT, God Almighty who has given His grace and blessing, so that the thesis *The Effectiveness Of English Song On Student Speaking Skills* can be completed on time. This thesis *The Effectiveness Of English Song On Student Speaking Skills*. This thesis is prepared as one of the requirements in completing undergraduate studies (S - 1) English education study program.

The author realizes that the completion of this thesis was made possible by the help of various parties. Therefore, the author expresses his deep gratitude to.

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The writer realizes that this thesis is still far from perfect, therefore, suggestions and constructive criticism are highly expected. Finally, the author hopes that this thesis can provide benefits for the development of the world of education.

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Abstrak

Penelitian ini tentang keefektifan lagu bahasa Inggris terhadap kemampuan berbicara siswa dengan permasalahan tersebut adalah kemampuan berbicara siswa di SMPN2 Sano Nggoang seperti masalah pada umumnya, termasuk filter jeda, masalah mental, kurangnya ide, kesalahan pengucapan, kesalahan tata bahasa dan yang terakhir adalah kosakata yang buruk. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan lagu dapat memotivasi siswa untuk belajar bahasa Inggris. Penelitian ini menggunakan metode eksperimen semu dengan jenis penelitian eksperimental. Sampel dalam penelitian ini adalah siswa kelas VIII A sebagai kelas eksperimen dan VIII B sebagai kelas kontrol. Kelas eksperimen berjumlah 18 siswa dan kelas kontrol berjumlah 18 siswa. Populasi dalam penelitian ini adalah seluruh siswa SMPN 2 Sano Nggong. Berdasarkan hasil analisis dengan menggunakan metode SPSS bahwa perbedaan mean dua sampel berpasangan, bahwa nilai Sig. (2-tailed) < 0,05, maka terdapat perbedaan rata-rata kemampuan berbicara siswa pada pre-test dan post-test kelas eksperimen. Dan nilai Sig. (2-tailed) < 0,05, maka terdapat perbedaan rata-rata kemampuan berbicara siswa pada pre-test dan post-test kelas kontrol. Hasil uji hipotesis dengan uji Independent Sample T-test menunjukkan H_0 ditolak dan H_a diterima. Oleh karena itu, penggunaan lagu berbahasa Inggris diasumsikan efektif dalam meningkatkan kemampuan berbicara. Hal ini dapat dibuktikan berdasarkan hasil uji T. Jadi data penelitian menunjukkan bahwa penggunaan lagu berbahasa Inggris dapat meningkatkan keterampilan berbicara siswa.

Kata kunci: efektivitas, lagu bahasa Inggris, kemampuan berbicara

Ahmad Azhar Teguk. 2024. *The Effectiveness of English Song on Students Speaking Skills*. Thesis. Mataram: Muhammadiyah University of Mataram.

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Abstract

This study investigates the effectiveness of English songs on students' speaking abilities. The problem is students' speaking ability at SMPN2 Sano Nggoang, such as problems in general, including pause filters, mental problems, lack of ideas, pronunciation errors, grammatical errors, and poor vocabulary. This study aims to determine whether using songs can motivate students to learn English. This research employs a quasi-experimental methodology, explicitly focusing on the experimental aspect. The study's sample consisted of students from the class. VIII A is the experimental class, and VIII B is the control class. The experimental class consisted of 18 students, and the control class consisted of 18 students. All of the students at SMPN 2 Sano Nggong were included in this study. Based on the analysis using the SPSS method, the value of Sig is the difference in the means of two paired samples. If the 2-tailed significance level is less than 0.05, it indicates a difference in the average speaking ability of students between the pre-test and post-test of the experimental class. And the value of Sig. (2-tailed) < 0.05, then there is a difference in the average speaking ability of students for the pre-test and post-test of the control class. The independent samples T-test results, which hypotheses test indicate that H_0 is rejected while H_a is accepted. Therefore, it is assumed that the use of English songs is effective in improving speaking ability. The T-test results provide proof of this. So, research data shows that using English songs can improve students' speaking skills.

Keywords: effectiveness, English songs, speaking ability

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CHAPTER I

INTRODUCTION

This chapter describes the study's background, the main question it seeks to answer, the aim of the research, why the study is important, what it will cover, and explains important words.

1.1 Background of the Study

When learning English, "structure" means how sentences are arranged or put together. Another word that people often use is grammar, which is broader than just sentence structure. It includes rules about verb tenses and how to change words to show plurals. But people usually use these two words to mean the same thing. There are four important parts of learning English: speaking, writing, reading, and listening. One of the key things to understand and improve when talking or interacting with others is to be able to speak and listen in English.

Talking aptitude is mechanistic aptitude. The more hone, the more aced and talented a individual is in talking. No one is promptly gifted at talking without going through a training prepare (Madehang & Rahma Muin, 2021) In the interim, concurring to Nur salma in muammar, 2018 talking aptitudes are essentially the aptitudes of articulating verbalization sounds or saying words to tell, express, state, pass on contemplations, thought, and sentiments to others with certainty to talk mental issues such as disgrace, moo self-esteem, pressure, overwhelming tongue, and others (Alwiah et al., 2023).

Speaking skill is the ability to use sounds and words to express your wishes, feelings, needs, and desires to others. (Halidu & Etango, 2021)

According to the definition above, the research says that speaking skill is the ability to share information clearly and in a clear order. This means communicating in a way that is easy to understand, and doing it with the right steps to become a good speaker.

To learn to speak well, it's important to use the right way so that the process is smoother and more fun. One way to learn English is by listening to songs.

Say that the beat and energy of songs can help learn a language. Beat and sound make us happy. The song encourages listeners to copy the lyrics, either fully or in part (Rifai, 2021).

Songs are considered a great way to help young children learn English because they enjoy playing while they learn. Dewi Puji Rahadiyanti, in her journal called "Using Song Media to Increase Student Participation in Learning English Structure," says that songs are a good way to help with learning languages, especially how to form sentences.

The study found that using songs is a good way to help students learn English because the songs can inspire them. However, the study will also look at how well songs help students improve their speaking skills.

To learn to speak English well, it's not just important to have a good way to learn; you also need motivation to keep students excited about

learning. When you combine a good method with strong motivation, students can learn more effectively.

For teaching and learning to work well, students need to be interested and focused. Interest is a quality that stays with a person for a long time. Interest plays a big role in learning because when someone is interested in something, they are more likely to engage with it. On the other hand, if someone is not interested, it is very hard for them to focus on that activity (Kusumawati et al.,

Said believes that a student's motivation is what pushes them to learn. This motivation keeps their learning going and helps them focus on their goals so they can achieve what they want to learn (Rostiana, 2023).

The speaking skills of students at SMPN2 Sano Nggoang have some common issues, such as pausing often, feeling nervous, not having enough ideas, mispronouncing words, making grammar mistakes, and having a limited vocabulary.

Research showed that there is a need for a way to encourage students and help them get better at speaking. This method comes from how students often use their cellphones to listen to music when they have free time. The researcher discovered a new way to study music.

The researcher chose the title "The Effectiveness of English Songs on Students' Speaking Skills" because of these problems.

1.2 Reserach Question

Based on the description of the backround above,the formulation of the problem in this study is

What is the effectiveness of the use of the song method on students' learning in speaking skills using English?

1.3 Pupose of Study

The purpose of this research is to find out whether using song to student in speking english

1.4 Significance of the Study

By reaching these goals, we hope to gain the following benefits from this research:

a. Theoretical benefits

In theory, this research can help us understand more about how teachers teach English.

b. Pratical benefits

Researchers expect several practical benefits from their research results, including:

1) Benefits for researchers

The results of this study are expected to provide useful information and knowledge about creative ways to teach English.

2) Benefits for student

This study aims to help students use current technology better, especially for learning English.

3) Benefits for schools

This study aims to help teachers find new and better ways to make students more interested in learning, especially when it comes to English.

4) Benefit for subsequent research

The results of this study are hoped to be used as a scientific guide for future research, especially to look more closely at how well students learn.

1.5 Scope of the Study

The study took place at SMPN 2 Sano Nggoang. It looks at the English speaking skills of students at SMPN 2 Sano Nggoang for the 2022/2023 school year as the subjects of the study. Researchers use songs to make learning exciting for students. The songs they choose are:

Dirty Heads – Vocation

Jason Mraz – I'm yours

The researcher wants to find out how well songs help students get excited about speaking English.

CHAPTER II

LITERATUR REVIEW

2.1 Previous Studies

This section talks about past studies related to this research to explain more about the types and meanings of figurative language in the songs we will analyze. The writer looks at past research that is related to this study. The author shows 4 earlier studies to show how original this research is.

The first research done by Nihada Delibegovic Dzanic was called "How Using Songs Affects Young Learners and Their Motivation to Learn English." This study looks at the results from three tests for each track: a test before the lessons, a test after the lessons, and a follow-up test. It also includes a survey with questions. The study shows that songs help young students remember words better. No matter if the setting is sound-only or includes visuals, the results show that songs are good for different ways people learn. They help create positive learning experiences and improve knowledge. Songs help students get excited and enjoy learning languages. Students who are motivated like this are full of ideas, creative, and excited to learn and do well (Džanić & Pejić, 2016).

The second study was done by Agung Prasetia and it was called "Effectiveness of Using English Songs on Students' Listening Ability." This study uses a method called quasi-experimental research. The study was done in two groups: one group was tested and the other group was not. Using songs to learn English is a different way for teachers to help their students

understand listening better. It helps students feel more calm while learning, so they can understand things better. After doing the research, we found that the value is 1.896, while the important level is 5%, which is 1.686 This means that we accept the alternative hypothesis and reject the null hypothesis because the t value is bigger than tt (or 1.896 is less than 1.686) In conclusion, using songs to teach listening skills is better than not using songs (Dwi Sekar Sari, 2023).

In 2012, Suwartono did a study called "Learning Using Songs. " This research showed that songs can be a helpful way to learn a language, especially for understanding how sentences are put together. Songs offer many benefits for language learners. Their rhythm and energy make learning more enjoyable and motivating. Music and sound make us happy. As real song content, it encourages listeners to copy the lyrics, either fully or in part. The song has real examples of how language is used, including different sentence structures. For example, think of the phrases "I don't want to see you cry" or "I will never let you go. " This topic can be used in the classroom when the teacher wants to teach sentence structures that include sense verbs and special verbs like "let" and "make. " So, teachers can use this benefit to help students learn better. The song includes many features found in spoken language.

2.2 English Song

2.2.1 Definiton Song

Song lyrics are a way to share emotions, similar to poetry, because they have common parts. Song lyrics use short and simple words that have rhythm and special sounds, creating vivid imagination (Liatahi et al., 2023)

A song is a piece of art made up of sounds that shows the creator's thoughts and feelings. It has key parts like rhythm, melody, harmony, and structure. for song structure and expression as one complete idea (Ii & Teori, 2018).

Songs are created by singing, have understandable words, and include a tune. In simple words, a song is a type of music with words that have meaning, and it is sung by a person. The word "song" has different beats and sounds. Songs are created from. Art can include different types like sound art and language art. Sound art involves music and the singer's voice (Mendoza et al., 2020)

In summary, songs are great for teaching English because they make learning fun. They help students remember words and language rules better, and they also connect to their feelings.

2.2.2 Strengths and Weakness

2.2.2.1 Strengths

Using songs as a learning tool has many benefits.

1. The song is a way to use words. In this case, the song helps introduce and improve grammar and vocabulary. The song shows words that students already know in a new and fun way. The song lets words

repeat in a nice and easy way. Songs can help improve all language skills together, including how students pronounce words.

2. Songs can help us feel better and can influence our emotions. Besides being enjoyable, songs can also inspire students and help them have a good feeling about learning English. Songs are not scary or dangerous for students. Songs can help boost students' self-confidence. To show that they have learned something in English, students can happily sing English songs for their parents.
3. Songs are useful for the brain; they can help us remember things better, focus more, and improve our coordination. Students get better at noticing rhyme and using it to understand meaning.
4. Songs can be important for culture and for social connections (Mendoza et al., 2020a)

At the same time, Miranti, Engliana, and Hapsari wrote in a journal (Herliana, W., & Daniawati, E. Sure Please provide the text you want me to rewrite in simpler words. 2018: 384 Here are some good things about teaching English with songs:

1. Songs will help kids enjoy learning English more.
2. When children sing, they feel happier and find it easier to understand what they are learning. The teacher's skill in picking songs and creating movements that suit the child's age will affect how well they learn English in early childhood.

3. By using songs and different fun activities, teachers can help kids feel happier and more involved in learning. This can also make it easier for them to understand what they are being taught.
4. Children feel happy, not bored, and are interested in joining in the learning. So, kids really enjoy singing.

2.2.2.2 Weakness

At the same time, the downsides of using songs in Young Learners' classrooms are:

- 1) Young learners are different in many ways, so they do not all learn the same way. Children can get this from their teacher.
- 2) It can interrupt nearby classes.
- 3) You might have a hard time keeping the class under control.
- 4) The words used in the songs are not very good (Nurvia, 2016).

Here are the downsides:

- 1) Teaching speaking with songs takes extra time during regular meetings. It can be a bad time for learning when teachers want to cover the topics in their lessons.
- 2) is also seen as a fun activity for students, but it could create problems in the classroom and break the normal rules of behavior. Actually, every plan, method, or action has its good and bad points. So, teachers need to think about the good and bad points to make their teaching methods work better and get good results. (Mendoza et al., 2020b)

2.2.3 How to Teach Songs

Here's how to learn English with songs:

- 1) When you introduce songs to children, start by explaining what the song is about.
- 2) The teacher sings the song for the first time and tells the kids to listen.
- 3) 3) The teacher will ask the students to sing songs at a slow pace.
- 4) The teacher and students translate the song into proper Indonesian.
- 5) The teacher and students sing the song together many times, starting slowly and then picking up speed to the real rhythm.
- 6) The teacher asks students to sing English songs either in groups or by themselves in front of the class. (Kasdi & Wijayanti, 2017)

According to earlier studies by researchers Lusi Nurhayati and Ida Vera Sophya, as mentioned in the journal by DN Wijayanti (2016: 145):

1. Create a context. In this situation, the teacher should explain the main ideas and background information.
2. Teach important words ahead of time by using pictures, actions, real objects, toy items, and so on.
3. Play a cassette or sing a song for the students. This helps them listen, understand, and get used to different rhythms and sounds.
4. Also include advanced listening activities.
5. Focus on how to pronounce words, like noticing patterns in voice tone and which words or parts of words are emphasized.

6. Ask students to listen to the song, repeat it, and practice singing it. Encourage them to use their body movements and facial expressions.
7. Write down key points about the song. In relation to this, the teacher doesn't have to give a full copy of the song they're teaching. Instead, they can turn it into fun and educational activities.
8. Ask students to compare it with similar types in their native language or the national language.
9. Present it together, separately, in groups, and in pairs (Kasdi & Wijayanti, 2017).

2.3 Speaking

2.3.1 Definition of Speaking

Speaking skills are an important part of learning a language. This skill is key for students to do well in their language studies. By learning to speak well, students can share their thoughts at school and get along better with others. Especially if these speaking skills come with politeness. Speaking skills are the ability to make sounds or words to share thoughts, ideas, opinions, wants, or feelings with another person (Champion et al., 2020)

Speaking is a skill that shows when people notice someone's English abilities by the way they talk. We can observe how someone talks, how they practice speaking, and how they form and say words and sentences to communicate with others. Talking students can talk to and interact with other people. Students study English so they can share their feelings, ideas,

and opinions. In conclusion, being able to speak is an important and clear part of knowing a language well.

Speaking is how we share our thoughts, feelings, and ideas using our voice. We can understand how they feel by talking. Many experts (Megawati, 2018) have offered different explanations of what speaking means.

2.3.2 Aspect of Speaking

Some important parts of speaking are fluency, coherence, vocabulary, grammar, and pronunciation.

1. Fluency and coherence

This standard is about the ability to speak smoothly at a normal speed without too much effort and to connect ideas clearly in conversation. The main signs of fluency are how fast someone speaks and how smoothly they talk. The main signs of good coherence are a logical order of sentences, clear steps in a discussion or argument, and the use of words that connect ideas (like "first," "next," and "finally"). Connectors, pronouns, and conjunctions are words that help join sentences together.

2. Lexical resource

This standard looks at how many different words the candidate knows and how accurately they can express ideas and feelings. The main signs to look for are the different words used and whether those words are fitting and suitable.

3. Grammatical range and accuracy

This criterion looks at how well the candidate uses grammar correctly and in a suitable way. The main signs of good grammar are the length and complexity of spoken sentences, how well subordinate clauses are used, and the variety of word forms. The main signs of correct grammar are how many mistakes are in a piece of speech and how those mistakes affect communication.

4. Pronunciation

This means being able to speak clearly so you can meet the speaking test requirements. The main signs will be how much stress is caused to listeners.

To improve speaking skills, students need to know words that can be put together into phrases or sentences. They also need to understand grammar in English. To make sure the listener understands, the grammar should be used correctly. In English, there are some important rules that help make things clear for others. These are the factors that help the speaker have good speaking skills.

Talking in front of people is one way for students to get better at speaking English. There are five parts of speaking skills: understanding, grammar, words, how we say words, and smoothness in speaking.

a. Comprehension

Talking to someone involves both people one person speaks and the other person listens and replies.

b. Grammmarr

Students need to learn how to write a proper sentence in discussions. They should be able to use the correct structure and tell the difference between right and wrong grammar. Grammar helps you learn the correct way to speak and write a language fluently.

c. Vocaabulary

The right words used in talking or writing are called vocabulary. You can't share your thoughts clearly in writing or speaking without having the right words. One problem that stops people from learning a language is having a limited vocabulary. You can't communicate without words, and you can communicate even less without grammar. Because of this explanation, the study found that people learning English won't be able to speak or write it well if they don't understand the words completely.

d. Pronunciuation

Students can speak more clearly by saying their words correctly. It looks at how sounds in a language change and work together, which is an important part of grammar. Both supra-segmental features and sounds (phonemes) are part of how we pronounce words. The researcher concluded from the previous statement that pronunciation means learning how words are formed and spoken correctly in a language when people talk. To make talking easier to understand, it's important to pronounce words correctly.

e. Fluency

Fluency means being able to read, speak, or write smoothly and easily. In simpler words, the speaker can connect meaning and situation while reading, understanding, and replying in a language. Speaking clearly and smoothly is what we call fluency. Many people who learn a language want to speak it smoothly. Being able to talk at a steady speed without many pauses or saying "um" or "er" shows that someone is fluent. These signs show that the sound didn't take much time to focus on the language needed to share the idea. The researcher decided that fluency is also an important part based on the ideas mentioned earlier. Fluency is the ability to speak clearly and smoothly (Satriawan & Skolastika, 2023).

2.3.3 How to Teach Speech

A few instructors continuously have their claim strategy in teaching talking to make strides their understudies capacity. Numerous of classroom talking exercises which are utilized :

1. Acting from script

This activity helps students perform scenes from plays or their textbooks. Sometimes they film the results, and it requires them to come to the front of the class.

2. Communication games

Games that involve speaking activities are often a great way for younger students to practice. Game-based activities can help practice oral skills like explaining, making guesses, and asking for opinions.

3. Discussion

One reason discussions often don't work is that many students are shy about sharing their ideas in front of the class. If they don't know what to say, they won't feel sure about the language they use.

4. Simulation and role play

Many students enjoy learning through simulations and role-playing. Students pretend to have a real-life situation, as if it were actually happening. You can use pretend play and acting to help students become better at speaking in a variety of situations.

5. Dialog.

A dialog is a talk that focuses on a main topic, not on opposite sides. It is a way to use the energy from our differences and focus it on making something new that has never been made before.

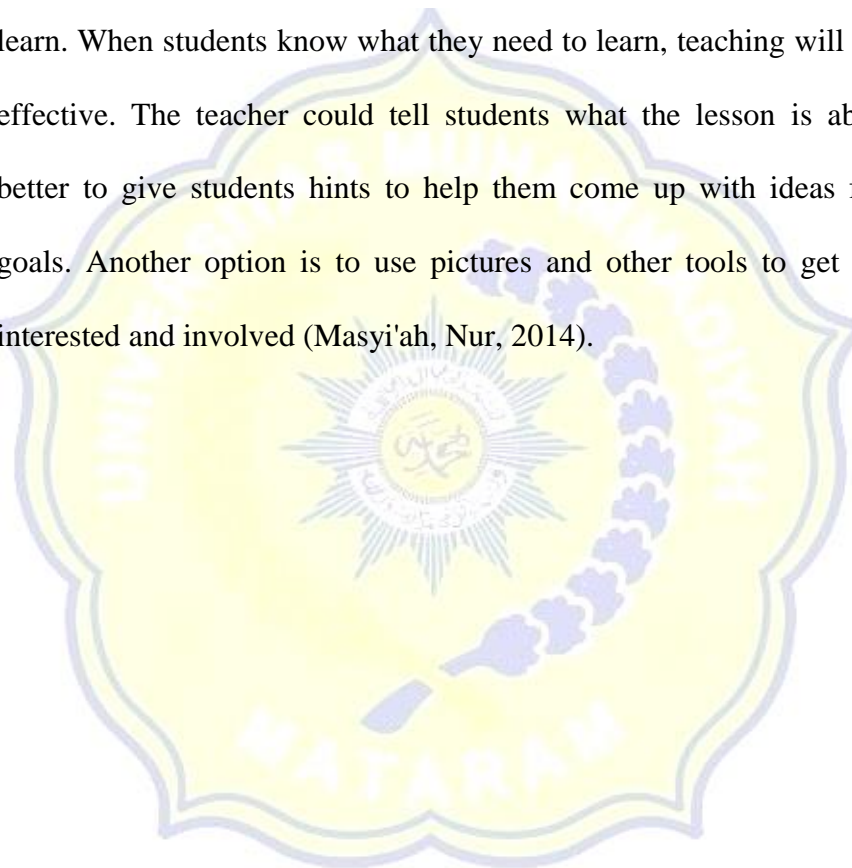
All the speaking activities mentioned above can help students practice talking in class. A teacher should pick the right method based on the student's skill level. Every time teachers and students learn together can be fun if the teacher chooses the right activities for the students' skill levels. Also, sharing knowledge is easy to do.

There are seven rules for creating ways to talk.

- 1) Use different methods to meet various learning needs, from focusing on correct language use to encouraging interaction, understanding, and smooth speaking.
- 2) Offer ways to motivate people from within.

- 3) Promote using real language in important situations.
- 4) Give helpful comments and fix mistakes.
- 5) Take advantage of the natural connection between talking and listening.
- 6) Let students start speaking whenever they want.
- 7) Help people improve their speaking skills.

The teacher needs to explain what math skill the students will learn. When students know what they need to learn, teaching will be more effective. The teacher could tell students what the lesson is about. It's better to give students hints to help them come up with ideas for their goals. Another option is to use pictures and other tools to get students interested and involved (Masyi'ah, Nur, 2014).



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study uses a type of research method that is similar to an experiment. The experimental research method is a way to see how certain treatments affect things. This study wants to find out how well a treatment works on a group of people (Media et al., 2018) The method being discussed is using songs to help learn in the experimental class. The two classes have similar speaking skills among the students, the same conditions and resources, and the teacher has a similar background, but they receive different types of teaching.

This type of experimental design has a control group, but it can't completely manage outside factors that influence how the experiment is carried out. This research is a type of experiment that uses a design called the nonequivalent control group, described by Sugiyono in 2014. Here's how it works.

The nonequivalent control group design is similar to a true experimental design, but the groups in this design are not chosen randomly. In this case, the experimental group (Group O1) received treatment (X), which was learning through singing. The control group did not receive any treatment and used regular methods. Before the study was done, tests were given in both the control group and the experimental group. This first test was done to find out what the two classes could do before they received any help (AK, 2015).

3.2 Research Setting

3.2.1 Place

This research was done at SMPN 2 Sano Nggoang. The experimental group was made up of students from class 8A, and the control group was from class 8B.

3.2.2 Time

Carrying out research activities in the eighth semester, with these steps:

1. Preparatory stage

The preparatory stage involves identifying the problems, creating research proposals, making grids for instruments, preparing those instruments, making lesson plans, and having consultations and getting permission to do the research.

2. Implementation stage

The usage stage incorporates test trials conducted exterior the investigate test, giving pretests to measure students' initial capacities utilizing the singing strategy within the test lesson, applying routine strategies to the control course, and giving posttests.

3. Final research stage

The last steps of the research are: looking at the research data, having discussions, making conclusions and suggestions, and putting together a complete report.

Table 3.2.1 Research Implementation Plan The Effectiveness of English Song on Student Speaking Skills

| No. | Activity | Execution Time | Informstion |
|-----|-------------------------|-------------------|---|
| 1. | Prepare research | September, 2023 | Prepare instrument research |
| 2. | Research implementation | | |
| | a. Control class | 02/10- 09/10/2023 | Providing material using conventional methods |
| | b. Evaluation | 12/10/2023 | Tes speaking |
| | c. Class | 16/10-23/10/2023 | Providing material using English Song |
| | d. experiment | | |
| | e. evaluation | 02/11/2023 | Tes Speaking |
| 3. | Drafting Thesis | 05/11/2023 | Summarizing research and test use SPSS |

3.3 Intrument

A research instrument is a tool used to measure things we see in nature and in society. In this study, a speaking test was used to gather information. The goal of this test is to see how well students can share their thoughts, ideas, and reasons in English. In this case, the researcher will look at how well students spell, use vocabulary, follow grammar rules, understand, and speak English smoothly.

Table 2.1 Proficiency Descriptions

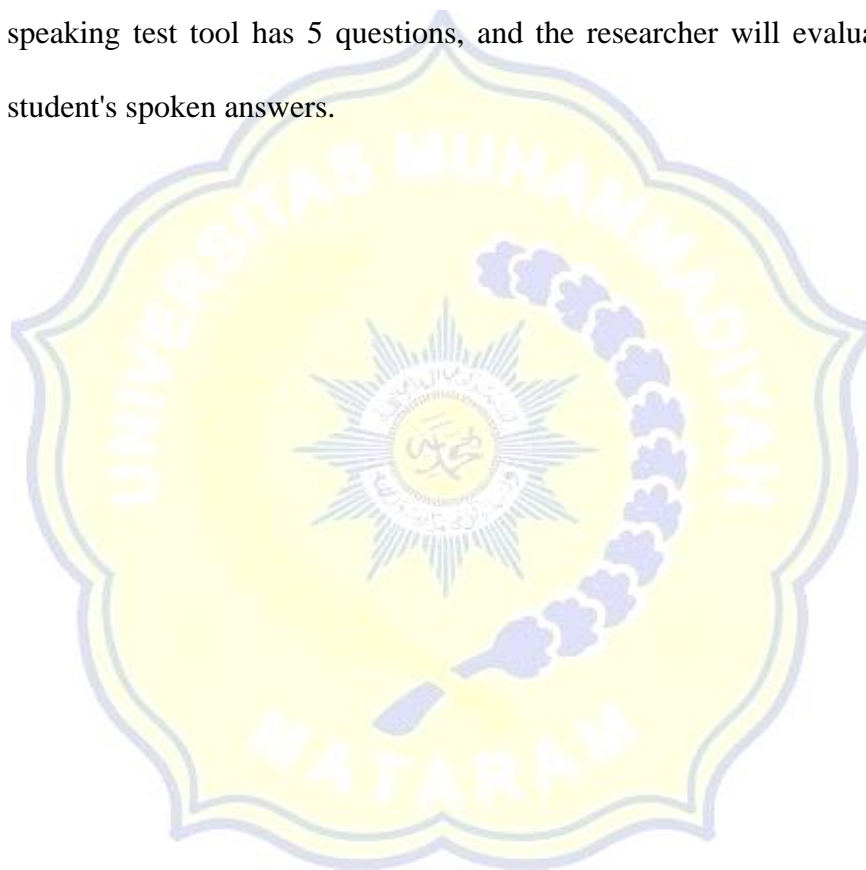
| No | The Aspec Evaluation | Score | Criterion |
|----|----------------------|-------|--|
| 1 | Grammmar | 1 | Slipnshod grammmar. |
| | | 2 | Haved errors of very feew majoor patt erns and avoo iding communication. |
| | | 3 | Haveed errors shoewing similar patt erns and causiny occasional |

| | | | |
|---|---------------|-------------------------------------|--|
| | | 4 | <p>misunderstanding.</p> <p>Stray errors showing imperfect patterns, yet it is not a weakness that leads to miss understanding.</p> |
| 2 | Vocabulary | <p>1</p> <p>2</p> <p>3</p> <p>4</p> | <p>Inefficient vocabulary in simple sentence.</p> <p>Limited vocabulary to basic knowledge.</p> <p>Have several inaccurate words and vocabulary limitations in several comments.</p> <p>Have vocabulary to discuss interests, general vocabulary in discussion with some circumlocutions.</p> |
| 3 | Fluency | <p>1</p> <p>2</p> <p>3</p> <p>4</p> | <p>Have hesitant speech and have an incomplete conversation.</p> <p>Have more pausing and pausing for even long or short sentences.</p> <p>Speech is often halting sentences, sometimes have meager sentences.</p> <p>Have occasionally hesitant of speech, with some unevenness by rephrasing words</p> |
| 4 | comprehension | <p>1</p> <p>2</p> <p>3</p> <p>4</p> | <p>Comprehend little for short conversations.</p> <p>Understand and answer slowly; have a short speech on common topics.</p> <p>Conceive simpler in dialogue but have substantial repetition and rephrasing.</p> <p>Understand carefully educated speech in dialogue but have an occa</p> |

| | | | |
|--|--|--|--------------------|
| | | | sional recurrence. |
|--|--|--|--------------------|

The speaking test is a set of questions used to check what people or groups know or can do (Han et al., 2019)

The testing tools in this study were used to collect information about how well students learned after using the singing method for teaching. The speaking test tool has 5 questions, and the researcher will evaluate each student's spoken answers.



Conversions Table

Konversi nilai

Skala 100 ke 4

| Skala | | Skala | |
|-------|------|-------|------|
| 1 | 0,04 | 51 | 2,04 |
| 2 | 0,08 | 52 | 2,08 |
| 3 | 0,12 | 53 | 2,12 |
| 4 | 0,16 | 54 | 2,16 |
| 5 | 0,20 | 55 | 2,20 |
| 6 | 0,24 | 56 | 2,24 |
| 7 | 0,28 | 57 | 2,28 |
| 8 | 0,32 | 58 | 2,32 |
| 9 | 0,36 | 59 | 2,36 |
| 10 | 0,40 | 50 | 2,40 |
| 11 | 0,44 | 61 | 2,44 |
| 12 | 0,48 | 62 | 2,48 |
| 13 | 0,52 | 63 | 2,52 |
| 14 | 0,56 | 64 | 2,56 |
| 15 | 0,60 | 65 | 2,60 |
| 16 | 0,64 | 66 | 2,64 |
| 17 | 0,68 | 67 | 2,68 |
| 18 | 0,72 | 68 | 2,72 |
| 19 | 0,76 | 69 | 2,76 |
| 20 | 0,80 | 70 | 2,80 |
| 21 | 0,84 | 71 | 2,84 |
| 22 | 0,88 | 72 | 2,88 |
| 23 | 0,92 | 73 | 2,92 |
| 24 | 0,96 | 74 | 2,96 |
| 25 | 1,00 | 75 | 3,00 |
| 26 | 1,04 | 76 | 3,04 |
| 27 | 1,08 | 77 | 3,08 |
| 28 | 1,12 | 78 | 3,12 |

| | | | |
|----|------|-----|------|
| 29 | 1,16 | 79 | 3,16 |
| 30 | 1,20 | 80 | 3,20 |
| 31 | 1,24 | 81 | 3,24 |
| 32 | 1,28 | 82 | 3,28 |
| 33 | 1,32 | 83 | 3,32 |
| 34 | 1,36 | 84 | 3,36 |
| 35 | 1,40 | 85 | 3,40 |
| 36 | 1,44 | 86 | 3,44 |
| 37 | 1,48 | 87 | 3,48 |
| 38 | 1,52 | 88 | 3,52 |
| 39 | 1,56 | 89 | 3,56 |
| 40 | 1,60 | 90 | 3,60 |
| 41 | 1,64 | 91 | 3,64 |
| 42 | 1,68 | 92 | 3,68 |
| 43 | 1,72 | 93 | 3,72 |
| 44 | 1,76 | 94 | 3,76 |
| 45 | 1,80 | 95 | 3,80 |
| 46 | 1,84 | 96 | 3,84 |
| 47 | 1,88 | 97 | 3,88 |
| 48 | 1,92 | 98 | 3,92 |
| 49 | 1,96 | 99 | 3,96 |
| 50 | 2,00 | 100 | 4,00 |

3.4 Population and Sample

3.4.1 Population

Population refers to a group of things or people that share specific traits identified by researchers who study them and form conclusions (Rindiani Restu Nurrizqa, 2023). The people in this study were all the students from SMPN 2 Sano Nggong school.

3.4.2 Sample

Explain that the sample is a small part of the whole group and shows the traits of that group. If the population is big and the researcher can't study everything because of limited money, resources, or time, they can use samples from that population (Iii & Penelitan, 2020). The way we chose participants in this study is called purposive sampling. To decide on a sample, you should choose the subjects based on a specific goal, not by random, area, or group methods. This is according to Arikunto (2010).

The group in this study is students from a school class. Class 8 A is the test group, while Class 8 B is the comparison group. Researchers choose their study group based on these factors.

1. The students in both classes have different skill levels.
2. 2 The number of students in both classes is the same: the experimental class and the control class.
3. Students in both classes have the same resources and facilities provided by the school.

3.5 Data Collection Techniques

The way data was gathered involved methods used in both the experimental group and the control group, following these steps.

Essay Test

1. Doing tests before the main experiment in both the experimental and control classes.
2. Using the singing method in the experimental class.
3. Using usual methods to manage the class.

4. Do a final test after giving treatment to both the experimental group and the control group.

3.6 Data Analysis Techniques

Data analysis means organizing data in a clear way by sorting it, grouping it into categories, and describing it simply. Data analysis involves looking at data closely, organizing it, figuring out what it means, and checking its accuracy. This process helps us understand important social, academic, and scientific ideas.

In this study, researchers used methods to analyze numbers collected from their research. The numbers were examined with statistics using the SPSS 23 program on a computer.

3.6.1 Normality Test

To use parametric statistics, the data you want to analyze needs to follow a normal distribution (a bell-shaped curve). So, before we do hypothesis testing, we will first check if the data is normal. To check if the data is normal, we use the post-test results from the experimental class and apply the Kolmogorov Smirnov normality test. The normality test was done using SPSS 23 on a Windows computer. Here's how to look at the data results:

1. If the significance value (Asym. Sig) is greater than 0.05, it means the data is normally distributed.
2. If the significance value (Asym. Sig) is less than 0.05, it means the data does not follow a normal distribution.

3.6.2 Homogeneity Test

Homogeneity means that the groups we're comparing have similar variations, so we are working with groups that start out in the same situation (Hambali, 2019). A homogeneity test was done to check if the two groups (experimental class and control class) had the same skill level. If one of the classes is at a different level, it will impact the results of the test taken afterward. The way to check if things are similar is:

$$F_{Max} = \frac{\text{Highest variabel}}{\text{Lowest variabel}}$$

$$\text{Variant } (SD)^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}$$

Notes:

$\sum X^2$ = population size = sample size

N = the number of all values (size)

To make it simpler, researchers use the SPSS program. The way to make a decision is:

α symp Sig \geq real level α 0.05 then Ho is accepted

α symp Sig \leq real level α 0.05 then Ho is rejected

3.6.3 T-Test

To check the comparison, you can use a simple test called the t-test. The analysis looks at whether the average price of something is different between two groups. To check this, we can use a t-test analysis with the Sig value. If the value is less than 0.05, it means there is an average difference.

CHAPTER IV
FINDINGS AND DISCUSSIONS

4.1 Research Overview



| | |
|----------------------------------|---|
| Nama Sekolah | : SMPN 3 SANO NGGOANG |
| NPSN | : 69775277 |
| Jenis sekolah | : Sekolah Menengah |
| Status Sekolah | : Negeri |
| Status Kepemilikan | : Pemerintahan Daerah |
| Surat Keputusan Izin operasional | : 200/KEP/HK/2013 |
| Tanggal Keputusan | : 2013-08-14 |
| Alamat Sekolah | : Naga |
| Village/Subdistrict | : Mata Wae Kecamatan : Kec. Sano Nggoang |
| Kab/Kota | : Kab. Manggarai Barat |
| Province | : Prov. Nusa Tenggara Timur |
| RT | : 003 |
| RW | : 1 |
| Nama Dusun | : Naga |
| Kode pos | : 86557 |
| Lintang | : -8,778 |
| Bujur | : 119.9102 |
| Layanan distrik istimewa | : Tidak |
| SK pendirian Sekolah | : 200/KEP/HK/2013 |

Tanggal Berdiri : 2013-08-14
 Rekening BOS :
 Nma bank : NTT
 Nma cabang KCP/Unit : LABUAN BAJO
 Atas Nama : SMPN 3 SANO NGGOANG
 MBS : Yes
 Nomor Telefon : 082147154158
 Nomor Fax :
 E-mail :
 Website : smpn3sanonggoang77@gmail.com
 : <http://>

4.2 Results and Discussion

4.2.1 Descriptive Experimental Data and Control Class

Table 4.1 Experimental Data Control Class Data

| No | Name | Experiment | | Nama | Control Class | |
|----|------|------------|-----------|-------|---------------|-----------|
| | | Pre-Test | Post-Test | | Pre-Test | Post-Test |
| 1. | AR | 65 | 78 | AK | 63 | 75 |
| 2. | AP | 75 | 89 | A ABD | 72 | 80 |
| 3. | AH | 70 | 90 | A A | 71 | 80 |
| 4. | AM | 60 | 81 | ARSM | 66 | 72 |
| 5. | D R | 65 | 86 | AM | 80 | 80 |
| 6. | ES | 70 | 85 | A | 78 | 73 |
| 7. | EL S | 65 | 83 | HNM | 63 | 72 |
| 8. | F | 70 | 90 | IZ | 65 | 70 |
| 9. | FA | 50 | 90 | KR | 74 | 77 |

| | | | | | | |
|-----|-----|----|----|-----|----|----|
| 10. | H | 65 | 87 | MA | 65 | 72 |
| 11. | H W | 65 | 84 | MEB | 60 | 80 |
| 12. | HS | 70 | 81 | MTK | 59 | 71 |
| 13. | K | 70 | 80 | N | 68 | 84 |
| 14. | M | 75 | 85 | OJ | 64 | 85 |
| 15. | MA | 70 | 89 | P D | 75 | 88 |
| 16. | MF | 70 | 85 | R | 75 | 90 |
| 17. | S A | 60 | 82 | SH | 75 | 80 |
| 18. | SIM | 70 | 88 | SK | 55 | 82 |

4.2.2 Descriptive Data

Data from SPSS 25 is examined and shown using basic statistics. The table below displays the scores before and after the tests for the experimental class, focusing on the speaking skills of eighth-grade students.

Table 4.2 Descriptive results of the experimental class and control class

| Descriptive Statistics | | | | | |
|-------------------------------|----------|------------|------------|-------------|-----------------------|
| | N | MIN | MAX | Mean | Std. Deviation |
| experimental pre-test | 18 | 55 | 80 | 67.67 | 8,037 |
| experimental post-test | 18 | 78 | 90 | 85.17 | 3,761 |
| pre-test control | 18 | 55 | 80 | 68.22 | 7,084 |
| control post-test | 18 | 70 | 90 | 78.39 | 6,031 |
| Valid N (listwise) | 18 | | | | |

This means that N is the total number of students in each experimental group and control group, which adds up to 18 students. The researchers used all the information they gathered to give tests in two groups: a pre-test before the experiment and a post-test after the experiment, in both the

experimental group and the control group. The scores from the pre-test of the experimental group were: the lowest score was 55, the highest score was 80, and the average score was 67.67 The difference is 8.037 The test results for the experimental class showed that the lowest score was 78, the highest score was 90, and the average score was 85.17 The standard deviation was 3.76 In the control class, students took a pre-test. The lowest score was 55, the highest was 80, the average score was 68.22, and the standard deviation was 7.084 In the control class post-test, the lowest score was 70, the highest was 90, and the average score was about 78.39, with scores varying by about 6.031

4.2.3 Normality

To find out if the data is parametric or non-parametric, we first do a test to check if it follows a normal distribution. A normality test is used to check how the speaking ability scores are spread in both the experimental class and the control class. Test for normality based on significance. Sure Here's a simpler version: "About Kolmogorov-Smirnov values. " The data seems to be evenly spread out and is significant with a value greater than 0.05

Table 4.3 Data normality test

| Tests of Normality | | | | | | | |
|--------------------|-----------------------|---------------------------------|----|------|--------------|----|------|
| Class | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | | Statistics | df | Sig. | Statistics | Df | Sig. |
| speaking ability | experimental pre-test | ,191 | 18 | ,082 | ,917 | 18 | .114 |

| | | | | | | | |
|--|------------------------|------|----|--------|------|----|------|
| | experimental post-test | .124 | 18 | ,200 * | ,941 | 18 | ,302 |
| | pre-test control | .126 | 18 | ,200 * | ,964 | 18 | ,677 |
| | control post-test | ,161 | 18 | ,200 * | ,935 | 18 | ,239 |
| *. This is a lower bound of the true significance. | | | | | | | |
| a. Lilliefors Significance Correction | | | | | | | |

The analysis of the data shows that the significance value (sig) from the Kolmogorov-Smirnov and Shapiro-Wilk tests is greater than 0.05, which means the data is normally distributed. Since the data follows a normal pattern, researchers can use certain statistical methods like paired sample t-tests and independent sample t-tests to analyze their research data.

4.2.4 Paired Samples T-Test

In a paired sample test, the t test is used to find the average difference between two related groups. In this study, we used a paired sample test to see if using songs helps improve students' speaking skills. We looked for a significance value (sig) less than 0.05

Table 4.4 paired sample test T Test

| Paired Samples Test | | | | | | | | | | |
|---------------------|--|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|--|
| | | Paired Differences | | | | | T | df | Sig. (2-tailed) | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | | |
| | | | | | Lower | Upper | | | | |
| Pair 1 | experimental pre-test - experimental post-test | -17,500 | 7,374 | 1,738 | -21,167 | -13,833 | -10,068 | 17 | ,000 | |

| | | | | | | | | | |
|-----------|---|---------|-------|-------|---------|--------|--------|----|------|
| Pair 2 | pre-test control post-test control | -10,167 | 7,831 | 1,846 | -14,061 | -6,272 | -5,508 | 17 | ,000 |
|-----------|---|---------|-------|-------|---------|--------|--------|----|------|

The results from the table show that pair 1 got a significant value. If the result is less than 0.05, it means there is a difference in the average speaking skills of students between the pre-test and post-test in the experimental class. For pair 2, find a Sig value. The result is less than 0.05, which means there is a difference between the average speaking abilities of students in the pre-test and post-test of the control class.

4.2.5 Homogeneous

The homogeneity test is done to check if the data is similar or not. Since this research sample came from two different groups of data, a homogeneity test was performed using the Levene Test for variance. Homogeneity testing is done like normality testing. It involves checking the probability value based on the mean. If it's greater than 0.05, then we consider it homogenous.

Table 4.5 homogeneous test

| Test of Homogeneity of Variances | | | | | |
|---|---|--------------------------|------------|------------|-------------|
| | | Levene Statistics | df1 | df2 | Sig. |
| speaking ability | Based on Mean | 3,442 | 1 | 34 | ,072 |
| | Based on Median | 2,090 | 1 | 34 | ,157 |
| | Based on Median and with adjusted df | 2,090 | 1 | 25,143 | ,161 |
| | Based on trimmed mean | 3,603 | 1 | 34 | ,066 |

The results show that it's significant. Since the Mean is 0.072, which is greater than 0.05, we can say that the variance is significant. The test results from the experimental group and the control group are similar. So, one of the requirements for checking the T test sample is met.

4.2.6 Independent Sample T-Test

The independent sample T test is used to find out if there is a meaningful difference in the average values of two different groups. The results of the Independent Sample T-test looked at whether there are differences in students' speaking skills. The goal is to find out if there are significant differences between the group that was tested and the group that was not tested. The idea that came from looking at the research problem is:

Ho: Using English songs does not greatly affect students' speaking skills.

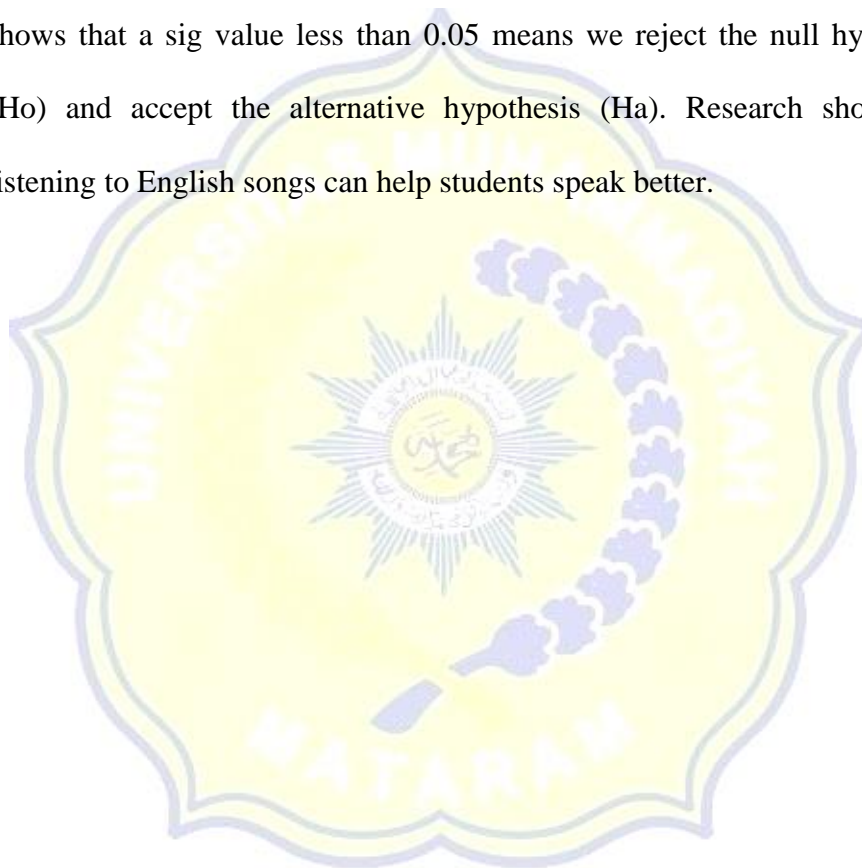
Ha: English songs make a big difference in how well students can speak.

Table. 4.5 independent sample test T Test

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-------------------------|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | T-test for Equality of Means | | | | | | |
| | | F | Sig. | Q | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| speaking ability | Equal variances assumed | 5,330 | ,027 | 4,186 | 34 | ,000 | 6,944 | 1,659 | 3,573 | 10,316 |

| | | | | | | | | | | |
|--|--------------------------------------|--|--|-------|--------|------|-------|-------|-------|--------|
| | Equal variances not assumed | | | 4,186 | 27,889 | ,000 | 6,944 | 1,659 | 3,545 | 10,344 |
|--|--------------------------------------|--|--|-------|--------|------|-------|-------|-------|--------|

The t test data analysis showed a significant value. Since the value is less than 0.05, we can say that there is a difference in the average speaking abilities of students. Getting separate test results for the T Test sample shows that a sig value less than 0.05 means we reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha). Research shows that listening to English songs can help students speak better.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

From looking at the data collected in the research about how well songs help students improve their speaking skills, we compared the test scores from before and after the study for both the experimental group (those who used songs) and the control group (those who didn't). We can conclude that:

1. The difference in the average of two related groups is shown by the significance value (Sig). If the value is less than 0.05, it means there is a difference in the average speaking skills of students between the pre-test and post-test in the experimental class. And the Sig number. The results show a significant difference in the average speaking abilities of students between the pre-test and post-test in the control class.
2. The results of the test indicate that we reject the first idea (H_0) and accept the second idea (H_a). It is believed that using English songs helps improve speaking skills. The results of the T-Test can show this, specifically the significance value. The test results show a value of 0.000, which is less than 0.05. This means using songs is really effective.

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