

THESIS
**THE IMPLEMENTATION OF ENGLISH SONG METHOD TO IMPROVE
STUDENT' SPEAKING SKILLS FOR THE EIGHTH GRADE AT SMPN 4
CAMPALAGIAN**



By :
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**This undergraduate thesis is written and submitted to fulfill part of the
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CAMPALAGIAN

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ABSTRAK

SAHARUDDIN : Implementasi metode lagu bahasa Inggris untuk meningkatkan kemampuan berbicara siswa kelas VIII di SMPN 4 Campalagian. Undergraduate Thesis. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2026.

Tujuan dari penelitian ini adalah untuk mencari tahu apakah metode *English song* dapat meningkatkan *speaking* siswa dalam bahasa Inggris. Jenis penelitian ini menggunakan metode penelitian Kuantitatif menggunakan metode penelitian Quasi Experimental Design, teknik pengambilan sample yang digunakan adalah purposive sampling. Dalam penelitian ini terdapat 2 kelas yang berjumlah 50 siswa, kelas VIII A sebanyak 25 siswa sebagai kelas eksperimen dan kelas VIII B sebanyak 25 siswa sebagai kelas kontrol di SMPN 4 Campalagian. Pengumpulan data dilakukan dengan tes dan pengisian kuesioner untuk mengukur respon siswa terhadap penerapan *strategy English song method*. Berdasarkan analisis data, peneliti menemukan bahwa terdapat perbedaan yang signifikan. Rata-rata nilai pre-test siswa kelas eksperimen adalah 38.24 sedangkan nilai rata-rata post-test adalah 75.16. Kemudian nilai rata-rata kelas kontrol yaitu pre-test sebesar 33.80 sedangkan nilai rata-rata post-test kelas kontrol adalah 50.16 yang berarti terdapat peningkatan signifikan dari metode *English song* terhadap *speaking skill* siswa. dan untuk tabel 4.18 N-Gain score menunjukkan bahwa nilai rata-rata pada kelompok eksperimen lebih tinggi dari kelas kontrol, yaitu untuk kelas eksperimen memiliki mean 75.1600 dan untuk kelas kontrol yaitu meannya 50.1600. Selain itu, hasil kuesioner menunjukkan bahwa sebagian besar siswa merasa sangat tertarik dengan metode *English song*, metode ini membantu mereka memahami dan mengingat kosakata baru dengan cara yang lebih menarik dan efektif. Dengan demikian, metode *English song* dapat menjadi salah satu alternatif metode pembelajaran yang efektif dalam meningkatkan *speaking skill* siswa dalam bahasa Inggris.

Kata Kunci: Berbicara, Lagu bahasa Inggris, Persepsi siswa.

ABSTRACT

SAHARUDDIN : The Implementation of English song method to improve speaking skill for students grade VIII at SMPN 4 Campalagian. Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2026.

The purpose of this study was to find out whether the English song method can improve students speaking skill in English. This type of research used a quantitative research method using an experimental research method (Quasi Experimental Design), the sampling technique used is purposive sampling. In this study there were 2 classes totalling 50 students, class VIII A as many as 25 students as the experimental class and class VIII B as many as 25 students as the control class at SMPN 4 Campalagian. Data collection was carried out by testing and filling out questionnaires to measure students responses to the used of the English song method in learning speaking. Based on data analysis, the researcher found that there were significant differences. The average pre-test score in the experimental class was 38.24 which improve to 75.16 in the post-test. In comparison, the control class showed a smaller the mean of the control class, from 33.80 in the pre-test to 50.16 which means that there is a significant improvement of the used English song method on students speaking skill. And the last for table 4.18 N-Gain score test result show that the mean value of the experimental class is higher that In addition, for experimental class are 75.1600, and for control group are 50.1600. And the results of the questionnaire showed that most students felt that this method helped them understand and remember new vocabulary in a more interesting and effective way in learning speaking. Thus, the English song method can be an alternative effective learning method in improving students speaking skill in English.

Keyword: Speaking, English song, students' perception

CHAPTER I

INTRODUCTION

A. Background

English has become the main international language used for intercultural communication. Of all essential language abilities, speaking is arguably the most crucial since it allows people to interact and share ideas in a variety of social and professional environments.

The EF English Proficiency Index (EF EPI) 2024, identifying Indonesia in the Poor Ability classification, emphasizes how urgent it is to improve language skills. This ranking reflects a persistent struggle in mastering oral communication compared to other Southeast Asian nations. Consequently, this study suggests that implementing the English Song Method could be a strategic solution to bridge this gap, as it provides an engaging way for children to develop confidence in their language skills and practice speaking.

Founded in 1965, EF Education First, a multinational educational enterprise originating from Sweden, maintains its dedication to advancing English language acquisition. The Director of Operations for EF EFEKTA English for Adults, Fanno Hendriawan, articulated that "This publication represents EF's deliberate effort to furnish a practical standard for governmental bodies, commercial enterprises, academic institutions, and other interested parties, thereby fostering parity and elevating English language competency within their respective nations." Through its EF EFEKTA English for Adults initiative and the EF Homestay Abroad program, EF Education First is steadfast in its mission to empower the Indonesian populace to augment their command of the English language. The EF EFEKTA program provides individualized and group instruction available around the clock, via both virtual and in-person modalities, thereby affording considerable adaptability to adult scholars and working professionals. Stefany Yacop, the Marketing Director for EF EFEKTA, expressed optimism, stating, "It is our fervent aspiration that through the combined offerings of EF EFEKTA and EF Homestay Abroad, a greater number of Indonesian nationals was achieve a heightened level of English language proficiency."

The homestay initiative facilitates an immersive pedagogical environment, concurrently with EF EFEKTA delivering adaptable domestic educational frameworks. Substantive improvement in both educational accessibility and quality are imperative for surmounting the extant impediments within English language instruction in Indonesia. Consequently, robust endorsement of institutional strategies designed to augment the acquisition and pedagogical application of English is critically requisite. It is therefore posited that forthcoming cohorts will exhibit elevated levels of competence in navigating the perennially accelerating global landscape. The faculty of oral articulation is of paramount significance within the communicative paradigm, inasmuch as proficient elocutionary capabilities underpin the efficacy of interpersonal exchanges. As articulated by Tarigan, the cultivation of oratorical proficiency represents a developmental trajectory in an individual's linguistic repertoire, sequentially succeeding the receptive faculty of auditory comprehension, during which the generative aspect of speech production is acquired. Learners commence the articulation of semantically resonant utterances to realize their communicative objectives, disseminating information since through the possession of well-developed oratorical capacities, the discourse undertaken proceeds efficaciously. As articulated by Tarigan, the cultivation of oratorical proficiency represents a developmental trajectory in an individual's linguistic repertoire, sequentially succeeding the receptive faculty of auditory comprehension, during which the generative aspect of speech production is acquired. Learners commence the articulation of semantically resonant utterances to realize their communicative objectives. Language acquisition necessitates the cultivation of oral communication proficiency, as articulated by Henry Guntur Tarigan, who defines speaking as a fundamental language skill (as cited in García & Weiss, 2019). The improve of English oral fluency among third-semester students in the ABA Dian Cipta Cendikia Bandar Lampung program, specifically within the context of speaking 3 courses, can be effectively facilitated through the application of information gap task methodologies, as explored by Juni Hartiwi – FKIP Unila, Bandar Lampung (Warni & Apoko, 2022b). An initial assessment conducted at SMPN 4 Campalagian revealed distinct challenges impeding the English language

acquisition process. Learners consistently demonstrated diminished self-assurance and a deficit in intrinsic drive, largely attributable to restricted lexical repertoires and the non-existence of a conducive milieu for verbal practice. Consequently, these conditions foster a pedagogical setting wherein students manifest reluctance and reticence when prompted to articulate their thoughts before their cohort.

Consequently, educators aspire to improve students' oral proficiency. The efficacy of the pedagogical approach employing musical compositions for the development of students' vocalization capabilities has been acknowledged. The integration of this auditory learning strategy within the instructional milieu is posited as a highly efficacious method for augmenting students' public speaking competencies. This is principally attributable to the active engagement mandated by the method itself. The musical modality thus facilitates students' facile retention and comprehension of the pedagogical content disseminated. Within the domain of English language acquisition, the implementation of the song-based pedagogy represents a strategic endeavor to cultivate an optimal learning environment and to furnish students with a readily accessible platform for the practical application of their English speaking proficiencies. This emphasis is predicated on the contemporary imperative for individuals to possess English speaking acumen. In the prevailing epoch of globalization, the capacity for articulate and proficient communication has become an indispensable prerequisite for both international collaboration and competitive engagement.

The pedagogical approach advocated by the author, which incorporates singing, presents numerous benefits, chief among them fostering an animated and engaging classroom environment. This stands in marked contrast to methodologies such as the "Speech English in Seven Minutes" technique, as identified by other scholars, which has been observed to induce tedium among learners, thereby diminishing its efficacy in practical pedagogical applications. Furthermore, in light of curriculum shifts, such as the transition from K13 to the Independent Curriculum, educators are improve compelled to cultivate dynamic learning atmospheres. Consequently, the integration of musical elements into the learning process, embodying a 'learn and play' philosophy, positions the song-based instruction method as a superior strategy for generating an intellectually

stimulating classroom milieu. Among the principal impediments within the national educational framework are disparities in pedagogical quality and a scarcity of adequate instructional materials.

A significant number of pedagogical practitioners encounter persistent difficulties in the adoption of instructional strategies that foster interactivity and engagement. This often results in an overemphasis on the theoretical underpinnings of grammar at the expense of practical communicative competence. As a consequence, educational pursuits frequently fall short of cultivating learners who possess the requisite assurance and fluency to effectively deploy the English language in authentic, real-world contexts. Communication theory, in essence, establishes connections between abstract constructs, thereby facilitating the impartation of information, clarification of concepts, elucidation of phenomena, evaluation of judgments, or forecasting of human behaviors. This is achieved through the interactions of communicators (individuals) engaged in the exchange of messages (encompassing verbal and non-verbal expressions, written and oral communication, as well as various forms of media consumption) over defined temporal spans via distinct channels.

Furthermore, the pedagogical approach characterized by educator passivity within the learning environment can detrimentally influence student outcomes. To mitigate these specific challenges, this inquiry advocates for the integration of the English Song Method. But there are several criteria for songs that must be used as a learning method to improve speaking skills, such as choosing a theme that suits the students' level, choosing lyrics that are easy to understand and a song tempo that is not fast, like in the song *At my Worst* by Pink Sweat\$.

This pedagogical strategy aims to foster a more dynamic and stimulating educational atmosphere, thereby facilitating the facile acquisition of vocabulary and the intuitive comprehension of linguistic structures among learners.

In contradistinction to traditional, rote-based methodologies, musical compositions present an intrinsically captivating modality capable of igniting learners' engagement and promoting substantive classroom involvement. It is the aspiration of the investigators that the findings emanating from this inquiry will offer a valuable contribution, particularly to educators, by furnishing story and

stimulating pedagogical techniques for classroom implementation. It is anticipated that this scholarly endeavor was augment the erudition of both the researchers and the readership, with a particular emphasis on educators, concerning the application of song-based instructional paradigms.

B. Problem identification

Researcher have observed that students find it challenging to learn English. The problem can then be determined as follows using the background information provided above:

Several critical issues have been identified regarding the students' speaking performance at SMPN 4 Campalagian. First, most students face a psychological barrier, characterized by a deep anxiety of making mistakes and a lack of confidence grammatical or pronunciation errors when speaking. Second, their limited vocabulary mastery makes it difficult for them to construct sentences spontaneously. Finally, the conventional teaching methods used in the classroom are often monotonous, failing to stimulate students' enthusiasm or provide enough opportunities for active oral practice.

1. Problem limitation

Researcher must limit their research. These are intended to avoid other problems and help researcher to focus on their research. With reference to the problem's background and identity, the study was focus on speaking and effectiveness of using English songs as a method to improve speaking in the learning process. The researcher picked it because it's intriguing to see how many students enjoy listening to modern music, and because it employs the song method to teach English, it's highly likely to enable students to participate actively. The researcher thinks this was provide students with opportunities to practice speaking anyplace, including in the classroom.

2. Problem formulation

The question that follows is a, which is based on the history of the challenge and the explanation provided above, such as:

- a. Does using the English Song Method greatly improve speaking ability?
- b. How do students perceptions about using English songs to improve their speaking skills?

C. Research objective

Based on the formula above, the researcher writes the objective of the study such as:

1. To determine whether the song method in learning can improve speaking for students
2. To know students' perceptions of English through the song method to improve speaking ability.

D. Research benefits

1. Theoretical benefit

Research results expect to provide information. Regarding several matters pertaining to the application of the song approach. Is one way that can be used to convey material lessons so that they can improve students' English learning outcomes, especially students' speaking abilities. At SMPN 4 Campalagian, The results of this research are intended to serve as a guide for creating other research to apply the use of the song method in learning.

2. Practical benefit

a. For students

This strategy is planned to reduce learning anxiety and improve students' motivation to practice speaking in a more enjoyable way

b. For teachers

English teachers can use the study's conclusions as a useful guide to vary their pedagogical approaches and foster a more engaging learning environment.

c. For other researchers

For future studies interested in investigating audio-visual or music-based media in language acquisition, this study offers a basis and point of reference.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that had been done in used English song method to improve speaking skills for students at SMPN 4 Campalagian, there was significant improvement. It can be proven from the finding which showed the difference between the mean score of pre-test in experimental class.

The students in the experimental class who were taught by English song method get better achievement than the students in the control class who were taught without used English song method. The statistical calculation results of the pre-test and post-test showed that there is a better improvement in students' speaking skills in the experimental class compared to the control class in eighth grade students at SMPN 4 Campalagian. So it can be conclude English song method is effective in improving students speaking skills an also for the students' perception, students were interested in learning speaking used the English song method. So that can be conclude, the research demonstrates a significant improvement in students' speaking skills following the implementation of the English Song Method. Data from the experimental class shows a markedly higher achievement compared to the control class, which was taught using conventional methods. The disparity in pre-test and post-test scores between the two groups further validates the effectiveness of this method in fostering a more engaging and successful learning environment.

B. Suggestion

Based on the result of this research, some suggestions are offered such as:

1. For English Teacher

English teachers are required to be more creative in providing learning methods for students. So that students can be interested or excited in learning, especially in learning English. So that it makes it easier for students to improve their insight.

2. For the Students

Students must be active in honing their vocabulary, especially in English which is an international language. Students should pay more attention to the teacher in front of the class if the learning is delivered in front of the class so that it is easy to get lessons in class and must improve learning motivation in order to master speaking English.

3. For the next researcher

For further researchers should be able to improve the level of students to be given treatment using English song method. Researchers must provide a different pre-test and post-test design but the same context. Because there are some students who remember the right and wrong word or pronunciation on the pre test and post test. So that researchers get the real ability results before giving treatment and the final ability results for the student's post test. Hope for further researchers to develop more speaking and creative materials to be given to students to improve speaking skills to continue research on the use of English song method to improve speaking skills in junior high school students.

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