

THE INFLUENCE OF STUDENTS' SPEAKING ABILITY THROUGH REVIEWING SONG

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Abstract

This research aims to determine whether the influence of reviewing song techniques against students' speaking ability. The purpose of this research is (1) To know that reviewing song have influence on students' speaking ability. (2) To find out the response of students in learning English through reviewing song. Design research using quasi experimental research. This research has been implemented at the eleventh grades of 1 senior high school of Jalancagak Subang in the academic year 2019/2020. On this research researchers took two classes namely the control class and the experiment class. Data obtained from class observation, tests, questionnaires, and interviews. The result of the paired sample T test data, the average pre-test score on the experiment class is 67.39 and the average pre-test score on the control class is 69.56. Then the average result of the post-test score for the experiment class is 80.47 and the average post-test for the control class is 72.25. Based on the results of the data shows that there was an increase from the previous result as much as 13.08. Moreover, the results of observation analysis data, questionnaire, and student interviews showed a positive attitude towards the reviewing song technique. Students feel enjoy and interested.

Keywords: Speaking, students' speaking ability, reviewing song

BACKGROUND OF THE RESEARCH

Language is one of the communication tools to convey messages opinions, and feeling for others. According to Bloomfield in Marriam Bashir (2011), language is a formal system of signs governed by grammatical rules of combination to communicate meaning. By using a language, people are able to convey their message, to express their ideas in oral, written, or signal language, so that they can cooperate and get along with each other (Victoria, 2003).

The means of communication is the process of delivery of the speaker with other people, which can be the expression of the thought, the idea, delivery of information etc. the important of language function of as a communication tools and thinking tools also shows the important of learning English.

As an international language, English holds an important role in many aspects, in this case of the educational in Indonesia. It is one of the beneficial subjects for students. Referring to the decision of the education department of Indonesia, English is officially chosen as one of subject that is considered important for passing an examination for graduation especially for junior and senior high school students. At this grade, the student study four common skills, in English, such as speaking, reading, listening, and writing.

Among those four skills, speaking is considered necessary to students' vocabulary and pronunciation in communicating with people. Hedge (2000) defines that speaking is a skill by which the people are judge while first impressions are being formed. Speaking a way to share ideas and stories, to react to what people say, and to give an argument and to interview. Besides, many professions require capability in English, such an interviewer, public speaker, reporter, newscaster, travel guide, translator, and soon. People with this these professions, need English to offer information and to help people who need their service.

Based on observation on the speaking activities in the school, the researcher found some problems related to the speaking activities. The students often just attended the class while their body in the class but their mind is somewhere else. The problem also appeared in the vocabulary, the students often got confused how to say something in English, even the simplest sentences. Moreover, the problem appears again in the context of grammar. The students keep making mistakes when they try to speak, they often misused the function and grammar in English. According to Kayi (2007), the goal of teaching speaking should improve students' communication skills, because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Another problem also appeared in pronunciation, they often just guessed how to pronounce some word with no effort to check on the dictionary whether the words they pronounce is right or not. The researcher had tried to fix this problem by used some various technique and teaching material, however the students kept making mispronunciation and they looked uninterested with the material, even some students often asked for permission to go out for some reasons.

One day the researcher used a song that was download from a website to warm up session of listening, surprisingly the students look very excited when they hear the song, it was very different when the neither teacher nor researcher used another kind material. According to El-Nahhal (2011) song can stimulate a positive emotional attitude to language learning.

Based on the explanation above, the researcher used reviewing song technique to increase students' speaking ability in learning English. Reviewing song is an activity to repeat what they have heard in their own language. This technique can create creative students because they compose their own words, also increase their vocabulary. According to Widjono (2007), review research is a review or assessment of a research and assessment presents the quality of a work (thesis), both the related to the quality associated with the advantages and disadvantages of works. Therefore, the researcher conducted a research on the title "The Influence of Students' Speaking Ability Through Reviewing Song at Eleventh Grade in SMAN 1 Jalancagak academic year 2019/2020.

METHODOLOGY

The method of this study is used a quantitative method. This research aimed to know the influence of students' speaking ability through reviewing song. Here the dependent variable is students' achievement in speaking ability through reviewing song while the independent variable is observation, question, and interview strategy.

In addition, researchers used class control and experiment design. This involves two groups consisting of experimental and control groups. The experimental group was taught by treatment and control group was taught by conventional teaching. Data obtained through pre-test and post-test. Then, the method used to obtain the data is by using survey approach which consist of observation, question, and interview.

RESULTS OF THE RESEARCH

The results of this study include the analysis of quantitative pre-test and post-test. Qualitative analysis of observation data, questionnaires and interviews. As for the following results

1. Descriptive Data Analysis of Pre-Test

Table 1. Statistic Descriptive Data of Pre-Test

Class	N	Mean	Variance	Std. Dev	X_{min}	X_{max}
Experiment	36	67.38	22.987	4.794	60	80
Control	36	69.55	23.797	4.878	60	78

Based on the table 1 above it can be conclude that the mean of pre-test in the experimental class is 67.38 and the control class is 69.55. Score maximum in the experiment class is 80 and the control class is 78. Score minimum in the experiment class is 60 and the control class is 60. The standard deviation for the experiment class is 4.794 and control class is 4.878. From the table it can be seen that the mean is very normal and the standard deviation of these two classes are not different too much.

Table 2. Normality Data of Pre-Test

Class	Shapiro-Wilk			Conclusion
	Statistic	Df	Sig.	
Pre-Test Experiment	.941	36	.055	H_o is accepted
Pre-Test Control	.942	36	.059	H_o is accepted

Based on the result of the normality test using *Shapiro-Wilk* test in the table 2. The significant value in the data of experiment class is 055 and control class is 059. Because the significant of both classes is more than 0.05, it can be concluded that the experimental class and control class are normally distributed.

Table 3. Homogeneity Test Variance of Pre-Test

Skill	Levene Statistic	df1	df2	Sig.	Conclusion
Speaking	.065	1	70	.800	H_o Is accepted

Based on the result of the homogeneity test in table 3 significant homogeneity equal 0.800. based on criteria hypothesis test that H_o Is accepted because the significant is more than 0.05, it can be concluded that experimental class and control class have similar variant or that two group have homogeneity.

Table 4. Independent Sample T-Test

	Levene's Test for Equality of Variances		T-test for Equality of Means		
	F	Sig.	T	Df	Sig. (2 tailed)
Equal variances assumed	.065	.800	-1.901	70	.061
Equal variances not assumed			-1.901	69.979	.061

Based on table 4 sig. (2 tailed) 0.061 and more than 0.05 so based on criteria giving suggestion H_o accepted, it can be concluded that nothing the difference of average in the initial test of the student experiment class with control class on significance (α) = 0.05.

2. Descriptive Data Analysis of Post-Test

Table 5. Statistic Descriptive of Post-Test

Class	N	Mean	Variance	Std. Dev	X_{min}	X_{max}
Experiment	36	80.47	42.999	6.657	70	95
Control	36	71.22	36.463	6.038	60	88

Based on table 5 above it can be seen that the average score of the post-test in the experimental class were 79.72 and the average scores of the post-test control class were 71.72, while the standard deviation is 6.653 for the experimental class and for control class were 4.130. However, to determine whether the prediction is correct or not was tested with statistically of software SPSS 18 for windows, whether the presence of reviewing song influence on the speaking ability of classroom students experiment better than the control class. With significance level.

Table 6. Normality Data of Post-Test

Class	Shapiro-Wilk			Conclusion
	Statistic	Df	Sig.	
Post-Test Experiment	.949	36	.097	H_o is accepted
Post-Test Control	.948	36	.091	H_o is accepted

Based on the table 6 above the result of normality test using *Shapiro-Wilk*, the significant data post-test of experiment class is 0.97 and for control class is

0.91. Because the significance of both classes is more than 0.05, it can be concluded that the experimental class and control class normally distributed.

Table 7. Homogeneity Test Variance of Post-Test

Skill	Levene's Statistic	df1	df2	Sig.	Conclusion
Speaking	.724	1	70	.404	H_o Is accepted

Based on the table 7 above the result of homogeneity test significant value data is 0.404. According to the criteria hypothesis test that is H_o Is accepted because that the significance is more than 0.05, so it can be concluded that experimental class and control class have similar variant or that two groups have homogeneity.

Table 8. Independent Sample T-Test

	Levene's Test for Equality of Variances		T-test for Equality of Means		
	F	Sig.	T	Df	Sig. (2 tailed)
Equal variances assumed	.704	.404	5.508	70	.000
Equal variances not assumed			5.508	69.385	.000

Based on the table 8 above, shows that the significance values of less than 0.05 regarding this finding, it discovered that H_o is accepted. It proves that there is difference in mean of post-test between experimental class and control class.

Table 9. Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test Experiment	67.39	36	4.795	.799
Post-test Experiment	80.47	36	6.557	1.093
Pre-test Control	69.56	36	4.878	.813
Post-test Control	72.25	36	5.906	.984

Based on the result of the table 9 above, the average value of the pre-test experiment class is 67.36 and for control class is 69.56, which is the value of the control class is better than the value of the experimental class. However, the post-test value for the experimental class is 80.47 and for the control class is 72.25, this shows that the value of the experimental class is better than control class. It is means that there is a difference in value between after and before being given treatment, which shows that the scores of students' speaking ability in the experimental class were improved.

Table 10. Paired Sample Test

Paired Differences

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig.(2-tailed)
Pre-test Experiment	-	8.192	1.365	-	-	-	35	.000
Post-test Experiment	13.083			15.855	10.312	9.583		
Pre-test Control	-	6.168	1.028	-	-	-	35	.013
Post-test Control	2.694			4.781	607	2.621		

Based on the table 10 above, there was an increase in student scores in the experimental class, which in the pre-test score were 67.39 and the result of post-test were 80.47, and supported with the results of the two-tailed value of p was 0.000 that was lower than 0.05. In conclusion that the calculation of paired t-test showed that there was a significant different between the pre-test and post-test scores of experiment class. It can be concluded that the use of reviewing song technique as a treatment in teaching materials to influence students' speaking ability was effective.

The discussion of this research is based on the research question, which was to know the influence of students' speaking ability through reviewing song at the eleventh grades students at SMAN 1 Jalancagak Subang. The statistical computation on the pre-test score of the experimental class and control class are normally distributed, it means a parametric test using t-test should be used.

Based on the post-test result, it was known that the students speaking ability showed the differences in both experimental and control class. The mean of pre-test score in experiment class is 67.39 and the mean of pre-test control class is 69.56. Then comparing with the mean of post-test in experimental class is 80.47 and in control class is 72.25 it increased 13.08 point.

From those result, it can be interpreted that post-test score of the experiment class increase better than the pre-test. Although the mean of post-test score from both classes increased, the experiment class has more improvement than control class. This is mean that reviewing song have influence on students' speaking ability. Comparing the finding of this research with the relevant research report had been conducted before. According to Hanafi (2014) with the title *IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE USE OF ALTERNATIVE SONGS OF THE XI GRADE AT SMA NEGERI 1 OLERET IN THE ACADEMIC YEAR OF 2013/2014* concluded that the mean score of the students' speaking skill was 5.96 in the pre-test was increased to 6.93 in the post-test 1. Then, in the post-test 2 the mean score of students' speaking skill was 7.47. These increasing mean scores indicate that using alternative songs improved students' speaking skill.

In addition, based on observation. Questionnaire, and interview data of the influence of students' speaking ability through reviewing song the data presented that the students more enthusiastic and interest in learning process by using

reviewing song method. Comparing the finding of this research with the relevant research report had been conducted before. According to Veronica (2014) with the title *IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ENGLISH SONG AND PUPPETS* concluded that the students' problem about speaking and pronunciation could be successful solved through English song and puppets. The use of English song could make the speaking activities more enjoyable and interesting.

CONCLUSION

Based on the data analysis and the discussion that has been outlined previously, can be taken several conclusions related to the learning outcomes using the reviewing song. As for the conclusion as follows:

1. Reviewing song have an influence on improving students' speaking abilities.
2. The students' response to learning through reviewing song are positive. The students become more active and students feels unsaturated in the learning atmosphere.

Based on the conclusion and result of the study, researchers provide the following advice: It is expected that learning through reviewing song method can be used as an alternative classroom learning to improve students' speaking abilities. It is expected to lead teacher to apply the reviewing song method in the process of learning English. The result of this research is expected to encourage other researchers to conduct further study dealing with speaking ability or reviewing song for other skills.

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