

**THE EFFECT OF USING ENGLISH SONGS ON SPEAKING
SKILLS OF THE EIGHTH GRADES OF SMP NEGERI 8
RAMBANG KUANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

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RAMBANG KUANG**

THESIS

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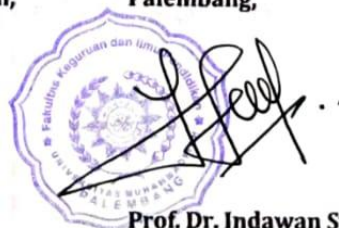
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MOTTO AND DEDICATION

MOTTO

“Hidup itu sulit dengan segala sesuatunya yang tidak terlalu berjalan dengan sangat baik, namun kita harus berani dan tetap melanjutkan hidup.”

“Bahkan jika tersandung dan jatuh, hal yang paling penting adalah kita harus bangun Kembali”

(Suga)

DEDICATION

This is dedicated to :

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- ❖ **My beloved siblings.**
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- ❖ ***My little friend, Muhammad Andrian Reyhan(Alm), who has helped the researcher a lot in the process of making a thesis and all the ups and downs in the researcher's life, even though your body is now gone, your motivation is always remembered by the researcher***
- ❖ ***To myself thank you for staying strong through all the limitations, wounds, and obstacles. May this work be proof that every small step is a big achievement***

SURAT PERNYATAAN KEASLIAN KARYA

Saya yang bertanda tangan dibawah ini:

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Menyatakan bahwa skripsi berjudul:

The Effects of Using English Songs in Teaching Speaking Skills at Eighth Grades of SMP Negeri 8 Rambang Kuang

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya **tidak benar atau ada klaim** dari pihak lain terhadap keaslian skripsi saya.

Palembang, 10 September 2025

Yang menyatakan,



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ABSTRACT

Ardina, Septa, 2025. *The Effect of Using English Songs on Speaking Skills of the Eighth Grades of SMP Negeri 8 Rambang Kuang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisors: (1) Dr. Tri Rositasari, M.Pd. (2) Dian Septarini, S.Pd., M.pd.

The title of this thesis is "The Effect of Using English Songs on Speaking Skills of the Eighth Grades of SMP Negeri 8 Rambang Kuang". The problem of the research there was any significant effect of Using English songs on speaking skill for eighth grade students at SMP Negeri 8 Rambang Kuang Therefore, the objective of this research was to find out the significant effect of using English songs on speaking skill for eighth grade students at SMP Negeri 8 Rambang Kuang. This research uses a quantitative approach with a quasi-experimental method. The sample consisted of 76 eighth grade students. The researcher used t-test, the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was accepted. Teaching speaking using English songs is effective for eighth grade students.

Keywords: teaching, speaking, oral test, english song.

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The researcher acknowledges that this thesis is far from perfect. Despite its limitations, the researcher hopes that this work can contribute to the advancement of knowledge. The researcher sincerely hopes to receive constructive criticism and suggestions for future improvements. May this thesis be a small contribution to the world of education

Palembang, 15 September 2025

SA

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CHAPTER I

INTRODUCTION

This chapter consists of: (1) background of research, (2) formulation of the problem, (3) objective of the research, (4) significance of the research, (5) hypotheses of the research, (6) criteria for testing the hypotheses

A. Background of Research

Speaking ability is one of the language skills that must be trained directly to achieve higher effectiveness (Oktafiani, 2021). Humans communicate through speech, which plays a vital role in achieving communication goals, preventing miscommunication, and explaining the meaning of what is said (Darmuki et al., 2020).

Speaking is a productive language ability orally to express our thoughts. Speaking is mainly done orally and has a unique structure consisting of paired automatic sequences. Speaking skills are not only considered as a science, but also as a profitable profession (Marzuqi, 2019). Speaking is an empirically observable and measurable skill, with its accuracy and effectiveness seen through listening (Brown and Abeywicakrama, 2004).

Speaking is the ability to pronounce using the correct intonation in various genres and situations (Harmer, 2007). Speaking is the delivery of language in oral form which is used as the most important communication tool that can express what is in the mind (Azizah & Rustono, 2020). Speaking is very challenging. Elementary students who are not proficient in English and are not confident usually show the following signs: shaking when speaking, sweating, remaining silent for a long time, and even crying because of difficulty speaking. Speaking with short words (Melendez et al., 2014).

In conclusion, speaking skill is one of the most important aspects of language in life. Through speaking activities, individuals can channel ideas, emotions, and information clearly to others. The speaking process is not only related to language mastery, but also involves psychological and social factors that describe personal identity and experience. Therefore, speaking skills need

to be honed continuously in order to support successful communication in various aspects of life.

Songs are considered to enhance students' interest in learning and are effective tool or medium to help increase their interest (Melalolin et al., 2020). One way for children to learn about the world around them is through songs (Ilmi et al., 2021), According Cilvia and Astuti (2023), songs are useful tools for helping children learn English. Additionally, each song has ability to help them understand various type of sounds and connect them with material about different types of sounds that have meaning. Therefore, each song is an important part of the English learning process.

In conclusion, songs are considered to help students learn and are useful tools for helping children learn English. Each song helps understand various types of sounds and connects them with the material, which is an important part of the English learning process.

Teachers should design appropriate strategies to improve students' English speaking proficiency and create a favorable learning environment that fosters students' interest, satisfaction and desire to learn English. English songs are one approach that can be used to teach. Songs not only provide a means to teach language, but also foster automatism, which is a key cognitive component that supports classroom use. Songs are not only useful as entertainment, but can also help with language learning (Fransisca, 2022).

Therefore, it is expected that the use of English songs will help teachers change the boring classroom atmosphere into a more lively and fun one. While listening to English songs, students will indirectly learn the correct pronunciation of each word in the lyrics, as sung by the singer who is a native speaker.

In addition learning to listening and pronunciation, students will also feel more confident to try speaking in English because students have gained knowledge on how to articulate, construct sentences, and understand the meaning of sentences correctly (Aziz et al., 2023).

According to the English Proficiency Indeks (EPI) created by Education First (EF), Indonesia often ranks low out of 111 countries surveyed in English

language proficiency, especially speaking skills. Indonesia ranked 85th out of all those examined. Although Indonesians are learning English, speaking is still a big challenge for many in the country.

There are two problems that often occur to students in learning to speak English. The first problem is limitations of practical Interaction in English (Limitations of Practical Interaction in English). Many students face difficulties because students do not have the opportunity to interact in real situations, such a daily conversations. The face difficulties in applying the vocabulary and sentence structures students have learned because there is no meaningful and contextualized interaction (VanPatten and Benati, 2019)

The second problem is the distinction between written and spoken language, which suggests a barrier due to the difference. Students who are used to more organized, formal sentence structures often have difficulty when trying to speak spontaneously and naturally, which often involves more informal and flexible expressions (Ellis and Shintani, 2023)

The researcher proposed the use of English Songs as a potential solution to students' speaking problem. According to Hasibuan et al. (2023) Songs can make teaching English to students easier and more interesting for teachers. Students will not be bored because they participate in class discussions during the learning process.

Songs are an excellent "tool" for teaching English to students, and it is through these songs that students can be motivated to learn the language. Their auditory sensitivity increases, which makes them helpful in mastering English.

According to Wulansari et al. (2022) songs can also increase interest and energy in the calssroom. From the facts mentioned above, it is clear that English Songs greatly improves students' abilities. Speaking is one of the most important English skills to master. Therefore, using the will greatly help students in developing their speaking skills. English Songs is a useful way to help students become better speaking in english songs.

Based on interview between the researcher and students at SMP Negeri 8 Rambang Kuang, the researcher got some information related to students' problem in speaking as follows: 1) lack of knowledge, 2) lack of grammar understanding, 3) lack of vocabulary, 4) lack of confidence, 5) limited speaking practice.

In this research, the researcher investigated the utilization of English songs as a medium in teaching speaking skills. Therefore, the researcher conducted research with the title: "The Effect of Using English Songs on Speaking Skills of the Eighth Grade Students of SMP Negeri 8 Rambang Kuang".

B. Formulation of the problem

Based on the research background presented, the researcher formulated the research problem as follows: "is there any significant effect of using English Songs on speaking skill of the Eighth Grade Students of SMP Negeri 8 Rambang Kuang?"

C. Objective of the Research

The objective of the research was to find out the significant effect of using *English Songs* on speaking skills of the Eighth Grade Students of SMP Negeri 8 Rambang Kuang.

D. Significance of the Research

The result of the research were expected to be beneficial both theoretically practically:

1. For Researcher Herself

This research allows for increased insight into the medium of English songs and provides a reference for those who wish to conduct research in this area.

2. For Teachers

The researcher hopes that teachers can improve their speaking teaching skills through the results of this research.

3. For Students

This research is expected to give contribution to the readers, particularly in understanding how to learn the *English Songs Media* to understand information and master speaking skill.

4. For Readers

The researcher intends to analyze the role of English song media as a motivational factor and a reference that helps readers in choosing their research focus.

5. For Other Researchers

This research can serve as a reference for other researchers, provide support for literature development, and strengthen similar findings.

E. Hypotheses of the Research

The hypotheses of this research in form alternative hypotheses (H_a) and a null hypotheses (H_0).

1. H_a : There was significance effect of using English Songs on Speaking Skills of the Eighth Grade Students of SMP Negeri 8 Rambang Kuang.
2. H_0 : There was no significance effect of using English Songs on Speaking Skills of the Eighth Grade Students of SMP Negeri 8 Rambang Kuang

F. Criteria for Testing the Hypotheses

In this research, to test hypothesis means to accept or reject the hypothesis. The researcher used t-test. If the t-obtained is equal to or higher than t-table, the research hypothesis (H_a) can be accepted and the null hypothesis (H_0) should be rejected. In other words, if the t-table is higher than t-observed, it means that null hypothesis can be acceptable and the research hypothesis should be rejected.

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