

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILL  
THROUGH SONG AS A TEACHING MEDIA AT THE ELEVENTH GRADE  
OF NURIS SENIOR HIGH SCHOOL JEMBER**

**THESIS**



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**THESIS**

Presented to State University Islamic Studies Jember in Partial Fulfilment

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Education and Teacher Training Faculty

Islamic Studies and Language Education Department

English Education Program



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## THESIS

Has been examined and approved by the board of examiners

In partial fulfilment of the requirements for Bachelor's Degree (S.Pd)

Education and Teacher Training Faculty

Islamic Studies and Language Education Department

English Education Program

Day : Wednesday

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## MOTTO

فَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

Meaning: So whoever does an atom's weight of good will see it.

(Az-Zalzalah:7)\*



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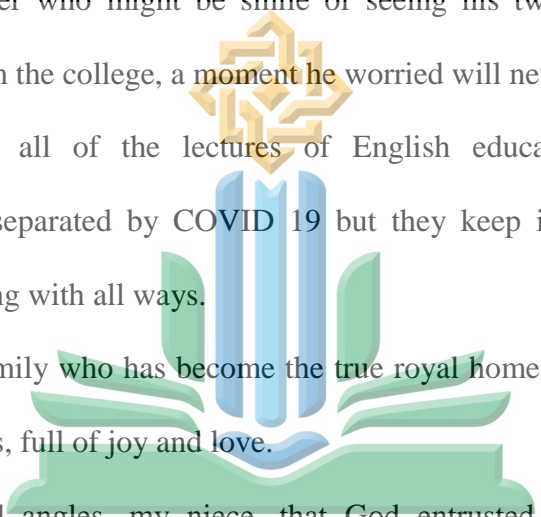
\* Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, Noble Qur'an: The English Translation of the Meanings and Commentary (KSA King Komplex,2007), 728.



## DEDICATION

For me, I do proud to another part of myself to dedicate this thesis who always struggle for everything. especially for:

1. Single mother who has fight for everything, who always be strong among the strongest, who directly swipes my tears when I was down, who sacrifices life to her three daughter's breath, and the one who promises happiness.
2. My late father who might be smile of seeing his two children finally can graduate from the college, a moment he worried will never come.
3. Respectfully, all of the lectures of English education department who temporarily separated by COVID 19 but they keep innovating to teach an online learning with all ways.
4. All of my family who has become the true royal home, who has given lots of positive vibes, full of joy and love.
5. Two beloved angles, my niece, that God entrusted to comfort me every second, that become one of the reasons why I want to go home quickly, why I keep smiling.
6. Someone who has been with even before I was born to the world, my twin, my soul, which still helps, support, and grow together all this time.
7. Best friend who assures of beautiful things will surely come one day.
8. Gryffin Four, classmates who greets with laughter every morning, who never forget to warm up a gloomy situation of the class.
9. For those who helped to conduct this research which may not be mentioned one by one.



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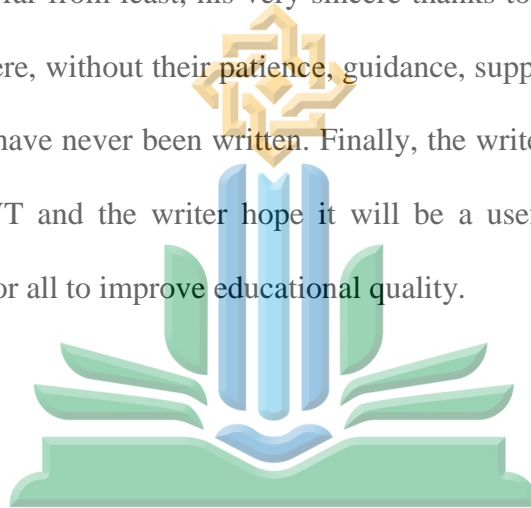
Praise and salutation upon our prophet Muhammad SAW who had brought us to the path of light from the darkness in this life. The best messenger for people all over the world, peace be upon him, his families, his companions, and his followers.

In this opportunity, the writer herewith would like to express her profound gratitude, more than she can express, to;

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2. Prof. Dr. Hj. Mukni'ah as the dean of Tarbiyah and Teacher Training Faculty who has given me permission to conduct this research.
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Last, but far from least, his very sincere thanks to who are not mentioned personally here, without their patience, guidance, support and cooperation this paper could have never been written. Finally, the writer surrenders everything to Allah SWT and the writer hope it will be a useful thing for the writer herself and for all to improve educational quality.



Jember, 14 Juni 2023

Author,

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## ABSTRACT

Fiki Dwi Sembilan, 2023: *“The Implementation of Teaching Speaking Skill Through Song as a Teaching Media at the Eleventh Grade of Nuris Senior High School Jember.”*

**Keywords:** Implementation, Teaching Speaking, Song as a Teaching Media

Media is one of the important aspects in learning, especially in English language, a loyal educator must have special way for the implementation of teaching process. Each of the students own their individual problem of English skill. Other than finding a solution by their self, the teacher also has more contribution to the students’ understanding. Thus, the key of the success of lesson can be seen from the level of students’ participation in the class, which means that how we can compare the atmosphere of the class before and after the treatment. Because not all the school is possible to apply the same media to improve students’ ability in speaking, therefore, look for the common one could be the good answer for it. On the researcher’s opinion, something relates to the entertainment is what many students are interested in, and song could answer that thing.

This is a paper that present the purpose of a study to explore the implementation of song as a teaching media in teaching speaking skill at the eleventh grade of Nuris Senior High School Jember. There are two focuses of this research 1) What are the stages of implementing song as a teaching media of teaching speaking skill? 2) What is the evaluation of implementing song as a teaching media of teaching speaking skill?

The approach used in this research is qualitative, while the design is case study by the subject are the English teacher and students of the eleventh grade of social one. In addition, the data were collected using observation, interview, and documentary studies that consist of Primary data and Secondary data of syllabus and lesson plan. Moreover, the data validity uses triangulation technique and source triangulation. Furthermore, the data analysis technique used the theory from Miles Huberman and Saldana which the content are Data Condensation, Data Display, and Explanation of the conclusion.

The result of the study were 1) The stages of teaching speaking skill through song as a teaching media at the eleventh grade are: a) Preparation where the teacher should has already prepared all of the things needed for the teaching and learning process. b) Application that is divided into three parts; pre-activity, whilst activity, and post activity. c) conclusion which the teacher concludes the material by asking something don’t be understood by the students. 2) The evaluation of teaching speaking skill through song as a teaching media at the eleventh grade is using a formative assessment refers to find and analyze one of the material taken from the song including figurative language and do a presentation of every group while scoring the students about the aspects of speaking which consists of comprehension, grammar, vocabulary, pronunciation, and fluency.

## TABLE OF CONTENT

	Page.
<b>COVER</b> .....	<b>i</b>
<b>APPROVAL OF ADVISOR</b> .....	<b>ii</b>
<b>APPROVAL OF EXAMINER</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>x</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Research .....	1
B. Question of the Research .....	6
C. Objective of The Research .....	6
D. Significance of the Research .....	6
E. Definition of Key Term .....	7
<b>CHAPER II LITERATURE REVIEW</b> .....	<b>9</b>
A. Previous Research .....	9
B. Theoretical Framework .....	15
1. Teaching Speaking Skill .....	15
a. Implementation .....	15
b. Definition and Characteristic of Teaching .....	16
c. Speaking .....	17
1) Definition of Speaking .....	17

2) Function of Speaking .....	19
3) Component of Speaking .....	21
4) Step of Teaching .....	24
5) Element of Speaking .....	28
2. Song .....	33
a. Definition of Song .....	33
b. Function of Song .....	35
c. Advantage of Song in Teaching Speaking .....	36
d. Criteria for Selecting Song in Language Teaching .....	39
e. Definition of Lyrics .....	39
f. Song's Important Role in Speaking Class .....	40
g. Stages of Song as a Teaching Media .....	41
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>45</b>
A. Approach and Research Design .....	45
B. Research Location .....	46
C. Research Subject .....	47
D. Data Collection Technique .....	48
E. Data Analysis .....	53
F. Validity of Data .....	55
G. Research Procedure .....	58
<b>CHAPTER IV DATA PRESENTATION AND DISCUSSION .....</b>	<b>61</b>
A. Description and Research Object .....	61
B. Data Presentation and Analysis .....	64

C. Discussion .....	82
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>97</b>
A. Conclusion .....	97
B. Suggestion .....	98
REFERENCES .....	100
APPENDICES	



UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 J E M B E R

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

In Indonesia, English is a foreign language that is not easy to be learned shortly, whether in terms of grammatical systems or phonetic ones. Certainly, this would also happen to non-native speakers all around the world if they don't accustom to applying it in daily life because it isn't a very instant process, but gradually with many techniques.

Talking about English, there are some parts inside; reading, writing, speaking, and listening are the four basic elements of this language. However, aside from that, to build those equally important skills, it is needed well interaction ability with interlocutors. We know that as human beings, we are social creatures who need communication with each other. One thing that must be used is language, because, it can bring ideas, speculations, emotions, and information to others.

Therefore, we should learn and understand the diversity of languages.

It has been explained in Qur'an sura Ar-rum: 22,<sup>1</sup>

وَمِنْ آيَاتِهِ خَلْقُ السَّمُوتِ وَالْأَرْضِ وَالاختلافُ السِّتِّكُمْ وَالْوَانِكُمْ فَمِنْ فِي ذَلِكَ لآيَاتٍ لِلْعَلَمِينَ

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<sup>1</sup> Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, Noble Qur'an: The English Translation of the Meanings and Commentary (KSA King Komplex,2007), 728.



the meaning is “And one of His signs is the creation of the heavens and the earth, and the diversity of your languages and colours. Surely in this are signs for those of ‘sound’ knowledge.”

Students are impossible to have good communication without the existence of well-speaking ability. The reason was stated by Kosdian in Rifa’at that among four simple listening, speaking, reading, and writing skills, speaking seems to be the most important thus people who understand languages are replaced to be called speakers of that language, speaking as if including all other types who know the language they speak.<sup>2</sup>

Based on Fulcher's statement, speaking is the verbal language that is commonly used to communicate with others.<sup>3</sup> In addition, the purpose of speaking is to express something through voice conversations, which means that when someone is doing a conversation, there is something important to deliver. So that makes other people get what the speakers mean, they must bring the conversation obviously.

At the senior school level, besides writing, listening, and reading, the student has to master speaking skills, it can be their preparation to face real life after that, for the example job vacancy, university entrance test, study tour, and so on.

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<sup>2</sup> Rifa’at, A. A. (2018). Stimulating You To Speak; A Strip Story As A Technique In Teaching Speaking. *English And Literature Journal*, 5(1), 12–21.

<sup>3</sup> Fulcher, G. (2003). *Testing Second Language Speaking*. Harlow: Longman/Pearson Education.

However, Dewi assumed that four factors make speaking unsuccessful;<sup>4</sup> 1) because English is a foreign language, therefore, it doesn't usually use outside of the learning process. 2) There is no transparency in English around the environment. 3) feel shy and scared to do mistakes in practicing speaking English. 4) It is not urgent for the requirement unless the students want to go to Speaking English country to study or just visit that place.

It has been proven in one of many students' difficulties in speaking English is caused by many reasons, especially having less self-motivation to speak a foreign language. The result of the speaking class, even after learning a lot is still quite unsatisfactory. Most of the students have no confidence to answer the teacher's question by using the English language. They assume their inability to pronounce the word is mistaken, whereas, actually they have something to say in their mind.

The atmosphere of the English speaking method in the class is usually not alive and boring, because the teachers just prefer to drill the words with its repetition and they think that pronunciation is difficult for young learner level. So, there will be not enough chemistry between students and the teacher.<sup>5</sup>

The way to create students' enthusiasm in speaking class, a teacher is required to utilize varied ways such as songs, short stories, playing games, etc. The purpose is to simplify the student practicing English while keeping the

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<sup>4</sup> Dewi, K. (2016). The Correlation Of SMA Students' Habit In Watching Movie And Their Speaking Skill. *MENDIDIK: Jurnal Kajian Pendidikan Dan Pengajaran*, 2(2), 112–118.

<sup>5</sup> Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow: Longman.

class interesting and alive. One of the recommended ways to make learners building more enthusiastic, pay attention to English subjects, and increase students' interest is a song. Besides it affects their improvement of pronunciation.<sup>6</sup>

Possible reason why the teacher should take the song as an auxiliary medium is talking about the singer, lyrics, and translating the song. It's also important to support the ability of intensive & extensive listening because student uses their imagination so at the same time creativity is working. This statement is supported by the government in Undang-Undang number 20 in the year 2003 about the national education system "National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which rooted in religious values, Indonesian national culture and responsiveness to the demands of changing times"<sup>7</sup> It means that the teacher should understand the current development of education which is not same anymore with the system all time ago.

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One of the Senior high schools, with based boarding school Nurul Islam Jember is one of the institutions that has 2 foreign languages which is developing inside the department; LPBA for Arabic, and LPBI for the English language. So, as a member of those, one of the obligations is to interact especially with their roommate by speaking English. However, this doesn't run well because the activity of "santri" or what we call a non-formal education system is much more than formal.

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<sup>6</sup> Nasirudin. "The Use of English Songs to Teach Pronunciation to the Tenth Graders of SMA Negeri 1 Gedeg Mojokerto". *Journal of education and culture*. Vol, 1 No, 1. (2019). 113.

<sup>7</sup> Law of Republic of Indonesia number 20 of 2003. *National Education System*.

On the other hand, someone who handled that is a college student who has their own business outside. Additionally, in senior school, an interest in the understanding English learning process is uneven except few students that follow Madrasah-Language which is guided seriously by the tutors. The possible reason is students especially in school don't like something too formal. Whereas, in English subject is still no triggering media updates that spark students' attraction to this language.

As stated by Harmer, teenagers seem to be less active and humorous than adults, they have low motivation and problems with discipline.<sup>8</sup> English teachers for teenagers need to use certain techniques. There are some ways to teach English to teenagers but the teacher should choose the techniques that make the students feel that it is an important subject to be learned without any pressure.

For many reasons above, the researcher intends to give an alternative teaching media that can be used in teaching speaking to the students and to make the speaking class more enjoyable, interesting, and communicative.

In this problem, the researcher's topic is focused on "The Implementation of Speaking Skill Through Song as a Teaching Media". Therefore, from overall statements before, the researcher believes that song is one of the media that simplify English teachers to teach speaking in class, especially English subject and the result of this research hopefully can persuade the students to be interested more in learning English.

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<sup>8</sup> Harmer, J. (2000) How to Teach English. Foreign Language Teaching and Research Press, Beijing.

## B. Question of the Research

Based on the background of the research, the researcher aimed to answer the following question that used to help her in research finding, those are;

1. What are the stages of implementing song as a teaching media of teaching speaking skill?
2. What is the evaluation of implementing song as a teaching media of teaching speaking skill?

## C. Objective of the Research

As written above, this study is aimed to find and answer as follows;

1. To describe the stages of implementing song as a teaching media of teaching speaking skill
2. To observe the evaluation of implementing song as a teaching media of teaching speaking skill

## D. Significance of the Research

The results of this study are expected to give theoretical and practical knowledge to the following parties;

1. Theoretically

This study contributes both beneficial and referential in giving general knowledge of the way of implementing speaking skill through song as a teaching media.

## 2. Practically

This study will be useful because it will enrich future researcher references in doing other research, especially about the implementation of teaching speaking skill through song as a teaching media.

### E. Definition of Key Term

To avoid misunderstanding this study, the researcher lists explanation of some terms, those are;

#### 1. Teaching Speaking

Speaking is someone's feeling, opinion, or anything voice that comes out from the mouth when two people or more intend to say something. When someone speaks, there must be a gift from the speaker and receive something to the listener. It means both of them certainly get some of the information after speaking followed by listening.

In teaching speaking skill, five elements that must be understood by the teacher; comprehension, grammar, vocabulary, pronunciation, and fluency. By mastering those, the students will be better at the expression in front of the class, especially in verbal activity.

#### 2. Song as a Teaching Media

The basic definition of the song is a little piece of music with words that combines melody and vocals. In general, the song is art, which means that it is a sound that is accepted by the individual by difference results depending on its history, location, culture, and person interesting. If the listener put all their attention on the song, they automatically can catch

what the singer is trying to express the meaning. In this study, song becomes a media that will be carried to the speaking learning process in the class.



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J E M B E R

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

The use of the song as a teaching media is not the very first conducted research. It means some studies have already been done a couple of years before by another researcher. So that the reader knows the gap in this research, therefore this part of the research explains about similarities and differences related to this study.

1. The first study conducted by Nurul Fitri with her title “Improving Students’ Pronunciation by Using English Songs for Forth Semester Students of English Education Program Batanghari University Academic Year 2015/2016”.<sup>10</sup> Because the previous research used an experimental design, therefore the researcher divided into two groups where each will get different treatment; experimental (Provided by English song treatment) and control group (Without providing English song treatment). Evidently, the result of the study shows that English song technique could improve students’ pronunciation. It can be seen from the evidence of the post-test score in the experimental class is 91,78, while 84,64 is the score for the opposite group.
2. The second study was conducted by Humiras Betty Marlina Sihombing, SPd, M.Pd, and Desmalia Purba, S.Pd,.M.Pd as the lectures of faculty of Letters in Darma Agung University, 2018, by the title “Improving

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<sup>10</sup> Nurul Fitri, “*Improving Students’ Pronunciation by Using English Songs for Forth Semester Students of English Education Program Batanghari University Academic Year 2015/2016*.” (Batanghari, 2016).



Students' Pronunciation Mastery Through Learning by Using Medias (English Songs and English Movies)".<sup>11</sup> It found that related media such English song and English movies could improve students' pronunciation. Besides, the researcher assumed that this is the related research because of the same of the variable that is media for learning English. However, the previous one is not only used song as the media, but also movies.

3. The third study conducted by Nasirudin in Senior High School level on November 2019, entitled "The use of English Songs to teach Pronunciation to the tenth graders of SMA Negeri 1 Gedeg Mojokerto".<sup>12</sup> After conducting the previous research, the researcher found that student's awareness of pronunciation is high because they finally know that communication with the people around the world is important. It proven by the interview result, the student argued that by speaking with the correct pronunciation of the word will avoid misunderstanding one another. However, the students of course were faced by problems when they learned pronunciation itself. Because there is difference between word and the way to pronounce it.
4. The fourth study conducted by Lidiatul Izzah in one of university In Jakarta in October 2014 by the titled "Implementing Song in Teaching

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<sup>11</sup> Humiras Betty Marlina Sihombing, and Desmalia Purba, *"Improving Students' Pronunciation Mastery Through Learning by Using Medias (English Songs and English Movies)"*. (Medan, 2018)

<sup>12</sup> Nasirudin, *"The use of English Songs to teach Pronunciation to the tenth graders of SMA Negeri 1 Gedeg Mojokerto"*. (Mojokerto, 2019)

Listening Comprehension at Muhammadiyah University of Jakarta”.<sup>13</sup> The author provided 3 tables contain the percentage of factors that affect students’ interest in learning. It showed that from 100 respondent, 40% aware the importance of English in real life, 40% have high desire of learning English because it’s fun, 20% is just about the prestige in social life. In second table showed that using radio is lower result than utilizing other method, it means that a hope for future tools especially in listening skill not to use radio anymore, because it can affect weaknesses in the comprehension of the students. Therefore, in table 3 explained that TV and tape recorder. Around 70% from total of the participants use TV, rather than tape recorder. The reason is it can assist to the happiness and entertain one experience, so, the students’ attention is drawn to the images watched on TV. According to the interview, 80% of the students believe that using song in listening skill could decrease misunderstanding in vocabularies, kind of sentence, and enrich knowledge of western song and the way they pronounce each of word appropriately.

5. The fifth study conducted by Veronica Christamia 2014 by its titled “Improving Speaking Skills Through English Songs and Puppets at VI of SDN Adisucipto II in the academic Year of 2013/2014”.<sup>14</sup> The researcher found that the result of problem formulation is on how students can improve their ability in speaking skill through songs and puppets in grade

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<sup>13</sup> Lidiatul Izzah, “*Implementing Song in Teaching Listening Comprehension at Muhammadiyah University of Jakarta*”. (Jakarta, 2014)

<sup>14</sup> Veronica Christamia, “*Improving Speaking Skills Through English Songs and Puppets at VI of SDN Adisucipto II in the academic Year of 2013/2014*”. (Sleman 2014)

IV of SDN Adisucipto II. The research combines both qualitative and quantitative data. In qualitative method, we can see that the data was collected by observing the teaching and learning process in the class. Aside of that, the researcher interviews the teacher and also the students during the implementation of this study. Then, for the quantitative data, it can be seen from the assessment of the students' speaking skill by giving pre-test and post- test. Therefore, it is proven that this research was successful in improving students' speaking skill through English songs and Puppets as the same as other activities like correcting the pronunciation, speaking games, and the performance of speaking. Therefore, the researcher decided that the English songs and puppet could be one of the students speaking skill booster after conducting research at SDN Adisucipto II Yogyakarta.

The progress of students' ability is growing better since this implementation. The researcher also planned some of the enjoyable activities concerning English songs and puppets. She often used it to give motivation to her students in order to keep learning and practicing English by trying to speak English language as well as they can.

**Table 2.1 The Similarities and Differences Between Previous Research and Researcher's Study**

No	Author's Name	Year	Title	Similarities	Differences
1	2	3	4	5	6
1	Nurul Fitri	2015	Improving Students' Pronunciation by Using English	Both research utilize song method in English	a. The research was done in the university level especially for the

No	Author's Name	Year	Title	Similarities	Differences
1	2	3	4	5	6
			Songs for Forth Semester Students of English Education Program Batanghari University Academic Year 2015/2016	learning process	fourth semester, while this research was done in the senior high school level. b. The methodology of previous study is quantitative, while this study is conducted by the qualitative approach.
2	Humiras Betty Marlina Sihombing, SPd, M.Pd, and Desmalia Purba, S.Pd.,M.Pd	2018	Improving Students' Pronunciation Mastery Through Learning by Using Medias (English Songs and English Movies)	Both of studies have the same topic relate to song in learning English activity	a. The previous design used Classroom Action Research (CAR) with two data collecting of quantitative and qualitative, while qualitative is owned by this research. b. From the subject of previous research is conducted for the university level, while senior high school as the subject of this study. c. The media of the previous study also provided student with English movies, but, this study only focuses on giving a song.
3	Nasirudin	2019	The use of English Songs to teach Pronunciation to the tenth graders	1.Both previous and recent research has the same methodology	The previous study have the specific topic in the element of speaking, while this study is only the

No	Author's Name	Year	Title	Similarities	Differences
1	2	3	4	5	6
			of SMA Negeri 1 Gedeg Mojokerto	that is qualitative design. 2. The subject of both studies is same which is in senior high school level.	general of speaking skill
4	Lidiatul Izzah	2014	Implementing Song in Teaching Listening Comprehension at Muhammadiyah University of Jakarta	1. Both studies are same in the methodology that is qualitative approach. 2. Both studies are the same in the implementation of song	a. The focus of the previous study is in listening skill, while this study is in speaking skill b. The level of conducting research is also different. That study was conducted in university, while this research was done in senior high school.
5	Veronica Christamia	2014	Improving Speaking Skills Through English Songs and Puppets at VI of SDN Adisucipto II in the Academic Year of 2013/2014	In Teaching speaking skill with the English songs 2. The students' speaking skill are getting better after the implementation	a. The data was collected by quantitative also. b. This study used the puppet media c. The level of the research object is elementary school.

The table above shows that each researcher has their own way to analyze the research. The similarities between the four previous studies are the use song for teaching speaking skill, however only one study implemented song for listening class. Therefore, it can be concluded that not only for

speaking, but song also for other English skill to improve students' ability in language learning.

Something differentiate with this research is most of the previous studies used quantitative and classroom action research (CAR) as a methodology or design. While a descriptive qualitative is extended in the current study. From all of the research, this one is more focus on the purpose, steps, material, and the evaluation of teaching speaking skill through song as a teaching media at the eleventh grade of Nuris Senior High School Jember, where the research focus has not already researched deeply by the researcher before.

## **B. Theoretical Framework**

### **1. Teaching Speaking Skill**

#### **a. Implementation**

Usman and Rissanen stated the definition of implementation as something that approach to the activity, action, and system of mechanism. Therefore, the aim of activity is in order to achieve the goal which has to be prepared well.<sup>15</sup> While another definition was mentioned by Miller and Seller on the approach;<sup>16</sup>

Activity, effort to improve an interaction process between the teachers and students. Because of that, the implementation can be separated from the components of curriculum.

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<sup>15</sup> Usman, N. (2002). *Konteks Implementasi Berbasis Kurikulum*, Jakarta: PT. Raja Grafindo Persada

<sup>16</sup> Miller, J. P., & Seller, W. (1985). *Curriculum Perspectives and Practice*. Longman Inc., 95 Church Street, White Plains, NY 10601.

From that, the implementation is a very planned activity which is seriously done based on the certain norms to arrive in the specific goal. Thus, it will not stand by itself, however is affected by many objects which may support the learning activity.

b. Definition and Characteristic of Teaching

According to H C Morrison, Teaching happens when for the intimate contact between the more mature personality or it is called as a teacher and a less mature one or the students as a material recipient. This opinion is supported by other expert named Jackson which is teaching is a face-to-face meeting between two or more people, which one of whom (as an educator) who intends to affect the certain changes to the other participants (as the student).

On the other side, to ensure the information of all statement, based on J B Hough and James K Duncan, a teaching process is the activity with four steps, curriculum planning stage, instructing stage, and evaluating stage. That definition provides an organizational aspect where we can describe and analyze the teaching process.

Because teaching is a social and cultural process which is planned in order to allow the individual to learn something in their life, therefore there are some natures that must be understood.

The first characteristic is teaching is an interactive process. It means the teacher is an important for students' guidance, improvement, and also its progress. In addition, teaching is an art as

well as a science. Moreover, the teacher's creativity really determine how success the learning process is.

### c. Speaking

#### 1) Definition of Speaking

The meaning of speaking has been translated into a language that refers to the basic word "speak". If we read the definition of speaking based on the Oxford Dictionary, it means saying things such as talking and having the ability to use certain language, delivering speech, expressing an idea, or thought, etc.<sup>17</sup> Speaking can be called the verbal use of language to communicate with another people.

In other opinions, Hughes explained that someone who is speaking have their point to complete the pragmatic goals through interactive discourse with other speaker of language.<sup>18</sup>

Because speaking is an oral skill, so, it contains a creating systematic verbal utterances to convey the meaning of the language they speak. Sometimes, the teaching-speaking process is considered very simple learning. However, besides, all around the world hire people with have no training in teaching pronunciation. Chaney stated that speaking is a building and sharing a process of

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<sup>17</sup> Martin H. Manser, (1995), Oxford Learner's Pocket Dictionary, New York: Oxford University Press, p.398

<sup>18</sup> Dewi Hughes. (2007). Public Speaking. Jakarta: Gramedia Widiasarana. p.57



the meaning through the use of verbal and non-verbal symbols, of course in various contexts.<sup>19</sup>

In the pieces of the verse of Q.S Ar-Rahman: 3-4 said that Allah created a man and taught them to be good talker.<sup>20</sup> So, here means that the ability of speaking is naturally owned by God, but there is still a way how our capability increases by digging into our potential. In Islamic teachings, delivering a message to someone with the correct road and appropriate word, it means not talking about sin, and always in good things.

Speaking has often been considered similarly in language teaching. Thus, it is sometimes called as something that is enough covered under being so connected in teaching of anything else.

Though many learner feel that they are able to communicate effectively in a daily conversation, however, sometimes speaking becomes the main goal of the lesson which can lead to dissatisfaction.

Some learners can't catch the point of what to do in the class, however, they could be more focused to enjoy while having a cup of coffee, and teachers can feel guilty because they did not teach yet something with a clear learning output that can be a stimulation for the justification of the lesson.<sup>21</sup>

<sup>19</sup> A.L. Chaney, (1998), Teaching Oral Communication, Boston: Allyn and Bacon, p.13

<sup>20</sup> Al Bayan. (2001). Al-qur'an dan Terjemahannya. Semarang:Asy Syifa. p.1429

<sup>21</sup> Watkins, Peter. (2007). Learning to Teach English : A Practical Introduction for New Teachers.England : Viva Books Private Limited. p. 26

From those, we can appraise the primer reason people speak to one another is to maintain the social relationship. As stated by Cameron, speaking is an important part to manage the discourse, so that, the interlocutor could understand what the speaker says.<sup>22</sup> In addition, speaking is also needed for language learners because it is the first form of communication. Because of that, the students are expected to be able to speak English accurately, fluently, and acceptably in daily life. Therefore, the fluency is required to reach the goal of the conversation.

From all statements above, the researcher concludes that speaking is a process to deliver and share ideas and feelings verbally. The reason is because it involves some skills such as vocabulary, pronunciation, accuracy, and fluency. As a requirement, the student need to master all of those elements.

Speaking, especially in a foreign language is a very prominent activity for all learner level, thus, from that, people can understand what others say and who use the foreign language also.

## 2) The Function of Speaking

The English speaking skills' mastery for learners of second and foreign language is a priority. Some of the experts of languages have tested to categorize the functions of speaking in the

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<sup>22</sup> Cameron, Lynne. (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press. p.41

interaction of human. Brown and Yule have their version to opine three functions of speaking; to do interaction, to do transaction, and to do performance.<sup>23</sup> Each of these speech activities is quite dissimilar in term of form, function and needs in different teaching approaches.<sup>24</sup> Each of the three functions will be explained below;

a) Speaking as interaction

The first function here means an interaction that produces a primer of social function. On the other meaning, when people meet, they give greetings, involve in small chit-chat, and tell current experiences because they wish to be kind and to build a comfort zone in interacting with others.

b) Speaking as transaction

The second function here means refers to the situation in which the focus is on the message about what has been said or achieved to make people understand clearly and accurately.

c) Speaking as performance

The last function here is more directed to public speaking, which means talking with transferring information to the audience such as public announcements and speeches in front of many people. Performance tends to be in the form of a

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<sup>23</sup> Brown, G. A., & Yule, G. (1983). Teaching the spoken language. Cambridge: Cambridge University Press.

<sup>24</sup> Jack C. Richards, (2008). Teaching Listening and Speaking; From Theory to Practice. New York: Cambridge University Press. p.21

monolog rather than dialogue. It is usually followed by a recognizable format closer to written language.

### 3) The Component in teaching speaking skill

There are four components of teaching speaking skill;

#### a) Purpose of teaching

The teaching purpose is the achievement of other various advantages to the student's activities in the class. The word "purpose" is commonly known as the objective of learning that becomes one of the significant parts of the process of learning. Malin stated teaching purpose is the main driver for students' attachment to the school.<sup>25</sup>

Besides, Harmer stated the important purpose of teaching speaking is to help students perform competently in spoken language, implicate the learners to understand how spoken English functions and get the conversational strategies to give them a chance in expressing their speaking.<sup>26</sup>

In a simple explanation, the only purpose of teaching speaking is to develop the skill of students themselves. Aside from that, the teacher has a style of purpose based on learners' needs, for example speaking improvement, obtaining their

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<sup>25</sup> Heather Malin, *Teaching for Purpose: Preparing Students for live in meaning*, Harvard Education Press, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.

<sup>26</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 384.

awareness, some aspects implementation of linguistic knowledge, and extending productive skills.

b) Material of Teaching

In learning all of the subjects in the classroom, one of the crucial tools that must be prepared by the teacher is the material. For the class atmosphere more enjoyable and not boring, the material should be fun and interesting.

From that, the material can be instructional in the teacher's way of teaching the language, especially English.

It can be experiential in teachers' way of giving exposure to the use of language. For the last, it can be exploratory where the teachers facilitate discoveries on language use.<sup>27</sup>

Regard to the purpose and the form, learning speaking material should be varied, thus, the student's engagement with different levels of the student.<sup>28</sup> The levels are divided into two categories; across age levels around five to thirteen years old, while across proficiency level is for the term of beginner, intermediate, and advance. Of course, teachers have to apply different materials for each level.

<sup>27</sup> Brian Thomlinson, *Materials Development in Language Teaching: 2<sup>nd</sup> Edition*, (Cambridge: Cambridge University Press), 2011, 2.

<sup>28</sup> Rebecca Hughes, *Teaching and Researching Speaking: 2<sup>nd</sup> Edition*, (Edinburgh Gate: Pearson Education Limited, 2011), 5.

Therefore, as mentioned by Hughes, before that, the teacher must select and be careful to determine relevant material for the student. He also has categorized appropriate material into three parts<sup>29</sup>;

(1) Providing speaking practice

This first part means the appropriate material means where it can direct students to the speaking practice like sharing and discussing their opinion with their friends and presenting the result of producing something which relates to the speaking activities in the class.

(2) Upgrading language and skill of learning

This second part means the appropriate material where make the students' speaking skill and spoken language of learning are increased. Thus, it relates to the teaching purpose which often helps the students' speaking skills.

(3) Helping the metacognitive development

This last part means the appropriate material can help the students with their metacognitive development such as management, management, and observation of their thought in breaking the ice or breaking the problem.

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<sup>29</sup> Rebecca Hughes, *Teaching and Researching Speaking: 2<sup>nd</sup> Edition*, (Edinburgh Gate: Pearson Education Limited, 2011), 5.

#### (4) Step of teaching

Every teacher must make the situation in the class more alive and interesting so that there will be no obstacles in the speaking learning process. Therefore, the teacher should arrange the structure of the circumstance. In the system of education, the structured arrangement of each item for teaching is usually called a lesson plan. On other hand, it's very familiar with the teacher's guidance as a lesson facility. Lesson plans also have an element which is stated by Brown as follows;<sup>30</sup>

##### (a) Goal

The goal relates to the theme's unity which identifies the lesson plan topic. For example lesson plan about "Figurative Language", means it is identified

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

##### (b) Objective

In producing the learning objective, the teacher needs to pay attention to the clear statement to catch the lesson. That statement is sure with the achievement that should be gained, take care of lessons' unity, fix before the accomplishment, and evaluate the students' success before and after.

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<sup>30</sup> H.Douglas Brown, Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy. New York:Pearson ESL. 2000, 149-151.

### (c) Material and Equipment

For the teacher who just know what material and equipment they need to take and bring, maybe the material in teaching speaking skills that teachers bring commonly guides for a teacher as references, while the equipment that teachers may need in teaching speaking skills such as LCD, laptop, audio sound, and other media for the learning process include paper and whiteboard.

### (d) Procedures

The general sets of guidelines in the procedure of lesson plan are divided into three agendas; Opening, Praying, checking attendance list, and so on. Then, the core activities such as whole class work, teacher and students talk. The last is the closure procedures of evaluation, closing, giving feedback, motivation, and homework.

### (e) Evaluation

This procedure is not always can put in the lesson plans' element, but it can be used after the lesson has been conducted in the first or second meeting in order to know whether the learning objective has finished or not. Evaluation can be named as an assessment where



the teacher made, after that, the teacher can allow the students to learn to assess the success of the student.

(f) Extra class work

The other name of this last procedure is homework. The goal is to increase students focus out of learning hour. In the process of teaching, the teacher must know the steps of teaching speaking.

As mentioned by Scott, there are three steps of teaching speaking; decide the aim of teaching speaking, guide the student do presentation, create a product in speaking class.<sup>31</sup>

(g) Evaluation

After long teaching learning process, the teachers give the assessment to student to value how far the goals have been achieved. Evaluation here includes giving feedback, suggestion, and comment. Especially, it is the part of lesson plan that is used to assess the students.

There are two types of assessments which consist of summative and formative assessment. Summative assessment is done while doing learning process, the purpose is to know the development of the student. While

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<sup>31</sup> Scott Thornbury, *How to teach speaking*, (published by Pearson Education), 2005

formative assessment is done after doing learning process in order to find out the students' achievement.

According to Nunan, the evaluation of assessing speaking skill has six steps<sup>32</sup>;

(a) Grammar is used to control the language whether the student utilize it correctly, besides, to avoid grammatical error.

(b) Vocabulary is used to indicate the students' ability level of test taker.

(c) Comprehension is used to understand the conversation context and to provide the conversation response.

(d) Fluency is used to assess the confidently of the speech delivery and provide the response to the specific theme without being confused in choosing the word.

(e) Pronunciation is used to assess the error pronunciation that occur and the pronunciation aspect which prevent to the communication.

(f) Task deals with finishing the instruction that given during the speaking test.

From overall explanation above, it can be concluded that the evaluation is an assessment given by the teacher after the implementation of learning process.

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<sup>32</sup> Nunan in Yenny Rahmawati and Ertin, *Developing Assessment for Speaking*, *Journal of IJEE*, Vol 1 no. 2, 2014, 202.

### (5) Element of Speaking

For anyone who wants to master the English language, firstly they must know the element of speaking which becomes one of the important things in the process of communication. It means that on how they pronounce correctly, how they arrange the words in spoken context structurally, how they capacity their fluency in speaking, and how they understand the sentence with their partner of speaking.

As learners, all of those are needed and can't be chosen by only one element. Here are the detailed explanations of four elements;

#### (a) Pronunciation

Based on Oxford Advanced Learners Dictionary,

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R  
the definition of pronunciation is the way how a language or a specific word sounds pronounced.<sup>33</sup>

While Hornby defines pronunciation as the way words are spoken by a human. From the two explanations before, we conclude that anything relates to how a person sounds a word is called pronunciation.<sup>34</sup>

<sup>33</sup><https://www.oxfordlearnersdictionaries.com/definition/english/pronunciation?q=pronunciation> accessed on 25/11/2022

<sup>34</sup> Hornby, A.s, Oxford Advanced Learner's Dictionary, (Great Britain: Oxford University Press, 1995), p.928.

Since we were children, all children have been taught by our parents to adapt to their environment by making speaking a habit. They will follow what they are every second accustomed to listening to or their mother tongue. It becomes a consequence to be consistence in correct pronunciation if someone has the intention to learn a foreign language or second language of their own. Imitation, repetition, and practice are constantly the answer to the unsolved problem of pronouncing English as a foreign language, especially the student who study English in class, must follow how each words are produced from native speakers' or teachers' help to accompany them in practicing correct pronunciation.<sup>35</sup>

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

In the case of pronunciation, there are two phenomenon things occurs. Let's call it vowels and consonants, but we will face difficulties to find their exact meaning when we learn this part of the sounds scientifically.

A vowel can be interpreted that it's a sound that is not blocked by anything when coming out of the mouth that passes through the larynx to the lips. However, it

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<sup>35</sup> Ramelan, English Phonetic, (Semarang: UNNES Press, 2003), p.4- 5.

will be different to be considered as consonant if we felt out from our mouth.

Therefore, deciding two things is not very simple. The reason is that every language has a different way to decide their model of the sound into vowels or consonants.<sup>36</sup>

For anyone who wants to master English, they need to understand phonetic symbols, here is more directed to students, thus the sound of the word could be represented as the transcription of phonetics. Consequently, it takes practicing and familiarizing their selves with the symbol of phonetics. The guideline for the use of pronunciation with a phonetic symbol beside the dictionary is more explanation of consonants and

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

The vowel is a speech sound produced by human beings when the breath flows out through the mouth without being blocked by the teeth, tongue, or lips. English vowels are a, i, u, e, o. for example cup, away, plan, word, etc. There are three types of a vowel; short, long, and diphthong. The simple

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<sup>36</sup> Peter Roach, English Phonetics and Phonology, (Cambridge: Cambridge University Press, 2009), p.21.

definition that diphthong is a combination speech sound of two vowels, means that one word contains two vowels. For example, hour, avoid.

## 2. Consonant

The opposite of a vowel, the consonant is a non-vowel sound that also causes vibrations and friction, which the detail of consonant definition is a sound produced by blocking air from flowing out of the mouth with the teeth, tongue, lips, or palate. It may come alone or in the group but have to be connected to its vowel so that a syllable formed. English has 21 consonant letters except A, I, U, E, O. So, the sound might be B, C, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Z, and sometimes “Y”.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## 3. Vocabulary

In reading, we need a vocabulary as the reason to get a new language input, and also when we ask students to read or listen, we want to see them how is the use of word. We know that so many words to speak in the English language, even million numbers. Therefore, the student must collect the vocabulary as much as they can so that simplify their communication with interlocutors.

#### 4. Grammar

Grammar is a description of the way words can change their forms and combine the sentence of the language. Therefore, when learners break the formula of grammar, so, communication may also suffer.

#### 5. Fluency

The last element effect how students have fluently speaking without many interruptions. As stated by Harmer, fluency deals with focusing the speech content to communicate as effectively as possible.<sup>37</sup>

However, based on Ghollamhossein and Fatemah's findings, they indicated that the early age had a high impact on the participation of speaking fluency.<sup>38</sup> Because the brain of the early age learners need some correction from the fluency activity, so, they still can accept and try to repair it.

On another hand, fluency is needed to encourage students, especially to the earlier age. Because it can

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<sup>37</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015), 157.

<sup>38</sup> Ghollamhossein Shahini and Fatemeh Shahamirian, Improving English Speaking Fluency: The Role of Six Factors, *Advances in Language and Literature Studies*, Vol:8 issue:6, 2017, ISSN :2203-4714, 103. [www.alls.aiac.org.au](http://www.alls.aiac.org.au).

cause older age has low motivation. It means they do not have many opportunities in their class and they are also afraid to make a mistake if they pronounce something incorrectly in front of their classmate or even to the teacher.

## 2. Song

### a. Definition of Song

Culturally, the song is the most interesting media with rich resources which very simply used in language learning. According to Griffie, the word “song” refers to a part of music that contains word, an especially famous song like how people usually listen on the radio.<sup>39</sup> In his other statement, in general, a song has elements with two some unique lines; speech and poetry. The reason because between song and speech are produced vocally, and meaningfully linguistically by their melody.

Both of them are the same in using words to provide meaning. Indeed, it was written before the day of publication, both can be put to music and both can be listened to.<sup>40</sup>

Consideration above has shown that a song is a composition of music in words, verse, or poem which is delivered with voice modulation which describes someone’s feeling. We can see surround us that not a few people cry because the strong emotion of listening to

<sup>39</sup> Date T. Griffie, *Songs in Action*, (New York: Prentice Hall International, 1992)

<sup>40</sup> Date T. Griffie, *Songs in Action* P.3



a certain song, especially deep meaning relates to the listener's current mood.

That statement is supported by Hariyanto that a song is created by a songwriter to deliver the meaning from the writer wants to say. This means that a songwriter is like talking to the listener in various messages that he wants to convey, it can be attachment for others, government to relationships with other people.<sup>41</sup>

In our daily life, not only at home but almost all places we listen to the song. For example, when we are watching one case of the victim of premeditated murder by giving a sad song, we automatically are carried by the situation, whatever our sense is, even in a happy situation. Moreover, the song has personal qualities making the listener truly react as if they are the real singer.

As stated by Harmer that music is a student's engagement strong booster appropriately. Because it directly speaks to each of their emotions so they use their brains.<sup>42</sup>

By all means, the researcher believes that using songs could be an alternative media for students' improvement in English language learning. However, here, it needs to be emphasized again that students

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<sup>41</sup> Hariyanto. (2017). The Analysis of Figurative Language used in the Lyrics of Firework by Katy Perry (A Study of Semantics). *English Education: Jurnal Tadris Bahasa Inggris*, 10(1), 46–60.

<sup>42</sup> <https://text-id.123dok.com>. *Definition of a Song Elements of Songs*. Access 2022, October 25, <https://text-id.123dok.com/document/wq2061p2z-definition-of-a-song-elements-of-songs.html>

who participate in this research are serious about their achievement in pronouncing English words.

b. Function of Song

Lo and Li states that song is an invaluable media to improve students speaking, reading, writing, and speaking ability. It can be utilized to teach kind of language terms, like the pattern of sentences, vocabulary memorization, how one word pronounced, part of speech such adjective and adverb.<sup>43</sup>

On other claim, Weda “Teaching English using songs gives much advantages, especially for young learners, one of those advantages is the student will feel more comfort and enjoy thus good atmosphere of the class and their ability in English will have progress.”<sup>44</sup>

Yet, in the same focus, Lo and Li also states that learning through song is able to extend various benefits in promoting English language, hence they opine the advantages of song is exciting students’ interest and increasing their participation.<sup>45</sup>

From expert’s opinion above, more than two functions of using songs, whether the side of linguistic, psychology, cognitive, and social culture, because song is not only used for student’s joy, but it also for teaching English education, exceedingly in the improvement of

<sup>43</sup> R. Lo & H.C. Li, *Songs Enhance Learner Involvement*, English Teaching Forum, 1998

<sup>44</sup> Sukardi Weda, *Songs Enhance Young Learners’ Involvement in Learning English*, 2009

<sup>45</sup> R. Lo & H.C. Li, *Songs Enhance Learner Involvement*, English Teaching Forum, 1998

vocabulary. As the consideration, song with easy lyric could help students' English ability development.

c. Advantage of Song in Teaching and Learning Process

There are seven advantages of using song in language classroom, as follows;

- 1) Both song and music can be utilized to make students having relaxation and provide cozy classroom situation.
- 2) Song includes the example of daily conversation, means its natural language against to the fake language in many textbook, therefore it can take the language input.
- 3) Every song is a culture capsule contains a piece meaning of social information which has many cultural input.<sup>46</sup>
- 4) Song could be used as texts in the same way such as poem, short story, novel or other part of a piece of original material.
- 5) Both song and music as complement, means it can be used to complete a textbook or put as the text itself.
- 6) Song has many related to students' interest.

Another benefit of song that relates to learning process in various aspects, as follows;

- 1) It can be a basic of conversation.
- 2) It's especially appropriate in introducing vocabulary, the reason is song provides a meaningful context of it.<sup>47</sup>

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<sup>46</sup> M. Z. Ocheretnyaya, "UROK RF Pedagogical Community" 2016.

- 3) It provides a natural condition for the most common structures like verb, tenses, and preposition.
- 4) It can be provided for other language with appropriate way to teach and practice some of the skills.
- 5) It can used to the practice format and memory storage<sup>48</sup>

In other hand, Lucas viewed his opinion that music and songs is most interestingly and very closely related to the students' Learning Styles.<sup>49</sup> It means students take in and process information in different ways. Some of the students learn by seeing something while others by hearing and doing something. Consequently, that things can cause the variety of teaching methods.

When there is a clash exist between the learning styles of students and the instructor's teaching style in the classroom, they can become bored and get discouraged or hopeless about the course. In this situation, listening to songs takes advantage of the different learning styles students have and by carrying out activities with songs, students can practice the language the way they are interested to do.

In addition, from the opinion of Orlova<sup>50</sup>, she stated six advantages for working in class with songs:

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<sup>47</sup> M. Z. Ocheretnyaya, "UROK RF pedagogical community" 2016.

<sup>48</sup> Dale T. Griffie, *Song in Action*, (New York: Prentice Hall International , 1922)

<sup>49</sup> Lucas, George. (2015). "Multiple Intelligences: Digging Deeper". © 2017 George Lucas Educational Foundation. Retrieved from: <https://www.edutopia.org/your-multipleintelligences>

<sup>50</sup> Orlova, N. (2003). Helping prospective EFL teachers learn how to use songs in teaching. conversation classes. *The Internet TESL Journal*, 9(3)

- 1) To Practice the rhythm, stress and the intonation patterns of the English song.
- 2) To teach vocabulary, especially in the vocabulary strengthening step.
- 3) To teach grammar. In this context, while teachers investigating the use of the tenses especially favorite songs.
- 4) To teach speaking. For this purpose, songs and their main lyrics are utilized as booster for class discussions.
- 5) To teach listening. Here, the use of music can be helpful for comprehend one of English skill.
- 6) To develop writing skills, because song can be used in various ways; such as speculation as to what will happen to the characters in the future, writing a message to the main character, etc.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

We can see from the statement above that it is concluded that both songs and music is a proof of culture and have been used in class in many ways also for different reasons, the song produces an interesting learning atmosphere for students.

Generally, Song can affect the listener's feelings. Some people shed a tear and caused strong emotions by song. Besides, it gets big emotional with a person, moment, or place.

#### d. The Criteria for Selecting Songs in Language Teaching

Song is important sources to be utilized during language learning and teaching. Besides its advantages, there are of course difficulties happened while using songs in language teaching. The constrains are lined by Terhune<sup>51</sup> as follows;

- 1) Because song is not a scientific one, therefore the teacher and student think that it is not an effective method in education.
- 2) As student have different learning model, some of them might feel difficult to put song to their studying.
- 3) Ineffective sound in the schools maybe the problems while listening to the music.
- 4) Each student has different type of song's favorite that will not be the same one another.
- 5) As we know that song is spoken language, of course the grammatical will confuse the students.
- 6) Contains of some song is unpredictable meaning that can't be guessed directly by the student.
- 7) Repetition lyric which makes the listener especially the students feel not interesting.

#### e. Definition of Lyrics

As the definition of the song is the art of music, it will be empty without giving the lyrics, because lyrics can be the combination

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<sup>51</sup> Terhune, T. (1997). Pop songs. The English Connection, 1, 8-12.

of tone, rhythm, and intonation to create a meaningful song. One of the experts named Rudiger Zymer defines lyrics as the script that can be listened to and interpreted by others and could become fiction or non-fiction also a cultural practice.<sup>52</sup>

Besides that, lyrics can be part of words in the form of poetry which is difficult to be arranged but still be gotten from many inspirations.

f. Song's Important Role in Speaking Class

In Hamid Reza's journal entitled "The Effect of Song and Movie on High School Student's Language Achievement in Dehdasht",<sup>53</sup> the statement is one of many ways to help create a friendly and cooperative atmosphere in English learning, songs have the appropriate space in the classroom. He also stated the opinion which is an effective tool in education is song. Because of that, song is not infrequently brought by the teacher as the answer of some problem of the English skill, especially in speaking. However, to avoid failure that might happen, before of all, teacher must observe and understand on how the correct way should be.

Therefore, the researcher find that Murphy stated that in the implementation of teaching speaking skill through the song as a

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<sup>52</sup> Rudiger Zymmer, "Lyric and Its ›Worlds‹". *Journal of Literary Theory*, (Vol.11, No.1, 2017), p.1.

<sup>53</sup> Hamid Reza Haghverdi. "The Effect of Song and Movie on High School Students Language Achievement in Dehdasht". *Procedia-Social and Behavioral Sciences*, (Vol. 192, 2015) p.314.

teaching media owned some of the steps that must be followed by the students.<sup>54</sup>

Additionally, written in Neil T. Millington' Journal about songs, and learning, it can help students in improving listening, speaking, vocabulary, and sentence pattern ability. The terrible advantage of utilizing songs in class is making the situation so fun. In the learning process, fun plays a deep role to upgrade students' motivation especially in studying the English language.<sup>55</sup>

Learning unfamiliar sounds without the existence of boredom can be tricked by the teacher to use songs as the supporting media. Hence, it has a natural rhythm with beats that looks like spoken English pattern. Besides, several songs can drill rhythm and stress. Moreover, singing a song while practicing different voices will feel more interesting and funny.<sup>56</sup>

- g. Stages of Song as a Teaching Media
- Before mentioning the steps of using song media in English language learning, we have to understand about the meaning first. Media from the Latin word, the plural form of the word medium, means something located in the middle (between two parties or poles) or a tool. Anitah suggests that media or medium is everything located in the middle in the form of a ladder, which is used as an intermediary

<sup>54</sup> Murphey, T. Music and song. Oxford, England: Oxford University Press, 1992.

<sup>55</sup> Neil T. Millington, "Using Songs Effectively to Teach English to Young Learners", Language Education in Asia, (Vol. 2, No. 1, 2011), p.134- 135.

<sup>56</sup> Neil T. Millington, "Using Songs Effectively....", p.135.



or liaison between two parties or two things.<sup>57</sup> Heinich also used the medium as an intermediary that delivers information between sources and recipients. So, unprojected images, printed materials, and the like are communication media.<sup>58</sup>

Concerning about how to use songs in the English language, Adam J. Simpson explained that either teaching to children or adult, it is defending students' interest through the lessons.<sup>59</sup> Adam also assumed that what make song becomes a great tool is because it has a universal appeal, connect all cultures and languages. Besides, he suggested a basic outline some people can use with any song by six steps for making a song focuses in the class;

1) Listen to the song

Start the things off by just listening, hence it can make the

listener remember that this is supposed to be a fun activity. If the

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER  
educator provides a video clip, it will service to be better to more learners' preference.

2) Ask some question about the title

For example, the song by John Lennon entitled "Jealous Guy", something that might be asked is what are three things a jealous guy might do, what kinds of jealousy are there, and etc. Those questions tend to work very well as the conversation starters. As

<sup>57</sup> Anitah, Sri. 2012. *Media Pembelajaran*. Surakarta: Yuma Pressindo.

<sup>58</sup> Heinich Arsyad, Azhar. (2019). *Media Pembelajaran*. Jakarta: Rajawali Pers.

<sup>59</sup> Adam J. Simpson, "How to Use Songs in the English Language Classroom", 04 March 2015 – 01: 48

an alternative, before listening to the song, the educator could give a couple of words and simple task for the first listening. Moreover, a brainstorming is such a possible rhyme.

3) Listen to the song again with lyrics

This scene, the educator shall give the chance to read the lyric of the song to the students, which means doing one or more of the following activities; highlight the unknown word to be discussed later, make a lyric worksheet as a gap fill then fill in it while they are listening, cut-out strips of selected missing words.

4) Focus on a particular verb tense or aspect of grammar

Because almost all of the song stops at a certain verb, therefore, it is an opportunity to be passed up in the term of uncovering the grammar. Furthermore, it often tends to raise the awareness of grammatical flexibility in the construction of songs' lyrics.

5) Focus on Vocabulary, idioms and expressions

Through the meaning, illustrating the message of the lyric with another example is necessary. It is because a song often serves as really good context for phrases and idiom, however, making sure the clear meaning is really good. Hence, with grammar, all of misunderstanding can come to the light from this way.

6) Round things off with some creativity

In order to keep maintaining the motivation, the educator might try to finish things with many activities that help to stimulate a creative thought. For example, write another verse of lyrics which the style of the song is still same, write a response from the point of the song is being sung, and plan a music video of the song.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Approach and Research Design

Because the aim / the goal of this study is to describe the process of implementation of teaching speaking skill through song as a teaching media, therefore the researcher used a qualitative approach. The definition of the qualitative approach is to understand concepts, opinions, and experiences.

Generally, qualitative has a more positivist approach to the world, implying that reality is something real and can be objectively measured using observational and experimental methods. Due to the basic nature of qualitative is humanistic, therefore it focuses on the personal, subjective, and experiential foundations of knowledge and practice. In addition, this approach is also holistic and seeks to locate the meaning of certain behaviors and ways of doing things in a given context, besides, it is generally open and depth, naturalistic because they attempt to study things, people, or events in a natural setting (non-experimental).<sup>60</sup>

In this research, the writer's research method to the speaking ability of the student in senior high school is the case study, which means that the researcher wants to have a deep understanding of a specific case that attracts the interest of researchers so that data dives are needed to understand it in

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<sup>60</sup> Karina Kielmann, Fabian Cataldo, and Janet Seeley, Introduction to Qualitative Methodology: A Training Manual, (UK: Department for International Environment (DFID), 2012), 7-9.

detail. Besides, the goal is both not to understand some abstract construct or general phenomenon, and formulate a theory.

For the type of research here use descriptive qualitative because the result of data collected is in the form of words, not numbers. Therefore, the result is not far from any explanation as long as it still relates to the topic discussed in this study.

## **B. Research Location**

Located in Jl. Pangandaran 48 Antirogo Sumbersari Jember, Nuris Senior High School or commonly known as SMA Nuris Jember is the location that has been chosen by the researcher of this research. There are complete institutions under the boarding school, both junior and senior school. Those are SMP, MTS, SMA, MA, and SMK. However, this study was conducted in the SMA only.

The first reason why the researcher conducted the research in this school is because as stated by the headmaster of SMA Nuris, this institution is one of a private school under the boarding house foundation that start to implement kinds of fun learning in the class, in order helps the students understand easily to the material. The second reason is this place is appropriate as a research field for the title of this research and it was proven through the result of the preliminary study that the researcher has done. Next is the song's method is appropriate for the students to overcome their difficulty in speaking skill.

The uniqueness of this school is some of the students are provided a platform for developing their talent in learning English language. However, it is not required for all of the students. Thus, by using song's method, it will be easily accepted as an effective alternative for teaching speaking skill in the class.

### C. Research Subject

In this section, the types and source of data will be presented. It includes what datum are collected, what are the characteristics, who is indicated as an informant, what are the informants' characteristics, and how the valid data is collected which can be guaranteed.<sup>61</sup>

The material that will be used to collect data as a source and results of this data where it is related to the research focus are referred to the research subjects. The description of the data that will be obtained, as well as the informant who are appropriate for this research.

In order that this research will be running well, we know that every research must select the subject that will be researched to help the researcher in conducting her study. After some of considerations and recommendation from the English teacher in the school, finally the researcher decided the students of the eleventh grade of social one class.

In the qualitative research case, the appropriate informant was identified and recruited by using purposive sampling.<sup>62</sup> The researcher of this study opined that purposive sampling is convenient for this research due to it

<sup>61</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah*, 95

<sup>62</sup> John C. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4<sup>th</sup> edition* (Boston: Pearson Education, 2012), 205.

is considered to the location and subject that is very helpful on understanding the main problems occurs in the field. Afterwards, the types of purposive sampling used in this research is homogeneous that really appropriate with the current phenomenon.

Based on the information above, this research used a semi-structured where it has conducted face to face. As a result, this study took all of students from the second grade of SMA Nuris as research subjects to conduct observations. The interview was then conducted with three intermediate students' level, two basic students' level, and one English teacher from the second grade of SMA NURIS. Furthermore, the researcher assumed that the research subjects could provide information about the songs' method on the teaching-learning process.

#### **D. Data Collection Technique**

This section includes a description of the data collection techniques used such as participant observation, in-depth interviews, and documentation. The data collection technique are as follows;<sup>63</sup>

##### **1. Observation**

Observation is a process to gather open-ended, obtain direct information by observing people and places at the research field. There are two types of observation roles which are called as the participant observer and nonparticipant observer. A participant observer is where the observational role taken by the researchers when they take part in activities

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<sup>63</sup> John C. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th edition* (Boston: Pearson Education, 2012), 212-224

of the setting they are observing. Besides, the researchers also participate in activities and record the information. A nonparticipant observer is an observer who visits the field and records notes without becoming involved in the activities of the participants.

The general observation process is outlined to the following steps; first, select a place or location to be observed that can help researcher give the best understand to the current phenomenon. Second, easy to observe into the field slowly by looking around the location first. Third, identify who or what to be observed, when will observe, and how long to observe at the field. Fourth, establish firstly the researcher's role. Fifth, conduct several observations over time to gain the best understanding of the field and individuals. Sixth, design some tools for recording the note during the observation. Seventh, consider any information that researcher will record during the observation. Eighth, record a descriptive and reflective field-notes. Ninth, make the researcher is known, but remain unobtrusive. Tenth, after observing, slowly the researcher appeal from the field.<sup>64</sup>

The researcher prefers to select observation of nonparticipant observer to conduct the research, due to the researcher focused on observing and recording notes during the observation activities without involved in the activities of the object of the research. Therefore, the result of observation activities extends to the achievement which the researcher wishes. The observation of this research was conducted on the objective

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<sup>64</sup> Creswell, 215-217.



conditions of Nuris Senior High School Jember in the implementation of teaching speaking skill through the song as a teaching media.

## 2. Interview

A qualitative interview happens when the researcher asks one or more general participants, open-ended questions, and record the researcher questions. Four types of interview are as follows;

### a. One on one interview

It is a collecting data process where the researcher asks questions and records the answer from one study participant at the moment. This type of interviews is ideally for interviewing the participant who are not sneaking to speak, means the articulation is clear, and feel comfortable to share ideas.

### b. Focus group interviews

It is a process of data collection by interviewing a group of people, usually four to six. What researcher do is asking a small number of general questions and bring the responses or feedback from all individuals of the group.

### c. Telephone interviews

It is the data collection process by using the telephone and asks a small number of general questions.

### d. E-mail interviews

This part consists of collecting an open-ended data through interviews with the individual by using computers and internet.

There are several general steps concerned are as follows; identifying the interview, determining the type of interview that researcher used.

Some of the steps must be noticed is an audiotape, the questions and responses, and something don't forget is to take a brief note during the interview, find a quiet and suitable place to conduct the interview, get permission from the interviewee to participate the study, have a plan but be flexible, use probes to obtain additional information, be polite and professional until the interview is over.

Kind of the interview that researcher used in this research is semi-structured where the interview naturally happened to observe the questions for the student without disturbing their comfort when the interview section is happening. Shortly, the researcher gives the questions on interview section naturally to made students more comfortable when they were asked some questions. Besides, the researcher also used one-on-one interviews and focus group interviews.

From above explanation, those interviews are appropriate with the phenomenon of the current study. Moreover, all of the research subject who has involved in the interview section enjoyed during the interview. In this research, one-on-one interviews was conducted to the English Teacher of Nuris Senior High School, while the focus group interviews were conducted to the 5 students of the eleventh grade who are in basic and intermediate level. The data acquired from interview

included the purpose, material, steps and evaluation of teaching speaking skills through song as a teaching media.

### 3. Document Review

Document Review is every researcher's effort to collect the data by reviewing the existing documents which are related to the topic. It records an event that has already passed. Besides, it can be a monumental drawing or work. In this research, the researcher wants to gain the data of students in Nuris Senior High School Jember. For the evidence, some of the instruments used in this technique are several pictures.

In general, documents review consists of a public and private records that qualitative researches obtain about the field and participant in a study, then they can put a newspaper, minutes of meetings, personal journal, and letters.<sup>65</sup> These sources provide a valuable information in helping researches understand about the center phenomena of their study.

There are some useful guidelines in using qualitative document review such as; identif Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, Noble Qur'an: The English Translation of the Meanings and Commentary (KSA King Komplex,2007), 728.ying the document types which can provide a beneficial information to answer the qualitative questions, then, considering both public and private documents as sources information for the research, after the documents are located, seeking permission to use them from the appropriate individuals who are responsible of the materials. If the researcher asks participants to make a journal, so,

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<sup>65</sup> Suheri. *Teknik-Teknik Menulis Skripsi dan Thesis*. (Surabaya: Imtiyaz), 2017

providing specific instruction about the procedure. When the researcher has already gotten a permission to use the documents, then they must check them for accuracy, completeness and usefulness in answering the research focus in the study. For the last, the researcher must record the information from the documents.

The researcher managed to get data obtained to the documents of this research as follows;

- a. The profile of Nuris Senior High School Jember.
- b. The vision and mission of Nuris Senior High School.
- c. Syllabus of the eleventh grade which contains core competence, indicator, material, learning activity, assessment, time allocation, and source.
- d. The lesson plans includes learning purpose, learning model and method, media, source, learning activity; (opening, core activity, and closing), assessment.
- e. The scoring rubric consists of writing and speaking elements and the description

### **E. Data Analysis**

The data analysis of the research is part of how the procedure of analysis data will be conducted so that it can give a view to the researcher who will analyze data, such as classification and setting.<sup>66</sup> According to Miles and Huberman and

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<sup>66</sup> Sugiyono. *Metode Penelitian Pendidikan* (Pendekatan Kuantitatif, Kualitatif dan R&D). Bandung: Alfabeta, 2016

Saldaña, qualitative data should be interactive and continuous.<sup>67</sup> Therefore, there are three steps in analyzing data; data condensation, data display, and conclusion drawing which will be explained below;

### 1. Data Condensation

Other name of data condensation is when the process of choosing, concentrating, simplifying, and abstracting a data which arise in writing the transcription. Because of that, the data provided by the researcher will be stronger. Moreover, the researcher must separate between the accurate and the inaccurate one. This study wrote the summaries of what has learned from the data collection which include the purpose, the stages, the material, and evaluation of teaching speaking skill through song as a teaching media. From that, the researcher simplified the summary result to be used in the display of data.

### 2. Data Display

The data display defines compressed assembly organized information, allows conclusion drawing and action. It can be displayed in various ways, including graphs, tables, charts, and networks. Besides, the data presentation can take the form of a brief description, therefore, the activity in data display refers to the researcher's attempt to design displays by deciding the rows and columns of a matrix for qualitative data and deciding which data, in which form should be entered into the cells. Thus, the analytic activities are used.

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<sup>67</sup> Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook; third edition* (London: Sage Publications), 2014

The data organization of this study was obtained in a descriptive form. Here means the data was organized by obtaining the data that had been collected. After that, the researcher then described the results of the data's contents in drawing and verifying conclusions.

### 3. Conclusion and Verification

The activities in drawing and verifying conclusions is started from collecting the data. After that, the qualitative analyst should interpret what things mean by writing the patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, however, if the conclusion persist, it was in the first vague, then increasingly explicit and grounded. The “final” conclusions may not emerge until the data collection is complete. It depends on the size of the corpus of field notes; the coding, storage, and retrieval methods used such as the sophistication of the researcher and the deadlines required to be met.

After the collected data was presented and an in-depth understanding of the data was gained, the researcher verified the data by checking the correlation of the data to what data had been presented with new data to be used as conclusions of the purpose, steps, material, and the evaluation of teaching speaking skill through song as a teaching media.

### F. Validity of Data

The researcher of this research use triangulation data in order that testing the validity of data. Validity is an important consideration in

developing and evaluating quantification instruments. It means that validity is the extent to which an instrument measures what it claimed to quantify.<sup>68</sup> In qualitative research, the data validity uses triangulation. This research is divided into two ways; triangulation of data source and triangulation of technique.<sup>69</sup>

Based on Miles, Huberman and Saldaña's statement, they divided two types of triangulation<sup>70</sup>;

#### 1. Source of triangulation

Source of Triangulation is to examine the correctness of the data carried out by observing the data that has been obtained from the main source which means to test the data is valid or not that can be gotten from people, time, and place. In this research, the data is gotten from the English teacher which is compared with the data from the students through interview.

According to the interview session with the English teacher at the eleventh grade, Ma'am Intan Dwi Anggita Sari, S.Pd. said that because English is not the first language, so that, the situation of the class is a bit lifeless. Therefore, the teacher must find a suitable media with the problem of the students, especially in speaking skill. In this case, song become the answer of students' constraint in the class.

<sup>68</sup> Donald Ary et al., *Introduction to Research in Education: eighth edition* (Canada: Nelson education, Ltd), 2010, 225.

<sup>69</sup> Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook; third edition* (London: Sage Publications), 2014, 266.

<sup>70</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*, 266.

The statement from the English teacher here is compared with the students, Rara Zabrina Aprilia Pulung by saying that the atmosphere

or the class situation is more alive because the implementation of song as a teaching media. Besides, it makes students imagination works, the reason is they are thinking about the meaning of the song, and etc.

## 2. Technique of triangulation

Technique of triangulation was assessed to the credibility of data that check the same data by various methods, which can involve in interview, observation and documents review. After collecting data from non-participant observation, one on one interview, focus group interviews, and document review, the researcher needs to compare all of these instruments. Then, this research served the interview data with the English teacher related to the song as a teaching media and it was supported by the result of observation, so that it was validated with other data.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Regarding to the observation in the classroom, the observer found the teacher has a very interesting media to be applied. The teacher attended the class at 11:30, then the observer followed the lesson and sit down behind the students as a passive participant. After that, the teacher greeted the students, prayed together, checked attendance list, reviewed the last material, then explained that days' material related to the speaking skill by giving the teaching purpose of the material. The English teacher slowly implement the method to gain the achievement of speaking skill.



In addition, the example of document review as follows;

For supporting the observation to collect the data, this research is strengthened by reviewing the document of the lesson plan. It is stated that the steps of teaching speaking skill through song as a teaching media are;<sup>71</sup> Divide the students into four group, spread the paper contain some of the blank lyric, play the music and ask the student to listen carefully, discuss to fill in the blank lyric with the group, find and analyze the figurative language, the representative of each group come forward to present the answer, all of the student correct the right answer, discuss together while giving a feedback and correction.

### **G. Research Procedure**

The research procedure refers to the researcher's research implementation plan, which includes preliminary research, design development, actual research, and report writing. In this part, the researcher reports each step of conducting research from the very first time until the end of this study.

Regarding the research procedure described above, this study had three phases that were completed by the researcher in the research procedure form, as follows;

#### **1. Pre-field step**

Before going to the field of the research, the researcher must decide something that must be done in the chosen place.

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<sup>71</sup> Document Review of Lesson Plan, Appendix 4, 12<sup>th</sup> January 2023

a. Develop Research Design

In this part, the researcher will set up anything she wants to do in the field. Start from the problem, title, focus of the research, reason of choosing that problem, purpose and benefit of the research. In addition, the teaching media is also the crucial thing the researcher can't be skipped.

b. Chose Research Field

Before conducting the research, the researcher will consider the field of the research. Finally, she chooses the study in Nuris Senior High Jember.

c. Permit Process

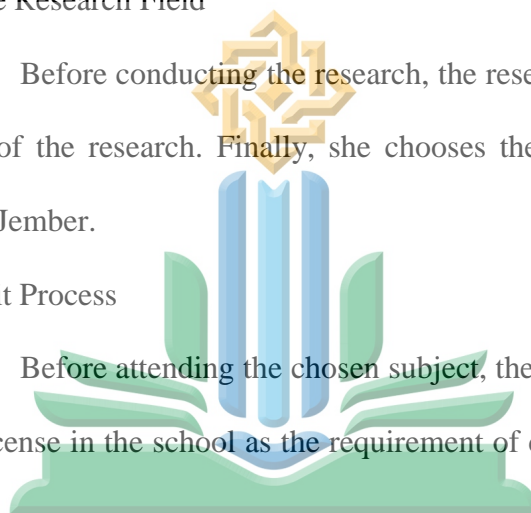
Before attending the chosen subject, the researcher will manage the license in the school as the requirement of carrying the stage in the class.

d. Asses Research Stage

In order to know the background of the subject, the researcher began to explore the research object in order to make it easier for the researcher in digging up the data.

e. Prepare Research Instrument

After completing the previous stages, the final step was to prepare the necessary instrument before conducting the research.



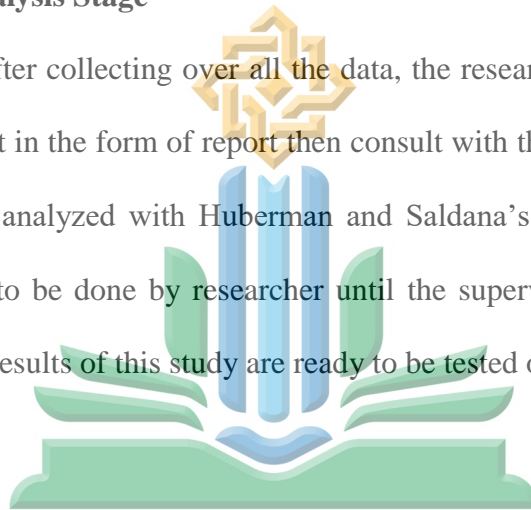
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

## 2. Stage of Field Work

In this stage, the researcher must pay attention to several provisions in the field, such as understand the background of the research, location specific appearance, act neutrally and have an intimate relationship with the subject, determine the study allocation as well as active in collecting data activity.

## 3. Data Analysis Stage

After collecting over all the data, the researcher analyses them and describe it in the form of report then consult with the supervisor, where the data was analyzed with Huberman and Saldana's model. This step must continue to be done by researcher until the supervisor states whether the data and results of this study are ready to be tested or not.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter includes the finding and discussion of the research. The finding consists of the data found in the field, while the discussion is the process of making a decision or conclusion regarding to the topic of this research. Here, the researcher serves the research findings and the discussion;

#### A. Description of Research Object

In this part, there are some phases would like to be explained, those are;

##### 1. History of SMA Nuris Jember

After the success of establishing SMP Nuris (1983), many parents wanted their sons and daughters to continue on to a higher level (SMA) and still study at Islamic boarding schools. KH. Muhyiddin Abdusshomad realized the need of the community and students' guardians for advanced educational institutions, and he immediately established Nuris High School in 1989.

Nuris High School is an educational institution founded in 1989, located in the village of Antirogo under the auspices of the Darussalam Foundation which was cared for by KH. Abdussomad. However, starting in 1997 Nuris High School was no longer under the auspices of the "Darussalam Foundation" but stood alone named "Nurul Islam Foundation" under the care of KH. Abdusshomad's son is named KH. Muhyiddin Abdusshomad until now.

The main objective of establishing Nuris High School is to become a forum for junior high school graduate students to explore various fields of knowledge, especially religion and general science. Nuris High School was first led by the first principal, Mr. Ponco Setiono, then continued by the second principal, Mr. Drs. Achmad Nur Salim, the third principal Mr. Ahmad Sahlan, the fourth principal Mr. Drs. Haryono, the fifth principal Mr. Suwandi, S.Pd., the sixth principal Mr. Muh Soleh Samroji, the seventh principal Mr. Muhammad Faisol, M.Ag., and currently Nuris High School is led by Gus Robith Qoshidi, Lc.

To improve the quality of education in producing outstanding students, Gus Robith Qoshidi, Lc continues to think and innovate, first by forming LBB Nuris / Tutoring Institute in the afternoon. LBB was formed to answer the challenge of making it easier for Nuris High School alumni to continue their studies at state and private universities. The innovation of this tutoring institution was successful.

By providing them with more skills, many Nuris High School alumni have been successfully accepted at various prestigious universities. Such as UGM Yogyakarta, UNPAD Bandung, UNIBRAW Malang, IPB Bogor, UIN Syarif Hidayatullah Jakarta, UIN Malang, UNEJ Jember, and many other prestigious universities. What's more, some of them got free college scholarships and got an allowance of approximately 1 million rupiahs per month.

After the success of his LBB innovation, Gus Robith Qoshidi has not stopped making breakthroughs. To strengthen knowledge of science, Madrasah Science (M-Science) was formed. The breakthrough this time was again successful and recorded gold ink. Various achievements were achieved. Among them, 1st and 2nd place winners in the 2015 Residential Physics Olympiad, 2nd place in East Java Chemistry Olympiad at State Polytechnic of Malang 2015, 1st place in the East Java Level Indonesian Olympiad held by UNEJ Jember 2015, until the very last, Nuris High School students won 3rd place in robotics in Java-Bali at Unibraw Malang 2015.

## 2. Vision

Create the people who are pious, have noble character, are globally competitive, and are ready to become future leaders.

## 3. Mission

To achieve those visions, SMA NURIS develops the following missions;

- a. Getting used to religious rituals in daily life accompanied by a professional teacher.
- b. Controlling the application of good attitude/akhlakul karimah in daily life.
- c. Conduct coaching in achieving academic and non-academic achievements.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

- d. Organizing various Student Council (OSIS) activities, training, and education and training to develop student leadership attitudes.

#### 4. Curriculum in SMA NURIS JEMBER

The curriculum is an essential thing in an educational organization. In simple terms, the curriculum can be understood as a collection or list of lessons that will be taught to complete students by giving learning achievement values in a certain period. The curriculum must be able to accommodate the needs of different students individually, both in terms of time and learning abilities. Therefore, formulating a curriculum is certainly not an easy matter. Many factors determine the birth process of a curriculum.

With the enactment of the 2013 Curriculum for all students in grades X, XI, and XII in the 2021-2022 academic year and based on the evaluation results of the previous curriculum documents, Nuris Jember High School needs to carry out curriculum development, as well as its implementation.

#### **B. Data Presentation and Research Object**

Presentation and analysis of data includes the detailed data descriptions and findings obtained by using the methods and procedures described in chapter 3. This description consists of data descriptions presented to the topic according to research questions. The results of data analysis are in the form of research findings which are presented in the form of patterns, themes, lesions,

and motives that appear from the data. In addition, these finding may be the categories, classification systems and typologies.<sup>72</sup>

In conducting research, the researcher should be equipped with the data serving as the main of research that would be analyzed. According to the previous discussion, researcher used interview, observation, and questionnaire which were served by collecting data using three mentioned techniques.

From that, the researcher elaborated research findings based on the interview, observation, and questionnaire as follows;

### **1. The Stages of Implementing Song as a Teaching Media of Teaching Speaking Skill at the Eleventh Grade of Nuris Senior High School Jember**

Before talking about the stages, according to the interview with the English teacher, Ma'am Intan, the English teacher at the eleventh grade of Nuris Senior High School, said that:<sup>73</sup>

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

“In English class, teaching speaking skills are very important and will be useful for students. Some of the possible reasons are; it helps the student to know how to express something in the English language. Besides, it can be utilized as a training medium for teaching speaking skills. The last one is for assessing students’ skills, especially in speaking. Because I see that the majority of students in the eleventh grade of social one has no interest in English lessons, therefore the class situation becomes not alive. So, as a teacher, I try to find a solution to liven up the atmosphere in the classroom through one of the methods, especially songs.”

<sup>72</sup> Tim Penyusun, Pedoman Penulisan Karya Ilmiah, 96.

<sup>73</sup> Intan Dwi Anggita Sari, Interviewed by Fiki Dwi Sembilan, Antirogo, 7<sup>th</sup> January 2023



From the short overview from the teacher, the researcher concluded that the purpose of song can change the condition in the classroom from passive students to be more active,

because the method given by the teacher is not monotonous anymore. Some problems appear in the field, means that there are so various media in the English teaching and learning process, however, the teacher could decide what appropriate media for speaking skills is based on the class condition in the Eleventh Grade of Social One.

Besides, the researcher got that teacher has to become as creative person as possible in the implementation of the media, so, they have carried it to their students in the classroom. Using songs as the teaching medium can connect speaking and listening skills. Therefore, it makes songs highly recommended in the teaching-learning process. Thus, both of those important aspects must be trained to improve the skill.

The supporting data obtained from the students interview with Nafis Mirfada Dewi, one of the students in the eleventh grade of science one in SMA Nuris Jember, stated that:<sup>74</sup>

“Because the level of my ability to speak is not very good, therefore, I often get nervous when I practice it in front of the class. However, since the teacher applied the song method in the speaking learning process, slowly I can find the way how those problems are handled. Listening to songs in English subject, it can train me to be more confident. To be honest, I’m happy because it feels like we are entertained in between our boarding school activities.”

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<sup>74</sup> Nafis Mirfada Dewi, interviewed by Fiki Dwi Sembilan, Antirogo, 12<sup>th</sup> January 2023

Another student named Nensi Amelia Amelia said:<sup>75</sup>

“In my opinion, speaking activity by using the song as the method to make my English improvements is better, because I become more willing to understand each meaning of the song lyrics. Besides, the advantages of the song’s application are to make me feel relaxed and increase my vocabulary. The way the teacher teaches English with the song as a teaching media is such a kind of fun learning. My speaking comprehension is not very bad. However, a lack of self-confidence is one of the problems which are often faced especially in speaking class. Therefore, I create a solution for that obstacle by imagining talking alone in an empty room. I call it a self-talk strategy.”

Faynusibad also add his agreement of the focus group interview;<sup>76</sup>

“After the two meetings regarding the song’s application, I feel better about the understanding implied meaning of the chosen song. Besides, the selection of the right song about dreams for senior high school level makes me really enjoy & sing the song together.”

About the purpose of song as a teaching media, the researcher concluded that the students could handle the problem appears in speaking class to be more confident and happier than before. Besides, the understanding of the meaning of the song also improved because they feel relax and enjoy the song as a teaching media.

In addition, the students also agree that using song makes each procedure much more enjoyable and not boring. They are more enthusiastic and feel like continuing to often learn English using another song. From that, the researcher assumed the students are very interested in learning English by using fun media such as songs.

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<sup>75</sup> Nensi Amelia, Focus Group Interview toward students of social one, Antirogo, 12<sup>th</sup> January 2023

<sup>76</sup> Faynusibad, Focus Group Interview toward students of social one, Antirogo, 12<sup>th</sup> January 2023

However, besides, the teachers must ensure the planning of teaching speaking skill, so that the learning process is more directed and structured. As stated by Mrs. Intan:<sup>77</sup>

“In whatever the material is, if we talk about the needs in the learning process, as a teacher, of course, I come into the class ready. Such as the media, guidance, attendance list, lesson plan, and so on. Because I want to create an effective classroom situation, therefore I have some plans for what I will do in the class and what I will give to the students to achieve the goals of the learning objective. It means thinking and preparing the appropriate media of the material to make the students feel more excited and comfortable. One last thing that is no less important is don't forget to master the material that will be taught.”

From the teacher's interview above, the researcher concluded that preparation is one of the important ones in the learning and teaching process. She thinks that appropriate media can make the student easily understand, and become more active and fun.

The statement above is supported by Imam Qolyubi in the focus group interview:<sup>78</sup>

“When I'm waiting for the teacher, I even got Ma'am Intan was coming the class by bringing all of the things needed in learning process, such as the book, media, etc.”

From that, the researcher concluded that Imam's statement showed the teacher really prepared before starting the learning and teaching English. For example, the media of songs method and the attendance list for checking students' presence.

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<sup>77</sup> Intan Dwi Anggita Sari, interviewed by Fiki Dwi Sembilan, Antirogo, 7<sup>th</sup> January 2023

<sup>78</sup> Imam Qolyubi, interviewed by Fiki Dwi Sembilan, Antirogo, 12<sup>th</sup> January 2023

In addition, the willingness of the material provided by the teacher to support the success of the research. Like what Ma'am Intan confirmed in the interview:<sup>79</sup>

“I collect the material for figurative language from a variety of sources. It can be taken from LKS, Google, YouTube, or others. Then, I summarized it with a simple one to give the students a clear and easy-to-understand explanation, hence material is related to the purpose of teaching-learning, where it focuses on speaking skill, which means the materials should implicate students in some spoken activities to improve their speaking skills. Besides, in my opinion, figurative language becomes necessary in song lyrics because writers can convey messages which show the beauty and uniqueness of the song to the listener. It will make the song will have a different unique meaning if translated, so, the student more attracted to listen it”

The researcher concluded that the material for teaching speaking skills through song as a teaching media is figurative language. Although the definition was heard as material that is difficult to understand, the teacher summarized it with a simple explanation. Based on the teacher, the material was also related to the purpose of teaching-learning which focuses on speaking skills, the reason is because this material obliges students in some spoken activities to improve their speaking ability.

One of the students named Tisa agreed with the focus of the group interview by saying:<sup>80</sup>

“I really grateful that the material on figurative language is simple to be understood. Ma'am Intan also explained it clearly and made point notes on the whiteboard”

<sup>79</sup> Intan Dwi Anggita Sari, interviewed by Fiki Dwi Sembilan, Antirogo, 7<sup>th</sup> January 2023

<sup>80</sup> Tisa Erlindasari, interviewed by Fiki Dwi Sembilan, Antirogo, 16<sup>th</sup> January 2023

The researcher concluded that Tisa agreed about the teacher's statement. She felt that the teaching and learning process was fun because the teacher made point notes to make students easier to understand the material of the learning process.

Furthermore, it is supported by the result of the observation in the classroom that during the learning process, the researcher saw that the material discussed figurative language that consist of how to fill in the blank word of songs lyric and identify the figurative language on it.<sup>81</sup> The researcher also detected that the teacher not only use the primary book as a reference for teaching, but the teacher also took it from the Internet related to the material that is relevant for basic competence. Additionally, the researcher noticed that the teacher made a resume on the whiteboard related to the material to make students easy to remember it.

The presentation of the data is supported by the interview with the English teacher. That interview is regarding the implementation of teaching speaking skills through song as a teaching media. There are three main activities of this application, according to Mrs. Intan:<sup>82</sup>

“I divide into three main steps the speaking class; pre-activity, here, greeting, and checking the attendance of the students first. In the whilst activity, I explain how to use the song in speaking skills. The students listen to the song, sing together, fill in the blanks of the lyrics, ask some of them to come forward to write the answer, then discuss during the presentation time. The last step is post-activity where the teacher reviews the material. The student should ask anything they don't understand because I will give them opportunities at the last minute. Next, close the meeting by giving

<sup>81</sup> Observation, 16<sup>th</sup> January 2023

<sup>82</sup> Intan Dwi Anggita Sari, interviewed by Fiki Dwi Sembilan, Antirogo, 12<sup>th</sup> January

motivation and praying. The advice in order not to forget to study is something that I always tell them. So, anywhere students are, inside or even outside the class, they can learn while playing the English song. By this method, the students slowly can understand how to be a good speaker.”

The researcher concluded that the teacher delivered additional motivation which is expected that the students are motivated to study hard. Mrs. Intan also opined that using the English song in teaching speaking can help students how to remember vocabulary, simplify the way they pronounce some words, and improve their speaking ability in the English language.

Regarding the main activities, Saskia Adya Meca also wanted to express her opinion:

“Ma’am always starts the class with a greeting and a prayer, then, checking our attendance. She began the material with a simple explanation of figurative language. The way how she explained the materials is by asking us some questions about it.”

The students’ statement can be concluded that the teacher provided the activity in song method by opening the class, explaining the material, and closing.

Aside of that, Ma’am Intan emphasize the steps of implementing songs method in the interview:<sup>83</sup>

“The steps or procedure I bring to the class in teaching speaking skill is greeting the student, sometime I check their readiness by giving some of the ice breaking in order that the student become more excited to learn. After that, I lead the pray by saying basmalah together, followed by checking the attendance list. For songs method, firstly in meeting one, I divided four group based on

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<sup>83</sup> Intan Dwi Anggita Sari, interviewed by Fiki Dwi Sembilan, Antirogo, 7<sup>th</sup> January 2023

the students sitting row. After that, spreading the paper contain some of the blank lyric. Of course, I ask them to fill in it. Then in meeting two, I start to carry the core material of figurative language. But before of all, I explain what is it and how many types of it. Next, for the second song, I told the student to find the figurative language. Presentation is the last part of that days' activity. Correcting together is also done to know whether they have already caught the material or not. Giving feedback is sometime given if it is really needed.”

According to the interview with the English teacher, the researcher concluded that the step of teaching speaking skill through song as a teaching media consist of pre activity, whilst activity, and post activity. In addition, regarding to the difference of song implementation in meeting one and meeting two, Amanatus Silvia said:<sup>84</sup>

“Ma’am Intan differ the song in the first and the second meeting, but the group is still same, so she does not divide us again. For me, selection of two different song makes the classenvironment is more enjoyable. Even though in the first meeting not all of my friend knows about the song, “Fix You” however, Ma’am served us a new song in the second meeting, which even many children sing this song. This is not a new, but I often heard after watching Frozen that become asoundtrack of it.”

This statement is supported by the observation conducted in Nuris Senior High School, on Thursday, 12<sup>th</sup> January 2023, the meeting has three steps related to the implementation of teaching speaking skill through song as a teaching media. Those procedures are;<sup>85</sup> Pre-Activity. In this preliminary activity, the researcher got teacher started to open the class with a greeting to all of the students. It includes checking the attendance list, then followed by stimulation to the students about

<sup>84</sup> Amanatus Silvia, interviewed by Fiki Dwi Sembilan, Antirogo, 16<sup>th</sup> January 2023

<sup>85</sup> Observation, 12<sup>th</sup> and 16<sup>th</sup> January 2023



memories of speaking by instructing them to come forward and talk individually and tell their personal stories such as what their favorite is, privileges they have, and encouragement that keep them waking up. The researcher saw that some students are confident with their speaking ability, though their pronunciation is not that good. Some of them are better at that skill but they are less good at vocabulary.

For the second is whilst Activity. This middle step of teaching speaking skill can be called the main activity where the implementation of songs starts to be carried out by the teacher during the process of teaching is taking place. The researcher received the teacher explains several ways to improve students speaking skills. One of the song is coming from Coldplay with the title "Fix You". For senior high school level, this song is very nice to be heard, with the appropriate genre. To avoid misunderstanding the meaning of the song, the teacher provides a sheet with the song lyrics. Some blank words have to be filled in by the students while listening to the song. After that, the teacher point each of group representative to read the answer. Then, the students were asked to correct them randomly together. After that, they discussed and presented the meaning of the song in each paragraph. The steps in the next meeting is still same, however, what makes the second meeting difference is that the discussion of the main material. So, the teacher asked students to read full of the lyric, then ordered to dissect the lyric that contain a figurative language meaning.



While the last step is post-activity that include the teacher gives the conclusion and provides opportunities for the students to ask some questions about the material which they do not understand. The researcher viewed the learning process ends with the teacher's motivation, so the students can continue trying to improve their speaking skills, and the class is closed by praying together.

Furthermore, it was strengthened by the lesson plan of the second meeting on January 16<sup>th</sup> 2023,<sup>86</sup> was the same as the previous implementation method but with a different title of the song by India Menzel entitled "Let it Go". At point D about learning activity, it is started by listening to the song and after it has finished, the student discusses which one is the figurative language, then analyze it. Next, the teacher points the representative of each group to be presented confidently in front of the class.

In addition, the researcher opined that one of the effective ways to improve English in a fun way is to learn through songs. Learning English through songs can be an alternative for the students who do not like formal learning in general. There are many reasons why this media is effective in improving student's English skills, such as song becomes an easy habit, lyric of the song contains everyday language, and songs are emotional that usually easily to be remembered by the listener.

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<sup>86</sup> Document review of the lesson plan, appendix 4, 16<sup>th</sup> January 2023

Based on the result of the interview, observation, and document review on the stages of teaching speaking skill through song as a teaching media at the eleventh grade of Nuris Senior High School were; 1) Divide the students into four group, 2) Engage the students to analyze the figurative language, 3) Present the meaning in front of the class, 4) Correct the answer by asking the students randomly.

## **2. The Evaluation of Implementing Song as a Teaching Media of Teaching Speaking Skill at the Eleventh Grade of SMA Nuris Jember**

The evaluation of teaching speaking skill through song as a teaching media at the eleventh grade concerning the interview with Ma'am Intan that:<sup>87</sup>

“Before closing the class, I give final assessment to the students. It depends on the student, how far they can catch the material by asking them to practice it and reflect their understanding. In evaluation section, I please the student who need my feedback, comment, or correction of their report and performance. In speaking skills’ evaluation, mostly occurs on their understanding related to the material when they practice time, their pronunciation, their fluency, their grammatical error and some vocabulary not available in their books. So, for reflecting, I gave some of the questions for teaching speaking. Because it is really easy for students to forget the English vocabulary, therefore, at the time of evaluation I remind students to always practice it in everyday though they hang out with their family or friends. This way makes students aware of the evaluation result and let them know which one is right consciously to speak English well especially in speaking element”

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<sup>87</sup> Intan Dwi Anggita Sari, interviewed by Fiki Dwi Sembilan, Antirogo, 16<sup>th</sup> January 2023

Algi and Alifiah supported the focus group interview. They said that:<sup>88</sup>

“When we perform our task, Ma’am Intan always correct everything incorrect. So, we feel noticed by the teacher. Besides, she is very patient to her students. Because I can’t learn with any pressure. Therefore, I’m grateful my English subject is taught by her.”

On the other side, Husni Mubarak opined his supporting focus group interview:<sup>89</sup>

“Slowly, I can follow the English language because Ma’am gives us a review material before we come back from school. For example, she asks the meaning of figurative language and how many kinds of it. The students answer it together while reading their notes book.”

From the previous statement, the researcher concluded that the evaluation of teaching speaking skills through song as a teaching media was given in the final section before the class closed. The teacher never forget to reflect the material has been explained by asking some of the question.

The researcher sight that the evaluation of teaching speaking skills through song as a teaching media at the eleventh grade’s students used formative assessment where the teacher gave the students an exercise related to the topic of figurative language.<sup>90</sup> They are heard the new song that is not the same with both meeting. “For the first time in forever” by Disney Frozen. To save time, In the assessment section is not given a

<sup>88</sup> Algi Riski and Alifiyah, interviewed by Fiki Dwi Sembilan, Antirogo, 16<sup>th</sup> January

<sup>89</sup> Husni Mubarak, interviewed by Fiki Dwi Sembilan, Antirogo, 16<sup>th</sup> January 2023

<sup>90</sup> Observation, 16<sup>th</sup> January 2023

blank lyric anymore. The teacher just provided full lyric then just ask them to listen and read the paper carefully. Before the class ended, the answer of figurative is repeated once to reassure their understanding of the material.

Moreover, it was also strengthened by the lesson plan that the evaluation of teaching speaking skill through song as a teaching media was proved at the assessment point in lesson plan.<sup>91</sup> Because this study was focused only on speaking, the practice test refers to students' speaking ability such as interview and presentation. Furthermore, in the learning activities of the closing stage is stated that the teacher asked the students questions to help them reflect on the teaching-learning process.

Aside of the evaluation, this point also serves the advantage of the use of song as a teaching media in teaching speaking is very take effect on improving student's skill. Because, beside enjoying the rhyme of the music they are listening to, they can also learn anything from it and make them easily remember the lyrics of the song, beside the student indirectly memorize some of new vocabularies.

That information was explained by the English teacher social one, Mrs Intan, said that;<sup>92</sup>

“As the teacher who focus on foreign language, I can take the advantage of the song as a teaching media in teaching speaking, because my goal is to motivate students and attract their full attention during the lesson. The result of the implementation are as follows; a song makes the students are more enthusiastic of

<sup>91</sup> Document Review of lesson plan, Appendix 4, 12<sup>th</sup> January 2023

<sup>92</sup> Intan Dwi Anggita Sari, interviewed by Fiki Dwi Sembilan, Antirogo, 16 January 2023

teaching speaking skill, simplifies them to memorize some new vocabularies, helps them pronouncing the right words, and creates a fun class is something no less important.”

The teachers’ statement can be concluded by the researcher that song made the students spirit increase, and help them to have better pronunciation in English as foreign language.

It is supported by Muhammad Fayrusibad Athoya and Fadita, the student of Social one at Nuris Senior High School said that:<sup>93</sup>

“Even I’m shy and introvert, but my understanding level of teaching speaking is sufficient around 70%. Trying to familiarize myself in English language is one of my solutions of all my own problems. Because I know, if we do not against our obstacles, it will be more difficult later. Actually, not only for English, but song also can be applied to other possible subject, listening to the music in learning don’t make me sleepy, because the interesting sound that overpower the class situation. I believe if the teacher just explaining the material from the first until the last minutes, it is totally not motivated the student even just raising their head when they fall asleep.”

From the statement of two students above, the researcher concluded that after the implementation of song as a teaching media in teaching speaking has given the difference point on how student catch the purpose of the material. By using song can help the student to overcome an anxiety and boredom in the class, by allowing them to participate in learning process in a more fun manner.

Other student named Lefiana Rosa also stated that the result of the song’s implementation in teaching speaking is for her who has lack of skill could add the curiosity especially in English language.<sup>94</sup>

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<sup>93</sup> Fayrusibad Athoya and Fadita, interviewed by Fiki Dwi Sembilan, Antirogo, 16 January 2023

While the advantage of song in teaching speaking skill was recognized by Rara Zabrina Aprilia Pulung;<sup>95</sup>

“Comparing after the treatment of learning speaking by the song’s media, I fell like the class atmosphere become more fun than before. I see how all of my friends sing a song together, to be honest I’m very happy at that moment, because they are rarely laugh while raising their hand in the same time. From that activity, it teaches me to boost an imagination. In the presentation, the teacher points one by one of the students to come forward. I think that is the creative way in concluding the meaning of the song. On the other hand, my pronunciation and vocabulary are getting better.”

From the observation of the advantage of song, the researcher concluded the teacher has many reasons why they should use a song as a teaching media in teaching speaking skill.<sup>96</sup> Because it provides many benefits for the students, such the vocabulary, grammar, pronunciation, and the cultural aspect. Besides, it can train the students ability of speaking and listening. It also makes the student be easier to continue an inside and outside classroom learning. However, the most important is the students could be motivated to develop their ability in using English language.

In addition, the use song as a teaching media in teaching and learning process makes the students easily master their ability especially in the speaking skill. By listening to the music, it makes the student to be more enthusiastic, mastering vocabulary and improving the pronunciation of the word.

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<sup>94</sup> Lefiana Rosa, interviewed by Fiki Dwi Sembilan, Antirogo, 16 January 2023

<sup>95</sup> Zabrina Aprilia Pulung, interviewed by Fiki Dwi Sembilan, Antirogo, 16 January 2023

<sup>96</sup> Observation, 16<sup>th</sup> January 2023

It was found in the observations field that through song, the atmosphere of the class could be more relaxed and enjoyable.<sup>97</sup> So that the students become easier to manage, therefore the four language skills are improved. After conducting the research at Nuris Senior High School, the researcher discovered advantages of the teaching speaking skill as follows; by the implementation of song as a teaching media, students are more spirited about participating to the lesson. On the other hand, it can improve the student's language structure. In addition, student's English pronunciation is so much better, the vocabulary knowledge increases, and also the student's confidence of speaking without the fear of guilt.

From all of the reasons before, it can be seen that a song serves the effective media that help the students mastering an English language. Consequently, it's very useful for the students to know some songs in training them to master the vocabulary, pronunciation, and creatively choose the word to be delivered. For the last, the song can also contribute students to speak as if like a real native speaker.

Furthermore, it is also supported by the lesson plan in the assessment instrument that the teaching and learning process involves an evaluation of every teaching activity which has been completed because the purpose is to define the outcome of learning.<sup>98</sup> In this section, the teacher provides the assessment based on the student's accession by asking some questions, answering the question from the teacher, and evaluating

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<sup>97</sup> Observation, 16 January 2023

<sup>98</sup> Document Review of lesson plan, Appendix 4, 12<sup>th</sup> January 2023



the temporary result of the student's assignments. The evaluation here means in the giving of feedback, comments, corrections from the teacher concerning the outcome of the interview and performance with a scoring rubric which accordance with five elements of speaking assessment like comprehension, grammar, vocabulary, pronunciation, and fluency.

Based on the data gathered above from interviews, observations, and document reviews, the evaluation of teaching speaking skills through song as a teaching media at the eleventh grade of Nuris Senior High School was Formative assessment in two ways, the form of practice and written test. The practice test refers to the student's interview and presentation with the scoring rubric based on five aspects of speaking such as comprehension, grammar, vocabulary, pronunciation, and fluency. While the written test refers to fill in the blank lyric of the song.

**Table 4.1**

**Finding of Implementing Song as a Teaching Media of Teaching Speaking Skill at the Eleventh Grade of SMA Nuris Jember**

No.	Focus	Findings
1	2	3
1	The stages of implementing song as a teaching media at the eleventh grade of Nuris Senior High School Jember	a. Divide the students into four group. b. Spread the paper contain some of the blank lyric. c. Play the music and ask the student to listen carefully. d. Discuss to fill in the blank lyric with the group. e. Find and analyze the figurative language. f. The representative of each group come forward to present the answer. g. All of the student correct the right answer. h. Discuss together while giving a feedback and correction.
2	The evaluation of	The evaluation of teaching speaking skill



No.	Focus	Findings
1	2	3
	implementing song as a teaching media at the eleventh grade of Nuris Senior High School Jember	through song as a teaching media is a formative assessment refers to find and analyze some of the figurative language and do a presentation of every group while scoring the students with aspects of comprehension, grammar, vocabulary, pronunciation, and fluency.

### C. Discussion

Discussion stage contains the researcher's ideas about the relation between categories and dimensions, the position of the current findings against the previous ones, as well as interpretations and explanations from the site findings.<sup>99</sup> The researcher uncovered four main points to be discussed here;

the purpose, the stages, the material, and the evaluation of teaching speaking skill through song as a teaching media at the eleventh grade of Nuris Senior High School.

#### 1. The Stages of Implementing Song as a Teaching Media of Teaching Speaking Skill at the Eleventh Grade of SMA Nuris Jember

Before carrying the material to the class, the English teacher first bring their own purpose regard to the chosen problem appears in the class. Because it becomes one of the important aspects of the teaching-learning process which is also known as the learning objectives in a lesson plan. Even as a teacher, they have their purpose in teaching speaking skills that is same as the students' purpose. To support it, the teacher must involve in

<sup>99</sup> Tim Penyusun, Pedoman Penulisan Karya Ilmiah. 97

some activities. Because the purpose is to boost the students' engagement with the school and unconsciously spoken language activities effect the teacher to accompany the students toward some goals.<sup>100</sup>

The teacher argued that common thing that almost all student experience is their speaking ability. An insecurity of trying something new that maybe unusual did and heard around them. Besides an English language is a foreign language for Indonesian, there is a limited media for boarding school based like at Nuris Senior High School. It means if we compare with public school, the students could bring phone, laptop, and etc.

From that, therefore the teacher must find and think the best media that appropriate with the student's current issues. After couple of time, finally the teacher chooses song as the answer of learning and teaching speaking skill. The purpose is that liven up the class atmosphere and help the student not easily to get bored and feel interesting.

The finding relates to the steps of teaching speaking skill through song as a teaching media at the eleventh grade of Nuris Senior High School is divided into three main activities, the researcher got that the teacher has procedures, as follows;

- a. Number one step is the preparation. In this part, the teacher should has already prepared all of the things needed for the teaching and learning

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<sup>100</sup> Heather Malin, Teaching for Purpose, 2021, 5.

process. For the example in what material will be taught to the students and proper media that will be applied in the class.

Because this research is about the use of song, therefore that one important point must also be well chosen before conducting for the teaching speaking skill.

- b. Number two step is the application. This stage is divided into three parts; pre-activity, whilst activity, and post activity. In the first step, the teacher gives a greeting to students to make sure that they are ready to start learning. Then, she checks the attendance list to confirm the completeness of the student's data who attend in that meeting.

Moreover, the second step is the process when the teacher explains about how the method of song can be brought in the teaching speaking. Dividing into four group is the first step before spreading a paper of question sheet which contains the lyric of the song. After that, the teacher plays the song while being listened by the students and fill in the blank of some lyrics of the song. Besides, the student must find and analyze the figurative language contain in the lyric of the song. Because it will be corrected together, therefore the teacher distributes its piece of paper randomly. Singing a song is a sure thing to do by reason of almost all students know the song. For discussing the result of the song's implementation, the teacher asked the representative of each group to present the answer then correct it together.

c. The last step is conclusion. In this part, the teacher concludes the material by asking something don't be caught by the students. Furthermore, the teacher reviewed the related material which has studied in that meeting. Besides, providing the motivation is given before closing and praying.

Its provable that after the treatment of an implementation of teaching speaking skill through song as a teaching media by some of the possible considerations, the student's development of their ability is getting higher and better. The class atmosphere is more fun, therefore, it makes the students active and very enthusiastic. We can see from the student's presentation of the meaning of the song and figurative language they have listened in the process of learning. The result is they are confidence about new vocabularies and figurative meaning they learn.

According to the data gained by the researcher, steps of song as a teaching media which has applied is very helpful for the students in dominating an English Language. Besides, it becomes an important role in familiarizing students to make them easier to learn a language wherever they will be. By often listen to the English song, the speaking skill of student will improve.

Based on the researcher's finding in Murphy's book, it said that for the implementation of the song for teaching speaking have some of

the procedures, so, following those is a must for all the students<sup>101</sup>. The procedures will be mentioned as follows;

Preparing what song will be given during the process of learning an English language. The students were asked to read a piece of paper that has been shared by the teacher at the first time coming to the class, then they discussed it together by presenting randomly selected by the teacher to come forward. Each of students must have their own difficulty related to the speaking skill, especially in the lack of vocabularies they have.

The teacher asked them to find its solution first, if they could not do it, then they may ask to the teacher. Thereafter, the students were asked to work on the questions given by dividing a group and discussing them together. For the last activity, they sing a song together.

Even though, the observation result of the data exposure that researcher found which occurred in the research field along this study in the school, it was not compatible with Murphey's view.<sup>102</sup> By the different point of view of the teacher, the researcher saw that the use of song's method was not included to the learning material, but it was as a distraction from the main material. With the purpose of mastering students' vocabulary, helping their improvement of a pronunciation, and training the confidence of the students speaking skill inside or outside the class.

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<sup>101</sup> Murphey, T. Music and song. Oxford, England: Oxford University Press, 1992.

<sup>102</sup> Murphey, T. Music and song. Oxford, England: Oxford University Press, 1992.

Additionally, because the researcher does not want to have only one side of the expert's opinion, therefore she compared it with others theories of Murphey'. It has turned out that there was also more similar statement used by the teacher.

We focus on Eken's theory which explains the several procedures of implementing the song as a teaching media in teaching speaking skill.<sup>103</sup>The difference is stated in number three. Eken told that to focus directly on the students' common mistakes, it means the grammatical error.

Whereas, what researcher has found in the class is the teacher just more focus on the difficult vocabulary included in the song by defining another word which understandable for the students then ask the student to write it down. Memorizing and learning are two important points the teacher requested later.

It's proven that the student looks brave to do a presentation and express their opinion. By gathering with the subject of this research, so, the researcher is able to know their vocabularies have increased than before getting the song as a teaching media treatment. Their ability of pronouncing the words and speaking is also getting better, moreover the student's confidence starts to appear. Therefore, the teacher believes the implementation of teaching speaking skill through the song as a teaching media succeed.

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<sup>103</sup> Eken, D. K. Ideas for using pop songs in the English language classroom. English Teaching Forum, 1996.

From above explanations, the researcher sums up that song is an appropriate media to be applied in the speaking class activity. It helps the student easily master the art of speaking by using song as the media which makes the class atmosphere is more alive and enthusiastic in teaching and learning process. After using song as the method, the students feel interested to the speaking material and their ability is increased.

Before carrying the song to the research field, the researcher must pay attention to the specific aspect like vocabulary, song's lyric meaning, song's message, level of the language, etc. However, not all genre of the song will be suitable in the language learning. Therefore, choosing the right song produce to the memorable, fun, and useful process for the student.

Aside of teaching and learning steps in speaking class, in Brown's statement, there are some elements in formatting the lesson plan including the material that must be presented by the teacher, as follows<sup>104</sup>;

a. Objective

To create the learning objective, the teacher needs to concern with the explicit statement in order to get something from the lesson. The explicit statements are sure with the achievement that must be reached, maintain the unity of the lesson, predetermine about the accomplishment, evaluate the students' success at the end of class. Learning objective is very common with term of stated what the

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<sup>104</sup> Brown, 149-151.

students will do. In stating objective, the teacher needs to know that terminal lesson and enabling are different. Terminal lesson objective is the final result that needs to measure, while the enabling objective is an intern steps that creates and leads to terminal objectives.

b. Material and Equipment

The teachers should know what materials and equipment they need to take and bring. Probably, the materials in teaching speaking skills that teacher brings is generally the coursebook as references, whereas the equipment that may teacher needs in teaching speaking skills such as a whiteboard, board marker, and media for learning that include paper, and board.

c. Steps

In general, the set guidelines of steps in lesson plan are divided into three activities; first is opening namely set induction which activity as a warming up such as salam, praying together, checking the attendance list and others. The second is core which a set of activities with each proportion includes in whole class work, group or pair work, teacher talk, and students talk. The third is closing which the activity is the ending of the activities in class include in evaluation, feedback, home work, and closing the class by praying together.

d. Evaluation

This stage is not always able to be a part of lesson plan elements, but it can be used when the lesson has conducted one or two



meeting in order to know whether the learning objective has accomplished or not. Besides, the evaluation is also as an assessment where the teacher makes it then give the students a chance for learning in order to assess the success of students.

In the other side, the steps of teaching speaking skill through song as a teaching media above have matched with Brown theory in formatting the lesson plan where has main elements that it must include in.<sup>105</sup> The objectives in accordance with the finding in part of set induction in statement “learning objectives”. The materials and equipment are consistent with the finding in part of set induction in statement “explain the material” where the material and equipment as tools in explained the material.

The stages correspond with the finding in part of five steps, they were observation, discussion, exploration, association, and communication. On the observation, a) the teacher divides students into four group. While in discussion, b) The teacher involve student to identify the figurative language. At the exploration, c) Teacher asks student to match the lyric which contain a figurative language to the types of it. Then in the association, d) Each group write the answer and prepare to the presentation, and for the communication, e) The representative of each group presents the results in front of the class. The evaluation here matched with the finding in part of closing.

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<sup>105</sup> Murphey, T. Music and song. Oxford, England: Oxford University Press, 1992.

In addition, during the teaching-learning process, the teacher must be aware of the stages concern in teaching speaking skills. As mentioned by Scott, the three steps to teaching speaking, which are as follows; a) The teacher must determine the purpose of teaching speaking, b) The teacher must guide the students in the presentation to make learning is meaningful and active, c) The teacher asked the students to practice or create a product as part of the production skill.<sup>106</sup>

The Scott's theory above accordance with the findings of this study. The point demonstrated that the teacher must specify the purpose of teaching speaking where it is relevant to the finding in the statement "told learning objectives" in part of the set induction.<sup>107</sup> In point b, it relates to the discovery in the last steps "Each group presents the findings to another group".

From that, the conclusion of the implementation of teaching speaking skills through song as a teaching media has assisted the second-grade students at Nuris Senior High School is to develop their speaking skills, because it not only makes them understand the material but also made the students practice their speaking skills.

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<sup>106</sup> R. Scott, *Speaking Communication in the classroom*, London: Longman Group Ltd, 1981.

<sup>107</sup> R. Scott, *Speaking Communication in the classroom*, London: Longman Group Ltd, 1981.

## 2. The Evaluation of Implementing Song as a Teaching Media of Teaching Speaking Skill at the Eleventh Grade of SMA Nuris Jember

The final component of teaching speaking skills is the evaluation of teaching, because it refers to the process of finding how far the goals have resolved after they have been taught. So that, the assessment is frequently used to evaluate students after teaching and learning. It consists of making a suggestion, providing feedback, and making comments.

The evaluation of teaching speaking skills using the song as a teaching media in the second grade used formative assessments in two ways, the form of practice and written test.<sup>108</sup> The practice test is the student's interview and presentation with the scoring rubric based on five aspects of speaking; comprehension, grammar, vocabulary, pronunciation, and fluency. While the written test is to fill in the blank lyric then analyzed the figurative language.

Moreover, the component should play a role in assessing teaching speaking as speaking is a productive skill. Nunan stated that the following six factors must be considered when evaluating teaching speaking skills:<sup>109</sup>

- a. Comprehension, which defined as the ability to understand a spoken language, because speaking understanding is the goal of many language learners.

<sup>108</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 2015, 408

<sup>109</sup> Nunan in Yenny Rahmawati and Ertin, *Developing Assessment for Speaking*, 2014,

- b. Grammar, which assesses how to appropriately control language use and avoid the grammatical errors.
- c. Vocabulary, which evaluates how its features are used. It also indicates the test taker's level of proficiency.
- d. Pronunciation, which assesses pronunciation errors and aspects of pronunciation that disrupt in the communication.
- e. Fluency show that conversational speech is well delivered. It can be evaluated based on how confidently the speech is delivered and how well it responds to the specific theme without being confused about which word to use.
- f. Task dealing with completing the instruction given during the speaking test

The Nunan theory above also matched with the findings related to the evaluation of teaching speaking skills through song as a teaching media in the second-grade within formative assessment where in the practice test the students got a command to present their understanding with the scoring rubric based on aspects of comprehension, grammar, vocabulary, pronunciation, and fluency.

It can be concluded that the evaluation of teaching speaking skills using song was beneficial to both the teacher and the students. It helps the teachers understand how far the achievement on purpose throughout the teaching speaking process which help students improve their speaking skills.

In the learning and teaching English process, songs become one of the techniques used by the teacher. The various elements contain inside the song can be utilized as the students' facility to improve their cognitive ability, if the teacher give an opportunity to test their auditory sensitivity in order that boost students speaking skill.

As what Murphey said that song is a highly recommended media in language class because its implementation has many advantages,<sup>110</sup> such as; it makes the students easier in learning a foreign language especially an English. Because an interesting method that would build a happiness for the atmosphere in the class.

Aside of that, song is one of the very effectively used in the teaching speaking and listening material. The students feel happy during the class and they could laugh together with all the classmates, hence, it was proven that song is not a flat media. In addition, by using song, the student could bring it anywhere they are learning a language.

Murphey also added that to stimulate a language learning for the students, the implementation of song can be a positive matrix for the teacher, where in the previous time, learning a language was only considered as a tiring task<sup>111</sup>.

Besides, song can create a fun classroom atmosphere or situation, so that it will encourage students to learn and enjoy while learning process.

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<sup>110</sup> Murphey, T. Music and song. Oxford, England: Oxford University Press, 1992.

<sup>111</sup> Murphey, T. Music and song. Oxford, England: Oxford University Press, 1992.

Therefore, from those explanations, it does not need to be doubted anymore that teaching an English language especially for speaking skill through song as a teaching media or singing method is a very effective way to be implemented. The study result that was conducted by the researcher discovered some of the differences of the advantages in teaching English language for the teacher and students as follows;

- a. By singing activity in the class, the students are happier and easier to understand the explanation of the material. From that, they could be more motivated to have an English fun learning. The song selection accuracy by the teacher also impact to the success of teaching and learning process. By giving one media with various song, teacher can raise the students' interest in more on activeness in learning.
- b. With the song's implementation, the students learning motivation increases, because they indirectly imitate and remember the acquired vocabulary until they feel facilitated the pronunciation in speaking, then the speaking scores would get better in every meeting. So, singing is the most activity that like by the students in almost all stages. Usually, for student, singing is to function more as a play than a learning activity or message delivery.
- c. By singing with friends in the class can give satisfaction, joy, and happiness to the students which encourage them to study harder. The reason is students learning, mastering, and practicing a teaching material delivered by the teacher faster. Additionally, the speaking,

listening ability of the students and being more creative could be trained from this activity.

The researcher found other advantages of using song as a teaching media in the speaking class is that the student gain some of new knowledge. Hence, it will unconsciously help to sharpen students' skill in the speaking field, which make the students more capable in word processing on how to create a good sentence correctly.

As the conclusion, the explicit explanation in discussion of the activity, an English teaching process by using songs went smoothly and received many positive responses from the students. We can see from students' enthusiasm during learning.

They looked more enthusiastic in the song's implementation of teaching speaking skill. From that, the students can also practice it outside the classroom by listening to the songs, besides, they can also take an advantage of this media to learn a language.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the findings and discussions that have been previously described concerning “The Implementation of Teaching Speaking Skill Through Song as a Teaching Media at the Eleventh Grade of Nuris Senior High School Jember”, therefore, it can be concluded several things as follows;

1. Learning process in Nuris Senior High School Jember has shown the implementation of song as a teaching media could strengthen the student’s ability of speaking. The reason is students experience is really put in a good use, besides, by singing a song, it also went pass by the several steps and procedure that given by the English teacher like preparation, implementation. This stage is divided into three parts; pre-activity, whilst activity, and post activity, and the evaluation for closing. This way makes the memory of students more master in understanding vocabulary which stimulate them to speak better. Hence, choosing and considering the appropriate media for teaching is a must, because it is a teacher’s responsibility to improve and become more creative in using the media in speaking class, so that it will boost students learning motivation in English language.
2. The evaluation of implementing song as a teaching media in learning speaking skill in Nuris Senior High School Jember used formative assessment in written and practice test. The written test refers to the fill in



the blank lyric and find a figurative language, while the practice test is taken when the student present the answer of figurative language in front of the class which the scoring rubric with the aspect of speaking which consist of pronunciation, grammar, vocabulary, fluency. Furthermore, the advantage of song as a teaching media served in this study that consists of make students more enthusiastic of learning, motivate the students for enjoying the speaking activities hence they have mastered the meaning of vocabulary, it means the students can understand what native said, improve student's capability of pronouncing English word. One of the triggers is the situation in the class where is not boring anymore. The student feels the advantages of using song, hence, they are interest for continuing to learn and speak English whenever they are.

## B. Suggestion

### 1. For teacher

- a. The teacher has utilized song as teaching media to improve student's speaking skill. However, the researcher found one of the assessments used by the teacher is fill in the blank lyric that actually can be focused on listening skill. From that, the teacher should change the learning activity into speaking skill only. Furthermore, it must be applied some procedures which can make the students more enthusiastic in participating the learning of speaking. Therefore, I do hope the teacher use the song as the English media in the class as good as possible, therefore, the student will easily take the learning purpose.

b. The teacher must be able to verify that after implementing song as a teaching media in teaching speaking skill can give many changes from the advantage which improve the student's speaking ability. By that, it really means to help the English teacher realize their wish.

2. For institution

The institution is hoped to improve and complete the facilities needed by the teacher, so that the teaching and learning and teaching process will go optimally. Therefore, the school must give more attention to whatever the needs in the class.

3. For Researcher

After conducting this research, hopefully this study can also be utilized as a reference for next researcher. It is also hoped on how similar activities will be more exported that impress the generations to apply this good thing.



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## Appendix 1

### DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Fiki Dwi Sembilan

SRN : T20196172

Major : Tadris Bahasa Inggris

Faculty : Tarbiyah dan Ilmu Keguruan

Institution : UIN KHAS Jember

Stated that the thesis untitled “The Implementation of Teaching Speaking Skills through Song as a Teaching Media at the Eleventh Grade of Nuris Senior High School Jember” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 14 Juni 2023



Fiki Dwi Sembilan



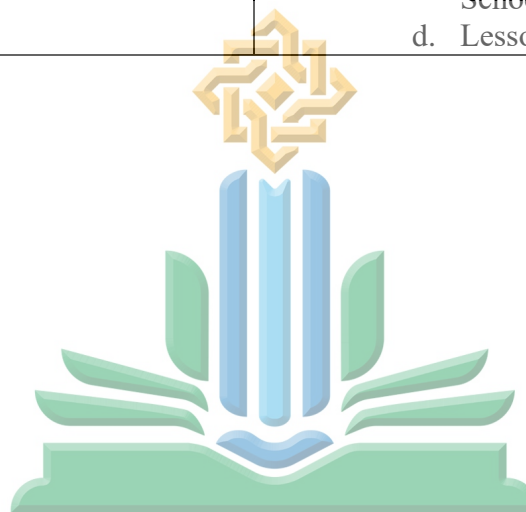
## Appendix 2

### Matrix of Research

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
<p>The Implementation of Teaching Speaking Skill Through Song as a Teaching Media at the Eleventh Grade of Nuris Senior High School Jember</p>	<p>1. Teaching Speaking Skill</p>	<p>1. Implementation 2. Definition and characteristic of teaching 3. Definition of speaking 4. The function of speaking 5. The component in teaching speaking skill</p>	<p>1. Interview a. English teacher b. Student 2. Observation a. Objective condition of Nuris Senior High School Jember b. The implementation of song method in the class 3. Document Review a. The history of Nuris Senior High School b. The vision and mission of Nuris Senior High School</p>	<p>1. Approach and type of research; a. Qualitative b. Descriptive qualitative 2. Data collection a. Interview b. Observation c. Document review 3. Data analysis a. Data condensation b. Data display c. Drawing and verifying conclusion 4. Validation of data: Triangulation techniques</p>	<p>1. What are the stages of implementing song as a teaching media of teaching speaking skill? 2. What is the evaluation of implementing song as a teaching media of teaching speaking skill?</p>
	<p>2. Song as a Teaching Media</p>	<p>The stages of song as a teaching media 1. Listen to the song 2. Ask some question about the title 3. Listen the song with the lyric 4. Focus on a particular verb tense or aspect of grammar 5. Focus on vocabulary, idioms, and expressions 6. Round things off with some creativity</p>			



Title	Variable	Indicators	Source of Data	Research Method	Research Problem
			c. The curriculum of Nuris Senior High School d. Lesson Plan		



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 J E M B E R

## Appendix 3

### SILABUS

#### SILABUS PEMBELAJARAN TAHUN 2022/2023

Mata Pelajaran : Bahasa Inggris  
 Satuan Pendidikan : SMA Nuris Jember  
 Kelas : XI MIPA/IPS

#### Kompetensi Inti :


1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should</i> , <i>can</i> )	3.1.1 Mengidentifikasi fungsi sosial teks transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. 3.1.2 Menentukan struktur teks transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. 3.1.3 Mengidentifikasi unsur	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks                             <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan                             <ul style="list-style-type: none"> <li>- Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i></li> <li>- Nomina singular dan plural</li> </ul> </li> </ul>	Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar <ul style="list-style-type: none"> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis</li> </ul>	Pengetahuan : <ul style="list-style-type: none"> <li>• Penugasan</li> <li>• Ulangan Harian 1</li> </ul> Keterampilan : <ul style="list-style-type: none"> <li>• Unjuk kerja</li> </ul>	3X2JP	<ul style="list-style-type: none"> <li>• BUKU INTERAKTIF BAHASA INGGRIS untuk kelas XI semester 1, Intan Pariwara</li> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>• Audio (file listening)</li> <li>• <a href="https://www.youtube.com/watch?v">https://www.youtube.com/watch?v</a></li> </ul>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>kebahasaan teks transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya.</p> <p>3.1.4 Menggunakan fungsi sosial, struktur teks dan unsur kebahasaan sesuai konteks</p> <p>4.1.1 Menulis teks dialog transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, stuktur teks, dan unsur kebahasaan yang benar sesuai dengan konteks penggunaannya.</p> <p>4.1.2 Melakukan dialog dari teks tersebut di depan kelas</p>	<p>dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik</li> </ul> <p>Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>kemudian dibacakan ke kelas</p> <ul style="list-style-type: none"> <li>- Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			<p><a href="#">=giCVqaISEaQ</a></p>
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi</p>	<p>3.2.1 Mengidentifikasi ungkapan-ungkapan atau kalimat-kalimat untuk memberi dan meminta informasi terkait pendapat dan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial</li> </ul> <p>Menjaga hubungan interpersonal dengan guru,</p>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat</li> </ul>	<p>Pengetahuan :</p> <ul style="list-style-type: none"> <li>• Penugasan</li> <li>• Ulangan harian 2</li> </ul>	<p>3X2JP</p>	<ul style="list-style-type: none"> <li>• BUKU INTERAKTIF BAHASA INGGRIS untuk kelas XI</li> </ul>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)</p> <p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis,</p>	<p>pikiran, sesuai dengan konteks penggunaannya.</p> <p>3.2.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>3.2.3 Menerapkan teks interaksi transaksional lisan dan tulis yang menggunakan ungkapan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya.</p> <p>4.2.1 Menyusun teks interaksi transaksional lisan dan tulis yang memuat ungkapan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaannya, serta konteks penggunaannya.</p> <p>4.2.2 Melakukan percakapan melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran sesuai</p>	<p>teman, dan orang lain.</p> <ul style="list-style-type: none"> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<p>dan pikiran</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>	<p>Keterampilan :</p> <ul style="list-style-type: none"> <li>• Unjuk kerja</li> </ul>		<p>semester 1, Intan Pariwara</p> <ul style="list-style-type: none"> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>• Audio (file listening)</li> <li>• Video conversation.</li> </ul>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dengan fungsi sosial, struktur teks, dan unsur kebahasaan, serta konteks penggunaannya.					
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	<p>3.3.1 Mengidentifikasi fungsi sosial dan struktur teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>3.3.2 Mengidentifikasi unsur kebahasaan teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya. 3.3.3 mengetahui fungsi sosial dan struktur teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p> <p>4.3.1 Membuat teks khusus dalam bentuk undangan resmi terkait kegiatan sekolah</p> <p>4.3.2 Menampilkan undangan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- Sapaan</li> <li>- Isi</li> <li>- Penutup</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan istilah yang digunakan dalam undangan resmi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</li> <li>- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan</li> <li>- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai</li> <li>- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya</li> <li>- Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses</li> </ul>	<p>Pengetahuan :</p> <ul style="list-style-type: none"> <li>• Tes tulis</li> <li>• Ulangan harian 3</li> </ul> <p>Keterampilan :</p> <ul style="list-style-type: none"> <li>• Unjuk kerja</li> </ul>	3X2JP	<ul style="list-style-type: none"> <li>• BUKU INTERAKTIF BAHASA INGGRIS untuk kelas XI semester 1, Intan Pariwara</li> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>• <a href="https://www.youtube.com/watch?v=-9ESOUa_LUhttps://www.youtube.com/watch?v=Wf6rCuBQv1U">https://www.youtube.com/watch?v=-9ESOUa_LUhttps://www.youtube.com/watch?v=Wf6rCuBQv1U</a></li> <li>• <a href="https://www.youtube.com/watch?v=s01qc5tJrN8">https://www.youtube.com/watch?v=s01qc5tJrN8</a></li> </ul>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.3 Teks undangan resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi</p>	<p>resmi terkait kegiatan sekolah dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya.</p>	<p>Layout yang membuat tampilan teks lebih menarik.</p>  <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p>	<p>dan hasil belajarnya</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan membuat, menerima, dan menolak undangan yang ditemukan dari video</li> <li>- Menyusun kalimat acak menjadi percakapan yang baik dan benar</li> <li>- Menulis percakapan menggunakan ungkapan membuat, menerima, dan menolak undangan sesuai dengan tema yang telah ditentukan oleh guru</li> <li>- Melakukan percakapan menggunakan ungkapan ungkapan membuat, menerima, dan menolak undangan bersama kelompok di depan kelas</li> </ul>			
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur</p>	<p>3.4.1 Mengidentifikasi fungsi sosial dan struktur teks eksposisi analitis dengan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan pendapat,</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda.</li> </ul>	<p>Pengetahuan :</p> <ul style="list-style-type: none"> <li>• Tes tulis</li> <li>• Ulangan</li> </ul>	<p>7JP</p>	<ul style="list-style-type: none"> <li>• BUKU INTERAKTIF BAHASA INGGRIS</li> </ul>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<p>memberi dan meminta informasi terkait isu aktual,sesuai dengan konteks penggunaannya.</p> <p>3.4.2 Mengidentifikasi unsur kebahasaan teks eksposisi analitis dengan memberi dan meminta informasi terkait isu aktual,sesuai dengan konteks penggunaannya.</p> <p>3.4.3 Mengetahui fungsi sosial dan struktur teks eksposisi analitis dengan memberi dan meminta informasi terkait isu aktual,sesuai dengan konteks penggunaannya.</p> <p>4.4.1. Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak</p> <p>4.4.2 Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</p> <p>4.3 Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya</p>	<p>mempengaruhi, dengan argumentasi analitis</p> <ul style="list-style-type: none"> <li>• Struktur Teks <ul style="list-style-type: none"> <li>Dapat mencakup <ul style="list-style-type: none"> <li>- Pendapat/pandangan</li> <li>- Argumentasi secara analitis</li> <li>- Kesimpulan</li> </ul> </li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan seperti <i>I believe, I think</i></li> <li>- Adverbia <i>first, second, third</i> ...</li> <li>- Kata sambung <i>Therefore, consequently, based on the arguments</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya</li> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</li> <li>- Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</li> <li>- Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<p>harian 4</p> <p>Keterampilan :</p> <ul style="list-style-type: none"> <li>• Proyek</li> </ul>		<p>untuk kelas XI semester 1, Intan Pariwara</p> <ul style="list-style-type: none"> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

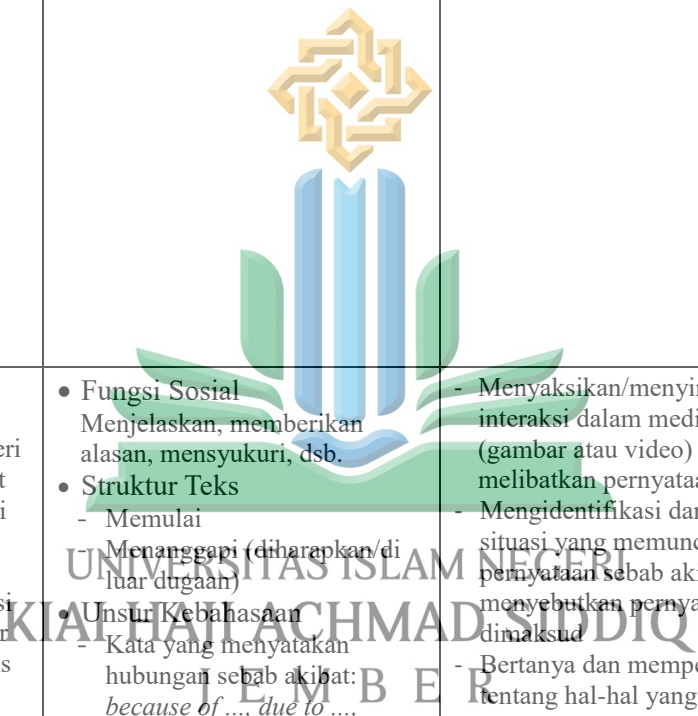


Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kebahasaan, secara benar dan sesuai konteks						
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)	<p>3.5.1 Mengidentifikasi ungkapan-ungkapan atau kalimat-kalimat untuk memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya</p> <p>3.5.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya</p> <p>3.5.3 Menerapkan teks interaksi transaksional lisan dan tulis yang menggunakan ungkapan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya</p> <p>4.5.1 Menyusun teks interaksi transaksional yang memuat ungkapan memberi dan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam passive voice</li> <li>- Preposisi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</li> <li>- Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> <li>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	<p>Pengetahuan :</p> <ul style="list-style-type: none"> <li>• Penugasan</li> <li>• Ulangan harian 5</li> </ul> <p>Keterampilan :</p> <ul style="list-style-type: none"> <li>• Unjuk kerja</li> </ul>	9JP	<ul style="list-style-type: none"> <li>• BUKU INTERAKTIF BAHASA INGGRIS untuk kelas XI semester 1, Intan Pariwara</li> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>



Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>4.5.2 Melakukan percakapan yang melibatkan tindakan memberi dan meminta informasi terkait tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p>				
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p>	<p>3.6.1 Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>3.6.2 Memahami struktur teks</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjalin kedekatan hubungan antar pribadi</li> <li>• Struktur Teks Dapat mencakup <ul style="list-style-type: none"> <li>- Tempat dan tanggal</li> <li>- Penerima</li> <li>- Sapaan</li> <li>- Isi surat</li> <li>- Penutup</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.</li> <li>- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan</li> </ul>	<p>Pengetahuan :</p> <ul style="list-style-type: none"> <li>• Tes tulis</li> <li>• Ulangan harian 6</li> </ul> <p>Keterampilan :</p> <ul style="list-style-type: none"> <li>• Produk</li> </ul>	<p>4X2JP</p>	<ul style="list-style-type: none"> <li>• BUKU INTERAKTIF BAHASA INGGRIS untuk kelas XI semester 2, Intan Pariwara</li> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>• Audio (file listening)</li> </ul>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>3.6.3 Memahami unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>3.6.4 Menganalisis unsur-unsur eksposisi beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>4.6.1 Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</p> <p>4.6.2 Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga surat pribadi yang koheren, seperti aslinya</p> <p>4.6.3 Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan,</p>	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Ungkapan keakraban yang lazim digunakan dalam surat pribadi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya</p> <ul style="list-style-type: none"> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya</li> <li>- Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>			

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dan kemudian membalasnya</p>					
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i>)</p>	<p>3.7.1 Mengidentifikasi ungkapan-ungkapan atau kalimat-kalimat untuk memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.</p> <p>3.7.3 Menerapkan teks interaksi transaksional lisan dan tulis yang menggunakan ungkapan memberi dan meminta</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial <ul style="list-style-type: none"> <li>- Menjelaskan, memberikan alasan, mensyukuri, dsb.</li> </ul> </li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kata yang menyatakan hubungan sebab akibat: <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di</li> </ul>	<p>Pengetahuan :</p> <ul style="list-style-type: none"> <li>• penugasan</li> <li>• Ulangan harian 7</li> </ul> <p>Keterampilan :</p> <ul style="list-style-type: none"> <li>• Unjuk kerja</li> </ul>	<p>4X2JP</p>	<ul style="list-style-type: none"> <li>• BUKU INTERAKTIF BAHASA INGGRIS untuk kelas XI semester 2, Intan Pariwara</li> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.            4.7.1 Menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas            4.7.2 Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya</p>	<p>• Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</p> 	<p>lingkungan daerahnya dan sekitarnya kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya            - Melakukan refleksi tentang proses dan hasil belajar</p>			
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<p>3.8.1 Mengidentifikasi fungsi sosial dan struktur teks explanation dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya            3.8.2 Mengidentifikasi unsur kebahasaan teks explanation dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI,</p>	<p>• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena            • Struktur Teks Dapat mencakup:            - fenomena            - identitas gejala            - rangkaian penjelasan            • Unsur Kebahasaan            - Adverbia <i>first, then, following, finally</i>            - Hubungan sebab-akibat (<i>if-</i></p>	<p>- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX            - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan            - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda            - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam</p>	<p>Pengetahuan :            • Penugasan            • Ulangan harian 8            Keterampilan :            • Proyek            • Produk</p>	<p>9JP</p>	<p>• BUKU INTERAKTIF BAHASA INGGRIS untuk kelas XI semester 2, Intan Pariwara            • <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<p>sesuai dengan konteks penggunaannya            3.8.3 Mengetahui fungsi sosial dan struktur teksexplanation dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya            3.8.1 Mengidentifikasi fungsi sosial dan struktur teks explanation dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya            3.8.2 Mengidentifikasi unsur kebahasaan teks explanation dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya            3.8.3 Mengetahui fungsi sosial dan struktur teksexplanation dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<p><i>then, so, as a consequence, since, due to, because of, thanks to</i></p> <ul style="list-style-type: none"> <li>- Kalimat pasif, dalam tenses yang <i>present</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI</li> </ul>	<p>pendek dan sederhana.</p> <ul style="list-style-type: none"> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang datang membaca</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
	<p>3.9.1 Menirukan lirik lagu terkait kehidupan remaja</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai</li> </ul>	<ul style="list-style-type: none"> <li>- Membahas hal-hal yang terkait dengan tema lagu yang liriknya</li> </ul>	<p>Pengetahuan : • Penugasan</p>	<p>9JP</p>	<ul style="list-style-type: none"> <li>• BUKU INTERAKTIF</li> </ul>



Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	SMA/MA/SMK/MAK secara lisan 3.9.2 Mengidentifikasi fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK. 3.9.3 Menangkap makna lirik lagu terkait kehidupan remaja	kehidupan dan karakter yang positif • Unsur kebahasaan - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik	akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu	<ul style="list-style-type: none"> <li>Ulangan harian 9</li> </ul> Keterampilan : <ul style="list-style-type: none"> <li>Unjuk kerja</li> </ul>		BAHASA INGGRIS untuk kelas XI semester 2, Intan Pariwara <ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>Audio /rekaman lagu</li> </ul>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	SMA/MA/SMK/MAK secara kontekstual 4.9.1 Menirukan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK secara lisan 4.9.2 Menyebutkan bagian-bagian lagu yang terkait dengan pesan-pesan tertentu 4.9.3 Menangkap makna lagu terkait kehidupan remaja SMA/MA/SMK/MAK secara kontekstual.	Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Melakukan refleksi tentang proses dan hasil belajarnya			



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KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Jember, 7 Januari 2023  
Guru Mata Pelajaran  
  
Intan Dwi Anggita Sari, S.Pd.

## Appendix 4

### Research Instrument

- A. Observation Instrument
  - 1. The history of Nuris Senior High School Jember
  - 2. The implementation of teaching speaking skill through song as a teaching media at the eleventh grade of Nuris Senior High School Jember
- B. Interview Instrument
  - 1. What are the stages of implementing song as a teaching media of teaching speaking skill?
  - 2. What is the evaluation of implementing song as a teaching media of teaching speaking skill?
- C. Document Review Instrument
  - 1. The history of Nuris Senior High School
  - 2. Vision and Mission of Nuris Senior High School
  - 3. The Curriculum of Nuris Senior High School
  - 4. Lesson Plan



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KIAI HAJI ACHMAD SIDDIQ  
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## Appendix 5

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMA Nuris Jember	Alokasi Waktu	: 3X3 JP
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022-2023
Kelas/Semester	: XI/Ganjil	Materi	: Song

#### A. Tujuan Pembelajaran:

Setelah melakukan proses pembelajaran peserta didik dapat:

- Menghayati dan mengamalkan ajaran agama yang dianutnya;
- Menunjukkan perilaku (Aktif, Disiplin, Ulet, dan Responsif);
- Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK
- Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

#### B. Model dan Metode Pembelajaran:

Model: Cooperative learning, Metode: Ceramah, Diskusi

#### C. Media dan Sumber Pembelajaran:

Media: LKS, Speaker/JBL, Kertas; Sumber: Internet dan Buku Guru

#### D. Kegiatan Pembelajaran

Pertemuan 1	<p>a. Pendahuluan Guru:</p> <ul style="list-style-type: none"><li>Menyampaikan salam dan mengajak peserta didik berdoa</li><li>Menyampaikan tujuan pembelajaran pertemuan hari ini.</li><li>Mengecek kehadiran peserta didik</li><li>Melakukan apersepsi yaitu memberi contoh Figurative language kepada siswa yang terlambat</li></ul> <p>b. Kegiatan Inti:</p> <ul style="list-style-type: none"><li>Guru membentuk kelompok siswa (<b>Mengamati</b>)</li><li>Guru membagikan lembaran kertas yang berisi lirik lagu rumpang</li><li>Guru memutarakan lagu berjudul "Fix You"</li><li>Guru meminta siswa mengisi lirik rumpang pada kertas</li><li>Guru meminta perwakilan setiap kelompok menulis jawaban di papan untuk dikoreksi bersama (<b>Mengkomunikasikan</b>)</li><li>Guru meminta menunjuk perwakilan kelompok untuk mempresentasikan makna dari lagu (<b>Mengumpulkan informasi, Mengasosiasi</b>)</li><li>Guru memulai pembahasan materi pelajaran dengan meyeruh siswa tidak ramai sebagai contoh untuk meminta siswa agar diam seperti batu (Majas simile)</li><li>Setelah siswa mengerti maksud dan tujuan guru, guru mulai menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari lirik lagu terkait kehidupan remaja (<b>Mengamati</b>)</li><li>Guru menyebutkan macam-macam figurative language</li><li>Guru mereview sambil lalu menyimpulkan materi (<b>Evaluasi</b>)</li></ul> <p>c. Kegiatan Penutup:</p> <ul style="list-style-type: none"><li>Peserta didik diminta melakukan refleksi terhadap proses</li></ul>
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	<p>pembelajaran</p> <ul style="list-style-type: none"> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> <li>• Guru membimbing peserta didik untuk mengakhiri pembelajaran dengan berdoa dan memberi salam</li> </ul>
Pertemuan 2	<p>a. Pendahuluan</p> <p>Guru:</p> <ul style="list-style-type: none"> <li>• Menyampaikan salam dan mengajak peserta didik berdoa</li> <li>• Menyampaikan tujuan pembelajaran pertemuan hari ini.</li> <li>• Mengingatkan kembali tentang pencapaian materi pada pertemuan sebelumnya</li> <li>• Guru melakukan ice breaking dengan melakukan suatu permainan. Guru membagi kelas menjadi 2 tim dan meminta salah satu dari setiap tim untuk maju ke depan.</li> <li>• Guru menyediakan berbagai kalimat figurative language dan menyuruh perwakilan kelompok menempel di papan sesuai majasnya</li> </ul> <p>b. Kegiatan Inti :</p> <ul style="list-style-type: none"> <li>• Guru meminta peserta didik untuk mengamati contoh figurative language yang telah ditempel di papan (<b>Mengamati</b>)</li> <li>• Guru dan peserta didik melakukan tanya jawab tentang hasil pencocokan siswa (<b>Menanya</b>)</li> <li>• Guru meminta peserta didik untuk membenarkan jawaban yang salah untuk dikoreksi bersama (<b>Mengumpulkan informasi, mengkomunikasikan</b>)</li> <li>• Guru memutarakan lagu "Let it Go" untuk mencari kalimat figurative language dan menganalisisnya (<b>Mengasosiasi</b>)</li> <li>• Setelah selesai menemukan contoh figurative language, masing-masing perwakilan kelompok mempresentasikan jawaban di depan kelas. (<b>Mengkomunikasikan</b>)</li> <li>• Guru meminta masing-masing kelompok berdasarkan rubrik penilaian. (<b>Evaluasi</b>)</li> </ul> <p>c. Kegiatan Penutup</p> <ul style="list-style-type: none"> <li>• Guru mengulas kembali apa yang sudah dikerjakan selama awal pembelajaran sampai akhir.</li> <li>• Guru membuka diskusi untuk melakukan refleksi terhadap semua kegiatan yang telah dilakukan.</li> <li>• Guru mengajak peserta didik mengucapkan syukur kepada Tuhan atas semua pencapaian yang sudah diperoleh selama proses belajar.</li> <li>• Guru menyampaikan rencana Ulangan Harian pada pertemuan berikutnya.</li> <li>• Guru membimbing peserta didik untuk mengakhiri pembelajaran dengan berdoa dan memberi salam.</li> </ul>
Pertemuan 3	<p>a. Pendahuluan:</p> <p>Guru:</p> <ul style="list-style-type: none"> <li>• Menyampaikan salam dan mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik.</li> <li>• Mempersiapkan peserta didik untuk melaksanakan Tes Lisan dengan</li> </ul>

	<p>memasangkan setiap 2 siswa untuk menjadi partner</p> <p>b. Kegiatan Inti:</p> <ul style="list-style-type: none"> <li>• Guru menyampaikan tata tertib tes lisan</li> <li>• Guru memutar lagu "For the first time in forever"</li> <li>• Guru meminta siswa mencari figurative language</li> <li>• Guru menyuruh siswa untuk maju dengan partnernya untuk mempresentasikan hasilnya</li> <li>• Guru mengelompokan peserta didik menjadi kategori: tuntas dan tidak tuntas ulangan harian</li> </ul> <p>c. Kegiatan Penutup</p> <ul style="list-style-type: none"> <li>• Berdoa dan Memberi salam</li> </ul>
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**E. Penilaian**

Sikap spiritual  
 Sikap sosial  
 Pengetahuan  
 Keterampilan

Jurnal penilaian diri sendiri  
 Instrumen penilaian sikap sosial  
 Tes tulis dan tes lisan



Mengetahui,  
 Kepala Sekolah,

Jember, 7 Januari 2023  
 Guru Mata Pelajaran,

*[Signature]*  
 UNIVERSITAS ISLAM NEGERI  
**KIAL HAJI ACHMAD SIDDIQ**  
 (Lutan Dwi Anggita Sari, S.Pd.)

J E M B E R

## INSTRUMEN PENILAIAN SIKAP SOSIAL

### (LEMBAR OBSERVASI)

#### A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
2. Instrumen ini diisi oleh guru yang mengajar siswa yang dinilai.

#### B. Petunjuk Pengisian

Berdasarkan pengamatan Anda, nilailah sikap setiap siswa Anda dengan memberi skor 1 atau 0 pada Lembar Observasi dengan ketentuan sebagai berikut:

1 = apabila melakukan perilaku yang diamati

0 = apabila TIDAK PERNAH melakukan perilaku yang diamati

**LEMBAR OBSERVASI**

Kelas : XI

Semester : Ganjil

Materi Pokok : Song

Tahun Pelajaran : 2022/2023

Tanggal Pengamatan : ..... 2023 sd ..... 2023



Indikator Sikap:

1. Disiplin
2. Aktif

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No	Nama	Skor Indikator Sikap Sosial (1-4)				Jumlah Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		Ind 1	Ind 2	Ind 3	Ind 4			
1								
2								
3								
4								

## PETUNJUK PENENTUAN NILAI SIKAP

### 1. Rumus Penghitungan Skor Akhir

$$\text{Skor Akhir} = \frac{\text{Jumlah perolehan skor}}{\text{Skor maksimal}} \times 4$$

### 2. Kategori nilai sikap siswa didasarkan pada Permendikbud No 81A Tahun 2013

yaitu:

Sangat Baik (SB) : apabila memperoleh Skor Akhir:  $3,33 < \text{Skor Akhir} \leq 4,00$

Baik (B) : apabila memperoleh Skor Akhir:  $2,33 < \text{Skor Akhir} \leq 3,33$

Cukup (C) : apabila memperoleh Skor Akhir:  $1,33 < \text{Skor Akhir} \leq 2,33$

Kurang (K) : apabila memperoleh Skor Akhir:  $\text{Skor Akhir} \leq 1,33$

### 3. Tuntas/Tidak Tuntas

Tuntas apabila memperoleh Kategori sikap  $\geq$  Baik (B)

Tidak Tuntas apabila memperoleh Kategori sikap  $<$  Baik (B)

## INSTRUMEN PENILAIAN PENGETAHUAN

### 1. Writing

**KD. 4.9** Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

No	Nama	Writing Elements				Jumlah Poin	Nilai Akhir
		1	2	3	4		
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Nilai akhir akan dikalkulasi dengan rumus berikut:

$$\text{Nilai akhir} = \frac{\text{Jumlah point}}{9} \times 100$$

No	Writing Elements	Descriptors
1.	Task Response	a. fully addresses all part of the task b. presents a fully developed position c. fully extended and well-supported ideas
2.	Coherence and Cohesion	a. skillfully manages paragraphing b. sequences information and ideas logically
3.	Lexical Resource	a. provides wide range of vocabulary b. rare minor errors occur only as "slips"
4.	Grammatical Range and Accuracy	a. provide wide range of structure with full flexibility and accuracy b. rare minor errors occur only as "slips"

Pencapaian dalam setiap aspek akan mendapatkan satu poin. Nilai akhir akan dikalkulasi dengan rumus berikut:

$$\text{Nilai Writing} = \frac{\text{point yang didapat}}{9} \times 100$$



➤ Lyric 'Let it Go' and Kinds of Figurative Language for comprehending the word meaning

No.	Lyric	Kinds of Figurative Language
1.	The snow glows white on the mountain tonight	Hyperbole
2.	A kingdom of isolation	Metaphor
3.	The wind is howling like this swirling storm inside	Onomatopoeia, simile
4.	Couldn't keep it in, heaven knows I've tried	Hyperbole
5.	Don't let them in, don't let them see	Repetition
6.	Conceal, don't feel, don't let them know	Repetition
7.	Well, now they know	Irony
8.	Let it go, let it go	Idiom, repetition
9.	Let the storm rage on	Personification
10.	The cold never bothered me anyway	Personification
11.	It's funny how some distance makes everything seem small	Hyperbole
12.	And the fears that once controlled me can't get to me at all	Personification
13.	No right, no wrong, no rules for me	Repetition
14.	I am one with the wind and sky	Metaphor
15.	Here I stand and here I stay	Repetition
16.	My power flurries through the air into the ground	Hyperbole
17.	My soul is spiraling in frozen fractals all around	Hyperbole
18.	And one thought crystallizes like an icy blast	Hyperbole, simile
19.	I'm never going back the past is in the past	Repetition
20.	When I'll rise like the break of dawn	Simile
21.	That perfect girl is gone	Hyperbole
22.	Here I stand in the light of day	Hyperbole

➤ Lyric 'For the First Time in Forever' and Kinds of Figurative Language for comprehending the word meaning

No.	Lyric	Kinds of Figurative Language
1.	Who knew we owned eight thousand salad plates?	Hyperbole
2.	Why have a ballroom with no balls?	Irony
3.	There'll be actual real live people	Pleonasm
4.	Cause for the first time in forever	Alliteration
5.	There'll be music, there'll be light	Repetition
6.	For the first time in forever	Alliteration
7.	I'll be dancing through the night	Hyperbole
8.	Cause for the first time in forever	Alliteration
9.	The picture of sophisticated grace	Metaphor
10.	I wanna stuff some chocolate in my face	Idiom
11.	But then we laugh and talk all evening	Hyperbole
12.	There'll be magic, there'll be fun	Hyperbole, Repetition
13.	Don't let them in, don't let them see	Repetition
14.	But it's only for today, It's only for today	Repetition
15.	It's agony to wait, It's agony to wait	Repetition, Hyperbole
16.	Conceal, don't feel, don't let them know	Repetition

## 2. Speaking

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronunciation)	Lafal dapat dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan, sehingga membuat pendengaran harus sangat fokus dan kadang-kadang menimbulkan kesalahan pahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu keliru dalam pelafalan sehingga tidak dapat dimengerti
Tata Bahasa (Grammar)	Hampir tidak ada kekeliruan tata Bahasa	Terjadi beberapa kekeliruan tata Bahasa, tetapi tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata Bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat	Tata Bahasa sangat buruk sehingga lirik sulit dipahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	Sering menggunakan kosakata yang tidak tepat sehingga liriknya menjadi terbatas karena kosakata yang terbatas	Menggunakan kosakata yang salah sehingga tidak dapat dipahami	Kosakata sangat terbatas sehingga tidak memungkinkan terbentuknya makna lagu
Kelancaran (Fluency)	Penyebutan lirik lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena kesulitan Bahasa	Sering ragu dan berhenti karena keterbatasan Bahasa	Sering berhenti dan diam selama bernyanyi sehingga lirik tidak tercipta

Comprehension	Seluruh isi makna lagu dapat dipahami meskipun sesekali ada pengulangan di bagian-bagian tertentu	Sebagian besar isi lirik lagu dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti lirik lagu yang dilakukan kecuali di bagian lirik umum yang perlahan-lahan dan banyak pengulangan	Tidak dapat dipahami bahkan dalam bentuk lirik yang singkat sekalipun
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### Speaking Scoring Rubric

No.	Speaking Elements	Descriptions
1	Fluency	<ul style="list-style-type: none"> <li>a. Speaking with confidence</li> <li>b. Speaking without too many stop</li> <li>c. Speaking without too many fillers</li> <li>d. Speaking with appropriate intonation and stressing</li> </ul>
2	Accuracy	<ul style="list-style-type: none"> <li>a. Speaking with full range of structure naturally and appropriately</li> <li>b. Speaking with full flexibility of vocabulary</li> <li>c. Speaking with natural and accurate idiomatic language</li> </ul>
3	Appropriateness	<ul style="list-style-type: none"> <li>a. Speaking with a right topic</li> <li>b. Speaking with right phase</li> <li>c. Speaking with right way</li> </ul>
4	Body Languages	<ul style="list-style-type: none"> <li>a. Sit / stand still</li> <li>b. Keep eye contact</li> <li>c. Do not make strange gesture</li> </ul>

### J E M B E R

Achievement in every aspect in the description for each element account for 1 point. Your score will be taken by the following formula:

$$\text{Score} = \frac{\text{Points gained}}{13} \times 100$$

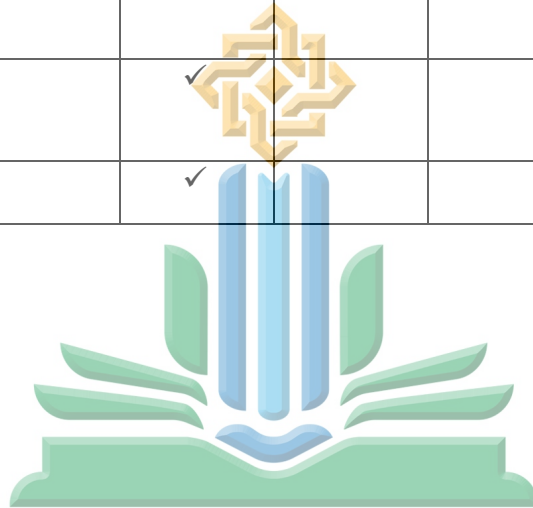


## Data on Improving Students Speaking Accuracy at the Eleventh Grade

(Taken from teacher's document)

No.	NAME	Speaking Elements				Total Point	Score
		1	2	3	4		
1	Algi Riski R			✓			
2	Alifiyah Jihan			✓			
3	Alya Mafida		✓				
4	Amanatus S			✓			
5	Desta Nur Eka		✓				
6	Dina Aisyah F		✓				
7	Dwi Dita A			✓			
8	Eva Solehah			✓			
9	Fadita Aryanti			✓			
10	Fariza Rani		✓				
11	Fauziah Aulia		✓				
12	Hilda Widya		✓				
13	Imam Qolyubi			✓			
14	Itsna Khairani			✓			
15	Lefiana Rosa			✓			
16	M Husni M			✓			
17	Moh Dedi H			✓			
18	Muhammad A			✓			
19	Muhammad Fayrusibad			✓			
20	Muzanni Albasyari			✓			
21	Nafis Mirfada				✓		
22	Nensi Amelia			✓			
23	Nova Emelia		✓				
24	Nur Halimatus		✓				

25	Rafael Nabil		✓				
26	Rara Zabrina				✓		
27	Saskia Adya Meca				✓		
28	Satya Arya		✓				
29	Suci Wulandari		✓				
30	Tisa Erlindasari			✓			
31	Tria Dini A		✓				
32	Wafiatul Hasanah		✓				
33	Wayan Rahmat S		✓				
34	Yunisa Indi M		✓				



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## Appendix 6

### INTERVIEW

#### Interview 1: Intan Dwi Anggita Sari, S.Pd. As the English Teacher at the eleventh grade

**A: Fiki Dwi Sembilan as the researcher**

**B: Ma'am Intan as the teacher**

A: Assalamu'alaikum Wr. Wb

B: Wa'alaikumsalam Wr. Wb

A: Good Morning ma'am

B: Morning, could you please introduce yourself first?

A: Well, I'm Fiki Dwi Sembilan as the undergraduate students of UIN KHAS JEMBER. What about yours, ma'am?

B: Okay, my full name is Intan, the students usually call me ma'am Intan, and I'm teaching in Junior and senior school of Nuris

A: I see, could you mind telling me about your educational background ma'am?

B: Of course. I graduated from Jember University, English Education Department

A: Here, I have something to ask about Teaching and learning process through song method in the class

B: yes, please

A: Before I jump to the question, I wonder whether you have special way to implement song?

B: I think, it is not too different, but I just adjust to the condition of the students

A: If so, how are the steps of the implementation of the song method you usually provide?

B: Fine, I put a greeting in the very first minutes. Aside of opening the class by praying together, in the previous meeting, I've told the students about what will we learn in the next meeting. Because I want them to have high participation in learning English, if they have already known the method they will used by the teacher, so that their curiosity and spirit increases. I divided the students into four group. After that, I share the paper of some blank lyric. I played the music for three times to be listened carefully. While listening to the music, they are writing the answer. I got the material of figurative language so, after that I asked the student to analyse which one of the lyrics contains the figurative language. For the discussion, the presentation is held by coming forward for the representative of each group. Because I wrote a number of each paragraph, therefore, something they have to present is meaning of the song and what kind of figurative language of that paragraph. For example, they are group two,

so, they read the answer of number two. For the closing is I usually sum up the material by reviewing what we have learnt that day. Then, the leader of the class lead to pray together.

A: Alright, for the second question is about the evaluation of teaching song in the class. How do you evaluate the student of the result of teaching speaking skill?

B: I usually give it in the end of class before they come back from school. At that time, I prepare all of my feedback and comment. I called it as the assessment of how far did they catch the material as well. In speaking skills, the evaluation mostly happened to their comprehension related to the material when they apply it in practice time, pronunciation, their fluency, their grammatical error and some vocabulary that was not able in their pocket book. Thus, for reflection before closing the class, I gave them some questions to the teaching speaking class. I often see that he students easy to forgot with the English vocabulary, so that is why in evaluation time I remind the students to always practice it in daily life even they mix it to their mother tongue. In this way, make students realized that evaluation make them knew the correct one consciously in speaking English well especially in elements of speaking.

A: well, that's all my question, thank you ma'am

B: You're welcome



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## **Interview 2: Focus Group Interview at the Eleventh Grade of Nuris Senior High School**

**A: interviewer**

**A1: students named Muhammad Faynusibad Athoya**

**A2: students named Dina Aisyah Faranadi**

**A3: students named Nensi Amalia**

**A4: students named Nafis Mirfada Dewi**

**A5: students named Imam Qolyubi**

A: Assalamualaikum Wr. Wb students

A1: Waalaikumsalam Mrs.

A: I'll introduce myself first. My name is Fiki Dwi Sembilan, just call me Mrs. Fiki. How's life?

A2: Pretty well, Mrs

A: Great! Okay now, I want you to introduce your name

A1: I'm Muhammad Faynusibad Athoya

A2: I'm Dina Aisyah Faranadi

A3: I'm Nensi Amalia

A4: I'm Nafis Mirfada Dewi

A5: I'm Imam Qolyubi

A: well, here, I want to ask some questions for you all

A3: Okay Mrs.

A: So, you are a student of eleventh grade of Social One, aren't you?

A4: Yes, we're Mrs.

A: Okay. How was the teaching and learning today?

A5: Wait Mrs. Before answering it, I want to tell that because I'm an introvert boy, I sometimes feel shy to speak, especially foreign language. However, Ma'am Intan always ensure our condition by walking around the class to check students' understanding.

A2: That's right Mrs. So am I. Actually, I understand English, but I'm lack of confidence. Maybe not all student has the same interest in English. So, some of them just listen and follow the material.

A4: For me, that activity really entertain students, because in boarding school, you know, we have no phone, then we don't have another entertainment aside from it.

A3: I understand about the material of figurative language, because it sharpens our critical thinking on how we should take the meaning of the song.

A1: Yes Mrs. Evidently, we don't have to be too stiff in putting the translation of the lyric. It means, that made my intellection more various.

A2: From song method, I get many new vocabularies. Moreover, when we analyse the lyric with the figurative language.

A5: I also feel that the atmosphere of the class become quitter and comfy then before.

A: Sounds good! How is Ma'am Intan step to implement song in teaching speaking skill?

A2: We pray together, of course. After that ma'am Intan divided us into for group, depends on our seat.

A3: Before dividing a group, Ma'am Intan explain about the material of figurative language, and what kinds of it.

A1: Next, she always asks the question related to the material, for example: how fast you walk, till you're too late to come to the class.

A4: I think, that's a good strategy of learning Mrs.

A: I see. So, what's the advantage of learning speaking through song method?

A4: I know how to pronounce English word. Because, I can listen directly from the native speaker, then we can practice while following it.

A2: It was fun! Because we know what will be said by the singer. Although we assume many things, but Ma'am Intan always direct us in the discussion section.

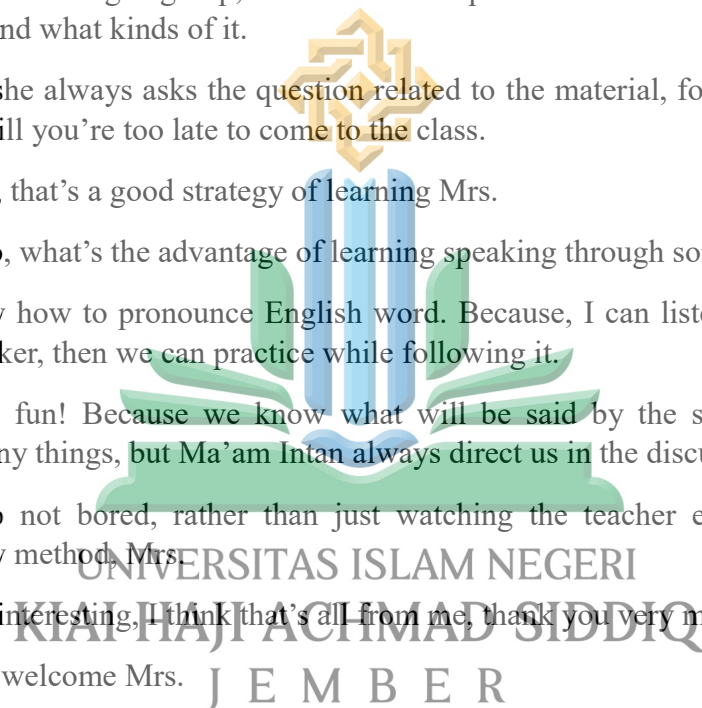
A3: It also not bored, rather than just watching the teacher explain the material without any method, Mrs.

A: Sounds interesting, I think that's all from me, thank you very much, students

A1: you're welcome Mrs.

A: Assalamualaikum Wr. Wb, nice to meet you


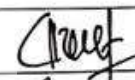



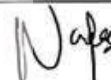

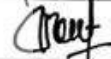
A5: See you next time, Mrs. Waalaikumsalam Wr. Wb.



Appendix 7

Research Journal

The Implementation of Teaching Speaking Skill Through Song Media  
at the Eleventh Grade of Nuris Senior High School Jember

No.	Day/Date	Activity	Signature
1	18 <sup>th</sup> of October 2022	The researcher did the preliminary study by conducting observation and interview with the English teacher	
2	6 <sup>th</sup> of January 2023	The researcher confirmed the research permission	
3	7 <sup>th</sup> of January 2023	The researcher observed the implementation of teaching speaking skill through song media at the eleventh grade	
4	9 <sup>th</sup> of January 2023	The researcher observed the implementation of teaching speaking skill through song media at the eleventh grade	
5	10 <sup>th</sup> of January 2023	The researcher interviewed the English teacher in the eleventh grade of Nuris Senior High School	
6	12 <sup>th</sup> of January 2023	The researcher interviewed the student in the eleventh grade of Nuris Senior High School	
7	13 <sup>th</sup> - 14 <sup>th</sup> of January 2023	The researcher completed the research data of document review	
8	16 <sup>th</sup> of January 2023	The researcher got a letter of research finishing	

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KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Jember, 29 Mei 2023

Mengetahui

Kepala SMA Nuris Jember



NIP.-

Peneliti



(Fiki Dwi Sembilan)

SRN. T20196172



Appendix 8



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-3101/ln.20/3.a/PP.009/06/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA NURIS JEMBER

Jl. Pangandaran 48 Kelurahan Antirogo Kecamatan Sumbersari Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196172  
Nama : FIKI DWI SEMBILAN  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Teaching Speaking Skill Through Song Media at the Eleventh Grade of Nuris Senior High School" selama 14 ( empat belas ) hari di lingkungan lembaga wewenang Bapak/Ibu Robith Qoshidi, Lc.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ

Jember, 16 Juni 2023

J E M B E R  
Dekan,  
Wakil Dekan Bidang Akademik,



MASHUDI



## Appendix 9



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**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
Website: www.uinkhas.ac.id

### **SURAT KETERANGAN LOLOS CEK TURNITIN**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh:

Nama : Fiki Dwi Sembilan

NIM : T20196172

Program Studi : Tadris Bahasa Inggris

telah lolos cek similarity dengan menggunakan aplikasi turnitin dengan skor sebesar 14 %

1. BAB 1: 25%
2. BAB 2: 13%
3. BAB 3: 13%
4. BAB 4: 19%
5. BAB 5: 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 26 Mei 2023

Petugas Ruang Baca

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**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**

Ulfa Dina Novienda, S.Sos.I, M.Pd



**SEKOLAH MENENGAH ATAS**

**SMA NURIS JEMBER**

( Terakreditasi " A " )

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**SURAT KETERANGAN PENELITIAN**

Nomor : 175 / 20523800 / N / V / 2023

Yang bertanda tangan dibawah ini:

Nama : ROBITH QOSHIDI, Lc.  
NIP : -  
Jabatan : Kepala Sekolah  
Unit Kerja : SMA NURIS Jember

Menerangkan bahwa:

Nama : FIKI DWI SEMBILAN  
NIM : T20196172  
Semeter : 8 (Delapan)  
Instansi : UIN KIAI HAJI ACHMAD SIDDIQ  
Prodi : Tadris Bahasa Inggris

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ

Telah melakukan kegiatan Penelitian di SMA NURIS Jember pada tanggal 7 Januari s/d 21 Januari 2023 dengan judul "The Implementation of Teaching Speaking Skill Through Song Media at the Eleventh Grade of Nuris Senior High School Jember"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Jember, 29 Mei 2023  
Kepala Sekolah  
N.S. 304052402091  
SMA "NURIS" JEMBER  
Terakreditasi A  
ROBITH QOSHIDI, Lc.  
NIP. -

## Appendix 11

### Documentation



The researcher confirmed research permission in Nuris Senior High School



The researcher interviewed Ma'am Intan as the English teacher



The Teacher Explains the Material of “Figurative Language”



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J E M B E R

The student presented the meaning of the song



## Appendix 12

### CURRICULUM VITAE



Name : Fiki Dwi Sembilan  
SRN : T20196172  
Place, Date of Birth : Jember, December 4<sup>th</sup> 2000  
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#### Education Background

Kindergarten : TK Ar-Roudhoh  
Elementary School : SDN Baratan 01  
Junior High School : MTS Unggulan Nuris  
Senior High School : SMA Nuris