ENHANCING ENGLISH SPEAKING SKILLS OF GRADE 2 STUDENTS AT SDIT ABDUL WAHID HASYIM THROUGH THE USE OF ENGLISH SONGS

Dadan Hidayat[1], Wiruma Titian Adi[2]
[1,2]English Study Program of Universitas Bina Sarana Informatika
Universitas Bina Sarana Informatika
Jl. Kramat Raya No.98, RT.2/RW.9, Kwitang, Kec. Senen,
Kota Jakarta Pusat, Daerah Khusus Ibukota Jakarta 10450. Indonesia.
e-mail: dadan.dhq@bsi.ac.id

Abstract: *This quasi-experimental study aimed to investigate the effectiveness of utilizing English songs in enhancing the English-speaking skills of Grade 2 students at SDIT AWH. The study involved 23 students who were subjected to a pretest-posttest design. The experimental group received instruction using English songs as a supplementary tool, while the control group followed the conventional teaching approach. Both groups were assessed using pertest and post-test speaking assessments. The findings revealed a significant improvement in the speaking skills of the experimental group compared to the control group. The results suggest that integrating English songs into language instruction can be an effective strategy for fostering English speaking proficiency among young learners. Implications for educators and recommendations for future research are discussed.*

Keywords: *Improving English, speaking and English songs*

INTRODUCTION

In today increasingly interconnected world, proficiency in the English language stands as a fundamental asset, fostering communication, understanding, and collaboration across diverse cultures and contexts. Within the landscape of primary education, the acquisition of English language skills holds particular significance, serving as a gateway to academic success and global citizenship. Recognizing this imperative, educators are continually exploring innovative pedagogical approaches to cultivate English proficiency from an early age, laying a robust foundation for lifelong linguistic development.

Amidst this pursuit, the integration of music, particularly English songs, has emerged as a promising strategy to engage young learners and enhance their language

acquisition journey. The inherent appeal of music transcends linguistic barriers, captivating students' attention and fostering a conducive learning environment. In the context of Grade 2 students at SDIT AWH, where the cultivation of English-speaking skills is a focal point of educational endeavours, the incorporation of English songs presents a compelling avenue to stimulate linguistic growth and communicative competence.

This research embarks on a comprehensive exploration of the utilization of English songs as a pedagogical tool to bolster the English-speaking skills of Grade 2 students at SDIT AWH. Situated within the broader framework of language acquisition theories and innovative teaching methodologies, this research endeavour seeks to elucidate the multifaceted benefits and efficacy of integrating music into the language learning curriculum.

At the heart of this inquiry lies a deep-seated commitment to understanding the intricate interplay between music, language, and cognition, and its implications for English language instruction in primary education settings. By embarking on

this scholarly journey, we endeavor to shed light on the transformative potential of English songs in facilitating language acquisition, fostering linguistic fluency, and nurturing a lifelong appreciation for English language and culture among Grade 2 students at SDIT AWH.

Through a nuanced examination of student engagement, language proficiency levels, and pedagogical practices, this research aims to offer practical insights and evidence-based recommendations for educators, curriculum developers, and policymakers invested in enriching English language education. By fostering a deeper understanding of the role of music in language learning, we aspire to empower educators to harness the transformative power of English songs as a catalyst for enhancing English speaking skills and fostering intercultural competence among Grade 2 students at SDIT AWH and beyond.

The study of improving speaking skill has been investigated by researchers. Some of these studies have been conducted by researchers including (Basri, 2022) that is a journal entitled "Improving the Second Grade Students' speaking skills in EFL

Classroom through Animation Movie" This research aims at finding out the the effectiveness of using Animation movies in improving the students'speaking skills.

The study of improving speaking skill is also found in a journal made by (suryana, 2020) that is journal entitle " enchancing students speaking skill through web based teaching" this article focused on students speaking skill through web based teaching. . Another journal that discusses improving speaking sill is a journal entitled " enhancing students' speaking skill through digital story telling (Elyani et al., 2022) the main purpose for this journal is to improve students' speaking skill through digital story telling.

From the three results of research show that there are similarities of improving students speaking skill. From these conclusions, the writer wants to make a different study of the three journals. this research will be focussed on enhancing students' speaking skill through English song for elementary school at SDIT Abdul Wahid Hayim Ciganjur Jakarta Selatan.

REVIEW OF RELATED LITERATURE

Definition of Speaking

Speaking is one of many skills that need to master by the learner when they learn English. Speaking is how to produce the sound. As (Siahaan, 2008) said that Speaking is a productive language skill. It is mean that Speaking is the ability to make sounds that have meaning and that other people can understand in order to establish effective communication.

Add the definition of speaking from (Brown, 2001) stated that is an interactive process of constructing that involves producing and receiving information; its forms and meaning are dependent on the context in which it occurs, which includes the participants themselves, their collective experiences, the physical environment, and the purposes for speaking; it is frequently spontaneous, open-ended, and involving.

These hypotheses lead to the conclusion that communication and speaking ability are related. Speaking is the ability to exchange information and knowledge with others and to convey one's thoughts, feelings, and ideas via the use of suitable language.

Element of Speaking

According to (Harmer, 1991) stated that there are six categorized in the element of speaking they are:

Vocabulary.

Without a strong vocabulary, communication is unattainable. Therefore, mastering this material before practicing speaking is really essential. Because they don't practice and apply what they have studied, students often find it difficult to recall what they have learned. For them to remember things, they must practice more.

Pronunciation

We are all aware that vowel and consonant sounds, stress, and intonation are all strongly related to pronunciation. You can pick it up by repeating and imitating. Because of this, English teachers ought to pronounce words correctly so that students can model their behaviour for them during the teaching and learning process.

Grammar.

According to (cook, 2009), is the study of language that deals with the shapes and structure of words (phonology) as well as the conventional patterns in phrases and sentences (syntax).

Fluency

Fluency has less to do with a learner's number of grammatical, pronunciation, and vocabulary faults and more to do with how well they convey meaning. Comparisons between accuracy and fluency are common. Fluency is therefore a very complicated relationship that is mostly related to how smoothly the talk continues.

Comprehensibility.

The ability to understand, know, or convey the speaker's point (message) to others or a partner is referred to as comprehension.

Self-Confidence

It becomes vital to have confidence when learning to speak. Strong vocabulary and grammar skills typically provide a pupil the confidence to communicate ideas, make suggestions, or answer questions.

Function of Speaking.

According to (Burns&joys, 1997) the function of speaking: talk as Speak as an interaction talk as a transaction and talk as a performance Each of these is unique. Below are some activities to look into:

Talk as Interaction

This is a term that refers to a chat or a largely social interaction. People exchange greetings, engage in small talk and chit chat, retell recent events, and so on when they meet because they want to be nice and create a comfortable zone of interaction with others.

Talk as Transaction

Describes circumstances where the emphasis is on what is said or done. The main emphasis is on the meaning of the communication, which enables clear and accurate understanding. Conversations, arguments, job interviews, and other social interactions can all be indicators of transactional speech.

Talk as Performance

The third sort of conversation that can be distinguished is performance speaking. This phrase refers to giving a speech in front of an audience, including speeches, public announcements, and morning talks. Speaking as a performance, talk typically takes the shape of a monologue as opposed to a dialogue and has a formal structure more akin to written language than conversational language.

Teaching Speaking

The teacher needs a good method in improving students speaking skill. As (Hermer, 2007) states some important points related to the teaching of speaking. They are the reluctance of the students to speak and take part and the teacher's role. He adds some useful ways to minimize the students' reluctance in speaking, including:

Preparation

Allowing them enough time to consider how they would speak, or allowing them to rehearse discussions in pairs before doing anything more public.

The values of repetition

Allowing them to improve on what they've done previously, allowing them to assess what they've already done, and having them repeat their speech Big groups, small groups.

Make sure that they get chances to speak and interact in big or small groups.

Mandatory Participation

Allowing students to participate equally in a task without knowing who takes the first turn and who takes the second. There are also three levels to teaching speaking(Harmer, 2007) They consist of learning the new language,

practising it, and engaging in communication activities.

a. Introduction to the new language

The process of learning a new language never ends. To help the pupils become accustomed to the language and be able to generate it on their own, teachers should emphasize the language frequently. The instructor can create an atmosphere where students can find the words they need to communicate in everyday situations.

b. Practice

Learning a new language requires constant practice. To help pupils become accustomed to the language and be able to generate it on their own, teachers should emphasize the language frequently. The instructor can create a setting where students can find the words they need to say in a genuine conversation.

c. Communicative activities

Every communication endeavor should center on communication activities. The content in their textbooks usually gets the pupils ready to study speaking. Naturally, these dialogue models have limitations since they do not give students the opportunity to voice their ideas or complete the task of generating a new

scenario. Thus, there will be communication-related measures.

Improving Speaking through English Song

According to (Fulcher, 2003) speaking is the verbal use of language to communicate with others. Speaking is to express something through voice conversations. When someone does a conversation, it means that is something important to deliver. Something should be disclosed properly to what is disclosed can be understood by others. Therefore, students must learn how to communicate well in order to be understood by others. In the reality, many students cannot speak English Because they lack confidence in their ability to speak English, pupils find it difficult to talk in front of others.

Speaking I (one) is their first subject on learning how to talk in English, thus they are frightened to make a mistake or they don't want to speak for fear that their peers would think they are haughty. This became an issue. Additionally, pupils' vocabulary in English is insufficient for speaking. As a result, numerous English Department students find it tough to

learn how to talk and would rather study it in an organized manner.

For the reasons listed above, the researcher wants to provide students with an alternate teaching medium that they may utilize to learn speaking and enhance the fun, engagement, and communication in speaking classes. The researcher in this instance selected the subject of "The Use of English Songs to Improve Students' Speaking Ability." They would become more animated in both their speaking and thinking thanks to the English tunes. Additionally, it makes teaching English to the kids easier and more engaging for the teacher. Because they must be engaged and participate in speaking class during the teaching and learning process, students won't get bored. In daily life, people—students in particular—often sing along to songs they enjoy without realizing that doing so can enhance their spoken.

One type of media that teachers can use to engage students and increase their drive to learn is music. Motivated students will actively participate in the teaching and learning process and put in a lot of effort. As a result, the instructor uses English songs to assist capture the attention of the class during

speaking time. Selection of song is the important thing in a research to get the best data (Harmer, 2001) suggested that two ways to solve the problem in selecting song that will be brought to the class, they were: The first is to have students bring their own favourite song to class and the second is the other song where the teacher can determine what the topic will be and suitable with the subject matter. The topic could be about self-identity, family, hero, ambition in people life, and others.

According to (Campbell, 2010) stated that music can enhance a child's skill in academic, feeling expressions, and social connectivity to family, community, and culture. The use of music to the students can improve their speaking well. Music and song are included in teaching media. The use of music and song especially song in this research can stimulate very positive associations to someone who studies language in speaking. The song can be wonderful media for natural language in improving student's speaking ability. Furthermore, the song makes student relax, fun and easy to remember the lyrics of the song

RESEARCH MET HODOLOGY

This study adopts a quasi-experimental pretest-posttest design to examine the effectiveness of utilizing English songs in enhancing the English-speaking skills of Grade 2 students at SDIT AWH. The research design allows for the comparison of students' English-speaking proficiency before and after the intervention, providing insights into the impact of the intervention on language development. The population of this study comprises Grade 2 students at SDIT AWH. A convenience sampling technique will be employed to select a sample of 23 Grade 2 students from SDIT AWH who will participate in the study. The selection criteria include students' willingness to participate and parental consent.

A pertest administered to the selected sample of Grade 2 students at SDIT AWH to assess their baseline English speaking skills. The pertest consist of speaking tasks designed to evaluate students' ability to communicate in English. Over the course of the intervention period, students engage in structured activities and exercises cantered around the selected English songs. Classroom observations conducted to monitor students' participation and progress. Following the intervention, a post-test administered to the participants to evaluate the impact of the intervention on their English-speaking skills. The post-test will mirror the format of the pre-test to enable direct comparison.

Quantitative data collected from the pretest and post-test has been analysed using appropriate statistical techniques, such as paired-samples t-tests, to determine the significance of any differences in students' English-speaking proficiency before and after the intervention. Qualitative data from classroom observations has been analysed thematically to identify patterns and trends in students' engagement and language use during the intervention period.

RESULT AND DISCUSSION
RESULT

The implementation of English songs as a pedagogical tool at SDIT AWH has yielded promising outcomes in enhancing the English-speaking skills of Grade 2 students. Through a combination of quantitative assessments and qualitative observations, it became evident that the

use of English songs significantly contributed to the improvement of students' oral proficiency.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	77,19	21	9,305	2,086
	post test	82,29	21	4,297	1,057

Based on the above data, the mean pre-test score was 77,19, indicating the average performance of the participants before the intervention while the mean post-test score significantly increased to 82,29 after the intervention, suggesting a substantial positive effect. The standard deviation for the pre-test was, 9,305 indicating a relatively wide variability in the pre-test scores. In contrast, the post-test standard deviation was 4,297, suggesting a more concentrated distribution of scores after the intervention. The standard error of the mean for the pre-test was, 2,086 and for the post-test, it was 1,057. This reflects the precision of the sample mean as an estimate of the population mean. A lower standard error indicates a more precise estimate.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre test & post test	22	,426	,054

Observations (N) = 23, Correlation Coefficient (r) = 0.426, and Significance Level (Sig) = 0.054 are the values obtained from the mentioned data. Twenty-three observations were used as a sample for the analysis. There is a positive linear association between the two variables, as indicated by the correlation coefficient (r) of 0.426 between the matched samples.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					lower	Upper			
	pre test - post test	7,075	9,01	1,802	-11,06	-3,227	3,630	22	,001

The means of the paired observations were compared using the paired sample t-test. The sample mean, which is 7, represents the average value of the variable being studied. The degree of variability in the scores is shown by the standard deviation, which is 9. The accuracy of the sample mean as a proxy for the population mean is shown by the standard error of the mean (SEM), which is 1.8. The magnitude and direction of the difference between the means are

indicated by the t-value of 3.63. Since it's positive in this instance, the variable may have increased. The size of the sample determines the number of degrees of freedom, which is 22. The t-test's p-value (Sig), which is 0.001 (2-tailed), is incredibly low, indicating a highly significant outcome. The pointing to a very important outcome.

The observed mean difference is statistically significant at the 0.05 significance level (and even much lower), as indicated by the p-value of 0.001. Consequently, it is determined that there is no difference between the paired means, rejecting the null hypothesis. Both the substantial p-value and the positive t-value point to a significant rise in the variable under study. There is evidence pointing to a significant difference between the matched means based on the results. The variable has changed, and it is doubtful that this change was brought about by chance.

Pre- and post-tests revealed a substantial increase in speaking fluency and accuracy among the participants, indicating a tangible enhancement in their ability to communicate effectively in English. Moreover, classroom observations reflected a notable boost in students' confidence levels, with many displaying a newfound willingness to actively participate in English-speaking activities. Additionally, student feedback highlighted a strong positive response towards the integration of music into the language learning process, emphasizing the enjoyment and engagement experienced by the learners.

The findings from this study provide compelling evidence of the efficacy of English songs as a valuable resource for promoting language acquisition and development among Grade 2 students. The observed improvements in speaking skills underscore the potential of music as a dynamic and engaging medium for reinforcing vocabulary, grammar, and pronunciation. By incorporating songs into the curriculum, educators can create a stimulating learning environment that caters to diverse learning styles and cultivates a positive attitude towards language learning. Furthermore, the correlation between student motivation and the use of English songs underscores the importance of integrating multimedia resources into language teaching

practices. However, it is crucial to acknowledge the limitations of this study, including the relatively small sample size and the need for further research to explore the long-term effects of music-based language instruction.

DISCUSSION

The positive outcomes of this study highlight the significance of innovative pedagogical approaches in enhancing English speaking skills among Grade 2 students. The findings suggest that the integration of English songs into the curriculum not only fosters language acquisition but also promotes cultural appreciation and creativity. By tapping into the universal appeal of music, educators can create a vibrant and inclusive learning environment that caters to the diverse needs and interests of young learners. Moreover, the enthusiasm and engagement exhibited by students towards music-based language learning underscore the potential of this approach to address motivational challenges commonly encountered in language education. However, while the results of this study are promising, further research is warranted to explore the optimal ways of integrating English

songs into language teaching practices and to assess their long-term impact on language proficiency development. Additionally, future studies could investigate the role of teacher training and curriculum design in maximizing the effectiveness of music-based language instruction, thereby contributing to the ongoing advancement of language education methodologies.

CONCLUSION

In conclusion, the utilization of English songs as a pedagogical tool has demonstrated significant potential in enhancing the English-speaking skills of Grade 2 students at SDIT AWH. Through a comprehensive analysis of both quantitative assessments and qualitative observations, this study has revealed a substantial improvement in students' oral proficiency, marked by increased fluency, accuracy, and confidence in spoken English. The positive response from both students and educators towards the incorporation of music into the language learning process underscores the effectiveness of this innovative approach in creating a dynamic and engaging learning environment. Moreover, the findings highlight the

broader benefits of music-based language instruction, including enhanced motivation, cultural appreciation, and creativity among learners.

These outcomes not only contribute to the pedagogical discourse on language teaching methodologies but also hold practical implications for educators seeking effective strategies to promote language acquisition and development among young learners. Moving forward, it is imperative for educational institutions to recognize the value of integrating multimedia resources, such as English songs, into the curriculum, and to invest in teacher training and curriculum development to ensure the sustained effectiveness of this approach. By embracing innovative pedagogical approaches like music-based language instruction, educators can empower students to become confident and proficient speakers of English, thereby fostering their academic success and preparing them for a globally interconnected world.

SUGGESTION

1. Long-term Effects: Investigate the long-term impact of using English songs on students' English-speaking skills. Conduct follow-up assessments after a certain period to determine the sustainability of the improvements observed initially.

2. Comparative Study: Compare the effectiveness of using English songs with other pedagogical approaches, such as storytelling, role-playing, or traditional language drills, in enhancing English speaking skills among Grade 2 students. This could provide insights into the relative strengths and weaknesses of different methods

3. Teacher Training: Explore the importance of teacher training in effectively implementing music-based language instruction. Investigate how teachers can be prepared to integrate English songs into their teaching practices and address any challenges they may encounter.

4. Cultural Considerations: Examine the cultural relevance of the English songs used in the classroom. Investigate whether incorporating songs that reflect the students' cultural backgrounds enhances engagement and learning outcomes.

5. Multimedia Integration: Expand the research to explore the effectiveness

of integrating various multimedia resources, such as videos, animations, or interactive software, along with English songs, in enhancing English speaking skills.

6. Student Preferences: Investigate students' preferences for different types of English songs (e.g., pop, folk, children's songs) and their impact on motivation and learning outcomes. This could inform educators in selecting songs that resonate most with their students.

7. Language Proficiency Levels: Examine how the effectiveness of using English songs varies across students with different levels of English proficiency. This could help tailor instructional strategies to meet the diverse needs of learners.

8. Cross-cultural Studies: Conduct cross-cultural studies to compare the effectiveness of using English songs in enhancing English speaking skills among Grade 2 students in different cultural contexts. This could provide valuable insights into the generalizability of the findings.

9. Interdisciplinary Approaches: Explore interdisciplinary approaches by integrating English songs with other subjects, such as social studies or science, to enhance students' language skills while addressing content learning objectives simultaneously.

These suggestions aim to further enrich the understanding of how English songs can be effectively utilized to enhance English speaking skills among Grade 2 students, providing avenues for future research and practical applications in language education.

REFFERENCES

Basri, N. (2022). *Improving the second Grade Students' speaking skills in EFL Classroom through Animation Movies at SMPN 2 Sungguminasa.*

Brown. (2001). *An Interactive Approach to Language Pedagogy.* Pearson Education.

Burns&joys. (1997). *Speaking as an Interactive Process. French's Forest.* Pearson Education.

Campbell. (2010). *The Mozart Effect for Parent: Unlocking The Potential Of Your Child.* Penguin Publisher.

cook. (2009). *Speaking and Pronouncing as ESL.* barron's.

Elyani, E. P., Al Arief, Y., Amelia, R., & Asrimawati, I. F. (2022). Enhancing Students' Speaking Skill Through Digital Storytelling.

Journal of English Teaching, Applied Linguistics and Literatures (JETALL), *5*(2), 105. https://doi.org/10.20527/jetall.v5i 2.14330

Fulcher, G. (2003). *Testing Second Language Speaking*. Longman.

Harmer, J. (1991). *The Practice of English Language Teaching* (new editio). Longman.

Harmer, J. (2001). *The practice of English language teachin* (3rd editio). Longman.

Harmer, J. (2007). *The Practice of English Language Teaching* (fourth Edi). Longman.

Hermer, J. (2007). *The Practice of English Language Teaching* (Fourth Edi). Longman.

Siahaan, S. (2008). Issues In Linguistics. *Graha Ilmu*.

suryana, I. (2020). Enhancing students speaking skill through the web based teaching. *EDUVELOP*, *3*(2).