

**THE INFLUENCE OF LISTENING TO SONG “LOOK AT THE SPEAKER” TO IMPROVE
STUDENTS’ SPEAKING ABILITY AT THE GRADE VIII IN SMP NEGERI 4
PADANGSIDIMPUAN**

**KHAIRUNNISAH, S.Pd., M.Hum
UNIVERSITAS MUHAMMADIYAH TAPANULI SELATAN (UMTS)
PADANGSIDIMPUAN**

ABSTRACT

The aim of this research improve students speaking ability through listening song “Look at the Speaker” the students could improve their speaking ability especially in pronunciation the word and stressing or intonation. The students also could learn about grammar and could make the sentences from the words of song. The research was designed using qualitative method with descriptive type. This research designed by using qualitative descriptive and the instrument used the human with recorded some activities of teaching and learning process in classroom and interviewed. The finding of this research showed that the use of songs in teaching English have influence to improve the students’ speaking and very beneficial for the students in order to facilitate them in learning English. Based on this finding, it is suggested that songs in teaching English can be recommended for the teacher of English.

Keywords: Speaking ability, listening, song “*Look at the Speaker*”.

A. Introduction

1. Background of the Research

Speaking is one activity to convey idea or opinion orally . As Nunan (2002:210) state that “speaking is the productive oral skill, it consist of producing systematic verbal utterances to convey meaning”. It means that the oral skills of many pupils are often much more developed than their reading or writing. Pupils’ oral ability often shows their real potential and can support them in developing their reading and writing skills. . Thus, speaking is one of skill that should be mastered by students in learning English .

Hence, the students in Indonesia faced many problems in speaking English, because speaking has many aspects to support the categorized good in speaking. For instance, mastery vocabulary, fluency, pronunciation, and grammar. All of these aspects should be mastered by students in speaking English. Hence, the fact which researcher found in one of school in Padangsidempuan that the students’ speaking ability still low. It showed from the researcher observation and interviewed the students and teacher English. This problem become an homework for teacher who will teach English to choose some methods or strategy to make students feel comfort and able to learn and even to speak English fluently.

Therefore, the researcher chosen listening song, because song is so simple. Song is a part of music. It is defined as a sort piece of music that has words or musical words that use words on it which is called lyrics. People can express something that they feel by music. It has been received in all level people, such as; children, adult, old, or rich and poor, all of them can enjoy music songs makes the lesson more communicate, livelier to be motivated and one way to motivating them is by means songs. It is expected that song can be used as attractive in teaching English in order to the students will not get bored. There are two advantages by using song in teaching English. First is to motivation. When songs are used in teaching learning process it is enjoyable. So the students are more motivated to learn English. Second is memorable.

Furthermore, for listening to song, the researcher choose the song with title “Look at the Speaker”. The researcher choose the song because the song fit with the students at the grade VIII. This is easy to following by students. So the students will love to follow it. “Look at the Speaker” can help students to some expression like in some expression who they learned before and next.

2. Focus of Research

Based on the background, the researcher focus the study on the students’ speaking ability through listening song “Look at the Speaker” at the grade VII of students SMP Negeri 4 Padangsidempuan as the subject for this research.

3. The Formulation of Research

Based on the focus of this research, the researcher formulated : a) What were the difficulties of students in speaking ability of the grade VIII in SMP Negeri 4 Padangsidempuan? b) How was the influence of listening to the song “Look at the Speaker” to improve students’ speaking ability of the grade VIII in SMP Negeri 4 Padangsidempuan?

4. The Aim of Research

The aims of this research will formulate as follows:

- a. To find out the difficulties students’ speaking ability in SMP Negeri 4 Padangsidempuan.
- b. To find out the significant influence of listening to song “look at the speaker” to improve students’ speaking ability at the grade VIII in SMP Negeri 4 Padangsidempuan.

B. LITERATURE OF REVIEW

1. Concept of Speaking

1.1 The Nature of Speaking

Sari Luoma (2004:9) in her book “Assessing Speaking” said that: “When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker’s personality, attitudes, home region and native/non-native speaker status on the basis of pronunciation.”

It means that when we hear or listen someone speak and give information, in automatically give attending so, we can see and sometimes guess about their personality or the speaker’s character.

Speaking to other people who are fluent in the language is the only way to get better and practice in this field really does make perfect. But in all truth, the only way to perfect speaking skills to hold conversations and to do that one must be able to listen as well. According to Lyn (2008:118) Speaking usually needs someone to be listening. Children can provide one another with just the right audience, especially if they know what to listen outfor that is, if they understand how to evaluate what they hear and provide helpful feedback. By learning how to

listen actively, children gain insight into their own capacity to act as a speaker. This can help increase confidence.

Meanwhile, Speaking ability is the ability to produce words in language practicing. Speaking is the important skill that teacher have to master. It is because in speaking, the teacher know the students' ability to produce the target language, or English. In speaking, the teacher also needs listening skill and understanding. Large vocabulary is also needed by the teacher to master all of the language skills. Lado in Anggreini (2008: 25) defined speaking ability is as the ability to use in essentially normal communication, stress, intonation, grammatical structure, and vocabulary of the foreign language at normal rate delivery for native speakers of the language. It means that speaking ability is one of media that used to deliver opinion, ideas, and feeling which are absolutely derived in the form of information, where another people as receiver can understand the message given.

1.2 The Teaching of Speaking

In teaching English, especially teaching speaking the teacher should be creative to get students' attention to respond the teacher. There are so many strategies should be mastered by teacher to teach speaking in classroom. Moreover, they may use real life situations, popular scientific knowledge to make speaking class more effective.

Therefore, the teaching can be very interesting and enjoyable, in order to the students can speak out their on minds by using words or phrase they have already mastered. So they have more of desire to talk, showing more interest, to use expressions, to carry out more extended conversations, and to have more confidence in speaking English.

There are five principles of teaching speaking that stated by Nunan (2003:54) such as: (1)Consider about the differences between second and foreign language learning context. (2)Give the opportunities for the students to develop both fluency and accuracy. (3)Give the opportunities for the students to talk by using pair and group work. These activities used to increase the time of learner' speaking practice and to limit the teacher to talk. (4) Consider about the negotiating for meaning. (5) Design the classroom activities involve guidance and practice in both transactional and interactional speaking.

Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for special purpose, it includes both establishing and maintaining social relationship.

1.3 The Elements of Speaking

Jeremy Harmer (2003: 269) stated that the ability to speak English presupposes not only a knowledge of language features, but also the ability to process information and language on the spot, among the elements necessary for spoken production, are following: a) Connected speech is connected speech sounds are modified, omitted, added linking r, or weakened that is through contractions and stress patterning; b) Expressive devices means the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non-verbal or paralinguistic means how they are feeling especially in face to face interaction; c) Lexis and grammar means speakers should supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval; d) Negotiation language means effective speaking benefits from the negotiator language they use to seek clarification and show the structure of what they are saying.

2.1. Listening to Song

2.1.1 Listening

Listening and speaking are two equally important aspect of learning a new language. Newton (2009:37) stated listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening . Furthermore, Gary (2001:1) stated listening comprehension is a process, a very complex process, and if they want to measure it must first understand how that the process works.

It means that listening is of prime importance in language acquisition, the importance of oral language (speaking) may not be over looked. These two aspects of the language arts, listening and speaking (the others being reading, writing and thinking), are of prime importance to the young learners in their quest towards mature language usage.

2.1.2 Song

Griffiee (1992:03) stated that songs are satisfying art form: the lyrics fit the music and the music fit the lyrics and together they form a complete unit. Meyer in Warno (2003:19) stated music have an absolute meaning and a referential meaning. The absolute meaning of a musical works is intra musical: it concerns solely the pattern and relationship established within the

work and the intrinsic nature of the processes contained within the work.

Knowing that songs are contained of lyrics or words arranged properly (in certain pattern), they can be used to develop many skills. Contextually, it introduces the features of supra-segmentals (how rhythm, stress, and intonation affect the pronunciation of English in context).

2.1.3 The Technique of Teaching English by Using Song

Selecting the technique of teaching must be thought seriously because the success of teaching learning activities depend tightly on the technique used. Before giving material to the students, teacher should prepare the material that will be taught to the students. Preparation is very important before teaching activity began, in order to make the teaching learning successfully.

According to Gasser and Waldman in Ika (2004:17), the technique is following:

- a. Introduce the songs by telling briefly the song and telling the students about the title
- b. Pass out the copy of the lyrics to the students or write the lyric on the board
- c. Have the students listen to the song two or three times before sing or play it.
- d. Sing or play the song all the through
- e. Correct problems in pronunciation or phrasing that may have occurred during singing
- f. Read lyrics out loud and asks the class question about the vocabulary, the meaning, etc. in order to check the student' comprehension
- g. Have the students practice the song for several times so that they learn it well
- h. Follow with the whole class discussion on what the singer did and why some segments may not have been pronounced as expected.

What can do with a Song in Language

Teaching?

Automatic usual and simple answer to this question could be: "A word-gapfill." However, the answer is not so single valued. And hopefully, the following selected list of Tim Murphey (1992:9-10) (and references to other sources of activities) will be convincing enough to prove that the answer can be much longer.

What can do with a song in lesson?

- 1) Listen
- 2) Sing, whistle, tap, and snap fingers while theylisten
- 3) Sing without listening to any recording
- 4) Talk about the music

- 5) Talk about the lyrics
- 6) Talk about the singer / group
- 7) Use songs and music to set or change an atmosphere or mood, as 'backgroundfurnishing'
- 8) Use songs and music to make a social environment, form a feeling of community, dance, make friends
- 9) Write songs
- 10) Perform songs
- 11) Do interviews
- 12) Write articles
- 13) Do surveys, make hit lists
- 14) Study grammar
- 15) Practice selective listening comprehension
- 16) Read songs, articles, books for linguistic purposes
- 17) Compose songs, letters to singers, questionnaires
- 18) Translate songs
- 19) Write dialogues using the words of a song
- 20) Use video clips in many ways
- 21) Do role-plays (as people in the song)
- 22) Dictate a song
- 23) Use a song for gap-fill, cloze, or for correction
- 24) Use music for background to other activities
- 25) Integrate songs into project work
- 26) Energize or relax classes mentally
- 27) Practice pronunciation, intonation, and stress
- 28) Break the routine
- 29) Do choral repetition
- 30) Teach vocabulary
- 31) Teach culture
- 32) Learn about your students and from your students, letting them choose and explain theirmusic
- 33) Have fun.

If look at this list carefully, and can see that all four skills (speaking, reading, listening, and writing) can be very well and equally practised.

Song "Look at the Speaker"

By : Harry Kindergarten

Chorus:

Look at the speaker with your eyes
Look at the speaker with your body, guys!
Look at the speaker with your whole self
Respect what they are saying- it's their turn, now!

Verse 1:

Whoever is speaking is the speaker, look at them
Put down what you're doing and give them your attention

It's their turn to talk, so don't be a hater
Listen to them now- and you can talk later

Verse 2:

There are many different speakers all throughout the day

Listen up and hear what they have to say
The speaker could be an adult or a kid

Respect the speaker no matter who it is!
 Verse 3:
 When someone else is speaking, you should not be talking
 Don't play with anything and please stop walking
 Maybe in a minute, you can share what you are thinking
 Just raise your hand patiently and wait until they finish

C. Methodology of Research
1. Method and Type of Research

The study is based on a qualitative research which was conducted in SMP Negeri 4 Padangsidempuan. The age of the students are about 13-14 years old. And several of them are more than 13-14 years old. This research would be conducted by qualitative data analysis. Qualitative research is research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. It means, in this research the researcher was observed the participant and made the result from the documentation or interview. And to measure the truth of the result, the researcher used truworthiness to make it accurate.

2. Research Procedure

In this research, the researcher collected the data by observing the teaching-learning process in the classroom, interviewing the students, and recording the whole activities as documentation. Additionally, the researcher also used observation checklist to observe the whole classroom activities from the beginning, middle and the ending of the teaching-learning process. The interview will be done outside the teaching-learning process after doing observation. The researcher does the interview face to face to the interviewer.

This study used descriptive analysis and qualitative approach in analyzing the data. The analysis of the data will get from observation, interview and documentation will present as follow. The data from the observation analyzed by using descriptive analysis. The researcher observed the teaching-learning process that happen in the classroom. To obtain the data, the researcher prepared observation checklist.

The observation checklist was mark based on the situation in the classroom. Then, all the data get up from observation translated into the information that need by the researcher (descriptive essay) after about 4 meeting. Then, the data from interview analyzed using descriptive analysis. The researcher interviewed the student as the informant in the research.

Then, the data will be in written form. The different answer wrote in point form. In this technique, the researcher uses interview guide to ask some questions related to the material, technique and teaching-learning-process.

The interview is done face to face outside of the classroom activities. It is possible if the researcher does the interview in the writer last day in doing research at the school. Furthermore, the researcher analyzed the data that gets from documentation using descriptive analysis. The researcher took some notes also pictures as documentation data. The documentation did in the classroom while teaching-learning processes is clear. The data of documentation got from the activities, the materials and the technique.

Then, the data of documentation used to support the data of interview and observation. Finally, the researcher analyzed the data from observation and interview to get the information about students speaking ability. To support the data, documentation needed.

D. Research Finding

In this research, the truworthiness were using :credibility, transferability, dependability and Comfirmability. And the result of interview showed that many students difficult in speak English, especially in pronunciation, grammar and vocabulary. It can be showed from this table :

Table 1. Percentage of the capability to Speak English

No	Reasons	Percentage
1	Pronunciation	42
3	Vocabulary	29
4	Grammar	29
		100

The percentage got from interview 24 students in the grade eight . From the table above, it can be seen that there are 42% students feel difficult in pronun words English, 29% difficult in mastered vocabulary, and 29% did not master grammar. Thus, the researcher used listening to song of Look at the Speaker to make students able to speak English. From the researcher's observation, she found the increasing of the capalbility in speaking English. It can be show as follow :

Table 2. Listening to song "Look at The Speaker"

No	Reasons	Percentage
1	Pronunciation	17
2	Grammar	13
3	Vocabulary	8
4	Able to speak	62
		100

Based on the table 2, it can be seen the derivation of students in grade eight after they listening to the song that there are 17% students difficult in pronunciation, 13% grammar, then 8% vocabulary, and 62% increase in speaking English ability. It showed that the students more interested and mastered in pronunciation, grammar and vocabulary in speak English because they listened and sang the song.

It can be conclude that participants very interested in listening song. And then the writer used the song of "Look at the Speaker", to got the participants respond and to ask the participants to pronounce the words in lyric. Beside sing the song, the participants also demand to make a sentences from the words, this strategy can increase their grammar and even their vocabulary.

From the above results, the teacher should use listening to the song in language teaching process to make students more interested and active especially for speaking ability.

E. Conclusion and Suggestion

Based on the result of the test done by students, observation and interview done by the researcher about the influence of listening to song "Look at the speaker" improve speaking ability at the grade VIII-A of SMP Negeri 4 Padangsidempuan, researcher conclude as follow:

1. The difficulties of the grade VIII on speaking ability were more students so lack in their vocabulary, pronunciation, stressing or intonation and motivation. Other difficulty of students based on the interview with the teacher of English was the students not have habitual for speaking, get bored with the teaching method, and did not confidence with their ability.
2. Listening to song "Look at the Speaker" was able to increase the students' ability in speaking. The students can pronounce correctly, mastered the grammar and vocabulary in making sentences.

After getting the conclusion about the influence of listening to song "Look at the Speaker" to improve students' speaking ability at the grade VIII, The researcher expected that this study would provide information to other researchers in related discipline who are interested in conducting research in related field. This study can become a reference for other researchers who want to analyze about listening to the song with another kinds of songs..

This study is also expected to the headmaster of SMP Negeri \$ Padangsidempuan should give motivation and support to students and strong for deligent to

learn speaking English in order to increase the students interest in studying English.

Last, this study expected to the teacher of English should to apply discipline, creative, innovative and active. It is better not only practicing in the classroom but also the lecturers should motivate the students in practicing their english speaking wherever and whenever, the teachers should also encourage students can be more to make them interested in practicing their speaking.

The students must study hard to develop their speaking ability, because speaking is very important for their classroom communication, especially to improving their speaking.

Researcher hopes to other researchers to be more motivated in conducting further investigation, to find the main factors which can affect positive instruction activity, and to the reader to read paper could add their knowledge about pronunciation especially in pronouncing words.

A. References

- Buck, Gary. 2001. *Assessing Listening*. Australia: Cambridge University
- Dawes, Lyn. 2008, *The Essential Speaking and Listening*. Roudledge : London and New York.
- Griffiee, Dale T. 1992*Song in Action*, Prentice Hall International Ltd: New York.
- Harmer, Jeremy.1998. *How To Teach English. England*: Addison Wesley Logman Limited.
- Lado, Robert. 1972. *Language Testing*. London: Longman Group Limited.
- Louma, Sari. 2004. *Assessing Speaking*. UK : Cambridge University.
- Newton, Jonathan. 2009. *Teaching ESL/EFL Listening and Speaking*. USA : Edward Brothers,inc.
- Nunan, David.2003.*Practical English Language Teaching*. New York: McGrawHill.
- Murphey, T. 1992. *Music & Songs*. New York. Oxford University Press.
- Praptiningtiyas, Ika. 2004.Using song as Means of Improving Elementary School Student' Vocabulary,*Unpublished thesis* S1: UNESA (pdf).