

## Improving Students' Speaking Ability through Communicative Activities Using Songs at SMA Yasmor Oenoni

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### Abstract

*The study's goal was to find out the improvements of the students' speaking by using songs at SMA Yasmor Plus Oenoni in the academic year of 2021/2022. The issue was that they were less motivated to improve their speaking skills. This study was classified as action research. This study included 17 students of the class XI IPA and an English teacher as a research collaborator. Interviews, observations, and documentation were the instruments used. In this study, the researchers used both qualitative and quantitative data to analyze the data. The research findings revealed that using songs as a teaching media in speaking activities in the English class was proven to be effective in increasing students' motivation to speak. It has the potential to draw students' attention and increase their motivation. They were also given opportunities to practice their public speaking skills. This was also evident from the speaking scores showed that the number of students in the category of excellent at the first meeting was only three, they were able to increase their category to 17 which indicated that they significantly improved in some aspects of their speaking ability, such as pronunciation, grammar, and vocabulary.*

### Keywords

speaking; motivation; song; communicative activities



## I. Introduction

A large number of English as a Foreign / Second Language (EFL/ESL) students express a preference for developing their English-speaking abilities. Language learners may measure their progress in language learning by how much they have improved in their ability to communicate in another language in their daily lives. When it comes to oral interaction, teachers and textbooks use either direct approaches that focus on specific aspects of oral interaction such as turn-taking and topic management, or indirect approaches that create situations for oral interaction through group activities such as task work and other strategies (Richard 1990). Human communication, according to Harmer (2007) and Gilakjani (2016), is a complex process that involves many factors. Individuals require communication when they want to express themselves or share information with others. When a speaker intends to inform someone about something, he or she will use communication techniques. Language is used by speakers to achieve their own objectives. As a result, for effective communication, speakers must be both listeners and speakers at the same time.

When we talk about speaking, we do not just saying the words through mouth. It means conveying the message through the words of mouth. This skill is often ignored in some

teachers' classes. Learners do not have enough opportunity either in their classes or outside to speak English. Unfortunately, speaking is not an important part of teachers' exams. Learners need a lot practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short dialogues in the classrooms to develop their students' speaking skill (Bashir, Azeem, & Dogar, 2011).

Efrizal (2012) Pouhosein Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak every where and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process. English is a language which is mostly used in many countries. So, it becomes an international language accepted in many fields. For examples, when people get vacation to many countries, they need to use English to communicate with people there. Another example is when we are going to job interview, so English is a language that will be required. That is why most people learn English and try to follow the global development in science and technology.

In facing the global development, Indonesian people need to study English especially for students in schools have a duty to learn English language in order to make them ready to face the demands of the age. School as a formal institution must be able to produce students who can speak English well because most of parents and people in general still trust their children to be taught at school besides at English courses. Especially in facing the national exam, there are still many schools have bad experienced in facing the standard value that has been set by the government and it happens from year to year.

In addition, English language position in Indonesia is as a foreign language. It is included in Indonesia's curriculum considering the importance of the English language nowadays. Even it becomes a compulsory subject to learn from elementary schools to universities. In Indonesia's curriculum there are four major skills that must be learnt in English teaching and learning process. Those are listening, speaking, reading, and writing. Because there are many difficulties face by learners. For example, they have a limited vocabulary so it can be an impact of their confidence to speak up, there is no comfort environment in the classroom and it makes the students do not focussed on the lesson, and many more. There are many factors that make speaking difficult for foreign learners. According to Brown (2001). There are some features that make speaking as a different language skill. They cover clustering, redundancy, reduced forms, performance variable, colloquial language, rate delivery, stress, rhythm, intonation of English and interaction. Besides the student's lack of vocabulary, their less confidence to speak and judge of English as a difficult subject make speaking as the difficult language skill.

The discussion of speaking difficulties is still going on among experts and researchers for many years. Oral skill have not always figured so centrally in second and foreign language pedagogy (Lazaraton, 2001). It has less attention by the practitioners in the field. Even in Indonesia, English instruction is focused on reading and listening as the preparation for national examination. In fact, the ability to speak is similar with knowing the language itself since oral communication is the most basic means of human communication (Lazaraton, 2001). This may be one of the reasons why there are so many researchers interested to hold studies which focused on improving the student's speaking skill. Hoeriyah (2004) is one of the researchers who are interested to conduct research on speaking. Her research focuses on improving the speaking learning process. It is mentioned in her thesis that the student's

speaking skill does not get adequate attention in the English learning process (Hoeriyah, 2004).

In reality, the students, however, get little opportunity to speak: more attention is paid to structure rather than to speaking. The teachers feel that teaching speaking is a burden although it is listed in the syllabus. In teaching speaking, the teacher just asks the students to read a dialog, do the exercises, learn and memorize certain expressions and practice them in pairs respectively. Here the teacher does not give the students chance to talk a lot, motivation, and sometimes classroom discussion is dominated by a minority of talk active students and the utterances are not relevant.

Welsch and Fisher (2016) stated that the Industrial 4.0 had an impact on the development of various fields as a consequence of the existence of the latest technological inventions such as the design of certain software. Schwab (2016) adds that the impact occurs on all aspects of our identity. Until now English is still used as the language of diplomacy, business, tourism, education, science, entertainment, computer technology and media at the international level. In addition, English is also often used as a language of instruction in the development of communications, technology, internet, and software which are the main needs of the current millennial era. However, over the years, the use of English has become increasingly popular in Indonesia and has become a premier need for people in this country.

Basically there are factors affecting speaking, examples some factors that Influenced by factors performance conditions, affective factors, listening, and feedback during speaking tasks (Tuan & Mai, 2015). In this case, students' confidence and enthusiasm in speaking are the most important factors in the development of students' verbal skills or communication. The fear of speaking English is pertinent to some personality constructs like self confidence, anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011). However, in the context of learning English in countries that study English as a foreign language (EFL) as in Indonesia, students tend to have problems with limited vocabulary, pronunciation accuracy, and also environmental limitations. These factors sometimes make them lazy to learn English and they tend to rarely use English in their environment such as in the classroom, work, school, environment where they live or at home.

Speaking is also a way to communicate ideas and messages verbally. To enable students to communicate, teachers need to apply language in real communication. According to Billbrough (2007), speaking is an ability with the aim of expressing a recognized purpose and later the interlocutor will process the speaker's statement with the aim of recognizing those intentions. However Brown, Gillian & Yule (1999) state that the topics discussed in speaking lessons can also depend on the complexity of the information to be communicated, but in fact learners often find it difficult to clarify what they want to say. Actually speaking is a way to express our thoughts, ideas, and feelings in the form of words. According to A-Jarf (2012), speaking is an oral ability to achieve pragmatic goals through interactive discourse with other speakers of the same language. Speaking as a form of communication to interact with people verbally. In speaking, people are expected to be able to communicate their ideas, feelings and opinions. The aim is that participants can create comfortable social interactions and communicate well. In line with this statement, Hakim (2015) stated that in general students in Indonesia were reluctant to speak English because of the problem of lack of vocabulary and phrases to express their ideas in English. Therefore, someone who is an expert in transferring their knowledge to these students is needed as a teacher as an educator.

Although most students' capability in English is not good in speaking, in this case, the students from SMA Yasmor Plus Oenoni, interests the researcher because of the school location is quite far from the town and its students are not yet very good at school and are less motivated. Also students from this school are having common problem like many other

students have, which is the difficulty in mastering English, boredom in learning, and the hardly possibility to understand this subject. The explanation the students get are also quite various since the teacher who is not really good at motivating them, the teacher also fierce, boring and surely the students themselves have less interest in English. Another difficulty they are facing is that they can hardly collect English material to study because of its location which is quite far from the town, then how it is possible for them to master his subject well to the highest level. Students from this school somehow have interest in music, whether it is singing or simply listening to the music.

Furthermore, this issue will eventually lead to the more serious condition by the less motivation of the teachers, limited supporting media, technique, and monotonousteaching process. Students' desire to study will eventually keep the decreasing if no action is taken. The researcher and the teachers from this school agree with each other to use the method of using songs to lessen the problem of the students in speaking skills. Knowing that the students from this school have good interest in music, but the lack of sufficient technology to support students in learning English are the main issues. So the method of use of songs is considered to bring positive change to students in English. In this case, the researcher chooses SMA Yasmor Plus Oenoni. The researcher's reason chose SMA Yasmor Plus Oenoni because of the different backgrounds of the students, some were able to speak English, some were not fluent in English. This happened because SMA Yasmor Plus Oenoni is a public school in which students come from villages or cities. The school is one of the public schools in Oenoni which is a place or research subject for researcher. This school is not located in the city center, but rather one on the edge of the city center and adjacent to the house of local residents which are located on Jl. Lintas Oekabiti-Oemoro, Desa Oenoni Dua, Kecamatan Amarasi, Kabupaten Kupang, Provinsi Nusa Tenggara Timur. Based on the statement above, the researcher wants to conduct the research aimed to improve the students' speaking ability through communicative activities using songs at SMA Yasmor Plus Oenoni.

## II. Review of Literature

### 2.1 Speaking Ability

Communication is vital in human life because it allows them to express their feelings to others. It requires language to communicate. Language, as stated by Kessler (1992), is a primary tool through which learners explore and understand ideas. Oral and written communication can be divided. Oral communication requires speaking and writing skills. Speaking is a complex activity that produces more than just sounds. He believes that speaking is an example of a complex cognitive skill that can be divided into hierarchical sub skills, some of which require controlled processing while others can be processed automatically. Lewis and Hill claim that speaking is a complex process that includes more than just sound pronunciation. While Widowson believes that speaking is simply the physical embodiment of an abstract system, usage implies the physical embodiment of the phonological, grammatical, or both systems. It means that speakers have retained phonological and grammatical systems. Speaking is a productive and receptive skill because it is used in communicative activity. "In order to produce speech, each speaker must speak," say Brown & Yule (1983). He needs to speak alone, and ideally, someone should listen and respond. Speaking is thus a creative process involving both receptive and productive skills. Speaking ability is both productive and receptive because it requires someone else to listen to what is said in order to react correctly. Confident and fluent speech is something that children learn in school and will help them throughout their lives. Speaking skills are skills that allow us to effectively communicate.

## 2.2 Music and Song

Music perception and definition varies by country and nation. People and languages change. In some languages, there is no word for music. Michael Linton (2000) defines music as “the culturally derived meaning organization of sound and silence cultivated for aesthetic or utilitarian purposes.” Leibnitz (2001) saw music as “unconscious arithmetic”. “Everything one listens to with the intention of listening to music,” says Lucio (2003). With vocal or instrumental sounds, music is an art form that usually follows cultural standards of rhythm, melody, and harmony in Western music. Music usually refers to sounds with distinct pitches that are arranged into melodies and metric patterns. Music is an art that pervades every human society in some form. It is used for ritual, worship, movement coordination, communication, and entertainment. Music is a neuroleptic factor that reduces anxiety in children and adolescents by 30%. Music is used therapeutically in child and adolescent psychiatry. Music neuroses and function failure help. Music has the potential to change atmosphere, but more importantly, Murphey (2001) means the atmosphere in the classroom, and describes music as follows. It seems to give energy where there was none, and images where students complained they had none. Music is the stuff of dreams. Songs are part of most people's daily lives, says Mol (2009). Everyone enjoys music at home, travel, study, and work. Songs can be used to introduce new vocabulary or recycle old language. From these statements, the researcher can deduce that songs have always been a part of human feelings and experiences. It can also be used to improve vocabulary in junior high school speaking classes. It allows students to express their feelings, opinions, judgments, and words. It means that songs can help students improve their English skills and gain many advantages in the process. The teacher-researcher collaboration can prepare songs that students like, physical development, etc.

## 2.3 Communicative Activities

Students engage in communicative activities in the classroom when they produce, understand, or engage in conversation in the target language. Language learning can be aided by engaging in communicative activities. In Littlewood (1982), four purposes of communicative activities include: providing ‘whole-task practice’, increasing motivation, allowing natural learning, and creating a learning context. The teacher sets the tone and gets the ball rolling in many communicative activities. However, it is the students themselves who are responsible for facilitating the dialogue. For many students, taking on this role will be a new experience. Providing an undirected activity at the drop of a hat may cause them to lose faith in their abilities. Because of this, the teacher must be prepared to gradually wean the students from their dependence on him. When students are the focus of attention, it doesn't mean that teachers are no longer involved. It is less dominant than it was previously, but it is still significant. An example of a teacher's contribution to communicative activities is to serve as an advisor or mentor to the student.

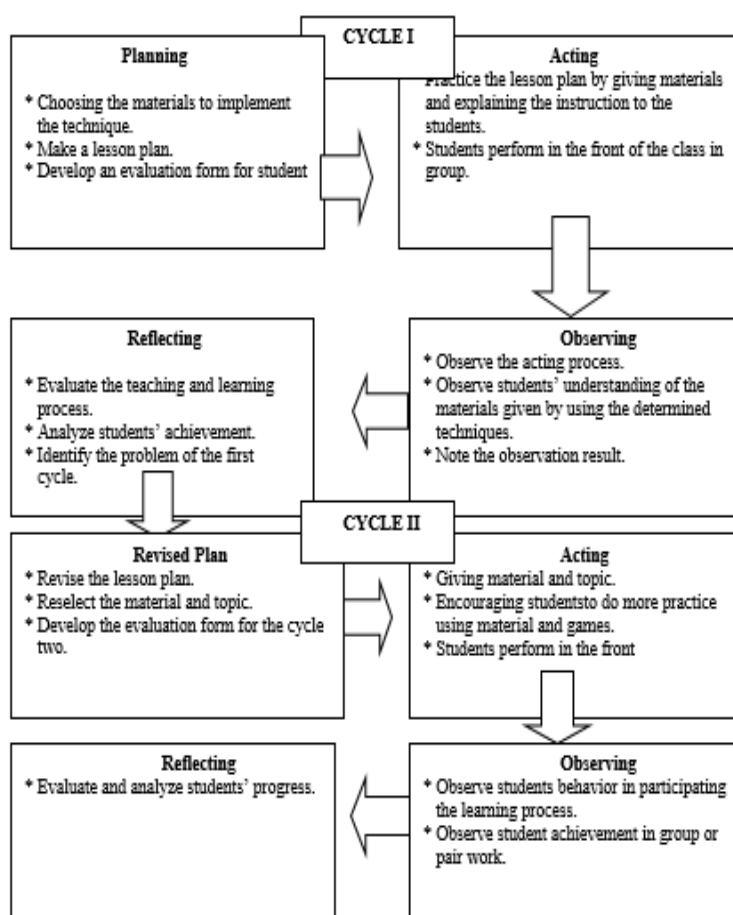
Functional communication activities are based on the principle that students must fill in a knowledge gap or solve a problem in accordance with the circumstances as set forth by the teacher. Students' functional needs in the classroom are constrained by the nature of the setting. It mainly consists of information exchange and processing. Students can engage in a variety of activities, such as these. It mainly consists of information exchange and processing. Identifying pictures, discovering identical pairs, discovering missing information, communicating pattern and picture, and discovering differences are some examples of activities that can be classified as functional communicatives. One of the most important aspects of communication skills is the ability to consider both language's social and functional meanings. As a result, students must focus more on the social context of their interactions as well as the language's functional meanings. In addition, the activities are more



closely resembling real-world communication situations. As well as a functional tool, language serves as an expression of social behavior in this context (Littlewood, 1981).

### III. Research Methods

This research was conducted at SMA Yasmor Plus Oenoni which is located in Oenoni Dua, East Nusa Tenggara (NTT which stands for Nusa Tenggara Timur). Classroom action research was used as the research design (CAR). This study focused on students in the eleventh grade at SMA Yasmor Plus Oenoni during the academic year 2021/2022. In the class, there were 17 students. This classroom action research procedure was based on Kemmis and McTaggart's design. This design was divided into two cycles, each with four stages: planning, acting, observing, and reflecting. The activities of the CAR are depicted in the figure below.



**Figure 1.** Activities in CAR, Adapted from Mc Taggart Design and Modified by the Researcher

The instrument provided the data. It is necessary to collect data on participants' speaking scores, opinions, obstacles, and action expectations. The researcher investigated process validity through observation and interview. The researchers observed classes. An in-depth interview with an English teacher about teaching-learning speaking. In order to help students improve their speaking skills, the researcher will interview teachers. A democratic and process validity interview was also conducted. Dialogic and outcome validity were assessed by observation and interview. The coworker saw class. Students, collaborators, and English teachers were interviewed afterward. Student groups or individuals are recorded by

the researcher. This ensures content, construct, and outcome validity. The researcher and teacher documented together.

To come to a conclusion, the collected data had to be analyzed. Their methods of data analysis were varied. The researcher analyzed qualitative data in three steps: reduction, display, and conclusion drawing/verification (Miles & Huberman, 1994). Preliminary data were selected from observation checklists, interviews, field notes, and student task samples. It took time and effort to organize the data. The researcher analyzed the data and made recommendations. Finally, she checked the data display to see the progress. Also, to analyze quantitative data in the form of student speaking task scores. In using the scores, the researchers used ‘inter-rater’. The researcher used by looking to the 20 as highest score (Xh) and 5 as the lowest score (Xi) above, the formulation of the ideal mean (Xi) and the ideal standard deviation ( $\sigma_i$ ) can be seen below:

$$\begin{aligned} X_i &= \frac{X_h + X_l}{2} \\ &= \frac{20 + 5}{2} \\ &= 12.5 \end{aligned}$$

$$\begin{aligned} \sigma_i &= \frac{X_h - X_l}{3} \\ &= 2.5 \end{aligned}$$

The result of the ideal standard deviation is used to make a conversion table to score students’ speaking skills. There are six categorizations namely excellent, very good, good, fair, poor, very poor. The conversion table is shown below:

**Table 1.** The Conversion Table

No	Class Interval	Categorization
1	17.5 - 19.9	Excellent
2	15.0 - 17.4	Very good
3	12.5 - 14.9	Good
4	10.0 - 12.4	Fair
5	7.5 - 9.9	Poor
6	5.0 - 7.4	Very poor

## IV. Discussion

### 4.1 Results

#### Implementing of Action Research

##### 1. Report of Cycle 1

In cycle 1, the teaching and learning process was divided into two meetings. In this cycle, the researcher and English teacher attempted to overcome the speaking problem by using songs to motivate and generate ideas in students’ speaking skills. Cycle 1’s teaching and learning process was repeated on October 15th and 18th, 2021. The average between meetings 1 and 2 in Cycle 1 was 3.35 for content, 3.71 for vocabulary, 2.73 for language use, and 2.67 for mechanics. It is possible to conclude that the actions implemented in Cycle 1 were successful in improving students' motivation and speaking skills in terms of idea generation. However, some issues arose in relation to the teaching-learning process and the

students' mastery of grammatical features. As a result, the researcher and collaborator repeated the cycle. Finally, there were some improvements in terms of student motivation and speaking skills. However, there were still some issues that arose. As a result, the researchers and the English teacher decided to continue the cycle in order to solve the problems that had arisen and improve the students' speaking skills. According to the elaboration above, the results of Cycle 1 are said to be valid because they are consistent with the concepts of process, dialogic, and outcome validity. It means that there are some improvements and weaknesses after the actions were implemented, which were supported by data in the form of field notes, interview transcripts, and samples of student work. Furthermore, the results can be said to be reliable because the data was collected by more than one observer. It is consistent with the idea of researcher triangulation.

## 2. Report of Cycle 2

In Cycle 2, the teaching and learning process was divided into two meetings. In this cycle, the researcher and English teacher attempted to overcome the speaking problem by using songs to improve students' motivation in speaking skills class. The researcher and English teacher intended to improve students' speaking abilities in relation to materials, the teaching process, and media. Because the English teacher requested it, the researcher incorporated 'procedure text' into the materials to be used during the research. The teaching process was divided into two meetings, and songs were used as a learning medium. In Cycle 2, the average score between meetings 3 and 4 was 3.87 for content, 3.97 for vocabulary, 3.40 for language use, and 3.47 for mechanics. It can be concluded that the actions implemented in Cycle 2 were successful in improving students' motivation and speaking skills in terms of idea generation and mastery of grammatical features.

Because the results of Cycle 2 are consistent with the concepts of process validity, dialogic validity, and outcome validity, it can be inferred that the results of Cycle 2 are valid. In other words, some improvements have occurred as a result of the implementation of actions that have been supported by various data sources, such as field notes and interview transcripts. It can also be stated that the results are considered reliable because they were gathered by more than one observer at the time of the experiment. It is consistent with the concept of triangulation among researchers. The researcher and the collaborator made the decision to terminate the cycle after reviewing the results of the cycle, which showed significant improvements in the students' speaking skill. The quantitative data were acquired from the gain scores of the four speaking aspects. However, to ease the interpretation, the researcher presents a conversion table consisting six categorizations namely "very poor", "poor", "fair", "good", "very good", and "excellent". The table is presented as follow:

**Table 1.** Conversion Table of Students' Speaking Scores

No	Class Interval	Categorization	Frequency			
			Cycle 1		Cycle 2	
			1	2	3	4
1	17.5 - 19.9	Excellent	2	3	3	6
2	15.0 - 17.4	Very good	2	4	5	7
3	12.5 - 14.9	Good	6	5	4	4
4	10.0 - 12.4	Fair	7	4	3	0
5	7.5 - 9.9	Poor	0	0	0	0
6	5.0 - 7.4	Very poor	0	0	0	0



Based on the table above, it can be interpreted that in first meeting, there was still some students who were in the “fair” and “good” categorizations, while in second meeting, one of them were in those categorizations. In third meeting, there were 5 students who were in the “very good” categorization, yet in fourth meeting, none of them were in that categorization and finally, all of students were in the “exellent” categorization.

## 4.2 Discussion

Final reflections included a discussion of the findings between the researcher and the English teacher who served as a collaborator. They came to the conclusion that songs can be effective tools for assisting students in the process of speaking, teaching, and learning. To put it another way, songs can help students improve their communication skills. As a result, after the results of the previous cycle demonstrated a significant improvement in students' oral communication skills, the researcher and collaborator decided to discontinue the cycle. Music helps people think more positively and balances the left and right hemispheres of their brains. According to Elfa Sechoria (2001), music enhances the quality of one's life by bringing harmony and positivity into it, and can serve as an effective medium for expanding one's taste and ratio. On the basis of this, the researcher chose music as the medium for this investigation because music provided positive motivation for students at school to learn a foreign language and made the learning and teaching process more enjoyable. 2001). This may be one of the reasons why there are so many researchers interested to hold studies which focused on improving the student's speaking skill. Hoeriyah (2004) is one of the researchers who are interested to conduct research on speaking. Her research focuses on improving the speaking learning process. It is mentioned in her thesis that the student's. A study found that students became more motivated in learning and teaching activities that included songs (as part of music) as a fun learning medium for students in language classes, particularly English classes, as a result of the research.

Researchers found that music could help people gain more spirit and motivation in their lives, and that it could also increase students' motivation to participate in the learning and teaching process. In the words of Ludwig Van Beethoven (1997). Music is the electrical soil in which the spirit lives, thinks, and invents, and it is the medium through which this occurs. When it comes to teaching the English language, music can be an extremely effective tool. It was on the basis of this that the researcher decided to use music as a medium to increase students' motivation in English learning. This was demonstrated by the fact that students were motivated to participate in the English language teaching and learning process as a result of the results. They also appeared to be enthusiastic and engaged in the activities suggested by the researcher while the research process was still in progress.

Furthermore, music has the potential to have a psychological effect on people. To put it another way, music has the potential to influence one's habits and way of thinking (Radwan, 2010). The psychological effect of songs, whatever you see, hear, or imagine has an impact on your beliefs and, consequently, your life. For example, someone who constantly listens to motivating songs to encourage students to learn English will be more motivated in their studies. Or to put it another way, the use of these motivating songs contributed to the role of students in the actual process of learning and teaching that they were participating in. This could be demonstrated by the students' desire to improve on each subsequent meeting during the research process, which shows that they are motivated.

Based on the description of opinion provided above, it is possible to conclude that music possesses a distinct feature in that it can serve as an engaging medium for students to become more motivated in the learning and teaching process, particularly in the context of learning English. This can be demonstrated by the findings of the research, which revealed that students were extremely enthusiastic about the music medium, which provided songs that

encouraged them to study English more diligently. Students' participation in the research process demonstrated that they improved with each meeting with the researcher, which was demonstrated by their improvement with each meeting with the researcher after that. Students became more courageous in expressing their opinions during the learning and teaching process, and they began to feel more confident in their ability to participate in speaking classes. As a result of this research, the researcher has already succeeded in increasing students' motivation to improve their oral communication skills through the use of songs.

## V. Conclusion

The goal of the study was to increase students' motivation to improve their public speaking skills by using songs. It is possible to conclude that the use of songs was thought to be effective in increasing students' motivation to improve their speaking skills. It was demonstrated by the findings of the research, which revealed that students in class XI IPA at SMA Yasmor Plus Oenoni in the academic year 2021/2022 made significant improvements in English class, particularly in their speaking ability. This was evident in the students' enthusiasm for participating in the activities that took place during the teaching-learning process. During the course of the research, students became more enthusiastic about participating in class. It was demonstrated by their consistent efforts to complete the assignment and activities assigned by the researcher and to complete them successfully. This was also demonstrated by the results of quantitative data, which showed that students showed significant improvement from the first meeting to the fourth meeting. As seen, in cycle 1, the average between meeting 1 and 2 was 3.35 for the content, 3.71 for the vocabulary, 2.73 for the language use, and 3.47 for the mechanics. It can be implied that the actions implemented in Cycle 2 were successful to improve students' motivation in the speaking skills.

This was also noticeable from the speaking scores, it can be concluded that songs can be used in the speaking teaching-learning process. The following were the consequences of the actions: (1) The use of songs could improve students' motivation in class activities. It is due to the fact that the use of songs in the materials presentation of procedure text and speaking practice may increase students' enthusiasm. It implies that the English teacher should use songs to increase students' motivation to speak. (2) The use of songs in the classroom could improve students' speaking skills in terms of idea generation, mastery of grammatical features, and speaking organization, all of which influence the five aspects of speaking: content, organization, vocabulary, language use, and mechanics. Because the use of songs can help students illustrate main points of ideas and manage them to plan creative in-class activities. Finally, songs can help students generate ideas, encourage creativity, and organize their thoughts. It implies that the English teacher should use songs to increase students' motivation in the speaking class. (3) After conducting this research, the researcher makes some recommendations to English teachers, students, and other researchers.

The following are some suggestions: It is critical for English teachers, particularly those at SMA Yasmor Plus Oenoni, to help students improve their speaking skills. The teacher must improve their ability to teach and create an enjoyable atmosphere in the classroom so that students are motivated and assisted in speaking. It is extremely beneficial for them to use songs to teach speaking. The students should then be more active in practicing English, particularly in the speaking teaching learning. Songs are an alternative way to practice speaking. This is due to the fact that songs can assist students in generating ideas and organizing them into good speakers in the speaking class itself. Finally, the findings of this study are expected to inspire other researchers to conduct similar follow-up research on speaking skills or songs for other skills using other methods such as quantitative design or mix-method.

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