# THE EFFECTIVENESS OF RETELLING MEANING SONG LYRIC TO IMPROVE STUDENTS' SPEAKING SKILL AT THE THIRD GRADE OF MAN PALOPO

*A Thesis*

*Presented as Partial Fulfillment for the Attained of Submitted to the S.Pd Degree of English Education Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo*

**Written by:**

**NURUL AULYAH M**
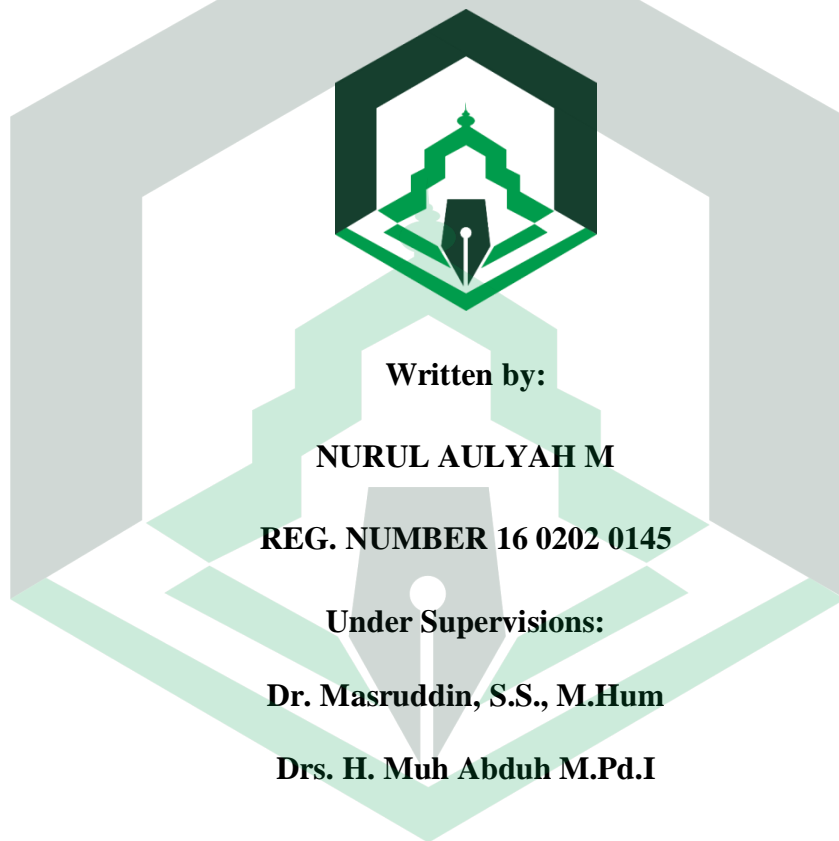
**REG. NUMBER 16 0202 0145**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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**Written by:**

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**REG. NUMBER 16 0202 0145**

**Under Supervisions:**

**Dr. Masruddin, S.S., M.Hum**

**Drs. H. Muh Abduh M.Pd.I**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

## THESIS APPROVAL

This thesis entitled **"The Effectiveness of Retelling Meaning Song Lyric to Improve Students' Speaking Skill at The Third Grade of Man Palopo"** Which is Written by **Nurul Aulyah Mursalim, Reg. Number. 16.0202.0145,** S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Wednesday, 10th of March 2021 M,** coincided with **26th Rajab 1442 H,** it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

<u>Thursday, 29th of April 2021</u>
17th Ramadhan 1442 H

### COMMITTEE OF EXAMINATION

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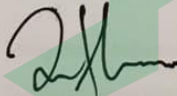Written By          :

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Has been corrected and approved to be examined.

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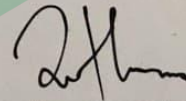
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Palopo, **13** Januari 2021

Hal　: Skripsi

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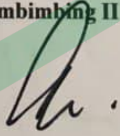
Nama　　　: Nurul Aulyah M

NIM　　　: 16.0202.0145

Prodi　　　: Pendidikan Bahasa Inggris

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*Wassalamu 'AlaikumWr. Wb*

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NIP:19680511199703 1 002

## HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi berjudul "The Effectiveness of Retelling Meaning Song Through Music Video to Improve Students' Speaking Skill at the Third Grade of Man Palopo" yang ditulis oleh Nurul Aulyah M Nomor Induk Mahasiswa (NIM) 16 0202 0145, Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari Kamis, 21 Januari 2020 telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian munaqasyah.

### TIM PENGUJI

1. Amalia Yahya, S.E., M. Hum ( )

   Penguji I                                        tanggal

2. Dewi Furwana, S.Pd.I., M.Pd ( )

   Penguji II                                       tanggal

3. Dr. Masruddin, S.S., M.Hum ( )

   Pembimbing I/Penguji                             tanggal:

4. Drs. H. Muh. Abduh, M.Pd.I ( )

   Pembimbing II/Penguji                            tanggal: 09 Maret 2020

# PRONOUNCEMENT

I have been signature below:

Name : Nurul Aulyah M

Reg. Number : 16 0202 0145

Study Program : English Language Education

Faculty : Tarbiyah and Teachers Training

With all awarenes and conscioness, the researcher who signs below, pronounces that this is literally work of researcher his self. This thesis not lawful if someday there is not a shared evidence that this thesis duplicated. copied or made by other people wholly or partiatly.

Palopo, 30 April 2021

Researcher

Nurul Aulyah M

16 0202 0145

# ACKNOWLEDGMENTS

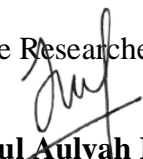<div align="center">

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

</div>

اَلْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِيْنَ، وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى اَلِهِ وَاَصْحَبِهِ أَجْمَعِيْنَ. أَمَّا بَعْدُ

Praise the authors' pray to Allah SWT, the almighty God, the most merciful and the most beneficent, for blessing the researcher with mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers. This thesis entitled "The Effectiveness of Retelling Meaning Song Lyrics to Improve Students' Speaking Skill at The Third-Grade of MAN Palopo" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of PALOPO, when finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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2. Dr. Nurdin Kaso, M.Pd. as dean of the Tarbiyah and Teacher Training Faculty at IAIN Palopo and Mr / Mrs. Vice deans I, II, and III of the Tarbiyah and Teacher Training Faculty IAIN Palopo.

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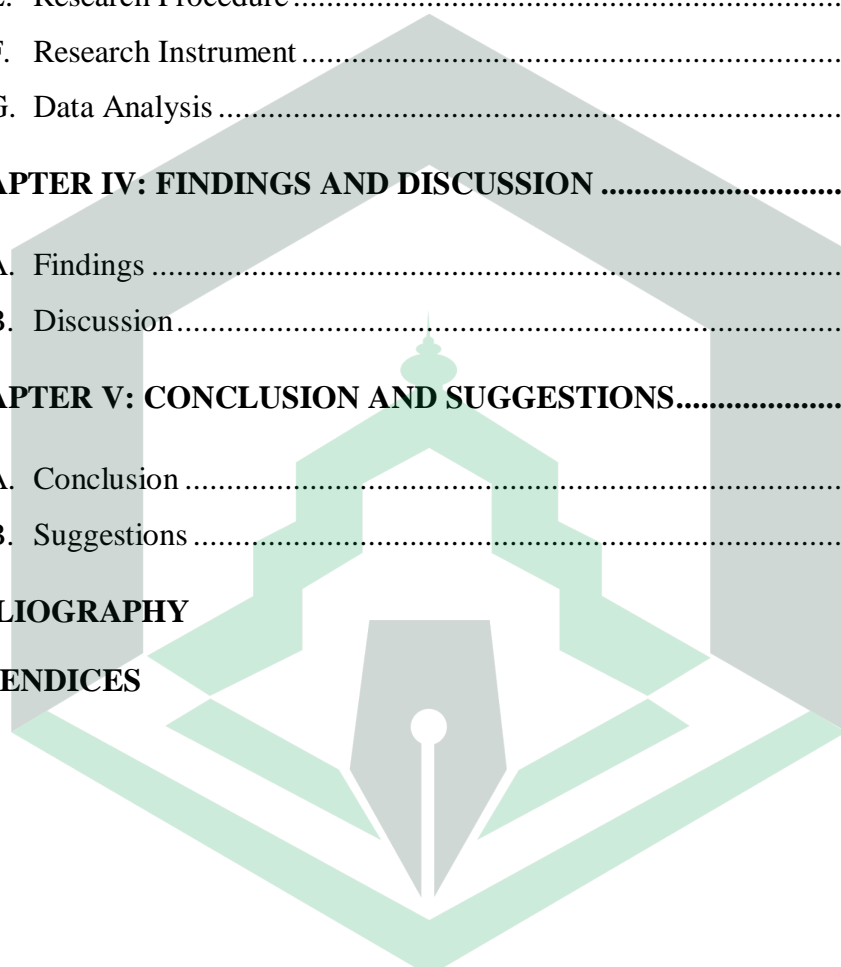
Finally, the researcher hopes may Allah SWT, the Lord of the world, always bless and gives all directions more than they have done to the researcher.

The Researcher

**Nurul Aulyah M**

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# ABSTRACT

**Nurul Aulyah M, 2021.** *"The Effectiveness of Retelling Meaning Song Lyrics to Improve Students' Speaking Skill at Man Palopo".* **A thesis of The English Departement Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by: Dr. Masruddin, S.S., M.Hum, Drs.H. Muh. Abduh. M.Pd.I**

This research attempted to identify the students' speaking skills and focused on retelling meaning song lyrics in improving students speaking skills at the third-grade of MAN Palopo. This thesis applied the pre-experimental research. The research question was: Is the use of Retelling meaning lyrics of the song effective to improve students' speaking skill?. The population of this research was the students' in the twelfth-grade students of MAN PALOPO. The sample was taken by purposive sampling. The number of the sample was 15 students. The speaking test was the resource of the research. The researcher gave the students a pre-test and a post-test. The data analyzed by using SPSS 20. To analyze the data, the researcher determines the scoring classification which includes accuracy, fluency, and comprehensibility. The finding of this research shows that the use of song lyrics media effectively improves the students' speaking skills. The students' result of the mean score in the pre-test was lower than the mean score in the post-test ($6.86 < 10$). The researcher found that $p$-value was 0.02 than the alpha was 0.05, therefore $p < \alpha$ ($0.02 < 0.05$). The researcher concludes that using the lyric song is effective to improve students' speaking skills.

**Keywords**: retelling meaning lyric song, speaking skill, pre-experimental design.

# CHAPTER I

# INTRODUCTION

## A. Background

The cognitive psycholinguistic tradition has historically informed classroom teaching of foreign language oral skills, emphasizing the individual learning process. Some aspects are considered in speaking: communicative language competence, linguistic competence, sociolinguistics, and pragmatics.The pragmatic context decides the right sociolinguistic vocabulary to use. Linguistic competencies offer language tools for speaking.[1]

But also the lack of personal habituation in delivering inspiration and comments, especially dialogue in English. Another problem that often arises when trying to have a conversation in English is grammatical errors in English. Therefore, looking for a way out for solving dialogue problems becomes very meaningful to have a better dialogue in English.

Based on pre-observations completed by the researcher at MAN Palopo.[2]The researcher asked them their problems when learning English, mostly when they learned to speak English. Some of them answered that they were not used to speaking English correctly and adequately. Several factors made their speaking ability less. Some of these factors are environmental factors, lack of confidence, and lack of vocabulary. Lack of speaking knowledge in students because only a few subjects use English during learning,

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[1]Marja- Pakula - Heini, 'Teaching Speaking', *Apples : Journal of Applied Language Studies*, 13.1 (2019), 95–111 <https://doi.org/https://doi.org/10.17011/apples/urn.201903011691>.

[2]Students of MIA 2 at MAN Palopo, on Oktober 2019

and they are also not used to speaking English and practicing their English at home.

Finally, the researcher would apply an interesting method like retelling song lyrics' meaning by using music video a media to build their motivation to learn speaking. The researcher also chose this method to help students feel more active in learning a foreign language. Audio, visual, and audiovisual media are the three forms of media. Audiovisual is considered one of the best media for teaching speaking since students can see it and hear it, or in the short term, they can see and listen at the same time. Video is one of the most popular audiovisual media used in the teaching and learning process.[3]

## B. Research Question

This study's issue is formulated as follows, based on the study background: Dose the use of retelling song lyrics effectively improve the students' speaking skill at The Third-grade of MAN Palopo?

## C. Research Objective

The researcher intents to find out wheter using the use of retelling song lyrics effectively improve the students' speaking skill at The Third-grade of MAN Palopo.

## D. Research Significances

The researcher hopes that the results of the study will benefit others:

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[3]Masruddin, 'The Efficacy of Using Short Video through Group Work in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students', *Arab World English Journal*, Vol.9, no. (2018), 284.

1. Theoretical

   a. The students

      Facilitate students in learning and improve motivation to learn by applying audiovisual methods using Music Video media. Using these methods, students will be more interested and make it easier for them to acquire what they did not know before. According to

   b. The Teacher

      To facilitate teachers in delivering materials and can assist teachers in improving the quality of their learning processes.

   c. The other researcher

      The guide for researcher's more responsive to students' comfort in developing and growing their conversation skills through media that can draw students' attention.

2. Practical

   a. The Students

      1) It can improve students speaking skills

      2) The student will be able to speak confidence

      3) This method can give motivation for students to speak up and express their ideas.

   b. The Teacher

      1) Teachers are aware of which students are unable to communicate effectively.

2) The outcome will use to assess the next move and plan for teaching and learning to talk.

3) As one method used to help develop students' speaking abilities.

c. The other researcher

Hopefully, this research will contribute as a useful reference for other studies, especially on this researcher's same topic.And for their reference material in the future when you become a teacher.
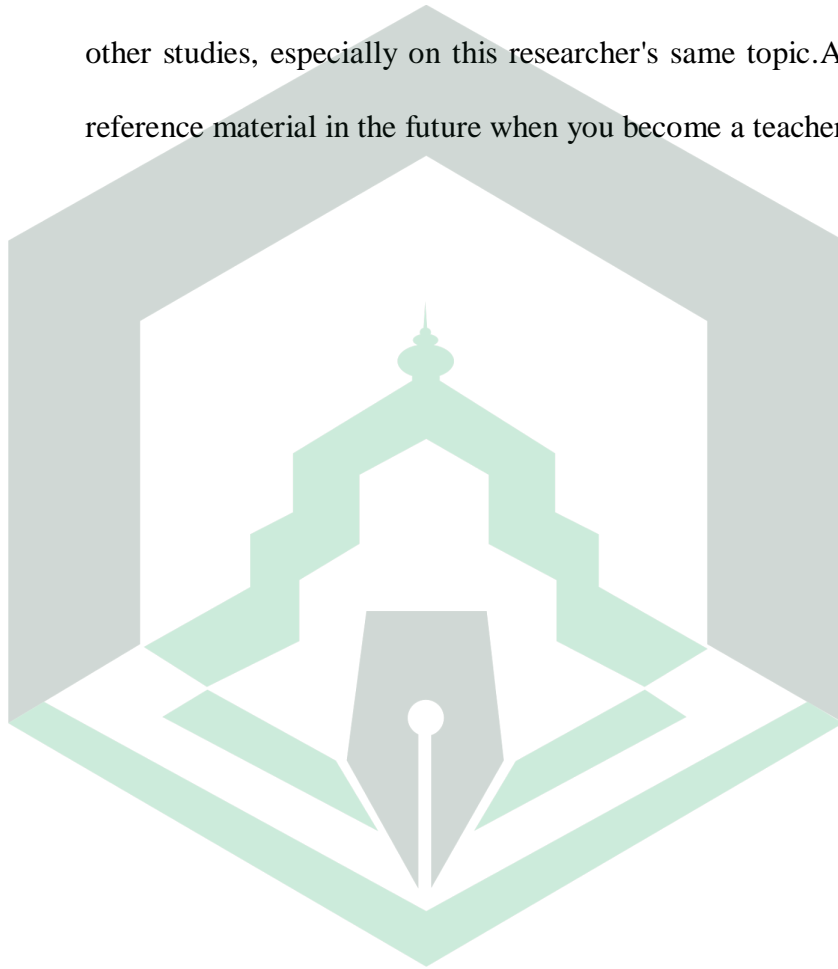
# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Previous Research

Some researcher conducted the previous study aimed at teaching student speaking skill, and in this writing, the researcher finds other similar studies, which piques the researcher's interest in this research:

Handayani (2018) Based on the research entitled "Retelling Story Through Picture Series to Improve Students' Speaking Skill at The Eleventh Grade Students of SMK Al-Wutsqo Kota Serang. "The use of picture series is very relevant for more involved students because it can help them develop their speech and creativity skills. We may compare and infer that using picture series to retell a story successfully develops students' speaking skills. The use of picture series to retell an account will help students gain trust.[4]

Masruddin (2018), according to his research "The Efficacy of Using Short Video through Group Work in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students. " The findings show that teaching speaking to Indonesian EFL students using short videos and group work is successful. The significance test result using the SPSS 20 software showed that the P was 0.00, backed this up. As a result, Indonesian EFL students suggested using short videos in group work to enhance their speaking skills.[5]

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[4]Umi hani Handayani, 'Retelling Story Through Picture Series To Improve Students' Speaking Skill', 1st editio (2018), 1.

[5]Masruddin Masruddin, 'The Efficacy of Using Short Video through Group Work in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students', *Arab World English Journal*, 9.3 (2018), 282-293–293 <https://doi.org/10.24093/awej/vol9no3.19>.

Asnan Suardin (2017), in his title "Improving students' Writing Skill by Using Lyrics of Song at The Third Semester Students of English Study Program Institute for Islamic Studies Palopo." Based on his thesis, using the song in teaching writing can improve students' writing skills toward five components: content, organization, language use, vocabulary, and mechanics. Students ' scores in each part focused on using the song in teaching writing can improve students' writing skills by students' scores in each component.[6]

Mellasari Hadian (2015) based on her research "The Use of Song Lyrics in Teaching Listening (A Case Study of Junior High School Grade 8 in Bandung)". The results of this study indicated that song lyrics could be an essential method for teaching listening. Significantly, the students seemed to appreciate their listening activity. As a result, they responded to the lesson positively and enthusiastically, and they easily engaged in the entire learning process.[7]

Ningsih (2018), in her thesis with the title "The Use of Song Lyric to Improve Students' Vocabulary Mastery at Kindergarten One of Town for Kids Preschool." According to another theory, The use of song lyrics in vocabulary training for preschoolers helps students understand and remember vocabulary and sentence structure more quickly and easily.[8]

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[6]Asnan Suardin, 'Improving Students' Writing Skill by Using Lyrics of Song at The Third Semester Students of English Study Program Institute for Islamic Studies Palopo' (Institute for Islamic studie Porgram, 2017).

[7]Mellasari Hadian, 'The Use of Song Lyrics in Teaching Listening (A Case Study of Junior High School Grade 8 in Bandung)' (Indonesia University of Education, 2015).

[8]Ningsih, 'The Use of Song Lyrics to Improve Students' Vocabulary Mastery at Kindergarten One of Town for Kids Preschools' (Tanjungpura University Pontianak, 2018).

According to the previous study, the difference between the two studies was critical, and the researcher concluded that the difference lies in the abilities they apply when using the same skills but different techniques, and in terms of similarities, namely the use of song media, which is very common among students.

## B. Some Pertinent Ideas

1. Speaking

   a. Theory of Speaking

   Speaking capacity is limited for various reasons, including grammatical and pronunciation issues, a lack of vocabulary, the inability to maintain a sustained conversation, and a slow speaking rate, to name a few.[9]

   Although speaking is essentially a communicative act, it is crucial to understand the causes of the problems mentioned above to research the essence of L2 oral communication. A highly complex, challenging, and multi-faceted skill involving various competencies and mechanisms is communication in a target language.[10]

   Talking is the most crucial part of human communication. Speaking refers to the ability to produce words using the expression. Speaking is a vital ability that students must master. It's real because we

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[9]Erik Palmer, *International Perspectives On Teaching The Four Skills In Elt*, ed. by Anne Burns and Joseph and Siegel (Association for Supervision & Curriculum Development, 2018).

[10]Alireza Jamshidnejad, 'Learners' Problems and Coping Strategies', in *Speaking English as a Second Language*, ed. by Alireza Jamshidnejad (Cham, Switzerland: Springer Nature Switzerland AG, 2020), p. 2.

know how to determine a student's ability to produce the desired speech by speaking.[11]

So, speaking is the ability to pronounce sentences to express, communicate thoughts, ideas, and feelings.In this situation, the English teachers' responsibility to create and to determine a practical approach, method, and technique to attract students' interest.

b. Speaking Guidance

Listening and speaking skills, as well as pronunciation, are usually related. Then comes teaching speaking, which begins with teaching listening. Listening is a vital language input in language learning since it structures vocabulary usage and pronunciation. This speaking implies that ESL/EFL teachers must have ample components as prior knowledge before teaching.[12]

The teaching of speaking with online technologies can be addressed in two ways: atomistic and holistic. These two methods define the two ends of a spectrum. The former atomistic approach focuses on teaching separate sounds, which is the basis for learning beginners' speech skills. Learners start making the target language sounds and often use formulaic phrases to express themselves in communicative actions. Holistic, the latter approach focuses on experiences and spoken

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[11]Elnaz Shoari, 'INVESTIGATING THE EFFECT OF STORY RETELLING ON IMPROVING IRANIAN EFL LEARNERS' SPEAKING PERFORMANCE', *Journal of Arts & Language Studies*, 1 (2016), 1.

[12]Apisara Sritulanon, Panna Chaturongakul, and Thapanee T hammetar, 'English Speaking Teaching Model in Distance Education', *Arab World English Journal*, 9.3 (2018), 418–33 <https://doi.org/10.24093/awej/vol9no3.28>.

narratives. Technology may be either a companion or a medium of communication by using technology to teach speaking for holistic purposes.[13]

c. The problem of speaking

When someone learns something new, sometimes they faced difficulties in learning. When students learn about a new language, they will meet a lesson about how to speak well. Consequently, the teacher should assign a speaking role to the students and encourage them to communicate with others in the target language. Therefore, there are certain features of speaking problems that can make oral performance complicated or straightforward.

1) Forming clusters

Phrasal speech is a form of fluent speech. Not word for word. Learners may use clustering to coordinate their performance both cognitively and physically (in-breath groups).

2) Variable in Performance

One of the benefits of spoken language is that it helps you to express a certain amount of performance hesitation, delays, backtracking, and corrections while you think as you talk. It is possible to teach students how to pause and hesitate.

3) Stress, rhythm, and intonation are all things to consider.

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[13]ELŻBIETA GAJEK, 'Use of Technology in Teaching Speaking Skills', *The TESOL Encyclopedia of English Language Teaching*, 1 (2018), 1–2.

The stress-timed rhythm and intonation patterns of spoken English communicate important messages.

4) Social Interaction

Learning to generate waves of language in a vacuum-interlocutor, as stated in the previous section, would deprive one of its most valuable component: the ingenuity of informal discussion.[14]

2. Teaching speaking by using retelling meaning song lyrics

The word media comes from Latin and is the "medium" plural form of the word. The term implies an agent or messenger from the sender to the media receiver. The word media can be used as a messenger in learning activities as a tool or like.[15]

Teachers can do several different activities in their classes, such as opening activity, core activity, and closing activity.

a. The opening activity is the teacher and students' movement as they meet for the first time. This role may involve some tasks such as greeting, checking the attendance list, perception, motivation, etc.

b. The core practice is the one in which the teacher delivers the subject or material. This practice involves a variety of different operations. Pre-teaching, while teaching, and post-teaching, level of learning activity are the

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[14]H. Douglas Brown, *Teaching by Principles An Interview Approach to Language Pedagogy*, second (White Plains, NY: Longman, 2001).

[15]Rohani, *Diktat Media Pembelajaran*, 1st edn (Medan, 2019) <http://repository.uinsu.ac.id/8503/1/Diktat Media Pembelajaran RH 2019.pdf>.

three activities. The first is pre-activity. Six steps to turning a song into the focal point of your class;

1) Pay attention to the music.

That is everything there is to it. Begin by merely listening to the student. Please keep in mind that this is supposed to be a fun activity, so don't take it too seriously or make it too dull. If you have one, you can screen a video clip as an alternative. I strongly advise it because it will appeal to a broader range of students' learning preferences. Ask students if they've heard it before, and don't give them too many tasks at this point; just let them enjoy the song.

2) Pose a few concerns about the title

Alternatively, you should teach a few words before listening to the song and provide the first listening with a simple mission. My favorite approach is to give them three or four terms in the music and ask them to listen for words that rhyme with them. You might also come up with alternate rhymes before attending.

3) Repeat the song, this time with the lyric.

When listening, the student can only read the lyrics. For later discussion, they may potentially highlight unknown terms. Build a lyric worksheet as gap filler; learners fill in the holes as they listen. You can make cutout strips with missing words and use them to fill in gaps on a lyric worksheet; this way, students compare the word strips when listening to the holes.

4) Concentrate on a specific verb tense or grammatical element.

Dealing with and exploring its form as a stepping stone, the role of a particular condition. Besides, it also assists in creating grammatical flexibility and 'poetic license' while writing song lyrics. Students often expect songs to obey the grammatical laws that have been instilled in them.

5) Pay particular attention to words, idioms, and phrases!

We have found that a lot of the songs violate the laws of grammar. Focusing on the imaginative and artistic usage of words that we experience in songs is also beneficial. Go through the definitions, explaining them, if appropriate, with other examples. For sentences and idioms, songs sometimes serve as perfect contexts. However, it's necessary to double-check that the context is clear.

6) Finish it off with some imagination.

Creativity is an essential part of retaining motivation, but the teaching method should not be constrained. Depending on the factors listed in the first part of this article, you may want to try to wrap things up with a creative thinking exercise (age, language level, cultural details, etc.).[16]

c. And the closing action is the last. Following the opening procedure, the closing operation marks the learning process's culmination and the

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[16]Adam J. Simpson, 'How to Use Songs in the English Language Classroom', *British Council*, 2015, p. 1 <https://www.britishcouncil.org/voices-magazine/how-use-songs-english-language-classroom> [accessed 30 January 2021].

completion of the core tasks. In this task, several activities can be used, such as giving homework, finishing the topic/review, praying, saluting, etc.[17]

3. The Advantages and Disadvantages of teaching using song lyrics

Song, as a teaching tool, stops students from getting bored in the language classroom. According to Chris Brewer, the use of the song in the teaching-learning process has many advantages, including:

a. Song could become a media introduction of new language

b. Incorporate new vocabulary. After listening to a music video, students can broaden their vocabulary.

c. We are creating a fun environment. The music video acts as a warm-up throughout the learning process, and students are supposed to be enthusiastic.

d. Facilitating a positive mood for learning and inspiring learners to learn. Students will focus on the content being discussed and increase their emphasis on the learning activities by listening to music.

e. Expose students to content-related topics. It is expected that students will comprehend the issue they have learned through listening to music video.

f. Minimize the amount of stress associated with learning. When students are bored, the teacher will inspire them by playing music as a filler to get them engaged again.

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[17]Sri Nurvia, 'Using Song in Teaching English Speaking Skills for Young Learners (A Qualitative Research At One Of Madrasah Ibtidaiyah In Kota Cirebon)' (Syekh Nurjati State Islamic Institute Cirebon, 2016).

g. Effectively teach pronunciation. Listening to English songs helps one to mimic the native speaker's accent.

h. Make learning English enjoyable for students. They create a comfortable environment and inspire learners to be excited about learning.

The use of a music video in the teaching-learning process, on the other hand, has disadvantages. These are the ones:

a. The difficulty to involve the students in learning process.

b. When applied to those who dislike a specific form of music, music disrupts focus.

c. If music is setting up too loudly, it can damage the eardrums.

d. The students are not accustomed to listening memorizing English song.

The researcher concluded that using a song in the teaching-learning process has a positive impact rather than a negative effect based on the advantages and disadvantages. It has a positive impact on triggering comprehension and making it easier for students to memorize the content.[18]

4. Meaning of music

The music is a vehicle for sharing emotions and thoughts, and there are many fascinating topics to explore behind the song's lyrics. Song lyrics are written words that the researcher uses to describe his feelings. Poems can be difficult to understand or interpret at times.[19]

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[18]Masning Zahro', *The Use of Song Lyrics to Improve Students' Vocabulary of Verb (An Experimental Research at the Eighth Grade Students of MTs Uswatun Hasanah Mangkang Semarang in the Academic Year of 2009/2010)* (Semarang, 2015).
[19]Surya Dipta, 'The Analysis of Idioms and Meaning in The Boys Like Girls' Song Lyrics', *Humanis: Jurnal of Art and Humanities*, vol.8 (2014), 1.

An album, by definition, is a short piece of music with words. Although some composers have written instrumental articles or musical works without words that imitate a singing voice's quality, it incorporates melody and vocals. Lyrics are the words that make up an album. The song's sequence, more extended parts of the music that tell the plot, and a refrain, a brief-phrase repeated at the end of each verse, can all be found in the lyrics. A song's structure can be as simple as one or two lines or as complex as multiple verses and refrains. A meter or beat is typically present in songs. You may sense a rhythm or pulse in the way the words drive the music forward, whether you sing or say the lyrics.[20]

Song lyrics are a series of words made up of meaningful verses intended to convey a message in a rhythmic melody and a person's expression of something seen, heard, or experienced. The song's poet or composer uses words and language games to create attraction and individuality in the lyrics or poetry while describing their experiences.One type of mass communication is a song generated by combining music elements with elements of poetry or song lyrics.

5. Music Video

Music is created by writers collectively, old-fashioned, and can be heard to all in various ways.Asif the music was transmitted by word of mouth from generation to generation; as the standard in celebrating a life

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[20]Etty Pratiwi, 'Using Song to Enhance Learning in English The Classroom', *Journal of Chemical Information and Modeling*, 53.9 (2018), 1689–99 <https://doi.org/10.1017/CBO9781107415324.004>.

that promotes tomorrow's change, its emergence takes place through simple instruments and natural arrangements.Music is a sound that humans enjoy, or a good sound is a music. Moreover, music is characterized as a sound consisting of melodies that are rhythmic and normal.

Music videos are a newer type of media. Attempts to film musical performances date back to the late 1690s when sounds cinema was just getting underway.[21]The music video is a medium of communication transmitted to participate in a musical art game. The other definition is a series of live picture cutouts to be shipped via television. The argument is weighty on the theme, and the rhythm, music, sound, lyrics, instruments, and presence taps shift the tone of the statement.

So video clips/music videos can make a song more perfect and can be a medium for some people to convey enthusiasm and attention. The music video can be one of the media to arouse student learning motivation.

## C. Conceptual Framework

The conceptual framework shows the process of teaching speaking through music videos media. Finally, the researcher will use a method by utilizing audiovisual media in the form of a song in a music video to improve their speaking skills. According to the explanation above, the research described the conceptual framework of this research is presented below;

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[21]Steven Shavior, *Digital Music Videos* (Rutgers University Press, 2017).

**Figure 2.1 Conceptual Framework**

```
┌─────────────────────┐              ┌──────────────────────────┐
│  Teaching speaking   │   ────────►  │ A. Advantage of teaching │
│  using song lyrics   │              │    using song lyrics     │
└─────────────────────┘              │      Effectively teach   │
          │                          │    pronunciation. Listening│
          ▼                          │    to English songs helps │
┌─────────────────────┐              │    one to mimic the native│
│   Students' of       │              │    speaker's accent.      │
│  Madrasah Aliyah     │              │                          │
│  Negeri Palopo       │              │ B. Disadvantage of        │
└─────────────────────┘              │    teaching using song    │
          │                          │    lyrics                 │
          ▼                          │      If music is setting up│
┌─────────────────────┐              │    too loudly, it can     │
│  The Improvement of  │              │    damage the eardrums.   │
│ Students' speaking skill│           └──────────────────────────┘
└─────────────────────┘
       │         │
       ▼         ▼
┌──────────┐  ┌──────────┐
│ To build │  │ Students'│
│  their   │  │ Speaking │
│ motivation│ │Improvement│
│ in learn │  └──────────┘
│ English  │
└──────────┘
```

## D. Hypothesis

There were two hypotheses of this research as follow:

1. Null hypothesis ($H_o$) means using Retelling meaning song lyrics is not effective to improve students' speaking skill at the third-grade students of exact two at MAN Palopo.

2. Alternative hypothesis ($H_a$) means that the use of Retelling meaning song lyrics effectively improve students' speaking skill at the third-grade students of exact two at MAN Palopo.
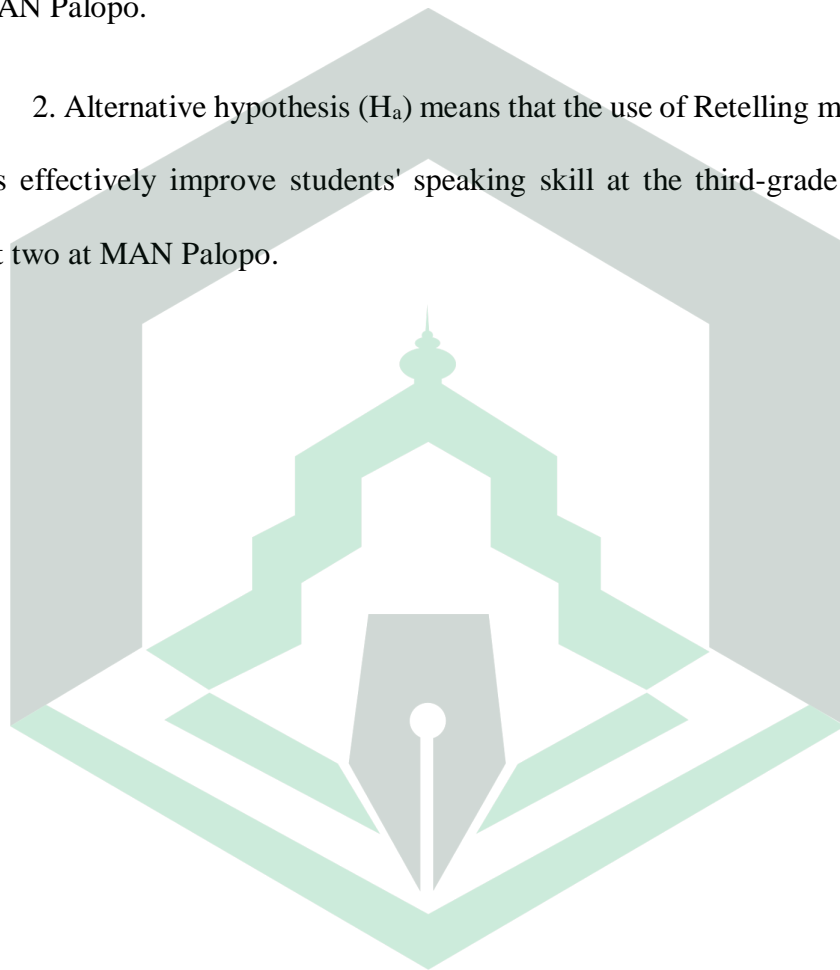
# CHAPTER III

# THE RESEARCH METHOD

## A. Research Design

In this research, the researcher used a pre-experimental study as a study method. The experimental study method was generally used in laboratory studies. However, this does not mean that this approach cannot be used in social studies, including educational research.[22]

Learning activities are designed to improve students' dialogue skills using music videos as an experimental study method. Simply put, this study intends to pass part of the treatment by distributing two tests and five processing methods to measure the impact students have after treatment. The researcher tries to describe the effect of treatment in two different ways are using music video and speaking skills. The study designs are called pre-test and post-test.

**Table 3.1 the design of Pretest and Post-test**

| Pre-Test | Treatment | Post-Test |
|----------|-----------|-----------|
| $X_1$ | O | $X_2$ |

Notes:  $X_1$: Pre-test, T: Treatment, and $X_2$: Post-test

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[22]Amat Jaedun, 'Oleh : Amat Jaedun', *Metodologi Penelitian Eksperimen*, 2011, 0–12.

**B. Place and Time of the Research**

The study was conducted inthe twelfth grade of MAN PALOPO, located in Dr. ratulangi Balandai Palopo, from12th October 2020 until 23rd November 2020.

**C. Research Variable**

There are two variables in this study: an independent variable and a dependent variable:

1. Independent variable

The Independent variable is listening a song with lyrics on music videos as a media. Music videos is a short film or video that accompanies the music, generally a song. Students will be more interested in learning English if used in the learning process to develop their English skills. This method is widespread among students. And Song lyrics are a series of words made up of meaningful verses intended to convey a message in a rhythmic melody and a person's expression of something seen, heard, or experienced.

2. Dependent variable.

The dependent variables are improving students' speaking ability in expressing sentences and habituation in speaking English. Improvement and habituation in speaking English refer to the ability to express student opinions and convey ideas.

## D. Population and sample

1. Population

In this study, the number of people includes all of the students in the Twelfth grade of MAN Palopo; the population is 300 students.

All of the subjects of the study are the population. A subset of all elements that process one or more exciting attributes is called the people. The statement confirms that the researcher took a population whose features are closely related. The researcher selected the exact two students at Madrasah Aliyah Negeri (MAN) Palopo in this analysis as the overall sampling of a class with 35 students.

2. Sample

The sample is using purposive sampling. The research used students from class XII MAN PALOPO as the sample, which had 35 students, but the reason why the resercher use purposive sampling is since some of the students were not regularly present until the last meeting, the researcher decided to choose 15 students as a sample.

## E. Research Procedure

This study was carried out at MAN PALOPO. The researcher chooses one class as a sample and then used Retelling Meaning song lyrics method to process it in the experimental study. For practical learning, five workshops, three functional learning meetings, and two tests (pre-test and post-test sessions) were held. In this procedure , the recercher use Whatsapp as a media in collecting the data.

1. Giving Pre-test

   At the first meeting, the researcher gave students a test in a prepared speaking test. In providing the test, several steps will be given before providing the speaking test; the researcher opens the class by introducing himself first, then explaining how the study works and its purpose. At the core of the study, the researcher first provided material to fill the class. After giving the material, the researcher finally gave a test to measure the students' abilities. In this test, students are asked to listen to the song link connected to the "*Marshmello ft Bastille – Happier"*songs; after listening to the music, students are asked a question in the form of "what do you think about the music? The results of these questions are sent in the form of a voice recording. This test is given to students before treatment**.**

2. Giving Treatment

   The researcher has provided treatment after the pre-test. The treatment was carried out for five meetings. Therefore, the researcher prepared several steps to encourage students' speaking skills. However,s this study was conducted using online Meet applications. The steps are the following:

   a. The researcher use Whatsapp as a media in collecting data. The mobile phone technology is the most potential tool to be utilized in teaching English language. EFL teachers can utilize message application through mobile phone and smart phone. The most famous messenger application is WhatsApp. *Bensalem (2018) claims that many foreign*

*language teachers have been interested in using WhatsApp to teach certain aspects of foreign language learning.[23]*

The steps are:

1) Provides 2 supporting electronic tools while doing research (PC and HP)

2) Create chat groups containing students and researchers who will be used to share information during the research.

3) In the group chat room the researcher provides direction and explains in advance what the researcher will do.

4) After students send results via Whatsapp chat rooms

b. The researcher explains how this study was applied to understand the rules and motivate students to increase interest in speaking skills. In this case, the researcher uses the song lyrics in the music video as media.

c. The researcher explains and gives examples to students how to convey their opinions when the researcher provides links to songs they will listen to.

d. The researcher provides material that they will use when conveying their opinions.

e. After explaining the material, the researcher finally applied the treatment, namely sharing the song link.

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[23] Dedi Jasrial, 'WhatsApp, Enhance, Learning, Language, Experience' (Bengkulu University, 2019).

f.  The researcher gives students about 30 minutes and asks students to try to arrange ideas that they will convey.

g.  The researcher asked to collect their opinions about the songs given in the form of sound recordings.

h.  The researcher correct student mistakes to enhance students' speech performance, fluency, and comprehension.

i.  Following the practice, the researcher made some findings on all aspects of speaking to students. As a result, they can improve their speaking skills and stop making mistakes at the next meeting.

3. Post-test

After the procedure, the researcher conducted a post-test. The researcher wanted to see how students learned in this experiment, so they asked students to submit their favorite songs. The voice recording will be sent to the researcher after some sound has been captured [the researcher presents some of their findings during the learning process].

## F.  Research Instrument

The method of collecting information is significant in every scientific study. The accuracy of the survey depends on how precisely the instrument is used. The data collection method must be well prepared before carrying out the analysis. The test instrument has two elements: a test to practice speaking skills, which is in the form of a pre-test, and a post-test, and a question and answer stage offered by the researcher. The researcher asked them questions about themselves in the pre-test, and there was a discrepancy in the post-test.

And at the data collection stage, the researcher uses WhatsApp in notebook or cell phone to gather information. Education system has developed rapidly, technology has invaded our life, everyone has smart phone these days. No one can deny that the generation we teach these days, has become addicted to these applications, for social relationship and fun.[24]

## G. Data Analysis

The researcher used steps such as to analyze the data:

1. 1. The researcher must decide the scoring classification while evaluating the data, which involves accuracy, fluency, and comprehensibility.

Classification:

a. Accuracy

Assessment criteria for students' English language accuracy

| Category | Range | Assessment criteria |
|---|---|---|
| Excellent (luar biasa) | 6 | Pronunciation is only slightly affected by body language: two or three grammar mistakes and a few word mistakes. |
| Very good (Sangat baik) | 5 | The mother tongue has only a mild impact on pronunciation. There are a few grammatical and word errors, but the speech is mostly correct. |
| Good (baik) | 4 | The mother tongue affects pronunciation, but it is not a significant phonological (pronunciation) mistake. There are a few grammatical and lexical (word) errors, but not just one or two significant errors that confuse. |

[24] Mona M. Hamad, 'Using WhatsApp to Enhance Students' Learning of English Language "Experience to Share"', *Higher Education Studies*, Vol. 7.No. 4 (2017), 74 <http://doi.org/10.5539/hes.v7n4p74>.

| Average (rata-rata) | 3 | Pronunciation is influenced by the mother tongue, with only a few phonological errors. Some grammar and lexical errors, some of which confuse. |
|---|---|---|
| Poor (buruk) | 2 | The mother tongue has a heavy impact on pronunciation, resulting in communication breakdowns. There are several grammatical and lexical mistakes. |
| Very poor (Sangat buruk | 1 | Many simple grammar and lexical errors result in severe pronunciation errors. No indication practicing midwives have learned language skills. |

b. Fluency

Assessment criteria for students English fluency

| Category | Range | Assessment criteria |
|---|---|---|
| Excellent (luar biasa) | 6 | Speaking without too much effort with a relatively wide range of expressions. Searching for words now and then with only one or two unnatural pauses. |
| Very good (Sangat baik) | 5 | Must make an effort when searching for words. However, it was smooth overall and had only a few unnatural lags. |
| Good (baik) | 4 | Even though he had to find the words without too many unnatural pauses, the pronunciation was fluent. Sometimes it stutters but manages to convey general meaning. Good expressions |

| Average (rata-rata) | 3 | Time-consuming. Often have to find the desired meaning. I was frequently stopping and stammering with limited expression. |
|---|---|---|
| Poor (buruk) | 2 | When he is looking for the desired meaning, he often halts and pauses. When speaking with an expression that made it difficult to continue the conversation, I almost gave up. |
| Very poor (Sangat buruk | 1 | It took way too long to come to a halt. A very restricted range of speech, speaking haltingly and fragmentally, often giving up trying. |

c. Comprehensibility

Assessment criteria for Students English comprehensibility

| Category | Range | Assessment criteria |
|---|---|---|
| Excellent (luar biasa) | 6 | The speaker's interpretation and general meaning are easy to understand. There aren't many interruptions or classifications required. |
| Very good (Sangat baik) | 5 | The speaker's purpose and overall sense are self-evident. Listeners' distraction is required for classification. |
| Good (baik) | 4 | Most of what the speaker said was easy to follow. His intentions were always evident, but we need some distraction to convey a message or seek clarification. |
| Average (rata-rata) | 3 | The listener can interpret most of what is being said, but he must continue to seek clarification. Many of |

| | | |
|---|---|---|
| | | the speaker's more complicated or longer sentences were lost on him. |
| Poor (buruk) | 2 | Only small fragments of information (usually short sentences and phrases) can be understood and then deciphered by someone listening to the conversation. |
| Very poor (Sangat buruk | 1 | Almost none of what is said is understandable. And when the listener works hard or interrupts, nothing he says is explained throughout the discussion. |

2.  Classifying the students' score

The students' scores were divided into six levels: The ranking of the students' speaking abilities on a scale of one to six.

**Table 3.2 The Classification Score for Test**

| No | Score | | Classification |
|---|---|---|---|
| 1 | 87-100 | 6 | Excellence |
| 2 | 71-86 | 5 | Very good |
| 3 | 56-70 | 4 | Good |
| 4 | 41-55 | 3 | Average |
| 5 | 26-40 | 2 | Poor |
| 6 | < - 25 | 1 | Very poor |

3.  Calculating the test result of speaking.

Using the SPSS 20 edition for percentage and mean score of the students' speaking test scores on both the pre-test and post-test were determined.

## CHAPTER IV

## FINDINGS AND DISCUSSIONS

### A. Findings

The results of this study's findings are intended to explain the statistically analyzed data. It involves evaluating student scores from pre-test and post-tests and classifying student scores from pre-test and post-tests. Then there's the statistic test outcome, which contains mean scores and standard deviation of students' scores in the pre-test and post-test.

1. Review of students' test results

The researcher demonstrates that the students' scores are full in this segment. The table indicates the pre-test and post-test student scores in terms of accuracy, fluency, and completeness.

**Table 4.1: Pre-Test and Post-test Ratings for Students' Speaking Ability**

| No | R | Accuracy | | fluency | | comprehensibility | | score | |
|----|------|-----|------|-----|------|-----|------|-----|------|
| | | Pre | Post | pre | post | Pre | post | Pre | post |
| 1 | RD 01 | 2 | 3 | 2 | 3 | 3 | 3 | 7 | 10 |
| 2 | RD 02 | 3 | 3 | 2 | 4 | 3 | 3 | 8 | 11 |
| 3 | RD 03 | 3 | 3 | 3 | 3 | 3 | 3 | 9 | 10 |
| 4 | RD 04 | 3 | 5 | 3 | 5 | 3 | 3 | 9 | 14 |
| 5 | RD 05 | 1 | 2 | 1 | 2 | 2 | 2 | 4 | 7 |
| 6 | RD 06 | 1 | 2 | 3 | 3 | 2 | 2 | 6 | 8 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 7 | RD 07 | 2 | 3 | 3 | 4 | 3 | 3 | 8 | 10 |
| 8 | RD 08 | 1 | 3 | 2 | 2 | 2 | 2 | 5 | 8 |
| 9 | RD 09 | 3 | 3 | 3 | 5 | 3 | 3 | 9 | 12 |
| 10 | RD 10 | 1 | 2 | 2 | 3 | 2 | 2 | 5 | 8 |
| 11 | RD 11 | 2 | 2 | 1 | 3 | 2 | 2 | 5 | 8 |
| 12 | RD 12 | 2 | 5 | 3 | 4 | 3 | 3 | 8 | 13 |
| 13 | RD 13 | 2 | 4 | 3 | 4 | 3 | 3 | 8 | 11 |
| 14 | RD 14 | 2 | 3 | 2 | 3 | 2 | 2 | 6 | 9 |
| 15 | RD 15 | 2 | 4 | 2 | 3 | 2 | 2 | 6 | 11 |
| TOTAL | | 32 | 47 | 35 | 51 | 38 | 52 | 103 | 150 |
| | MEAN SCORE | | | | | | | 6,86 | 10 |

The pre-test and post-test scores for students' speaking abilities are shown in Table 4.1. The three dimensions of speaking capacity are precision, fluency, and comprehensibility, measured using SPSS 20. The researcher presented and tabulated the mean score of students' speaking ability on a one-to-one basis in this segment, as shown in the tables below:

a. Pre-Test

The researcher shows that the students' scores in accuracy, fluency, and comprehensibility were absolutely in pre-test students' scores in tables, mean score standard deviation, and rate percentage of students' scores in this segment. The following table was used to tabulate it:

1) Accuracy

The researcher used SPSS 20 to measure the accuracy of the students in the pre-test. As a result, the students' highest score is 3, and their lowest score is 1. It also reported that students' mean accuracy score in the pre-test was 2, and the standard deviation error was 0.755. Before care, the researcher obtained inaccuracy in the students' scores through the material.

The table of rate percentage scores shows the accuracy score. As can be seen from the following table:

**The Accuracy Rating Percentage Score of Students in Pre-Test**

| No | Classification | Rate | Pre-Test | |
|----|----------------|------|----------|-----------|
| | | | Frequency | Percentage |
| 1 | Excellent | 6 | 0 | 0% |
| 2 | Very Good | 5 | 0 | 0% |
| 3 | Good | 4 | 0 | 0% |
| 4 | Average | 3 | 6 | 40% |
| 5 | Poor | 2 | 5 | 33,5% |
| 6 | Very Poor | 1 | 4 | 26,5% |
| Total | | | 15 | 100% |

The table reveals that the researcher's accuracy score indicated no students who earned outstanding, very good, or good grades (0 percent ). Six students (40%) received an average rate, five students (33,5%) received poor category, and four students (26%) received poor type. It

can be concluded that a majority of 6 students (40%) have average skills inaccuracy at the pre-test of speaking.

2) Fluency

The researcher even used SPSS 20 to measure the fluency of the students in a pre-test instead directly. Consequently, the table reveals that the highest student score is 3 and the lowest is 1. It also reported that the average fluency score of students in the pre-test is 2.33, with a standard deviation of 0.723.

Before care, the researcher offers material to assess the fluency of the students. Fluency score is provided in the form of a table rate percentage score, as shown in the table below:

**The Rate Percentage Score of Students' fluency in Pre-Test**

| No | Classification | Rating | Pre-Test | |
|----|----------------|--------|-----------|------------|
| | | | Frequency | Percentage |
| 1 | Excellent | 6 | 0 | 0% |
| 2 | Very Good | 5 | 0 | 0% |
| 3 | Good | 4 | 0 | 0% |
| 4 | Average | 3 | 7 | 46,5% |
| 5 | Poor | 2 | 6 | 40% |
| 6 | Very Poor | 1 | 2 | 13,5% |
| Total | | | 15 | 100% |

The figure indicates that the researcher's fluency score showed no students scored outstanding, very good, or good in any category (0 percent ). The majority of 7 students (46,5%) received an average grade, while 6 students (40%) received an insufficient degree. Finally, two students (13.5%) earned a relatively weak category. At the pre-test of speaking, it can be concluded that the majority of 7 students (46,5%) have average fluency skills.

3) Comprehensibility

The researcher also uses SPSS 20 to determine the comprehensibility score of the students in the pre-test. The table with the highest student score of 3 and the lowest student score of 2 was the winner. It also reported that the pre-test comprehensibility value for the vital score is 2.53, with a standard deviation error of 0.516.

The table rate percentage score is used to reflect the comprehensibility score. As can be seen from the following table:

**The Pre-Test Rate Percentage Score of Students' Comprehensibility**

| No | Categorization | Rate | Pre-Test | |
|----|----------------|------|-----------|------------|
| | | | Frequency | Percentage |
| 1 | Excellent | 6 | 0 | 0% |
| 2 | Very Good | 5 | 0 | 0% |
| 3 | Good | 4 | 0 | 0% |
| 4 | Average | 3 | 8 | 53,5% |
| 5 | Poor | 2 | 7 | 46,5% |

| 6 | Very Poor | 1 | 0 | 0% |
|---|-----------|---|----|------|
|   | Total     |   | 15 | 100% |

The table shows that the researcher's comprehensibility score showed no students with excellent, very good, good, and very poor categories (0 %). A total of 8 students (53,5%) received an average grade, while 7 students (46,5%) received an insufficient degree. At the pre-test of speaking, it can be concluded that the majority of 8 students (53.5%) have average comprehensibility skills.

b. Post-test

From the other hand, the researcher measured students' speaking skills, which were enhanced by using music videos. It was presented as follows in the form of a frequency and percentage table:

1) Accuracy

The researcher measured the mean score of students' accuracy in the post-test using SPSS 20. As a result, the highest student score was 5, and the lowest was 2. Furthermore, the standard deviation errors are 0,990, and the mean score of students' accuracy in the post-test is 3, 13.

Across the other hand, the researcher obtained a score of the accuracy of the students who had been treated by using a song from Music Videos to speak up, which was provided in the form of table rate percentage scores. As can be seen from the following table:

**The Rate Percentage Score of Students' Accuracy in Post-Test**

| No | Categories | Rating | Post-Test | |
|----|-----------|--------|-----------|------------|
| | | | Frequency | Percentage |
| 1 | Excellent | 6 | 0 | 0% |
| 2 | Very Good | 5 | 2 | 0% |
| 3 | Good | 4 | 2 | 50% |
| 4 | Average | 3 | 7 | 25% |
| 5 | Poor | 2 | 4 | 18,75% |
| 6 | Very Poor | 1 | 0 | 0% |
| | Total | | 15 | 100% |

The table displayed the researcher's accuracy score as a percentage of the sum. There were no students who earned an outstanding, very good, or very poor grade (0 % ). The majority of the students (50%) have a strong talent. Four students (25%) had average skills, while three had bad skills (18,25 % ).

2) Fluency

In way to appear at the mean student fluency result in the post-test, it was determined by the researcher using SPSS 20. The highest student score is 5, and the lowest student score is 2. The standard deviation error is 0.963, and the average student accuracy score in the post-test is 3.43.

The following table represents the frequency of students' fluency:

**The Rate Percentage Score of Students' fluency in Post-Test**

| No | Segmentation | Rating | Post-Test | |
|----|--------------|--------|-----------|---|
| | | | Frequency | Percentage |
| 1 | Excellent | 6 | 0 | 0% |
| 2 | Very Good | 5 | 2 | 13,5% |
| 3 | Good | 4 | 4 | 26,5% |
| 4 | Average | 3 | 7 | 46,5% |
| 5 | Poor | 2 | 2 | 13,5% |
| 6 | Very Poor | 1 | 0 | 0% |
| | Total | | 15 | 100% |

The table showcased the researcher's accuracy score as a percentage of the sum. It was discovered that no students fall into the excellent, bad, or very poor categories (0 %). The majority of students (46.5%) earned an average grade.Then 4 students (26.5%) got good, and another 2 students (13,5) got very good and poor category.

3) Comprehensibility

In terms of looking at the mean score of students' comprehensibility in the post-test, the operational needs SPSS 20. Students got a 4 on a scale of 1 to 3, with 3 being the lowest. The post-test showed that the mean score of students' comprehensibility is 3.46, with standard deviation errors of 0.516.

On the opposite, the researcher eventually offered the test given to express their thoughts in the form of voice notes after the treatment was successfully applied to figure out the extent of their comprehensibility skills. It can be shown as follows from the table shown:

**Rate Percentage Score of Students' Comprehensibility in Post-Test**

| No | Classification | Rating | Post-Test | |
|---|---|---|---|---|
| | | | Frequency | Percentage |
| 1 | Excellent | 6 | 0 | 0% |
| 2 | Very Good | 5 | 0 | 0% |
| 3 | Good | 4 | 7 | 46,5% |
| 4 | Average | 3 | 8 | 53,5% |
| 5 | Poor | 2 | 0 | 0% |
| 6 | Very Poor | 1 | 0 | 0% |
| | Jumlah | | 15 | 100% |

The graph reveals that no students scored outstanding, very good, decent, or very poor in the compressibility group, as determined by the researcher (0 percent ). There are 8 students (53.5%) who earned an average grade and 7 students (46.5%) who received a decent degree.

2. The statistic test result between Pre-test and Post-test

This study presented the overall mean score and standard deviation of pre-test and post-test, then compared each of them, in addition to showing the mean score in each subject of speaking ability (accuracy, fluency, and comprehensibility) one by one. The following is the outcome as described in the descriptive statistic table:

**Table 4.2 the Mean Score and Standard Deviation of Pre-Test and Post-Test**
**Paired Samples Statistics**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pretest | 6,86 | 15 | 1,684 | ,434 |
| | posttest | 10 | 15 | 2,035 | ,525 |

**Descriptive Statistics**

| | N | Min | Max | Sum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Pre-test | 15 | 4,00 | 9,00 | 103,00 | 6,86 | 1,684 |
| Posttest | 15 | 7,00 | 14,00 | 150,00 | 10 | 2,035 |
| Valid N (listwise) | 15 | | | | | |

The chart above displays paired sample statistics as well as descriptive statistics for the pre-test and post-test. It shows the standard deviation of paired samples statistic is pre-test (1.684) and post-test 2.035).For standard deviation of a descriptive statistic is 1.684 in pre-test and 2.035 in post-test.

**Table 4.3 the paired samples correlations of pre-test and post-test**
**Paired Samples Correlations**

|  |  | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | Pre-test & post-test | 15 | ,833 | ,000 |

The following table indicates the paired sample correlation of pre-test and post-test outcomes. The correlation of the students' ability before and after treatment was 0.833. As seen in the table above, there was a significant link between students' ability to teach speaking with Music Videos before and after treatment and its importance.

## B. Discussion

According to the results that have been done while the researcher researched song lyrics using music videos as a media, how did students convey their opinions after listening to the song lyrics throught music videos? Students can be motivated and excited about the learning process and also interested in learning because they can use Music Videos from YouTube or other platforms when they watch and listen to these videos. Students find it easy to convey their ideas or opinions freely and pleasantly by using the methods that have been applied because this method is one of the teachings that students like.

In this study, the speaking test was given to the students who still have Basic English in XII MIA 2 MAN PALOPO. Besides opportunity after did this researcher, the writer also found some problem in the class such as:

1. Sometimes, students have difficulty saying some words that sound foreign to them and then ask for help on how to say those words.

2. The students tend not to say the sentences they want to convey naturally

3. Some students are less sure about submitting test results and need to be given constant confidence until they feel confident again

4. Some students still read the text when they want to say the sentence they want to convey because the vocabulary is lacking or they don't understand the word's pronunciation. So, it made them difficult to speak without reading the text.

5. The students still open the internet or translate to get an answer to the researcher's question.

6. Because some students do not feel consistent or never attended class

This study is in line with some scholars'study findings,

Ningsih (2018), in her thesis with the title "The Use of Song Lyric to Improve Students' Vocabulary Mastery at Kindergarten One of Town for Kids Preschool." According toher thesis, this study's results revealed that students' vocabulary mastery is improving significantly. It provides excellent short videos through group work in developing Indonesian EFL students' speaking skills.

Happy Septria Ariati (2015) "The Use of Music Video Lyrics as a Media to Teach Listening To the Tenth Graders of Smkn 2 Boyolangu Tulungagung". Based on her study, music video lyrics as media indicated that the teacher followed the experts' recommended listening activity protocol. Regardless, the teacher could effectively incorporate music video lyrics to teach listening, resulting in individual gains that could improve the students' listening abilities.The effect of the students' listening capacity after using music video

lyrics was positive. The majority of the students passed the listening comprehension test. Besides, the students were enthusiastic about the use of music video lyrics as a form of media.Their comments indicate that they were interested in the media and thought it was useful and motivating in the teaching and learning process.

Based on the two previous studies, this study is in line with the analysis using the same media, but the two studies above used different skills in increasing their abilities in their respective fields. So this becomes the reference material for researcher to take the same method and improve variousskills, namely students' speaking abilities.The students' mean score in the pre-test is 6.86, and the students' score in the post-test is 10. The data were analyzed using the (tt) norm of signification (5%) with a degree of freedom (df) of 14, resulting in tt = 2.145 and a standard of significance of 0.883. The result of t0 ($t_{count}$) was 8,597, and this researcher concluded that t0 ($t_{count}$) was higher than tt ($t_{table}$), 10.783 > 2.145. Besides, in the pre-test, some students were not proficient in speaking English and were not used to pronouncing English words/sentences, so they tended to lack confidence. While in the post-test, the students were fluent in speaking English without pause and were confident. It means used music videos to teach English, especially for communicating, is compelling.

Learning to speak to the media about songs in music videos is a more enjoyable and less monotonous approach that can be used in class. Also, music video media can inspire students to develop their speaking skills. Through this media, students are encouraged to contribute thoughts, knowledge, opinions, and

feelings to others.Published the results, the researcher found that the song media in the music video and the researcher's care could increase the attraction, efficiency, encouragement, and enjoyment of speaking English. Most students found it very interested to learn and communicate using a media song in a music video.

# CHAPTER V

## CONCLUSION AND SUGGESTION

The conclusion and recommendations relevant to the results and implementation of this study are discussed for the chapter's review.

### A. Conclusion

Derived from the previous chapter's data analysis results, the researcher would conclude the results and discussion that using media of songs through music video is effective and has given positive effects to improve students' speaking skills at the twelfth grade of MAN PALOPO. The results of this report could show the link between the mean score of pre-test and post-test students. In the pre-test, the students' mean score was 6.86, and in the post-test, the students' mean score was 10. Furthermore, the t-test of the student's speaking capacity is lower than alpha = (0.02 0.05). This means that the null hypothesis (H0) is dismissed, and the alternative hypothesis is accepted (H1).

### B. Suggestion

The study score finding revealed that students' scores before and after using song media via music videos are substantially different. This approach's performance is inextricably related to the teacher and student's roles, with the way it is presented and how to animate the class playing a pivotal role.This approach, which can be used both online and offline, is highly successful in the learning process because it is not monotonous and can increase student engagement and excitement in the learning process. The researcher made the

following recommendations for the teacher and students when it came to teaching speaking by retelling a fable:

1. The researcher suggested that song lyrics in music videos be used as a method for teaching public speaking.

2. This approach can be used in the learning process both online and offline. It is very successful because it is not monotonous and can increase student engagement and excitement in the learning process.

3. The next researcher can make this research as a reference material by adding a list of vocabulary that matches the song provided and adding more list expressions.

4. Using the song method is one method that increases student motivation in learning foreign languages, so that it can be used for further research or in the learning process.

Finally, the researcher noticed that this study had not yet been successful and had some upsides. For the perfection of this study, constructive criticism and feedback are also required. The researcher hopes that this study can be of interest to readers. If it is to be developed further, the researcher intends to use a range of improved education methods and more advanced visual technology. Such teaching areas for more study related to the use of song media in music videos

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APPENDICES
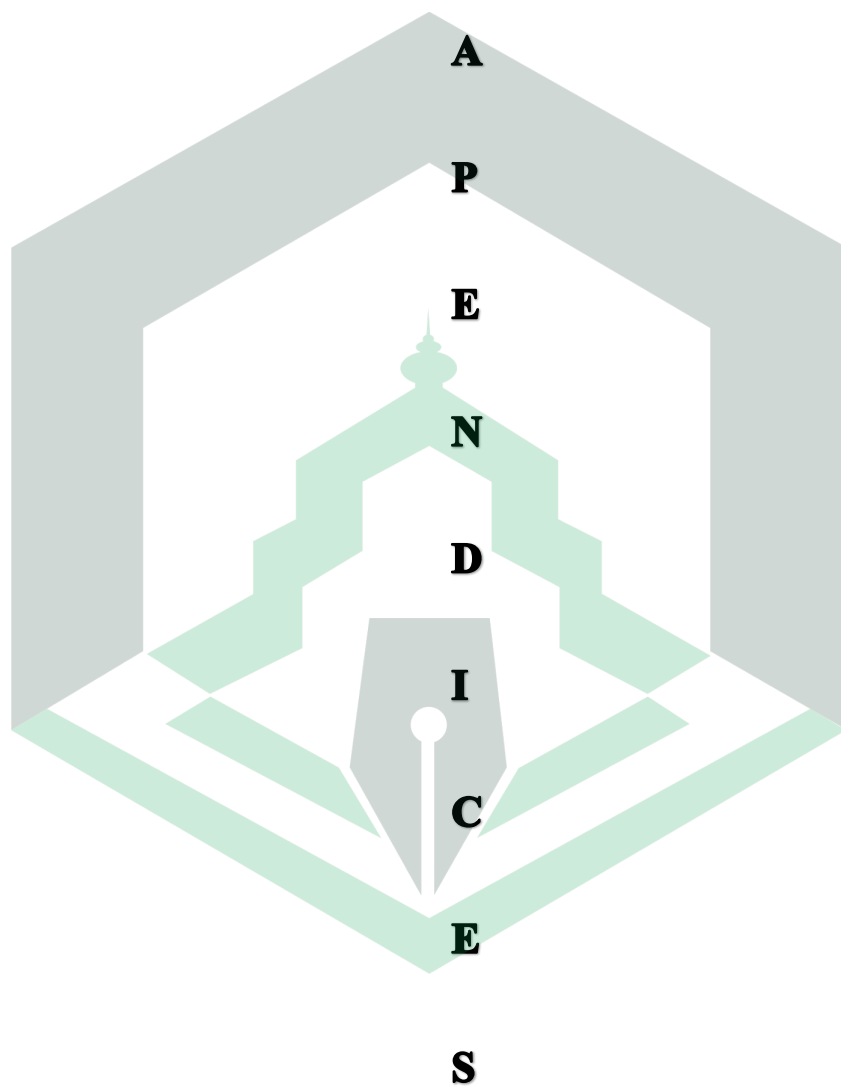
# INSTRUMENT OF THE RESEARCH

### A. Pre-Test

  1. Instructions:

    a. Before starting the class, the researcher prepared the course by introducing the researcher's self.

    b. The researcher was explaining how the research works and the purpose of the study. The researcher provided material to fill the class, after giving the material, giving Pre-Test.

    c. Giving the Pre-test, the researcher finally gave a test to measure the students' abilities.

    d. The researcher finally gave a test to measure the students' abilities. In this test, students are asked to listen to the song link that will be connected to the *"Marshmello ft Bastille – Happier"* song

    e. Then the researcher asked the students to send their results by voice recording.

### B. Post Test

  1. Instructions :

    a. Giving test, for the last meeting, the researcher gave a speaking test to the students.

    b. The researcher asked them to answer the question based on the speaking test.

    c. For the test, the researcher asks students to find their favorite music.

    d. After that, they complete their opinion in English and record it.

## A. Pre Test

    a. R01

Hello sister, my.. name.. is.. Alda Andi Fandi. My home adress is Andi Tenriadjeng, my palace of birthday, Palopo twenty November two thousend and two. After hearing the song, happier write by Marshmellow and Bestille. In my openion even tough he full realize that his relationship was over, he still kep his relationship. However, deep down the only wait to be happy to levt the realationship and seperate. The song teaches us to stay passionate about live and learn to except sencerely what has passiot becuse dear will be a much better life in the future. If asket about weather, i like the song. My answer is yes because the apre.. appreciation of the song is appropriate, and the song and video vitti. Maybe thats my opinion , thanks.

*hɛˈləʊ ˈsɪstə, maɪ.. neɪm.. ɪz. Alda Andi Fandi. maɪ həʊm ad ress ɪz Andi Tenriadjeng, maɪ ˈpælɪs ɒv ˈbɜːθdeɪ, Palopo ˈtwɛnti nəʊˈvɛmbə tuː thousend ænd tuː. ˈɑːftə ˈhɪəɪŋ ðə sɒŋ, ˈhæpɪə raɪt baɪ Marshmellow ænd Bestille. ɪn maɪ openion ˈiːvən tʌf hiː fʊl ˈɪəla ɪz ðæt hɪz rɪˈleɪʃənʃɪp wɒz ˈəʊvə, hiː stɪl kep hɪz rɪˈleɪʃənʃɪp. haʊˈɛ və, diːp daʊn ði ˈəʊnli weɪt tuː biː ˈhæpi tuː levt ðə realationship ænd seperate. ðə sɒŋ ˈtiːʧɪz ʌs tuː steɪ ˈpæʃənɪt əˈbaʊt lɪv ænd lɜːn tuː ɪkˈsɛpt sencerely wɒt hæz passiot becuse dɪə wɪl biː ə mʌʧ ˈbɛtə l aɪf ɪn ðə ˈfjuːʧə. ɪf asket əˈbaʊt ˈwɛðə, aɪ laɪk ðə sɒŋ. maɪ ˈɑːnsər ɪ*

z jɛs bɪˈkɒz ði apre..əˌpriːʃɪˈeɪʃ(ə)n ɒv ðə sɒŋ ɪz əˈprəʊprɪɪt, ænd ð
ə sɒŋ ænd ˈvɪdɪəʊ vitti. ˈmeɪbiː ðæts maɪ əˈpɪnjən , θæŋks.

b. R02

Assalamualikum Warahmatullahi Wabarakatu. My name is Annisa
Salima, you can call me caca... eeee I was born in Palopo five November
two thousand and three live in Jalan Doker Ratulangi Salobulo.... eeeee
(pause) In my opinion that video has meaning to someone who if I interpret
it has not going to make his prayers happier, but she went to protect herself
from the pain and the exhausting realationship. He went from himself, he
went to feel better, and want a live that was free because basically, a healthy
realationship is priceless. Communicating with other person about what
exactly you feel like trying to appreciate and understand each other.
Explaining each others position does not make you assume others feelings
and you should never makes yours, realationship that are accepting,
understanding again are priceless. Anyways, i get a word from marshal
about this song " toxic realationship letting go of this i didn;t want to, and
just letting were happiness came with a sacrifice". I think thats all my
opinion about all this video.

*Assalamualikum Warahmatullahi Wabarakatu. maɪ neɪm ɪz*
*Annisa Salima, juː kæn kɔːl miː caca... eeee aɪ wɒz bɔːn ɪn Palopo*
*faɪv nəʊˈvɛmbə tuː thousend ænd θriː lɪv ɪn jalan Doker Ratulangi*
*Salobulo.... eeeee (pɔːz) ɪn maɪ əˈpɪnjən ðæt ˈvɪdɪəʊ hæz ˈmiːnɪŋ*
*tuː ˈsʌmwʌn huː ɪf aɪ ɪnˈtɜːprɪt ɪt hæz nɒt ˈgəʊɪŋ tuː meɪk hɪz preəz*

ˈhæpɪə, bʌt ʃi: wɛnt tu: prəˈtɛkt hɜːˈsɛlf frɒm ðə peɪn ænd ði ɪgˈzɔːs

tɪŋ *realationship*. hi: wɛnt frɒm hɪmˈsɛlf, hi: wɛnt tu: fi:l ˈbɛtə, ænd w

ɒnt ə <u>lɪv</u> ðæt wɒz fri: bɪˈkɒz ˈbeɪsɪkəli, ə ˈhɛlθi *realationship* ɪz ˈpra

ɪslɪs. kəˈmju:nɪkeɪtɪŋ wɪð ˈʌðə ˈpɜːsn əˈbaʊt wɒt ɪgˈzæktli ju: fi:l laɪ

k ˈtraɪɪŋ tu: əˈpri:ʃɪeɪt ænd ˌʌndəˈstænd i:ʧ ˈʌðə. ɪksˈpleɪnɪŋ i:ʧ ʌð

əz pəˈzɪʃən <u>dʌz</u> nɒt meɪk ju: əˈʃju:m ˈʌðəz ˈfi:lɪŋz ænd ju: ʃʊd ˈnɛvə

meɪks jɔːz, *realationship* ðæt ɑːr əkˈsɛptɪŋ, ˌʌndəˈstændɪŋ əˈgɛn ɑ

ː ˈpraɪslɪs. ˈɛnɪweɪz, aɪ gɛt ə wɜːd frɒm ˈmɑːʃəl əˈbaʊt ðɪs sɒŋ " ˈtɒ

ksɪk *realationship* ˈlɛtɪŋ gəʊ ɒv ðɪs aɪ *didn;ti:* wɒnt tu:, ænd dʒʌst ˈl

ɛtɪŋ wɜː ˈhæpɪnɪs keɪm wɪð ə ˈsækrɪfaɪs". aɪ θɪŋk ðæts ɔːl maɪ əˈp

ɪnjən əˈbaʊt ɔːl ðɪs ˈvɪdɪəʊ.

c. R03

   Assalamualikum warahmatullahi wabarakatu. Lemme introduce myself, my name is Indah Paramadhani.. eee i was born in.. fofourteen February two thousend and three, I live on jalan Dokter Ratulangi.. I am from Palopo.(pause) eee well based on that video, I think that this video ee and the lyric can relate to aaam my real live or real live as we a human it relates and make sense and i can see that aa there is a girl, a teeneger have a trouble in her live and she try to get aa some help from shes' dog aa to become his ... her friend (pause) and there is a sometimes that mybe everyone can get a bright live or bright time to their problem. And based on that video to i told the massage that aa awill the song writer give is " No matter how big your problem there will a way or there will a friend that can

halp you to aa past your trouble with her or with them". Like maybe aa your problem is so big from your point of view you but you have one... atleast one person that can stay by your side not when you need it but every time you need it like this" thank you.

d. R04

   Assalamualikum warahmatulahi wabarakatu. Eem lemme introduce my self is Nabila Putri, i was born in Palopo twenty eight august two thousend and three eem now I am seventeen years old eee i from Palopo... eeem i live in Balandai eem Okey i think this video is good to watch aaam the meaning of the lyric of the song also deep and good. The video tells us about a girl that feels like aaam shes alone and I think shes a strange person and no one want to be a friend with her but ooo on other side she has someone or a friends that who is always there for her, accompany her, making her smile, and make her happier every day and I think we have even been the same feeling and situation as the girl in this video I think (pause) eeem but some day oow we will ... but some day we will lose our friends cause you can't always depend on it, you can't always depend on her cause you you have to go out into your comfort zone cause sometimes aa letting go is best decision that we have to do (long pause) and yup... I think that's all, thank you.

e. R05

Assalamualaikum warahmatullahi wabarakatu, my name is Nilam Sari. My respon about the song is from her it is a (pause) know that is story decided..

decided to relation an it of the sww save of happiness even about about (pause) one thout it was not happy to relation it and ee rell relation relationship on lead the relationship with (pause) presep get better with hot syeng.. saying sorry but not even after .. after aa aiits that that anly relationship can just impot and still tank sorry is nation sirr it is it celed and if you haot aice I can of I bow ow ey boyfriend it wag the definisi.. defenislie brik and I met that even comunition like after happines to fer yeng very young how us relation eion of maren besit on my ritrei of you fit an argumen that you left argument can et by it argument is only the end is tring.

f.  R06

Yes i really like the song and my respon to the song is that happiness that very simple to confelet. Even thought we are diffrent from others, don't thinking that can make use happy, don't think about what other people because thinking about it will make us sed and feeling alowne. Be yourself don't be someone else, in the video ogilt did not have a frin he only had animal his animals that is very fon of houre of her with this we can jaget the even pans get naigt as happy and can understand what we will ee feel, that why don't hurt even thouhgt you don't like animal or hate them because animal also want to lave and that also want to develop that are also God creation not only we are creature Allah but they are also Allah creation.

g.  R07

This song called happier which is sang by Marshmellow and bastille in my opinion in term of its meaning this song has a quite touching meaning, the song tells of a person who wants to makes other happy but he is no longer to do it. He was tired of pretending to be fine so he stop sick hir him own happiness. However, in term of music, i don't like this song because it uses a bass sound. I also don't like the music song this less toching to listen too. Thats from all my opinion thank you.

h. R08

Assalamualikum warahmatullahi wabarakatu. My name is Nurul Syakira, yes i like the song you send with me, my opinion about the song is that couple wants to see their shild happy but i know that the reatitionsip will not last that its one while he wants to see his love, smile, happily. Sorry you can only send it because yesterday i was sick. Thank you.

i. R09

Bismillahi rohmani rohim. Assalamualikum warahmatullahi wabarakatu, my name is Nurulaini Jaya you can call me Nia. My respons to this song is.... i really like the song especially the music because the music (an unclear word) me when i listen to the song and i really like the meaning of this song because in the song it tells of someone who want to change his man to be happier. He want to raise his spirits but he also wants to see someone smile but he relize that he has to go and what i like the most meaning in this song is that he's always thinking about someone. So do with other people but we have to pretended we are friend and in the end he

has to go and he wants the someone much happier that him. Thank you wassalamualikum warahmatyllahi wabarakatu.

j. R10

My respon after listening to ei song kaled happier which was Co-written write to marshmellow and smith bastial vocalist. Happier is varawel track performate by american Dj and procedure IDM marshmellow and brastille pop band Basttile. The lyric of this song tells the story of the love affair batwain the narator and someone this that is kwiceling. Ivin tugh fully our that reletonsip is about to end the naraors still wants to kep it however deep down sek knows thet the only wait to be happier is to leiv the reletenship suprite. I like this song because it gives inspiration because this song teaches us live life and liar to a sip sincerely.

k. R11

This song is called happier which is song by Marsmellow and Bastille in, my opinion in terms of this meaning this song has a kuit tosing mening. The song tells of a person be wants to make other happy but he is no longer able to do it, she was tired of pretending to be fine so she decided to stop and sik own his happiness.

l. R12

I think that the time that you gave to me is enough. Now i would gave my respon to the video, i really enjoyed and liked the song on this video i was very impress with what singer confite throught the most. Where the singer wants to make someone very special when he can no longer be

near her, i also wants to do this but i not only do it when i am not around at speciall person but i will always try to make her happy every moment of her live.

m. R13

Okeh Assalamualikum warahmatullahi wabarakatu my name is Safna Rusmi. So really i like song from Marsmellow my respon until the like that the story of the song decided to release it for sike of happiness. Even thought i was not happy to let it go and the spided relizing that the reality comeing to end the narators style aaa when to devine it however deep down she know that the only ways she called be happier. Aaa was true love was separate aaa social backround feelings aa that always blame your self whean your partner in aaa introkator or friends always look down on or sate and you feel always feel the relationship aaa you are in is aaa difficult relationship, so one aaaa is to get ride heavy pardon by saying you'll be happy when i am go. Thank you, thats all for me, Wassalamualikum warahmatullahi wabarakatu.

n. R14

Tells about someone who give uperatting until finally she gave up and just wannet someone to love completely. There is Copaldi wrote this song for his ex.

o. R15

I do really this song because it can make me feel touced by the song and the lyric. If you litening this carefully you will find this peace in your

heart, meaning of the song is about that you have to used our time with someoneyou loved. Everyone that live will leave.

**B. Post Test**

a. R01

I have a lot off favorite song including the song Memories by Maroon 5. My little explaination about this song, so simply pat the song Memories has the thim of losing someone we loved. From rumors this song was actually created by Levin for his managerJordan who had death, even so this song is not just about pardin forever like the story between Levin and his Manager. But this song also applies to people who...are... heartbroken. Feel they still love but suddenly abandone. The reason why i like this song is because the lyrics are very interesting and i think that everyone has lost the person they care about but belive that everything will be fine.. thank you.

*aɪ hæv ə lɒt ɒf ˈfeɪvərɪt sɒŋ ɪnˈkluːdɪŋ ðə sɒŋ ˈmɛməriz baɪ məˈr uːn 5. maɪ ˈlɪtl explaination əˈbaʊt ðɪs sɒŋ, səʊ ˈsɪmpli pæt ðə sɒŋ ˈmɛməriz hæz ðə thim ɒv ˈluːzɪŋ ˈsʌmwʌn wiː lʌvd. frɒm ˈruːməz ðɪ s sɒŋ wɒz ˈæktʃʊəli kri(ː)ˈeɪtɪd baɪ ˈlɛvɪn fɔː hɪz ˈmænɪdʒə ˈdʒɔːdən huː hæd dɛθ, ˈiːvən səʊ ðɪs sɒŋ ɪz nɒt dʒʌst əˈbaʊt pardin fəˈrɛvə l aɪk ðə ˈstɔːri bɪˈtwiːn ˈlɛvɪn ænd hɪz ˈmænɪdʒə. bʌt ðɪs sɒŋ ˈɔːlsəʊ əˈplaɪz tuː ˈpiːpl huː... ɑː... ˈhɑːtˌbrəʊkən. fiːl ðeɪ stɪl lʌv bʌt ˈsʌdnli a bandone. ðə ˈriːzn waɪ aɪ laɪk ðɪs sɒŋ ɪz bɪˈkɒz ðə ˈlɪrɪks ɑː ˈvɛri ɪ*

ntrɪstɪŋ ænd aɪ θɪŋk ðæt ˈɛvrɪwʌn hæz lɒst ðə ˈpɜːsn ðeɪ keər əˈba

ʊt bʌt bɪˈlaɪv ðæt ˈɛnɪθɪŋ wɪl biː faɪn.. θæŋk juː.

b. R02

Assalamualaikum warahmatullahi wabarakatu, from the lyric quote
about above, we can understand some of the meaning that the doors want
to convey he was a newing music and its beauty and when the music die
then the fun will be over to. Every song they sang it all has a deep meaning
we can also see eee interprate for our self and i think of this song that the
doors want to convey that the sars they want to make music. Also, tells us
something we... eee we... we didn't ex.. expect and that it's only natural
because the vocalist had literally skillsno wonder they wrote songs that had
deep meaning that we would never have imagined. I guess that what I can
tell you about the meaning of the song when the music over.

*Assalamualaikum warahmatullahi wabarakatu, frɒm ðə ˈlɪrɪk kw*

*əʊt əˈbaʊt əˈbʌv, wiː kæn ˌʌndəˈstænd sʌm ɒv ðə ˈmiːnɪŋ ðæt ðə d*

*ɔːz wɒnt tuː kənˈveɪ hiː wɒz əˈnjuːɪŋ ˈmjuːzɪk ænd ɪts ˈbjuːti ænd w*

*ɛn ðə ˈmjuːzɪk daɪ ðɛn ðə fʌn wɪl biː ˈəʊvə tuː. ˈɛvri sɒŋ ðeɪ sæŋ ɪt*

*ɔːl hæz ə diːp ˈmiːnɪŋ wiː kæn ˈɔːlsəʊ siː* ***eee interprate*** *fɔːr ˈaʊə sɛl*

*f ænd aɪ θɪŋk ɒv ðɪs sɒŋ ðæt ðə dɔːz wɒnt tuː kənˈveɪ ðæt ðə* ***sars***

*ðeɪ wɒnt tuː meɪk ˈmjuːzɪk. ˈɔːlsəʊ, tɛlz ʌs ˈsʌmθɪŋ wiː... eee wiː...*

*wiː dɪdnt ɛks.. ɪksˈpɛkt ænd ðæt ɪts ˈəʊnli ˈnætʃrəl bɪˈkɒz ðə ˈvəʊkə*

*lɪst hæd ˈlɪtərəli skɪlz nəʊ ˈwʌndə ðeɪ rəʊt sɒŋz ðæt hæd diːp ˈmiːn*

*ɪŋ ðæt wiː wʊd ˈnɛvə hæd hæv ɪˈmædʒɪn. aɪ gɛs ðæt wɒt aɪ kæn tɛ l ju: əˈbaʊt ðə ˈmiːnɪŋ ɒv ðə sɒŋ wɛn ðə ˈmjuːzɪk ˈəʊvə.*

c. R03

   Well hai guys, Today ee I will share my opinion about my favorite music, my favorite music ee myusic.. my favorite music is Kristina Perry- a thousand year I do not know why that song is my favorite music but one thing that I know is the lyrics, the meaning of the lyric from that song is so (pause) eee (pause) wonderful, ee spectacular and I really really like it. And I thing everyone knows that thess Christina Perry songs is so great with that lyrics' song meaningful.... yes of course that's whyI like that song. Thank you

d. R04

   Okay hay, I going to review one of my favorite song and the title is HOLO form lee Hi and she is also one of my favorite singers to. Well ee for the first time I heard this song I think this song is so good to heard, the voice, the music, the lyric is so touching, and beautiful. And the meaning of the lyric is also deep and meaningful cause is about someone who feels like she's lonely and slum and has a difficult condition but in other side she had to live his life. However, he finally realize that she must wake up, she must stop crying, she must stop felling that she's alone, stop thinking all of negative think, and believe that everything will be fine soon. Hmmm okey that it thoo thank you.

e. R05

Assalamualikumwarahmatullahi wabarakatu. (long pause) My name is Nilam Sari, my favorite song is the one title Biadab wis was song by Ashanty. The many of the song that not ei love problem and beautiful, same full the heart because ai women how love her love very much but... but hee hir love don't not understand that aii women love him but what eem but what makes maks aeii woman very hurt and wors to full love byhir lover. Demikian dari saya wassalamu alaikum warahmatullahi wabarakatu.

f. R06

I so foll of the song Perfect is because this is song tells us a story the love of man who look for true love her ingit wite the perfect.

g. R07

Assalamualikum warahmatullahi wabarakatu. I will review a song called imagination sang by inspier this song has the meaning of someone who tries to realize his imagination. Know metter how many failures he has to exept he will continue to strugle to release what he wants. In my opinion this song is one of the best song, in terms of its meaning this song makes my spirit comeback win i feel hopeless and want to give up. Besides that this song also has a good intonastion so that anyone who listen to it will feel pasionate about it.

h. R08

Assalamualikum warahmatullahi wabarakatu. My name is Nurul Syakira, my favorite song is Ketika Cinta Bertasbih. Why do i like this

song because of the beautiful compesision of this song which is come and has a hard library and the song has valuets about Islam.

i.   R09

Bismillahirohmani rohim. Assalamualikum warahmatullahi wabarakatu. My name is Nurulaini jaya you can call me nia, i really like Tiara Andini version of a surrender song the meaning of a surrender song namely tells about the seriesness of a person fighting about his loves. He's doesn't when the person he love go away its willing to give up to everything only for the person he loves and i like this song because the meaning of song is so very good and teach us not to gave up and be series in fighting for love , thank you very much.

j.   R10

The meaning of the love yourselfs' song, tells a person who is so obssesion with him self, always care about him self to the point that the doesn't thing of his man because he is unyeat wait the women be happier, the man speak love yourself or if in indonesian. Love  yourself dear, don't love other people sleep is more coconut whit yourself so jus loveyourself. The reason i like this loveyourselfs' song is becuase it can mop the hard of ion know the meaning and meaning of this in it song i have love my self and i think very toucking.

k.   R11

Assalamualikum wabarakatullahi wabarakatu. My name is Risna, okeh i will explain the meaning of my favorite song wich is bad layer, the

song bad will from imagine dragon stells the story of e man or women who is always ekyused of being e bad layer by his love even tuk even tough he always tells the honset truth to the people he lopss. I really like this song because this song ticeh yus to admit a mis takes three to be honest because let me think all selfais to be wrong can ma yuss a beter person. Thank you, wassalamualikum warahmatullahi wabarakatu.

l. R12

Assalamualikum wabarakatullahi wabarakatu. On this ocation my i will tell you about my favorite song, my favorite song i the song until an tittle duka which is under by Last Child. This song tells the story the person who tris let his lover go and... and his effort he always forgets and thing thats he still has someone he loves, then this song close by expressing what the singers feels who really miss everything that have been done with the someone he loves. I really like this song because the content of this song almost same as what my experience before. Okey thats what i can tell you this occation, thanks for your attention and see you next time.

m. R13

Assalamualikum wabarakatullahi wabarakatu. Aaa okeh the tittle of the song that i like is already same because the song countain a messek about the death of love for his lover. A so the lyric tells of someone who wents to be break with his partner eventhought is.. he has go throught feres obstiklos but he treat to be able to carrat all the mistakes the where meet before. And the lyric of already same seems to profide a brief aaa

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desctiption of the concept a regreat after lose aa usually something really feels aa available when we don't have anymore aa but unfortunatelly we can't trun back to the time to be able to fix all the regreats the way to carat this mistake is only apologize. Aa thatnk you wassalamu alaikum warahmatullahi wabarakatu.

n. R14

The song that i like is someone you loved from Lewis Copalldie because the way he sing is very softfull and this song also made from the life experience from Lewis Copalldie.

o. R15

Well i will tell you about one of my favorite song which is Bertaut by nadin Amizah. This song tells about a mother and a daugther, this song tells us about a woman whos struggling for their life and if you are someone who is truggling, this song is really remainds us about home and our mom. The meaning of this song is very deep, is the mother and daughter who has a same character but they do not relize it, as hard as a child's head is also from her mother and thats what i can tell you, thank you.

**TREATMENTS**

**A. First meeting.**

1. The steps are the following:

   a. Opening:

      1) Explain what they are going to do.

      2) They are telling the song material.

   b. Whilst activity:

      1) Tells the students about the expression that they consist to this treatment.

      2) After learning the material, Start the lesson by sending them the link to the music video they watched, "*The Script – Superheros.*"

      3) The researcher asked the students to send the result by voice recording

      4) Then ask the questions: what they think about this song and explain the meaning.

   c. Closing

      1) Convey some messages to students.

      2) The teacher informs planned learning activities for the next meeting.

2. Playing " The Script – Superheros"

   Source: Youtube  https://youtu.be/WIm1GgfRz6M
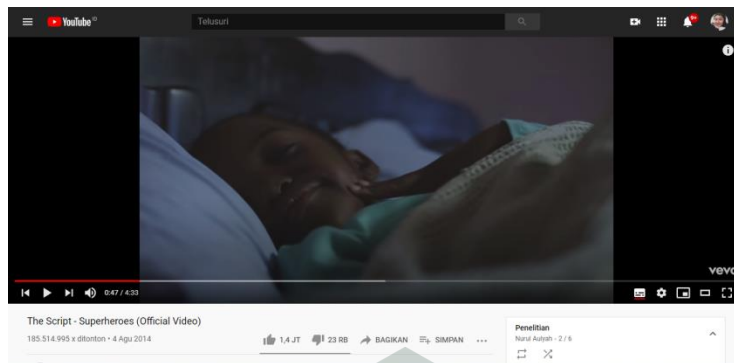
## B. Second meeting

1. The Steps are as follows:

   a. Opening: provide stimulation in giving materials about Asking and Giving opinions about the meaning of the song.

   b. Main Activities:

      1) Teach them the material before doing research.

      2) After that, the researcher submitted a link to the song they were going to listen to.

      3) Then the students watched a music video from *Lil Dicky - Earth*.

      4) The researcher was asking the students to explain the videos they watch using English.

   c. Closing:

      1) Convey some messages to students.

      2) The teacher informs planned learning activities for the next meeting.

2. Second treatment playing " *Lil Dicky – Earth.*"

   Source: Youtube https://youtu.be/pvuN_WvF1to
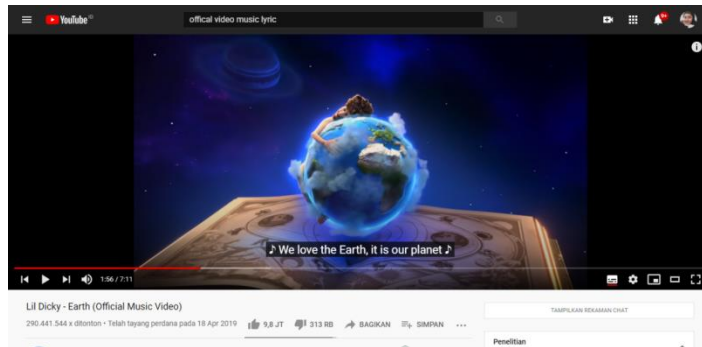
## C. Third Treatment

1. The steps follow;

a. Opening; do not forget to give them the motivation to keep the spirit in the learning process.

b. Main activities:

1) Tells the students about an expression that they consist to this treatment.

2) After that, learn the material.Start the lesson by sending them a link to the music video they watched, "*Maroon5 - Memories*".

3) The researcher asked the students to send the result by voice recording

4) Then ask the questions: what they think about this song and explain the meaning.

c. Closings;

1) Convey some messages to students.

2) The teacher informs planned learning activities for the next meeting.

2. Playing *Maroon 5 – Memories*

Source: Youtube https://youtu.be/SlPhMPnQ58k
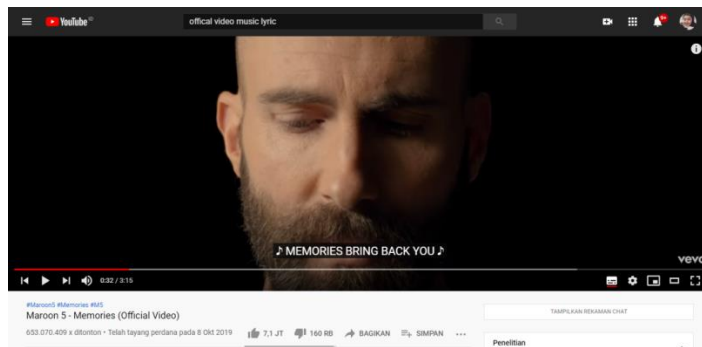
### D. Fourth Treatment

1. The steps followed;

    a. Opening; do not forget to give them the motivation to keep the spirit in the learning process.

    b. Main activities;

        1) Teach them the material before doing research.

        2) Students were given the task of finding a song by Harris J named I Promise.

        3) After they found the song they would like to tell, the students looked closely at the music.

        4) Then sent back their comments about the song they had listened to.
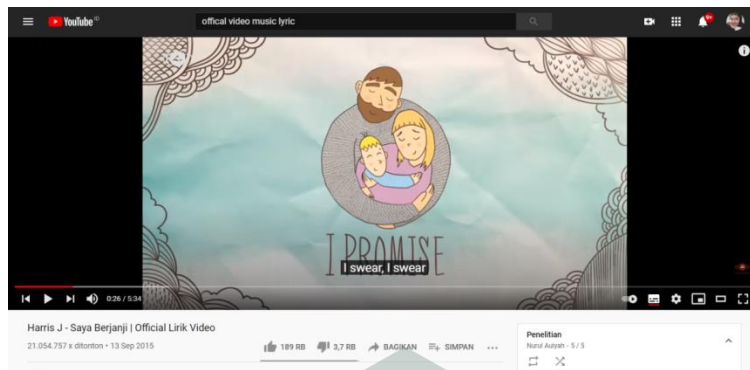
    c. Closing;

        1) Convey some messages to students.

        2) The teacher informs planned learning activities for the next meeting.

2. *Harris J – I Promise*

    Source: Youtube https://youtu.be/PxN6X6FevFw

## E. Fifth Treatment

1. The steps followed;

    a. Opening; giving some stimulates and checked out the students' speaking skill.

    b. Main activities;

        1) Teach them the material before doing research.

        2) The student was asked to find a partner after finding out about their partner's favorite song.

        3) After they found the song they would like to tell, the students looked closely at the music and then sent back their comments about the song they had listened to.

    c. Closing; The researcher will ask students about the music video they ask from their partner after explaining the videos they watch using English.

2. Intreatment, students were asked to finda partner to be asked about their best song, after that which they would find out about the music.

**LESSON PLAN**

**First meeting**

School          : Madrasah Aliyah Negeri Palopo

Subject         : English (Speking)

Class           : XII

Material        : Song

Time Allocation : 2x45 Minutes

## A. Learning subject

1. Kompetensi Inti:

    a. **KI 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.

    b. **KI4:** 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.

2. Kompetensi Dasar:

    a. 3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

b. 4.7 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK

## B. Learning Material

1. Parts of Song

   a. <u>The intro</u>, which is the beginning of the song, usually doesn't hear the singer's voice (only the instruments).

   b. <u>Verse</u>, or stanza, is the introduction to the chorus.

   c. <u>The refrain, the transition</u> from the verse to the chorus of the <u>chorus</u>, the core part, is usually the easiest to remember.

   d. Bridge, connecting chorus to next chorus or coda.

   e. Coda, closing song.

The structure is not rigid, so not all songs have a design that is arranged like that. But every song, in general, has a verse, chorus, and a bridge.[25]

## C. Learning Method

1. Asking and answering

## D. Steps of Learning Activities

| No | Activities | Times |
|---|---|---|
| 1 | **Initial Activities** | |
| | **a.** We are opening the class. | 1 minute |
| | b. The researcher introduces herself before starting the class. | 1 minute |
| | c. Students have explained the workings of retelling the meaning of song lyrics. | 8 minutes |
| 2 | **Core Activities** | |

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[25]Guru SMA, "materi Song",April 4, 2020. https://gurusma.wordpress.com/2020/04/04/materi-song/

| | | | |
|---|---|---|---|
| | a. The Researcher provides material to be discussed with students. | 20 minutes | |
| | b. Students are giving a test and develop their opinion about the test | 60 minutes | |
| | c. Students are collecting their test for the teacher | 10 minutes | |
| 3 | **End Activity**<br>a. teachers and students reflect | 10 minutes | |

## E. Assessment

1. Knowledge assessment: Speaking.

2. Assessment rubric in speaking

   Classification:

   b. Accuracy

   Assessment criteria for students' English language accuracy

| Category | range | Assessment criteria |
|---|---|---|
| Excellent (luar biasa) | 6 | Pronunciation is only slightly affected by body language: two or three grammar mistakes and a few word mistakes. |
| Very good (Sangat baik) | 5 | The mother tongue only slightly influences pronunciation: a few grammar mistakes and a few word mistakes but mostly correct speech. |
| Good (baik) | 4 | Pronunciation is still quite affected by the mother tongue but not a severe phonological (pronunciation) error. A few grammars and lexical (word) mistakes but not just one or two big mistakes that cause confusion |

| Average (rata-rata) | 3 | Pronunciation is influenced by the mother tongue, with only a few phonological errors. Some grammar and lexical errors, some of which confuse. |
|---|---|---|
| Poor (buruk) | 2 | The mother tongue heavily influences pronunciation with errors that disrupt communication. Lots of grammar and lexical errors |
| Very poor (Sangat buruk | 1 | Serious pronunciation errors due to many basic grammar and lexical errors. There is no evidence of mastering language skills and practicing midwives |

c. Fluency

Assessment criteria for students English fluency

| Category | range | Assessment criteria |
|---|---|---|
| Excellent (luar biasa) | 6 | Speaks without too much effort with a relatively wide range of expressions. Searching for words now and then with only one or two unnatural pauses. |
| Very good (Sangat baik) | 5 | Must make an effort when searching for words. However, it was smooth overall and had only a few unnatural lags. |
| Good (baik) | 4 | Even though he had to try and find the words without too many unnatural pauses, the pronunciation was fluent. Sometimes it stutters but manages to convey general meaning. Good expressions |

| Average (rata-rata) | 3 | Time-consuming. Often have to find the desired meaning. Stopping frequently and stammering with limited expression. |
|---|---|---|
| Poor (buruk) | 2 | Pausing for a long time when he searches for the desired meaning often halts and pauses. Almost gave up while speaking with an expression that made it impossible to continue the discussion. |
| Very poor (Sangat buruk | 1 | It took too long to stop. Stuttering and fragmented, sometimes giving up trying, a minimal range of expression. |

d. Comprehensibility

Assessment criteria for Students English comprehensibility

| Category | range | Assessment criteria |
|---|---|---|
| Excellent (luar biasa) | 6 | Easy to hear to understand the speaker's meaning and general meaning. Very few interruptions or classificationsare required. |
| Very good (Sangat baik) | 5 | The intention and general meaning of the speaker are quite clear. Some distraction by listeners for classification is required. |
| Good (baik) | 4 | Most of what the speaker said was easy to follow. His intentions were always evident, but some distraction was needed to convey a message or seek clarification. |
| Average (rata-rata) | 3 | The listener can understand much of what is being said, but he must continue to seek clarification. He was |

| | | unable to understand many of the speaker's more complex or longer sentences. |
|---|---|---|
| Poor (buruk) | 2 | Only small bits and pieces (usually short sentences and phrases) can be grasped and then laboriously understood by someone who listens to the conversation. |
| Very poor (Sangat buruk | 1 | Almost nothing of what is said can be understood. Even when the listener tries hard or interrupts, the conversation cannot clarify anything he is saying. |

1.  Scoring guidelines

Student's score $= \dfrac{the\ gain\ score}{the\ maximal\ score} X\ 100$

Classifying the score of the students into six levels as follows :

| No | Score | | Classification |
|---|---|---|---|
| 1 | 86-100 | 6 | Excellent |
| 2 | 71-86 | 5 | Very good |
| 3 | 56-70 | 4 | Good |
| 4 | 41-55 | 3 | Average |
| 5 | 26-40 | 2 | Poor |
| 6 | < - 25 | 1 | Very poor |

2.  Calculating the test result of speaking by using SPSS program version 20.

School            : Madrasah Aliyah Negeri Palopo

Subject           : English (Speking)

Class             : XII

Material          : Song

Time Allocation   : 2x45 Minutes

## A.  Learning subject

1. Kompetensi Inti:

   a. **KI 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.

   b. **KI4:** 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.

2. Kompetensi Dasar:

   a. 3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

b. 4.7 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK

## B. Learning Materials

2. Asking and Giving opinion about the meaning of the song

   a. Expression of Asking Opinion

     1) What do you think of.....?

     2) What is your opinion?

     3) What is your idea?

   b. Expression of Giving Opinion

     1) In my opinion

     2) I believe

     3) I think

## C. Learning Method

1) Asking and answering

## D. Steps of Learning Activities

| No | Activities | Times |
|----|------------|-------|
| 1 | **Initial Activities** | |
| | a. Opening the class | 1 minute |
| | b. The researcher checks the presence of students | 1 minute |
| | c. Apperception | 2 minutes |
| 2 | **Core Activities** | |
| | a. Review the material that has been taught and explain some additional material. | 5 minutes |
| | b. Students are given a link toa song that they will watch. | 1 minute |

| | | | |
|---|---|---|---|
| | c. | Students listen to the teacher's explanation of KD and learning objectives | 5 minutes |
| | d. | Students are allowed to write their opinions about videos that have been aired | 20 minutes |
| | e. | Students develop their frame of mind into an opinion | 40 minutes |
| | f. | Students collect their work for the teacher | 5 minute |
| 3 | **End Activities**<br>a. The researcher and students reflect | | 10 minutes |

## E. Assessment

1) Attitude assessment: observations
2) Skills assessment: test speaking ( oral ), speaking rubrics
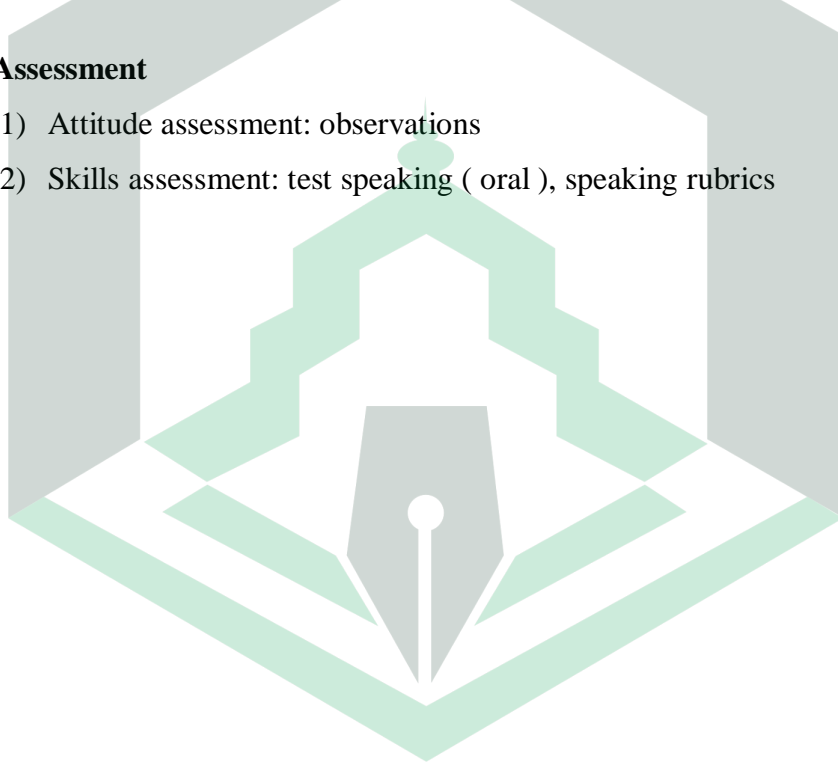
# LESSON PLAN

## Third meeting

School               : Madrasah Aliyah Negeri Palopo

Subject              : English (Speking)

Class                : XI

Material             : Song

Time Allocation      : 2x45 Minutes

### A. Learning subject

1. Kompetensi Inti:

   a. **KI 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.

   b. **KI4:** 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.

2. Kompetensi Dasar:

   a. 3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

b. 4.7 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK

**B. Learning Materials**

1. Asking and Giving opinion about a meaningful song

   a. Expression of Asking Opinion

      1) How about?

      2) Please give me your opinion?

      3) Give me your comment?

   b. Expression of Giving Opinion

      1) In my view

      2) It is my comment

      3) The respond about

**C. Learning Method**

1. Asking and answering

**D. Steps of Learning Activities**

| No | Activities | Times |
|---|---|---|
| 1 | **Initial Activities** | |
| | a. Opening the class | 1 minute |
| | b. The teacher checks the presence of students | 1 minute |
| | c. Apperception | 5 minutes |
| 2 | **Core Activities** | |
| | a. Students are given a link toa song that they will watch | 3 minutes |
| | b. Students listen to the teacher's explanation of KD and learning objectives | 5 minute |

| | | |
|---|---|---|
| | c. Students are allowed to write their opinions about videos that have been aired | 20 minutes |
| | d. Students develop their frame of mind into an opinion | 40 minutes |
| | e. students collect their work for the teacher | 10 minute |
| 3 | **End Activities**<br>c. teachers and students reflect | 15 minutes |

### E. Assessments

a) Attitude assessment: observations

b) Skills assessment: test speaking ( oral ), speaking rubrics

School            : Madrasah Aliyah Negeri Palopo

Subject           : English (Speking)

Class             : XII

Material          : Song

Time Allocation   : 2x45 Minutes

## A. Learning subject

1. Kompetensi Inti:

   a. **KI 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.

   b. **KI4:** 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.

2. Kompetensi Dasar:

   a. Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.

b. 4.7 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK

## B. Learning Materials

1. Asking and Giving opinion about the meaning of the song

   a. Expression of Asking Opinion

      1) Do you like that?
      2) Do you think it is right?
      3) What is your reaction?

   b. Expression of giving opinion

      1) I think I like it
      2) I consider it
      3) As far I know

## C. Learning Method

1. Asking and answering

## D. Steps of Learning Activities

| No | Activities | Times |
|----|------------|-------|
| 1 | **Initial Activities** | |
| | a. Opening the class | 1 minute |
| | b. The researcher checks the presence of students | 1 minute |
| | c. Apperception | 2 minutes |
| 2 | **Core Activities** | |
| | a. Review the material that has been taught and explain some additional material. | 5 minutes |
| | b. Students are given a link to a song that they will watch. | 1 minute |

| | | | |
|---|---|---|---|
| | c. | Students listen to the teacher's explanation of KD and learning objectives | 5 minutes |
| | d. | Students are allowed to write their opinions about videos that have been aired | 20 minutes |
| | e. | Students develop their frame of mind into an opinion | 40 minutes |
| | f. | Students collect their work for the teacher | 5 minute |
| 3 | **End Activities**<br>a.   The researcher and students reflect | | 10 minutes |

## E.  Assessments

a)  Attitude assessment: observations

b)  Skills assessment: test speaking ( oral ), speaking rubrics

**LESSON PLAN**

**Fifth meeting**

School                 : Madrasah Aliyah Negeri Palopo

Subject                : English (Speking)

Class                  : XII

Material               : Song

Time Allocation        : 2x45 Minutes

## A. Learning subject

1. Kompetensi Inti:

   a. **KI 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.

   b. **KI4:** 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.

2. Kompetensi Dasar:

   a. 3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.

   b. 4.7 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK

**B. Learning Materials**

1. Asking And giving an opinion about the meaningof the song

    a. Expression of asking

        1) What is your reaction?

        2) How about this?

        3) What do you think about it?

    b. Expressing of giving

        1) As far I know

        2) I think that

        3) My comment is

**C. Learning Method**

1. Asking and answering

**D. Steps of Learning Activities**

| No | Activities | Times |
|----|-----------|-------|
| 1 | **Initial Activities** | |
| | a. Opening the class | 1 minute |
| | b. The teacher checks the presence of students | 1 minute |
| | c. Apperception | 5 minutes |
| 2 | **Core Activities** | |
| | a. Students listen to the teacher's explanation of KD and learning objectives | 3 minutes |
| | b. students choose their friend and make a group then ask their friend about what is her/his friends' favorite songs | 10 minutes |
| | c. Students are allowed to record their ideas about his/her friends' favorite song | 60 minutes |
| | d. students collect their work for the teacher | 10 minute |

| 3 | **End Activity**<br><br>a.   teachers and students reflect | 10 minutes |
|---|---|---|

**E. Assessments**

1) Attitude assessment: observations

2) Skills assessment: test speaking ( oral ), speaking rubrics

School             : Madrasah Aliyah Negeri Palopo

Subject            : English (Speaking)

Class              : XII

Material           : Song

Time Allocation    : 2x45 Minutes

## A. Learning subject

1. Kompetensi Inti:

   a. **KI 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.

   b. **KI4:** 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.

2. Kompetensi Dasar:

   a. 3.7 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK.

   b. 4.7 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK

**B. Learning Material**

   1. Giving a post-test, then asking them to find their favorite song.

**C. Learning Method**

   1. Asking and answering

**D. Steps of Learning Activities**

| No | Activities | Times |
|---|---|---|
| 1 | **Initial Activities** | |
| | a.  Opening the class | 1 minute |
| | b.  The teacher checks the presence of students | 1 minute |
| | c.  Apperception | 5 minutes |
| 2 | **Core Activities** | |
| | d.  Students listen to the teacher's explanation of KD and learning objectives | 3 minutes |
| | e.  students choose their songs and provide a link to the music they will listen to the researcher | 5 minute |
| | f.  Students are allowed to compose the sentences they would say and record them into a voice note | 60 minutes |
| | g.  students collect their work for the teacher | 10 minute |
| 3 | **End Activity**<br>a.   teachers and students reflect | 15 minutes |

**E. Assessments**

   1. Knowledge assessment: Speaking

   2. Assessment rubric in speaking

   Classification:

   A.  Accuracy

   Assessment criteria for accuracy

| Classification | Range | Kriteria penilaian |
|---|---|---|
| Excellent (luar biasa) | 6 | Pronunciation is only slightly affected by body language. Two or three grammar mistakes and a few word mistakes. |
| Very good (sangat baik) | 5 | The mother tongue only slightly influences pronunciation. A few grammar mistakes and a few word mistakes but mostly correct speech. |
| Good (baik) | 4 | Pronunciation is still quite affected by the mother tongue but not a severe phonological (pronunciation) error. A few grammars and lexical (word) mistakes but not just one or two big mistakes that cause confusion |
| Average (rata-rata) | 3 | Pronunciation is influenced by the mother tongue, with only a few phonological errors. Some grammar and lexical errors, some of which confuse. |
| Poor (buruk) | 2 | The mother tongue heavily influences pronunciation with errors that disrupt communication. Lots of grammar and lexical errors |
| Very Poor (sangat buruk) | 1 | Serious pronunciation errors due to many basic grammar and lexical errors. There is no evidence of mastering language skills and practicing midwives |

B. Fluency

Assessment criteria for fluency

| kriteria | nilai | Kriteria penilaian |
|---|---|---|

| Excellent (luar biasa) | 6 | Speaks without too much effort with a relatively wide range of expressions. Searching for words now and then with only one or two unnatural pauses. |
|---|---|---|
| Very good (sangat baik) | 5 | Must make an effort when searching for words. However, it was smooth overall and had only a few unnatural lags. |
| Good (baik) | 4 | Even though he had to try and find the words without too many unnatural pauses, the pronunciation was fluent. Sometimes it stutters but manages to convey general meaning. Good expressions. |
| Average (rata-rata) | 3 | Time-consuming. Often have to find the desired meaning. Stopping frequently and stammering with limited expression. |
| Poor (buruk) | 2 | Pausing for a long time when he searches for the desired meaning often halts and pauses. Almost gave up while speaking with an expression that made it impossible to continue the discussion. |
| Very poor (sangat buruk) | 1 | It took too long to stop. Stammering and fragmented, sometimes giving up trying, a minimal range of expression. |

C. Comprehensibility

Assessment criteria for students 'English comprehension Assessment criteria for students' understanding of English in the table

| category | Range | |
|---|---|---|

| | | | |
|---|---|---|---|
| Excellent (luar biasa) | 6 | Easy to hear to understand the speaker's meaning and general meaning. Very few interruptions or classificationsare required. | |
| Very good (sangat baik) | 5 | The intention and general meaning of the speaker are quite clear. Some distraction by listeners for classification is required. | |
| Good (baik) | 4 | Most of what the speaker said was easy to follow. His intentions were always evident, but some distraction was needed to help convey a message or seek clarification | |
| Average (rata-rata) | 3 | The listener can understand much of what is being said, but he must continue to seek clarification. He was unable to understand many of the speaker's more complex or longer sentences. | |
| Poor (buruk) | 2 | Only small bits and pieces (usually short sentences and phrases) can be grasped and then laboriously understood by someone who listens to the conversation. | |
| Very poor (sangat buruk) | 1 | Almost nothing of what is said can be understood. Even when the listener tries hard or interrupts, the conversation cannot clarify anything he is saying. | |

1. Scoring guidelines

a. Student's score $= \frac{the\ gain\ score the\ maximal\ score}{} X\ 100$

Classifying the score of the students into six levels as follows:

| No | Score | | Classification |
|---|---|---|---|
| 1 | 86-100 | 6 | Excellent |

| 2 | 71-86 | 5 | Very good |
|---|-------|---|-----------|
| 3 | 56-70 | 4 | Good |
| 4 | 41-55 | 3 | Average |
| 5 | 26-40 | 2 | Poor |
| 6 | < - 25 | 1 | Very poor |

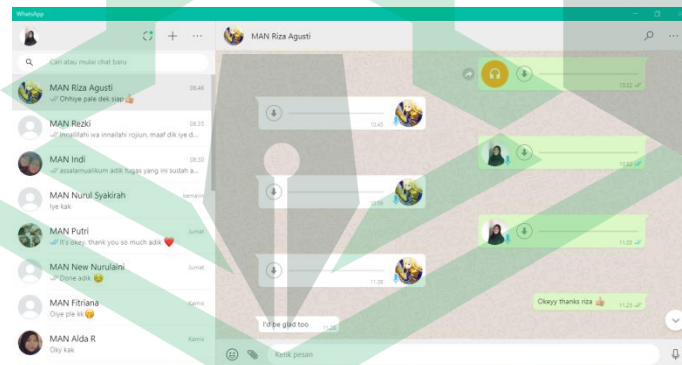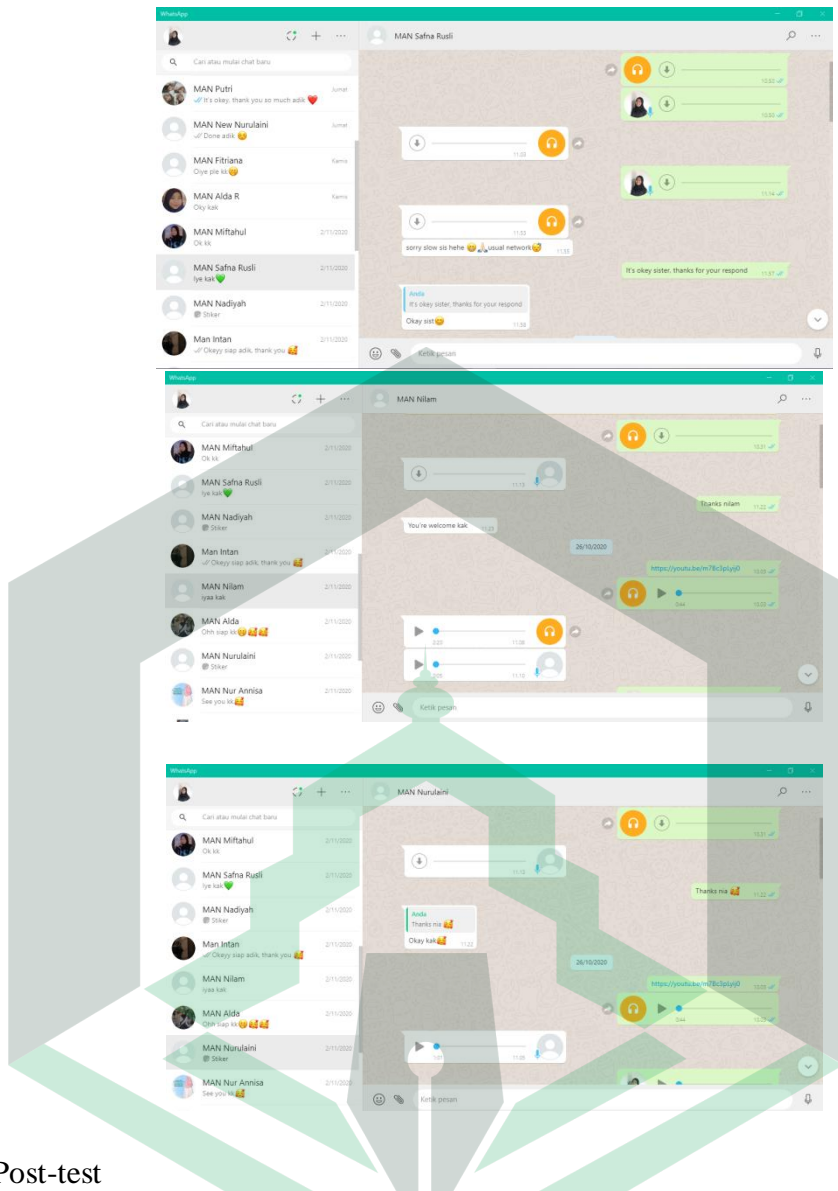b. Calculating the test result of speaking by using SPSS program version 20
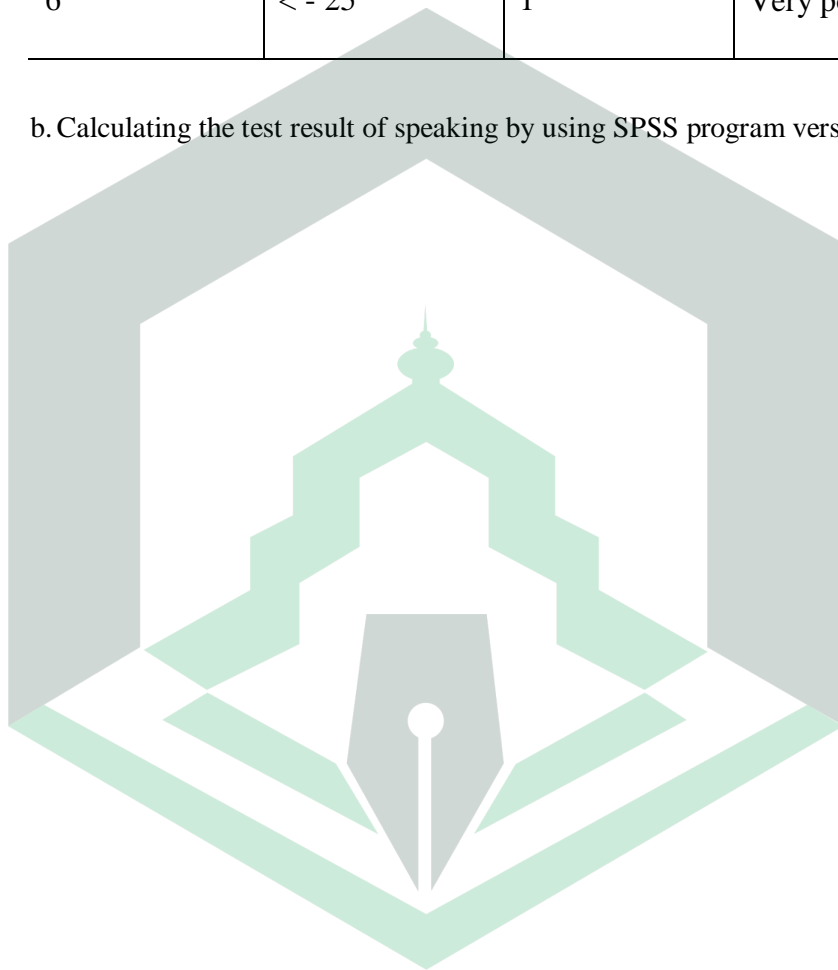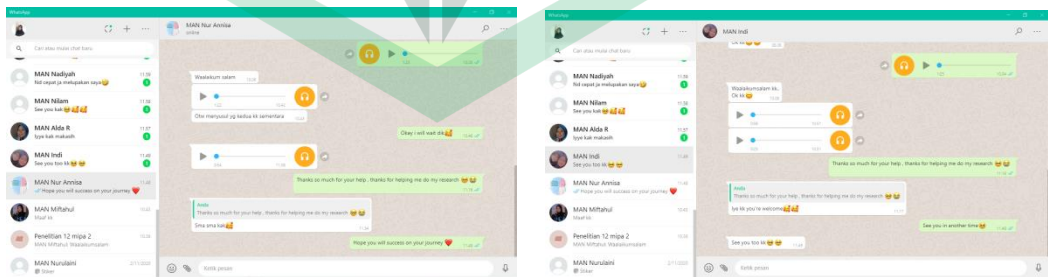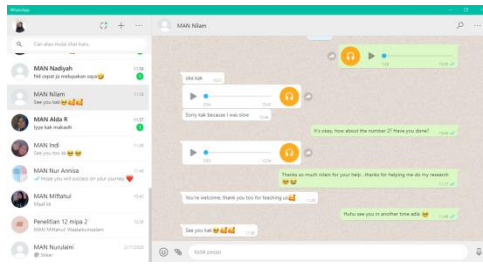
# DOCUMENTATIONS

A. Pre Test
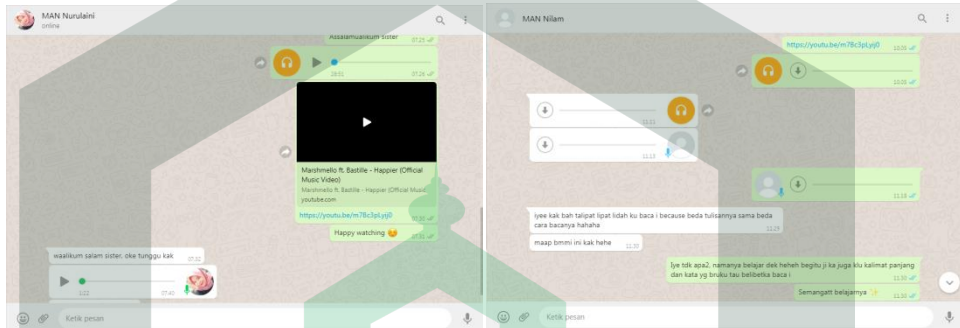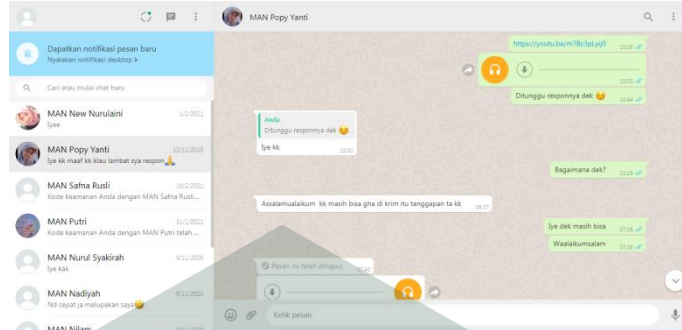


B. Treatments

C. Post-test

PEMERINTAH KOTA PALOPO
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 23692

**ASLI**

## IZIN PENELITIAN
NOMOR : 863/IP/DPMPTSP/X/2020

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

### MEMBERIKAN IZIN KEPADA

| | | |
|---|---|---|
| Nama | : | NURUL AULYAH M |
| Jenis Kelamin | : | Perempuan |
| Alamat | : | Jl. H. Abd, Kadir Kota Palopo |
| Pekerjaan | : | Mahasiswa |
| NIM | : | 16 0202 0145 |

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE EFFECTIVENESS OF RETELLING MEANING SONG LYRICS THROUGH MUSIC VIDEOS TO IMPROVE STUDENTS' SPEAKING SKILL AT MAN PALOPO**

Lokasi Penelitian          : MADRASAH ALIYAH NEGERI (MAN) PALOPO

Lamanya Penelitian      : 14 Oktober 2020 s.d. 14 November 2020

### DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 14 Oktober 2020
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

**ANDI AGUS MANDASINI, SE, M.AP**
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
**MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO**
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax ( 0471) 21671 E-mail : manpalopo7@gmail.com
**Kota Palopo**

<u>**SURAT KETERANGAN PENELITIAN**</u>
Nomor : 538 /Ma.21.14.01/TL.00/XI/2020

Yang bertanda tangan dibawah ini :

| | | |
|---|---|---|
| N a m a | : | Dra. Hj. Jumrah, M.Pd.I |
| NIP. | : | 19661231 199403 2 009 |
| Pangkat/Gol. | : | Pembina IV/a |
| Jabatan | : | Kepala MAN Kota Palopo |

Dengan ini menerangkan bahwa :

| | | |
|---|---|---|
| N a m a | : | **Nurul Aulyah M** |
| Jenis Kelamin | : | Perempuan |
| Alamat | : | Jl. Abd. Kadir Kota Palopo |
| Pekerjaan | : | Mahasiswa |
| NIM. | : | 16 0202 0145 |

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul *"The Effectiveness Of Retelling Meaning Song Lyrics Through Music Videos To Improve Students Speaking Skill At MAN Palopo ."*

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 12 November 2020
Kepala Madrasah,

**Dra. Hj. Jumrah, M.Pd.I**
NIP. 196612311994032009

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI PALOPO**
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
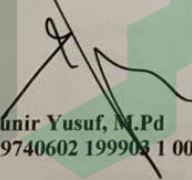Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo

## SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

| | | |
|---|---|---|
| Nama | : | Nurul Aulyah |
| Nim | : | 16 0202 0145 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Fakultas | : | Fakultas Tarbiyah dan Ilmu Keguruan |
| Alamat / No. HP | : | Jl H. Abdul Kadir, Palopo |

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Palopo, 04 Januari 2020
Ketua Prodi
Pendidikan Bahasa Inggris

**Dr. Munir Yusuf, M.Pd**
NIP. 19740602 199903 1 003

**Amalia Yahya, S.E., M.Hum**
NIP. 19771013 200501 2006

**SURAT KETERANGAN**
No. 112 / In.19/FTIK/PBI/PP.00.9/01/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris,
dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:
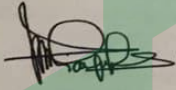
Nama             : Nurul Aulyah M
NIM              : 16 0202 0145
Semester         : IX (sembilan)
Program Studi    : Pendidikan Bahasa Inggris
Keperluan        :  Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki
tingkat *similarity 19* %.  Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 04 Februari 2021

Mengetahui,                                        Admin Turnitin PBI,
Ketua Prodi,

AmaliaYahya, S.E., M.Hum.                          Muhammad Iksan, S.Pd., M.Pd.
NIP 197710132005012006                             NIP 198603272018011001

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI PALOPO**
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo
Email:FTIK@iainpalopo.ac.id Web.ftik-iainpalopo.ac.id

## Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Nurul Aulyah M

Nim    : 16 0202 0145

Prodi  : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 22 Desember 2020

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP 19771013 200501 2 006

# CURRICULUM VITAE

**NURUL AULYAH M** she was born on 27th April 1998 in Palopo. Her father's name is Mursalim and her mother's name is Naima. She has one brother and one sisters. She is the first child in her family. She strated her study on Elementary School (SDN 03 Surutanga) in 2006 and she graduated in 2012. After that, she continued her study at SMPN 3 Palopo, she graduated in 2014 and continued her study at SMAN 3 Palopo, she graduated in 2016. After that in 2016 she continued her study at state Institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2021.In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is "The Effectiveness of Retelling Meaning Song Lyrics to Improve Students' Speaking Skill at The Third-Grade of MAN Palopo".