The Effect of Song Learning Media and English Communicative Mastery on English Speaking Ability

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ABSTRACT

The purpose and specific target of this research is to find out how much influence learning media learning through songs and mastery of communicative English (English Communicative) has on English speaking ability. The research method used is descriptive quantitative with survey technique. In this study, a representative sample of 90 people was taken. The data collection technique was carried out by distributing questionnaires to the object to be studied using a Likert scale. The data source is primary data, analyzed with a descriptive statistical approach to determine the frequency of answers and percentages. The results prove that the effect of song learning media and mastery of English Communicative on English speaking ability is positive and significant. There is a significant influence of song learning media and mastery of English Communicative on students' English speaking ability in South Jakarta. The regression coefficient is significant as shown by Sig value 0.000 <0.05 and Fcount 120.520. From the results obtained, it can be concluded that the long-term goal of learning by using learning media through English songs can be used as an important alternative media in mastering everyday English.

1. Introduction

Nowadays "Language" is something that is considered important for its existence and role. Language is a global communication tool that can be enjoyed by all humans in this hemisphere, because with language, everyone will know various kinds of important information needed. Language has several functions that can be divided into general functions and specific functions. The general function of language is as a tool for expression, communication, and a tool for conducting interactive-integration and social adaptation. While the specific functions of language are to establish relationships in everyday life, realize art (literature), study ancient texts, and to exploit science and technology.

One of the most important global languages in the world is English. English in Indonesia is still a foreign language. English in Indonesia is not used as a daily language of instruction but is used as a language of instruction in several fields. With the increase in technology, science and international trade, the need to be able to master English in Indonesia will certainly increase (Aswad et al., 2019; Rahman, 2016; Andini et al., 2021). As a foreign language, English has different rules from Indonesian. Differences such as pronunciation, grammar, intonation, and vocabulary. A teacher's professional competence is a set of abilities that must be possessed by a teacher so that he can carry out his teaching duties properly. Therefore, teachers are the main actors in leading a learning process. The positive attitude of the teacher shown in the teaching process to the learners will also have a positive impact on the learners (Said et al., 2021; Yaumi et al., 2024; Rahman et al., 2023). Students will have a good and positive perception or view of it, so that they (the learners) are excited about what the teacher or lecturer delivers.

The ideal is that the four language skills above should be learned starting from listening seriously or "listening" (listening). Listening can be learned in various ways, one way is by listening to songs. The word "song" refers to pieces of music that contain words or so-called song lyrics, especially popular songs, such as those heard on the radio. According to Griffe et al., (2010, p. 3) Songs are easily found in all places, because songs exist in every aspect of human life. Claerr and Gargan (2010, p. 31) who say, "with some imagination, songs can be used to teach all aspects of foreign languages". The process of listening is not a simple process. Someone who listens must distinguish between sounds, capture and understand vocabulary and grammatical structures, interpret stress and intent, remember and

interpret everything at almost the same time, and adjust it to the socio-cultural context of the speech heard (Vandergrift, 2012).

Learning media through songs can be an interesting and fun way for students to learn English. Nelson-Smith (2012) explains that students' perceptions are influenced by their experiences and expectations. Perception is something they see as reality for them and something they believe will happen, regardless of whether it is true or not. Speaking or communicating skills using English for students, especially students, have many benefits, both related to scientific development, socio-political communication, economy/business and culture, even in everyday life. Therefore, in higher education, English is a subject that must be followed by all students in various fields of study.

Of course, there are various views on English learning. There are also negative perceptions that develop among students, based on the author's observations, among others: English is uninteresting, unpleasant, saturating, difficult, boring and the most fatal according to the author is when students speak, they are afraid of being declared wrong in its use by their peers, such as pronunciation, sentence structure, vocabulary, and so on. In fact, a language can be learned when there is a learning process whether it is right or wrong. However, there are also some students who have a positive perception that English is very important because having good English skills can make it easier for students to find jobs later and even go international.

For students with the ability and skills to communicate using English, the benefits are no doubt, especially for students with an English education background. According to Slameto (2010, p. 10), learning activities are more successful if they are related to students' interests, desires, and goals. Nowadays, Indonesian young people have a huge interest in music, any kind of music such as Pop, Rock, Jazz, RAP, and others. This is evidenced by the proliferation of music programs and events in the country that are more focused on young people.

Music and or songs themselves have often been used as teaching media, especially in the country. One example is when a child learns the alphabet in English, what is taught first is the song of the alphabet, because it is realized to make children memorize all twenty-six letters at once without a certain method/technique is not an easy thing. Words in songs (lyrics) can be easily accessed from the memory of the human brain when the tune is listened to and then slowly remembered. In addition, Lang (2016) also said that music education is highly correlated with achievement in other academic fields. There have been many studies that state that music is related to brain development.

The process of learning English to students for listening courses using many methods / ways of learning such as discussion methods, lectures, with audio, you tube, English learning applications that are now easily downloaded and so on. This method is also called "the comprehension approach" which approaches the importance of 'listening comprehension', namely listening deeply or seriously which is one of the teaching methods for teaching foreign languages or other languages to students, and they can enjoy their classes of course with a sense of fun and not become bored because there are lyrics and rhythm.

Songs in English are highly sought after by people of all ages in society. They enjoy this type of entertainment not just for fun but also as a means to learn the (English) language and culture. By often listening to and following (singing) English songs, unconsciously he/she has learned English in terms of listening, recognizing the vocabulary contained in the song (song lyrics that are spoken again). In other words, the teacher will teach the language using interactive activities to the students (Richards and Rodgers, 2001).

Therefore, in improving the ability and skills of students in speaking English/Communicative in English Speaking Skills, a practical learning method is needed, for example in recognizing a collection of new vocabulary by listening to English songs or listening by using song method. The main problems that will be investigated in this research are as follows: in improving students' abilities and skills in English Speaking/Communicative in English Speaking Skills, a practical learning method is needed, for example in recognizing a collection of new vocabulary by listening to English songs or listening by using song method.

2. Methodology

In this research, the writer uses a descriptive qualitative method for analyzing the depiction or summary of research data so that the data is easy to understand. Such a depiction of the data can be useful for providing better clues to the research data. The data collection technique used in this study was a questionnaire. Bowling, (2005) state that a questionnaire is a series of questions or written statements used to obtain the information needed in research and taken from research respondents. Priansa in Binasdevi (2022, p. 73) states that questioner is a data collection tool through indirect communication where respondents provide answers according to their perceptions as they feel. The

scale used in this study is a Likert scale which provides a range of responses from a question or statement as follows (quoted from Likert, 1932 in Cohenet al., 2011, p. 386):

1 = Strongly Disagree (STS)

2 = Disagree (TS)

3 = Neutral (N)

4 = Agree (S)

5 = Strongly Agree (SS)

Statistics considers that the average can be a fairly representative value for describing the values contained in the data concerned. Such an average can be considered a central value and can be used as a measurement of the location of a frequency distribution. The calculation of the average is closely related to the variation or speciation of the data from which the average is calculated. A measure of dispersion is a measure that shows the spread of data from the center of the data. If data is arranged in a distribution graph, the measure of dispersion will show the spread of data around the center of the data distribution. Measures of spread include variance, standard deviation, range, maximum value and minimum value. Variance is the square of the deviation of the data from the mean, while standard deviation is the standard deviation of the data from the mean, which shows how much the data varies from the mean. Range is a measure that shows the width of the spread of the data. To see the highest data or the lowest data, the maximum value and minimum value are used. Calculations for the size of the center and the size of the spread can also be done using the Statistical Package and Service Solution (SPSS) application.

Before hypothesis testing is carried out, all data that has been collected in this study will be tested first to determine whether the data that has been collected is normal or not. Data is said to be normal if the results of the data achieved do not look too high or too low but can be seen from the highest, lowest and average values. The value of the data that is too high will look abnormal. Likewise, data values that are too low also result in abnormal distribution. Normal data if the most is the average value. The normality test is carried out to determine whether the population data is normally distributed or not based on the sample data obtained and will be carried out using the SPSS application within 5% of the significant value of the total student score. The normality test hypothesis is described as follows:

H0: Normal data distribution

H1: Data distribution is not normal

Then the hypothesis testing criteria by looking at the value of significant (Sig):

Accept H0: Sig. value higher than 0.05 means normal data

Reject H1: Sig. value lower than 0.05 means the data is not normal

The next analysis requirement test is the linearity test. This is done to determine whether the variables in this study have a linear relationship or not. Linearity can be interpreted as a straight line, which can have positive or negative values. A regression linearity is said to be positive when every increase in the independent variable is always followed by an increase in the dependent variable, so that the line moves from the bottom left to the top right. Conversely, if every increase in the independent variable is always followed by a decrease in the dependent variable, then the linearity is said to be negative, with the line moving from top left to bottom right. If the variables have an influence on each other, a line will be formed, called a regression line. If the regression line forms a straight line, then the line is called a linear or unidirectional function. However, if it does not form a straight line, the regression line is called a linear curve function. This linearity test analysis will be carried out using SPSS version 22. After the analysis is carried out, the decision-making criteria are as follows: a) If the significance value of Deviation from Linerity has a value> 0.05 then there is a linear relationship between the independent variable and the dependent variable, b) If the significance value of Deviation from Linerity has a value <0.05 then there is no linear relationship between the independent variable and the dependent variable, c) and drawing conclusions.

3. Result and Discussion

Speaking skills also help to ensure that one will not be misunderstood by those listening. The ability to "Speak" has six main aspects which are as follows: Accuracy/Accuracy, Pronunciation, Vocabulary, Grammar, Fluency, and Accent. Speaking skills in English are a person's skill to convey his desires and thoughts to anyone through oral, but

speaking skills are difficult to develop if not trained continuously and can be done with colleagues in the classroom, English teachers, or other teachers who can speak English. The goal is clear, namely to facilitate speaking skills, enrich the use of vocabulary, improve language order, perfect vocabulary utterances, English sentences, and train hearing so that it is easy to capture messages from interlocutors.

This analysis process was carried out using SPSS 22 software by Analyze - Regression - Linear. The test results of the analysis will be described below.

Table 1. The Results of the Calculation of the Correlation Coefficient (R Square) of the Effect of Variables X1 and X2 on Variable Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.857ª	.735	.729	2.256

Table 2. Recapitulation of the Calculation Results of the Significance Test of the Coefficient of Regression Effect of X1 and X2 Variables with Y Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1227.260	2	613.630	120.520	.000ª
	Residual	442.962	87	5.092		
	Total	1670.222	89			

Table 3. Recapitulation of the Calculation Results of the Regression Line Equation of the Effect of Variables X1 and X2 on Variable Y

Coefficientsª

Model		Unstandardized Coefficients		Stand. Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant)	9.675	2.010		4.813	.000
	Media Pembelajar An Lagu	.138	.043	.232	3.218	.002
	Penguasaan English Communicative	.547	.057	.689	9.532	.000

3.1. Dependent Variable: English Speaking Ability

The results of this study were to determine:

a. The effect of song learning media and English communicative on English speaking ability.

From the data description (table 1) after correlation analysis, the correlation coefficient (R2) is 0.857 or 85.7%, meaning that the independent variables of song learning media and mastery of English communicative are able to explain or predict the dependent variable of English speaking ability by 85.7% and the remaining 14.3% is explained by errors and other variables outside the model. This means that there is an influence of song learning media variables and mastery of English communicative on the variable of English speaking ability.

From the regression analysis (table 3 in the model column), the regression line equation Y = 9.675 + 0.138 X1 + 0.547 X2 is obtained. The constant value (α) has a positive value of 9.675. The positive sign means that it shows a

unidirectional influence between the independent and dependent variables. This shows that if all independent variables, namely song learning media and mastery of English communicative, are worth 0 percent or do not change (fixed) then the ability to speak English is 9.675.

The song learning media variable with a regression coefficient of 0.138, which means that if there is a 1% increase, then the ability to speak English will increase by 13.8%. The English communicative mastery variable with a regression coefficient of 0.547, which means that if there is a 1% increase, the ability to speak English will also increase by 54.7%.

So it can be concluded, the results of the ability to speak English are quite good seen from the use of learning media through songs that increased and followed by the coefficient of English communicactive also increased. The regression coefficient value in the Unstandardized Coefficients B column (table 3) of 0.138 and 0.547 shows that there is a positive influence of song learning media and English communicative on English speaking ability.

b. The effect of song learning media on English speaking ability

In table 3, hypothesis testing obtained that Sig value = 0.002 <0.05 and tcount = 3.218 then H0 is rejected which means there is a significant effect of song learning media variables on the variable of English speaking ability. To obtain an overview of English speaking ability, it can be known by reviewing students' perceptions of the mastery of English communicative available directly in achieving the expected English speaking ability. The method in teaching is a way that must be done by a teacher in teaching so that the learning objectives are achieved, then the better the teaching method, the more effective the achievement of learning objectives.

Learning media through songs is a way of delivering teaching materials by providing opportunities for students to learn to develop their intellectual potential through listening and experience activities that they arrange themselves to find something as a convincing answer to the problems faced to them through the tracking process.

c. Mastery of English Communicative on English Speaking Ability

In table 3, hypothesis testing obtained that Sig value = 0.000 <0.05 and tcount = 9.532 then H0 is rejected which means there is a significant effect of English communicative mastery variable on English Speaking Ability variable.

In utilizing the learning method based on the song learning method (English), students must be able to use correct grammar and know quite a lot of vocabulary, namely, pronounce and intonate very clearly, be confident in monologuing and be able to correct themselves if they make mistakes, and do it again very smoothly.

By reviewing the description of the test of each variable above, it can be seen that, "There is an influence between the song learning method on communication skills by listening to music/song interests". Learning media through songs is a way of delivering teaching materials by providing opportunities for students to learn to develop their intellectual potential through listening and experience activities that they arrange themselves to find something as a convincing answer to the problems faced to them through the tracking process.

4. Conclusion

From the data obtained and the analysis that has been carried out in this study, what can be concluded is:

In the process of learning a foreign language, students do need a different song media than usual. Songs/music that are appropriate and of interest to students will bring learning more enthusiasm and motivate learning also through activities related to their daily real life.

Furthermore, low vocabulary mastery will cause communicative competence in English to decrease significantly. Conversely, if vocabulary mastery is high, the score of speaking skills will increase. Mastery of general or most frequently occurring/used language vocabulary will greatly help learners in sharpening their language and speaking skills.

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