



THE EFFECTIVENESS OF ENGLISH SONG “DRIVER LICENSE” TO IMPROVE STUDENT SPEAKING SKILL

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Abstract: *The purpose of this research are (1) to identify the extent of students' speaking skill and to help student improves their speaking skill by using an English song and (2) to identify the strength and weaknesses using English song in learning speaking. Speaking is one of the some skills among listening, writing, and reading. This research used descriptive quantitative research design. Where the writer describes and analyzes the students' error speaking skill. Learning English through songs is one of the most effective ways to help students concentrate on the lessons. In any case, the teacher ought to not forget the most reason that utilizing songs in teaching English is as it were the device in arranged to point the students' speaking skill. In short, the writer trusts that utilizing tunes will be successful way for students' speaking skill. This is evidenced by the pre-test and cycle II scores, it can be seen that there is an increase of 11.16 from the initial score.*

Keywords : *learning English, speaking skill, English song.*

Abstrak: Tujuan dari penelitian ini adalah (1) untuk mengidentifikasi tingkatan kemampuan berbicara siswa dan untuk membantu siswa untuk meningkatkan kemampuan berbahasa Inggris mereka dengan menggunakan lagu dalam berbahasa Inggris dan (2) untuk mengidentifikasi kekuatan dan kelemahan penggunaan lagu bahasa Inggris dalam pembelajaran bahasa Inggris. Berbicara adalah salah satu kemampuan berbahasa selain mendengar, menulis, dan membaca. Penelitian ini adalah penelitian *descriptive quantitative research design* dimana peneliti menggambarkan dan menganalisis kesalahan siswa pada kemampuan berbicara. Belajar bahasa Inggris melalui lagu adalah cara yang efektif dalam membantu siswa untuk berkesentrasi dalam pembelajaran. Dalam hal ini, guru harus tidak melupakan alasan penggunaan lagu dalam pembelajaran adalah sebagai sarana untuk mengarahkan siswa di kelas bahasa Inggris. Peneliti percaya bahwa penggunaan lagu adalah cara sukses untuk kemampuan berbicara siswa. Terbukti dengan hasil skor pre-test dan siklus II, ada peningkatan sebesar 11.16 dari skor awal.

Kata Kunci : *Pembalajaran bahasa Inggris, Kemampuan berbicara, Lagu bahasa Inggris*

English is an international language that is utilized for everyday communication as well as academic activities. In Indonesia, English as a foreign language was formally taught in Indonesian schools from primary school to university level. It had become a required subject, as well as one of

the subjects examined in the National exam from Junior High School to Senior High School. Furthermore, there are a number of books written in English at the university level. Learning English has become increasingly important as a result of this.

The use of song in students' speaking dominance is considered to be able to form the student simpler to master speaking in a fun way. Students can listen to a bunch of English songs nowadays, because they are easy to find in the television, YouTube, and much platform music.

The writer chooses a song by Olivia Rodrigo "Driver License". The reason why the writers choose this song is because the song is very popular and is known by almost all teenagers nowadays. This song also entered the Billboard's hits song 2021.

LITERATURE REVIEW

Speaking is the conveyance of dialect through the mouth. To talk, we make sounds utilizing numerous parts of our body, counting the lungs, the vocal tract, vocal chords, tongue, teeth and lips. Speaking is the important basic skill that you must master, because it is useful for daily activities. Such as greeting friends, asking how they are and also expressing opinions.

According to Bailey and Nunan (2005 p.5) , we do not stop to analyze speaking since it is such an essential human behavior that we do not notice it unless there is something noticeable about it. For example, if a person has a speech pathology (if a person stutters or if his speech is impaired due to a stroke or a head injury), we may notice that their speech is abnormal. Likewise, if someone is a particularly effective or lucid speaker, we may notice that her speech is atypical in a noteworthy sense.

As one of the essential skill of English, speaking has a crucial role in acquisition process. Consistent with

that speaking is that the verbal use of language to speak with others. Speaking is the most important skill in English Language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires with others. In school, the student learns how to communicate in English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is skill of people to communicate with other people by using verbal language.

According to Brown (2004) states that there are some basic as in the following taxonomy: Imitative, Intensive, Responsive, Interactive and Extensive.

Teaching Speaking

According to Nunan (1999, p. 232) teaching speaking is to teach English language learners to:

- Produce the English speech sounds and sounds patterns.
- Use words and sentence stress, intonation patterns of rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, the audience, the situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgment.
- Use the language quickly and confidently with few unnatural pauses, which is called fluency.

It may be concluded that teaching speaking is the method for students to precise their feelings, express their opinions, communicate with others, in a variety of situations, and impact the others. For this reason, in teaching speaking skill it is vital to have clear understanding included in

speech. It means that speaking is the essential language. By tuning in aptitude, the manner of speaking competence has occurred or done before. Expanding one's listening ability is extremely beneficial to speaking skill.

Teaching English in Vocational School

In learning speaking, the students from Vocational School are expected to communicate effectively in English. Even in formal or informal conversations, students must be able to develop an active communication with each other in order to express meaning in the context of daily life. In the real situation, some students are not able to communicate in English well because they are lack of vocabulary, self-confidence and lack of ideas to speak. Based on the real condition, appropriate speaking tasks should be assigned to students in designed to encourage their capacity to communicate.

Curriculum that recently applied in Vocational High School is K13 or as known as Kurikulum 2013. It is one of curriculum that Indonesia has. This curriculum is a permanent curriculum implemented by the government to replace the KTSP (*Kurikulum Tingkat Satuan Pendidikan*) which has been in effect for approximately six years. The K13 curriculum entered its probationary period in 2013 by turning several schools.

Teaching Speaking Using Song

To effectively engage the students in the learning handle and improve their motivation of learning speaking, it is highly prescribed for the teacher, especially to make a great media, make a conducive situation and imaginative exercises. So because of the statement above, the writer choose

to use English song by Olivia Rodrigo "Driver License" in process learning.

The flexibility of songs in the basic learner classroom is one of its benefits. Songs can be used for a variety of objectives, and there are numerous reason why song can be an effective educational tool. Songs can help basic learners many skills, like listening skills and pronunciation, therefore potentially helping them to improve their speaking skills (Murphey, 1992).

According to Orlova (2003) these are some of the advantages for working in class with songs: (1) Practicing the rhythm, stress and the intonation patterns of the English language; (2) Teaching vocabulary, especially in the vocabulary reinforcement stage; (3) Teaching grammar, in this respect, songs are especially favored by teachers while investigating the use of the tenses; (4) Teaching speaking, for this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions; (5) Teaching listening, because music can be helpful for comprehension; (6) Developing writing skills. A song can be in a variety of ways for this goal, such as projecting on what might happen to the characters in the future, sending a message to the main character, and so on.

Using song to teach English breaks with the daily routine and adds new elements such as enjoyment or fun. Students have a great capacity to themselves; they are usually absorbed by the activity and want to continue with it. They are not always aware that they are learning a language" (Moon 2000: 6).

Based on the aforementioned description, the writer concludes that learning English, especially

speaking, through music is an excellent technique to develop their speaking skills. Because of the students' high esteem for learning English and they really like to learn more about English, a song can encourage them to stay motivated.

METHOD

The writer was a classroom action research; the object of this research is eleventh grade and consists of 31 students of SMKN 10 Kota Bekasi. To collect a data the writer used observation and interview. Data analysis technique used a descriptive quantitative analysis. One of the English teachers participated as a researcher collaborator for the writer, collecting information while the students completed these exercises. The teacher helps the writer in monitoring the class and evaluating the process in several situation. Action research is thought to have aided in the development of education.

According to Ferrance (2000: 1) says that action research is a process in which participants examine their own educational practice systematically and carefully by using the techniques of research. Every classroom action research project begins with a specific problem in the teaching and learning process that shouts to be solved. the solutions should be based on the actual problem. It denotes the need for specialized treatment to solve a specific problem. According Cresswell (2008: 597) a teacher can conduct action research to solve a specific educational specific problem.

Hopkins (2006: 31) states that, classroom action research is four step process; planning, acting, observing and reflecting.

The teacher opens class by stating the purpose of the lesson for that particular session and explaining to the students the benefits of studying with song as a motivation. To start the discussion the students have to understand the lyrics and after that teacher starting the activity with asking the question based on the song. The teacher gave a reward to student who can answer the question.

As the warming up, they were given a piece of paper by the writer. It was a song's lyric of "Driver License" by Olivia Rodrigo. The writer choose this song because this song contained many verbs that can be found in daily activity, when all the students have the lyrics the writer invites the students and English teacher to sing a song together. Here was the lyric:

Driver license

Olivia Rodrigo

I got my driver's license last week
Just like we always talked about
'Cause you were so excited for me
To finally drive up to your house
But today I drove through the suburbs
Crying 'cause you weren't around
And you're probably with that blonde girl
Who always made me doubt
She's so much older than me
She's everything I'm insecure about
Yeah, today I drove through the suburbs
'Cause how could I ever love someone else?
And I know we weren't perfect but I've never
felt this way for no one
And I just can't imagine how you could be so
okay now that I'm gone

Guess you didn't mean what you wrote in that
 song about me
 'Cause you said forever, now I drive alone
 past your street
 And all my friends are tired
 Of hearing how much I miss you, but
 I kinda feel sorry for them
 'Cause they'll never know you the way that I
 do, yeah
 Today I drove through the suburbs
 And pictured I was driving home to you
 Red lights, stop signs
 I still see your face in the white cars, front
 yards
 Can't drive past the places we used to go to
 'Cause I still fuck*n' love you, babe (ooh,
 ooh, ooh, ooh)
 Sidewalks we crossed
 I still hear your voice in the traffic, we're
 laughing
 Over all the noise
 God, I'm so blue, know we're through
 But I still fuck*n' love you, babe (ooh, ooh,
 ooh, ooh)

There are four instruments of Information Collection utilized in this research. Namely Speaking Evaluation, Learning Objectives, Field Note, and Perception Checklists.

Students are required to answer five questions orally relating to the English song one by one in front of the class during the speaking evaluation. In the first cycle, the writer utilized the song “Driver License” as an example of a students’ speaking task performed in data collecting.

RESULT AND DISCUSION

The use of English song can improve students’ speaking skill

To develop speaking skills, the writer completed two cycles of teaching speaking using scientific approach combining interview technique. The first and second cycle took two weeks to complete. These activities included five levels of speaking proficiency.

The writer also provides an analysis of the results of utilizing song to teach speaking English. At the first meeting, the writer conducts a speaking pre-test without song on first meeting to see and compare it with the second meeting with song. At the first meeting, students’ score of pronunciation, grammar, vocabulary, fluency and comprehension are not as effective as when they through singing. The effectively of using song in teaching speaking can be seen by the increase of the mean score of the test at the first, and the second cycle (pre-test 66,51 and cycle II 77,67)

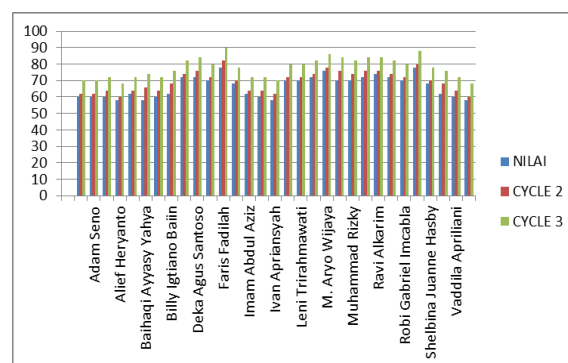


Image 1. Student’s score for Each Meeting

Table 1. List of Students

No	Nama Siswa	Nilai Pre-test	Cycle 2	Cycle 3
1	Achmad Rifaldi	60	62	70
2	Adam Seno	60	62	70
3	Aji Feprianto	60	64	72
4	Alief Heryanto	58	60	68
5.	Anisyah Nur Rachman	62	64	72
6	Baihaqi Ayasy Hahya	58	66	74
7	Bella Igtiano Baiin	60	64	72
8	Billy Igtiano Baiin	62	68	76
9	Daniel Putra Yustinus	72	74	82
10	Deka Agus Santoso	72	76	84
11	Erlangga Kusuma jaya	70	72	80
12	Faris Fadilah	78	82	90
13	Guntur Adityaloka	68	70	78
14	Imam Abdul Aziz	62	64	72
15	Imam Ramadhan	60	64	72
16	Ivan Apriansyah	58	62	70
17	Jonathan Nathanael G.S.	70	72	80
18	Leni Trirahmawati	70	72	80
19	Micheal Jo Fernando	72	74	82
20	M. Aryo Wijaya	76	78	86
21	M. Hammam Rifa'i	70	76	84
22	Muhammad Rizky	70	74	82
23	Muhammad Zikri A.	72	76	84
24	Ravi Alkarim	74	76	84
25	Rendi Putra Andika	72	74	82
26	Robi Gabriel Imcabra	70	72	80
27	Setho Adhi Waseso	78	80	88
28	Shelbina Juanne Hasby	68	70	78
29	Tribuana Sandi Baain	62	68	76
30	Vaddila Aprialiani	60	64	72
31	Wavi Adi Putra	58	60	68
Jumlah		2062	2160	2408
Rata-rata		66.52	69.68	77.68

The writer gives a discussion on the use of english song to improve students' speaking skills based one the findings.

As we know that learning language cannot be separated from learning speaking and pronunciation. In this research, English song is chosen to improve students' Speaking skill because it is good media to be used in the classroom's learning activity.

From the interview sheet, the data shows that the majority of students feel that singing the English song can help them learn more about the material, to the result of the test's result the writer found that the using of English has the significant impact.

The strength and weakness of Improving Speaking Skill through Song

The writer's research was based on a two-cycles classroom action research project. Song was used to complete each cycle. The writer discovered techniques to increase the students' speaking skills after executing cycle I and cycle II. Scores show that there has been improvement. Student also discussed the advantages and disadvantages of utilizing song to improve their speaking skill.

The advantages and Disadvantages of using song to improve speaking skill

The writer finds numerous advantages and disadvantages of using song to teach speaking in the classroom that occur during the learning process. For example, students pay more attention to the lyrics since it is more engaging for them to learn by listening to songs. The students are enjoying while listen song because the song is very popular and everyone knows the song. The disadvantages that the writer noticed during the implementation of using song in the classroom is students are easily distracted, while they listen the song and make some noise.

CONCLUSION AND SUGGESTION

Conclusion

Song is used to aid in the teaching and learning process. By employing song as the lesson's media, the writer hopes to develop

students' speaking skills. The use of song in the classroom can affect the environment and atmosphere. Students felt more ease in learning by listening. Their senses are focus on the song, so they are more pay attention to the material that delivered through the song.

The use of song as a media can result in an alternate material for teaching speaking in the classroom. Students speak more expensively as a result of this, and they do not have to care about the term they use when speaking. Students' skill to confidently speak in English is improved by their skill to imitate native speakers. They are no longer perplexed because they have a resource that teaches them how to speak English like native speakers through the use of an English song. It can be seen by the result of their mean performance score of the pre-test and cycle II.

Suggestion

After finished this research, the writer would like to give some suggestion for English teacher and the next researcher.

For English Teacher is important to engage students' motivation in learning English, especially speaking skill. One of best way to engage their motivation is using song in learning process. The student will enjoy the lesson.

For the next researcher, the writer hope in this research has been done can be as material for experience and knowledge, without forgetting the element of the value of its expertise.

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