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USING SONG IN TEACHING ENGLISH SPEAKING SKILLS FOR YOUNG LEARNERS

(A Qualitative Research at One of Madrasah Ibtidaiyah in Kota Cirebon)

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and
Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon
in Partial Fulfillment of the Requirements of Undergraduate Degree

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ABSTRACT

Sri Nurvia, 14111320130. Using Song in Teaching English Speaking Skills for Young Learners (A Qualitative Research at One of Madrasah Ibtidaiyah in Kota Cirebon)

Speaking is one of languages that important in language learner as a new second or foreign language. But some people including language learners think that speaking is difficult. In MI Madinatunnajah Kota Cirebon have many problems that students face when learning speaking as the students difficult to speak English in front of class, because they not confident, felt shy and lack vocabulary and another factors the students are lack motivation to practice the foreign language in daily conversation. The research based on Sukarno and Gracia's theory.

The aims this research are: to investigate the process of using song in teaching and learning speaking, to investigate the advantages and disadvantages of using song in teaching and learning speaking, to investigate the teacher's efforts in teaching speaking.This researcher based on Arikunto, Brewster and Murphey's theory.

The researcher employs the descriptive qualitative research as a type of the research. The data were collected by using observation checklist, interview and documentation study.

The findings show that the observation of process of teaching and learning English speaking skills by using song, there are 3 steps of teaching and learning, exist outcomes of learning in teaching speaking skills by using song. The advantages of using song are: Song could become a media introduction of new languages, songs improve students' pronunciation, song could be give good contribution in increasing students' motivation in speaking, and song can strengthen memory of students. In other hand, the disadvantages of using song are: Not all students can receive which will be delivered by their teacher, song can disturb the class adjacent lessons, song can lose control in the classroom, and song has poor vocabulary**.** And there are 5 problems in teaching and learning process using song. But, there is no problem that cannot be resolved, as well as the problems faced by teachers in learning English speaking skills using song. Therefore, teachers must have good ideas so that the problem was solved.

Key words: *Speaking skills, teaching English for YLs, using songs.*

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RATIFICATION

This thesis entitled **"Using Song in Teaching English Speaking Skills for Young Learners (A Qualitative Research at One of Madrasah Ibtidaiyah in Kota Cirebon)"** written by Sri Nurvia with student number 14111320130, has been examined on July 28th 2016. It has been accepted by the board of the examiners. It has been recognize as one of requirements as for Undergraduate Degree in English Language Teaching Department *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I
INTRODUCTION

A. The Background of the Problem

Speaking is one of the four basic skills: listening, writing, reading and speaking. Speaking skill is the ability to produce sound's articulation and to produce words, to express, to state, to deliver thought, ideas and feeling (Ulviana 2011: 8). Speaking is one of languages that important in language learner as a new second or foreign language. Speaking is very important because by mastering speaking skills, the students can carry out conversations with others, give the ideas and exchange the information with others. As stated by Nashruddin (2013: 53), that speaking skills is the first that learners want to master.

According to Harmer (2007: 343) "when the students want to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patters and speak in connected speech". Therefore, when learner language, the student learn how to speech fluency to submit what the purpose especially in English language. Teaching speaking is not easy because teacher must help students to learn and interest with learning resource and environment, make students to be more better especially in learning speaking English. As stated by Oradee (2012: 533) teaching and learning English have the goal of focusing students to be able use English for communication and as a tool for furthering their studies.

Teaching English to YLs has a prime position to be notice. Because given the role and the function of the English language is an international language. As stated by Harmer (1982: 265), that learning English for elementary school based on idea that learning a foreign language or second language would be better if started in the golden age. So, the teaching English for YLs is very important because can increase ability about language and to prepare students' basic knowledge before moving into higher level of education.

But before the teacher teaches English language for YLs the teacher must know about the components or elements of teaching English to YLs. As stated by Cameron (2001: vii) the component of teaching English there are learning the

spoken language, learning words, learning grammar, learning literacy skills, learning through stories and so on.

Teaching English for YLs is very difficult. As stated by Sukarno (2008: 1), teaching children is differently from teaching adults. Because, YLs have differences about characteristics-biological, cognitive, affective, personality and social-characteristics with adult. In learning speaking YLs often find some problems. The In learning speaking skill, the students often find some problems. The problem frequently found is that students' native language causes they difficult to use the foreign language. Other reason is because low motivation to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Based on Harmer (2001: 269), "Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also ability to process information and language 'on the spot'." This statement means that, speaking is not only measured by the students' fluency to speak in English but also it is measured by their comprehending what they want to speak. Because of that reason, many students find difficulties in speaking English. Therefore, teacher should help the student to overcome this problem by motivating them to speak.

Many problems in learning speaking have been identified researcher in MI Madinatunnajah, based on observation with English teacher on 27th April 2015. There are many problems which students faced in using English for communication as students' difficulties on study English is in speaking skill. According to the information from the English teachers of MI Madinatunnajah, most of their students still get the difficulties in using English for communication. It is caused many factors the students difficult to speak English in front of class, because they not confident, felt shy and lack vocabulary and another factors the students are lack motivation to practice the foreign language in daily conversation.

Based on this researcher, to encourage students to speak teachers can apply different media. Teachers can make class more effective when activity in the classroom so that students can improve their speaking skill and confident perform in front of the class by using English. To get the good result in teaching English to YLs, the teacher must be creative. He or she should create many kinds of

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teaching media and technique, such as songs, stories, games, pictures, cards, puppet, etc. Many kinds of media which can be used by the teachers in teaching and learning process, but the teacher should be selective when choosing.

Based on the problem above, the teacher should use media that can help students to solve problems in speaking skill. The teacher actually has one important role in decreasing the problems above. One way is teacher can make students interested in using things and pictures as a learning process. One of the teaching media in teaching speaking is song media. "Song is a tool to help student I learning English especially able to increase students' motivation" (Shopya 2013: 8). Stated by Hornby (1995: 1133) song is a piece of music with words that is sung. And according to El-Nahhal (2011: 18) "song can stimulate a positive emotional attitude to language learning. Based on the statement above, song media is a good tool to help the process of learning English, song is believed to motivate children in learning. Song is an important part of learning English because the song makes the students more sensitive to sound, they will be happy and enthusiastic in learning English. So, using song in teaching and learning process can foster children's interest to be learn and make easier to understand the material teaching is delivered.

After knowing the problem as explained above, in this case the researcher will be investigated about using song in teaching English speaking skills. However, it will be focus in media because it has been knew that media used. The researcher will make the description. Therefore from the background of the problem above, how do the teachers used the media as one of main point in teaching process in order to overcome the problem that arise from students. The important of this research is to solve the problem on fifth grade MI Madinatunnajah in teaching English speaking skills. From the above discussion, the researcher was interested in doing research about "Using Song in Teaching English Speaking Skills for Young Learners".

B. Research Formulation

Research formulation in this study also includes the delimitation of the research and question of the research.

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1. **Delimitation of the Research**

The researcher limited the study into some point. *The first* researcher focuses on teaching and learning process of speaking skills for YLs using song. *The second* researcher focuses on the advantages and the disadvantages in teaching English speaking skills for YLs by using song. *The third* researcher focuses on the teacher's effort in teaching English speaking skills for YLs by using song.

2. **The Questions of the Research**

Based on the background above and the delimitation of the problem that mentioned in proper with the researcher of "Using Song in Teaching English Speaking Skills for Young Learners" the researcher has formulated some questions:

a. How is the teaching and learning process of speaking skills for YLs by using song?
b. What are the advantages and disadvantages in teaching speaking skills for YLs by using song?
c. What are the teacher's efforts in teaching speaking skills for YLs by using song?

C. The Aims of the Research

In proper with the problem that will be investigated, the research of "Using Song in Teaching English Speaking Skills for YLs" is intended to:

1. To know the teaching and learning process of speaking skills for YLs by using song
2. To know the advantages and disadvantages of song in teaching speaking skills.
3. To know the teacher's effort in teaching speaking skills for YLs by using song.

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D. Significance of the Research

The result of the study is expected to give contributions to the related study both theoretically and practically. Theoretically, the writer hopes that this research result is expected for broadening knowledge about teaching English and as a teacher would be known the media suitable for the students.

Practically, the result of the study is used as a tool that help the students in order to learn English in effective and proper way. The result of the research can be used as reference whoever that want to do research in EYLs field. So that, the other researcher can develops the analysis as good as possible.

E. The Theoretical Foundation

In this case, the researcher will discuss several theories which related of this thesis. The researcher also will affirm the theories from several experts.

1. Song Media

According to Heinich et al., (2002: 9) states that media is a tool carries of information and source information. In the other hand Daryanto (2013:4), say that the media is a tool to use in learning activity.

Based on two definitions above, media is a tool to deliver the content material. So that, learning process to use media will be more effective. It is used in order to achieve the goal teaching and learning process. Enjoyable learning process is one factor that can support the success of a lesson when the learning is done in a fun way, the material will be studied very easily accepted and understood. It can be used instructional media.

Successful implementation of learning is very dependent on how teachers use learning media. Instructional media is a media that can foster learning activities of students. There are several medias of learning. One media used is song media.

By song the people will feel happy even it is supposed to be the compensation to eliminate bored or stress. Music and song also are able to identify someone's character or behavior. Based on this, song can be made use of as a media of teaching in the process of teaching and learning English at school to increase more the students' interest in learning especially in

learning foreign language. Song is introduction a new language. Sophya (2013: 8) says that song is a tool to help student in learning English language especially able to increase students' motivasi. So, learning English language using song is appropriate for YLs because it make they are interesting in learning process.

According to Hornby (1995: 1133) song is a piece of music with words that is sung. In different way according to Nurhayati (2009: 2) the song is an appropriate resources, the song is a good tool to help the process of learning English, the song is believed to motivate children in learning. Song is an important part of learning English because the song makes the students more sensitive to sounds. When children are taught teachers liked the song, they will be happy and enthusiastic in learning English. So, through songs in learning activities can foster children's interests to be happy and to learn, even a child can make it easier to understand the material teaching is delivered. "Songs can stimulate a positive emotional attitude to language learning (El-Nahhal, 2011: 18)".

a. Songs in the Classroom

Songs in the classroom are a wonderful way to learn English for YLs. As stated by Collin (1990: 52) that a teacher in learning used song must give more attention to their students and a teacher can able to guide her/ his students was sung. By using song a teacher teaches about music, intonation, pronunciation and a teacher can give a brief and translate even if their initial understanding of the vocabulary is poor.

By using song in learning English language use English nursery rhymes very enjoyable for YLs and it's creative to introduce English language. Because in English Nursery Rhyme include 24 songs. And it's to help the students to build up fluency and the presence of rhyming words help the students to concentrate on pronunciation. Pronunciation is by focusing only on individual sounds are like using only part of language (Gilbert, 2008: 9). Learning pronunciation not only help the students realize about differences sound but also can improve students' speaking ability, be

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concentration on sound it can make the students realize where the words must be pressure

People must know about aspect of song related on speaking, the aspect of song here are fluency, grammar and pronunciation. Before, the teacher doing teaching learning process using song, who must know about elements of a song such as melody, chords, beat and rhythm, genre and style, and lyric. To get the attention a child before the start of learning, the teacher must know about steps of teaching English using song as stated by Shopya (2013: 12) that are:

1) The children are invited to sit well with a happy heart (not in situation forced). This is done by taking children to sing song comfortably.
2) Singing (song) this can be sung to the position of a child sitting in a circle on the floor.
3) Teachers as a model must be able to turn the atmosphere classes for children feel comfortable with the song sung together. Through singing a child are expected to understand and can speak English.

And there are some reasons using songs in the EFL young learners in the classroom, they are:

1) Song is memorable, and so make students able remember the language
2) Students can be great fun. And the biggest that factor makes them fun is using song because using song gave big motivation for student especially YLs.
3) Song provide an achievable challenge for all levels of learner in mixed ability classes, by letting some students just show their understanding by doing the actions while others can sing along or even improvise their own words.
4) Song can be used at whatever stage
5) They allow for lots of repetition of the language without kids getting bored (as long as you add variations). Variations to keep it interesting include doing the song louder and quieter, slower and faster.

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Meanwhile, according to Georgiou (2010: 1) the relationship between song and YLs are:

1. Can create/establish daily routines and promote feelings of safety in the foreign language classroom
2. Can allow for full participation in the language lesson, i.e. they allow for participation and indication of comprehension without forcing production.
3. Can function as the first steps/stages in speaking as they offer opportunities for practice of sounds, rhythm, intonation in the safety of the group
4. Can help young learners memorize vocabulary, grammar and chunks of language can provide access to different speakers

b. The Various Types of Songs

The various types of songs can be used with on matching our needs in the classroom. In English nursery rhymes there are many kinds of song. Songs can be categorized into alphabet song, activity song, fruit song, animal song, counting song, song learning, and so on. People must known that not all songs in English, people can make learning resources. And here are an example of a song that can be used in English class are:

1) "Alphabet Song"

A B C D E F G
H I J K L M N O P
Q U R ST U V
W X Y and Z
Now I know my ABC
Next time want sing with me?

A B C D E F G
H I J K L M N O P
Q U R ST U V
W X Y and Z
Now I know my ABC

Next time want sing with me?

A B C D E F G

H I J K L M N O P

Q U R ST U V

W X Y and Z

Now I know my ABC

Next time want sing with me?

Next time want sing with me?

A song above is very suitable for beginner. Because that song introducing about alphabet in English. So that it make the beginner knows about alphabet in English. And it will be to expedite student's pronunciation.

2) "Daily Routines Songs"

I wake up (2x)

I wash my face (2x)

This is what I do

When I wake up

In the morning

Yeeee…….

This is what I do

When I wake up

Yeeee…….

I brush my teeth (2x)

I comb my hair (2x)

This is what I do

When I wake up

In the morning

Yeeeeeee…..

This is what I do

When I wake up

Yeeee……..

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I eat breakfast (2x)
I go to school (2x)
This is what I do
When I wake up
In the morning
This is what I do
When I wake up
Yeeeee….
I wake up
I wash my face
I brush my teeth
I comb my hair
I eat breakfast
I go to school

The functions of a song above are develop vocabulary, speaking ability, grammar and pronouncation. Song above also introduces daily activities or routines so that children must to do.

3) "Fruit songs"

I like apple and mango
Banana, avocado
You like grape
And watermelon
We like them all
I like orange and melon
Papaya, pineapple
You like grape
And watermelon
We like them all

The functions of a song above are introducing about fruit vocabulary it make the students known about fruit vocabularies and develop pronouncation or speaking ability for students.

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4) "Colour "

What colour is it
What colour is that
Green, yellow and red
Blue, pink and orange
Brown, purple, and grey
Black or white

4 x

Blue, pink and orange
Brown, purple, and grey
Black or white

Colour song will be introduces about color for learners, and the goal that song to increas speaking ability.

5) "One to ten then again"

One, two, three, four, five,
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let him go again.
Why did you let him go?
Because he bit my finger so.
Which finger did he bite?
This little finger on my right.

2 x

The goal of song above is introducing about profession, animals, and especially about counting. And it make the students known about some counting vocabularies and develop pronouncation or speaking ability for students.

6) "Mary had a little Lamb"

Mary had a little lamb
Little lamb, little lamb
Mary had a little lamb
It fleece was white as snow

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Everywhere that Mary want

Mary want, mary want

Everywhere that Mary want

The lamb was sure to go

It followed her to school one day

School one day, school one day

It followed her to school one day

Which was against the rules

It made the children laugh and play

Laugh and play, laugh and play

It made the children laugh and play to see the lamb at school

And so the teacher turned it out

Turned it out, turned it out

And so the teacher turned it out, but still it lingered hear

Why does the lamb love mary so?

Love mary so? love mary so?

Love mary so? love mary so?

Why does the lamb love mary so?

The eager children cry

Why, mary love the lamb, you know?

The lamb, you know, the lamb, you know

Why, mary loves the lamb, you know

The teacher did reply

Mary had a little lamb

little lamb, little lamb

Mary had a little lamb

It fleece was white as snow

Everywhere that Mary want

Mary want, Mary want

Everywhere that Mary want

The lamb was sure to go

Mary had a little lamb

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little lamb, little lamb

Mary had a little lamb

It fleece was white as snow

The goal of song above is introducing about animals and to make develop pronouncation or speaking ability for students.

7) "**Food Song"**

Do you like broccoli?

Yes I do, yes I do

Do you like ice cream?

Yes I do, yes I do

Do you like broccoli ice cream

No I don't yucky!

Do you like donut?

Yes I do, yes I do

Do you like juice?

Yes I do, yes I do

Do you like donut juice?

No, I don't yucky!

Do you like popcorn?

Yes I do, yes I do

Do you like pizza?

Yes I do, yes I do

Do you like popcorn pizza?

No, I don't yucky!

Do you like banana?

Yes I do, yes I do

Do you like soup?

Yes I do, yes I do

Do you like banana soup?

No, I don't yucky!

The goal of song above is introducing for children about kinds

of food, explained about are the favorite food and it's make student feels happy in the classroom.

8) "Days of the Week"

Sunday, Monday, Tuesday

Wednesday and Thursday, Friday

Saturday, all those are the days of the week

The goal of song is to introduce the day of the week, to increase memorizing and make students happy situation in the classroom.

9) "What time is it song"

What time is it?

What time is it?

What time is it?

What time is it?

It's is 8 o'clock

It's time to go to school

It's 9 o'clock

It's 10 o'clock

It's 11 o'clock

It's 12 o'clock

It's 1 o'clock

It's 2 o'clock

It's 3 o'clock

It's time to play guitar

What time is it?

What time is it?

It's 4 o'clock

It's time to sing some more!

It's 5 o'clock

It's 6 o'clock

It's 7 o'clock

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It's 8 o'clock

It's time to go to bed!

It's time to go to bed!

Song above will be introduce about time, to increas speaking ability, and make happy situation in the classroom

10) "That is"

That is the window

That is the door

That is the blackboard

That is the table

The goal of song above is introducing kinds of things around in the classroom and to increase student's memorise.

11) "Head, Shoulders, Knees and Toes"

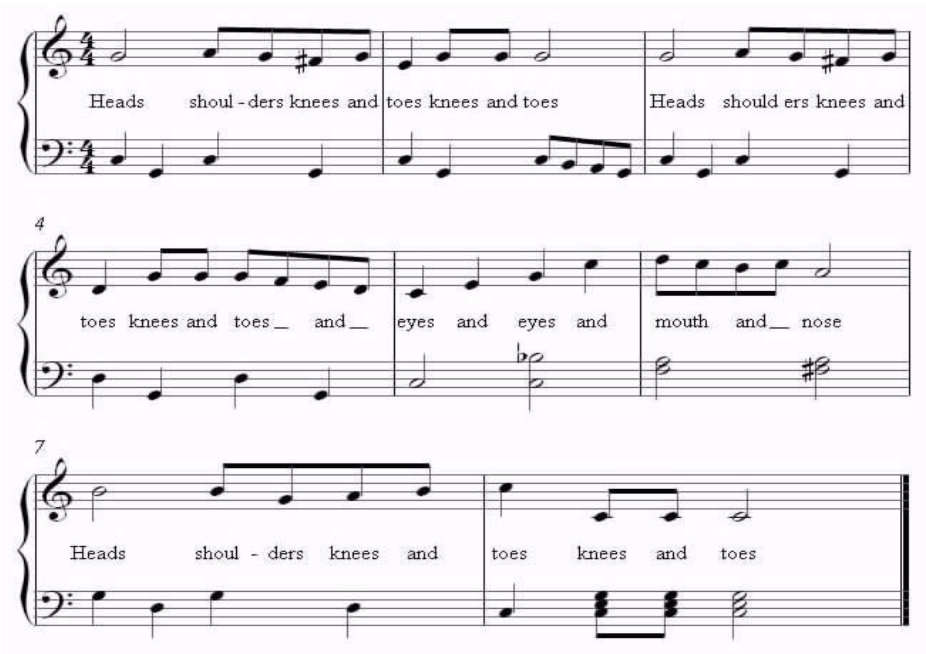

Figure 1.1
The stairs tone of Head, Shoulders, Knees and Toes Song

The purpose of a song above learn about part of body, physical movement, memorizing, coordination and concentration, develop vocabulary and presents happy situation in the classroom.

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c. Song As a Teaching Media

The purpose of the use of the media is to clarify delivery of learning materials and overcome the limitations of teachers in teaching and students to focus on the subject matter. Therefore, the selection strategy using appropriate learning media is one of the key. One example is to use the song.

In doing this research, the researcher uses song as a media on teaching English speaking skills for YLs. Because song is communication that expressed, it can very help in learning process. As stated by Suyanto (2007: 113) that, song has created two goals, (1) song has created just enjoyed and (2) the song has created learning goals, example: to teach vocabularies, pronunciation, phrase, sentences pattern. So, the teachers need to select and determinant songs that suit your needs and learning objectives to be achieved.

d. The Advantages and Disadvantages of Song

Song is important tool in learning English. Because, song can help are the students in learning process. The advantages of song according to Brewster (2002: 162) as follows:

1) Song could become a media introduction of new languages
2) Songs can improve students' pronunciation
3) Song could be give good contribution in increasing students motivation in speaking
4) Song can strengthen memory of students

Meanwhile, the disadvantages of using song in YLs classroom Murphey (1992: 103) are:

1) Their differences of characteristics young learner, because not all children can receive which will delivered by their teacher.
2) It can disturb adjacent lessons.
3) You can lose control of the class
4) The vocabulary of the songs is too poor.

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e. The Problems and Teacher's Effort in Teaching Speaking Using Song

The problem in teaching and learning English speaking skills using song media are the students are not accustomed to listening and memorizing English songs, the difficulty to involve the students in learning process, teacher give an explanation again when the students has less understand and the facilities. Meanwhile, the are some teachers' efforts to solve the problem in the learning English speaking skills using song media are; the students are assigned to choose a songs that they love to make them more pleasant to listen and easier to pronounce the song, the teacher was assigning the students to search English song who love and discussed with their friend, the teacher was using mass media to looking for a song that relevant with material, teacher gives an explanation again based on students' difficulties and review the material, and teachers should take own things such as laptop, speaker active and etc.

2. Teaching English to YLs

a. Definition of Teaching

Education consists of teaching and learning. The success of education depends on teaching and learning process. Teaching is dynamic interaction between four components: (1) the student, (2) the teacher, (c) the curriculum, and (d) the earned repertoire (how to used it and when to used it). Teaching can be defined as "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing how to know or understand (Brown, 2001:7). So, in teaching activities, the teacher is not only helping students in doing tasks but also guiding them in finding the mistakes and correcting them.

Based on definitions above, teaching is an activity that help people to learn and interact with learning resource and environment, and the aims of teaching one of other is to make people more be better.

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And learning is as a result from practice or performing of something. So, learning and teaching process is an activity that integral between students as learner in learning with teacher as teacher is teaching. And then, there are components or step in learning process are preparation, implementation and evaluation.

b. Teaching English to YLs

YLs is children between the ages about 5 years old to 12 years old. According to the usual level of class YLS grouped into 2 namely lower classes (1-3 "5 years old to 9 years old") and upper classes (4-6 "9 years old to 12 years old"). According to Scott & Ytreberg (1990: 3) YLs is divided into two levels:

1) Beginner Level (1-3)

In this level YLs has egocentric behavior where there is a tendency they like to connect what they learn or they do with themselves. Example: my book, my pencil, my family and etc. And this level YLs also still difficult to distinguish between things that are concrete and the abstract.

2) Intermediate Level (4-6 grade)

In this level YLs there is in the processing a change the egocentric leading to reciprocal relationship. His/ her attention was not only centered on his self/ herself, but also he/she has started to pay attention to the others. During that time, the original topic focuses mainly on I, my, and me and in this level YLs can a change with you, your. In this level YLs can already distinguish among facts and abstract.

So, in this research the researcher will be choose intermediate level (4-6 grade) especially of fifth grade. Because in intermediate level YLs has the sufficient awareness and readiness to speak. Meanwhile, an earlier age they had not realized for what learning a foreign language even if they felt happy and high spirited.

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Everybody is different, either their characteristic of personality. Therefore, it is necessary for us to treat them in different treatments in order to make them feel convenient. In the same case, teaching English for primary school level is also different with teaching English for students at the higher levels. The elementary school students are still called as children because their ages are between 7 to 12 years. According to Harmer (2001: 38) states some general characteristics of YLs, there are:

1) They respond to meaning even if they do understand the words
2) They often learn indirectly rather than directly
3) Their understanding comes not just from the explanation, but also from what they see hear and crucially have a chance to touch and interact with
4) They generally display an enthusiasm for learning and curiosity about the world around them
5) They have a need for individual attention and approval from their teacher
6) They are taken on talking about themselves and their own lives as main topic in the class room
7) They have a limited attention span, unless activities are extremely engaging can make them easily getting bored, lose interaction after 10 ten minutes or so.

Then, the other characteristics of YLs as stated by Scott and Ytreberg (1990: 2-3), there are:

1) They understand the situations more quickly then they understand the language used
2) They use language skill long before they are aware of them
3) They are often happy and playing and working alone but in the company of others
4) They are love to play, and learn best when they are enjoying themselves
5) They are enthusiastic and positive about learning.

Based on points stated by Harmer, Scott and Ytreberg can conclude that children is an active learners. They are very enthusiastic in understanding and learning everything. Thus, children more like the classroom to be bright and colourful when they doing many activities. Because, the most important characteristics of YLs is their ability to be a competent speaker of the new language with facilities adequate. So, with adequate facilities favored children in learning language, that children are expected to be a competent speaker of the new language they have learned.

In teaching English for YLs, the teacher should pay attention not only on how the right implementation the techniques used but also on how these techniques are suited to the elementary students' characteristics (Sholihah, 2009: 13). Teaching children is different from teaching adults. We must have extra power to teach them, because the children have certain characteristics (Sholihah, 2009: 20).

3. Nature of Speaking

a. Definition of Speaking

Speaking is one of the basic language skills that has important role rather than other skills due to use for communication. There are many definition of speaking. According to Hughes (2011:9) stated that to learn to communicate expertly in another language a speaker must change and expand identity as he or she learns the cultural, social, and even political factors, which go into language choices needed to speak appropriately with a new 'voice'. Speaking is one of important parts in teaching language. As stated by Richard (2008: 19), "the mastery of speaking in English is a priority for many second language or foreign-language learners". So, speaking is one of language skills which is very important to be mastered by students in order to be a good communicator.

In speaking, the learners can produce better language. A stated by Nashruddin (2013: 53), speaking is as productive skill. So, speaking skills can develop an English of learner, because it can produce good language of them.

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In the other hand Nunan (2003:48) states that "speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning".

From those statements above, the researcher concludes that speaking is the process interaction involving two or more people in order to make the listener can be understood what the speakers said

Speaking is one of language skills which is very important to be mastered by students in order to be a good communicator. And also, speaking is one of important skill used by teachers and students in teaching-learning English.

Speaking has many different aspects including two major categories. The first is accuracy, accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Accuracy as the criteria to measure one's linguistic ability. Speaking English accurately means doing without or with few errors not only on grammar but vocabulary and pronunciation as well. The second is fluency, fluency is the ability to produce language easily and smoothly. In reality, accuracy and fluency are closely related, which leads to the notion that accuracy as well as fluency is necessary for successful communication.

According to Richards (2006: 13-14), activities focusing on fluency are:

1) Reflect natural language use
2) Focus on getting information
3) Require meaningful language use
4) Require the use of communication strategies
5) Produce unpredictable language
6) Seek to link language use to the context

And activities focusing on accuracy are:

1) Reflect classroom-base language use
2) Focus on the formation of correct examples of language
3) Practice language out of context
4) Practice small samples of language

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5) Do not require meaningful communication

From the explanation above, speaking has two major such as, accuracy and fluency. In this research focus on accuracy because the teacher focuses to measure about students' pronunciation, vocabulary and grammar.

b. Aspects of Speaking

According to Hughes (2011:105) stated that there are some aspects of speaking are fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation.

1) Fluency and Coherence

This criterion refers to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument and the use of cohesive devices (e.g. connectors, pronouns and conjunctions) within between sentences.

2) Lexical Resource

This criterion refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed. The key indicators are the variety of words used, the adequacy and appropriate of the words used.

3) Grammatical Range and Accuracy

This criterion refers to the range and the accurate and appropriate use of the candidate's grammatical resource. The key indicators of grammatical range are length and complexity of the spoken sentences, the appropriate use of subordinate clauses, and the range of sentence structures. The key indicators of grammatical accuracy are the number of grammatical errors in a given amount of speech and the communicative effect of error.

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4) Pronunciation

This criterion refers to the ability to produce comprehensible speech to fulfill the speaking test requirements. The key indicators will be amount of strain caused to the listener.

c. The Principles in Teaching Speaking

Many principles in teaching speaking. As stated by Nunan (2003: 54-56) there are five principles for teaching speaking, they are:

1) Be aware of difference between second language and foreign language in learning context.
2) Give students chance to practice with both fluency and accuracy.
3) Provide opportunities for students to talk by using group work or pair work.
4) Plan speaking task that involve negotiation for meaning.
5) Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

d. Types of Classroom Speaking Performance

According to Brown (2001:271) stated that there are six categories can be applied to the kind of oral production that students are expected to carry out in the classroom:

1) Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

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3) Responsive

A good deal of students speech in the classroom is responsive: short replies to the teacher or student-initiated question or comments. And these replies do not extend into dialogues. Example:

Teacher: How are you today?

Student: Pretty good, thanks, and you?

4) Transactional (Dialogue)

Transactional language is an extended form of responsive language. Transactional language, carried out for the purpose conveying or exchanging specific information.

5) Interpersonal

The other form of conversation is interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. Learner would need to learn how such features are relationship between the interlocutors, casual style, and sarcasms are coded linguistically in this conversation.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. This kind of speaking is more formal and deliberative.

Then, speaking has the principles are used as guide to teaching and learning process. As stated by Brown (2001: 274) the principles for designing speaking techniques there are seven principles as follows:

1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency.
2) Provide intrinsically motivating techniques.
3) Encourage the use of authentic language in meaning full contexts.
4) Provide appropriate feedback and correction.

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5) Capitalize on the natural link between speaking and listening.
6) Give students opportunities to initiate oral communication.
7) Encourage the development of speaking technique.

e. The Technique in Teaching Speaking

According to Dobson (1987:45), there are some methods and technique in teaching speaking can be applied in classroom such as:

1) Dialogues

A short conversation between two people presented as a language model-the dialogue-often receive top billing in the manipulative phase of language learning. In this technique, the students practice pronunciation and memorization and it can help the students develop fluency in English.

2) Small-group discussion

Small-group discussion is excellent way to give students opportunities to speak English.

3) Debate

Debate helps students speak more fluently

4) Song

Singing is a popular activity throughout world and the students often delight in learning English songs. In teaching an English song, it can help students to improving aural comprehension, group spirit.

5) Games

Language games can add fun and variety to conversation sessions if the participants are fond of games. A game can help the students to stimulus in additional conversation.

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f. Goal of Teaching and Learning Speaking

In learning speaking need a language to communicate with others. Language has important role for the teacher communicate with their students. As stated by Oradee (2012: 533) that the language activities are important factors in teaching language for communication and the activities help create interaction in the language classroom. So, the language is a tool for communication, with using language can develop the interaction of people, especially in the English teaching and learning.

Teaching and learning English have the goal of focusing students to be able to use English for communication and as a tool for furthering their studies (Oradee, 2012: 533). Thus, English language as a tool for communication. Especially for English teaching and learning in four skills of English. And also the mastering of speaking skills is most important of language skill. In speaking, the learners can produce better language. A stated by Nashruddin (2013: 53), speaking is as productive skill. So, speaking skill can develop an English of learner, because it can produce good language of them.

Lihui (2011: 12) mentions that teaching speaking is to teach the students to:

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

Based on these mentions, Lihui (2011: 12) stated that the goal in teaching speaking is communicative efficiency. That is, learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty

pronunciation, grammar or vocabulary and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activity approach that combines language input, structured output, and communicative output (Pratiwi, 2009:11).

4. Song on Teaching and Learning Speaking

Learning and teaching a foreign language needs a lot of patience, energy, time, creativity, and competence. The success of the teaching and learning of foreign language skills including English language is determined by a number of factors both linguistic and nonlinguistic such as the students, the teacher, the methods, material and media or aids used.

Media is a tool to deliver the content material. So that, learning process to use media will be more effective. It is used in order to achieve the goal teaching and learning process. Enjoyable learning process is one factor that can support the success of a lesson when the learning is done in a fun way, the material will be studied very easily accepted and understood. It can be used instructional media.

Many steps of activity that can be done by the teachers in their classroom: such as opening activity, core activity, and closing activity. **Opening activity** is the activity that conducted by teacher and the students at the first sight. Many activities can be used in this activity likes greeting, checking attendance list, apperception, motivation and etc. **Core activity** is the main activity where the topic or material will be delivered by the teacher. In this activity there are many activities. According to Ministry of Education (2009: 5) stages of learning activity there are three activities are: pre-teaching, whilst teaching and post-teaching. *The first* is pre- activity. Pre-activity is done at the beginning of the lesson and meant for arousing the students' motivation and to focus the students' attention as well, so that they can participate actively during the lesson. *The second* is whilst activity. This activity is the main learning process and aimed at achieving the basic competency. This activity is conducted interactively, joyfully, motivating the students to participate

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actively, and giving opportunities for the students to have innovation, creativity, and self reliance in accordance to their talent, motivation, physical and psychological development. This activity is conducted systematically through exploration, elaboration, and conformation processes. *And the third* is post-teaching. This activity is done to end the lesson which can be in the form of summarizing, evaluation, reflection, feedback, and follow up activities.

Stages of Learning Activity:

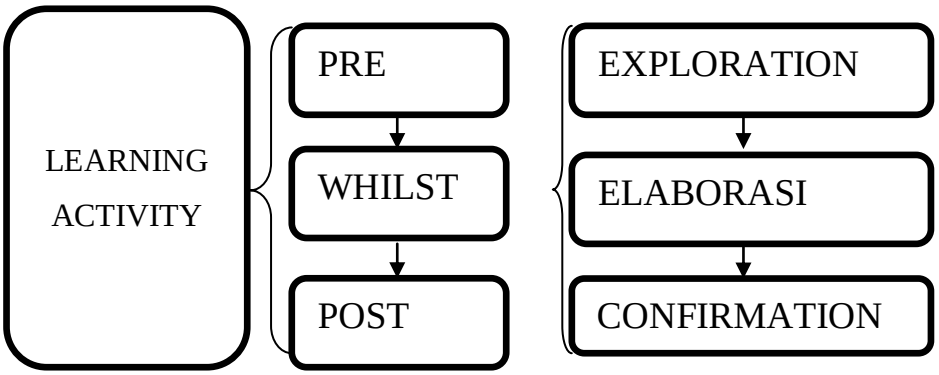

Figure 1.2
Learning Activity

And the last is closing activity. **Closing activity** is the end of learning process after opening and core activities are ended. Many activities can be used in this activity likes giving homework, concluding the topic/ review, pray, greeting and etc.

In teaching language to YLs, was illustrated very well proven media for language learning. Songs are very popular used by teachers in language learning for YLs. Because, song is a media are make children enthusiasm and make children happy. There are several kinds of songs are used as a media of learning language in English Nursery Rhymes. As stated by Collins (1990: 52) "is a beautifully illustrated collection of nearly 100 rhymes, chants and singing games. These rhymes have been sung, said and played to by English-speaking children for many generations and still form a part of every English-speaking child's upbringing". Example: One to Ten, and then Again, Soldier-soldier, and etc.

According Sevik (2011: 1029) song can be used to learn English, including not only listening, speaking and writing. But also song can be used to

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learn various language items such as sentence pattern, pronunciation, rythme, adjective, and adverb. The usability songs are also highly developed that can be used to learn English speaking. Songs are make children will be more enjoy, enthusiasm in learning English. Songs in classroom speaking is a stimulus to begin in the learning.

F. Literature Review

The researcher made the differences with the previous study in order to get credibility research. Some related research has been taken out by Veronica Christamia (2014), Noerrita Kuattiningsih (2008), Kanlayanee Pimwan (2012) and Millington (2011)

Veronica Christamia made research about improving students' speaking skills through English songs and puppets at grade IV of SDN Adisucipto II in the academic year of 2013/2014. This study was conducted in two cycles. The result of her study shows that using songs and puppets can improve students' speaking skill. This is proven by students' test score that improved in every cycle. Based on the reflection in the first cycle, some of the students still had difficulties pronunciation, so that the researcher planned to drill them some vocabulary. In Cycle 2 she asked the students to describe something for checking their understanding. In the second cycle, many students got good scores. It means that there was improvement in their speaking skills

Noerrita Kuattiningsih made research about the use of songs to teach English vocabulary to year 2 students of SD Negeri Sekip I no.161 Surakarta. The participants of this study are 44 students. In this study the researcher use quantitative method and quantitative data were collected by using observation and test. The finding proves that her research on use song to teach vocabulary to year 2 students of SD Negeri Sekip I no.161 Surakarta is successful. It meant that using song in teaching vocabulary gave good impact for the students' achievement.

Kanlayanee Pimwan made research about the effect of teaching English pronunciation through of Prathomsuksa 4 students at Watratchaphatigaram school. The pervasive sampling group consisted of 22 students. this research used

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qualitative method and the instrument used for collecting data were ten lesson plans and a pronunciation test that focused on the final sounds of /f/, /g/, /l/, /r/, /s/, /z/, /t/, /d/. The data were statistically analyzed by mean, standar deviation, and t-test dependent. To find out the improvement of students' speaking ability she use test, namely pre test and post test. This is proven by students' test score that improved between pre test and post test.

And the last taken from Millington, his research reveals that songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable.

Those are four previous studies that have similar field of the research in media. The similarly is all above are about using song in teaching and learning in English foreign language. The researcher assumed that the previous study above differ from this research. But something that make different between the researcher's planning from those is the researcher are will use song as media in learning speaking ability and take observation in small class it consist of 20 students and the researcher will take the data with using observation check list, interview and documentation study.

G. The Methodology of the Research

In this section, the researcher would arrange methodology of the research in this study. Some of which are as follows:

1. The Objective of Research

To answer this qualitative research about how the process of using song in teaching and learning English speaking skills for YLs, what are the advantages and disadvantages of using song in learning speaking, and what are the teacher's efforts in teaching speaking, the researcher would like to attend and analyze the teaching and learning process using song. Here the researcher take the object of research in fifth grade of MI Madinatunnajah it was consist of 20 students. In this research, the researcher took material about big family, because song is accurate media.

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2. The Research Timeline

The researcher takes data from the teacher at MI Madinatunnajah. It is located at Jalan Cirebon Permai III No 370 Dukuh Semar - Kecapi - Harjamukti Kota Cirebon 45142. The school has six classes. The average number of students of each class is 20 students. They are from some different social background. The respondents teach at fifth grade. It is based on the analysis of the researcher.

The research timeline is very important to the researcher because it helps the researcher to finish the study quickly based on the schedule of the research. The time of the research can be specified below:

Table 1. Research Timeline

NO	ACTIVITIES	MONTH	WEEK
1	Proposal preparation	February	3rd
2	Instrument Preparation	March	2nd
3	Observe the teacher's schedule for teaching English using song	April	2nd
4	Conducting the research	April	3rd
5	Finish the research	May	1st
6	Analyzing data	June	1st- 4th
7.	Analyzing data	July	1st- 4th

3. The Source of Data

In this study, the researcher uses both primary and secondary data source. Primary data is the data that the researcher takes the data of the research directly in the field of the problem. As stated by Kothari (2004: 95), primary data are those which collected afresh and for the first time, thus happen to be original data. As a primary data in this research the teachers and students who will be observed and interviewed by researcher.

Secondary data is the source of the data acquired in which support the researchers' idea that regard to the research problem. This research the researcher also uses another data source to get deeper understanding dealing

with the field of the research. Most of them is in the several terms deal with EYLs field. The secondary data sources are acquired in the forms of journals, books, internet pages, etc.

4. The Method of the Research

The researcher used qualitative as the method of research. It is caused the problem of this study comes from the phenomena that catch attention the researcher to anlayze. Creswell (2012 :16) states that "a qualitative research study is needed to explore this phenomenon from the perspective of distance education students". Qualitative research are particularly concerned in how things arise and principally in the perspectives of the subjects of a study (Fraenkel & Wallen, 2009: 435). So, qualitative research collecting the information that comes from the viewpoint of the subject of a study that will be anlayzed to take the conclusion. As Fraenkle, et al (2009: 422) describes the characteristics in qualitative research are:

1) The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research
2) Qualitative data are collected in the form of words or pictures rather than numbers
3) Qualitative research are concerned with process as well as product
4) Qualitative researchers tend to analyze their data inductively
5) How people make sense out of their lives is a major concern to qualitative researchers.

The researches focused on descriptive qualitative method. Descriptive method is a method used in a study which is not search for something or making prediction, it only describes the situation or phenomenon. Descriptive is giving description of something (Homby 1995: 497). So, descriptive study is a statistical study to describe place, person, or something.

5. The Technique of Collecting Data

The researcher collects the data of the research in investigating the teachers that teach in fifth grade through observation, interview and

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documentation. Those techniques fit to the research design as qualitative research, are as follows:

a. Observation

On the observation the researcher used observation checklist as the instrument for collecting data. Observation checklist will be collecting data how is the teaching and learning process of speaking skills for YLs by using song and before the researcher observe about teaching process the researcher observes about condition of facilities in the classroom, learning tools, after that the researcher observed the students' activity. You can see part of Appendix 1.

b. Interview

The next technique used to collect the data is interview. According to Ary, et al (2010: 480) state: "the interview is one of the most widely used methods for obtaining qualitative data. Interviews are used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. The qualitative interview is typically more probing and open ended less structured".

The researcher was interviewed Mrs. Afi as English teacher at MI Madinatunnajah. The researcher need to know the advantages and the disadvantages of using song in teaching and learning speaking skills and the teacher's effort in teaching English speaking skills using song. In this research, the researcher will interview the participants based on the guidance of interview. The guidance of interview will be form Indonesia language in order to be more talks freely in a naturalistic way. Moreover, the researcher will use audio tape recording while interview. The question of interview can be seen totally in Appendix 3 and 5.

c. Documentation

To support this research, not only use observation and interview but also the researcher used documentation. In this research the researcher will use some document in collecting data process, some recommended syllabus, lesson plans, attendance list will be provided to reach some important information that relates to the study and support the theory used in. and the

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researcher also taken a picture and video of learning process for documentation of this research.

6. The Instrument of Collecting Data

The instrument of this research is the researcher herself. As stated by Sugiyono (2006:305) that, in a qualitative study into the main research instrument or tool are researchers themselves. These instruments are used to get the data of observation valid and real. Therefore, in this study the researcher is the key instrument.

7. The Technique of Data Analysis

According to Lodico, et al., (2010: 210) say that "there are several steps of qualitative analysis data are:

a. Preparing and organizing the data

Before do a research, the researcher will prepare about the technique of collecting data are used. In this research, the techniques of collecting data are observation, interview and documentation. The researcher used observation check list to guidance to collect the data. And the researcher interview an English teacher to get information, the researcher doing interview by using tape recorder so that the data will be more accurate. After that, the researcher will be transcript the result of interview from recorder. By documentation, the researcher will be get some real data, such as photo, learning tools (syllabus, lesson plan and etc) and etc. In organizing the data, the researcher decided to choose type of data as method. The data will be organized based on the techniques of collecting data.

b. Reviewing and exploring the data

In this step, the researcher will try to explore the data that has been prepared and organized. The researcher begins to explore by reading and looking through the various types of data collected. Reviewing the data starts from examine all of the different sources of data together. Through

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reviewing, the researcher seek to understand the scope of data before begin to divide them into more manageable.

c. Coding Data into Categories

Next, the researcher will identify the major and minor themes in the coded data. Coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using board category name (Lodico, 2005: 205). Themes provide the organizing ideas that the researcher will use to explain what they have learned from the study. The researcher then reexamines the data using themes as organizational frameworks to see if they provide a deeper understanding of the data.

Table 1.2.Coding

Code Names	**Code Categories**	**Code Names**	**Code Categories**
EFL	English Foreign Language	#s1	Student 1
ESL	English Second Language	#s2	Student 2
EYLs	English for Young Learners	#af	Teacher 1
MI	Madrasah Ibtidaiyah	#ss	Teacher 2
YLs	Young Learners		

d. Constructing descriptions of people, places, and activities

In this step, the researcher will write detailed descriptions of the people, places, and events in the study. It has a purpose to provide rich, in-depth descriptions, and physical settings represented in the data.

e. Reporting and Interpreting Data

In this research, the researcher is using qualitative research. So the last step the researcher will write report including the researcher's interpretations in a descriptive.

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