

**DISCUSSING LYRICS OF SONG TO MOTIVATE STUDENTS'  
SPEAKING ABILITY AT SENIOR HIGH SCHOOL**

**PAPER**

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**By:**

**Luwi Fitria Kasih  
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**Advisor:**

**Prof. Dr. H. Jufrizal, M.Hum**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF PADANG  
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**HALAMAN PERSETUJUAN MAKALAH**

**Judul** : **Discussing Lyrics of Song to Motivate Students' Speaking Ability at Senior High School**  
**Nama** : **Luwi Fitria Kasih**  
**NIM/BP** : **72700/2006**  
**Program Studi** : **Pendidikan Bahasa Inggris**  
**Jurusan** : **Bahasa dan Sastra Inggris**  
**Fakultas** : **Bahasa dan Seni**

**Padang, Januari 2011**

**Disetujui oleh:**

**Ketua Jurusan,**



**Dr. Kusni, M.Pd.**  
**NIP. 19620909 198803 1 004**

**Dosen Pembimbing,**



**Prof. Dr. H. Jufrizal, M.Hum**  
**NIP. 19670722 199203 1 003**

**HALAMAN PENGESAHAN LULUS UJIAN MAKALAH**

**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah  
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni  
Universitas Negeri Padang**

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**Nama : Luwi Fitria Kasih  
NIM/BP : 72700/2006  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni**

**Padang, Januari 2011**

**Tim Penguji**

<b>Nama</b>	<b>Tanda Tangan</b>
<b>1. Ketua : Prof. Dr. H. Jufrizal, M.Hum</b>	(  )
<b>2. Anggota : Dra. An Fauzia Rozani Syafei, M.A</b>	(  )
<b>3. Anggota : Winda Setiasari, S.S, M.Hum</b>	(  )

## ABSTRAK

**Kasih, Luwi Fitria. 2011. *Discussing Lyrics of Song to Motivate Students' Speaking Ability at Senior High School. Unpublished Paper.***

Dalam makalah ini, penulis membahas tentang kegiatan *Discussing Lyrics of Song* dalam meningkatkan motivasi berbicara siswa SMA. Pada umumnya siswa mengalami kesulitan dalam berbicara dalam bahasa Inggris. Salah satu kendala yang dihadapi siswa adalah kurangnya rasa percaya diri dalam berbicara di depan kelas sehingga menyebabkan siswa kurang memiliki motivasi untuk terlibat aktif dalam kegiatan berbicara di kelas.

Pada dasarnya, kegiatan *Discussing Lyrics of Song* dalam pengajaran berbicara adalah kegiatan yang dilakukan secara berkelompok. Siswa diminta untuk memberikan dan menyampaikan ide dan pendapat mereka tentang makna lirik sebuah lagu dalam kelompok mereka masing-masing. Setelah itu, setiap kelompok membandingkan lagi ide dan pendapat kelompok mereka dengan kelompok lainnya. Dalam kegiatan ini, siswa juga bisa memberikan saran serta kritik terhadap anggota kelompok atau kelompok lainnya. Oleh karena itu, penerapan kegiatan *Discussing Lyrics of Song* ini diharapkan dapat meningkatkan motivasi berbicara siswa dalam kelas.

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It is hoped that the paper will be beneficial to the readers particularly for English students and teachers.

Padang, January 2011

Luwi Fitria Kasih

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

In Indonesia, English has been taught as one of compulsory subject. Today, it has been taught since kindergarten. However, the result of learning English has not achieved optimal results yet. It can be seen from the fact that there are so many graduated students of Senior High School cannot communicate in English well, both in spoken and written way. Therefore, government has given great concern for this problem in the last five years. The government has revised the curriculum for three times and made English as a subject to be tested in *Ujian Nasional*. In order to pass the examination, the students have to achieve the standard score that is increased year by year.

For English subject, the government expects that the graduate students be able to use English both in spoken and written. However, the reality does not show the governments' expectation. Most of the students only learn English for answering the questions in final examination. Meanwhile, there are only a few students who learn and practice English in their daily life because they realize it is important. As a result, although the students have passed national final examination they are not able to communicate in English well.

However, the reality found on the field is not the same to the expectations of government. It is proved by the observation done in SMA N 1 Matur, Agam. This data also based on writer's experience during teaching practice in SMA N 1



Matur, Agam. The data showed there are several problems that caused low ability of students speaking.

The first, English language learning in Indonesia tends to be theoretical in teaching English. It can be seen that some teachers explain more about the theory of English rather than trains students to speak in English. Some of the English teachers only focus on teaching grammar, vocabulary, and reading comprehension. Whereas, learning a language will not succeed without practicing it. Richards (2002, p.51) states that English learning a language will be more effective if focusing on communicating or using the language in daily life than focusing on the structure of the language. This method is known as communicative approach in English language learning. Furthermore, learning how to use the language in daily life is more important than learning to analyze a language (gramatical rules).

English teacher's ability is the second factor that caused many students unable to speak English. Some of English teachers are not able to communicate in English well even they have graduated from English Department (Richards in Sri, 2010, p.2). Moreover, in teaching English the teachers tend to focus on written cycle and give a little chance for students to practice their speaking ability in oral cycle. Meanwhile, Mayuni (1998, online document) suggests that meaningful foreign language teaching is the learning that can create conducive situation where every student can explore all of his or her potential in using language, as optimal as possible. If this situation can be achieved, the student will not be reluctant anymore to speak English.

The third problem is low motivation. Students are lack of motivation in learning English, it will not make the English lesson fun. The teachers have to realize that motivation is the primary driving force to be successful. Williams (2010, online document) says that less motivation will make the students do not want to use English in the class. So, the teacher should be a motivator for the students to motivate them to use English besides supporting them from the school environment.

The other problem is that some students do not have self-confidence to speak in front of class. They are afraid to make mistake while speaking. This situation make them reluctant to speak. The students think that making mistake will cause a big problem, and put them in danger situation. When students make mistake, some of their friends laugh and it make them shy. Coughlin (2006, online document) says that the situation or setting make someone will not focus in telling something to the others.

Some students become a good listener in the speaking class. They tend to avoid speaking by being silent. If the students do not speak in the speaking class they realize that they will get nothing at the end of the class. Their knowledge will be stuck, they can not express their ideas and their ability to explore and convey ideas will not improve. During teaching and learning process, students are still ashamed to speak. Speaking class is usually silent when the teacher ask them some questions or commands to speak. The students don't able to speak even they have to answer the teacher's questions or with their idea.

To facilitate and to motivate the students in improving their speaking fluency, the teachers sometimes get difficulties in finding appropriate technique and media in their teaching technique. There are several media that can be used by the teacher; such as movie, TV programs and English song. According to Azuma (1999, p.14) news programme is a good media for teaching in EFL lessons, because it is authentic, up to date, available on daily basis, full of variety and it can also offer students opportunity in developing a global world view. Those media also encourage students' interest and attention in studying. The technique of listening English songs can develop their listening and speaking skill because they can learn how to pronounce the words like native speakers, so they can speak fluency. As stated by Robin and Thompson (1984, p. 123), speaking or singing along with tape increase students fluency.

Based on explanation above, the writer is interested in discussing one technique in teaching speaking that can make students motivated in learning. In this paper the writer explains technique discussing lyrics of song to motivate students' speaking ability at Senior High School.

## **B. Identification of the Problem**

Many of students at Senior High School are not able to use English both spoken and written. This is caused by several problems. First, most of English teachers still focus on teaching English as theoretically than practically while they are teaching English. The teachers tend to teach the language features such as grammar, vocabulary or reading comprehension only in English lesson. Second, most of English teachers are not able to create communicative environment and to

give good models in their class when they taught speaking. As the result, the students also not able to speak in English.

Third, the students have low motivation in learning English. Low motivation have made the students are lazy to speak English. Moreover, they do not have self-confidence and afraid in making mistakes when they speak English, so they just keep silent and do not want to share their idea.

Considering the problem above, the writer is interested to introduce one of technique in teaching speaking in order the students have motivation and interest to speak English. The technique is discussing lyrics of song to motivate students' speaking ability at Senior High School.

### **C. Limitation of the Problem**

In order to solve the problem about the condition of students' motivation and self-confidence to speak in the classroom, this paper focuses on discussing lyrics of song technique to improve students' speaking ability at Senior High School.

### **D. Formulation of the Problem**

The problem of this paper is formulated as: "How can discussing lyrics of song motivate students' speaking ability at Senior High School"?

### **E. Purpose of Writing the Paper**

The purpose of this paper is to explain how discussing lyrics of song can motivate students speaking ability in Senior High School.

#### **F. Significance of Writing the Paper**

The writer expects that this paper will give contributions to English teachers of Senior High School about how to apply discussing lyrics of song technique in the classroom. The writer also expects that English teachers can improve students' motivate in teaching by using new technique; the technique is discussing lyrics of song.