

**USING LOVE SONG IN TEACHING ENGLISH FOR SENIOR HIGH
SCHOOL STUDENTS**

PAPER

*Submitted as a Partial Fulfillment of the Requirements for the Bachelor Degree
of Education (S.Pd) in English Education*



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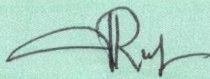
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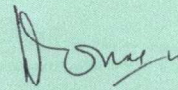
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Using Love Song in Teaching English for Senior High School Students

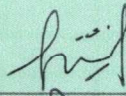
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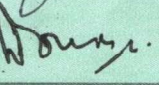
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ABSTRACT

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English is the important language that has to be mastered. There are four skills in language learning; listening, speaking, reading, and writing. Speaking is one of language skills which is very important to be mastered by students. However, students still find some difficulties in speaking, such as vocabulary, pronunciation, grammar, and motivation. Therefore, teacher should select the appropriate media that can solve all the problems. *Love Song* is chosen by the writer as the appropriate media since it can solve all the problems faced by students. In using *Love Song*, the teacher plays a song and asks the students to play the missing lyrics game. After that, students find the meaning of the song. Then, teacher explains the material (simple present tense), and teacher asks students to find out the simple present tense in the lyrics of *Everything I do (I do it for you)*. Next, students are given an individual task to memorize the song. After doing the individual task, the teacher asks students about the moral value of the song. The last, teacher gives homework to memorize another love song and conclude the lesson with the students. By using love song in English class, teaching and learning process will be fun and interesting. The purpose of this paper is to explain how to use *Love song* in teaching English for Senior High School students.

Key Words: *English, Speaking, Love Song, Senior High School Students*

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Padang, Agustus 2018

Siti Hardianti

DEDICATION

*All of my work is dedicated to my parents; Mujahidin and Dahniar –who
inspire, support, and protect.*

The writer could not have done it without them.

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is an important language that has to be mastered by everyone. There are some reasons why English is important to be mastered. First, it is important to be mastered because English is an international language. It means that English has become a tool for international communication. Second, English is used as the language of books, computers, internet, science, diplomacy, and tourism. That is why English is important to be mastered.

Realizing the importance of English, Indonesian government states that English as a foreign language should become a compulsory subject at school. It is taught from elementary school to university, and it becomes one of the subjects in National Test (UN). Students need to understand spoken and written English to communicate their ideas effectively. In Indonesian education curriculum or content based on curriculum, students have to master the four language skills such as, listening, speaking, reading, and writing. In this case, the writer emphasizes the teaching in speaking skill.

Speaking is one of language skills which is very important to be mastered by students. It is because speaking skill is a basic for human being which is used in their daily life whether at school or outside. Speaking is also one of important parts in teaching language as Richard (2008: 19) suggests, “the mastery of speaking in English is a priority for many second language or foreign-language

learners”. Therefore, speaking is one of language skills which is very important to be mastered by students in order to be a good communicator.

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.

According to Nashruddin (2013: 53), “speaking is as productive skill”. It means speaking skills can develop an English of learner, because it can produce good language of them. Furthermore, 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 writer 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. In addition, speaking is one of important skill used by teachers and students in teaching and learning English.

There some elements that should be mastered by students in speaking, such as vocabulary, pronunciation, grammar, and fluency. Unfortunately, the students find difficulties in all of the elements.

Vocabulary is very important in building the conversation as Allen (1997:149) suggests, “vocabulary is needed by students to master the four skills

in English”. It means that the conversation will not exist if there is no vocabulary. In addition, vocabulary is also the media for transferring messages from a speaker to a listener. However, students still find difficulties in mastering vocabulary. It is difficult for them to memorize many vocabularies so that they are lack of vocabulary. Lack of vocabulary will make students face difficulty to express their ideas and opinion. As a result, a message is hard to be delivered.

Another problem faced by students is pronunciation. Pronunciation is also important in speaking because the meaning will be wrong if the pronunciation is wrong. Moreover, the use of structure in language also plays an important role in speaking. The students’ limited ability in using structure of the language will compose the meaning of the message, and it will be hard to be understood if the students use the wrong structure.

Low motivation is the last problem faced by students in speaking. Hosni (2014:23) says, “Low or uneven participation can cause difficulty in speaking”. It may cause two reasons. The first reason is students feeling shy or afraid to speak. They feel shy because they think what they are saying is not correct, and they are also afraid of making mistakes in the conversation. The second reason is may be caused by no good strategy and media in teaching speaking by the teacher. It makes students have less motivation to speak, and they become lazy to practice speaking. As a result, students have no desire to speak English and tend to keep silent in the conversation and participate less in talking with others.

These problems are serious and must be solved in the teaching and learning process. Teachers have big challenge to enable their students to master English well, especially speaking English in class. There are many factors that influence students' ability in speaking. The teaching qualities, particularly approach, method and techniques used in teaching process are important. It is the English teacher's responsibility to create and to determine an effective approaches, methods and techniques to attract students' interest. Many classroom managements can be used in teaching speaking, such as using group work, class whole work, pair work, games, role-play, and songs; but, in this paper the writer focuses on using song in teaching speaking.

The song that can be used in teaching speaking is love song. Love song is chosen because it is appropriate for senior high school students. Psychologically, senior high school students are in puberty which means their feelings, emotions, anxiety, motivation, and confidence still change. Students will be interested in things that they relate to what they are feeling. Therefore, when the teacher uses love song, the students will be interested and easy to understand the lesson. As Schoepp (2001:2) says, "the enjoyment aspect of learning language through songs is directly related to affective factors, which include things such as feelings, emotions, anxiety, motivation and confidence".

In addition, the writer is interested to use love song in teaching speaking because of some reasons. First, as we know that song consists of several sentences. It means that song consists of many vocabularies. Song, in this case, love song is used in teaching speaking since it is consist of many vocabularies.

As problem mentioned above, it is hard for students to memorize vocabulary so that they are lack of vocabulary. By using song, students can get many new vocabularies. Second, memorizing vocabulary becomes easier. By using song memorizing vocabulary also can be easier. It may be caused singing is easier than reading. Third, students can express their feeling. By singing a song students have a chance to express their feeling. The last, by using love song, learning process becomes more interesting so that students are motivated, and they enjoy the teaching and learning process.

Moreover, love song that is commonly used in listening activity can also be used in speaking activity. For example, students can learn how to use the correct pronunciation by listening to the song. Then, students can discuss about the moral value of the song. By discussing the moral value of the song with their friends, the speaking activity automatically practiced. In addition, by using love song, the students can practice the speaking activity by retelling the content of the song. Thus, listening and speaking are related each other because without listening the students are unable to speak and vice versa. That is why love song that is used in listening activity can also be used in speaking activity.

Some researchers have made several previous studies. First, Dewi (2017) conducted a research with the title: “*Using Communicative Games in Improving Students’ Speaking Skills*”. The aims of the study are to know whether communicative games have an impact on teaching speaking skill and describe how communicative games give an influence on speaking skills of students at junior high schools in Jakarta, Indonesia. Based on the result of the study, using

communicative games give a positive impact on teaching learning process. It also gives positive improvement on students' active participation, confidence and their fluency in speaking skill. However, talking about communicative games cannot be separated from two things; communicative and game. The word communicative refers to the communicative approach in which teaching-learning activity avoids the concentration towards grammar and vocabulary, and it emphasizes students in real communication so that there must be some disadvantages of using this media. The disadvantages are students cannot learn how to use the correct grammar and vocabulary whereas grammar and vocabulary are some of the problems that faced by students in learning process. Thus, to fill in the gap, the writer chooses love song since by using love song, students not only can learn how to use the correct grammar and get many new vocabularies, but also can learn how to communicate simultaneously.

Second, Kusrini (2012) did a research about "*Teaching Speaking for Senior High School Students Using Cooperative Learning 'Think Pair Share'*". The objective of the research is to know the effectiveness of Think Pair Share for teaching Speaking. Through this technique students will think first about the topic, then they can explore their ideas by asking someone opinion, and at the end they can share with another group confidently since they have already make some discussion with their team. The used of Think Pair Share is strongly suggested since, the students not only getting a better result of their speaking, but also enlarging students vocabulary. However, by using Think Pair Share, the students just challenged themselves to deliver their idea

without knowing how to deliver their idea with the correct pronunciation. Therefore, love song can be used to solve the problem because by using love song the students not only can deliver their idea, but they can also learn how to use the correct pronunciation by listening to the song. In this case, the singer is native speaker.

In conclusion, using love songs are useful in the language learning classroom, especially in learning speaking. They contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects, and are fun for the students. It can also motivate and give the students opportunity to speak and express their ideas. By using love song, teaching learning process becomes more interesting, and the students' problems can be solved.

B. Limitation of the Problem

Based on the background, the problem of this paper was limited to the use of love song in teaching speaking for senior high school students.

C. Formulation of the Question

Based on the limitation of the problem above, the problem was formulated as follows: "How is love song used in teaching speaking for senior high school students?"

D. Purpose of the Paper

The purpose of this paper is to explain how love song is used in teaching speaking for senior high school students.