

**THE USE OF SINGING METHOD
TO INCREASE STUDENT'S SPEAKING SKILL IN USING PRONOUN
AT LANGUAGE CLUB STAI RAKHA AMUNTAI**

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Abstract

This research illustrates the increasing of students' speaking skill through singing method which the formulation of study whether the singing method can increase the student's speaking skill in using pronoun or not. The objectives of this research is to describe the use of singing method to increase student's speaking skill in using pronoun.

The techniques of data collecting in this research was Classroom Action Research (CAR) included the observation checklist, test, and documentation. The location of this research was at Language Club STAI RAKHA Amuntai and the subject of the research was 8 students of English class. The instrument of this research included lesson plan, observation checklist, and the questions of pre-test and post-test. The result of this research revealed that the pre-test and post-test data is analyze by using statistic formula.

According to the report of research result, the use of singing method in using pronoun in the classroom can help students increase their speaking skill. The improvement in the percentage score, which was proved it; the pre-test 1 get 0%, the post-test 1 get 42,8%, the pre-test 2 get 0%, and post-test 2 get 100%. Furthermore according to the observation checklist, the majority of the students response is interesting to the singing method in classroom.

Based on the result, it can be concluded that the use of singing method in using pronoun can increase students' speaking skill as well as their desire to speak. Then, it is suggest to teachers and other researchers, to be able to this research has inspiration to improve students' speaking skill.

Keywords: *Speaking Skill, Singing Method, Pronoun*

INTRODUCTION

According to Effendi (2017:42) English is important for students in both their life and their achievement in education. Effendi stated that there are several skills in mastering English, namely reading, writing, listening, speaking, grammar, vocabulary, pronunciation and spelling. The absence of speaking makes it difficult

to communicate. Michael(1995:73) stated that speaking requires more than just producing words or any sounds. The rules that say how words are combined, arranged and changed to show different meaning are called grammar. According to Richards and Schmidt in Effendi (2017:42), grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. In this case, the ability of grammar is very important. In other words, a good ability of grammar can provide learners to speak flently.

According to Faridloh and Lailatul (2022:2) many people want to develop their speaking skills. Students must produce and interact with language in all aspects of their daily communication. This is because students are not content to just learn words, phrases, and grammar if they want to improve their abilities. This makes a teacher think that grammar and speaking skills must be improved and mastered by their students.

According to Gill and Kusum (2017:36) As English is essential these days, the context of teaching and learning English spreads rapidly. Numerous approaches, strategies, methods, and techniques have been further created and implemented to lead students able to master English skills. Among the aforementioned learning components (approach, strategy, method, and technique), learning technique seems to be the most varied component during teaching and learning activities. Therefore, teachers probably implement some variety method in learning to improving student's achievement.

Language Club (LC) is one of *Unit Kerja Mahasiswa* (UKM) in STAI Rakha Amuntai which has two language programs namely English and Arabic. Based on the observation of reseacher at LC STAI Rakha Amuntai, it was found that there were a number of problems presented by the teacher. The results of the observation indicated that there were members learning outcomes that decreased according to the asesment criteria. There were some members who had difficulty understanding learning. One of them is on speaking and grammar. According to teachers' opinion, speaking and grammar are important skills because in speaking, they learn how to make good comunnication, while in grammar they learn how to make correctly grammar. Therefore, they must know about tenses, part of speech and so on which are not too familiar for most of them.

The problem of the use pronoun, mainly for speaking may be not too noticed by the teacher. Pronoun have imprtant role when one make good sentences, especially the use of personal pronoun most switched when student wants to make the sentences or used daily conversation. Therefore, the sentences could be understood by the speakers.

However, there is also a lack of teaching method applied by teacher during teaching the class. This problem was conveyed by the director of Language Club STAI Rakha Amuntai during the interview processs. Furthermore, this is make researcher interested in trying to use various method, such as singing method to increase students' speaking skill.

There is growing evidence that singing can have a positive effect on language learning, but few studies have explored its benefit for adult. However, the singing method may be useful as an additional teaching strategy.

Therefore, This method not only can appropriate for memorize, thus the singing the sentences during the learning can give provide meaningful learning.

The researcher focuses more on whether singing method to increase students' speaking skill in using pronoun in Language Club STAI Rakha Amuntai because the member still look in using pronoun correctly when speaking. Secondly, the researcher analyzed how the students' speaking skill in using pronoun increased after using singing method, whether they progressed or not.

Speaking is one of aspect in the development of basic ability. Speaking is an activity used by someone to communicate with others. It takes place every where and has become a part of daily activities. Speaking is not simply expressing something orally. Speaking is not only producing sounds but also a process of achieving goals that involves transferring messages. Therefore, the speaking process should pay attention to how to say as well as to whom the speaker talking to.

According to Harmer (2007:123) speaking is the ability to speak clearly and convey feelings to others, which includes not only knowing language features but also processing language and information. In addition, Brown (2004) defines speaking and communication skills are interrelated and reinforce one another. The skill component is a message conveyed through text orally or in print produced by language learners. Moreover Wijaya (2001:168) stated that speaking ability consist of linguistic performance and linguistic competence. That is the ability to manage meaningful words and sounds.

Brown (2000:7) stated that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understand, 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.

Luoma (2004:88) stated that assessment on speaking can be a very judgemental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation. In addition, Nunan in Rahmawati (2014:202) stated that speaking requires someone to be linguistically competemce in term of wellll articulating the sound, having sufficient vocabulary, and mastering structural or gammatial components. To speak also needs functional competence which means answering questions completely and logically. Another competence is stategic competence in which the speaker is able to use the repairing strategies when conversation breaks down. Sociolinguistic/curtural competence demands the speakers to use the language appropriately to the context.

In English speaking skill, the use of pronoun for making sentence is important thing to make the other speaker understand about the contact of utterance.

According to Faidlal (2009:37) pronouns are words that are used to replace nouns with the aim of avoiding repetition of words are continuous. According to Langan (2003:197), pronouns are words that take the place of noun (words for person, place or thing). Child (1998:5) said that pronouns refer to and replace nouns (the names of people, places and things) that have already been mentioned, or that the speaker/writer assumes are understood by the listener/reader.²²

Pronoun is words that changes a noun in previous word. In addition, Pronouns are words that do not directly name a person, place, thing, or idea, thus, take the place of a word that does.

Example:

- a. Jeremy is a student, he plays soccer very well.
- b. I visit my grandparents. They are at home.
- c. He who admire you so much has passed away.

In this research, researcher only focused on some of kinds of pronouns, such as personal pronoun that consist of subject pronoun and object pronoun, possessive pronoun that consist of possessive adjective and possessive pronoun, and reflexive pronoun.

TABLE 1.1
THE KINDS OF PRONOUNS

PERSONAL PRONOUN		POSSESSIVE PRONOUN		REFLEXIVE PRONOUN
SUBJECT	OBJECT	ADJECTIVE	PRONOUN	
<i>I</i>	<i>Me</i>	<i>My . . .</i>	<i>Mine</i>	<i>Myself</i>
<i>You</i>	<i>You</i>	<i>Your . . .</i>	<i>Yours</i>	<i>Yourself/selves</i>
<i>We</i>	<i>Us</i>	<i>Our . . .</i>	<i>Ours</i>	<i>Ourselves</i>
<i>They</i>	<i>Them</i>	<i>Their . . .</i>	<i>Theirs</i>	<i>Themselves</i>
<i>He</i>	<i>Him</i>	<i>His . . .</i>	<i>His</i>	<i>Herself</i>
<i>She</i>	<i>Her</i>	<i>Her . . .</i>	<i>Hers</i>	<i>Himself</i>
<i>It</i>	<i>It</i>	<i>Its . . .</i>	<i>Its</i>	<i>Itself</i>

Hamimah (2016:88) stated that singing not only reinforce students to remember words or phrases, but it also helps students to spell the words, identify the positions of words in phrases and even better visualize some situations related to the learning process such as the place, the teacher and the activities. The lyric of a song can also guide students to write and implement sentences specifically according to situation mentioned in the lyric. The fact is memorizing sentences is different than constructing a new one.

Viskari (2005) stated that briefly, the singing method prepared for this study consists 4 main stages; *listening* (for fun, to familiarize melody of a song and making early prediction about a lesson), *reading* (for fluency, comprehension and appreciation), *singing* (to practice language learned, to memorize informations) and *additional or extension activities* (for retention, assesment and enhancement of students' creativity by performances, speaking).

According to Ningsih (2019:1) song can boost students motivation and increase students' participations in the learning. It can be proved when the students keep singing along even outside the classroom and memorized all the lyrics correctly.

Procedures of teaching speaking with singing method

Teachers are frequently forced to be creative in their teaching methods. The worldwide appeal of songs, which connects people of different cultures and languages, makes them an excellent teaching tool. Speaking and listening entail two processes, both of which can be used in the classroom when songs are used. Which of these mechanisms is active depends on the activity chosen for a particular song.

As a result, it is one of the most effective and stimulating materials in the classroom. According to Adam Simpson (2015), the procedure for employing songs in the classroom is as follows:

- 1) Listen to the songs.
- 2) Ask a few questions related to the title.
- 3) Listen to the song once more, this time paying attention to the lyrics.
- 4) Focus on a pronunciation, a certain verb tense, or a grammatical feature. Pay special attention to vocabulary, idioms, and expressions.

The objectives of the song above are to teach students about body parts, physical movement, memorization, coordination, and focus, as well as to improve vocabulary and offer a cheerful classroom setting. In this research, the researcher will carried out the procedure singing method as follows:

1. The teacher explain the material about Pronoun, then explain about singing method in using pronoun.
2. The teacher comands the students to listen carefully when the teacher singing the pronoun song at the first time.
3. The teacher invites and motivates students to singing pronoun together.
4. The teacher orders students to sing reapeatedly.
5. The teacher helps students who find it difficult to sing songs fluently.

RESEARCH METHOD

Research Design

According to Latief (2014) the design in this research was CAR (Classroom Action Research) that concerns through the use of singing method to increase student's speaking skill in using pronoun at Language Club STAI Rakha Amuntai. Classroom action research is an effective media in improving the quality of English teachers's performance in instruction as well as students' achievement in learning English in classroom. CAR is used in this research to make English teachers can assess the effectiveness of their own teaching activities and plan the improvement based on the result of the assessment. CAR for English instruction is aimed at developing innovate instructional strategy that can help enhance the success in student's learning English. According the definition, it concentrated on the efforts in the use singing method to increase student's speaking skill in using pronoun. It was conducted collaboratively with the director of Language Club, the organizer, the English Teacher, and the students.

**I You We They He She It (2x)
It's Pronoun for Subject**

**Me You Us Them (2x)
Him Her It (2x)
Me You Us Them Him Her It (2x)
It's Pronoun for Object**

**My Your Our Their (2x)
His Her It (2x)
My Your Our Their His Her It
Possessive Adjective**

**Mine Yours Ours Theirs (2x)
His Hers Its (2x)
Mine Yours Ours Theirs His Hers Its
Possessive Pronoun**

Second, the song was cited by video on youtube channel Mr.Ode. The instrument from the song "Wheels On The Bus". the song lyrics as follows:

TABLE 1.2
SONG LYRIC "SINGING PRONOUN"

I bring	my book	for me	By myself	Because this book is mine
You bring	your book	for you	By yourself	Because this book is yours
We bring	our book	for us	By ourselves	Because this book is ours
They bring	their book	for them	By themselves	Because this book is theirs
He brings	his book	for him	By himself	Because this book is his
She brings	her book	for her	By herself	Because this book is hers
It brings	its book	for it	By itself	Because this book is its

RESEARCH FINDING AND DISCUSSION

Research Finding

The result showed the increasing of students' score from the pre-test 1 to post test 2. In the pre-test 1, there was 0 % or no students who got point. In the post-test 1 there was 42,8 % (3 students) who got point 405. It means that there was increasing 42,8 %. The post test in cycle 2, there was 100 % (7 students) who got

point 540. The increasing was about 100% and the total increasing of students' score from pre-test until post test II was 100%. It can be concluded that singing method could use to help students' ability in speaking at English Class of Language Club STAI Rakha Amuntai and this learning has applied successfully and able in increasing students speaking skill.

The difference between this research compared to previous studies is the result of this research different from previous studies. One of research from Siti Juwariyah et al., entitled "The use of mation and song method to improve students' grammar on active and passive voice" shows that with song accompaniment, students can learn effectively so it's easy to remember the material. The difference tried to use the singing method for the adult level¹. After conducting the research, the researcher drew the conclusion that the sung method can also be used as an alternative way for teachers to improve the speaking skills of students or adult learners.

Discussion

This section includes a discussion of the use of singing method in using pronoun. The use of singing method in using pronoun in the classroom can help students increase their speaking skill. The improvement in the percentage score, which was proved it; the pre-test 1 get 0%, the post-test 1 get 42,8%, the pre-test 2 get 0%, and post-test 2 get 100%. Furthermore according to the observation checklist, the majority of the students response is interesting to the singing method in classroom. This implies that the use of singing method in using pronoun can increase students' speaking skill as well as their desire to speak.

CONCLUSION

Based on the result of research, singing method can increase students' speaking ability which showed by achieved score of the students. Moreover, from the students' response toward the teaching and learning activity during CAR. It can be concluded that the students interest in learning with singing method. It is proven by their scores in cycle I and cycle II. In the pre test 1 of the cycle I, no students passed the KKM. Meanwhile, in the post test 3 of 7 students passed KKM. In the pre test 2, no students who passed the KKM, and in the post test 2, all the students pass the KKM. It means that there is significant different of student score, while the students learn pronoun by using singing method. As a result, it can be concluded that the use of singing method in using pronoun to the students at English class in Language Club STAI Rakha Amuntai can increase the students' speaking skill. Further, the students participate actively by give positive response especially when they sing a song in the class.

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