

## Islamic song to motivate EFL students in speaking performance

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### Abstract

The aim of this research was to find out the the effectiveness of English song toward students' speaking ability and motivation at MA Darul Ulum Palangka Raya. This research used quantitative method that belongs to experimental design. For instruments, this study used speaking test and questionnaire. The population of the study were 64 students of tenth grade at MA Darul Ulum Palangka Raya. To analyse the data, researcher used SPSS 21 program. The result of this research showed, the students' pre-test mean score in experiment class was 67,97 and the post-test mean score was 72,87. In contrary, the students' pre-test mean score in control class was 71,27 and the post-test mean score was 69,43. In the end, English song is effective way to improve students' speaking ability and motivation. Consequently, English song made the new words stay longer in their mind and help them to adapt to native speaker pronunciation. English song helped them to increase their motivation in speaking.

**Keyword:** Islamic song; speaking ability; speaking motivation

### INTRODUCTION

Four components (listening, reading, speaking, writing), the most important was speaking, because people who understand the language leads to as 'speakers' of that language, as if speaking including all other types knew the language (Rifa'at, 2018). This is the reason why they should be delivered in correctly, according to the situation and interaction that happens and the main ideas of speaker or writers in argue their conception that aims to the readers or audience (Simbolon, 2015). Furthermore, speaking skill is the ability to express oneself in life situation, or the ability to report acts of situation of phrase words, or the ability to express sequence of ideas fluently (Lumettu & Runtuwene, 2017). Speaking has an important role in daily interaction to confess person's mind correctly. It affects someone appearance in many sides, such society, politic, business and educational term. A good performance comes to who can speak effectively in front of people (Khotimah, 2014). Based on the arguments, the researcher states that speaking is an activity between two or more people that happens orally and directly.

Inappropriately, although they have been studying English for ten years in formal junior high school, real situation it is still difficult for Indonesian students to practice their English ability in daily conversation because they might get a good score of English in their report card but they cannot speak English fluently yet. Due to they are too shy to talk in English, they are anxious because they had not many changes to speak or because the teacher always gave critics and correction on their mistakes right away and they are afraid of making mistakes or their friends will laugh at them (Fauzan, 2014). The students of MA Darul Ulum Palangka Raya also meet the similar problems in speaking. Based on the observation researcher identifies some problems. Some learners are worried of making mistakes, they feel nervous to speak English, their fluency and their confident are also low. Their friends will mock them when they make mistakes. It also relates to the low internal motivation of the students. Students almost seem have not desire or competitive spirit in learning process.

Lucas (2010) states that motivation is a significant aspect of language learning. Motivation is a very complex psychological process and can be someone's driving force or a group to achieve the expected goals (Muftah, 2013). The different of learning system when compared to schools is also an important factor for increase student motivation (Triyanto & Handayani, 2016). Motivation has perceived by many educators as a very important factor in increasing engagement and student activities in learning and has a very function important because motivation determines effort students in the learning process (Pavlou, 2006). Hence, researcher states that motivation is a fundamental factor for students to increase their desire in learning process.

According to Pimwan (2012), "Songs are authentic materials that can motivate students to learn English. Songs stimulate positive emotional attitude towards language learning then songs can inspire great motivation during a lesson". Ratnasari (2007, p.21) says that while listening to the songs, the students may follow to sing the songs. Thus, researcher tries to conduct the study thru song to increase students speaking ability and motivation in English. Because when students are accustomed to listening to English songs, they will easily recognize the utterances of the singer and also the message that the singer want to deliver. Thus, the researcher used songs to find out the effectiveness of English song in teaching speaking.

## **METHOD**

The study employed experimental research. This method involved comparing the results of specific treatment with, or without medication, that of a different treatment. Quasi experimental design was similar to randomized experimental design, requiring the manipulation of an independent variable, but special in that participants were not randomly assigned to the community of treatments according to Ary (2010, p. 316).

This research was consisted of two classes that involved 120 students as the sample. The first group was the control group (30 participants) where conventional approach was implemented by this group. The second was the experimental group (30

participants), this group used English song to use the teaching-learning method. The researcher used test and questionnaire as instruments. There were two types of acquirements that must be counted; normality and homogeneity.

## FINDINGS

### Speaking Test

In Table 1, it shows the data of pre-test and post- test in control class.

Table 1. The Comparison of Pre-test and Post-test Score of Control Class

Students' Code	Score		
	Pre-Test	Post-Test	Different
C1	67	68	1
C2	68	70	2
C3	72	72	0
C4	71	71	0
C5	70	66	-4
C6	64	66	2
C7	68	67	-1
C8	70	65	-5
C9	78	73	-5
C10	76	72	-4
C11	64	64	0
C12	63	60	-3
C13	73	72	-1
C14	76	74	-2
C15	75	72	-3
C16	76	73	-3
C17	75	79	4
C18	68	68	0
C19	80	78	-2
C20	78	78	0
C21	65	65	0
C22	68	70	2
C23	77	75	-2
C24	78	76	-2
C25	68	68	0
C26	76	76	0
C27	78	74	-4
C28	60	57	-3
C29	55	55	0

C30	70	70	0
SUM	2138	2083	
Highest Score	80	78	
Lowest Score	55	55	
Mean	71.27	69.43	
Standard Deviation	6.12	5.79	
Standard Error	1.12	1.06	

Table 1 presents the comparison of students' speaking skill score between pre-test and post-test achieved by control group. According to the data on the table above, students' highest score for pre- test was 80 and for post-test was 78. Meanwhile, students' lowest score for pre- test was 55 and 55 for post-test. Mean for pre- test was 71.27 for pre- test and 69.43 for post-test. Researcher also counted the standard deviation; it was 6.12 for pre- test and 5.79 for post-test. Standard error was 1.12 for pre- test and 1.06 for post-test.

Table 2 shows pre- test and post test score in experiment class.

Table 2. The Comparison of Pre-test and Post-test Score of Experiment Class

Students' Code	Experiment Class		
	Pre-Test	Post Test	Different
E1	67	70	3
E2	77	79	2
E3	75	77	2
E4	65	65	0
E5	66	71	5
E6	76	80	4
E7	70	78	8
E8	70	75	5
E9	66	75	9
E10	68	76	8
E11	68	74	6
E12	52	60	8
E13	60	69	9
E14	60	68	8
E15	70	73	3
E16	76	80	4
E17	70	75	5
E18	68	73	5
E19	70	74	4
E20	67	73	6

E21	58	62	4
E22	69	70	1
E23	72	78	6
E24	65	72	7
E25	75	77	2
E26	74	78	4
E27	66	68	2
E28	58	65	7
E29	70	78	8
E30	71	73	2
SUM	2039	2186	
Highest Score	77	80	
Lowest Score	52	60	
Mean	67.97	72.87	
Standard Deviation	5.90	5.24	
Standard Error	1.08	0.96	

According to the data on Table 2, students' highest score for pre-test was 77 and for post-test was 80. Meanwhile, students' lowest score for pre-test was 52 and 60 for post-test. Mean for pre-test was 67.97 for pre-test and 72.87 for post-test. Researcher also counted the standard deviation; it was 5.90 for pre-test and 5.24 for post-test. Standard error was 1.08 for pre-test and 0.96 for post-test.

### Questionnaire of Motivation

The results of questionnaire of motivation are shown in Table 3.

Table 3. Descriptive Statistic of Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
ITEM01	30	3.00	4.00	3.6333	.49013
ITEM02	30	3.00	4.00	3.5667	.50401
ITEM03	30	3.00	4.00	3.5667	.50401
ITEM04	30	3.00	4.00	3.6333	.49013
ITEM05	30	3.00	5.00	3.8333	.64772
ITEM06	30	3.00	5.00	3.7000	.59596
ITEM07	30	3.00	5.00	3.8333	.59209
ITEM08	30	3.00	5.00	3.7667	.56832
ITEM09	30	2.00	5.00	3.6667	.66089
ITEM10	30	3.00	5.00	3.7667	.56832
ITEM11	30	3.00	5.00	3.7667	.56832

ITEM12	30	3.00	5.00	3.8333	.59209
ITEM13	30	2.00	5.00	3.6667	.66089
ITEM14	30	3.00	5.00	3.7333	.58329
ITEM15	30	3.00	5.00	3.7667	.56832
ITEM16	30	3.00	5.00	3.7667	.56832
ITEM17	30	3.00	5.00	3.7667	.56832
ITEM18	30	3.00	5.00	3.7333	.58329
ITEM19	30	3.00	5.00	3.7667	.56832
ITEM20	30	3.00	5.00	3.7667	.56832
Valid N (listwise)	30				

Based on Table 3, it shows that the questionnaire consisted of 20 items. N as the participants code, there was 30 students as the respondents. In this study, the writer measured the student's motivation score used SPSS 21 program. The formula of measured total score could be seen as follows.

$$\text{Score} = \left( \frac{\text{total score}}{5 \times N} \right) \times 100$$

The items were standardized according to the interpretation in Table 4 by Riduwan (2009).

Table 4. Final Result of Analysis Students' Motivation

No.	Indicators	Number of Item	Percentage	Total Items Percentage	Interpretation
1.	Choice	1	72%	71.7%	Strong
		2	71,3%		
		3	72%		
2.	Competence	4	71.3%	57.9%	Middle
		5	74%		
		6	76%		
		7	68%		
		8	76.6%		
3.	Meaningfulness	9	75.3%	74.3%	Strong
		10	73.3%		
4.	Progress	11	75.3%	66.6%	Strong
		12	76.6%		
		13	73.3%		
		14	74.6%		
		15	76.6%		
		16	75.3%		
		17	76%		
		18	68%		

	19	75.3%
	20	72%
SUM		270.5%
MEAN		67.7%
MAX		74.3%
MIN		57.9%

Based on Table 4, the final result of analysis Students' motivation above the total score was 270.5%. The highest score was 74.3% whereas the lowest score was 57.9%. After all the mean had been counted 67.7%. The researcher concluded attempted to the students' motivation on their questionnaire, the score was 67.7%. It means the students agree that English song has improved their motivation in speaking (Riduwan, 2004).

### Normality Test

Table 4 Testing Normality of Post- Test  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.65131520
Most Extreme Differences	Absolute	.109
	Positive	.066
	Negative	-.109
Kolmogorov-Smirnov Z		.596
Asymp. Sig. (2-tailed)		.870

a. Test distribution is Normal.  
b. Calculated from data.

Attempting to the result in Table 4, it could be seen that the significant was  $0.870 > 0.05$ . It can be concluded that the data distribution was normal.

### Homogeneity Test

Levene test Statistic was used to know the homogeneity of variance.

Table 5. Testing Homogeneity using Lavene Statistic

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.462	1	58	.499

According to the accounting used SPSS21 program, the data determined the significance was 0.499. The significant of the levene test statistic was higher than 0.05 ( $0.499 \geq 0.05$ ). It means that the scores were not desecrated the homogeneity.

### Testing Hypothesis

The writer used One - Way ANOVA to determine the hypothesis with significance level  $\alpha = 0.05$ . The researcher used casual calculation and SPSS21 Program to test the hypothesis using One - ways Anova. The criteria of Ho is accepted when  $F_{value} \leq F_{table}$ , and the Ho is refused when  $F_{value} \geq F_{table}$ . Then the criteria Ha is accepted when  $F_{value} \geq F_{table}$ , and Ha is refused when  $F_{value} \leq F_{table}$ . Or the criteria of Ho was accepted when the significant value  $\geq 0.05$ , and Ho was refused when the significant value  $\leq 0.05$ .

To verify the manual calculation, SPSS 21 statistic program was used in this research.

Table 6. The Result of One Way – ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	176.817	1	176.817	5.798	.019
Within Groups	1768.833	58	30.497		
Total	1945.650	59			

Attempted to SPSS 21 statistic program computation, the result indicated that Degree of Freedom Between Group (DFb) = 1 and Degree of Freedom Within Group (DFw) = 58 ( $F_{table} = 4,01$ ) and  $F_{value}$  was 5.798. It showed  $F_{value}$  was higher than  $F_{table}$  ( $5798 > 4.01$ ). So, Ho was refused and Ha was accepted. There was significance differences among groups after doing the treatment, with  $F_{value} = 5.798$  and the significant level was lower than alpha ( $\alpha$ ) ( $0.019 \leq 0.05$ ).

## DISCUSSION

The findings of the data analysis showed that English song gave effect on the students' speaking skill tenth graders of MA Darul Ulum Palangka Raya. The result of post test be higher than the result of pre test after were taught using English song. It was also proved by the result of hypothesis test calculation; it was found that the value of t observed was greater than the value of table at 1% and 5% significance level or  $2.000 < 5.279 > 2.660$ . It meant Ha was accepted and Ho was rejected. There was significant difference in speaking achievement among the students who were taught by using English song and those who were not. Since they had been given the treatments, they could improve their speaking ability.

The results of the motivation showed the highest score was 74,3%. It means questionnaire categorizes was strong. According to the research findings, researcher



concluded that English song give effect on students' speaking ability and motivation to learn speaking.

Table 7. Comparison between the Previous of Study and the Result of the Study

No.	Previous Study	Result	Result of this Study	Conclusion
1.	Millington (2011)	Significant	Significant	English song is recommended to be applied in teaching learning process to increase students' speaking ability and motivation.
2.	Hakim (2014)	Significant		
3.	Huertas (2014)	Significant		
4.	Christamia (2014)	Significant		
5.	Liva (2014)	Significant		
6.	Paskalia (2014)	Significant		
7.	Dzanic and Pegic (2016)	Significant		

According to the studies shown in Table 7, a conclusion was made that this English song provided positive contributions to the students speaking ability and motivation in speaking. A study by Christamia (2014) found that students' speaking score had increased. Concluded by a research by Paskalia (2014) determined that English song improved students' motivation in speaking skills.

## CONCLUSION

Regarding to the result and discussion, there was effect of English song toward speaking ability of the tenth grade students in MA Darul Ulum Palangka Raya. It was presented the significant value was lower than alpha ( $0.00 \text{ lower} \leq 0.05$ ). It meant that the use of English song is effective toward speaking ability of the of the tenth grade students in MA Darul Ulum Palangka Raya. Also found th the result of the students' motivation could be seen in the findings research. The highest score was 74,3% and the MEAN was 67,7%. It was mean that the questionnaire result was strong. Based on the result, can be conclude that English song gave effect on students' motivation to learn more of English speaking. In the end, according to all of the findings researcher concluded that English song gave effects toward speaking ability and motivation. After all, the students better to listen more English songs and practice to pronounce and sing the song. This way could help to increase ability and motivation in speaking English.

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