

**TEACHING SPEAKING THROUGH SONG TO IMPROVE STUDENTS'  
SPEAKING ACHIEVEMENT AT 7TH GRADE UPT SMPN 1  
GADINGREJO**

**(Undergraduate Thesis)**

**By**

**Liliana Syafitri**

**2213042008**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
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## **ABSTRAK**

### **PENGAJARAN BERBICARA MELALUI LAGU UNTUK MENINGKATKAN PRESTASI BERBICARA SISWA DI KELAS VII UPT SMPN 1 GADINGREJO**

**Oleh**

**LILIANA SYAFITRI**

Penelitian ini dilakukan untuk mengetahui apakah penggunaan lagu bahasa Inggris dapat meningkatkan prestasi berbicara siswa kelas VII UPT SMPN 1 Gadingrejo. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimen, yaitu one-group pre-test dan post-test. Sampel terdiri dari satu kelas siswa kelas VII, dan data dikumpulkan melalui tes berbicara yang menilai pengucapan (pronunciation), kelancaran (fluency), fitur linguistik (linguistic features), serta fitur ekstra-linguistik (extra-linguistic features). Hasil penelitian menunjukkan bahwa prestasi berbicara siswa meningkat setelah penerapan lagu bahasa Inggris, yang terlihat dari performa mereka yang lebih baik pada pengucapan, kelancaran, kosakata, tata bahasa, dan kepercayaan diri. Analisis statistik juga menunjukkan bahwa nilai signifikansi lebih rendah dari 0,05, yang berarti terdapat perbedaan yang signifikan antara skor pre-test dan post-test. Kesimpulannya, penggunaan lagu bahasa Inggris efektif dalam meningkatkan prestasi berbicara siswa dan dapat menciptakan suasana belajar yang lebih menyenangkan serta memotivasi. Oleh karena itu, lagu bahasa Inggris dapat digunakan sebagai media pembelajaran alternatif dalam pengajaran berbicara.

Kata kunci: Teks deskriptif, lagu bahasa Inggris, prestasi berbicara, pengajaran berbicara.

## **ABSTRACT**

### **TEACHING SPEAKING THROUGH SONG TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT AT 7TH GRADE UPT SMPN 1 GADINGREJO**

**By**

**LILIANA SYAFITRI**

This research was conducted to find out whether the use of English songs can improve students' speaking achievement in the seventh grade of UPT SMPN 1 Gadingrejo. This study applied a quantitative approach with a pre-experimental design using a one-group pre-test and post-test. The sample consisted of one class of seventh-grade students, and the data were collected through speaking tests assessing pronunciation, fluency, linguistic features, and extra-linguistic features. The results showed that students' speaking achievement improved after the implementation of English songs, as seen from their better performance in pronunciation, fluency, vocabulary, grammar, and confidence. The statistical analysis also indicated that the significance value was lower than 0.05, meaning that there was a significant difference between the pre-test and post-test scores. In conclusion, the use of English songs is effective in improving students' speaking achievement and can create a more enjoyable and motivating learning atmosphere. Therefore, English songs can be used as an alternative teaching medium in teaching speaking. Therefore, English songs can be used as an alternative teaching medium for speaking.

***Keywords: Descriptive text, English songs, speaking achievement, teaching speaking.***

**TEACHING SPEAKING THROUGH SONG TO IMPROVE STUDENTS'  
SPEAKING ACHIEVEMENT AT 7TH GRADE UPT SMPN 1  
GADINGREJO**

**By**

**Liliana Syafitri**

**Undergraduate Thesis**

**Submitted in a Partial Fulfillments of**

**The requirements for S-1 Degree**

**In**

**The Language and Arts Education Department**

**Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM  
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**Research Title** : **TEACHING SPEAKING THROUGH SONG TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT AT 7TH GRADE UPT SMPN 1 GADINGREJO**

**Students' Name** : **Liiana Syafitri**

**Students' Number** : **2213042008**

**Study Program** : **English and Education**

**Department** : **Language and Arts Education**


**Faculty** : **Training and Education**

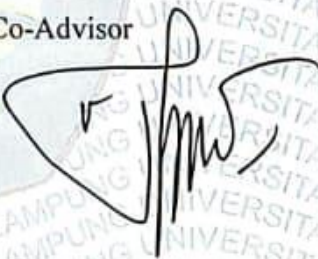


**APPROVED BY**  
Advisory Committee

Advisor

Co-Advisor

  
**Drs. Mahpul, M.A., Ph.D.**  
**NIP 196507061994031002**

  
**Novita Nurdiana, S.Pd., M.Pd.**  
**NIP 19870916202512040**

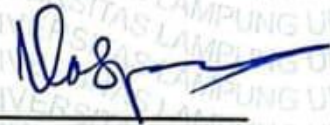
**The Chairperson of  
The Department of Language and Arts Education**

  
**Dr. Sumarti, S.Pd., M.Hum.**  
**NIP 19700318 199403 2 002**

**ADMITTED BY**

**1. Examination Committee**

**Chairperson : Drs. Mahpul, M.A, Ph.D.**



**Examiner : Dr. Feni Munifatullah, M. Hum.**



**Secretary : Novita Nurdiana, S.Pd., M.Pd.**

**2. The Dean of Teacher Training and Education Faculty**



**Dr. Albet Maydiantoro, M.Pd.**  
NIP. 198705042014041001

**Graduate on: April 15<sup>th</sup>, 2026**

## LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Liliana Syafitri  
NPM : 2213042008  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa dan Seni  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : TEACHING SPEAKING THROUGH SONG  
TO IMPROVE STUDENTS' SPEAKING  
ACHIEVEMENT AT 7TH GRADE UPT SMPN  
1 GADINGREJO

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 15 April 2026

Yang membuat pernyataan,



Liliana Syafitri  
NPM 2213042008

## **CURRICULUM VITAE**

**Liliana Syafitri** was born in Medan on November 29<sup>th</sup>, 2003. She is the eldest child of three children. Her father, Yulisman, is a soldier, and her mother, Lisa Medina, is a housewife. She has two siblings named Theona Aurelia and Elnino Pratama.

She started her studies at kindergarten for one year before going to elementary school. Then, she went to SDN 1 Segala Mider. In 2013, she moved to SDN 17 Gedong Tataan because her parents had to move to Gedong Tataan, Pesawaran. She graduated in 2015 and continued to SMPN 1 Gadingrejo, Pringsewu. In 2018, she continued her studies at SMAN 1 Gadingrejo, Pringsewu, for her senior high school. She joined an English Club as an extracurricular activity. She chose the speech division when she was in the English Club extracurricular. After graduating from SMAN 1 Gadingrejo, she applied to study at the University of Lampung and was accepted as a student in the English Education Study Program through SNMPTN 2022. She enjoyed her experience during the Community Service Program (KKN) at Tulang Bawang Barat and the Teaching Practice Program (PLP) at MIS Amanah 1 in 2025 to complete her study, and she undertook research related to the improvement of English songs in teaching speaking to junior high school students at UPT SMPN 1 Gadingrejo, Pringsewu, Lampung.

## MOTTO

***“Qué será, será. Whatever will be, will be.”***

**“Sometimes all you need is one song to change your mood.”**

*- Selena Gomez*

**“When life gets you down**

**Do you wanna know what you,ve gotta do?**

**Just keep swimming.”**

*- Dori, Finding Nemo*

**“Books! and cleverness!**

**There are more important things,**

**friendship and bravery.”**

*- Hermione Granger*

## **DEDICATION**

By the name of Allah Subhanahu Wa Ta'Ala, who always blesses the researcher's life and gives her strength. She would like to wholeheartedly dedicate this humble work to her beloved Mama and Bapak, her beloved friends and students, outstanding lecturers in the English Department, alma-mater Lampung University, along with all hard-working teachers, and also to myself.

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The author gratefully acknowledges all of their direct assistance and support in finishing this work and their willingness to give up their time and give suggestions. So, to express her gratitude and admiration, the author is grateful to:

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Finally, the author believes that her work is still far from perfection. There might be weaknesses in this research. Somehow, the writer hopes

this research will give a positive contribution to educational development, readers, and those who want to conduct further research.

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## I. INTRODUCTION

In this chapter, the researcher discussed things related to background, research question, the objective of the research, the uses of the research, the scope of the research, and the definition of terms.

### 1.1. Background

Speaking is one of the most important skills in learning a foreign language. Speaking is one of the most essential skills in learning a foreign language, especially English. According to Bahadorfar and Omidvar (2020), speaking is a productive skill that plays an important role in communication, allowing students to express their ideas, thoughts, and feelings effectively. However, in junior high school contexts, many students still find it difficult to speak English. This is often caused by low motivation, limited vocabulary, poor pronunciation, and a lack of confidence. As a result, speaking activities in the classroom tend to be passive and less effective.

In reality, many students in junior high school are reluctant to speak English during lessons. They often feel shy, afraid of making mistakes, or simply bored due to repetitive and monotonous teaching methods. Yuliana and Anugrah (2022) also point out that students frequently experience anxiety and low motivation in speaking classes, mainly because they are afraid of making errors and are too dependent on textbook-based instruction. Therefore, students need to be actively involved in speaking activities through various oral tasks that encourage them to communicate (Setiyadi, Sukirlan & Mahpul, 2018)

To overcome these challenges, teachers can apply practical speaking strategies supported by creative and engaging media. Wright

(2020:9) suggests several useful strategies, such as practicing speaking for 1–3 minutes on specific topics (for example, explaining a process or giving opinions), reading texts aloud in front of a mirror while focusing on clarity, volume, speed, intonation, and pronunciation, and listening to skilled English speakers to learn from their communication styles. Although these strategies are helpful, students may still struggle if they are not supported by interesting learning media. In addition, limited opportunities to practice speaking in meaningful or real-life contexts make it harder for students to develop fluency and confidence. Without proper encouragement and a supportive learning environment, students often find it difficult to express themselves in English.

In classroom practice, one of the materials taught in Grade 7 of junior high school is descriptive text. This type of text aims to help students describe people, places, animals, or objects using appropriate vocabulary and structure. However, many students still have difficulty expressing descriptive ideas orally due to limited language exposure and low confidence. Therefore, it is important to use learning media that can present descriptive examples in a more natural and engaging way.

One possible solution is the use of English songs as a teaching medium. Songs are not only entertaining but also provide authentic language, rich vocabulary, and expressions commonly used in everyday communication. Sadiqzade (2024, as cited in Wirya Suta et al., 2025) explains that music can reduce anxiety, increase motivation, and improve pronunciation and intonation. Through songs, students can learn language features such as rhythm, pronunciation, and intonation in a more relaxed and enjoyable way. For this reason, English songs are considered an effective medium to improve students' speaking skills and motivation.

Several previous studies support the use of songs in language learning. Hasibuan et al. (2023) found that simple English songs helped elementary school students improve their vocabulary, pronunciation, and confidence. Even though there were some challenges, such as limited

internet access, the learning process became more fun and engaging. Similarly, Mayalisa, Susanto, and Widiyanto (2023) conducted a quasi-experimental study on eighth-grade students and found that the use of Spotify as a learning medium significantly improved students' speaking scores. The students also became more motivated and enthusiastic during the learning process.

In addition, Nuraini and Rusmiyati (2022) investigated the use of a popular song, *Driver's License* by Olivia Rodrigo, to improve speaking skills among vocational school students. Their classroom action research showed a significant improvement in students' speaking scores from pre-test to post-test. The students became more focused and confident, although the classroom atmosphere sometimes became more lively than usual. Overall, the use of songs helped increase students' interest and made speaking activities more enjoyable.

However, not all studies show a direct relationship between music and reduced anxiety. Wirya Suta, Setiyadi, and Mahpul (2024) found that there was no significant relationship between students' music preferences and their level of language anxiety. This suggests that the effectiveness of songs in language learning depends more on how they are used in teaching rather than simply on students' preferences.

Although many studies have shown the benefits of using songs to improve speaking skills, there is still a lack of research that focuses specifically on seventh-grade junior high school students. Therefore, this study aims to fill this gap by examining the impact of using English songs on students' speaking achievement at this level.

Based on this background, the research question is: "Is there any significant improvement in students' speaking achievement after they are taught using English songs?"

The purpose of this study is to investigate the potential benefits of using English songs to improve speaking achievement among seventh-

grade students. Therefore, the researcher intends to conduct a pre-experimental study entitled: “Teaching Speaking Through Songs to Improve Speaking Achievement at the Seventh Grade of UPT SMPN 1 Gadingrejo.”

### **1.2. Research Question**

According to the justification given above, the researcher identified the research question as follows: Is there any significant improvement in students’ speaking achievement after they are taught using English songs?

### **1.3. The Objectives of The Research**

Referring to the issues and research question mentioned above, the purpose of the research is to provide proof that: To examine whether there is a significant improvement in students’ speaking achievement after they are taught using English songs.

### **1.4. The Use of The Research**

The researcher expects that this study will provide both practical and theoretical benefits, as outlined below:

#### 1) Practically

a. For students: This study is expected to help students improve their speaking skills through a more enjoyable and interactive learning experience by using English songs.

b. For teachers: This study is expected to offer teachers an alternative teaching medium that can support speaking activities, particularly in teaching descriptive texts through songs that contain relevant vocabulary and expressions.

#### 2) Theoretically

a. The findings of this study are expected to support existing theories on teaching speaking by using authentic and engaging materials, such as songs, which provide real examples of pronunciation, fluency, and natural

language use.

b. This study is also expected to contribute to the theoretical understanding of the relationship between media-based learning and student motivation in language acquisition, especially in the context of English as a Foreign Language (EFL) at the junior high school level.

c. In addition, this study can serve as a reference for future research that explores the use of music or songs in language teaching, particularly in improving speaking skills and increasing student engagement at the junior high school level.

### **1.5. The Scope of The Research**

This research focuses on the use of English songs as a medium to improve students' speaking ability in learning English, particularly in descriptive text. The study is conducted with seventh-grade students at UPT Junior High School 1 Gadingrejo, where descriptive text is one of the main materials taught in English classes. It specifically examines how English songs influence students' speaking performance in terms of fluency, vocabulary, and pronunciation, as well as their motivation to participate in speaking activities. The songs used in this study are English pop songs that contain descriptions of people in their lyrics.

### **1.6. Definition of Terms**

These definitions help clarify the key terms used in this research, particularly how speaking and songs contribute to the improvement of speaking skills through song-based learning activities.

1. **Speaking:** Speaking is a central skill in language learning and teaching. It is the primary means through which learners express themselves and interact with others.
2. **Song:** In this research, a song refers to a musical composition that combines lyrics (words) and melody.
3. **Descriptive Text:** In the context of language learning and speaking

improvement, descriptive text refers to a type of text that provides a detailed description of something, such as a person, place, or event.

## **II. LITERATURE REVIEW**

This chapter focused on definition of speaking, aspects of speaking, teaching of speaking, assessment of speaking, types of teaching speaking, methods to teach speaking, media of teaching speaking, definition of English songs, types of English songs, advantages of English songs, disadvantages of English songs, teaching speaking through English songs, descriptive text, procedures of teaching speaking through English songs, related studies, theoretical assumptions, hypothesis.

### **2.1. Definition of Speaking**

Language learning involves many different skills, and speaking is one of the most important. Speaking allows people to share their thoughts, feelings, and ideas, which makes it essential for communication. Being good at speaking helps learners express themselves clearly and understand others better. Because of this, speaking is a very important part of learning a language and plays a big role in how successful someone can be in using that language. Language learning involves a variety of skills, and speaking is one of the most important. Speaking allows individuals to share their thoughts, feelings, and ideas, making it crucial for effective communication. When learners develop strong speaking skills, they are better able to express themselves clearly and understand others. For this reason, speaking plays a crucial role in language learning and significantly influences learners' ability to use the language successfully.

Language learning involves a variety of skills, and speaking is one of the most important. Speaking allows individuals to share their thoughts, feelings, and ideas, making it crucial for effective communication. When learners develop strong speaking skills, they are better able to express themselves clearly and understand others. For this reason, speaking plays a

crucial role in language learning and significantly influences learners' ability to use the language successfully.

Speaking is widely considered a core skill in language learning and teaching. It is the primary way learners demonstrate their knowledge and interact with others (Brown, 2021). Through speaking, learners practice producing sounds, improve their fluency, and form meaningful sentences. These skills help learners not only communicate in everyday situations but also participate in academic contexts. Therefore, developing speaking skills is crucial for achieving overall language proficiency.

From a scientific perspective, speaking is both a cognitive and social activity. According to Li and Jeong (2022), speaking involves the brain's ability to produce and understand language, as well as influencing social interactions. Learners use their cognitive abilities to create new sentences and interpret meaning, while social interactions provide opportunities to practice language in real-life situations. This combination makes language learning more natural and effective.

From a researcher's perspective, speaking can be understood as a core language skill involving cognitive, social, and biological aspects. It is not simply the ability to pronounce words, but the result of complex mental processes that enable individuals to spontaneously produce and understand language. Furthermore, speaking serves as a social tool for interaction and communication, with the environment playing a crucial role in language development. Furthermore, biological factors, particularly brain function, influence how language is processed and produced.

Therefore, developing speaking skills is crucial for achieving complete language competence, including pronunciation mastery, fluency, and the ability to construct coherent sentences for effective communication.

### ***2.1.1. Aspects of Speaking***

Speaking plays a vital role in how well individuals express themselves and connect with others. Understanding the key aspects of speaking not only helps language learners improve their abilities but also enhances communication in various contexts, such as academic,

professional, and everyday situations. Many scholars have explored these aspects and provided valuable insights into how they contribute to effective spoken communication.

According to Mahpul (2014), there are four key components of speaking: pronunciation, fluency, linguistic features, and extra-linguistic features. Each of these components represents a different dimension of oral language performance.

### 1. Pronunciation

Pronunciation refers to how a speaker produces sounds, including both segmental and suprasegmental phonemes. Segmental phonemes involve the articulation of vowels and consonants, while suprasegmental phonemes include stress, intonation, and rhythm. Good pronunciation helps speakers be clearly understood, even if they make minor grammatical errors. In speaking assessments, teachers usually evaluate how accurately students produce sounds and how naturally they use stress and intonation.

- Segmental Phonemes (Vowels & Consonants): Focus on pronouncing letter sounds.

Good Example: “She sells seashells by the seashore.” The sounds /s/ and /ʃ/ are pronounced clearly and distinctly.

Poor Example: “She sells seashells by the seashore.” The sounds /ʃ/ and /s/ are not distinguished → confusing.

- Suprasegmental Phonemes (Stress, Intonation, Rhythm). Focus on word stress, tone of voice, and rhythm.

Good Example: “I LOVE this movie!” (emphasis on “love,” expressive intonation). Clearly conveys emotion and meaning.

Poor Example: “I love this movie.” (flat, no intonation). It sounds monotonous and lacks meaning.

## 2. Fluency

Fluency refers to the smoothness and flow of speech. It involves speaking continuously without excessive pauses or hesitation. Key indicators of fluency include speech rate, rhythm, and the ability to manage pauses naturally. A fluent speaker can express ideas clearly with minimal disruption. Teachers often assess fluency by observing how naturally and smoothly students speak.

- **Speech Flow / Fluidity:** How naturally ideas flow.

Good Example: "I usually wake up early, then I prepare my breakfast and go to school." Fluent, ideas are well-connected.

Poor Example: "I... wake up... then... breakfast... school..." Choppy, doesn't flow.

- **Hesitation and Pauses:** How often you pause or hesitate.

Good Example: "I think my favorite hobby is reading because it helps me relax." Natural pauses (for thinking) are not distracting.

Poor Example: "I think... umm... my... favorite... umm... hobby..." Too many "umms" interfere with communication.

- **Speech Rate:** How fast or slow you speak.

Good Example: Speak at a moderate, clear, and understandable pace. Not too fast or slow.

Too Fast Example: "I usually wake up and go to school quickly and..." Too fast, difficult to understand.

Too Slow Example: "I... usually... wake up..." Too slow, and communication is ineffective.

- **Syntax (Grammar / Structure):** Sentence structure.

Good Example: "She is going to the market to buy some

vegetables." The sentence structure is correct.

Poor Example: "She is going to the market to buy vegetables." The structure is incorrect, and the meaning is unclear.

- Vocabulary (Word Choice): How appropriate and varied the words used are.

Good Example: "My teacher is very supportive and always motivates us." Vocabulary is appropriate and quite rich.

Poor Example: "My teacher is very good... good... very good..."  
Too repetitive and limited.

- Omissions (Incomplete Sentences / Missing Elements): Missing parts of a sentence.

Good Example: "I went to the library yesterday to study for my exam." Complete sentence.

Poor Example: "Went to the library yesterday." Missing subject → incomplete.

### 3. Linguistic Features

Linguistic features refer to the use of grammar, vocabulary, and sentence structure. These elements influence how clearly and accurately a speaker can convey meaning. In speaking assessments, teachers evaluate whether students use appropriate vocabulary, construct correct sentences, and avoid incomplete expressions.

- Syntax (Grammar / Structure): Sentence structure.

Good Example: "She is going to the market to buy some vegetables." The sentence structure is correct.

Poor Example: "She is going to the market to buy vegetables." The structure is incorrect, the meaning is unclear.

- Vocabulary (Word Choice): How appropriate and varied the words used are.

Good Example: "My teacher is very supportive and always motivates us." Vocabulary is appropriate and quite rich.

Poor Example: "My teacher is very good... good... very good..."  
Too repetitive and limited.

- Omissions (Incomplete Sentences / Missing Elements): Missing parts of a sentence.

Good Example: "I went to the library yesterday to study for my exam." Complete sentence.

Poor Example: "Went to the library yesterday." Missing subject → incomplete.

#### 4. Extra-linguistic Features

Extra-linguistic features are non-verbal elements that support communication, such as gestures, facial expressions, eye contact, and body language. These features help make communication more engaging and meaningful. For example, eye contact can show confidence, and gestures can help clarify ideas. Although they are not verbal, these elements are important, especially in face-to-face communication.

- Gestures / Body Language: Non-verbal communication.

Good Example: The student makes eye contact, smiles, and uses their hands while explaining. They appear confident and engaging.

Poor Example: The student looks down, remains silent and expressionless, and doesn't look at the audience. Lacks confidence, and the message isn't conveyed.

In conclusion, mastering the key aspects of speaking, pronunciation, fluency, linguistic features, and extra-linguistic features is

essential for effective communication. Each component supports the others, helping speakers express their ideas clearly and interact confidently with others. By developing these skills, learners can become more effective and confident communicators in a wide range of situations.

## **2.2. Teaching of Speaking**

Teaching speaking aims to improve students' ability to communicate effectively in a second language. Speaking involves more than just mastering vocabulary and grammar; it includes using language appropriately and confidently in everyday situations. Harmer (1998, cited in Setiyadi et al., 2018) suggests that, regardless of students' ability level, there are four important aspects they must pay attention to when learning to speak: listening to language, understanding meaning, recognizing its forms, and practicing its use.

Therefore, teaching speaking should not only focus on memorizing vocabulary or grammar rules. The learning process should also provide opportunities for students to practice pronunciation, improve fluency, and convey their ideas clearly. Putri and Hidayat (2022) state that effective speaking activities should involve interaction, communication tasks, and practice in real-life situations. This approach encourages students to be more active and confident when speaking English.

There are various effective methods for teaching speaking, such as role-playing, group discussions, singing, and class presentations. These activities provide students with opportunities to practice speaking in a variety of contexts and help them respond more naturally. Kurniawan et al. (2023) noted that interactive speaking activities increase student motivation and participation because they feel more engaged and less afraid of making mistakes.

In conclusion, speaking instruction should be geared toward building a supportive learning environment so students can practice using English in meaningful ways. By emphasizing pronunciation, fluency, and the ability to express ideas in social contexts, teachers can help students become more confident and effective speakers.

A useful framework for teaching speaking skills was proposed by H. Douglas Brown in 2001. He outlined three key stages that help students develop their speaking skills gradually:

1. **Imitative Speaking:** In this first stage, students are directed to imitate or repeat language examples provided by the teacher. Activities include drills, pronunciation practice, and repetition of words or phrases. The primary goal is to help students become familiar with the sounds and patterns of language. Brown emphasized the importance of this stage in building a foundation of accuracy and fluency in producing sounds and words.
2. **Responsive Speaking:** In this stage, students begin to engage in short, simple interactions. They respond to questions or instructions through activities such as short dialogues, role-playing, and question-and-answer sessions. According to Brown, the goal of this stage is to make students more comfortable responding to others and using language in meaningful, though still directed, situations.
3. **Interactive Speaking:** The final stage focuses on longer, more natural communication in real-life contexts. Activities can take the form of discussions, debates, interviews, or group projects, where students can express their ideas more freely and creatively. Brown outlines that this stage contributes to the development of fluency, as students begin to use language spontaneously in more authentic situations.

In conclusion, teaching speaking requires a structured approach that moves from simple imitation to more complex and interactive communication. By following Brown's proposed framework, students can gradually increase their confidence, accuracy, and fluency, enabling them to communicate effectively in real-life situations.

### ***2.2.1. Assessment of Speaking***

Speaking skills assessment involves analyzing various aspects of oral communication to gain a comprehensive understanding of a person's

speaking ability. Based on a study of the song "Perfect," the elements of speaking can be grouped into four main categories: pronunciation, fluency, linguistic features, and extra-linguistic features.

### 1. Pronunciation

Pronunciation includes segmental and suprasegmental phonemes. Segmental phonemes focus on how individual sounds are pronounced, as seen in the words "love," "dive," "follow," "sweet," "grass," and "dress." These words feature distinct vowel and consonant sounds, for example, the /v/ in "love" and "dive," as well as distinct /s/ and /t/ sounds, which help learners improve their articulation. Suprasegmental phonemes, meanwhile, relate to stress, intonation, and rhythm. This can be seen in phrases like "Oh, baby, kiss me slowly" and "Honey, I'm dancing in the dark," where emphasis is placed on the words "honey," "darling," and "dark." The changes in tone in these sentences also serve to convey deeper emotion and meaning.

### 2. Fluency

Fluency of speech relates to the smoothness and flow of speech, including the rhythm of speech, hesitations, pauses, and rate of speech. A smooth flow can be found in long sentences like "Honey, I'm dancing in the dark with you under my arm" and "Barefoot on the grass listening to our favorite song," which reflect a natural, unhurried speaking style. Hesitations and pauses are seen in words like "Well" and "Oh" in sentences like "Well, I found a girl, beautiful and sweet" and "Oh, baby...", which indicate natural pauses in spoken communication. The rate of speech can also be observed in sentence length. Short phrases like "I found love for me" are usually spoken more slowly and clearly, while longer sentences like "We were still children when we fell in love, without knowing what it was" are often spoken more quickly.

### 3. Linguistic Features

Linguistic features include syntax, vocabulary, and omissions. Syntax is evident in well-structured sentences like "I found love for me" (Subject + Verb + Object), "She shares my dream," and "I see my future in your eyes," all of which demonstrate proper grammatical patterns. Vocabulary includes descriptive and expressive words like "love," "darling," "beautiful," "sweet," "dream," "future," and "angel," which add depth to the sentence's meaning. Omissions are also evident in casual spoken language like "dancing," "listening," and "seeing," where the -g ending is dropped, reflecting a more natural spoken English style.

### 4. Extra-Linguistic Features

Extra-linguistic features refer to non-verbal elements such as gestures and body language. This can be seen in expressions like "hold my hand," "dancing in the dark with you between my arms," and "kiss me slowly." These expressions demonstrate actions like holding hands, hugging, and kissing, which support and add meaning to spoken communication.

Overall, assessing speaking skills involves more than simply assessing the words spoken by students. A comprehensive assessment process considers pronunciation (including both segmental and suprasegmental), fluency (including speech flow, pauses, and rate), linguistic features (such as syntax, vocabulary, and omissions), and extra-linguistic elements (such as gestures, eye contact, and facial expressions).

Using song lyrics as teaching materials gives teachers the opportunity to observe these elements in a more natural and expressive setting. This also makes it easier for them to provide more specific feedback, which can help students develop their overall speaking skills.

#### ***2.2.2. Types of Teaching Speaking***

Speaking instruction is a crucial element in language education, as

it facilitates students' ability to communicate effectively in various situations. This includes the application of a variety of strategies and methods to support the development of students' speaking skills. According to Bahadorfar and Omidvar (2020), several important factors contribute to successful speaking instruction.

1. **Interaction and Communication:** Allowing students to engage in dialogue with their classmates is a great way for them to practice speaking in everyday contexts. Through these interactions, students can build confidence and improve their fluency.
2. **Pronunciation and Intonation:** Proper pronunciation and appropriate intonation significantly influence how well students are understood. Teachers can assist in this by providing exercises that focus on specific sounds, stress patterns, and rhythm to improve clarity when speaking.
3. **Task-Based Learning:** Task-based learning provides students with valuable activities that force them to speak, such as simulations, discussions, or debates. These activities can motivate students and provide them with practical opportunities to apply language in context.
4. **Feedback and Assessment:** Providing meaningful feedback helps students identify their strengths and areas for improvement. Teachers can utilize formative assessments to track student progress and adjust their teaching methods as needed.
5. **Cultural Context:** Teaching speaking also involves developing an understanding of cultural elements in communication. By integrating cultural elements into speaking activities, students can learn to use language appropriately in various social contexts.

Overall, teaching speaking requires a comprehensive approach, encompassing interaction, pronunciation practice, task-based learning, feedback, and cultural awareness. These strategies support students in developing fluency, clarity, and confidence. By practicing communicating

in real-life contexts and understanding cultural nuances, students can improve their ability to communicate effectively in a variety of situations.

### ***2.2.3. Methods to Teach Speaking***

Speaking is a crucial skill for students, as it allows them to express ideas, share views, and interact effectively with others. Teaching speaking skills can be done in a fun and engaging way, especially if music is used as a learning aid. According to Sadiqzade (2024, cited in Wirya Suta et al., 2025), music has the ability to reduce stress during learning, increase motivation, and improve pronunciation and intonation. With these benefits, music becomes an effective and enjoyable tool for language learning, especially through activities such as listening to songs and analyzing their lyrics.

There are several methods that can be implemented to improve students' speaking skills:

1. **Role-Playing Activities:** In role-play activities, students will act out various scenarios, such as ordering food at a restaurant or facing an interview. This method is very helpful in building self-confidence and provides an opportunity for students to practice speaking in situations similar to reality.
2. **Discussion and Debate:** Teachers can choose topics that are relevant and interesting to students and then encourage them to express their opinions and arguments. This activity not only improves speaking skills but also hones critical thinking skills and the ability to convey ideas clearly.
3. **Using Song:** Songs are a fun and effective way to practice speaking skills. Music often contains everyday language and has a memorable rhythm. Singing can improve pronunciation, rhythm, and intonation, as well as help students remember new words and phrases.

### 2.3. Media of Teaching Speaking

According to Setiyadi, Sukirlan, and Mahpul (2018), teaching aids play a crucial role in the speaking learning process because they can convey information from the teacher to students more efficiently. These aids serve as a link between the classroom and real-life interactions. Recent research has shown that three categories of media, audio, video, and images, can significantly improve students' speaking skills.

#### 1. Audio

Audio media, such as songs, recorded dialogues, and podcasts, provide opportunities for students to listen to and imitate the pronunciation, intonation, and rhythm of native speakers. The audio-lingual method contributes to increased speaking accuracy because students frequently hear and practice the sounds of the language they are learning. Furthermore, Muliadi et al. (2020) found that this technique can increase student motivation because they feel more enthusiastic and confident when imitating native speakers.

#### 2. Video

Video provides a combination of audio and visual elements, which helps students understand the overall context of a conversation. Febrina and Hamdi (2023) found that educational videos can improve vocabulary, pronunciation, and speaking skills more effectively than other media. This is because students can not only hear what is being said but also see facial expressions and body movements. Similarly, Jelimun (2025) noted that the use of vlogs in speaking classes for eighth-grade students showed significant improvements in their speaking skills compared to conventional teaching approaches.

#### 3. Picture

Visual media such as images or image sequences can be used as triggers to encourage and assist students in speaking activities. Sari, Dewi, and

Marsakawati (2023) noted that using image sequences in speaking lessons was more effective than not using them, as it helped students express their ideas more fluently, increased their participation, and created a more enjoyable classroom atmosphere. The results of this study indicate that visual media allows students to express their thoughts and feelings more freely.

#### **2.4. Definition of English Songs**

According to Richards (2002, as cited in Mayalisa et al., 2023), a song is a short piece of music intended for human vocals that contains lyrics. English songs can help improve students' vocabulary, pronunciation, and speaking skills in a fun way. Their catchy melodies and repetitive lyrics make it easier for learners to remember new words and phrases. This section will discuss the definition of English songs and how they support the development of students' speaking skills in learning English.

English songs are compositions that use English in their lyrics. These songs combine music and lyrics to convey a message, emotion, or story in a memorable way. Hasibuan et al. (2021) stated that songs can make students feel relaxed and enjoy the learning process, making it easier for them to recognize and remember the lyrics. This way, students can better understand vocabulary and sentence patterns compared to the traditional memorization method.

In addition to improving vocabulary, English songs also help improve pronunciation and fluency. Songs provide concrete examples of how English is used in everyday communication, allowing students to become more accustomed to its natural rhythm and intonation. Hasibuan and colleagues (2023) suggest that using songs in the classroom makes the learning process more engaging, motivates students to focus on vocabulary, and supports the overall teaching and learning process. Singing along to songs provides students with the opportunity to practice speaking in a relaxed and enjoyable atmosphere.

Furthermore, songs can also improve students' listening and

comprehension skills, which are closely related to speaking ability. By listening to songs, students can learn how native speakers pronounce words, connect sounds, and use everyday expressions. Research by Pratama and colleagues (2023) shows that students who learn English through songs show improved speaking skills, particularly in terms of fluency and vocabulary usage. This demonstrates that songs are not only entertainment but also an effective teaching tool for improving speaking skills.

In conclusion, English songs are a fun and effective method for improving students' speaking skills. Through repeated exposure to natural language in songs, learners can more easily develop their pronunciation, fluency, and vocabulary. Using songs in the teaching process also makes learning more engaging and meaningful. This literature review supports the idea that incorporating music into classroom activities is a valuable strategy for improving students' speaking skills. Further research could investigate how songs influence students' motivation and speaking performance in different learning contexts.

#### ***2.4.1. Types of English Songs***

During teaching and learning activities, it is important to choose appropriate types of English songs to help students better understand the material and feel motivated. Not all songs are suitable for use in learning, especially for those just starting out. Therefore, teachers need to choose songs that are appropriate for the students' vocabulary level, have a clear and useful message, and use easy language structures.

According to Murphey (1992), there are several categories of songs that can be used in the classroom to support students in honing their speaking skills:

1. Children's Songs

Children's songs are ideal for students at the elementary and junior high school levels. These songs generally contain simple vocabulary, clear pronunciation, and repetitive sentence patterns, making them easy to follow and understand. According to Handayani and Yusuf (2021),

children's songs make the process of learning to speak fun and engaging, appropriate to the students' language abilities.

Examples of frequently used songs are "Twinkle Twinkle Little Star" and "If You're Happy and You Know It." These songs are effective in increasing student engagement and building confidence, allowing students to practice speaking English without fear of making mistakes.

## 2. Pop Songs

Pop songs are more suitable for students in middle and high school. These songs often discuss themes such as friendship, dreams, and feelings, which are easy to understand and relevant to students. According to Putri et al. (2022), slow-tempo pop songs are particularly helpful in improving pronunciation and listening skills because their lyrics tend to be clear and easy to follow.

Examples of songs frequently used in the classroom include "Just The Way You Are" by Bruno Mars and "You Are the Reason" by Calum Scott. These songs use simple vocabulary and sentence structures, making them suitable for speaking practice.

In conclusion, choosing the right type of English song is crucial to supporting students' speaking development. Children's songs, slow-paced pop songs, and songs with simple, meaningful lyrics are highly effective choices. These songs not only introduce new vocabulary but also provide opportunities for students to practice speaking in a fun and motivating way. Therefore, English songs can be a useful learning tool, supporting students' language development and emotional engagement in the learning process.

### ***2.4.2. Advantages of English Songs***

- Improves listening skills as students pay attention to lyrics and melody.
- Helps build new vocabulary, idioms, and useful expressions.
- Enhances pronunciation through imitation of the singer's sounds and intonation.
- Increases student motivation due to the fun and enjoyable learning method.

- Introduces students to different cultures through song themes and lyrics.
- Repetition in songs aids memory and helps students remember words and phrases more easily.

#### ***2.4.3. Disadvantages of English Songs***

- Possibility of inaccurate language use due to non-standard grammar in lyrics.
- Risk of cultural misunderstanding from unfamiliar cultural references in songs.
- It may limit vocabulary range if students focus only on specific lyrics.
- Students may focus too much on performance or delivery style rather than language meaning.
- Songs can become a distraction, shifting attention away from learning objectives.

#### **2.5. Teaching Speaking Through English Songs**

Teaching speaking skills is a key focus in English language teaching, especially for junior high school students who are still building their confidence and ability to express themselves. Speaking is not only about understanding grammar and vocabulary, but also about using language naturally in everyday contexts. One creative and effective method for developing speaking skills is through the use of English songs. Music makes the learning process more enjoyable and reduces the tension students often feel when asked to speak English. Furthermore, songs provide concrete examples of how language is used in everyday communication.

Using songs in speaking instruction provides students with the opportunity to hear accurate pronunciation, sentence patterns, and natural rhythms. According to research by Sari, Dewi, and Marsakawati (2023), songs can help improve students' speaking skills by offering repeated exposure to the language in an engaging and memorable way. Students typically feel more relaxed when learning with music, which motivates

them to practice speaking without fear of making mistakes. The melody and repetition in songs help students remember and pronounce new vocabulary and phrases more accurately.

One of the main benefits of using songs in teaching speaking is that they simultaneously support various aspects of speaking, such as fluency, pronunciation, and vocabulary. When students sing along to English songs, they not only repeat the lyrics but also practice speaking more fluently and clearly. Wahyuni et al. (2018) explain that singing along improves students' fluency because they practice speaking at a natural rhythm and pace. It also improves intonation and word stress, which are often difficult to teach using conventional methods.

Furthermore, English songs can be incorporated into various speaking activities in the classroom. For example, teachers can ask students to complete missing words in the song, explain the meaning of the song in their own words, or create short conversations based on the song's theme. These activities encourage students to be active and interactive in using language. As stated by Rahmawati and Pratama (2023), integrating songs into speaking instruction not only improves language skills but also increases students' participation and confidence in the classroom.

English songs are also particularly well-suited for mixed-ability classes, where students have varying levels of speaking ability. Music provides a collective learning experience, allowing all students to participate, regardless of their ability level. The songs give students the opportunity to learn at their own pace while still engaging in group activities. This contributes to a positive and supportive learning environment, where students feel inspired and engaged.

## **2.6. Descriptive Text**

In the field of language learning and speaking skills development, descriptive text is a category of text that presents a detailed description of a specific object, such as an individual, location, or event.

Descriptive text is one of the types of text taught to students at the

junior high school level, particularly in grade 7. The main purpose of this text is to provide in-depth information about a person, place, animal, or object, so that the reader or listener can clearly imagine what is being described. In English teaching, descriptive text appears not only in written form but can also be practiced through speaking activities, helping students practice expressing descriptions orally.

Descriptive text consists of two main elements: identification and description. Identification presents the object to be described, while description provides details about its characteristics, such as shape, color, size, quality, or habits. To convey descriptions effectively when speaking, students need a sufficient vocabulary, correct pronunciation, and confidence. However, many students struggle with speaking due to a lack of motivation, fear of mistakes, or a lack of interest in monotonous learning methods.

As Pratama and Rahmawati (2023) noted, using songs in English learning can help students understand sentence structure, expand their vocabulary, and improve their speaking skills in a fun way. Furthermore, songs create a more relaxed and interactive learning environment, increasing students' enthusiasm for speaking.

Furthermore, songs that contain emotional elements or describe people can encourage students to relate the song's content to their own experiences. Although some songs contain story elements, this study specifically focused on descriptive speaking activities, aiming to train students in describing people, rather than telling a narrative. Therefore, the teaching emphasizes the use of descriptive language such as adjectives, physical appearance, character traits, and expressions related to personal characteristics.

In conclusion, using English songs as a tool to teach descriptive texts through speaking activities can have a positive impact on students' speaking skills while increasing their motivation to learn. Songs not only serve as entertainment but are also an effective and relevant resource for the language learning process, relating them to students' lives.

## **2.7. Procedures of Teaching Speaking Through English Songs**

The process of teaching speaking using English songs in this study involved several main steps. These steps aimed to demonstrate how songs can help students practice descriptive texts orally. The main focus was to improve students' speaking skills, particularly in describing people, places, or objects through engaging and relevant activities.

*(Adapted from Harmer, 2001; Richards & Rodgers, 2001)*

### **1. Song Selection (Input Preparation)**

The researcher selected English songs with descriptive content, using simple and clear language to suit the students' abilities.

### **2. Media and Lyrics Preparation**

The song lyrics were prepared using two different colors: pink for the teacher's section and black for the students' section. This aimed to support turn-taking during singing.

### **3. Lead-in/Warm-up**

The researcher introduced the song's theme and asked simple questions related to the descriptive elements, such as "Who is mentioned in this song?" or "What type of place is mentioned?"

### **4. Pre-listening/Vocabulary Support**

Key descriptive vocabulary from the song was introduced and explained using pictures, examples, or synonyms to help students grasp its meaning.

### **5. Listening Stage**

The song was played twice. In the first round, students focused on general comprehension, while in the second round, they paid more attention to specific descriptive details.

### **6. Controlled Speaking Practice through Singing**

The teacher and students took turns singing the song. The teacher sang the pink section, while the students sang the black section. This directed activity aimed to improve pronunciation and fluency and reduce student anxiety.

### **7. Repetition for Confidence**

The singing activity was repeated two to three times to reinforce

pronunciation and rhythm, and also to build confidence in speaking. This repetition is an important strategy for improving fluency, as suggested in Harmer's framework.

#### 8. Guided Speaking Practice

Students work in pairs or small groups to sing a song. Afterward, they collectively describe the people, places, or objects mentioned in the song in their own words.

#### 9. Free Speaking Activity

A class discussion is held where students are encouraged to speak freely about the song's content, with an emphasis on its descriptive elements.

#### 10. Feedback and Reflection

The researcher provides feedback on students' pronunciation, vocabulary, grammar, and fluency. In addition, students are asked to reflect on their learning experience, particularly on how singing and discussing helped them practice descriptive speaking in a fun and stress-free environment, in line with Harmer's (2001) emphasis on the importance of constructive feedback and reflection in learning.

### **2.8. Related Studies**

Several previous studies have indicated that English songs can help students improve their speaking skills. For example, research conducted by Hasibuan et al. (2023) involved first-grade elementary school students using simple English songs such as "Good Morning My Teacher" and "Head, Shoulders, Knees and Toes." The findings showed that these songs contributed to the learning of new vocabulary, improved pronunciation, and increased students' confidence in speaking English. Despite some obstacles, such as inadequate internet access, the learning environment felt more engaging and enjoyable.

In another study, Mayalisa, Susanto, and Widiyanto (2023) conducted a quasi-experimental study involving eighth-grade students using Spotify to teach English songs. The results showed that students in the experimental group experienced significant improvements in their

speaking skills compared to students in the control group. The researchers concluded that adding songs to speaking activities can increase students' motivation and enthusiasm during the learning process.

Similarly, Nuraini and Rusmiyati (2022) examined the use of the popular song "Driver's License" by Olivia Rodrigo to improve speaking skills among vocational school students. In their classroom action study, they found that students' speaking scores improved significantly from pre-test to post-test. Students also became more focused and confident when speaking, despite the sometimes noisy classroom environment. Overall, the use of songs played a role in increasing student interest and making speaking sessions more enjoyable.

Another study conducted by Wahyuni, Qamariah, and Syahputra (2018), entitled "The Effectiveness of Using English Songs in Improving EFL Students' Speaking Skills," used a quasi-experimental design with a pre-test and post-test model involving 35 second-semester students from the English Language Education Study Program at STKIP Bina Bangsa Getsempena Banda Aceh. Data were collected through a speaking test that evaluated grammar, pronunciation, vocabulary, fluency, and comprehension, then analyzed using a t-test. The results showed a significant improvement in students' speaking ability, as seen from the increase in the average score from 55 in the pre-test to 63 in the post-test. Furthermore, the t-test (7.25) was higher than the t-table (2.14) at a significance level of 0.05. This indicates that the use of English songs is effective in improving students' speaking ability.

## **2.9. Theoretical Assumption**

This research is based on the belief that using English songs in speaking lessons can support students' speaking skills and improve their comprehension. The songs provide concrete examples of language use in everyday contexts, enabling students to more easily grasp vocabulary, pronunciation, and sentence structure. Furthermore, the rhythm and repetition of the songs help students memorize and practice speaking in a

comfortable and enjoyable way, without feeling overwhelmed.

### **2.10. Hypothesis**

Considering the issue that was discovered in the preceding chapter of this study, the research hypothesis is formulated as follows: Alternative hypothesis.

(H<sup>1</sup>): There is a significant improvement in students' speaking achievement after being taught using English songs at UPT SMPN 1 Gadingrejo.

This chapter already discusses definition of speaking, aspects of speaking, teaching of speaking, assessment of speaking, types of teaching speaking, methods to teach speaking, media of teaching speaking, definition of English songs, types of English songs, advantages of English songs, disadvantages of English songs, teaching speaking through English songs, descriptive text, procedures of teaching speaking through English songs, related studies, theoretical assumptions, hypothesis.

### III. METHODS

This chapter outlines the methods of research, such as research design, population and sample, variables of research, instrument of the research, data collection techniques, data analysis techniques, validity and reliability of the instrument, data collection, data analysis, and hypothesis testing.

#### 3.1. Research Design

This study employed a quantitative method with a pre-experimental design, specifically a pre-test and post-test design on one group. This design was suitable for determining whether there were significant differences in students' speaking abilities before and after using English songs as a teaching method. In this design, the researcher first administered a pre-test ( $T_1$ ) to assess students' initial speaking abilities. Then, the students received treatment ( $X$ ), which involved learning to speak through English songs. Finally, a post-test ( $T_2$ ) was administered to evaluate their improvement in speaking abilities after the treatment.

The formula of the research design is described as follows:

$$G = T_1 X T_2$$

Where:

- G: The group of participants (7<sup>th</sup> Grade Students)
- T1: Pre-test for students' speaking before getting any treatment.
- T2: Post-test for students' speaking after getting treatment.
- X: Teaching speaking using English songs. (Treatment)

(Setiyadi, 2018:113)

## **3.2. Population and Sample**

### **3.2.1. Population**

The population studied in this study was seventh-grade students at SMP UPT 1 Gadingrejo in the 2025/2026 academic year. They were selected because descriptive text is one of the main topics in the seventh-grade English curriculum. Furthermore, their speaking skills are still developing, making them suitable participants for this study. Furthermore, students at this level often require innovative and engaging learning media to help boost their confidence in speaking English. Therefore, the use of English songs was deemed an appropriate method for this group.

### **3.2.2. Sample**

The sample for this study consisted of one class of seventh-grade students, selected using a purposive sampling method. The class was determined based on several criteria:

- The students were from the seventh grade
- Had relatively even English proficiency
- Were actively participating in regular English classes
- And were willing to participate in the pre-test, treatment, and post-test.

Each student in the sample participated in the pre-test and post-test, and received treatment in the form of speaking activities using English songs. This study did not include a control group, as it followed a single-group design with a pre-test and post-test. The data from these tests were then analyzed to determine whether there was a significant effect of the use of English songs on improving students' speaking skills after receiving the treatment.

## **3.3. Variables of Research**

In this study, two variables were examined: the independent variable (X) and the dependent variable (Y). According to Setiyadi (2018:87), variables refer to individual qualities, their behavior, or their surrounding circumstances, which can differ from one person to another.

In social studies, including language teaching, identifying variables

is a crucial step in quantitative research. This allows researchers to organize data and evaluate the relationships between various elements. It is important to clearly define variables to understand how one element can influence another.

The variables used in this study are explained below:

1. The independent variable (X) was the use of English songs since it was measured to see its use in teaching students' speaking ability.
2. The dependent variables (Y) were speaking skills which were investigated through a pre-test and a post-test.

### 3.4. Instrument of Research

An instrument is a tool used by researchers to collect data related to the variables being studied. The quality of the instrument significantly impacts the accuracy and reliability of the data obtained. According to Kurniasih and Suryanto (2021), research instruments must be valid and reliable, and appropriate for the type of data being measured, both qualitative and quantitative.

In this study, the instruments used are:

1. Speaking Test (Pre-Test and Post-Test)

To assess students' speaking skills before and after treatment, a speaking test was administered in the form of an oral performance. This test focused on descriptive texts, such as describing a person. Students were asked to speak for a short period of time based on provided prompts or questions.

Their speaking performance was assessed using a rubric that covered criteria such as pronunciation, fluency, language features, and non-language aspects.

**Table 3.1. Rubrics of Speaking Assessment (Mahpul, 2014)**

No	Aspects of Speaking		Scales
			Very poor 1-2-3-4-5-6-7-8-9-10 Very good
1	Pronunciation	Segmental phonemes	

		(vowels and consonants)	
		Supra segmental Phonemes (stress, intonations)	
2	Fluency	Speech flow/Fluidity (Smoothness)	
		Hesitations and Pauses	
		Speech rate	
3	Linguistic Features	Syntax	
		Vocabulary (Variations and Word choices)	
		Omissions (e.g., the copular verbs and articles)	
4	Extra-linguistic Features	Gestures/body language (e.g., eye contact, facial expressions, hands, etc)	

### 3.5. Data Collection Techniques

Data collection is a crucial stage in the research process, as it determines the validity and reliability of the data in answering the research questions. Kurniasih and Suryanto (2021) state that the selection of data collection techniques must be carried out carefully based on the type of research, the tools used, and the variables to be measured.

In this study, researchers utilized quantitative data collection techniques to obtain information about students' speaking skills in learning English. The following is an explanation of these techniques:

#### 1. Pre-Test

The pre-test was conducted before the treatment. The main purpose of this stage was to measure students' initial speaking skills. In this phase, students were given speaking tasks related to descriptive texts, for example, describing a person or object based on given directions. Student performance was assessed using a speaking rubric covering aspects such as fluency, pronunciation, vocabulary, and grammar. The results of this pre-test were used as baseline data for comparison with the post-test at a

later date.

## 2. Treatment

After the pre-test, students received treatment in the form of speaking activities involving selected English songs. This treatment was implemented over several sessions (for example, three sessions). During these sessions, students were introduced to English songs containing descriptive elements aligned with the learning objectives. The songs were played, discussed, and practiced through various interactive activities. Students were involved in singing, analyzing lyrics, and completing speaking tasks based on the songs' content. The goal of this phase was to create a positive and enjoyable learning environment that encouraged students to speak with greater confidence.

## 3. Post-Test

After the treatment was completed, a post-treatment test was administered to assess improvements in students' speaking skills. The format of the post-treatment test was similar to the pre-treatment test and used the same scoring rubric for consistency. By comparing the results between the pre-treatment and post-treatment tests, researchers could assess the effectiveness of using English songs as a medium for teaching speaking. Improvements in fluency, pronunciation, vocabulary, and grammar, as well as increased self-confidence, were analyzed quantitatively to determine whether the treatment had a significant impact on students' speaking skills.

### **3.6. Data Analysis Technique**

The research questions' data were analyzed after gaining the pre-test and the post-test results. It aims to see whether the English songs improve the students' speaking achievement or not. To analyze the data of student mean scores in the pre-test and post-test in each aspect, the researcher calculates them by using the formula below:

$$M = \frac{\sum X}{N}$$

Notes:

M = Mean

$\sum X$  = Students' Score

N = Total number of students

(Arikunto,2010)

1. Transcribed the students' utterances
2. Measured students' speaking performance
3. Scored the pre-test and post-test
4. Tabulated the test results and found the mean of the data
5. Drew conclusion

### **3.7. Validity and Reliability of Instruments**

#### **3.7.1. Validity**

There are several measures that were implemented to ensure the validity of the speaking test:

##### *3.7.1.1. Content Validity*

According to Setiyadi (2018:19-20), content validity relates to all the test items in a measuring instrument. To achieve this type of validity, researchers must examine all indicators in the form of test items and analyze them to determine whether the instrument as a whole represents the material being measured. If a measuring instrument represents all ideas or domains related to the material being measured, it has met the content validity aspect. In creating final English language tests, content validity relates to the extent to which the test items are structured according to the existing curriculum.

In this research, the speaking test instrument was designed to measure students' speaking ability in the context of descriptive text, which

was one of the learning materials taught in the 7th grade, based on the English curriculum. The test tasks required students to describe a person, place, or object orally using appropriate vocabulary, grammar, and pronunciation. The speaking rubric used also covers the essential components of speaking, such as pronunciation, fluency, linguistic features, and extra-linguistic features. Therefore, the speaking test was considered to meet the requirements of content validity, because it reflects the competencies expected in the curriculum and directly assesses the speaking skills targeted in this study.

#### *3.7.1.2. Construct Validity*

Construct validity is necessary for measuring instruments that have multiple indicators to measure a single aspect or construct. If the instrument only measures one aspect, for example, vocabulary, its construct validity can be measured by evaluating all of its items. If all items measure vocabulary mastery, the instrument has met the construct validity aspect (Setiyadi, 2018)

As for construct validity, by applying inter-rater validity and consulting an expert in English speaking, the researcher has the validity of the speaking test instrument. The expert provided their perception regarding the instruments' potential for possessing the 4 components (pronunciation, fluency, linguistic features, and extra-linguistic features) of English speaking.

#### *3.7.1. Reliability*

The reliability of the structured interview was reviewed by an English education lecturer who provided feedback on the clarity and relevance of each item.

For the speaking test, reliability was maintained by using a clear and structured scoring rubric and by involving two raters (if possible) to ensure the scoring is more objective and consistent. To further ensure reliability, inter-rater reliability was tested using Rank Order Correlation in SPSS (Statistical Package for the Social Sciences Program) version 22. They are shown in the table below:

**Table 3.2. Reliability of Pre-Test  
Correlations**

			RATER1	RATER2
Spearman's rho	RATER1	Correlation Coefficient	1.000	.492**
		Sig. (2-tailed)		.004
		N	32	32
	RATER2	Correlation Coefficient	.492**	1.000
		Sig. (2-tailed)	.004	
		N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table showed that the p-value in the correlation coefficient of the first rater and the second rater in the pre-test was 0.492, which means the pre-test had moderate reliability.

**Table 3.3. Reliability of Post-Test  
Correlations**

			RATER1	RATER2
Spearman's rho	RATER1	Correlation Coefficient	1.000	.926**
		Sig. (2-tailed)		.000
		N	32	32
	RATER2	Correlation Coefficient	.926**	1.000
		Sig. (2-tailed)	.000	
		N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table showed that the p-value in the correlation coefficient of the first-rater and second-rater in the post-test was 0.926, which means the post-test

had very high reliability.

### **3.8. The Implementation of English Song in Teaching Speaking**

The first session was held on Friday, October 10, 2025. In this session, the researcher administered a pre-test to assess the students' initial English speaking skills. The purpose of this pre-test was to assess the students' basic abilities before the treatment.

After completing the pre-test, the researcher continued the treatment using English songs. The first treatment session took place on Monday, October 13, 2025, with the song "You Belong With Me" by Taylor Swift. The activity began with a warm-up that included greetings, an icebreaker game, and an introduction to the learning objectives, which focused on recognizing and using descriptive words. Students were given printed lyrics to follow along with the song.

The teacher explained the social function and language features of descriptive texts, using the song as an example in context. In the main activity, students listened to the song twice, focusing on pronunciation and understanding the overall meaning of the lyrics. Next, they paired up to sing the song, while their partners listened and provided feedback on pronunciation and missed words. The teacher demonstrated key descriptive vocabulary from the song, such as "annoyed," "fine," and "sad," and explained their meanings using pictures and examples. Students practiced pronouncing these words and identifying descriptive elements in the lyrics by underlining them. The session concluded with students singing the song together, alternating between teacher-led and student-led parts to build confidence. The teacher also guided the discussion by asking questions such as, "What is the story of this song?" and "What words describe places or feelings?"

The second session took place on Monday, October 20, 2025, using the song "Perfect" by Ed Sheeran. This session built on the descriptive speaking skills introduced in the previous session. Students were encouraged to review what they had learned before introducing a new song. The focus of this session was on understanding and using

descriptive phrases to describe people, places, and events.

Students listened to the song twice, paying attention to pronunciation and emotional expression. Afterward, they practiced singing in pairs, followed by peer feedback. The teacher introduced new descriptive vocabulary, such as "beautiful," "strong," and "sweet," and encouraged students to expand their vocabulary by using synonyms and antonyms. Students worked collaboratively to find descriptive phrases in the lyrics and match them to pictures provided by the teacher. A critical thinking activity was also conducted, where students were asked to imagine and describe the romantic atmosphere of the song. The teacher facilitated the discussion with questions such as, "Do you find this song romantic? Why?" and "What was the atmosphere like where they were dancing?" The session concluded with a voluntary student performance and a discussion about the song's meaning.

The third session was held on Monday, October 27, 2025, using the song "Just the Way You Are" by Bruno Mars. This session emphasized collaborative learning and creative expression. After warming up and reviewing the previous material, students listened to the song and underlined descriptive words in the lyrics. The teacher then led a discussion about the meaning of the words and encouraged students to rephrase them in their own words.

Students were placed in groups of five and practiced singing the song together before preparing for their group performance. Each group finds descriptive elements in the lyrics and composes a short oral description of a person using vocabulary they have mastered. The teacher provides guidance and feedback throughout the activity. The session concludes with each group presenting, followed by a class vote to determine the "best speaker." In closing, the teacher reviews the lessons from the three sessions, emphasizes students' progress, and provides motivating feedback to support continued learning.

### 3.9. Normality Test

One of the requirements of using a paired samples t-test is that the data come from a normal distribution. The researcher used the one-sample Kolmogorov-Smirnov Test with SPSS 22 for Windows. Here is the result of the normality test:

**Table 3.4. Normality Test**

One-Sample Kolmogorov-Smirnov Test			
		PRE	POST
N		32	32
Normal Parameters <sup>a,b</sup>	Mean	24.16	34.84
	Std. Deviation	3.380	1.789
Most Extreme Differences	Absolute	.134	.121
	Positive	.106	.121
	Negative	-.134	-.069
Test Statistic		.134	.121
Asymp. Sig. (2-tailed)		.151 <sup>c</sup>	.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The table showed that data from the pre-test and post-test can be considered normal. The significance values for both measurements are greater than 0.05, indicating that there is insufficient evidence to reject the null hypothesis that the data distribution is normal.

### 3.10. Hypothesis Testing

The hypothesis was used to determine whether the hypothesis proposed in this study was accepted or not for quantitative data. The hypothesis was tested using the Paired Sample T-Test or Statistical Package for Social Science (SPSS). The researcher used a level of significance of 0.05, which was used to test the hypotheses if the p-value was lower than 0.05. It means that the probability of the error in the

hypotheses was only 5%.

$$H^1 = \text{Sig. } < 0.05$$

The hypothesis of this research is,

H1: There is a significant improvement in students' speaking achievement after being taught using English songs at UPT SMPN 1 Gadingrejo.

## **V. CONCLUSION AND SUGGESTIONS**

In this final chapter, the researcher will draw some conclusions about the research that has been reported in the previous chapters and give some suggestions as a contribution to support the teaching-learning process.

### **5.1. Conclusion**

The goal of this study was to see if using English songs could help students enhance their speaking skills significantly. Based on the result and discussion, this study concludes that English songs are an effective medium for teaching speaking to UPT SMPN 1 Gadingrejo students because songs are an effective tool for developing speaking skills because they naturally contain repetition, rhythm, and authentic language. These features assist students in improving their pronunciation, expanding their vocabulary, and enhancing their fluency. Moreover, songs create a fun and supportive learning environment, which boosts students' confidence and motivation to practice speaking.

### **5.2. Suggestions**

a. For teacher:

Based on the discussion of the findings in this study, English teachers are suggested to display the song lyrics on slides or provide them in printed form to minimize potential issue when teaching through English songs, so that students can follow the learning activity more easily.

b. For future researchers:

First, considering that the students demonstrate limited interest in learning English, future researchers are advised to establish and maintain close relationship with students in order to create a more conducive and engaging learning environment. Such an approach is expected to enhance

students' motivation and participation in the learning process.

Furthermore, with regard to the selection of instructional materials, future researchers are strongly recommended to carefully select English songs that are appropriate for the students' age and proficiency level. The appropriateness of learning materials is a critical factor in supporting students' comprehension and sustaining their engagement.

Moreover, in terms of the evaluation process, further studies are highly recommended to enhance objectivity. Given that the assessment in this study remained relatively subjective, future researchers are encouraged to develop a more standardized evaluation system. This may include refining and operationalizing a clear scoring rubric, involving multiple evaluators, and conducting inter-rater reliability analysis to ensure consistency and minimize potential bias.

Finally, with respect to data interpretation, future research is also recommended to establish equivalence or map assessment results onto a clearer interval scale, such as a range of 0–100. This approach would facilitate more precise interpretation, enable consistent comparisons across participants or datasets, and ultimately strengthen the accuracy and validity of the data analysis.

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