

**THE USE OF SINGING SONGS STRATEGY IN TEACHING SPEAKING SKILL AT INTENSIVE PROGRAM OF UPT P2B IAI DARUSSALAM IN ACADEMIC YEAR 2021/2022**

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**ABSTRACT**

*The purpose of this study was to know the use of singing songs strategy in teaching speaking skill at Intensive Program of UPT P2B IAI Darussalam exactly in TBIN class of first semester Islamic Institute of Darussalam. When the researcher conducted the initial research, most of the students had problems communicating using English, especially in speaking skill. The background is that students dislike English, so that make the students not to an understanding about English, have low vocabulary and cannot speak English. Meanwhile, they are required to participate in the mandatory program for all new students, namely the Intensive English class program which aims so that students can speak English when on the IAIDA campus and surrounding areas, as well as to get an intensive pass certificate for the requirements to follow the thesis. The formulation of the problem is “How is the use of singing songs strategy in teaching speaking skill at intensive program IAI Darussalam especially in TBIN class?”.*

*Therefore, the purpose of this study is to find out how to use the singing songs strategy in teaching speaking skill in TBIN class of UPT P2B IAI Darussalam. This research method uses qualitative descriptive, data collection through interviews, observation and documentation. The results of this study indicate that students’ speaking skill ability increases after being through singing songs strategy. The students were more active to understanding about songs and vocabulary and spirit to practice speaking English. It makes them think if English not too difficult and they can practice to speaking English with feel happy.*

**Keyword:** *Singing Songs Strategy, Speaking Skill.*

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan strategi menyanyikan lagu dalam mengajarkan keterampilan berbicara pada Program Intensif UPT P2B IAI Darussalam tepatnya di kelas TBIN Institut Islam semester I Darussalam. Ketika peneliti melakukan penelitian awal, sebagian besar siswa mengalami masalah dalam berkomunikasi menggunakan bahasa Inggris terutama dalam keterampilan berbicara. Latar belakangnya adalah siswa tidak menyukai bahasa Inggris, sehingga membuat siswa tidak mengerti tentang bahasa Inggris, memiliki kosakata yang rendah dan tidak dapat berbicara bahasa Inggris. Sedangkan diwajibkan mengikuti program wajib seluruh mahasiswa baru, yaitu program kelas Bahasa Inggris Intensif yang bertujuan agar mahasiswa dapat berbicara bahasa Inggris ketika berada di kampus IAIDA dan sekitarnya, serta untuk mendapatkan sertifikat kelulusan intensif atas persyaratan mengikuti skripsi. Rumusan masalahnya adalah "Bagaimana penggunaan strategi menyanyi lagu dalam mengajarkan kemampuan berbicara pada program intensif IAI Darussalam khususnya di kelas TBIN?"

Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui bagaimana menggunakan strategi menyanyi lagu dalam mengajarkan kemampuan berbicara di kelas TBIN UPT P2B IAI Darussalam. Metode penelitian ini menggunakan deskriptif kualitatif, pengumpulan data melalui wawancara, observasi dan dokumentasi. Hasil penelitian ini menunjukkan bahwa kemampuan berbicara siswa meningkat setelah melalui strategi menyanyikan lagu. Para siswa lebih aktif untuk memahami tentang lagu dan kosakata serta semangat untuk berlatih berbicara bahasa Inggris. Itu membuat mereka berpikir jika bahasa Inggris tidak sulit dan mereka dapat berlatih berbicara bahasa Inggris dengan perasaan senang.

**Kata Kunci:** Strategi Menyanyikan Lagu, Keterampilan Berbicara.

### A. RESEARCH BACKGROUND

As social beings, humans cannot be separated from language. This is because language is used as a means of interaction and communication between members of the community with one in the social environment prastyo, (2015:28). Humans use language for various aspects of life. Through language, humans can share and exchange information, ideas, and feelings that exist in humans with others. In this age of globalization, knowing a foreign language is a prerequisite. Why? because language is the most important instrument to communicate with other people or can also be called a tool to communicate. For

example, in working life, one of the requirements that must be done in mastering a foreign language, or in learning many looks in foreign languages, and lots of products from abroad in foreign languages, especially since the global market exists. So indirectly we are all required to be able speak foreign languages, so that we can keep up with the increasingly advanced times.

In the era of globalization, learning English is very important because English able for linking and make easily people in the most of countries are communicated each other based on the development in the field of economic, business, education and also politic. Communication is one of the implementation of language function in society as a means of carrying out the affairs. One of the ways in communication is through speaking. Speaking is the highest target in English language because speaking is basis of communication which becomes a function learning said Parmawati, (2018). Each country has a different language, for example Japan uses Japanese, Korean uses Korean or Hangul, etc., therefore to overcome the solution of language differences in communication between countries, English is used as an international language. English has been used by several countries and has become liaison language between nations. English is one of the most important languages to master because English is a tool for communicating both orally and in writing. English is a language that can help us in all aspects of life such as means of communication, trade, social culture, science, education, entertainment, and technology. Recognizing the value of learning a foreign language, such as English, the Indonesian government issued: Law on National Education System (2003:15) Foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills. One of the most essential reasons for learning English in school is for this reason. Realizing the importance of English in the future, English learning must be given and applied as early as possible in schools.

Srinivas Rao, (2019) As English serves the purpose of international communication, most foreign language learners try to learn it. In this process, they have to acquire all the four basic skills of the language, viz. listening,

speaking, reading, and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills. Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown and Yuke (1983) said, “Speaking is the skill that the students will be judged upon most in real-life situations”. Regardless of its importance, teaching speaking skills have been undervalued and most the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Nevertheless, the modern world demands the requirement of communication skills for the learners and the English teachers have to teach the ELLs the needed skills so that they will improve their abilities in speaking and perform well in real-life situations. In the present EFL/ESL teaching environment, oral skills are completely neglected whereas employability depends more on communication than technology. As very less priority has been given to the important elements of language such as phonological, morphological, semantic, and syntactic aspects, it has become a major impediment for the ELLs to acquire the speaking skills among the learners of English. So far, more concentration has been given to reading and writing skills. After realizing the importance of oral communication skills, more emphasis is now laid on developing the speaking skills of the learners to pursue their studies successfully and excel in their fields once they finish their education. Moreover, English is the language of getting opportunities for employment and getting success to achieve the desired goals in life.

Based on the researcher who has made observations at UPT P2B, the researcher finds some important things in the intensive class of UPT P2B program, among them are opinions and backgrounds of UPT P2B. According to a Director UPT the same time being English tutor said “As tutors believe that speaking skill is the most appropriate teaching for students. Because students are no longer only explained about English material, but students are required to be able to speak English by practicing it a lot, and because the Intensive Program

had a dream that is students can cultivate speaking English and Arabic in the class and around the IAIDA campus for all of the students.”

IAIDA is the name of the place for the Institute namely, Darussalam Islamic Institute. At IAIDA there is an Arabic, English, and Indonesian language development institution that must be followed by all new students from all departments, that institution is the Technical Implementation Unit of the Language Development Centre which is abbreviated as UPT P2B. UPT P2B is a special institution that handles the field of language at the IAIDA. In addition, UPT P2B also has tutors whose job is to deliver material to students and activity participants. The position of UPT P2B as a unit to support the realization of IAIDA's work programs in the field of language services, including Indonesian, English, and Arabic, which is supported by the Tarbiyah Faculty of the Indonesian Language Study Program, English Language Education Program, and Arabic Language Education.

The vision of the UPT P2B is to become a language development center in conducting teaching, training, language translation, and community service and to produce professional people in using Indonesian, Orally and writing, Arabic and English are used. After that, the researcher took one of the intensive classes that will be used as a research object, namely the TBIN A Class of the First-semester class. The researcher took the TBIN class because the researcher was interested in the explanation of the tutor Mawahdatul Fitriyani who revealed that "as a tutor do not force a lesson that is not liked by students to be able to do it, but as a tutor how to be the most effective way so that students are interested in liking the lesson and intend to practice it". But, the Tutor did during a teaching at TBIN class, the researcher identified that many students cannot speak well because they seldom practice their English in speaking class, and the researcher found several problems, namely the lack of vocabulary that was known by the students, the lack of understanding of pronunciation in English, and the lack of interest of the students themselves, and a less supportive environment. Most of the new students in TBIN class lack interest in learning to practice. For them, English is a foreign language that is seldom

spoken in everyday situations. It is therefore unimportant for them to be able to communicate in English. It was all known to a researcher from how the attitude of students in class while intensive lessons were taking place and from an interview with one of the students who claimed not to like English and entered intensive classes to perform the obligation that intensive language was a course.

In this problem, the tutor found a solution, and the earliest solution was to make TBIN class able to have an interest in English and have the intention to study English seriously even though it was from scratch by motivating new students that there are many benefits and uses, learn to speak English. Then make a way of learning that does not make students bored, one of which is when learning to add vocabulary. To be able to speak English, of course, must have a lot of vocabulary to be able to speak fluently. When learning to add vocabulary, some ways attract TBIN class attention, such as adding vocabulary through singing songs. Singing is a popular medium of entertainment and pleasure, and a desirable skill to develop. But singing pedagogy remains heavily dependent on human music experts, who are a few in number. The evaluation criterion for singing relies on subjective expert judgments, which are not conveniently available to ordinary people who desire to learn singing. Thus, a system for automatic and reliable evaluation of singing could serve as an aid to singing pedagogy, singing contests, and karaoke systems, in turn making singing training more accessible to the masses Gupta et al ( 2018).

Most of them feel relaxed and enjoy using the singing songs strategy for adding vocabulary through singing songs and it turns out that their memory power is stronger than using the singing songs strategy in teaching speaking skill to memorize vocabulary a lot without songs. The songs that are usually used are English songs or vocabulary made into songs with Indonesian music. Tutors teach this method so that they can add vocabulary more easily and not be boring. Because tutors know that they don't like English lessons and it's not their major, they study English to fulfil requirements to graduate. Therefore, the tutor wants to teach them to be able to meet the requirements of graduating

from intensive classes with results that do not disappoint, at the very least, by being able to communicate effectively in English. But to be able to speak English fluently, need to go through the process of adding vocabulary and understanding the meaning of that song. From the statement above, the researcher concludes that new students of TBIN class need to memorize a lot of vocabulary to be able to speak English fluently because vocabulary is the most important foundation in English skills. The students cannot understand, write, read, and speak if they do not know the vocabulary.

The Research Problem is as follows: How is the use of singing songs strategy in teaching speaking skill at Intensive Program of UPT P2B IAI Darussalam in Academic year 2021/2022?. The researcher objective is as follows: To know the use of singing song strategy in teaching speaking skill at intensive program of UPT P2B IAI Darussalam in academic years 2021/2022. The current study's findings are believed to be valuable in the following ways:(1) Theoretical Significance, the study is expected to have contributions to: The Teacher/Tutors, The Students, The Future Researcher, Study Programs and Faculties. To make this research clear, this research focused on the use of singing songs strategy in teaching speaking skill. This research took place at UPT P2B Institute Islamic Religion of Darussalam. The researcher chose focus at the first semester of TBIN A Class, with male and female students. Therefore, the researcher is limiting the study as follows identify the use of singing songs strategy in teaching speaking skill by the tutor. The study was conducted for 3 days. Key of Terms: (1) Singing Songs, (2) Speaking Skill.

Singing is a popular medium of entertainment and pleasure, and a desirable skill to develop. But singing pedagogy remains heavily dependent on human music experts, who are a few in number. The evaluation criterion for singing relies on subjective expert judgments, which are not conveniently available to ordinary people who desire to learn singing. Thus, a system for automatic and reliable evaluation of singing could serve as an aid to singing pedagogy, singing contests, and karaoke systems, in turn making singing training more accessible

to the masses Gupta et al., (2018). Songs have long been used to educate youngsters and have a historical educational legacy. Singing with family and friends has helped children understand their tribe history, heritage, and language. Songs have also aided in the preservation of endangered cultures and languages Okorodudu, (2014). It's somewhat unsurprising that singing is commonly used in language instruction and learning. Magnussen & Sukying, (2021) According to Toscano-Fuentes (2016), using songs in the classroom has even more educational value because they promote motivation and cultural awareness while also assisting in the development of the four language skills: listening, speaking, reading, and writing.

Speaking entails using language in a natural tone of voice: uttering words, knowing and being able to use a language: expressing oneself in words, making a speech. The ability to communicate oneself through words is known as speaking ability. Brown (2001) has put four criteria needed by students, these aspects are pronunciation; native and notice ways of producing sound, fluency; ability to speak automatically and quickly, vocabulary; critical aspect to convey successful communication, and accuracy; the conformity of the language produced to the norms of the target language Speaking has become the most important ability in international communication. speaking is part of a communication tool that is often used by citizens. In the job of communication, speaking is a valuable talent. In this global world, speaking is one of the ways to communicate, feel, and build information with other people.

## **B. RESEARCH PREVIOUS**

To find out whether the answer given by the theoretical review is true or false, then the next step is to discuss and present the results of previous studies in an objective-rational manner. It means, Researchers should not only present research findings that support theory, but also those who reject it. Precisely if there is still confusion, then there is an opportunity for researchers to resolve the confusion. Here, the researcher also stated the differences and similarities between the results of previous studies with his research.



The first previous research was conducted by: Ria Antika, S.S., (2021) with the title “The Effects of English Songs in Learning Vocabulary for Young Learners”. In this research, the researcher uses a qualitative descriptive method and with the purpose to Can song lyrics be used to improve learners’ vocabulary. The similarity from previous researchers is qualitative Research and Concept of singing song. The differences are the object of research, data collection uses pretest, posttest, and one-to-one interviews.

The second previous was conducted by: Gupta et al., (2018) with the title “Perceptual evaluation of singing quality”. In this research, the researcher uses an Experiment method which explains about using songs and provides an explanation of the material from the song. The similarity from previous researchers is the definition of singing song. The differences are research object, research methods, and data collection techniques. place of the research, and the purpose of the researcher.

The third previous was conducted by: Parmawati, (2018) with the title “Using Analytic Teams Technique to Improve Students' Speaking Skill”. In this research, the researcher uses the classroom action research method which uses the teaching method of analytic teams’ technique to improve student speaking skills. The similarity of this research is the definition of speaking skill. The difference is research objects, research methods, and data collection techniques.

### **C. RESEARCH METHOD**

The research method is one of the factors that are quite important in researching because basically, the research technique is a scientific approach to gathering data for specific aims and applications. The research method is an attempt to find, develop, and test the truth of knowledge by scientific means. As a result, the research approach must be appropriate. This study falls under the category of qualitative research because of the approach and type of data employed, resulting in descriptive data in the form of words. The data analysed in it is in the form of descriptive and not in the form of numbers as is the case in quantitative research. Qualitative research, according to Arikunto

(1998, p.309), is designed to gather information regarding the status of an existing symptom, specifically the state of the symptoms at the time the research was undertaken. As a result, qualitative research can uncover occurrences in a subject that should be investigated further. While the method used in this research is the method of interview, observation, and documentation method.

The research location in TBIN class of first semester at Intensive Program of UPT P2B IAI Darussalam Blokagung Banyuwangi, East Java. The time to research observed the teaching and learning process of singing songs strategy in teaching speaking skills in TBIN class started on Saturday, January 6th, 2022 until Saturday, January, 22th 2022. The subject of this research is in the IAI Darussalam P2B Intensive UPT program, especially in intensive class by new students in academic year 2021/2022. The intensive class studied was the TBIN class, which is the class of Miss Ayla Tutor who was replaced by Miss Mawahdatul Fitriyani because Miss Ayla was sick and undergoing treatment at her home. So, the class is empty and requires a replacement tutor temporarily.

The subjects of this research are English tutors who teach in TBIN intensive classes. In qualitative research, the data source is the location from where the data can be gathered. In the research, the data source is really crucial. According to Arikunto (2013), the source of data is a subject of the source. That is use interview techniques to collect data. Interviews were directed to tutors that is Miss. Mawahdatul Fitriyani and Miss. Siti Lailatun Nikmah who gave assessments of students in using the strategy of singing songs in the Intensive class at UPT P2B IAI Darussalam. And then interview with Miss. Dewi Hawa M.Pd. be the director of UPT P2B IAI Darussalam Blokagung Banyuwangi for gets information about UPT P2B and several other interviews such as interviews with students and staff of UPT P2B. Data Analysis in this study uses: Data Reduction, Data Display and Conclusion Drawing/Verification. Data Validity is The data analysis method used must be by the characteristics of qualitative research, namely inductive data analysis. Test the validity of the data used to ensure the correctness of the data obtained. Examination of the validity of the

data basically, apart from being used to refute the allegations against qualitative research that says it is unscientific, is also an inseparable element of the body of knowledge of qualitative research Moleong, (2007:320). The validity of the data is carried out to prove whether the research conducted is scientific research as well as to test the data obtained. The validity of the data in qualitative research includes tests, credibility, transferability, dependability, and confirmability Sugiyono, (2007:270). So, that the data in qualitative research can be accounted for as scientific research, it is necessary to test the validity of the data.

## **D. FINDING AND DISCUSSION**

### **1. Finding**

In this section, the researcher presents this finding of the use of singing songs strategy in teaching speaking skill through observations and interviews conducted at the Intensive Program of UPT P2B IAI Darussalam Blokagung exactly in the first semester of TBIN A class with a total of 30 students. The Object of research is the director of UPT, English Tutors, and TBIN students of IAIDA (Institute Islamic Religion Darussalam Blokagung). The researcher observed the teaching and learning process of speaking skills in TBIN class started on Saturday, January 6<sup>th</sup>, 2022 until Saturday, January, 22<sup>th</sup> 2022. the research schedule is as follows:

a). Observation on the first day, January 08<sup>th</sup>, 2022.

On the first observation, the researcher began by looking at the condition of the classroom directly during English language learning using the singing songs strategy in teaching speaking skill in the TBIN A class of UPT P2B IAIDA. To be clear, the following researcher explain how tutor practiced to teach using singing songs strategy in teaching speaking skill at TBIN Class.

b) Observation on the second day, January 15<sup>th</sup>, 2022.

On the second day, the researcher can conclude that the use of singing songs strategy is considered good and smooth because the

researcher found and saw the first than most of the students in learning in class. Then the stages carried out by the researcher are calling students to be asked for interviews directly by the researcher.

According to the student of TBIN A at UPT P2B IAI Darussalam, they are more interested in the intensive class with the mastery of song. The use of singing songs strategy helps students in learning speaking English. When the interview was conducted, the average student stated that this method could help them in learning to speaking English, because they could develop vocabulary, through the songs about lyric song and vocabulary song.

“Very helpful, because with the use of singing songs strategy, we are more feel enjoyable, add vocabulary and can sing English even though the pronunciation is still lacking but at least the people are more eager to learn from the previous one, because actually, most of the men initially did not like English which is difficult to understand in terms of writing and pronunciation is different and the comments are also not the major, so they do not really intend to take intensive classes. That's the thought of the men when they were freshmen but after living it turned out that English was not as bad and difficult as they thought.” (Interview on 15, 2022).

From the statement above, it can be concluded that some students feel enjoy, interesting in teaching speaking skill used singing songs strategy. Based on the results of the interviews above, it can be concluded that the application of the singing songs strategy in teaching speaking skill at Intensive program of UPT P2B IAIDA exactly in TBIN A class, the purpose of the method is TBIN A class can interested in taking intensive classes and making intensive classes like and practice speaking English slowly and happily.

But the researcher found that in this TBIN A class, in addition not to fluent English, the grammar and pronunciation were very poor and during the research the tutor rarely discussed grammar. Because what is important for the tutor is knowing vocabulary from lyric song, and being able to speak fluently, in the grammar process, maybe it will be discussed after students can speak.

c) Observation on the third day, January 22<sup>th</sup>, 2022.

On the third day, the tutor does UAS (End of semester exam). Taking UAS grades in the TBIN A class is collecting videos to Miss. Siti Lailatun Nikmah talked about the village, before that they were told to have a conversation about love for warming up starting UAS. Researcher conducted interviews also to female students of TBIN A class and Miss. Siti lailatun Nikmah about the use of singing songs strategy in teaching speaking skill at TBIN class.

According to the tutor Miss. Ayla, she said if activities the use of singing songs strategy in teaching speaking skill at UPT P2B exactly in TBIN class with Miss. Mawahdatul Fitriyani whose material at that time was song, the students of TBIN class was indeed a change in his attitude that initially did not pay attention now to pay attention, every time explained in English they were enthusiastic in listening and even occasionally answered what do tutor mean. And if for speaking it is still lacking in fluency and grammar, but some are already fluent. The strategy used by Miss Yani is influential because there has been a change in terms of attitudes that began to like my class, namely intensive English, and the increase in vocabulary although it is not much but at least it can be to speak and conversation little by little, but this strategy is also not enough to make speaking English fluently, still need more methods than song, and likes the tutor always used to explaining the material with English, exemplifying and practicing with English from there students can add to their knowledge in speaking English.

“Activities the use of singing songs strategy in teaching speaking skill at UPT P2B, I think after the TBIN class studied with Miss. Yani whose material at that time was song, from as far as I thought after I re-entered the TBIN A class, there was indeed a change in his attitude that initially did not pay attention now to pay attention, every time I explained in English they were enthusiastic in listening and even occasionally answered what do I mean. And if for speaking it is still lacking in fluency and grammar, but some are already fluent. I think the strategy used by Miss Yani is influential because there has been a change in terms of attitudes

that began to like my class, namely intensive English, and the increase in vocabulary although it is not much but at least it can be to speak and conversation little by little, but I think this strategy is also not enough to make speaking English fluently, still need more methods than song, and besides that I also always get used to explaining the material with English, exemplifying and practicing with English so from there also students add to their knowledge in speaking English." (Interview with Miss.Ayla on January 22, 2022)

## 2. Discussion

Intensive is an additional program or learning that includes language materials, namely Arabic and English which must be followed by all New Students semester 1 and 2 (MABA) under the auspices of UPT IAIDA Language Development, from senate of UPT P2B, namely KH. Abdul Kholiq felt that it was very important that there was improving quality from students, especially about language, and what was needed in the current era, namely Arabic and English. So, from that he asks, to miss Zulfi the language department that is seen capable in reoperation this language. Keep on along running UPT time the language is changed become a central UPT language development in with same goal that is Cultivate Arabic and English at IAIDA and around IAIDA and students of course. Continue to add in 2021 again one Language independence is Indonesian. So, UPT has 3 divisions target is Arabic, English, and Indonesians.

The influence cannot be ascertained because every year the influence is different from 2017 to 2021. From 2017, focus on TOEFL, 2018 focused on speaking skills, and in 2019 it also still on speaking, and from 2017 to 2019 it intensively entered every morning before starting lecture materials. From 07.00 – 08.00 AM central, all study programs must participate. 2020 is not intensive because it is constrained by the pandemic and 2021 is held like lecture materials. From the cottage, it has a student rule that it should not be until 7 o'clock. Because the institution and IAIDA are also under the Pesantren Hut Foundation. So whatever decisions have been made by the Foundation must certainly be obeyed.

Skill material is more effective than English material. Especially on speaking skills, more many practices, so really get real results and add spirit for following competitions, such as speech, debate, singing, master of ceremony competitions and others. That skill material is still very needed moment becomes student and after not becomes student. So, that skill material very useful and more needed. But every class of intensive at UPT P2B has different tendencies, different abilities as well. There are classes that like challenging speech, there are also classes that like to debate more challenging for classes whose ability is quite good in English and some who like singing songs because they are more enjoyable, fun, and can add vocabulary to the lyrics, this is usually by classes that lack English skills.

The use of singing songs strategy helps students in learning speaking English. When the interview was conducted, the average student stated that this method could help them in learning to speaking English, because they could develop vocabulary through the songs about lyric song and vocabulary song. The student's opinion about this is also in line with Millington (2011) points out that the main influence of using songs is to help learners to be more enjoyable in learning. Then, he found that songs can be used to help learners improve their pronunciation and listening skills. Songs can also be used to teach vocabulary and sentence structure. Songs bring positive impacts on the young learners' vocabulary Džanić & Peji, (2016). They found that songs are relevant for any different learning styles and any different setting. They also agree that songs are important to be used by language teachers to build inspiring and encouraging environments in order to increase learners' motivation in learning.

Based on the results of observations and interviews, with tutors and students it can be seen that the use of singing songs strategy in teaching speaking in students TBIN A class is a suitable method and can be used properly. This is because this method can help the students interesting to like English, enthusiastic in the class and little by little the students can

practice speaking English although sometimes the pronunciation, grammar, and fluence still not enough at least there is more development good from before likes can add vocabularies for modals to speaking.

Activities the use of singing songs strategy in teaching speaking skill at UPT P2B exactly in TBIN class with Miss. Mawahdatul Fitriyani whose material at that time was song, the students of TBIN class was indeed a change in his attitude that initially did not pay attention now to pay attention, every time explained in English they were enthusiastic in listening and even occasionally answered what do tutor mean. And if for speaking it is still lacking in fluency and grammar, but some are already fluent. The strategy used by Miss Yani is influential because there has been a change in terms of attitudes that began to like my class, namely intensive English, and the increase in vocabulary although it is not much but at least it can be to speak and conversation little by little, but this strategy is also not enough to make speaking English fluently, still need more methods than song, and likes the tutor always used to explaining the material with English, exemplifying and practicing with English from there students can add to their knowledge in speaking English.

## **E. CONCLUSION AND SUGGESTION**

### **1. Conclusion**

This Study is study qualitative purposeful descriptive for describing the use of singing songs strategy in teaching speaking skills at Intensive program of UPT P2B IAI Darussalam. Data obtained with do an interview live to party concerned like Several Tutors, UPT Director and English Tutors. Based on results of research, can be concluded that students in TBIN A class when using singing songs strategy in teaching speaking skills initially enough to speak English after study with songs theory, the students little by little can carry out conversations and speak English , as well as the addition of every vocab the meeting increase that very help in learning speaking skills, although



sometimes the pronunciation still not enough at least there is more development good from before. Based on the description that has been presented, the conclusions of this paper are Singing songs strategy is an effective method in teaching speaking skill in TBIN class can help students to interesting in English.

## 2. Suggestion

In the description conclusion above so researcher gives what advice help tutors in teaching especially in learning that is not major or learning that doesn't like college student but required for can like the example from TBIN A class that must be can speak English in order to graduate from intensive class material while they no love it then the advice for the tutor is do not too forcing must can, but how interesting tutorial way students to be interested in learning that, can with giving motivation or with method learning that doesn't boring and so on. While as a student continue to learn even though sometimes you do not like the lesson try to be able to find wisdom and a good purpose in the lesson. And remember it's never too late to learn something even if it starts from the basics. So, as a student, go through whatever happens to be able to because it's all a process.

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