

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

THESIS



BY

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NIM.18112210041

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

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THESIS

Presented to the Faculty of Education and Teacher Training
In a Partial Fulfillment of the Requirement for the Degree of Strata 1
In English Education Department

BY

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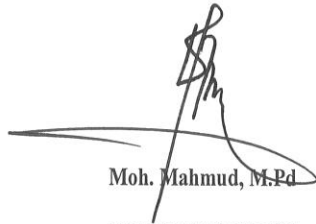
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This is to certify that the thesis of **Mimi Rosidah** has been approved by the advisor for further approval by the board of examiners.

Blokagung, 18th April 2022

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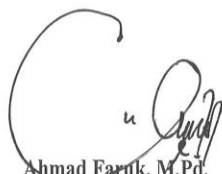
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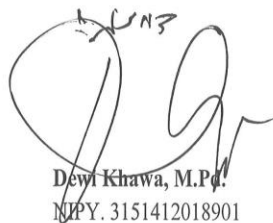
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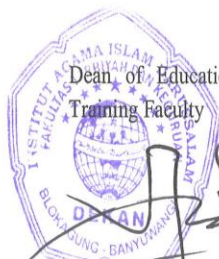
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Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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ABSTRACT

Rosidah, M. 2022. *The Use of Singing Songs Strategy in Teaching Speaking Skill at Intensive Program of UPT P2B IAI Darussalam in Academic Year 2021/2022*. English Education Department Faculty of Education and Teacher Training Islamic Institute of Darussalam Blokagung – Banyuwangi. Advisor: Moh. Mahmud, M.Pd.

Key Word: Singing Songs Strategy, Speaking Skill.

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 are dislike English, so that make the students not to understanding about English, have low vocabulary and cannot speak English. Meanwhile, they are required to participate in the mandatory program of 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 using 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 to difficult and they can practice to speaking English with feel happy.

ABSTRAK

Rosidah, M. 2022. *Penggunaan Strategi Menyanyi Lagu-Lagu dalam Mengajarkan Keterampilan Berbicara pada Program Intensif UPT P2B IAI Darussalam Tahun Akademik 2021/2022*. English Education Department Faculty of Education and Teacher Training Islamic Institute of Darussalam Blokagung – Banyuwangi. Advisor: Moh. Mahmud, M.Pd.

Kata Kunci: Strategi Menyanyikan Lagu, Keterampilan Berbicara.

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.

_ MOTTO _

**“Studying from mistakes because mistakes are the inspirations for
be better in the future.”**

“Belajar dari kesalahan, karna kesalahan-kesalahan adalah inspirasi untuk
menjadi yang lebih baik di masa depan atau masa yang akan datang.”

DEDICATION

In the name of Allah SWT, the most gracious and the most merciful, who has given the researcher mercy and blessing, health and ability to finished this thesis. Sholawat to the Prophet Muhammad SAW his coming really change the world.

I dedicated this thesis especially for:

My beloved Parents, there are my father Lasiman, my mother Wasa'adah, my younger sister Novi Komariah, my younger brother Ikhsan Juliantoro, and all of my families and my friends who always give me a power, motivation, guidance, pray for me and always support me to finish this thesis.

My beloved lecturers, my first Advisor Mr. Moh. Mahmud M.Pd. my lecture Dr. Hj. Zulfi Zumala Dwi Andriani, SS.MA. who always guided me, advised me, taught me, helping me and supported me to finish this thesis and unforgettable all of my lecturer who teach me since I don't know anything till I graduated.

Thanks to all my friends English Education Program (TBIG) academic year 2018, thanks for your sharing and participant. All of people who keep supporting me wherever you are. May Allah Subhanahu WaTa'ala bless us.

Aameen.

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In the name of Allah, the Almighty, and the Most Merciful. Praise and gratitude to Alhamdulillah for providing health, strength, and guidance for me, so this thesis can be resolved with Peace and blessings on the Prophet Muhammad SAW, his family, his relatives, and all of his followers.

The writing of this thesis is entitled "The Use of Singing Songs Strategy in Teaching Speaking Skill at Intensive Program of UPT P2B IAI Darussalam in Academic Year 2021/2022" This thesis is made to fulfil one of the requirements to the undergraduate degree (S1) in the Department of English Education, Faculty of Education and Teacher Training at the Islamic Institute of Darussalam Blokagung Banyuwangi.

In this process of completion of this thesis, the researcher received much advice and contribution from many people who cannot be enumerated especially from my advisor Moh. Mahmud M.Pd. They are many great inspirations in the teaching field. Next, this success would not be attained without support, guidance, help, encourage from individuals and Islamic Institute of Darussalam Blokagung Banyuwangi. The research would like to say:

1. KH. Ahmad Hisyam Syafa'at, S.Sos.I. M.H. The Leader of Darussalama Islamic Boarding School.
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7. Dewi Khawa, M.Pd. as the director of the Language Development Center IAI Darussalam Blokagung Banyuwangi
8. All of my family and friends who have supported my spirit and have helped.
9. The parties who cannot be mentioned one by one who have supported the author be completing this thesis I do expect this thesis gives advantages to the world of education.

Finally, this thesis is expected to be able to provide useful knowledge and information to the readers, and the researcher is pleased to accept more suggestion and contribution from the reader for the improvement of this thesis.

Blokagung, 18th April 2022

Mimi Rosidah

TABLE OF CONTENTS

ADVISOR APPROVAL SHEET	iii
AGREEMENT.....	iv
DECLARATION OF AUTHORSHIP	v
ABSTRACT	vi
ABSTRAK	vii
MOTTO	viii
DEDICATION.....	ix
ACKNOWLEDGMENT.....	x
TABLE OF CONTENTS.....	xii
LIST OF APPENDICES.....	xiv
LIST OF THE TABLE	xv
CHAPTER I INTRODUCTION.....	1
A. Research Background	1
B. Research Problem.....	9
C. Research Objective	9
D. Research Significance	10
E. Research Scope and limitation	11
F. Definition of key Terms	12
CHAPTER II REVIEW OF RELATED LITERATURE	14
A. The Concept of Singing Song	14
B. The Concept of Speaking Skill	23
C. Previous Research.....	36
CHAPTER III RESEARCH METHOD	38
A. Research Design	38
B. Research Setting	39
C. Research Subject	39
D. Data Source	40
E. Procedure of Data Collection	42
F. Data Analysis.....	43

G. Data Validity	45
CHAPTER IV FINDING AND DISCUSSION	50
A. Finding	50
B. Discussion.....	64
CHAPTER V CONCLUSION AND SUGGESTION	68
A. Conclusion.....	68
B. Suggestion	68
REFERENCES	70
APPENDICES	73
TABLE	99

LIST OF APPENDICES

APPENDIX I RESEARCH LETTER	73
APPENDIX II RESEARCH LETTER	74
APPENDIX III GUIDANCE CARD	75
APPENDIX IV PLAGIARISM CHECKER	76
APPENDIX V AUTOBIOGRAPHY	77
APPENDIX VI DOCUMENTATION.....	78
APPENDIX VII STRUCTURE OF UPT P2B.....	81
APPENDIX VIII TUTOR TOOL OF UPT P2B.....	83
APPENDIX IX INTERVIEWS.....	89
APPENDIX X RPP	98

LIST OF TABLE

TABLE I THE TABLE SCORE OF TBIN CLASS.....99

CHAPTER I

INTRODUCTION

This chapter presents the research background, research problem, research objective, Significance of the problem, research scope and limitation, and key of terms.

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 fundamental task and role of UPT P2B are to satisfy the needs of the IAIDA academic community and the general public as a language service center that is professionally managed. UPT P2B itself was formed on September 13, 2017, under the auspices of the Darussalam Islamic Institute which focuses on language development both internally and externally. One of the internal language development programs has been carried out for three years, namely intensive Arabic and English. Meanwhile, the UPT P2B program which is an external development that has been carried out in the previous period is the UPT-B program that goes to the community. Efforts to improve the quality of the programs that have been carried out and also program renewals that are following the needs of the times are concepts from the UPT-B IAIDA program plan. Create a website to make it easier for students to access UPT-B, take certificates, and others. The website is www.uptb-iaida.ac.id

The work program is an arrangement of plans that is used as a benchmark for achieving activity targets. The Foreign Language Intensive Program of the Language Technical Implementation Unit of the Darussalam Islamic Institute of Religion Blokagung–Banyuwangi includes:

1. Internal Programs

- a. Intensive Arabic and English programs for students in semester 1 and semester 2 for General English and Arabic.

- b. Courses for professors and students to prepare for the TOEFL and TOAFL.
- c. Obtaining paper-based TOEFL and TOAFL examinations for final-year students.
- d. Arabic and English translation assistance.

2. External Programs

- a. General TOEFL and TOAFL preparation training.
- b. General English and Arabic courses.
- c. Public procurement of paper-based TOEFL and TOAFL.

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 fulfill 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.

According to Wilkins in Thornbury (2002:13), without grammar, just a few ideas can be transmitted, but without vocabulary, nothing can be conveyed. The first, most basic, and most vital thing to accomplish while teaching English

is to teach vocabulary. Vocabulary is a basic component that is very important to be learned when we want to learn foreign languages. The importance of vocabulary is that it helps us to communicate. So, when they have gotten the vocabulary from each vocabulary addition, they are immediately asked to practice speaking English with the vocabulary they have acquired and can understand with mean of the song and after that, the students also can study to practice it for study English speaking. From the explanation above, the researcher took the title "**The Use of Singing Songs Strategy In Teaching Speaking Skill At Intensive Program Of UPT P2B IAI Darussalam In Academic Year 2021/2022**". This study wants to explore more about how the tutors conduct students' speaking skill. Hopefully findings of this study will provide an insight for the teachers in applying singing song strategy in speaking skill. It is also expected, this study will give useful information about how the use of singing songs strategy of the tutor in teaching speaking skills process.

B. Research Problem

According to the previous statement, the study question 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?

C. Research Objective

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.

D. Significance of the Problem

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:

a. The Teacher/Tutors

The result of this research is expected to help the teachers/tutors to find out the alternative way of teaching speaking skill with singing songs strategy and to produce the knowledge for their class to improve their teaching and learning process.

b. The Students

This research can be used to sing songs in teaching speaking skills, and it may guide them to memorize and overcome their difficulties in understanding vocabulary. It will make students enjoy and feel relaxed in learning English without feeling stressed that they have to memorize the meaning of the vocabulary, to understanding with the mean in songs and happy to practice speaking skill.

c. The Future Researcher

This research is expected to give new knowledge of the future researcher to do better research of the same teaching and learning cases, it can be one of the references to conduct a study about the same topic so the future researcher can make their studies more complete.

d. Study Programs and Faculties

Can get input on education that is used as material for development and quality improvement and can produce students who excel in teaching.

2. Practical Significance

In this addition, hopefully of this research can increase knowledge about the use of strategies to sing songs in learning speaking skill, increase the comprehension of English song meanings, increase vocabulary without being boring, knowing that being able to communicate in English is enjoyable. Can as reference material for English FTK students, generate information about singing songs strategy and can try to practice it and improving learning outcomes and student solidarity to add insight, improve abilities about fun strategies in learning speaking skill.

E. Research Scope and Limitation

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.

F. Key of Terms

1. 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).

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.

2. Speaking Skill

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.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the concept of singing song, the concept of speaking skill and the previous research.

A. The Concept of Singing Song

1. The Definition of Singing Song

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. Singing quality assessment often refers to the degree to which a particular vocal production meets professional standards of excellence. For reliable assessment, it is important to identify vocal attributes that relate to human perceptual ratings and objectively define singing excellence.(Gupta et al., 2018)

A song is a composition of music for accompanied or solo voice/voices, as well as "the act or art of singing," however the phrase is rarely applied to big vocal forms such as opera and oratorio. According to Parto (1996: 99) that a song is a group of arrangements that consist of lyrics

and elements of music like rhythm, melody, harmony, and expressions. The phrase, on the other hand, is frequently used in figurative and transferable contexts. A song, according to Hornby (1990: 1133), is a piece of music with sung lyrics. The song also serves as a fantastic language package, combining culture, vocabulary, listening, grammar, and a variety of other language abilities into a few rhymes. On a hot, monotonous day, songs can also provide a relaxing lesson. They can also serve as the foundation for a variety of lessons. Almost everyone enjoys music. We often hear our mother and father sing a song to lull us to sleep as baby's bedroom. We used to play, sing, and dance to rhymes when we were little. As teenagers, the beat of popular music performers around the world consumes us.

As adults, we frequently hear songs on television, in movies, and finally in live performances. Theatricals have even been featured on the evening news. When we work or play, the environment is important. Every mood and emotion can be reinforced with music. Murcia is a city in the Spanish province of (1988:49) "may be an excellent tool for acquiring vocabulary, pronunciation, and other skills." sentence patterns and structures Based on the statement above, we know that since the students, particularly those beginners in studying English, need the enjoyment and pleasure in studying. It is also intended to pique the interest of novice students in the subject. Through songs, then they will like to study and memorize the subject longer. In colloquial English, a song is a composition for voice or voices, performed by singing; nevertheless, song can refer to any piece of

music. As in the case with Cappella songs, a song can be accompanied. Songs' lyrics (words) are typically poetic and rhyming, though they can also be religious lines or free prose.

2. The Advantages of Applying English Song

There are many reasons that language teachers could use songs as part of their repertoire of classroom teaching. Songs teach pupils vocabulary, grammar, and cultural themes while also being entertaining. They can provide valuable practice for speaking, listening and language practice inside and outside of the classroom but what is interesting is how to motivate the development of skills for the progressive development of the use of English. There are numerous advantages of using songs in class:

- a. They provide enjoyable repetition practice
- b. They provide a variety and change of pace
- c. They promote class identity
- d. They reinforce rhythm and pronunciation
- e. They integrate with other class activities
- f. They integrate with topic work
- g. They take English out of the classroom
- h. They develop speaking skill
- i. They provide integrated practice of speaking skill

j. They build confidence and a sense of success

As mentioned above, teachers and students find singing songs entertaining and relaxing. Songs offer a change from routine classroom activities. Learning and memorization are accelerated because both the left and right sides of the brain are active at the same time.

3. The Method of Using English Songs in the Classroom

Maintaining learners' interest during the classes is one of the major challenges that the researcher encounters, whether teaching English to children or adults. As a result, teachers are frequently forced to be inventive in their teaching methods. Music's worldwide appeal, which connects people of different cultures and languages, makes it an excellent teaching tool. This makes it one of the best and most inspiring educational materials, regardless of the learner's age or background. According to Adam Simpson (2015) that the procedure to using the songs in the classroom is:

- a. Listen to the song
- b. Ask some questions about the title
- c. Play the song once more, this time with the lyrics
- d. Concentrate on a specific component of grammar, verb tense, or pronunciation.
- e. Focus on vocabulary, idioms, and expression.

4. Benefits of Using Songs in the Classroom

Some previous studies found that using songs in the classroom is beneficial Millington, 2011; Džanić & Pejić, (2016). 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 & Pejić, 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. According to Stanislawczyk and Yavener (as cited in Kuśnierek, 2016), a song is an advantageous tool and a teacher should take advantage of it during linguistic practice. They also emphasize the importance of the engagement learners get when listening to songs or creating own lyrics. Some benefits of using songs in the classroom are explained as follows:

1) Motivation

A motivation is one of the important components that must be owned by the learners in studying. As mentioned by Dorneyi (2007), learning a language is a long-term process and learners are in charge of their learning at length. By using song, the learners feel fun and enjoyable in learning and it can increase their motivation. Songs

contain authentic language; provide vocabulary, grammar, and cultural aspects which are easily obtainable (HINDÉMÈ, et. all, 2018).

2) Positive Atmosphere

Murphey (1992) mentions that “the use of music and songs can stimulate very positive associations to the study of a language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections”. People typically equate songs with pleasure that is why they connect learning through songs with an enjoyable situation.

3) Cultural and Historical Knowledge

By using songs, learners will have a chance to gain a deeper understanding about the culture of target language. Shen states, “language and music are interwoven in songs to communicate cultural reality in a very unique way” (2009). This means that through the songs, cultural knowledge is spread and informed in the form of lyrics combined with certain music. To young learners, teachers can give them some songs about historical events in the target language. For instance, “Teddy Bear’s Picnic” with lyrics written by Jimmy Kennedy in 1932 introduces the learners about an annual event “Teddy Bear Picnic Day” celebrated by people in the United States, Canada, Australia, and few parts of Europe on July 10 of every year. On this day, people take their kids along with their teddy bears for

picnic since these dolls are always the kid's favourite companion in those countries sometimes even until they grow up to adults. The parents commonly bring their kids go to the beach, park, lake, or forest for lunch.

4) Linguistic Knowledge

Another benefit of using songs in English classroom is that they provide linguistic knowledge, such as grammar, vocabulary items, and pronunciation. By using songs, students can frequently learn new information without any desire to do so. While singing the songs, they feel happy and do not realize that they are also learning new knowledge at the same time. They can just follow the music and imitate the way how some words are pronounced in the target language. While singing, they can also connect their body movements to the meaning of the words in the songs, especially when they relate to their body parts. Students can practice lots of English vocabulary using songs, such as animals (Old McDonald had a Farm), vehicles (The Wheels on the Bus), actions (If You're Happy and You Know It), Numbers (Ten in the Bed), and so on.

5) Disadvantages of using songs

The previous explanation mentioned some benefits of including songs in English language classroom. However, there are some disadvantages of using songs in the classroom that should be considered by teachers. Firstly, some students often feel too excited

since songs make them feel fun, as result, they may forget about the discipline in the class. Secondly, there are some possibilities for students just to be interested in listening and singing the songs and not in working or studying. Thirdly, some students may dislike the songs chosen by teachers because they have different musical tastes. Fourthly, some songs contain limited words, too much slang words, and bad grammar. Finally, there are songs that focus on sensitive subjects such as aggression and misogyny and thus such songs may confuse or shame the learners.

6) Criteria for a Song Selection

Basically, there are no rigid guidelines that teachers should follow when choosing songs in English classroom. According to Griffiee (as cited in Kuśnierek, 2016), there are four criteria that teachers should take into consideration: the class, the teacher, classroom opportunities, and music. Firstly, knowing the learners' ages is important. It is useful to decide the type of the songs that can be used. Young learners may like simple words related to concrete things, rather than complex and abstract things, such as envy or suffering. Besides, teachers should remember that the class which consists of different criteria of students may have different musical tastes. Secondly, teachers should choose songs that have instructional value and it should not be just for fun. Thirdly, teachers should provide opportunities to the classroom to choose the songs they like

then select suitable ones. Lastly, the music should not be played loudly since it may disturb other classes.

7) Songs in the EFL Classroom

Saricoban and Metin (2000) considered songs to be able to improve the four skill areas of reading, writing, listening, and speaking. There are two mechanisms involved in listening to the song and the two can be used when songs are used in the classroom (Schoepp, 2016). The first is bottom-up processing where the listener translates the sounds into words, sentences, and meanings. The second is top-down processing where the listener makes use of context information to interpret a message's meaning. According to Cameron (2001), there are three stages in language learning for young learners. Those stages are preparation, core activity, and follow up. In preparation stage, the teacher starts the class by activating the vocabulary of the learners. This may be achieved using a variety of approaches, depending on the teachers or class size. In activating vocabulary, teachers may use a human body image to evoke vocabulary. In core activity, teachers teach the class using appropriate songs depending on the topic. The last, follow up can be done by checking the students' vocabulary after memorizing the words through the songs. (Ria Antika, S.S., 2021)

B. The Concept of Speaking Skill

1. Definition of Speaking Skill

According to Brown (2004: 140) “speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test”. Brown (2007: 4) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument. While Thornbury (2005) says that speaking is an interactive process and requires the ability to cooperate in the management of speaking turn.

Bygate in Torkey (2006: 33) adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top-down view of speaking”. Even, Thornbury (2004: 1) emphasizes that “speaking is so much part of daily life that we take it for granted”. From the definitions of speaking skill above, it can be concluded that speaking skill is a productive skill which is part of our daily life and it is difficult to assess reliably. (Parmawati, 2018)

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.

Applying speaking can be done directly in every day of life. Speaking is a complex skill that is used by someone in daily life to communicate with each other at school, home, or outside both Mutia, (2019). Pronunciation, grammar, vocabulary, and fluency are all important aspects of speaking. According to Ardiyansah, (2019) speaking is too difficult to speak everywhere, speaking learners must be able to master their grammar, pronunciation, vocabulary, fluency, intonation, body language, and gesture as the elements of speaking. Students can increase their speaking correctly through tried speaking every time in the classroom or outside that. Successful in learning speaking is when someone can speak well and correctly in expressing an opinion and respond to opinion in every conversation with their partner of communication.

As a result, speaking is critical in this period for humans to communicate with one another. Speaking English is also very needed for students who want to continue their studies abroad. McKay (2008) claims that as part of oral language, speaking is important in language learning as a base of acts for learners to start learning language and will develop their literacy skills as cited Razali & Isra, (2016).

2. Elements of Speaking

Speaking has some elements for students in speaking skills. Elements of speaking are important parts that must discuss and master by students speaking. This is an urgent way to increase students' performance when speaking. Speaking has four or five aspects, according to Lado (1977). Pronunciation, grammar, vocabulary, and fluency are the four key components.

a. Pronunciation

Pronunciation is the way for students to get the right of language when they are speaking. It means that when students are speaking, they need pronunciation as a way to produce clearer language. By the pronunciation, the students can make clearer of speaking to the listener's understanding. Having good pronunciation brings the students effective of speaking when communicated. Luoma (2003) stated that pronunciation or that larger is called the sound of speech. It means that own pronunciation affects the way someone talks to the other person to get clear information.

In addition, Ramelan (1994) as cited in Lestari & Subandowo, (2018) said that improving English speaking must learn pronunciation before. There are specific language sounds (segment) as well as intonation, phrasing, stress, time, and rhythm to consider when pronouncing (suprasegmental aspects).

b. Grammar

(Liasari & Sutarsyah, n.d.) mention that each word in a sentence that is formed is called a system rule in grammar. Grammar is one factor in putting together correct sentences in a dialogue. That was required for the pupils to communicate correctly. Grammar is very influential for students in taking the correct language in oral and written form.

c. Vocabulary

Vocabulary is one of the most important aspects of effective speaking. Vocabulary is as support for student's incapable of speaking. Andriani & Sriwahyuningsih, (2019) mentioned that someone who did not have mmuch vocabularycannot speak, write, read, and listen. Students did not know what they wanted to say since they lacked language. Developing the vocabulary or adding a lot of vocabulary can do by reading some English books, listening to music, etc. Students' ability to communicate was contingent on their knowledge of a wide range of words. The more students' vocabularies get is the more students' conversations too.

d. Fluency

The desire to talk fluently is one of the aims of learning to speak. (H. Mairi, Sudirman, 2017) mentioned that fluency is effective speaking which is due to the absence of speech disorders so that a person expresses everything more naturally, fluently, and

impressively. Fluency refers to a student's ability to talk clearly and fluently. It means that fluency is someone's ability to speak fluently and accurately with little use of pauses and gaps such as "ums, oh, or ers" and the others.

3. Teaching Speaking Strategy

Teachers and students in the classroom should be able to communicate effectively. Speaking skill is a complicated skill that must be learned by students to communicate fast and fluently. While teachers should be teaching the students by the ability and strategy to give students some information and knowledge. Ganna,(2018) mentioned that teacher is a transformer in giving information, knowledge, message, or skill to students in doing teaching activities to interactive learning and teaching process at the moment. Teaching speaking is one of the teachers overcoming the students in clear of communication and show conversation interaction. According to Burns, (2019) there are seven concepts in the teaching speaking cycle; Repeat speaking exercises, encourage learners to reflect on what they've learned, and provide feedback on what they've learned. Teachers and students are required in the teaching and learning method to reach educational goals, according to Agmara (2018). Strategy in teaching is a plan that teachers used in arranging methods and techniques, etc in teaching for students to the future teachers teach.

According to Sanjaya (2011), as cited in Aini & Azizah, (2019) the plan, method, or activities which is designed to achieve educational goals in

education that were called is strategy. Then, as part of the teaching and learning process, pupils require instructor duties as classroom controllers. By the teacher's role, students will not feel bored when they learn. According to (Suri et al., n.d.) the teacher should show or play their role in the teaching-learning process to help and support students and the role can show in some activity situations in class. So, it can be called that teacher is a facilitator for students in facilitating students' learning. According to Harmer (2007), the teacher plays the following roles in the teaching-learning process:

- a. Controller, as the controller, the teacher has the right to be responsible in the supervise of teaching-learning process and the activities that was going on.
- b. Prompter, one of the roles of a teacher is having a soul that takes the initiative to help students' difficulties in the teaching-learning process.
- c. Participant, the instructor has the right to join and participate in the The instructor, on the other hand, is just encouraging students to think imaginatively in this role activities. The good reason is how the teacher can turn on an activity.
- d. The teacher serves as a resource for students who have questions. When a teacher is unable to respond to a student's inquiry, they may state that they did not know the answer. know the answer

right and they will try to answer tomorrow as the teacher's alternative.

- e. The tutor/teacher will be teaching detail and helping students in detail. When pupils have completed a lengthy project, teachers can instruct them. The teacher can collect as prompter and tutor when helping the students in there.

4. Categories of Speaking

There are five categories in speaking assessments as according to Brown (2004):

a. Imitative Speaking

Imitative speaking refers to the students speaking performance of simply parroting back imitating words or phrase, or possibly in the sentence. According to Brown (2004), word repetition task and scoring scale for repetition are the appropriate assessment tasks for this level. The word repetition task can adequately test a students' ability to imitate words or phrases. Then, the initial assessments can help the beginning students in the learning of the basis of vocabulary. In the classroom, they can copy the teacher's speech.

1). Phone pass Test

Reading aloud, repeating sentences, speaking the word, and answering the question are all part of the Phonepass test. The Phenopass test is a telephone-based assessment.

Part A: Test participants read aloud from a list of sentences printed on the test sheet.

Part B: Recite the sentences that the test-takers dictated over the phone.

Part C: Test takers respond to the question with a two- or three-word sentence.

Part D: Test takers are given three groups of words at random and must connect them to form complete sentences.

Part E: Participants get 30 seconds to express their thoughts on one of the themes provided on the phone.

b. Intensive Speaking

Short bursts of oral language are produced intensively. According to Brown (2004), there are directed response tasks, read aloud tasks, sentences, and dialogue completion tasks and oral questionnaires, and picture-cued tasks, and then translation in the designing assessment tasks of intensive speaking.

1). Directed response tasks

Directed response tasks are the task that the examiner acquired a specific form of grammatical or sentence transformation.

2). Read-aloud tasks

Read-aloud tasks include read in out of sentences leveling up to a paragraph or two paragraphs. This technique is easily conducted by choosing a passage that combines the specific test and by recording the test-takers output. Moreover, in this type, all of the test-takers oral production was controlled make relatively easy the score.

3). Sentences and dialogue completion tasks and oral questionnaires.

Sentences and dialogue completion tasks and oral questionnaires are to read the dialogue in which one speaker's lines have been omitted. The test administrator or teacher initially gives the test takers time to read in this strategy. through the dialogue to get the main point and to think about appropriate lines to fill in. Then, as the recording progresses, the test administrator or teachers deliver one segment orally, and the test-taker responds.

4). Picture-cued

The use of photographs or a succession of pictures is referred to as picture-cued. This strategy is excellent in stimulating the test-taker's reaction. The administrator provides some pictures with some clues and then the test-takers point to the picture to give the answer or the teacher points to the picture and then the test-takers mention the answer orally. There are five picture-cued tasks: picture-cued elicitation of minimal pairs, picture-cued elicitation of comparatives, picture-cued elicitation of future tense, picture-cued elicitation of nouns, negative responses, numbers, and location, picture-cued elicitation of responses, and description.

5). Translation

The translation is a communicative device which means in the context in which English language users are called to become translators.

c. Responsive Speaking

Interaction and test comprehension are part of the purpose of responsive assessments, but they are confined to extremely short dialogues, basic greetings and small talk, simple requests, and the like. It aids the test administrator in determining a student's capacity to converse with one or more interlocutors.

1). Question and answer

The term "question and answer" refers to the interview's summary. It could be a single or two questions from an interview, or it could be a portion of a battery of questions and prompts in an oral interview. This form of assessment requires one person, an interlocutor to ask the student questions. Students' answers can be 1 sentence responses or can entail a more detailed answer depending upon the question asked.

2). Giving instructions and directions

This type of assessment demands students to be able to give direction in a particular situation. The student asks the teacher a question in this sort of assessment. In other words, the kids participate in the conversation.

3). Paraphrasing

Paraphrasing test-takers read or hear the text or story and paraphrase it by using their own words.

d. Interactive Speaking

Interactive speaking in designing assessment tasks is important for speaking assessment. It is because they allow the instructors to evaluate students' ability in producing fluid, detailed, and in-depth discussions with one or more interlocutors.

1). Interview

Interview refers to the conversation in which the administrator and the test-takers sit down face to face to do question and answer. Thus, is designed to get the quick spoken sample from the student to verify the placement into a course.

2). Role-play

It is well-known for its educational work in communicative language classrooms. It is such as mini-drama in which the test-taker acts out to perform some characters in a particular story.

3). Discussion and conversation

It's difficult to judge and characterize a discussion or a conversation. Teachers, on the other hand, bring a level of sincerity and spontaneity in assessing students that other evaluation methodologies may not. Scores or checklists should be carefully designed to suit the objectives of the observed discussion to assess the performance of the participants.

4). Games

Games are usually the easiest media or tasks to get students engaged in learning English. One example game is information Gap Grids. Information Gap Grids is in which students interview each other to determine the answer to various questions.

e. Extensive Speaking

Extensive speaking tasks involve complex relatively long stretches of discourse. They're mainly variants on monologues with little to no spoken engagement. To assess the Extensive speaking ability will explain the following:

1). Oral presentation

The oral presentation is students/test-takers are asked to arrange a particular paper or assignment and then they present the material in front of the class. Oral presentations are excellent ways in extensive speaking to assess students' ability to speak. It can be based on any subject or theme.

2). Picture-cued story-telling

Picture-cued storytelling in this case the test-takers are given the sequence of the picture story and then they create a story based on the pictures. Because, as they say, a picture is worth a thousand words, picture-cued story-telling is useful for prolonged speaking exercises. Assessing these tasks can still be difficult, so it is recommended to narrow down language criteria (vocabulary, time relatives, sentence connectors, past tense irregular verbs, and fluency in general). Test-takers or students explain the story by at looking the picture to arrange the sentences. It means that test-takers or students are easier to arrange the words.

3). Retelling a story

Retelling a Tale, a news event, in which test takers hear a story and then repeat or retell it orally. It means that test-takers or students repeat the story that was happened or the story that was passed in their own words.

4). Translation (of extended prose)

The test-taker is given the option of reading the larger materials in their original language and then translating them into English.(Ratna Sari, n.d.)

C. Previous Research

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.

CHAPTER III

RESEARCH METHOD

This chapter deals with the descriptive of qualitative research method, which presents Research Design, Research Setting, Researcher Subject, Data and Data Sources, Data Collection Techniques, Data Validity and Data Analysis.

A. Research Design

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.

B. Research Setting

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.

C. Research Subject

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. The researcher took one tutor to provide information about the description of the strategies used by the tutor in teaching the singing strategy. The researcher took a tutor as an informant because based on preliminary research the researcher knew that the tutor could support the phenomena needed by the researcher, the tutor had an interesting strategy that the researcher wanted to know more clearly in performing the strategy of singing songs in the teaching and learning process. Purposive sampling will be used in this investigation, according to (Elo et al., 2014). Purposive

sampling is a good choice for qualitative research when the researchers want to obtain information from people who are knowledgeable about the subject.

D. Data and Data Source

1. Data

The facts and evidence that will be used to compile data are referred to as data information. The data was related to the teacher who taught Singing songs strategy in speaking skills for students at first semesters at UPT Bahasa P2B IAIDA (Darussalam Islamic Institute of Religion). There are two types of data are primary data and secondary data.

a. Primary of data

Primary data is data taken directly from participants related to this research. Primary data is the main data to obtain information about the song singing strategies used by the tutors in students' speaking skills during the teaching and learning process at Intensive class UPT P2B IAI Darussalam. Data were collected by many interviews, the first interview with English tutors is Miss. Mawahdatul Fitriyani who gave assessments of students in using the strategy of singing songs in the Intensive class at UPT P2B IAI Darussalam. The second interview with Miss. Dewi Hawa M.Pd. be the director of UPT P2B IAI Darussalam Blokagung Banyuwangi for gets information about UPT P2B. That interviews are to be primary of data. The third interview with Miss. Siti Lailatun Nikmah be tutor class of TBIN for get informations about the

condition of the students before and after learning using the singing song strategy.

b. Secondary Data

The secondary data is the data supporting this research and the supporting data are several interviews conducted with the head of the UPT P2B, staff of UPT P2B and students in intensive class to add to the data so that it is more complete.

2. Source of Data

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. So, Without the source of data, the researcher did not get some information.

E. Procedure of Data Collection Techniques

1. Interview

The purpose of research and systematization, interviews can be seen as a way of collecting data through a question and answer process (Rahayu, 2015). This means that researchers 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. Interviews were conducted face-to-face. In addition, by interviewing the tutor, the researcher got the information that the researcher wanted to get, especially about the tutor's strategy in doing the strategy of singing songs.

2. Observation

Observation is a way for researchers to get some information in the tutor's strategy using a song singing strategy. According to Yendra, (2018) observing places and people at the research site to get data. Observations made by researchers in collecting data were obtained from several interviews, that is interviews with English tutors and the head of Intensive program UPT P2B. The researcher did not take part in this study as an observer. According to Sugiyono (2016) as quoted by

Yusnita (2018), researchers were present at the scene but did not interact or participate or referred them as passive participants or non-participant observations.

So, the researcher did not teach the students directly but only observed the tutor teaching and took the students' scores in class while learning to speak. Then, the researcher used field notes to collect data in observing the participants in the class in the teaching and learning process of speaking and knowing the tutor's strategy used in the strategy of singing songs.

3. Documentation

Documentation is the notes that include past events. Umar (2011) states that documentation is the method to find the data about something or variable. The researcher needs some documents for the complete observation and interview methods in qualitative research. Documentation is obtained from interview data and observation data in the form of pictures and documents.

F. Data Analysis

The process of carefully searching and planning data received from interviews, field notes, and other sources is known as qualitative data analysis and documentation by arranging parts of the data into categories, describing into the sections, synthesizing, arranging into patterns, sorting out what is important and which can learn and make conclusions so that it can be easy to carry out. According to Moleong (2014)

as cited in Hikmah, (2019) that the observation, interview, documentation, field note, photo, recording, and pictures can be some sources in qualitative research. So, the researcher systematically prepared the data obtained from the field notes when the researcher made observations at UPT Bahasa P2B IAI Darussalam. There are the data used by the researcher:

1. Data Reduction

Data reduction with an analysis of the sharpened sorts, focuses, discards, and arranges the data can be used to derive and verify the conclusion. Ekawati, (2019) stated that choosing the main points, focusing on the important thing, finding the theme, and pattern, and losing the unnecessary are included in the reduction data. The data obtained were then transcribed to show the tutor's singing songs strategy in teaching speaking skills during the English learning process. Thus, by this data, the researcher got the cleaning of the picture through the data that has been reproduced and to easier for the researcher to collect the next data and find it.

2. Data Display

After doing data reduction in data analysis technique, the researcher performed data display in data analysis technique to better comprehend the data acquired. Data display helps the researcher in concluding at the end by the described what was happening in the natural setting. Data display, according to Miles and Huberman (1994), is the

gathering of ordered and compressed data that a noble for conclusion drawing and action.

3. Conclusion Drawing/Verification

The third step in the technique of data analysis is conclusion drawing/verification. After the data was displayed, the next technique of data analysis is conclusion drawing in the context of the study. In this step, the researcher took conclusion and verification from the result in an interview, observation, and documentation. The goal of this step of data is to analyse the description of the use of singing songs strategy in teaching speaking skills.

G. Data Validity

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. The techniques used to test the validity of the data in this study are:

1. Credibility

There are various ways of testing the credibility of the data or the trustworthiness of the data from qualitative research, among others, by doing member checks, extending observations, observing persistence, triangulation, assessing negative situations, using reference materials, and extending observations.

a. Extended Observation

In this extension of participation, the researcher as a measuring tool in collecting data includes observations and interviews in various settings and events. This is done to study the culture, meaning, and interpretation of the existing problems.

b. Persistence of observation

Increasing persistence in interviews and observations so that data and sequences of events can be recorded with certainty and systematically.

c. Triangulation

Triangulation is a technique of checking the validity of data using other sources. The validity of the data is done by utilizing something other than the data for checking and as a comparison against the data obtained. In this study the researchers used 3 triangulations, namely:

- 1). Triangulation of sources Comparing and rechecking the trustworthiness of information obtained through different times and tools. In this study, researchers will also interview people closest to the subject.
- 2). Method triangulation Efforts to compare data findings that have been obtained using a certain method, with data obtained using other methods regarding the same problem and source.
- 3). Triangulation theory refers to the use of various theoretical perspectives in interpreting the same data Pawito, (2008, p.100).

d. Negative Case Analysis

Conducting a negative case analysis means that the researcher looks for data that is different or even contradicts the data that has been found. If there are no more data that are different or conflicting with the findings, meaning that they still get data that contradicts the data found, the researcher might change his findings Sugiyono, (2007: 275).

f. Using Reference Materials

Referred to as a reference is supported to prove the data that has been found by the researcher. In a research report, it is better if the data presented needs to be accompanied by photos or authentic documents, so that they become more reliable Sugiyono, (2007: 275).

g. Hold Member check

The purpose of member check is to find out how far the data obtained is in that is provided by the data provider. So the purpose of member check is that the information obtained and will be used in writing the report is by what is meant by the data source or informant Sugiyono, (2007:276).

2. Transferability

Transferability is external validity in qualitative research. External validity indicates the degree of accuracy or applicability of the research results to the population where the sample was taken Sugiyono, (2007:276). Questions related to transfer value to date can still be applied/used in other situations. For researchers, the transfer value is very dependent on the user, so when the research can be used in different contexts in different social situations, the validity of the transfer value can still be accounted for.

3. Dependability

Reliability of research that can be trusted, in other words, several experiments carried out always get the same results. Dependability or reliability research is research if research conducted by other people with the same research process will obtain the same results. Dependability testing is done by conducting an audit of the entire research process. Using an independent auditor or an independent supervisor auditing, all activities are carried out by researchers in conducting research. For

example, it can be started when the researcher begins to determine the problem, go into the field, choose data sources, carry out data analysis, test the validity of the data, to make reports on observations.

4. Confirmability

The objectivity of qualitative testing is also known as the research confirmability test. Research can be said to be objective if the results of the research have been agreed upon by more people. A qualitative research confirmability test means testing the results of research associated with the process that has been carried out. If the research results are a function of the research process carried out, then the research has met the confirmability standard. Data validity or validity is data that does not differ between data obtained by researchers and data that occurs on the object of research so that the validity of the data that has been presented can be accounted for.

CHAPTER IV

FINDING AND DISCUSSION

A. 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 6th, 2022 until Saturday, January, 22th 2022, the research schedule is as follows:

Table 4.1

Schedule of research

ACTIVITY	DATE			
	6 January 2021	8 January 2021	15 January 2022	22 January 2022
Pre-Study	✓			
First-day meeting		✓		
Second-day meeting			✓	
Third-day meeting				✓

1. The use of Singing Songs Strategy in Teaching Speaking Skill

a. Preparation

The planning from a director from the UPT P2B Institute at IAI Darussalam would like to cultivate Arabic and English IAIDA students through intensive class programs. Therefore, all new students must participate and must pass intensive program classes, both internal programs and external programs for one year. Even this year the intensive class program has become a lecture material so, if it does not meet the standard of value provisions, students must repeat the next year. And the material used by the intensive class is a speaking skills material that is considered effective for IAIDA new students.

“That skills 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 for example speech, debate, singing, master of ceremony competitions and others. That skills material is stills very needed moment Becomes student and after no Becomes student. So, that skills material very useful and more needed”. (Interview on January 06,2022)

From the results of the interview, it can be concluded that both the tutor preparations to the objectives of the intensive program. Meanwhile, from the observation results on January 6, 2022, there are preparations, including:

a). Analyse Calendar Academic

After getting calendar data academic from UPT P2B, Tutor analysed it, determined timetable teach and compose details week effective teach.

b). Prepare songs material

Tutor compiling material that has been determined UPT syllabus, looking for the material for the songs that will be given to students from google for look for lyrics, also looking for Theory supporter i.e. video from You tube.

c). Print out the material to be shared to students.

The material is about the lyric song “At My Worst” a pink sweet and from lyric vocabulary song.

“ AT MY WORST_PINK SWEAT “

Can I call you baby?

Can you be my friend?

Can you be my lover up until the very end?

Let me show you love, oh, I don't pretend

Stick by my side even when the world is givin' in, yeah

Oh, oh, oh, don't

Don't you worry

I'll be there, whenever you want me

Reef:

I need somebody who can love me at my worst

No, I'm not perfect, but I hope you see my worth

'Cause it's only you, nobody new, I put you first

And for you, girl, I swear I'll do the worst

If you stay forever, let me hold your hand

I can fill those places in your heart no else can

Let me show you love, oh, I don't pretend, yeah

I'll be right here, baby, you know I'll sink or swim

Oh, oh, oh, don't

Don't you worry

I'll be there, whenever you want me

Reef:

I need somebody who can love me at my worst

No, I'm not perfect, but I hope you see my worth, yeah

'Cause it's only you, nobody new, I put you first (put you first)

And for you, girl, I swear I'll do the worst

I need somebody who can love me at my worst

No, I'm not perfect, but I hope you see my worth

'Cause it's only you, nobody new, I put you first

And for you, girl, I swear I'll do the worst

The Vocabulary :

Worst : Terburuk

Pretend : Berpura-pura

Hold : Memegang

Swear : Bersumpah

Perfect : Sempurna

Worry : Khawatir

“ SONG ABOUT ANTONYMS –

MUSIC BLACK PINK HOW YOU LIKE THAT “

Easy mudah - Difficult sulit

Hard itu keras – Soft itu lembut

Shallow dangkal – Deep dalam

Glad gembira – Sad itu sedih

Able bisa – Unable itu tak bisa

Abstrack tak nyata – Concrete artinya nyata

Bright itu terang – Dark itu gelap

Heaven surga - Hell neraka

REEF:

Loyal setia,,,,, bara bim bara bim boom boom

Betrayal khianat ,, nat,, nat,,nat,,nat

Now, look at you now look at me

Look at you now look at me

Look at you now look me

How you like that

Careful hati-hati – Careless crobah

Aternal abadi – Temporary smentara

Itu beberapa contoh antonym

Let's we singing antonym together

d). Teaching Preparation

In the implementation of the learning process teaching, tutor preparing self by physically and mentally so implementation study could walk with smoothly. Previously the tutor also studied sing and

search for vocabulary about songs or related and determine what just what the tutor will do in class later.

(1). Stages Preparation

The tutor prepares everything that has been prepared in advance for all purposes when teaching be it about the necessary materials or media.

(2). Opening Stage

- a) Tutor introduces Theory the song that will be given to students.
- b) Tutor explains how the technique that will taught to student.
- c) Tutor teaches song from how tone, pronunciation and fluency justify lyrics with song per line.
- d) After that, the tutor asked the students to sing together.
- e) after singing together, the tutor asked the students what the meaning of new vocabulary and meaning from lyrics the with pointing one by one student there for explain or for mean a vocabulary.
- f) tutor adds the remaining vocabulary related with lyrics that.

- g) the tutors tell students to speak alone or in pairs, about love because theme the song is also about love.
- h) tutor asks about what vocabulary just what you got.
- i) tutor invites games moment learns to add student focus and so as not to sleepy in the class.

(3). Closing

- a) Tutor gives chance to students for ask about from material, both on pronunciation, tone for sing or vocabulary that is not is known.
- b) Tutor closed Theory with read prayer after learn and say hamdallah.

"I prepared before teaching with singing songs strategy in teaching speaking skills is analyse calendar academic, prepare songs material, Prepare supporting media during teach such us laptop, speaker, and projector and teaching preparation from stages preparation, opening stage and closing." (Interview with Miss. Yani on January 06,2022).

b. Implementation of Singing Songs Strategy in Teaching Speaking Skill

Below are the results of observations made by researcher:

- 1). Observation on the first day, January 08th, 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.

- (1). Implementation with the use of singing songs strategy in teaching speaking skill.

In the implementation of teaching using singing songs strategy, the first thing to do by the tutor is to look at the Academic Calendar and read the basic competition and syllabus of material to be taught. The first meeting was on January 8, 2022 in the Indonesian Education (TBIN) class at 1st and 2nd hour or 08.00 – 09.20 in the SM5 room. At this first meeting, first the tutor walked into the classroom, then said hello as the opening of the teaching event, Simultaneously also answered with enthusiasm by TBIN students, after which the tutor gave greetings or greetings in the form of greetings, such as "Hello Guys, how do you do, nice to meet you?". After that, the tutor began to license the students one by one and asked "where are you come from", that's what was done as an approach to the TBIN students.

After completing the license, the student asked the tutor to introduce themselves using English, and not to forget also the student asked the whereabouts of Miss.Ayla. Introduction starts from mentioning the name, address and Study Program like this, "Hello gays, okey now I will introduce myself, My name is

Mawahdatul Fitriyani you can call me Yani, I come from Palembang South Sumatera. I am student of TBIG 2018 Department semester 8 and now enter in your class to replace Miss. Ayla be tutor". The tutor explained miss's reason. Ayla couldn't attend. After that the tutor prepares the tools or media to be used, in accordance with the material that has been prepared, namely Singing songs in the form of English songs "At My Worst" and the addition of material in the form of vocabulary songs, then the tutor turns on the laptop, connects the speaker, and then connects the projector cable to the laptop we use. After that, before the tutor starts the lesson, the tutor does the game first, with the agreement of who loses it will get a challenge at the end of the material. The game we did was a simple game of "applause" but required full concentration because students had to do the instructions spoken by the tutor:

1. Applause once when we say blue
2. Applause 2 times when we say red
3. Applause 3 times when we say green
4. Silence or not applause when we say yellow

And the result is that the tutor gets 3 people who lose, namely 2 students and 1 student. The game that the tutor gave them was enough to make them excited and not sleepy, after which the tutor explained what a song was, and then we distributed a printout

paper that was the lyrics of the song played entitled "At My Worst", sung by Sweet Pink. Then the Tutor plays the video at my worst that has lyrics, this process is done by playing per verse, or per sentence, after one sentence we pause after that the tutor mentions his pronunciation.

This section is done by the tutor where students are asked to follow after the tutor pronounces and confirms the wrong pronunciation. After following the tutor in his English pronunciation, then the tutor translates by method word by word and strings it together into sentences that have the right meaning. Step three is to record words or vocabulary that is difficult to say or rarely encountered by TBIN students, of course the tutor asks them, "are there words that are difficult for you or vocab that you just listened to?" Whatever vocab they mentioned at the time, it was immediately recorded on the blackboard and its meaning and then read out which was followed by them one by one.

After reading the vocab, the Tutor asked all students to sing At My Worst at the same time, then specifically for students and students themselves. After that the tutor tells students and students to speak or conversation with the theme of love for up to 5 minutes, when students are doing speaking or conversation, of course, they find vocabulary difficulties that are not known by students. So, the tutor directly wrote down the unknown vocabulary

on the board. At the end of the closing, the tutor asked the two students and 1 student to come forward and sing *At My Worst* without instruments or videos as punishment. They also sing funny so that it invites the laughter of classmates.

After the hour shows 09.20 means that the intensive hour is over. The tutor resigned and closed by saying *hamdalah* together, apologizing if something was wrong and less agreeable and then saying greetings and letting them out of class first. The activities provided during learning consist of an introduction, explanation of materials, and practices. The method that the tutor does in this teaching process is the singing songs strategy method which is assisted by several media where students learn through audio and visual media which is then developed with their own language.

2) Observation on the second day, January 15th, 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.

3) Observation on the third day, January 22th, 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)

B. 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. 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.

B. 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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APPENDIX 1 RESEARCH LETTER



Nomor : 31.5/273.5/TBIG/FTK/IAIDA/C.3/I/2022

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Ketua UPT P2B IAIDA

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **MIMI ROSIDAH**
 TTL : **Tugu Sempurna**
 NIM : **18112210041**
 Fakultas : Tarbiyah dan Keguruan (FTK)
 Program Studi : Tadris Bahasa Inggris (TBIG)
 Alamat : Muara Kelingi-Musi Rawas-Sumatera-Selatan
 HP : 081268312880
 Dosen Pembimbing : **Moh. Mahmud, M.Pd**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

The Use of Singing Songs Strategy in Teaching Speaking Skill at Intensive Program of UPT P2B LAI Darussalam in Academic Year 2021/2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 05 Januari 2022
 Dekan

Dr. Siti Aimah, S.Pd.L., M.Si.
 NIPY. 3150801058001

APPENDIX II RESEARCH LETTER



SURAT KETERANGAN PENELITIAN

No. 31.5/94/IAIDA/UPT-B/A.5/III/2022

Yang bertanda tangan dibawah ini Direktur unit pelaksana bahasa Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi menerangkan bahwa:

Nama : Mimi Rosidah
 NIM : 18112210041
 Prodi : Tadris Bahasa Inggris (TBIG)
 Fakultas : Tarbiyah dan Keguruan
 Judul Tesis : **The Use of Singing Songs Strategy in Teaching Speaking Skill at Intensive Program of UPT P2B IAI Darussalam in Academic Year 2021/2022.**

Benar-benar nama tersebut diatas telah melaksanakan penelitian dari tanggal 6 Januari s/d 22 Januari 2022 di Unit Pelaksana Teknis (UPT P2B) Bahasa Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi.

Demikian surat keterangan ini dibuat dan digunakan sebagaimana mestinya.

Banyuwangi, 29 Maret 2022

Direktur UPT P2B IAIDA

Dewi Khawa, S.Pd

NIPY: 3151412018901

APPENDIX III GUIDANCE CARD

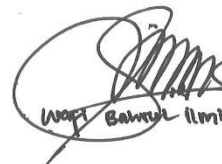
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SISTEM INFORMASI MANAJEMEN AKADEMIK IAIDA BLOKAGUNG ::

NIM	18112210041	
NAMA	MIMI ROSIDAH	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20212	
JUDUL	THE USE OF SINGING SONGS STRATEGY IN TEACHING SPEAKING SKILL AT INTENSIVE PROGRAM OF UPT P2B IAI DARUSSALAM IN ACADEMIC YEAR 2021	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	12 April 2022	13 April 2022	Finsihing Siap ujian	Bimbingan 9
2	20212	09 April 2022	11 April 2022	Chaptert 5 Conclusion	Bimbingan 8
3	20212	07 April 2022	09 April 2022	Chapter 4 Finding and Discussion	Bimbingan 7
4	20212	06 April 2022	07 April 2022	Chapter 3 Research Method	Bimbingan 6
5	20212	05 April 2022	06 April 2022	Chapter 2 Related Review	Bimbingan 5
6	20212	01 April 2022	05 April 2022	Chaptert 1	Bimbingan 4
7	20212	12 Desember 2021	15 Desember 2021	Proposal siap seminar	Bimbingan 3
8	20212	01 Desember 2021	09 Desember 2021	Konsultasi Judul	Bimbingan 2
9	20212	22 November 2021	22 November 2021	Bimbingan Mendelay	Bimbingan 1

APPENDIX IV PLAGIARISM CHECKER



Plagiarism Checker X Originality Report

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CHAPTER 1 INTRODUCTION This chapter presents the research background, research problem, research objective, Significance of the problem, research scope and limitation, and key of terms. 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.

Humans use language for various aspects of life. Through language, human 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.

So, we can conclude that mastering a foreign language is very important in this modern era to survive with the times. 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

APPENDIX V

AUTOBIOGRAPHY



Name : Mimi Rosidah

Nim : 18112210041

Prodi : English Education Department

Gender : Female

Father : Lasiman

Mother : Wasa'Adah

Place and Date of Birth: Tugu Sempurna,
April 14th 2000

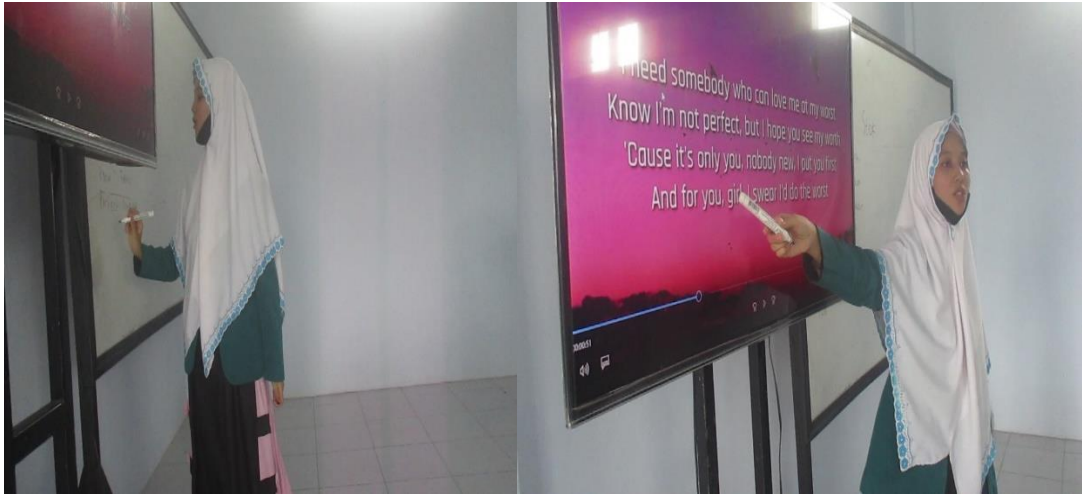
Address : JL. Dwi Jaya, RT/RW.010/003,
Tugu Sempurna Village, Muara
Kelingi District, Musi Rawas
Regency, South Sumatra
Province.

Email Address : mimirosyidah@gmail.com

Educational Background:

No	Educational	Graduated Year	Place
1	SD Negeri Tugu Sempurna II	2012	Sumatra Selatan
2	SMP Negeri Tugu Sempurna I	2015	Sumatra Selatan
3	SMA Plus Pesantran Modern Ar-Risalah Lubuklinggau	2018	Sumatra Selatan
4	SI Institute Agama Islam Darussalam, Blokagung Banyuwangi	2022	Jawa Timur

APPENDIX VI DOCUMENTATIONS*(Picture 01)**(Documentation with Miss. Dewi Khawa and Miss. Mawahdatul Fitriyani of UPT P2B IAI Darussalam)**(Picture 02)**(Documentation the tutor teaching the students)*



(Picture 03)



(Documentations the condition in class TBIN)

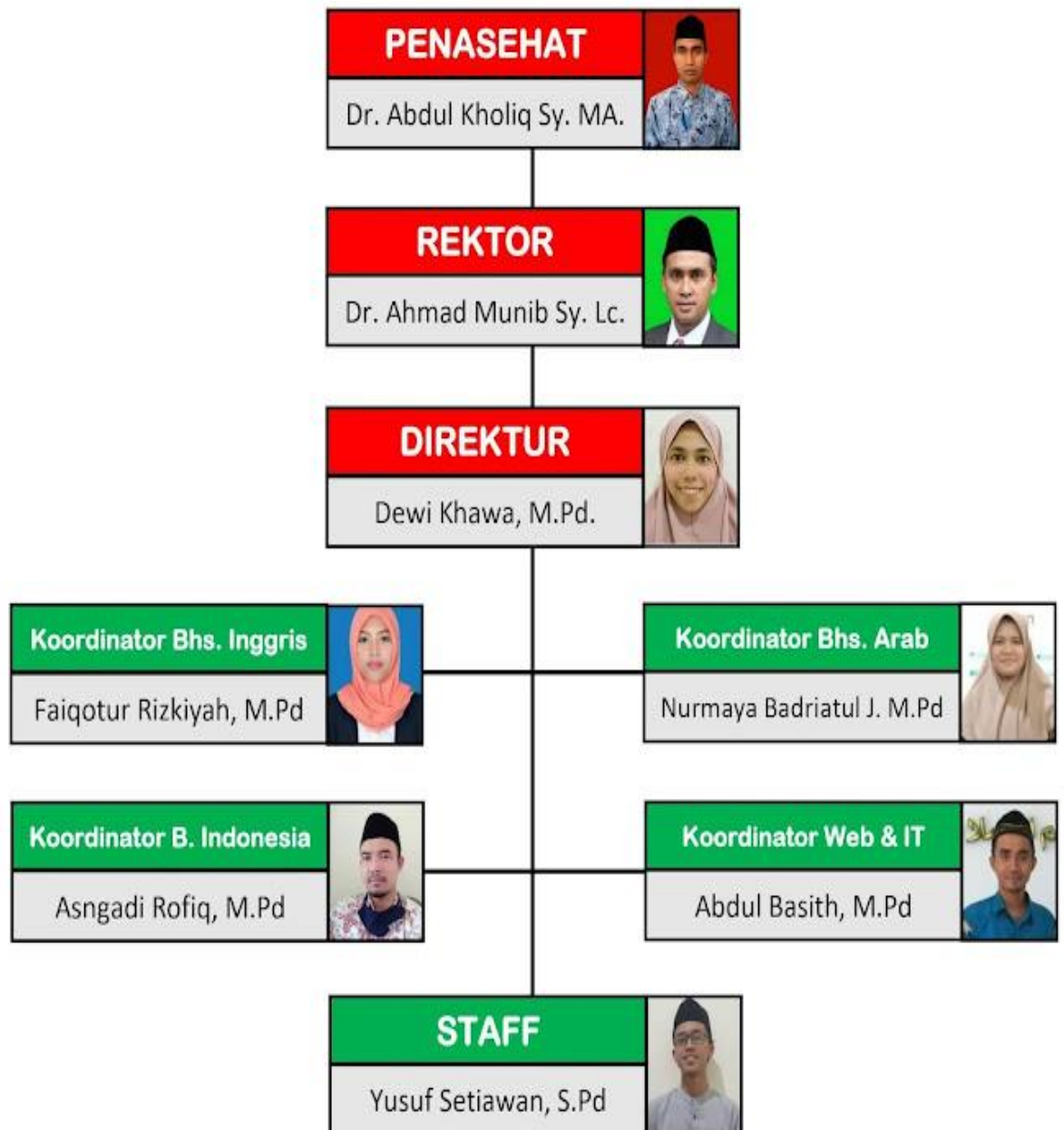
(Picture 04)



(Documentation when interviews with the Director of UPT and the student of TBIN class)

APPENDIX VII**STRUCTURE****SUSUNAN KEPENGURUSAN****UPT BAHASA IAI DARUSSALAM****BLOKAGUNG BANYUWANGI MASA BAKTI 2021-2024**

NO	NAME	POSITION
1	Dr. H. Abdul Kholiq Syafa'at	Advisor
2	H. Munib Syafa'at Sy. Lc.	Person Responsible
3	Dewi Khawa, M.Pd.	Director
4	Faiqotur Rizkiyah, M.Pd.	English Coordinator
5	Asngadi Rofiq, M. Pd.	Indonesia Language Coordinator
6	Nur Maya Badriatuz Zahro, M.Pd	Arabic Tutor
7	Abdul Basith, M.Pd.	IT Coordinator
8	Yusuf Setiawan	Staff
9	Siti Lailatul Nikmah	English Tutor
10	Kharisma Galuh Adji Nur Islam	English Tutor
11	Faisal Kurnia	Arabic Tutor
12	Muhammad Arifin	Arabic Tutor
13	Ulul Azmi	Arabic Tutor



APPENDIX VIII TUTOR TOOL OF UPT P2B



SURAT KEPUTUSAN

REKTOR IAI DARUSSALAM BLOKAGUNG BANYUWANGI

NOMOR : 31.5/24/IAIDA/UPT-B/A.1/II/2019

TENTANG

**KEWAJIBAN MENGIKUTI INTENSIF BAHASA ARAB DAN BAHASA INGGRIS
UNIT PELAKSANA TEKNIS BAHASA
IAI DARUSSALAM BLOKAGUNG BANYUWANGI**

REKTOR INSTITUT AGAMA ISLAM DARUSSALAM BLOKAGUNG BANYUWANGI

Menimbang :

1. Bahwa bahasa Arab dan Bahasa Inggris adalah alat komunikasi internasional yang digunakan dalam berbagai aspek, maka diperlukan pembelajaran bahasa Arab dan Bahasa Inggris yang lebih intensif di IAI Darussalam Blokagung yang dituangkan dalam SK Rektor;
2. Bahwa sertifikat intensif merupakan syarat wajib untuk mengambil mata kuliah KKN, PPL, dan Skripsi.

Mengingat :

1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional;
2. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen;
3. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 44 Tahun 2015 Tentang Standar Nasional Pendidikan Tinggi;
6. Statuta IAI Darussalam Blokagung Banyuwangi;
7. Surat Permohonan SK Personalialia UPT P2B Semester Genap 2021-2022 dari UPT P2B.

MEMUTUSKAN

- Menetapkan** : SURAT KEPUTUSAN REKTOR IAI DARUSSALAM BLOKAGUNG BANYUWANGI TENTANG KEWAJIBAN MENGIKUTI INTENSIF BAHASA ARAB DAN BAHASA INGGRIS
- Pertama** : Menetapkan kewajiban mahasiswa IAI Darussalam Blokagung Banyuwangi mulai angkatan tahun 2017 untuk mengikuti intensif Bahasa Arab dan Bahasa Inggris;
- Kedua** : Menetapkan sertifikat intensif bahasa Arab dan Bahasa Inggris sebagai syarat untuk mengambil mata kuliah KKN, PPL, dan Skripsi;
- Ketiga** : Menetapkan pelaksanaan program intensif Bahasa Arab selama satu semester dan intensif Bahasa Inggris selama satu semester dalam setiap satu tahun akademik
- Keempat** : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila di kemudian hari terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Blokagung

Pada Tanggal : 14 Februari 2022



H. Ahmad Munib Syaafa'at
H. AHMAD MUNIB SYAFA'AT, Lc.,

M.E.I.

NIPY. 3150504087601

Tembusan disampaikan kepada Yth.:

1. Koordinator Kopertais Wilayah IV di Surabaya.
2. Ketua Yayasan Darussalam Blokagung Banyuwangi
3. Para Wakil Rektor
4. Para Dekan
5. Para Ka. Prodi



**INSTITUT AGAMA ISLAM DARUSSALAM
UNIT PELAKSANA TEKNIS
PUSAT PENGEMBANGAN BAHASA
BLOKAGUNG - BANYUWANGI**

Alamat : Pon. Pes. Darussalam Blokagung 02/IV Karangoro Tegatsari Banyuwangi Jawa Timur - 68491 No. Hp: 085258405333 , Website: www.iaida.ac.id , E-mail: laidablokagung@gmail.com

SURAT TUGAS

Nomor: 31.5/89/IAIDA/UPT-B/A.5/II/2022

Assalamu 'alaikum Warohmatullohi Wabarokatuh

Yang bertanda tangan di bawah ini:

Nama : DEWI KHAWA, M.Pd.
Jabatan : Direktur UPT P2B IAIDA

Dengan ini memberikan mandat kepada:

Nama : SITI LAILATUN NIKMAH, S.Pd.
Sebagai : TUTOR BAHASA INGGRIS
Masa jabatan : 1 Semester

Demikian surat tugas ini kami sampaikan untuk dapat digunakan sebagaimana mestinya.

Wassalamu 'alaikum Warohmatullohi Wabarokatuh

Blokagung, 14 Februari 2022

Direktur UPT P2B IAIDA



Dewi Khawa, M.Pd.
NIPY : 3151412018901

JOB DESKRIPSI TUTOR

1. Melaksanakan pengajaran Bahasa sesuai dengan prosedur
2. Mengabsen peserta intensif Bahasa.
3. Menilai peserta intensif Bahasa di setiap pertemuan.
4. Mengevaluasi peserta intensif di setiap akhir tes untuk laporan selama pelaksanaan program.
5. Mengikuti upgrading tutor.

KETENTUAN-KETENTUAN MENGIKUTI INTENSIF

BAHASA ARAB DAN BAHASA INGGRIS

1. Peserta intensif bahasa Arab dan Bahasa Inggris adalah mahasiswa IAI Darussalam Blokagung Banyuwangi dan sudah melakukan KRS di siacad IAIDA
2. Peserta UTS dan UAS adalah
 - a. Mahasiswa yang telah menyelesaikan administrasi keuangan
 - b. Mahasiswa yang melebihi batas minimal kehadiran yaitu 75% dari total hari efektif intensif bahasa
3. Jumlah pertemuan dalam intensif bahasa Arab dan Bahasa Inggris di semester genap angkatan 2021/2022 sebanyak 16 hari pertemuan dengan klasifikasi sebagai berikut:
 - a. 14 hari penyampaian materi
 - b. 1 hari pertemuan UTS
 - c. 1 hari pertemuan UAS
4. Kategori penilaian
 - a. Intensif bahasa Arab

كفاية	0-65
جيد	66-85
جيد جدا	86-100

b. Intensif bahasa Inggris

Basic	0-65
Intermediate	66-85
Advance	86-100

5. Komponen dan persentase penilaian diambil dari:

- a. Kehadiran 30%
- b. TUGAS 10%
- c. UTS 20%
- d. UAS 40%

6. UTS dan UAS dilakukan oleh tutor sesuai kalender akademik.

Fokus materi adalah mahasiswa mampu menggunakan bahasa Arab atau Inggris dalam percakapan

APPENDIX IX INTERVIEWS

Interview I

Direktur UPT P2B IAIDA Miss. Dewi Khawa

On January 06, 2022

P : Principal / Directure

R : Researcher

R : “Apa yang melatarbelakangi berdirinya UPT P2B di IAIDA? dan

Apakah UPT P2B memiliki visi dan misi?”

P : “UPT P2B itu dulu Upt bahasa saja, terus dari Senat kita yaitu KH. Abdul Kholiq merasa penting sekali adanya improving quality dari mahasiswa khususnya itu tentang bahasa, dan yg dibutuhkan pada era saat ini yaitu Bahasa arab dan Bahasa Inggris. Maka dari itu beliau meminta kepada Miss Zulfi department Bahasa yang dipandang mampu dalam menjalankan UPT Bahasa ini. Terus seiring berjalannya waktu UPT Bahasa di ubah menjadi UPT pusat pengembangan Bahasa dengan tujuan yang sama yaitu membudayakan Bahasa arab dan Bahasa Inggris di IAIDA dan di sekitar IAIDA dan mahasiswa tentunya. Terus pada tahun 2021 di tambah lagi satu kemandirian Bahasa yaitu Bahasa Indonesia, jadi UPT memiliki 3 divisi yaitu divisi Bahasa arab, Inggris dan Indonesia.”

R : “Berapa persenkah pengaruh dari adanya intensive program dengan sebelum adanya intensive untuk smester 1 dan 2?”

P : “pengaruhnya belum bisa di pastikan karna setiap tahun pengaruhnya berbeda-beda yang dimulai pda tahun 2017 - 2021. Dari tahun 2017, focus pada toefl, tahun 2018 focus pada skill speaking, dan tahun 2019 juga masih pada speaking, dan dari 2017- 2019 itu intensive masuk pada setiap pagi sebelum memulai materi kuliah. Dari jam 07.00 – 08.00 AM sentral semua prodi wajib ikut. 2020 tdk ada intensive karna terkendala pandemic dan 2021 di adakan seperti materi kuliah. dari pondok itukan punya peraturan mahasiswa tidak boleh berangkat jam 7. Karna lembaga dan iaida juga dibawah Yayasan pondok pesantren.”

R : “Kenapa di intensive Bahasa menggunakan materi skill, khususnya speaking skill. Kenapa tidak materi Bahasa inggris seperti reading, grammar atau lainnya?”

P : “Materi skill itu lebih efektif dari pada materi Bahasa inggris. Terutama pada speaking skill, lebih banyak praktek, agar benar-benar mendapatkan hasil yang nyata dan menambah semangat untuk mengikuti lomba, seperti contoh lomba speech, debate, singing, master of ceremony dan lain-lain. Materi skill itu masih sangat dibutuhkan saat masih menjadi mahasiswa dan setelah tidak menjadi mahasiswa. Jadi, materi skill itu sangat bermanfaat dan lebih dibutuhkan.”

- R : “Dari sekian materi skill yang sudah di berikan kepada mahasiswa, materi skill manakah yang lebih disukai oleh mahasiswa?”
- P : “Setiap kelas itu memiliki kecenderungan yang berbeda-beda, kemampuan yang berbeda-beda juga. Ada kelas yang menyukai speech yang menantang, ada juga kelas yang suka debate yang lebih menantang bagi kelas yang kemampuannya sudah lumayan pada Bahasa Inggris dan ada yang suka singing songs karna lebih enjoy, asyik, dan bisa menambah vocabulary dari lirik tersebut, ini biasanya oleh kelas yang kurang pada kemampuan Bahasa Inggrisnya.”
- R : “Untuk struktur kepengurusan UPT P2B diambil dari manakah tutor di intensive?”
- P : “Dari mahasiswa yang mengajukan diri untuk menjadi Tutor, lalu dari sekian yang mengajukan menjadi tutor itu di pilih dari segi kemampuannya dan Loyalitas (kesetiaan).”
- R : “Selain menyiapkan materi2 berupa skill bahasa Inggris, prasarana apa sajakah yang disediakan oleh UPT P2B?”
- P : “Modul Bahasa Inggris dari anak-anak PPL 2018 yaitu Modul Speaking, speaker and TV yang ada dikelas.”

Interview 2

Tutor English 1 Miss. Siti Lailatun Nikmah

On January 22, 2022

TE : English Tutor

R : Researcher

R : “Assalamualaikum Miss Aila, maaf malam-malam mengganggu”

TE : “Walaikumsalam warohmatullohiwabarokatuh, iya tidak papa, ada apa dek?”

R : “oh ya miss, maaf sebelumnya disini saya mengganggu waktu tidur anda, saya ingin bertanya bagaimana suasana kelas TBIN A saat anda masuk dan mengajar mereka? Dan bagaimana kemampuan mereka dalam speaking skill?”

TE : “Sebagai tutor, saya juga menjadi tutor di kelas PBA dan MPI. Menurut saya, suasana dikelas TBIN A berbeda dengan kelas-kelas yang saya masuki, kelas TBIN A cenderung tidak terlalu memerhatikan saat saya mengajar, waktu itu saya masuk pertamakali dengan materi introduction sebagai materi pembuka. Disana saya merasa mereka tidak memahami ketika saya mengajak bicara dengan Bahasa Inggris ketika saya menyampaikan materi, ada sebagian yang menjawab atau memahami ada juga yang tidak. Tapi ketika saya juga menyampaikan menggunakan Bahasa

Indonesia setelah Bahasa Inggris, baru mereka merespon serempak. Seolah-olah mereka baru mengetahui apa yang telah saya sampaikan. Kadang dari cara saya menyampaikan materi dengan menggunakan Bahasa Inggris lalu mengartikannya bisa meningkatkan speaking skillnya. Dan setelah itu saya tidak tau perkembangannya, karena setelah itu saya sakit dan digantikan oleh mahasiswa yang melakukan PPL. Jadi menurut saya, kemampuan speaking skill dari kelas TBIN sangat kurang dan sangat dasar.

R : “Tapi setelah anda sehat, anda masuk lagi dikelas TBIN miss, berhubung mahasiswa juga sudah selesai melakukan PPL, jadi apakah anda melihat ada perubahan pada speaking skill mahasiswa, setelah kelas TBIN melewati materi song yang diajari oleh mahasiswa PPL?”

TE : “Dari sejauh yang saya kira setelah saya kembali masuk dikelas TBIN A itu, memang ada perubahan pada sikapnya yang awalnya tidak memerhatikan kini menjadi memerhatikan, setiap saya menjelaskan dengan Bahasa Inggris mereka antusias dalam menyimak bahkan sesekali menjawab apa yang saya maksudkan. Dan kalau untuk speakingnya itu masih kurang lancar, tapi sebagian sudah ada yang lancar.”

R : “Menurut anda, apakah strategy menyanyi lagu Bahasa Inggris dan vocabulary dijadikan lagu itu berpengaruh terhadap pembelajaran speaking mahasiswa kelas TBIN?”

TE : “Saya rasa berpengaruh, karna sudah ada perubahan dari segi sikap yang mulai menyukai kelas saya yakni intensive Bahasa Inggris, dan bertambahnya vocabulary walaupun itu tidak banyak tapi setidaknya bisa untuk melakukan speaking n conversation sedikit demi sedikit, tapi menurut saya strategi ini juga belum cukup untuk menjadikan berbicara Bahasa Inggris dengan lancar, masih butuh metode yang lebih dari song, dan selain itu saya juga selalu membiasakan menjelaskan materi dengan Bahasa Inggris, mencontohkan dan mempraktekkan dengan Bahasa Inggris jadi dari situ juga mahasiswa menambah pengetahuannya dalam berbicara Bahasa Inggris.”

R : “Oh begitu yah miss, kalau begitu Terimakasih atas waktu dan jawabannya miss aila, sekali lagi saya minta maaf dan saya pamit undur diri Wassalamualaikum Warohmatullohiwabarokatuh.”

TE : “iya sama-sama, waalaikumsalam warohmatullohiwabarokatuh.”

Interview 3**English Tutor 2, Mahasiswa PPL Miss. Mawahdatul Fitriyani****On January 06, 2022**

ET : English Tutor 2

R : Researcher

R : "How do you teach in TBIN A class? because what I know is that their ability is very lacking in the practice of speaking English?"

ET : "In my opinion, when we become a teacher must understand the students who are taught how, and do not force students to be able to when students do not like the lessons we teach but how we as teachers can invite students to be interested in the lessons we bring, so that by themselves they will understand and practice by themselves. In TBIN class I found that students majoring in Indonesian are not very fond of lessons English so most of them can not speak English is not because they can't, actually it can be when they want to try and learn to practice, the problem is in those who do not like English. So as a Tutor, I tried to understand and try strategies that roughly matched their abilities, and I found a strategy that is singing songs strategy in teaching speaking skills".

R : "how are you preparing in teaching using singing songs strategy in teaching speaking skills?"

ET : "What I prepared before teaching with singing songs strategy in teaching speaking skills is analyze calendar academic, Prepare songs material, Prepare supporting media during teach such us laptop, speaker, and projector"

Interviews 4

The Student of TBIN

On January 15, 2022

Muhammad Hunim

R: Researcher

S: Student

R: Apakah penggunaan singing songs strategy ini bisa membantu untuk memudahkan teman-teman dalam berbicara bahasa inggris?

S: Sangat membantu, karena dengan adanya penggunaan singing songs strategy teman-teman lebih merasa enjoy, menambah vocabulary dan bisa nyanyi bahasa inggris walaupun pronunciationnya masih kurang tapi setidaknya teman-teman makin semangat belajar dari yang sebelumnya.

R: Kalau boleh tau memang sebelumnya apa yang membuat teman-teman gak semangat mengikuti intensive bahasa inggris?

S: Sebenarnya kebanyakan dari temen-temen itu awalnya tidak menyukai bahasa inggris yang sulit dimengerti dari segi tulisan dan pengucapannya berbeda dan temen-temen ngrasa itu juga bukan jurusannyanya, jadi mereka tidak terlalu berniat dalam mengikuti kelas intensive. Itu pemikiran temen-temen saat masih jadi mahasiswa baru tapi setelah menjalaninya ternyata bahasa inggris tidaklah seburuk dan sesulit apa yang mereka pikirkan.

Dea Zulfanil Azizah

R: “Bagaimana penggunaan singing songs strategy didalam pembelajaran berbicara bahasa inggris?”

S: “Penggunakan singing songs strategy didalam pembelajaran berbicara bahasa inggris,yaitu tutor memberikan print out tentang lirik lagu “at my worst” dan juga vocabulary song tentang sinonim. Tidak berhenti disitu saja, tapi tutor juga menunjukkan video dari lagu at my worst lalu mengajari kami untuk menyanyikannya bersama-sams, kemudian tutor juga memberikan kosakata yang tidak kami ketahui didalam lagu tersebut.

R: “Apakah kamu senang dengan penggunaan pengajaran singing songs strategy?”

S: “ya saya senang, karna dikelas lebih terasa hidup ketika belajar bahasa inggris dengan menyanyi bersama, tebak kosakata dan ada game juga yang dipakai tutor agar saya dan teman-teman focus juga asyik.”

APPENDIX X RPP

Mata Kuliah	Intensif Bahasa Inggris	Semester	1	Kode	
Prodi/Jurusan	Tadris Bahasa Inggris (TBIG)	Dosen	Siti Lailatun Nikmah	SKS	2
Capaian Pembelajaran	Selesai mengikuti perkuliahan ini, mahasiswa mampu melakukan dan mempraktekkan speaking skill yang berupa singing song dengan baik dan benar.				

Pertemuan	Kemampuan Akhir (K.A)	Bahan Kajian	Indikator	Metode Pembelajaran	Penilaian	Bobot Nilai	Media Pembelajaran	Waktu
1 2 3	1. Dapat menyanyikan English Song dengan baik dan benar 2. Dapat memahami makna yang terkandung dalam English Song	English Song "At My Worst" by Pink Sweet and Vocabulary song	1. Menyanyikan English Song dengan ketepatan nada,pronunciatio n 2. Memahami maksud English Song 3. Mengetahui arti vocabularies yang ada pada lirik English Song	Ceramah Tanya jawab Game	Praktek	5	1. Video pembelajar an 2. Laptop 3. Speaker 4. Proyektor 5. Prin Out lirik	2 x 40 menit

TABLE OF THE TABLE SCORE TBIN CLASS

No	NAMA	TTD	NILAI			
			HARIAN 10%	TUGAS 10%	UTS 10%	UAS 10%
1	MUKLINA FAIZAH		85	80	85	85
2	NUNIK MILA SARI		85	80	82	90
3	DEA ZULVANIL AZIZAH		85	80	82	0
4	RISMA ULYATUL IZZA		85	80	83	85
5	FITRAH ARNANDA A. P		85	80	80	95
6	M. RIZA JAUHARI		85	80	84	0
7	AYU APRILIYANI		85	80	82	85
8	MAHA ANALISA		85	80	80	83
9	LAILA INAROTUL RISQIYAH		85	80	83	85
10	M. NANDA SAPUTRA		85	80	84	85

11	ANGGI SAPUTRA		85	80	85	95
12	MAGFIROTUL DAMANIA		85	80	81	83
13	MUHAMMAD AFIF		85	80	80	0
14	AHMAD BAGAS SETIAWAN		85	80	82	95
15	FATKHI HIDAYAT		85	80	81	95
16	LALA ALFINA ARAFAH		85	80	82	83
17	RIO SAPUTRA		85	80	85	90
18	AHMAD RIZQI PRATAMA		85	80	82	95
19	FAIZATUL MUNIROH		85	80	80	83
20	ZIDAN INJA SAHLA		85	80	83	85
21	CHEAREN ASTA TRİYANA N		85	80	85	85

22	AHMAD AZWAR ANAS		85	80	85	85
23	CINTIA BUDI RAHAYU		85	80	83	85
24	LILIK RITA SARI		85	80	80	83
25	MUHAMMAD HUNIM		85	80	80	90
26	RIZKI NUR KHOLIS		85	80	80	90
27	SITI ANISSATUS ZUHRO		85	80	81	85
28	ABDUL LATIF ANSHORY		85	80	83	85
29	ROBIAH ADAWIYAH		85	80	80	85
30	SOFIATUN BAROROH		85	80	83	0