



## USING LOVE SONG IN TEACHING ENGLISH FOR SENIOR HIGH SCHOOL STUDENTS

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### Abstract

English is the important language that has to be mastered. There are four skills in language learning; listening, speaking, reading, and writing. Speaking is one of language skills which is very important to be mastered by students. However, students still find some difficulties in speaking, such as vocabulary, pronunciation, grammar, and motivation. Therefore, teacher should select the appropriate media that can solve all the problems. *Love Song* is chosen by the writer as the appropriate media since it can solve all the problems faced by students. In using *Love Song*, the teacher plays a song and asks the students to play the missing lyrics game. After that, students find the meaning of the song. Then, teacher explains the material (simple present tense), and teacher asks students to find out the simple present tense in the lyrics of *Everything I do (I do it for you)*. Next, students are given an individual task to memorize the song. After doing the individual task, the teacher asks students about the moral value of the song. The last, teacher gives homework to memorize another love song and conclude the lesson with the students. By using love song in English class, teaching and learning process will be fun and interesting. The purpose of this paper is to explain how to use *Love song* in teaching English for Senior High School students.

Key Words: *English, Speaking, Love Song, Senior High School Students*

### A. INTRODUCTION

Speaking is one of language skills which is very important to be mastered by students. It is because speaking skill is a basic for human being which is used in their daily life whether at school or outside. Speaking is also one of important parts in teaching language as Richard (2008: 19) suggests, “the mastery of speaking in English is a priority for many second language or foreign-language learners”. Therefore, speaking is one of

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language skills which is very important to be mastered by students in order to be a good communicator.

Based on Harmer (2001: 269), “Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also ability to process information and language on the spot”. This statement means that speaking is not only measured by the students’ fluency to speak in English, but also it is measured by their comprehending what they want to speak.

According to Nashruddin (2013: 53), “speaking is as productive skill”. It means speaking skills can develop an English of learner, because it can produce good language of them. Furthermore, Nunan (2003:48), states that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”.

From those statements above, the writer concludes that speaking is the process interaction involving two or more people in order to make the listener can be understood what the speakers said. Speaking is one of language skills which is very important to be mastered by students in order to be a good communicator. In addition, speaking is one of important skill used by teachers and students in teaching and learning English.

There some elements that should be mastered by students in speaking, such as vocabulary, pronunciation, grammar, and fluency. Unfortunately, the students find difficulties in all of the elements.

Vocabulary is very important in building the conversation as Allen (1997:149) suggests, “vocabulary is needed by students to master the four skills in English”. It means that the conversation will not exist if there is no vocabulary. In addition, vocabulary is also the media for transferring messages from a speaker to a listener. However, students still find difficulties in mastering vocabulary. It is difficult for them to memorize many vocabularies so that they are lack of vocabulary. Lack of vocabulary will make students face difficulty to express their ideas and opinion. As a result, a message is hard to be delivered.

Another problem faced by students is pronunciation. Pronunciation is also important in speaking because the meaning will be wrong if the pronunciation is wrong. Moreover, the use of structure in language also plays an important role in speaking. The students’ limited ability in using structure of the language will compose the meaning of the message, and it will be hard to be understood if the students use the wrong structure.

Low motivation is the last problem faced by students in speaking. Hosni (2014:23) says, “Low or uneven participation can cause difficulty in speaking”. It may cause two reasons. The first reason is students feeling shy or afraid to speak. They feel shy because they think what they are saying is not correct, and they are also afraid of making mistakes in the conversation. The second reason is may be caused by no good strategy and media in teaching speaking by the teacher. It makes students have less motivation to speak, and they become lazy to practice speaking. As a result, students have no desire to speak English and tend to keep silent in the conversation and participate less in talking with others.

These problems are serious and must be solved in the teaching and learning process. Teachers have big challenge to enable their students to master English well, especially speaking English in class. There are many factors that influence students' ability in speaking. The teaching qualities, particularly approach, method and techniques used in teaching process are important. It is the English teacher's responsibility to create and to determine an effective approaches, methods and techniques to attract students' interest. Many classroom managements can be used in teaching speaking, such as using group work, class whole work, pair work, games, role-play, and songs; but, in this paper the writer focuses on using song in teaching speaking.

Based on the problem faced by the students in speaking above, using love song is the appropriate approach. The writer is interested to use love song as an enjoyable approach in teaching speaking because of some reasons. First, as we know that song consists of several sentences. It means that song consists of many vocabularies. Song, in this case, Love Song is used in teaching speaking since it is consist of many vocabularies. As problem mentioned above, it is hard for students to memorize vocabulary so that they are lack of vocabulary. By using song, students can get many new vocabularies. Second, memorizing vocabulary becomes easier. By using song memorizing vocabulary also can be easier. It may be caused singing is easier than reading. Third, students can express their feeling. By singing a song students have a chance to express their feeling. The last, by using love song, learning process becomes more interesting so that students are motivated, and they enjoy the teaching and learning process.

### **Definition of Speaking**

Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become a part of daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to others through communication. Speaking is not simply expressing something orally. According to Brown (2001:268), "There are some aspects that need to be acquired by students in order to have good speaking skill, such as pronunciation, fluency, accuracy and vocabulary". Someone will have good speaking skill if those aspects are mastered.

Speaking is one of language skills which is very important to be mastered by students in order to be a good communicator. Also, speaking is one of important skill used by teachers and students in teaching learning English. Speaking has many different aspects including two major categories. The first is accuracy; accuracy is the ability to produce correct sentences by using correct grammar and vocabulary. Speaking English accurately means doing without or with few errors not only on grammar but vocabulary and pronunciation as well. The second is fluency; fluency is the ability to produce language easily and smoothly. In reality, accuracy and fluency are closely related, which leads to the notion that accuracy as well as fluency is necessary for successful communication.

Leong & Ahmadi (2017:34) explain that “speaking is the foremost skills for the effectiveness of communication”. It means that without any speech, communication will not exist. Moreover, Harmer (2007) says, “speaking is the act at the real time”. When people make a conversation, they will produce words at that time, and the interlocutor will directly respond. While speaking, people cannot revise or edit what they have spoken. It means that speaking is directly speech language. Therefore, many people link the ability to speak with how good they are in English.

According to Torkey (2006:33), “speaking is the production of auditory signals to produce differential verbal responses to the listener”. Based on Oxford Dictionary (2017), “speaking is the action of conveying information or expressing someone’s feelings in speech”. It means that speaking is the activity of delivering speech. Speaking is also the media of transaction between speaker and listener. Speaker sends message to the listener, and the listener responds to the information given by speaker. By constructing conversation with others, this activity gives an opportunity to share information and opinion, and to build good social relationship between speaker and listener.

### **Definition of Song**

Merriam-Webster Dictionary defines a song as “*a short piece of music with words that are sung*”. Based on Oxford Dictionary and, a song is a “*set of words set to music*”. (2009:885). It is clear from both of these definitions that defining song without music is truly impossible. Both of these definitions also consider a song as a blend of music and words.

Griffe (2001 cited in Christamia 2014:23) says, “Song is part of music that you sing through words”. It closely related to speaking, because speaking is an action of having a communication with the others in using oral language. Oral language can be defining simply just an activity which is combining the words together into something understandable. By using a song, it can improve students’ speaking skills as well as their pronunciation, vocabulary, and fluency. He also adds that teaching English using song has many advantages for students in improving their pronunciation and also gives the knowledge about the differences between pronouncing in British and American.

### **Love Song**

Love songs are slow songs whose lyrics concentrate on the feelings of love and relationships. These songs are largely played in marriages. There are sad love songs whose lyrics relate to breakups, too. They are mostly composed by pop and rock artists.

## **B. DISCUSSION**

### **1. Teacher’s preparation**

In order to have a good preparation, the important thing that teacher should prepare is the lesson plan which consists of core competence, basic



competence, indicators, objectives, learning material, learning model, teaching and learning activity, media and evaluation.

## 2. The Implementation of Using Love Song in Teaching Speaking for Senior High School Students

In applying Love Song, the teacher divides the teaching process in three stages; they are pre teaching, whilst teaching and post teaching.

### 1. Pre- teaching activity

Pre-teaching activity is the first stage in teaching and learning process. This stage is a sharp point because a teacher can see the readiness of students to accept a given material. At the beginning of this stage, teachers greet students to gain their attentions. Then, teachers ask a student to lead a pray before starting the lesson. After that, teachers check the students' attendance and their readiness for learning. Before starting the lesson on a new topic, teachers can review the last lesson and motivate their students. It is useful to know the students' understanding of the previous lesson. In this stage, teachers also identify the students' background knowledge related to the lesson given. It can be done by asking several questions are related to the lesson.

### 2. Whilst-teaching activity

In the stage, teachers explain the lesson and also apply the *Love Song*. This activity includes several steps: observing, questioning, experimenting, associating and networking.

#### a. Observing

Observing is the stage where teachers begin asking students to observe certain objects. Firstly, teachers show pictures related to the lesson, for example, the pictures of a singer.

Teacher : Look at this picture. (Teacher is showing the picture.)



Teacher : Do you know who he is?

Students : Yes miss.

Teacher : Who is he?

Students : He is Bryan Adam.

Teacher : Do you know his songs?

Students : No, miss.

Teacher : Ok, I will play the song.

*(The teacher plays the song, and the students listen to the song)*

b. Questioning

The aim of this stage is to give an opportunity for students to ask about what they have seen and heard in observation stage. In this stage, student may ask about the unfamiliar words that they are listening in song.

c. Experimenting

In this stage, the teacher firstly should introduce the students about certain points being learned, for instance, the vocabulary and the tense. The teachers also explain the rules of learning by using song.

Teacher : Ok, students. As I told before, that today we will learn by using love song. So, based on the lyrics, who knows what tense that is used in the lyrics?

Students : I don't know miss

Teacher : Well, let's back to the lyrics. What tense is it?

Student 1 : Simple present, Miss.

Teacher : Yeah, good. You are right student. So, our topic for today is simple present tense. Now, open your book and find out how to use simple present tense.

Students : Yes, Miss.

Teacher : Student 2, please read the formula of simple present in your book.

Student 2: *(Student 2 read the material in the book)*

**Simple Present Tense**

- A. Positive sentence  
S + V1 (s/es) + O
- B. Negative Sentence  
S + do not/deos not + V1 + O
- C. Interrogative sentence  
Do/ does + S + V1 + O

Teacher : Thank you Student 2. Students 3, can you give the example of positive sentence based on your book?

Student 3 : Yes, Miss. *"You read a book."*

Teacher : Very good. Student 4, based on the example, can you mention which one is subject, verb, and object?

Student 4 : Yes, Miss. The subject is “*You*”, the verb is “*Read*”, and the object is “*a book*”.

Teacher : Very good. Student 5, please changes the positive sentence into negative sentence.

Student 5 : “*You do not read a book.*”

Teacher : Is it correct students?

Students : Yes, Miss.

Teacher : Now, who can change the negative sentence into interrogative sentence? Student 6, can you?

Student 6 : Yes, Miss. “*Do you read a book?*”

Teacher : Very good. Now, how if the subject is “*she*”? Is there any change in the sentence?

Students : I do not know, Miss.

Teacher : Ok, anybody knows?

Student 7 : Yes, Miss.

Teacher : What is it?

Student 7 : The verb will be followed by “*s/es*”.

Teacher : Yeah, you are right. Can you give the example please?

Student 7 : “*She reads a book.*”

Teacher : Very good.

d. Associating

In this stage, the students are still in the same group. The teacher gives a task. The task is to find out the simple present tense in the lyrics of *Everything I do (I do it for you)*. The teacher must control and guide the student.

The situation will go as follow:

Teacher : Ok, students. Now, I will show you the lyrics of *Everything I do (I do it for you)*. You have to find out the simple present tense as many as you can. Please, discuss it with your friends in the group and write the answer on a paper. I will give you 10 minutes.

Students : Yes, Miss.

(After doing the task, the teacher and the students discuss the answer)

e. Networking

In this section, students are given an individual task. The task is memorizing the song. The students have to memorize the song as

many as they can. If the students can memorize all the lyrics, the points are 100. If they cannot memorize a half of the song, they will be considered failed. The more they memorize, the higher they got the point. After they memorize the song, they have to perform it in front of the class. After all the students perform in front of the class, the teacher asks the students the moral value of the song.

3. Post teaching activity

In this stage, teachers evaluate students' understanding and make conclusions about what they have learned together. In addition, teacher gives students homework as their task to maintain what they have learned.

**C. CONCLUSION**

Speaking is the important skill in learning English. The students may have some difficulties related to the lack of vocabulary, inability to express opinion, and low motivation in speaking. In this case, it is necessary and important for teachers concerned with English teaching to build students' interest in speaking. Using love song is considered as the effective way of teaching speaking. *Love Song* can build students' motivation and interest because *Love Song* makes the learning process to be fun. The students will be engaged to be more active in the class and also have fun during learning process in the classroom. By using *Love Song*, the teacher can help the students to solve their problems.

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