IMPROVING THE EIGHTH GRADE STUDENTS’ IN SPEAKING SKILL THROUGH SONGS OF SUGGESTOPEDIA METHOD

(A Classroom Action Research at MTs Al Manar in the Academic Year 2017/2018)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the requirements for

the Degree of Sarjana Pendidikan (S. Pd.)

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2018
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials which have been published by other people; and it does not cite any other people’s ideas the information from the references.

This declaration is written by the writer to be understood.

Salatiga, September 14th 2018

The writer

Dwi Agus Setyowidjaja

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ATTENTIVE COUNSELOR’S NOTE

Case: Dwi Agus Setyowati

Dear,

Dean of Teacher Training and
Education Faculty

Assalamu’alaikum wr.wb.

After reading and correcting Dwi Agus Setyowati’s graduating paper, entitled IMPROVING THE EIGHTH GRADE STUDENTS IN SPEAKING SKILLS THROUGH SONGS OF SUGGESTOPEDIA METHOD (A Classroom Action Research at MTs Al Manar in the Academic Year 2017/2018). I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr.wb.

Counselor

Hanung Triyoko, S.S., M.Hum., M.Ed

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A GRADUATING PAPER

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WRITTEN BY:
Dwi Agus Setyowati
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Has been brought to the broad of examiners of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga on September, 27th 2018, and hereby considered to completely fulfill of the requirement for degree of Sarjana Pendidikan (S.Pd) in English Education Department.

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MOTTO

If you can’t fly, then run.

If you can run, then walk.

If you can walk, then crawl.

But whatever you do, you have to keep moving forward

“Martin Luther King Jr.”
DEDICATION

This graduating paper is dedicated to:

1. My God, ALLAH SWT the most gracious and the most merciful.
2. My beloved father (Sumadi) and mother (Rofi’atun), who always gives me the best.
3. My dearest bother (Eko Harry Wibowo).
4. My beloved friends Fitriani Nur Saa’dah, Dona Arta, Reni Susanti, Okta Arindini. Thank you for motivating me.
5. Special someone is Hanggi Pratama.
6. The big family of MTs Al Manar.
7. All of my friends TBI 2014 IAIN Salatiga.
ACKNOWLEDGEMENT

_Bismillahirrahmanirrahim,_

_Assalamu’alaikum Wr. Wb._

Alhamdulillahi, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

1. Dr. H. Rahmat Hariyadi, M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, S.Pd., M.Pd, as Dean of Teacher Training and Education Faculty
3. Noor Malihah Ph.D. as the Head of English Education Department.
4. Hanung Triyoko, S.S,. M.Hum,. M.Ed. the consultant of the research, Thanks for his careful, guidance, wisdom, kindness and suggestion in writing this graduating paper.
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6. My beloved parents Sumadi and Rofi’atun. They are the best spirits for me. Thank you for everythings, for the prayer, support and motivation. I love you so much.
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11. The big family of “MTs Al Manar” Mrs. Mustaidah, S.Pd.I and Mrs. Mustikowati, S.Pd.I and the eight grade students thanks for the great experience.

12. For all my friends TBI 2014 who always support me.

Wassalamu’alaikum Wr.Wb.

Salatiga,

The Writer

Dwi Agus Setyowati

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ABSTRACT


This research analyzed the improve of the students speaking skill through “Song” using Suggestopedia method. The objectives of the research the problems were the teacher faced in teaching speaking skill, to describe is there any effectiveness of using song in teaching speaking skill.

The method of research is to find out how far students can improve speaking skill. The researcher used pre-test and post test. Students are asked to practice speaking in front of the class. To find is there any improvement and effectiveness of students speaking skill the observer used pre test and post test.

To find out the improvement of students speaking skill, In the research used 2 cycles, in cycle I only one meeting, and in cycle II there are two meetings. The meeting consisted of planning, action, observation and reflection. In the first meeting, they were still shy in speaking. In the next meetings they began to have an improvement in their speaking skills. The findings show that the students speaking skills increases from pre to post test. The mean of pre test 48,33, the mean of post test I 61,19 and the mean of post test II 75,47. The Test calculating is 7,18. So, the students speaking skills was improved after using Suggestopedia Method with Songs in the learning process.

Keywords: Speaking skills; Suggestopedia; Songs.
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CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the subjects that is included in the national exam in Indonesia. Therefore, English teachers are expected to help students improve their English skills. There are four English language skills to learn; they are: speaking, listening, reading, and writing. In this study, I will look only at the students’ speaking skill mastery.

English is used by millions of people in the world. In Indonesia, English is a foreign language is thought from elementary school until university. It has been taught in order to increase the English students' competence. There are four skills that must be mastered by students, which are listening, speaking, reading, and writing. The four skills are divided into two types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves (Harmer, 2002: 265). Speaking as a daily activity for human tolerate each other. In education teacher hope that students can be spoken English fluently.

Speaking skills are essential in communicating between individuals or groups, but it would be difficult to do especially in front of a crowd or
audience with certain things. most of the students' difficulties in expressing his opinions in public.

Teaching speaking is not easy because teacher must help students to learn and interest with learner resource and environment, make students to be more better especially in learning speaking English. Many factors the students difficult to speak English in front of class, because they not confident, felt shy and lack vocabulary and another factors the students are lack motivation to practice the foreign language in daily conversation.

Based on this reseacher, to encourage students to speak can apply media. Teacher can make class more effective when activity in the classroom so that students can improve their speaking skill and confident perform in front of class by using English. There are many techniques to make English teaching especially speaking is fun, interesting and active. One of the technique which can be used in English speaking is Communicative Language Teaching through game using English Popular Songs as media.

Song is a short piece of music with words for singing. This quality of a song is very important for teachers with regard to promoting motivation in EFL (Zuzana, 2009 : 28).

Song media is a good tool to help the process of learning English, song is believed to motivate students in learning. So, using song in teaching and
learning process can interest to be learn and make easier to understand the material teaching is delivered.

Based on the explanation above, the researcher takes a title “Improving the Eighth Grade Students’ in Speaking Through Songs of Suggestopedia Method (A Classroom Action Research at MTs Al Manar in the Academic Year 2017/2018).”

B. Focus of the Research

This research is aimed to give answers on the following problems:

1. What problems were the teacher faced in teaching speaking skills at MTs Al Manar?
2. Are there any differences in the students learning result before using Songs and after using Songs in improving speaking skills of the Eighth grade students of MTs Al Manar?
3. How can the skills of speaking of the eighth grade students of MTs Al Manar be improved through Songs using Suggestopedia method?

C. The Objective of the Research

Based on the problems statement, the writer has some objectives of the study, there are:

1. To know what problems were the teacher faced in teaching speaking skill of the eighth grade students at MTs Al Manar.
2. To know how are there any difference between before using Songs and after using Songs in improving speaking skills of the Eighth grade students of MTs Al Manar.

3. To know how can the skills of speaking of the eighth grade students of MTs Al Manar be improved through Songs using Suggestopedia method.

D. Significant of the Research

The researcher hope that the result of this research can give information and can improve they speaking class. The advantages that can be acquired from this research are:

1. For the students

This research can encourage them to learn English especially in learning speaking so that they can enhance and can give motivation their speaking ability and find the interesting teaching in learning English. It can be new experience for them in learning English so that their speaking achievement can be better.

2. For the teachers

It can be input and reference to the English teachers in teaching speaking. They can get an appropriate technique so that they can
enhance their students’ speaking ability and make the students’ speaking achievement can be better than before.

3. For other researcher

It can be used to be reference in conducting further research to develop another technique to motivate the students to speak English.

4. For the researcher

From this research, the researcher can learn some ways to give motivation for the students to improve the speaking skill and the students can confidence to speak English in the class.

E. Hypothesis and Success Indicators

If the Songs using Suggestopedia method is applied well, it will improve the students speaking skills of the Eighth grade in MTs Al Manar.

The success indicator of this research is taken from the students’ Basic Competence shown in Lesson Plan (RPP). The students’ success and failure in doing the activities in cycle I and II will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson is 65 in Mts Al Manar. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.
F. Method of the Research

1. Research Design

Classroom Action Research is research typically involves small-scale investigative projects in the teacher’s own classroom and consists of a number of phases, which often recur in cycles. The cycles consist of planning, action, observation, and reflection (Richards, 1994: 12)

Action research is a process in which educators examine their own practice systematically and carefully using the techniques of research. Participants design a research question, collect data throughout the year, analyze what they have learned, and write about their findings (Khasinah, 2013: 108).

In this case the researcher use some steps as Kemmis states. There are two cycles in this action research. In each cycle, there are four procedures that the researcher will discuss in the next section.

a. Planning

There are several activities that the researcher plan to conduct in this procedure.

They are:

1) Preparing materials, making lesson plan, and designing the step in doing action.

2) Preparing list of student’s name and scoring.

3) Preparing teaching media.
4) Preparing a test (to know whether students’ speaking skill improve or not).

b. Action

After preparing all things in the planning step, the researcher will do an action. They are:

1) Giving pre test
2) Teaching speaking using Songs Game
3) Giving occasions to the students to ask any difficulties or problem
4) Asking the students to read orally

c. Observation

Observation is one of instruments used in collecting the data. Observation can be systematically used to observe and investigated like the students feeling, thinking, and something they do in teaching learning process. This observation writes something that happened in the classroom.

d. Reflection

The results of the observation is analyzed. It is to remember what happened that has been written in observation. Reflection has an evaluation aspect, it will help the researcher to measure whether effects of the method has appropriate as the researcher want, and suggest for next teaching process. The researcher reflection is done by discussing with collaborator.
2. The Subject of the Research

The subject of this research was the students of MTs Al Manar Bener, especially in class VIII B. The teacher is Mrs. Mustaidah as a collaborator. The students consists of 21 students (10 female and 11 male). Most of students in VIII B give less participation during speaking activities in the classroom. There are some students are confident to speak English and the others are shy to speak because they lack of vocabulary and not confident.

3. Step of the Research

In conducting the research, the researcher carries out the steps which summarize in the following research schedule. Time of the research would hold on August, 2018. The table of research schedule is written below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Date and time</th>
<th>Activities</th>
<th>Place and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>August 1st, 2018</td>
<td>Observation giving the letter to the one of the staff at MTs MTs Al Manar and interview with the English Teacher.</td>
<td>Office staff SMP MTs Al Manar (09.30 WIB)</td>
</tr>
<tr>
<td>2.</td>
<td>August 2nd, 2018</td>
<td>Meet the English teacher to do consult the lesson plan</td>
<td>Teacher room SMP MTs MTs Al Manar (10.00 WIB)</td>
</tr>
<tr>
<td>3.</td>
<td>August 3rd, 2018</td>
<td>Doing action in the class (cycle 1) Pre-test,</td>
<td>In the classroom VIII B (10.15-11.30 WIB)</td>
</tr>
<tr>
<td>4.</td>
<td>August 10th, 2018</td>
<td>Doing action in the class (cycle 2) Treatment, Post-test I</td>
<td>In the classroom VIII B (10.15-11.30)</td>
</tr>
</tbody>
</table>
4. Techniques of Collecting Data and Research Instrument

a) Observation

According to Darlington (2002: 74), observation is a very effective way to find out what people do in particular contexts, the routines and interactional patterns of their daily lives. In addition, observational research methods can provide an understanding of what is happening in encounter between a service provider and user, a committee, a ward or residential unit, a large organizational or a community.

Researcher is able to observe directly, the condition of buildings, the geographical location, and students activities in teaching-learning process.

b) Documentation

Documentation is needed to know about the situation and condition of the students, teachers, and school’s profiles. Documentation not only includes the official organizational paper,
brochures, and reports, but also more of work a day, lesson plans, and materials (Arikunto, 1998: 149)

In this method is used to know information about the students speaking skill in the classroom. The researcher used the pre-test and post test to know the students improve their speaking.

1. Pre-test

Pre-test is used to find out how far the students speaking ability before they are learning English with songs game using CLT method.

2. Post-test

Post test is given after students are learn with songs game using CLT method.

5. Data Analysis

The method of the research that used is quantitative research. It means that quantitative research applies numbers from collecting the data, describing the data, until the result of research. The result of the test was described of the researcher this research was conducted at MTs Al Manar.

a. Quantitative Data
This research uses quantitative analysis to process the data. The quantitative data is data that is expressed in numerical terms, in which the numeric values could be large or small. Numerical values may correspond to a specific category or table (Migrant, 2006: 8).
G. The Definition of Key Terms

1. Suggestopedia Method

According to Lozanov (1978) that the learners need a relaxed but focused state as the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, suggestopedia makes use of soothing, rhythmic music, a comfortable and relaxing environment, and a relationship between the teacher.

2. Speaking

Mastering the are of speaking is single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Fauziati, 2005: 126).

Speaking is human verbal communication which set out with the ability of utilizing mechanism that will involved oral production language. It is the main concern in speaking (Kayfetz, 1992: 22).

H. The Review of Previous Research

In this research, the writer uses review of related from other thesis as comparison. The first, by Fitriana (2012) Research by Dian Fitriana 2012 the student of English Education Department Language and Art Faculty Yogyakarta State University. She explain about Guessing Game
toward the students. Guessing Game in the research, the students make a groups. Each groups have a pictures. In the game, one group would give clues for other groups, who is guess the picture?. The difference with this research is that this research will use songs to improve speaking skills in the classroom. The students guess the song which is play by the teacher, and students who can answer, he or she are appointed by the teacher to sing most of the song with the righ in front of class. The song is most popular in general public.

The second is Christamia (2014) she concludes that using song and puppets can help students speaking skill. Students ask telling about family using puppets and the song about fingger song. Students can develop their speaking skills and confidence. Which is different from this research is the research used Suggestopedia method in songs. This research explain about a teacher teaching English using song game to improve speaking skills the students. The teacher play a music that is the most popular in general public by teacher to improve their speaking skill. And after the teacher stoped the music, the students guess the title of the song and the teacher appoints students who can answer the title then the student sing the song in front of class to sing the part of song.

The third is Palupiningsih (2015) in this research, she have 2 groups (experimental group and control group). Experimental groups is clas that uses to measure students ability with Communicative Language Teaching method. And second, control group is class that uses to measure
students ability without the Communicative Language Teaching method. The difference with this research is this research using Suggestopedia through songs to improve speaking skill. This research aims to further develop students interest in learner English. In this research, the students guess the songs which is play by teacher in the classroom, the students should answer the song title, and who can answer appoints by the teacher to sing part of the song in front of class.
I. **Outline of The Research**

In order to make easy understand this research, the researcher following system of presentation as follows. Chapter I is introduction. It introduces the background of research, research questions, the object of the study, significant of the study, limitation of the study, definition key of terms, review of previous research and last outline of the study. In the second Chapter contain with theorical framework. In the chapter researcher discuss the definition of speaking, definition of communicative language teaching, and game guess song. Thirldy, in this chapter is research methodology. In this chapter discuss about the setting of research, research methodology and the data presentation. The fourth chapter is the implementation of research, contains about finding and discussion.
CHAPTER II
THE ORIETICAL FRAMEWORK

In this chapter consists of supporting theories and the review of previous research. Supporting theories describes some information involving: Speaking, suggestopedia, and song.

A. Supporting Theories

1. Speaking
   a. Definition of Speaking

   There are many various definition of speaking from many English language experts, but it is impossible to discuss all of them. Therefore, the researcher only write several definitions of speaking. Speaking is ability to produce the language and share the ideas, but speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. As cited by Nurhayati (2011), according to Brudden, Kayfetz, *speaking* is defined as follow:

   Speaking is an activity which is done by a person to communicate with others in order to express ideas, feeling, as well as opinions to achieve a particular goal (Brudden, 1995: 85).

   Speaking is human verbal communication which set out with the ability of utilizing mechanism that will involved
oral production language. It is the main concern in speaking (Kayfetz, 1992: 22).

Based on the definitions above, speaking is an activity which is done by a person to communicate with others in order to express ideas, feeling, as well as opinions to achieve a particular goal while to maintain social relation between people.

b. **Element of Speaking**

   The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2002: 269).

a) **Language feature**

   Among the elements necessary for spoken production is Connected Speech, Effective speakers of English need to able to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted (elision), added (linking). It is for this reason that we should involve students activities designed specifically to improve their connected speech.

b) **Expressive Devices**

   Native speakers of English change the pitch and stress of particular part of utterances, vary volume and speed.

c) **Lexis and Grammar**
Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function.

d) Negotiation Language

Effective speaking benefit from the negotiator language. We use to seek clarification and show the structure of what are saying.

c. The Goal of Teaching Speaking

The goal of speaking component in a language class should be to encourage the acquisition of communication skill and foster real communication in and out of the classroom (Murcia, 1991:126). Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.

According to Nurhayati (2011: 11) the concept of fluency reflects the assumption the speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communication, though this goal is often not met due to processing and production demand.

There are many factors of conversational English proficiency as cited in Higgs & Clifford (2002: 222-223);

1) Accent

a. Pronunciation frequently unintelligible
b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

c. Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

d. Marked foreign accent and occasional mispronunciations that do not interfere with understanding.

e. No conspicuous mispronunciation, but would not be taken for native speaker.

f. Native pronunciation, with no trace of foreign accent.

2) Grammar

a. Grammar almost entirely inappropriate or inaccurate, except in stock phrases.

b. Constant errors showing control of very few conversational micro skills or major pattern, and frequently preventing communication.

c. Frequent errors showing inappropriate use of some conversational microskills or some major patterns uncontrolled, and causing occasional irritation and misunderstanding.

d. Occasional errors showing imperfect control of some conversational microskills or some patterns, but no weakness that causes misunderstanding.
e. Few errors, with no patterns of failure.

f. No more than two errors during the conversation.

3) Vocabulary

a. Vocabulary limited to minimum courtesy requirements.

b. Vocabulary limited to basic personal areas and very familiar topic (autobiographic information, personal experiences, etc.)

c. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics.

d. Vocabulary adequate to discuss special interests and any nontechnical subject with some circumlocutions.

e. Vocabulary broad, precise and adequate to cope with complex practical problem and varied topics of general interest (current events, as well as work, family, time, food, transportation).

f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4) Fluency

a. Speech is so halting and fragmentary that conversation is virtually impossible.
b. Speech is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pauses.

c. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.

e. Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.

f. Speech on all general topics as effortless and smooth as a native speaker.

5) Comprehension

a. Understand too little to respond to conversation initiation or topic nominations.

b. Understand only slow, very simple speech on topic of the general interest; requires constant repetition and rephrasing.

c. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.

d. Understand everything in normal educated conversation, except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.

e. Understands everything in informal and colloquial speech to be expected of an educated native speaker.
d. The Importance of Speaking Skill

Human capacity to speak well and correctly is needed in everyday life. In other that the partner can understand what the speaker’s talks about it. Speak can express opinions to others. Speaking skill is very important and need by everyone because it is multifunction. To speak well, right, fluently, it needs more courses practice.

Human delivers a message and it is accepted by the communicant, so it had been occurred a communication between communicator and communicant. If the communicant does not understand what the message conveyed is about, it will be occurred misunderstanding. The above opinion indicated that speaking skill is very important to everyone, because speaking is an instrument of social interaction (Haryanto, 1994: 26).

e. Type of Speaking Performances

Brown (2004: 140) describes five categories of speaking skill there are :

a) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The lecture uses drilling
in the teaching learning process. By using drilling, students can get opportunity to listen and to orally repeat some words.

b) Intensive

This is the students’ speaking performance that practices some phonological and grammatical aspects of language. The students must do the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner, reading information from chart, etc.

c) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d) Interactive

The length and complexity of the interaction which sometimes includes multiple exchange and/or multiple participants.

e) Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.
Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2. **Suggestopedia Method**

   a. **The Definition of Suggestopedia Method**

   According to Lozanov (1978) that the learners need a relaxed but focused state as the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, suggestopedia makes use of soothing, rhythmic music, a comfortable and relaxing environment, and a relationship between the teacher.

   Experiments by Lozanov and his successors in both Europe and America showed that the following criteria have to be met by a music work to be useful for suggestopedic learning. The music that we want to use should have tempo, regular patterns voices and instruments should not stand out against the orchestra because they are likely to distract the student. Ideally, the orchestra must have a neutral colour that is why the best choice is string orchestras.
3. Speaking Skills using Songs

   a. The Definition of Song

   Song is a short piece of music with words for singing. This quality of a song is very important for teachers with regard to promoting motivation in EFL (Zuzana, 2009: 28).

   Song is part of daily for most people who doesn’t enjoy music at home, while travelling and event at work. Song also has melodies and meanings that attract a person’s mood.

   b. The Steps of Using Songs

   In this research, researcher explain about step by step using songs in the classroom. They are :

   a. The teacher ask students to pay attention to teacher’s directions about the songs.
   b. The teacher will play a music using a laptop.
   c. The students of the class in the hope silent and listen to a moment of the music.
   d. After the teacher stops the music, he or she guess the title of the song. After that, one by one of students are apponted by the teacher to sing the song in front of class.
   e. And after some students sing the song, the teacher play again the song and the teacher invite the students to sing together with the teacher.
It will help students to learn how to speak English clearly and confidence. Learning in class becomes not bored. There is example for the use songs game.
CHAPTER III
IMPLEMENTATION OF RESEARCH

A. Procedure of the Research

There are four steps in one cycle for doing actions research those are planning, acting, observing, and reflecting. In this research, the researcher conducted the research into two cycles: cycle I and cycle II. The activities in each cycle as follows:

1. Cycle I

The researcher used songs game of communicative language teaching method, which is expected to improve the students speaking skills ability.

The procedures as below:

a. Planning

The activities in planning are:

1) The researcher with the English teacher learn the syllabus.

2) The researcher prepares material, makes the lesson plan, and designs the step in doing the action.

3) The researcher prepares a list of ratings and student names.

4) The researcher prepares teaching aids with the song “pop songs”. Songs are played using laptop and speakers.

5) The researcher prepares students and teacher observation checklist of the cycle 1. To know the learning process when using the method.
6) The researcher prepares the pre-test and the post-test on cycle 1. The above preparations are aimed at assisting the observation to make the classroom atmosphere more conducive. The materials are given by the teachers to develop their speaking skills and attract the students to learn more enjoyable English.

b. Acting

The next step is acting, in this research learning process will be led by the teacher. The researcher steps as below:

1) The researcher gives pre-test to students.

2) The researcher provides material and explanation of the lessons using the communicative language teaching with songs game.

3) The researcher gives the examples about the lessons using communicative language teaching with songs game.

4) The researcher explains the material and the implementation using communicative language teaching with songs game in speaking skills.

5) The researcher gives example of learning using songs game.

6) The researcher gives the opportunity for students to ask difficulties in this learning process.

7) The researcher gives post-test to students.

8) The researchers asked one by one students to sing the song in front of the class.
9) The researcher gives the opportunity to students who have been singing the song to describe songs according to their understanding.

10) The researcher gives conclusions and feedback after the learning takes place.

c. **Observing**

   The researchers observed the activities of the students using observation checklist.

d. **Reflecting**

   This step will be taken to evaluate some aspects of students in their speaking skills, such as pronunciation, grammar, vocabulary, fluency, comprehension. Researcher gives experience to the students to try to solve problems in speaking skills. Reflection requires a process to follow up the problems in strategic action. The researcher evaluates the activities that have been performed and analyzed data from the observation checklist and test scores in the cycle I.
2. **Cycle II**

In the second cycle, the topic used on the song differs from the topic in the first cycle. The topic is a pop song. In this cycle aims to develop students interest in the quality of speaking skills. Steps in the second cycle as follows:

**a. Planning**

The researcher would do several activities that would be designing as below:

1) The researcher prepares material, makes the lesson plan and designs the steps in doing the action.

2) The researcher prepares a list of ratings and student names.

3) The researcher prepares teaching aids with the theme “pop song”.

Researchers formed five groups and in each group were given one song using paper.

4) The researcher prepares students and teacher observation checklist of the cycle II. To know the learning process when using the method.

The above preparations are aimed at assisting the observation to make the classroom atmosphere more conducive. The materials are given by the teachers to develop their speaking skills and attract the students to learn more enjoyable English.
b. **Acting**

In the section, the learning process is led by the teacher. The procedures of the cycle II are:

1) The researcher gives pre-post test to the students.

2) The researcher gives the material and explains about the lesson using communicative language teaching with songs game.

3) The researcher gives the examples about the lessons using communicative language teaching with songs game.

4) The researcher provides further explanation of the materials and implementation using communicative language teaching with songs game.

5) The researcher gives examples of the learning with songs game.

6) The researcher gives opportunity to the students who want to ask about difficulties or problems in learning to use communicative language teaching with songs game.

7) The researcher gives post-test to the students.

8) Students are asked by the teacher to sing the songs chosen by them in the groups and sung in front of the class in a workgroup.

9) Students are asked by the teachers to describe about that songs with their knowledge.

10) The researcher gives conclusions and feedback after the lesson.

c. **Observing**
The researchers observed the activities of the students using observation checklist.

d. Reflecting

This step taken to evaluate some aspects of students in their speaking skills, such as pronunciation, grammar, vocabulary, comprehension. Researcher gives experience to the students to try to solve problems in speaking skills. Reflection requires a process to follow up the problems in strategic action. The researcher evaluates the activities that have been performed and analyzed data from the observation checklist and test scores in the cycle II.

3. The Minimal Standard of Achievement

The success and failure of the students in carrying out the above researcher contingent on the minimum criteria of mastery (KKM). The minimum criteria of mastery at MTs Al Manar is 65. The teacher and the researcher hopes to achieve 85% of successful students reach the minimum criteria of mastery (KKM).
CHAPTER IV
DATA ANALYSIS AND DISCUSSION

This chapter focuses on analyzing the collected data. It displays the finding of the collected data since in the beginning until the end of the research. In the research using Suggestopedia with Songs resulted in cycle I and cycle II.

A. Research Finding

In this research, the researcher as the observers in the learning process, and Mrs. Mustaidah as teacher instructor. The research consists of two cycles, each cycle consists of planning, action, observation, and reflection. Below is an explanation of the research steps:

1. Cycle I

   a. The Implementation of Cycle I

   Before conducting the research, the researcher prepared the instrument of the research, they are as follows:
a) Planning

The researcher prepares the intrumensts of the research, they are as follows:

1) Lesson Plan

Lesson plans are used to control the teacher in giving learning activites. (Look at Appendix)

2) Material

In the cycle I, the researcher used two songs “I Have a Dream” and “Everything At Once”. (Look at Appendix)

3) Teaching Aid

The researcher prepares some instument, such as: laptop are used to play songs, speaker are used to increase volume so that students can clearly listen to the song, the paper containing the song text is used by the students to listen to the lyrics and board maker are used by the teacher to write the words asked by students.

4) Sheet for Class Observation

Sheets for class observation are used to condition the class during learning process.
5) Test (Pre test and Post test)

Pre test is used by researcher to finds out how far the ability of students in speaking before being given material. And post test used by researcher to finds out the development of students in speaking after being given the material. In this cycle, the researcher only used pre-test.

b) The Implement of the Action

The cycle I was done on Friday August 3\textsuperscript{rd} 2018 in VIII\textsuperscript{B} class of MTs Al Manar. The teacher is Mrs. Mustaidah. The first meeting, it was followes by 21 students in the class.

The first past of cycle I held at 10.15 a.m on August 3\textsuperscript{rd} 2018. The teacher and the researcher come to the class, and the teacher greeted The teacher and researcher come to the class by greeting" Assalamu’alaikum warahmatullahi wabarokatuh" and the students answer “wa’alaikumsalam warahmatullahi wabarokatuh”. Then, the teacher said “Good Morning students”? Immediately the students answer greeting from teacher. After that he asked about the condition of the students by “how are you today?”, the students answered "I am fine sir, and you?", the teacher answered, "I am very well too, thank you. But there are few students keep quiet did not answer his question. He continues to lead for praying. The teacher was
forgotten to check the attendance list. The teacher plays songs one by one and repeatedly, the song title is “I Have a Dream” and “Everything at Once”. Students are asked by the teacher to choose one of the songs. The teacher shared the text containing the song’s lyrics. When students have chosen, students were given the task by the teacher about the song, students must mention the reason why they chose the song. Students are given 10 minutes to think about the song. After that, Mrs. Mustaidah ask students to come forward to explain their reasons. Many students still mix Indonesian into their stories and many students are shy to talk in front of class. The teacher call one by one students ”Okay class, time is up, and now I will call you one by one to speaking skills. Anis Marsela silahkan maju ke depan” (Anis Marsela, please come in front of class)”. Anis Marsela come in front of class “Yes, Mom. I like Everything at Once, because the song enak dengar. The song is not membuat ngantuk. And the song about keinginan seseorang yang ingin menjadi everything. And so on. And Mrs. Mustaidah must give a scores about their speaking skills.
<table>
<thead>
<tr>
<th>Name</th>
<th>Songs</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AM.</td>
<td>Everything at Once</td>
<td>I like Everything at Once, because the song <em>enak dengar</em>. The song is not <em>membuat ngantuk</em>. And the song about <em>keinginan seseorang yang ingin menjadi everything</em>.</td>
</tr>
<tr>
<td>2. A M.</td>
<td>I Have a Dream</td>
<td>I like song I have a dream, because the song about dream. And the song slow <em>enak didengar</em>.</td>
</tr>
<tr>
<td>3. B A.</td>
<td>I Have a Dream</td>
<td>I like song I have a dream, because the inspired to dream.</td>
</tr>
<tr>
<td>4. M. A</td>
<td>Everything at Once</td>
<td>I like the song, because the song <em>enak didengar</em>, lyrics is good. The song about <em>sesorang yang ingin menjadi segalanya</em>.</td>
</tr>
<tr>
<td>5. M. Z A.</td>
<td>Everything at Once</td>
<td>I like song Everything at Once, because <em>lagunya bagus</em>, and <em>asyik</em>. <em>Lagu itu tentang keinginan seseorang untuk menjadi yang dia ingin</em>.</td>
</tr>
<tr>
<td>6. M H.</td>
<td>I Have a Dream</td>
<td>I like the song because the song <em>mempunyai nada yang slow enak didengar</em>. The song about a dream.</td>
</tr>
<tr>
<td>7. M N.</td>
<td>Everything at Once</td>
<td>I like the song, because the song <em>ceria, asyik</em> and the song about want <em>menjadi perfect and want menjadi everything</em>.</td>
</tr>
<tr>
<td>8. N P.</td>
<td>Everything at Once</td>
<td>Everything at once about <em>seseorang ingin menjadi segalanya</em>. And I like the song because the song <em>asyik didengar</em>.</td>
</tr>
<tr>
<td>9. N H.</td>
<td>I Have a Dream</td>
<td>The song is slow, and the song about dream. And I like the song.</td>
</tr>
<tr>
<td>10. R P.</td>
<td>I Have a Dream</td>
<td>The song about dream, dan <em>lagu itu enak didengar karena slow</em>.</td>
</tr>
<tr>
<td>11. R R.</td>
<td>Everything at Once</td>
<td>I like the song, because the song <em>ceria, tidak membikin ngantuk</em>. And the song tentang <em>keinginan seseorang untuk menjadi segalanya</em>.</td>
</tr>
<tr>
<td>12. S A.</td>
<td>Everything at Once</td>
<td>Everything at Once about <em>kemauan seseorang untuk menjadi apapun</em>. I like the song because the song is <em>enak didengarkan</em></td>
</tr>
<tr>
<td>13. T S.</td>
<td>Everything at Once</td>
<td>I like Everything at once because the song <em>ceria, asyik didengar dan tidak membuat bosan</em>. The song about</td>
</tr>
</tbody>
</table>
c) Observation

In the cycle I, the researcher entered the class with English teacher. She introduced the researcher to their students. The teacher gives material to students and the researcher see students activities during the lesson.

Students looked enthusiastic when to follow the learning process. Students are seen enjoying song while singing softly. Some students are busy writing their opinions that will be conveyed in front of the class. They still mix many Indonesian language in their speaking and the teacher corrects their wrong vocabulary.
### Table 4.2

**Teachers’ Observation Sheet Cycle I**

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher brings the teacher’s LKS handle and dictionary.</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Because the teacher will not write students attendance if there are students who leave the class without permission.</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
<td>Because all the material is planned by the teacher before starting the lessons.</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>✓</td>
<td></td>
<td>The teacher always gives an evaluation at the end of the lesson.</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher ask the student’s difficulties</td>
<td>✓</td>
<td></td>
<td>The teacher always gives students the opportunity to ask questions so that students understand the subject matter.</td>
</tr>
</tbody>
</table>
Table 4.3

Students’ Observation Sheet Cycle I

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students give attention to teacher’s explanation</td>
<td></td>
<td>✓</td>
<td>Most of students was busy about their activities such as talk to a friend of the bench, drawing in a book, daydreaming, and sleepy</td>
</tr>
<tr>
<td>2.</td>
<td>Students active during learning process</td>
<td></td>
<td>✓</td>
<td>Some students keep silent when the teacher give question</td>
</tr>
<tr>
<td>3.</td>
<td>Students understand the teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Students do the tasks given by the teacher well.</td>
</tr>
<tr>
<td>4.</td>
<td>Students do the evaluation well</td>
<td>✓</td>
<td></td>
<td>Students can evaluate each meeting.</td>
</tr>
</tbody>
</table>

d) Reflection

In the cycle I, the researcher found some weaknesses that happened during the learning process. The weaknesses were; students don’t bring a dictionary, even though their vocabulary is still lacking. Students still felt nervous and not confident. Because when students were asked to come in front the class they were still silent and the teacher had to walk from bench to bench. When the teacher explains using English, they did not understand, but when the teacher explains in Bahasa, they
could understand. It means that most of them know the meaning, but don’t know the words in the English language. The researcher concluded that the teacher should have a new technique that appropriates with students’ problem. So the researcher prepared a new technique to help teacher solve the problem. The advantage is that there is a student in that class, Biyan Adelia who is good at speaking.

2. Cycle II

In this cycle II, the researcher continued his observation with the following steps:

a. The Implementation on Cycle II

a) Planning

The researcher prepared several instrument, they are as follows:

1) Lesson Plan

The lesson plan was arranged based on the problem in the result of cycle I. (Look at Appendix).

2) Material

In the cycle II, the researcher prepared songs for this research. The researcher choose the song “Insyaallah” by Maher Zain. (Look at Appendix).
3) Teaching Aid

The researcher prepares some instument, such as: The researcher prepares some instrument, such as: laptop are used to play songs, speaker are used to increase volume so that students can clearly listen to the song, the paper containing the song text is used by the students to listen to the lyrics and board maker are used by the teacher to write the words asked by students.

4) Observation Sheet

Observation sheet was prepared in order to know the students and teacher activities during the teaching and learning process. The observation sheet was same with cycle I, but the researcher add point to observe the treatment.

5) Test

The researcher prepared post-test for this research. The researcher used post test after using songs game, too see the result of the study after treatment.

b) The Implementation of the Action

On Friday August 10th 2018, the researcher gave a post test I. The exercise of post test I in cycle II different with pre test in cycle I. In this cycle II, the students guess a song that will be played by the teacher. In this cycle, only one song is
provided, the song is very popular among the public. The teacher plays the song, and the students guesses the title of the song. After they guessed the song and all knew the song, the title of the song is “Insyaallah”, the teacher gave the text that contained the song’s lyrics. Then the teacher explains the lyrics to the song. The teacher gives students the opportunity to ask questions they don’t understand. If the students understands, then the teacher assigns the task to students to share their opinion about the song. Students are given 10 minutes to do the task. After that the teacher asks students to come in front of class and the teacher scores their speaking skills. After finished post-test, the teacher closed the meeting and said thanks to the students for their good participation during learning in the classroom.

<table>
<thead>
<tr>
<th>Name</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AM.</td>
<td>My opinion about the song is, Insyaallah, <em>berucap syukur kepada Allah.</em></td>
</tr>
<tr>
<td>2. A M.</td>
<td>My opinion is the song about apologize and God is always there for his people. And sure about Allah.</td>
</tr>
<tr>
<td>3. B A.</td>
<td>My opinion about the song is, someone who wants to repent to God. When he gets lost. The song asks to be sure of God.</td>
</tr>
<tr>
<td>4. M. A</td>
<td>My opinion is, the song about religi song, song by Maher Zain.</td>
</tr>
<tr>
<td>5. M. Z A.</td>
<td>My opinion is, the song by Maher Zain,</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>judul lagu tersebut adalah Insyaallah. Dan harus selalu mengingat Allah.</strong></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>M H.</td>
</tr>
<tr>
<td>7.</td>
<td>M N.</td>
</tr>
<tr>
<td>8.</td>
<td>N P.</td>
</tr>
<tr>
<td>9.</td>
<td>N H.</td>
</tr>
<tr>
<td>10.</td>
<td>R P.</td>
</tr>
<tr>
<td>11.</td>
<td>R R.</td>
</tr>
<tr>
<td>12.</td>
<td>S A.</td>
</tr>
<tr>
<td>13.</td>
<td>T S.</td>
</tr>
<tr>
<td>14.</td>
<td>M. R J.</td>
</tr>
<tr>
<td>15.</td>
<td>Z A.</td>
</tr>
<tr>
<td>16.</td>
<td>W A.</td>
</tr>
<tr>
<td>17.</td>
<td>W A.</td>
</tr>
<tr>
<td>18.</td>
<td>Z W.</td>
</tr>
<tr>
<td>19.</td>
<td>F P.</td>
</tr>
<tr>
<td>20.</td>
<td>F A.</td>
</tr>
<tr>
<td>21.</td>
<td>M. O</td>
</tr>
</tbody>
</table>
On the 27 August 2018 the teacher and the researcher entered the class. In this meeting, the teacher still used songs game to help students in speaking skills. The atmosphere of the class was good.

In the post test II at cycle II, the teacher gives an example of a song, and the students listens to the teacher’s direction. Teacher gives a text containing song lyrics, and the teacher explains the lyrics by lirycs to the contents of the song. After students understand the example given by the teacher, the teacher asks students to form groups of four groups. Students are asked to count one to four. After that students make groups according to the numbers they mention. Then, the teacher gives song texts to each group. Students are given fifteen minutes to discuss with their group. Each group was asked to present the contents of the song. After finished post-test, the teacher closed the meeting and said thanks to the students for their good participation during learning in the classroom.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Songs</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 :</td>
<td>Story of My Life By One Direction</td>
<td>The story of my life song is about not wasting life. Because life has a story that must be passed with joy. Don’t waste valuable opportunities. And what we do will be story of my life. A painful feeling will become story of my life. So, use the best possible time.</td>
</tr>
<tr>
<td>1. B A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. M. O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. S A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. WA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. M A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. W As.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups 2 :</td>
<td>Hero By Christina Perri</td>
<td>The song tell about someone who initially released people around her. Then she felt she could be alone and become a hero. She feels</td>
</tr>
<tr>
<td>1. A M.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. R R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Z W.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
cheated by someone. And she doesn’t trust him. But one day she realized that she could not live alone without the help and support of others around her.

Groups 3 :
1. A M.  
2. M Z A.  
3. M R J  
4. R P.  
5. Z A  

Story of My Life  
By One Direction  
Tell about the story of someone’s life. Don’t waste a family, because time will not be repeated. And if there is no family, then we will not be able to do it as it is today. Use precious time to gather with family. Because everything will happen and will be a story.

Groups 4 :
1. M H M  
2. T S  
3. N P  
4. N H  
5. F P  

Give Thanks to Allah  
By Maher Zain  
This song is about the feeling of mercy to God. Grateful for what God has been giving all this time. Because God knows everything. There is no strength but the power of God. Only God, all for giving and merciful.

c) Observation

In this cycle, the researcher did the observation to observe the teacher and the students. In this cycle the researcher add point the teacher role in the treatment. The researcher conduct the observation as follows:
### Table 4.6

**Teachers’ Observation Sheet Cycle II**

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher brings the teacher’s LKS handle and dictionary.</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Because the teacher will not write students attendance if there are students who leave the class without permission.</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
<td>Because all the material is planned by the teacher before starting the lessons.</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>✓</td>
<td></td>
<td>The teacher always gives an evaluation at the end of the lesson.</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher ask the student’s difficulties</td>
<td>✓</td>
<td></td>
<td>The teacher always gives students the opportunity to ask questions so that students understand the subject matter.</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher applied the treatment well</td>
<td>✓</td>
<td></td>
<td>The teacher can treatment well.</td>
</tr>
<tr>
<td>NO.</td>
<td>INDICATOR</td>
<td>YES</td>
<td>NO</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
<td>------</td>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Students give attention to teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Students can pay attention to the teacher.</td>
</tr>
<tr>
<td>2.</td>
<td>Students active during learning process</td>
<td>✓</td>
<td></td>
<td>Students have started active in class and not many are busy themselves.</td>
</tr>
<tr>
<td>3.</td>
<td>Students understand the teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Because students pay attention to the teacher, then students can quickly understand the lesson.</td>
</tr>
<tr>
<td>4.</td>
<td>Students feel enthusiastic when the teacher apply treatment</td>
<td>✓</td>
<td></td>
<td>Students have begun to enthusiastically used the treatment in the lesson.</td>
</tr>
<tr>
<td>5.</td>
<td>Students do the evaluation well</td>
<td>✓</td>
<td></td>
<td>Students can do an evaluation.</td>
</tr>
</tbody>
</table>
d) Reflection

At this cycle, the researcher made a conclusion after analyzing the data. The conclusion was made by comparing the students’ score. The researcher analyzed the data of pre-test and post-test. The KKM (*Kriteria Ketuntasan Minimal*) or passing grade of the test was 65, and the target of the passing grade was 85%. If the student’s pass the target, it can be concluded that the technique given by the researcher successfully improved the students in speaking skill using Songs Game. There are two students who get a score of 65. Actually they can exceed the KKM (*Kriteria Ketuntasan Minimal*) or passing grade, but they are not serious and they still like to joke when the teacher assesses their speaking skills. So, their scores are not optimal either. And nineteen students scored more than 65. They are enthusiastic in following their learning process using this songs game, because most of them like to listen to songs. It means Songs Game with Communicative Language Teaching method is able to improve the students speaking skills.
B. Data Analysis

The calculation of the data between cycle I and cycle II was conducted as follows:

1. Cycle I

Table 4.8

The result of pre-test

<table>
<thead>
<tr>
<th>M</th>
<th>Name</th>
<th>P</th>
<th>G</th>
<th>V</th>
<th>F</th>
<th>C</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1. A M.</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>55</td>
</tr>
<tr>
<td>a</td>
<td>2. A M.</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>75</td>
</tr>
<tr>
<td>a</td>
<td>3. B A.</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>95</td>
</tr>
<tr>
<td>a</td>
<td>4. M. A</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>a</td>
<td>5. M. Z A.</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>a</td>
<td>6. M H.</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>t</td>
<td>7. M N.</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>t</td>
<td>8. N P.</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>t</td>
<td>9. N H.</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>t</td>
<td>10. R P.</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>o</td>
<td>11. R R.</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>o</td>
<td>12. S A.</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>r</td>
<td>13. T S.</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>m</td>
<td>14. M. R J.</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>m</td>
<td>15. Z A.</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>a</td>
<td>16. W A.</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>a</td>
<td>17. W A.</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>a</td>
<td>18. Z W.</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>a</td>
<td>19. F P.</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>i</td>
<td>20. F A.</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>i</td>
<td>21. M. O</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>1015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Information:

P : Pronunciation  
G : Grammar  
V : Vocabulary  
F : Fluency  
C : Comprehension

a. Mean

In this data, the researcher will analyze the ability of students in their speaking skills, through calculating their mean scores. Below is the average students score:

\[
\text{Mean} = \frac{\text{the total score}}{\text{the number of students}}
\]

\[
M = \frac{\Sigma x}{N}
\]

\[
M = \frac{1015}{21}
\]

\[M = 48.33\]

From the result above, it can be seen if the results achieved by students have not met the target of the researcher. Passing grade in Al Manar is 65, and students still get scores below.

2. Cycle II

Table 4.9

The result of post test I

<table>
<thead>
<tr>
<th>Name</th>
<th>Aspects of the Assessment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P</td>
<td>G</td>
</tr>
<tr>
<td>1. AM.</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Name</td>
<td>Aspects of the Assessment</td>
<td>Score</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>P</td>
<td>G</td>
</tr>
<tr>
<td>1. AM.</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>2. A M.</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>3. B A.</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>4. M. A</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>5. M. Z A.</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>

Information:

P : Pronunciation  F : Fluency
G : Grammar       C : Comprehension
V : Vocabulary

Table 4.10

The result of post test II
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>M H.</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>7.</td>
<td>M N.</td>
<td>20</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>8.</td>
<td>N P.</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>9.</td>
<td>N H.</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>10.</td>
<td>R P.</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>11.</td>
<td>R R.</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>12.</td>
<td>S A.</td>
<td>20</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>13.</td>
<td>T S.</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>14.</td>
<td>M. R J.</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>15.</td>
<td>Z A.</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>16.</td>
<td>W A.</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>17.</td>
<td>W A.</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>18.</td>
<td>Z W.</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>19.</td>
<td>F P.</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>20.</td>
<td>F A.</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>21.</td>
<td>M. O</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1585</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information:

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension
Table 4.11
The Result of Post Test I and Post Test II

<table>
<thead>
<tr>
<th>Name</th>
<th>Post Test I</th>
<th>Post Test II</th>
<th>Post Test I – Post Test II</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AM.</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2. A M.</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3. B A.</td>
<td>95</td>
<td>90</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>4. M. A</td>
<td>55</td>
<td>75</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5. M. Z A.</td>
<td>40</td>
<td>65</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>6. M H.</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7. M N.</td>
<td>85</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8. N P.</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9. N H.</td>
<td>85</td>
<td>85</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. R P.</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11. R R.</td>
<td>50</td>
<td>75</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>12. S A.</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>13. T S.</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14. M. R J.</td>
<td>55</td>
<td>80</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>15. Z A.</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>16. W A.</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>17. W A.</td>
<td>55</td>
<td>75</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>18. Z W.</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>19. F P.</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>20. F A.</td>
<td>55</td>
<td>70</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>21. M. O</td>
<td>35</td>
<td>65</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>Σ</td>
<td>1285</td>
<td>1585</td>
<td>305</td>
<td>6225</td>
</tr>
</tbody>
</table>

a. Mean of Post test I

\[ M = \frac{\sum x}{n} \]

\[ M = \frac{1285}{21} \]
b. Mean of Post test II

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1585}{21} \]

\[ M = 75,47 \]

c. SD of Post test I and Post test II

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{6225}{21} - \left(\frac{305}{21}\right)^2} \]

\[ SD = \sqrt{296,42 - 210,83} \]

\[ SD = \sqrt{85,59} \]

\[ SD = 9,25 \]

d. T-test Calculating

\[ T = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD}{\sqrt{N-1}}\right)} \]
\[ T = \frac{\frac{305}{21}}{\frac{9,25}{\sqrt{21} - 1}} \]

\[ T = \frac{14,52}{\frac{9,25}{4,58}} \]

\[ T = \frac{14,52}{2,02} \]

\[ T = 7,18 \]

C. Discussion

Based on the result of analyzed in cycle I and cycle II, the researcher analyzed the teacher and the students improvement from each cycle. The improvement as follow:

Table 4.12

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher brings the teacher’s LKS handle and dictionary.</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Because the teacher will not write students attendance if there are students who leave the class without permission.</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
<td>Because all the material is planned by the teacher</td>
</tr>
</tbody>
</table>
Based on the teachers’ observation sheet, the researcher concludes that the teacher did the teaching process well. The teacher prepared the material first, and gave a review of the material. The teacher can condition the classroom atmosphere, seen some students still crowed and not paying attention. The teacher asks students to pay attention. The students still ask the teacher to be explained using *Bahasa*. At the end of the lesson, the teacher gives an evaluation to students. The teacher used pre-test to know how was the competence of students.

Table 4.13

Students’ Observation Sheet Cycle I

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students give attention to teacher’s explanation</td>
<td></td>
<td>✓</td>
<td>Most of students was busy about their activities such as talk to a friend of the bench, drawing in a book,</td>
</tr>
</tbody>
</table>
daydreaming, and sleepy

2. Students active during learning process
   √
   Some students keep silent when the teacher give question

3. Students understand the teacher’s explanation
   √
   Students do the tasks given by the teacher well.

4. Students do the evaluation well
   √
   Students can evaluate each meeting.

Based on students’ observation sheet. The researcher concludes that most of the students did not really good during the learning process. when the teacher explains the lesson, there are still many students who are busy with their activities. When the teacher explained using English, there were many students who do not understand, and the teacher must explain again using Bahasa so they understand. If the teacher gives some questions to students, they are still silent. At the end of the teaching and learning process, the students do the evaluation well.

Table 4.14

Teachers’ Observation Sheet Cycle II

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher brings the teacher’s LKS handle and dictionary.</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Because the teacher will not write</td>
</tr>
</tbody>
</table>
Based on the observation, the researcher can conclude that the teacher did the teaching process well. The teacher prepared material, the teacher conduct the classroom, the use of time is quite effective, the teacher gives an evaluation after the lesson, the teacher asks students to ask about their difficulties. At the end of the lesson, the teacher gave post-test as evaluation after treatment.

**Table 4.15**

**Students’ Observation Sheet Cycle II**

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students give attention to teacher’s</td>
<td>✓</td>
<td></td>
<td>Students can pay</td>
</tr>
</tbody>
</table>

students attendance if there are students who leave the class without permission.

3. Teacher use the time effectively  ✓  Because all the material is planned by the teacher before starting the lessons.

4. Teacher give evaluation after the lesson plan  ✓  The teacher always gives an evaluation at the end of the lesson.

5. Teacher ask the student’s difficulties  ✓  The teacher always gives students the opportunity to ask questions so that students understand the subject matter.

6. Teacher applied the treatment well  ✓  The teacher can treatment well.
Based on the observation, students pay more attention to the teacher who is explaining the lesson, students are more active during lessons, students are more enthusiastic when the teacher applied the treatment because this is something new for them. The students also did the evaluation well.

Table 4.16

<table>
<thead>
<tr>
<th>Mean of Students’ Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzed</td>
</tr>
<tr>
<td>Mean</td>
</tr>
</tbody>
</table>
Based on the result of mean of students’ score, can be seen in the table a lot of increase in the value of students between cycle I to cycle II. Shown the results of the pre test was 48.33 and increased in post test I and post test II were 61.19 and 75.47.

Table 4.17

The Classification of Pre Test Result

<table>
<thead>
<tr>
<th>Criteria of Assessment</th>
<th>Frequency</th>
<th>Percentile Rank (%)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-95</td>
<td>1</td>
<td>4.76 %</td>
<td>The speaking is excellent</td>
</tr>
<tr>
<td>75-84</td>
<td>2</td>
<td>9.52 %</td>
<td>The speaking is very good</td>
</tr>
<tr>
<td>60-74</td>
<td>2</td>
<td>9.52 %</td>
<td>The speaking is good</td>
</tr>
<tr>
<td>45-59</td>
<td>6</td>
<td>28.56 %</td>
<td>The speaking is fair</td>
</tr>
<tr>
<td>44-20</td>
<td>10</td>
<td>47.6 %</td>
<td>The speaking is poor</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the results of students in the table above, there are still many student scores under the KKM or passing grade. There are only 9.52 % of students who reach KKM or passing grade, and 14.28 % of students exceed KKM or passing grade. It indicated that the success of the cycle I should be improved.

Table 4.18

The Classification of Post Test I

<table>
<thead>
<tr>
<th>Criteria of Assessment</th>
<th>Frequency</th>
<th>Percintile Rank (%)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-95</td>
<td>3</td>
<td>14.28%</td>
<td>The speaking is</td>
</tr>
</tbody>
</table>
From the result above shows that students’ score was not passing grade the test. The KKM (*Kriteria Ketuntasan Minimal*) or passing grade was 65. From this results, students who reach the KKM or passing grade are 38,08% of the students, and there are 19,04% of students who exceed the KKM or passing grade. It means the post test of cycle II was improve than cycle I.
From the table above, there is a development score in this post test II. The KKM (Kriteria Ketuntasan Minimal) or passing grade was 65. The score that reaches passing grade is only two students, and other students scores exceed the passing grade or KKM (Kriteria Ketuntasan Minimal). Students who get score 60-75 grades are 38,08. In this percentage, many students get a score og 70. In percentage 47,6 a lot of students scores that exceed KKM (Kriteria Ketuntasan Minimal) or passing grade are from a score of 75-84. And then, at a scores of 85-95 there were 14,28%. It means that there is improvement between post-test cycle I and post test cycle II. The target of this research was 85% students who passing grade, and the result show that more than 85% students was passing grade. It can be conclude that this research was succesful.
On the results among t-test show that the used Songs Game was successful to improve students speaking skills. T table of 20 (N-1) was 2.08 and the results t test was 7.18. It can be show the results was higher than t table. Therefore, there was a significan enhancement of the results.

Students look more happy and enjoy during learning process using “Songs”. This Songs Game can help students in speaking skills. Because most students like to sing even though they are still ashamed to express their opinions. The atmosphere in the class being not too formal so the students could enjoy the learning process.
A. Conclusion

The title of the research is “Improving the Eighth Grade Students’ in Speaking Skills Through Songs of Suggestopedia Method (A Classroom Action Research at MTs Al Manar in Academic Year 2017/2018). The finding of the research in MTs Al Manar shows:

1. In teaching students to use English, especially through speaking skills, of course there are problems faced by teachers in learning process. The problem faced by the teacher is that students find it difficult to understand if the teacher explains the lesson using English. So, the teacher must explain again to students using Bahasa. Beside that there are still many students who do not want to pay attention to the teacher during the lesson, students are still busy with their activities such as talking with friends, joking with friends, sleepy etc. When the teacher gives a pre test they have to do, their grades are not maximal and only two students can reach the KKM (Kriteria Ketuntasan Minimal) or passing grade. The KKM or passing grade from departement of education that is 65. It can be seen the result show that the mean of pre test
was 48.33 there are still many scores that are less than the KKM (Kriteria Ketuntasan Minimal) or passing grade.

2. Improving students speaking skills is important in their confidence. Can be shown between cycle I and cycle II there is an increase in their score. Before using Songs with Suggestopedia Method, the average students in the pre test was 48.33 in percentage are 38.08%, and 47.6% students got scored less than passing grade, because in this pre test, the teacher is assessing their ability about speaking skills. It was lower than the KKM or passing grade from departement of education that is 65. After using Songs Game with Communicative Language teaching Method the results from post test I was 61.19 in percentage are 57.12% and students got less than passing grade are 42.24. And in post test II, student’s score has reached the specified target of 85%, because only two students are on the KKM (Kriteria Ketuntasan Minimal) or passing grade and nineteen other students get score over the KKM (Kriteria Ketuntasan Minimal) or passing grade. In post test I and post test II, students have begun to be able to improve their speaking skills and their confidence to speak in English. The T-calculation is 7.18. It means the students speaking skills was improved after using Songs Game in teaching learning process.

3. Speaking skills of eight grade students of MTs Al Manar can be improved through Songs Game using Communicative Language Teaching method. Because students can be enthusiastic by using songs as a learning process
especially in class. Students scores can increase from those who previously used songs and have used songs. Because most students like to listen to songs.

B. Suggestion

The researcher hopes this research can inspire the other to use this method or find the other method to teach English especially in speaking skills to make the students active and enjoy to study in the class. For the next researcher, the researcher hopes this research can motivate to conduct better research in this skill to improve the students speaking skill.
BIBLIOGRAPHY


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   Faculty : English Department

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   SMP Negeri 1 Pabelan 2008-2011
   SMA Negeri 1 Bringin 2011-2014
   IAIN Salatiga 2014-2018
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I have been marked below:

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Faculty : Teacher Training and Education Faculty

Declares that this graduating paper was written by the researcher himself and the researcher did not copy from other researchers. Theories and citation were used on the codes ethics of writing graduating paper. I give permission to publish this graduating paper on IAIN Salatiga's e-repository.

Salatiga, September 27th 2018

The researcher,

Dwi Agus Setyowatni
NIM. 113-14-050
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Nama Mahasiswa : Dwi Agus setyowati
NIM : 113-14-050
Dosen Pembimbing : Hanung Triyoko, M.Hum., M.Ed

Judul Skripsi pada surat penunjukan pembimbing skripsi :
"Improving the Eighth Grade Students' Ability in Speaking through game Guess Songs of Communicative Language Teaching Method (A Classroom Action Research of the Eight Grade Students of MTs Al Manar in the academic year 2018/2019)".

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>24-05-2018</td>
<td>Proposal</td>
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<td>31-05-2018</td>
<td>Proposal</td>
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<td>3</td>
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<td></td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
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<td>Chapter VIII</td>
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<td>13</td>
<td>18-09-2018</td>
<td>Chapter IX</td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>24-09-2018</td>
<td>Chapter X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dosen Pembimbing,

Hanung Triyoko, S.S., M.Hum., M.Ed
NIP. 19730815 199903 1003

Catatan:
Jika ada perubahan judul skripsi, harus dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
### SILABUS KELAS VIII

<table>
<thead>
<tr>
<th>Kompetisi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa mampu:</td>
<td>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</td>
<td></td>
</tr>
<tr>
<td>3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</td>
<td>• Unsur kebahasaan - Kosakata dan bahasa dalam lirik lagu - Ucapan, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
<td>- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Menyebutkan pesan yang terkait dalam bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya</td>
</tr>
<tr>
<td>4.13 Menangkap makna secara kontekstual terkait dengan sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</td>
<td>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat dalam KI</td>
<td>-</td>
</tr>
</tbody>
</table>
1. The teacher explained the subject matter

2. Students do a pre-test
3. Post test I, when students listen to songs

4. Students do a post test I
5. Post test II, when students make groups
**Everything at Once - Lenka**

As sly as a fox, as strong as an ox
As fast as a hare, as brave as a bear
As free as a bird, as neat as a word
As quiet as a mouse, as big as a house
All I wanna be, all I wanna be, oh
All I wanna be is everything
As mean as a wolf, as sharp as a tooth
As deep as a bite, as dark as the night
As sweet as a song, as right as a wrong
As long as a road, as ugly as a toad
As pretty as a picture hanging from a fixture
Strong like a family, strong as I wanna be
Bright as day, as light as play
As hard as nails, as grand as a whale
All I wanna be, all I wanna be, oh
All I wanna be is everything
As warm as the, the sun, as silly as fun
As cool as a tree, as scary as the sea
As hot as fire, cold as ice
Sweet as sugar and everything nice
As old as time, as straight as a line
As royal as a queen, as buzzed as a bee
Stealth as a tiger, smooth as a glider
Pure as a melody, pure as I wanna be
All I wanna be, all I wanna be, oh
All I wanna be is everything at once
**Hero – Christina Perri**

**Cash Cash**

I let my soul fall into you
I never thought I'd fall right through
I fell for every word you said
You made me feel I needed you
And forced my heart to think it's true
But I found I'm powerless with you
Now I don't need your wings to fly
No, I don't need a hand to hold in mine this time
You held me down, but I broke free
I found the love inside of me
Now I don't need a hero to survive
'Cause I already saved my life
Already saved my life
Already saved my life
Already saved my life
Now I don't need your wings to fly
No, I don't need a hand to hold in mine this time
You held me down, but I broke free
I found the love inside of me
Now I don't need a hero to survive
'Cause I already saved my life
Already saved my life
Already saved my life
Already saved my life
Now I don't need your wings to fly
No, I don't need a hand to hold in mine this time
You held me down, but I broke free
I found the love inside of me
Now I don't need a hero to survive
'Cause I already saved my life
Already saved my life
Already saved my life
Already saved my life
Now I don't need your wings to fly
I lost hope in saving you and me
You think I'm lost, falling apart
But your lies just made a stronger heart
My life is just about to start
Now I don't need your wings to fly
'Cause I already saved my life
Already saved my life
I already saved my life
I already saved my life
Now I don't need your wings to fly
I Have a Dream - Westlife

I have a dream
A song to sing
To help me cope
With anything
If you see the wonder
Of a fairy tale
You can take the future
Even if you fail
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream
I have a dream, oh yeah
I have a dream (I have a dream)
A fantasy (fantasy)
To help me through (help me through)
Reality (reality)
And my destination (destination)
Makes it worth the while (worth the while)
Pushing through the darkness (through the darkness)
Still another mile (another mile)
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream (cross the stream)
I have a dream (cross the stream)
I have a dream (oh yeah)
A song to sing (song to sing)
To help me cope
With anything
If you see the wonder (if you see the wonder)
Of a fairy tale (of a fairy tale)
You can take the future
Even if you fail
I believe in angels
Something good in everything I see
I believe in angels
When I know this time is right for me (right for me)
I'll cross the stream (cross the stream)
I have a dream (have a dream)
I'll cross the stream (cross the stream)
I have a dream
Insyaallah – Maher Zain

Everytime you feel like you cannot go on
You feel so lost
That your so alone
All you is see is night
And darkness all around
You feel so helpless
You can`t see which way to go
Don`t despair and never loose hope
Cause Allah is always by your side

Everytime you can make one more mistake
You feel you can`t repent
And that its way too late
Your`re so confused,wrong decisions you have made
Haunt your mind and your heart is full of shame
Don`t despair and never loose hope
Cause Allah is always by your side

Insya Allah 2x
Insya Allah you`ll find your way

Turn to Allah
He`s never far away
Put your trust in Him
Raise your hands and pray
Oooo.. Ya Allah
Guide my steps don`t let me go astray
You`re the only one that showed me the way,
Showed me the way 2x
Insya Allah 2x

Insya Allah we`ll find the way

Insya Allah 2x
Insya Allah you`ll find your way

Insya Allah 2x
Insya Allah you`ll find your way

Insya Allah we`ll find the way
Written in these walls are the stories that I can't explain
I leave my heart open but it stays right here empty for days
She told me in the morning
She don't feel the same about us in her bones
It seems to me that when I die
These words will be written on my stone
And I'll be gone, gone tonight
The ground beneath my feet is open wide
The way that I been holdin' on too tight
With nothing in between
The story of my life, I take her home
I drive all night to keep her warm and time

Is frozen (the story of, the story of, the story of)
The story of my life, I give her hope
I spend her love until she's broke inside
The story of my life (the story of, the story of)
Written on these walls are
The colors that I can't change
Leave my heart open
But it stays right here in its cage
I know that in the morning now
I see us in the light upon a hill
Although I am broken, my heart is untamed, still
And I'll be gone, gone tonight

The fire beneath my feet is burning bright
The way that I've been holdin' on so tight
With nothing in between
And I've been waiting for this time to come around
But, baby, running after you is like chasing the clouds
The story of my life, I give her hope (give her hope)
I spend her love until she's broken inside
The story of my life (the story of, the story of)
Thanks to Allah – Maher Zain

I was so far from you
Yet to me you were always so close
I wandered lost in the dark
I closed my eyes toward the signs
You put in my way
I walked everyday Further and further away from you
Ooooo Allah, you brought me home
I thank You with every breath I take.

I never thought about
All the things you have given to me
I never thanked you once
I was too proud to see the truth
And prostrate to you
Until I took the first step
And thats when you opened the doors for me
Now Allah, I realized what I was missing
By being far from you.

Alhamdulillah, Elhamdulillah
All praises to Allah, All praises to Allah
Alhamdulillah, Elhamdulillah
All praises to Allah, All praises to Allah
Alhamdulillah, Elhamdulillah
All praises to Allah, All praises to Allah.

Allah, I wanna thank You
I wanna thank you for all the things that you’ve done
You’ve done for me through all my years I’ve been lost
You guided me from all the ways that were wrong
And did you give me hope
I wanna thank You for bringing me home

Alhamdulillah, Elhamdulillah
All praises to Allah, All praises to Allah
Rencana Pelaksanaan Pembelajaran
(RPP)

Nama Sekolah : MTs Al-Manar Bener
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Ganjil
Materi Pokok : Songs Game
Alokasi Waktu : 2 JP (2 x 40 menit)
Skill : Speaking

A. Kompetensi Inti
1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun responsif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan alasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.
C. Tujuan Pembelajaran
Setelah selesai dengan pembelajaran peserta didik dapat:
1. Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.
2. Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.

D. Materi Pembelajaran

*Fungsi sosial*
Mengembangkan nilai-nilai kehidupan dan karakter yang positif.

*Unsur kebahasaan*
Kosa kata dan tata bahasa dalam lirik lagu.
Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Metode Pembelajaran

a. Communicative Language Teaching (CLT)
b. Practice

F. Media dan Alat Pembelajaran

Media : Songs
Alat : Speaker, laptop, white board, spidol

G. Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>1. Guru membuka pelajaran dengan mengucap salam perkenalan dan berdoa.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Guru mendemonstrasikan sesuai yang terkait dengan tema.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Guru menyampaikan kemampuan yang akan dicapai peserta didik.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>60 menit</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td><strong>Mengamati</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Peserta didik menyimak materi yang sudah di sediakan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan penjelasan tentang <em>songs game</em> pada peserta didik secara interaktif dan bersama peserta didik untuk mengamatinya secara jelas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Menanya(questioning)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang <em>songs game</em> dalam bahasa Inggris.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mengeksplorasi</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Peserta didik mendengarkan dan menyimak contoh <em>songs game</em> dalam bahasa Inggris dari Guru. Siswa mengikuti dan menirukan contoh-contoh interaksi dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Peserta didik meyimak kembali contoh <em>songs game</em> dari guru yang sudah diconthohkan oleh guru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mengkomunikasikan</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru memutarkan sebuah lagu yang telah disiapkan menggunakan laptop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Peserta didik diminta untuk mendengarkan dengan tenang lagu tersebut.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru memberhentikan lagu tersebut pada bagian reff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Peserta didik satu persatu diminta untuk menebak judul lagu tersebut.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Peserta didik sesuai dengan daftar hadir mereka satu persatu dipanggil guru untuk maju kedepan kelas menceritakan <em>songs game</em> yang telah diputarkan oleh Guru sesuai dengan pengetahuan dan kemampuan mereka.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru menilai speaking skills peserta didik.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Penutup

1. Guru memberikan tentang kesimpulan serta review materi yang telah disampaikan.
2. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Salam penutup.

H. Penilaian

Teknik penilaian

a. Tes lisan

1. Pronounciation
   Pronounciation is the way in which a word or a language spoken.

2. Grammar
   Grammar is the set of structural rules governing the composition of clauses, phrases and words in any given natural language.

3. Vocabulary
   Vocabulary of set of familiar words within a person’s language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge.

4. Fluency
   Fluency is the property of a person or of a system that delivers information quickly and with expertise.

5. Comprehension
   Comprehension is the ability to understand something.

<table>
<thead>
<tr>
<th>Table Criteria of Assessment Speaking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspects</strong></td>
</tr>
<tr>
<td>Pronounciation</td>
</tr>
<tr>
<td>Grammar</td>
</tr>
</tbody>
</table>
lampau, masa kini, dan masa depan yang bertentangan dengan harapan dan tujuan. 
dan menggunakan bentuk kata yang tepat untuk membentuk kalimat suara.
konsep tata bahasa, tetapi kalimat tidak memiliki kejelasan dan penguasaan tenses.
tata bahasa yang sangat baik.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Mendemosnstrasikan pemahaman yang tidak memadai tentang definisi kosakata dan aplikasi suara dalam kalimat.</th>
<th>Mendemonstraikan pemahaman dasar tentang definisi kosakata, tetapi gagal untuk menghubungkan dan mengeja dengan benar dalam kalimat suara.</th>
<th>Mendemonstrasikan pemahaman yang baik tentang definisi dan ejaan kosakata, tetapi agak salah tempat dan tidak secara konsisten struktur dalam kalimat suara.</th>
<th>Mendemonstrarkan pemahaman yang sangat baik tentang definisi kosakata dan ejaan, sambil mengelola untuk menghasilkan kalimat suara.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Siswa tidak dapat berkomunikasi atau menjelaskan secara lisan dalam bahasa target.</td>
<td>Siswa berkomunikasi atau menjelaskan dengan banyak jeda.</td>
<td>Siswa dapat berkomunikasi atau menjelaskan secara lisan dalam bahasa target.</td>
<td>Siswa dapat dengan mudah dan percaya diri berkomunikasi atau menjelaskan secara lisan dalam bahasa target.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>Pronunciation</td>
</tr>
<tr>
<td>Grammar</td>
</tr>
<tr>
<td>Vocabulary</td>
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<tr>
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</tr>
<tr>
<td>Comprehension</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>
b. Lembar pengamatan

### Teachers’ Observation

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
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<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Rubrik Penilaian Individu

<table>
<thead>
<tr>
<th>Name</th>
<th>Aspects of the assessment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pronunciation</td>
<td>grammar</td>
</tr>
<tr>
<td>1.</td>
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</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Materials

The Definition of Speaking

Mastering the are of speaking is single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

The Definition of Song

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.

Songs are performed live and recorded on audio or video. Songs may also appears in plays, musical theatre, stage shows, of any form, and within operas. A song be for a solo singer, a lead singer, supported by background singers, a duet, trio or large ensemble in harmony.

The Definition of Game

Game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that acquire them to use what they have been drilled on. Games are not only suitable for children but also for adult.
Bener, 03 Agustus 2018

Mengetahui,

Guru Mata Pelajaran

Mustaidah, S.Pd.I
NIP. 0701200402016

Kepala Madrasah

Mustikowati, S.Pd.I
NIY. 111119950103

Peneliti

Dwi Agus Setyowati
NIM.11314050
Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : MTs Al-Manar Bener
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / Ganjil
Materi Pokok : Songs Game
Alokasi Waktu : 2 JP (2 x 40 menit)
Skill : Speaking

A. Kompetensi Inti
1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun responsif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan fakta, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan alasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.

C. Tujuan Pembelajaran
Setelah selesai dengan pembelajaran peserta didik dapat:
1. Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.

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2. Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.

D. Materi Pembelajaran

_Fungsi sosial_
Mengembangkan nilai-nilai kehidupan dan karakter yang positif.

_Unsur kebahasaan_
Kosa kata dan tata bahasa dalam lirik lagu.
Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Metode Pembelajaran

c. Communicative Language Teaching (CLT)
d. Practice

F. Media dan Alat Pembelajaran

Media : Songs
Alat : Speaker, laptop, white board, spidol

G. Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
7. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.  
8. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya.  
9. Guru mendemonstrasikan sesuai yang terkait dengan tema.  
10. Guru menyampaikan kemampuan yang akan dicapai peserta didik. | 10 menit |
| Inti | Mengamati | 60 menit |
1. Peserta didik menyimak materi yang sudah disediakan.
2. Guru memberikan penjelasan tentang *songs game* pada peserta didik secara interaktif dan bersama peserta didik untuk mengamatinya secara jelas.


**Menanya (questioning)**

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyaan antara lain tentang *songs game* dalam bahasa Inggris.

**Mengeksplorasi**

- Peserta didik mendengarkan dan menyimak contoh *songs game* dalam bahasa Inggris dari Guru. Siswa mengikuti dan menirukan contoh-contoh interaksi dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.
- Peserta didik meyimak kembali contoh *songs game* dari guru yang sudah dicontohkan oleh guru.

**Mengkomunikasikan**

- Guru memutarkan sebuah lagu yang telah disiapkan menggunakan laptop.
- Peserta didik diminta untuk mendengarkan dengan tenang lagu tersebut.
- Guru memutarkan lagu sampai lagu selesai.
- Peserta didik diminta untuk menebak judul lagu tersebut.
- Peserta didik sesuai dengan daftar hadir mereka satu persatu dipanggil guru untuk maju kedepan kelas menceritakan *songs game* yang telah diputarkan oleh Guru sesuai dengan pengetahuan dan kemampuan mereka.
- Guru menilai speaking skills peserta didik.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>1. Guru memberikan tentang kesimpulan serta review materi yang telah disampaikan.</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Salam penutup.</td>
<td></td>
</tr>
</tbody>
</table>
H. Penilaian

Teknik penilaian
c. Tes lisan

1. **Pronunciation**
   Pronunciation is the way in which a word or a language spoken.

2. **Grammar**
   Grammar is the set of structural rules governing the composition of clauses, phrases and words in any given natural language.

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### Table Criteria of Assessment Speaking Skills

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Rendah (0-5)</th>
<th>Cukup (6-10)</th>
<th>Baik (11-15)</th>
<th>Sangat Baik (16-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciacion</td>
<td>Siswa membuat sedikit atau tidak ada usaha untuk mengucapkan dan mengartikulasikan dalam bahasa target.</td>
<td>Siswa memiliki kesalahan dalam pengucapan, beberapa upaya dalam artikulasi dalam bahasa target.</td>
<td>Siswa membuat kesalahan sangat kecil dalam pengucapan bahasa target.</td>
<td>Siswa tidak ada kesalahan dalam pelafalan, artikulasi besar dalam bahasa target dengan ekspresi.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Siswa menunjukkan pemahaman yang tidak memadahi tentang bentuk lampau, masa kini, dan masa depan yang bertentangan dengan harapan dan tujuan.</td>
<td>Siswa menunjukkan pemahaman dasar konsep tata bahasa, tetapi gagal mengenali dan menggunakan bentuk kata yang tepat untuk membentuk kalimat suara.</td>
<td>Siswa menunjukkan pemahaman yang baik tentang konsep tata bahasa, tetapi kalimat tidak memiliki kejelasan dan penguasaan tenses.</td>
<td>Siswa menunjukkan pemahaman dan penerapan konsep tata bahasa yang sangat baik.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Mendemonstrasikan</td>
<td>Mendemonstraiakan</td>
<td>Mendemonstrasik</td>
<td>Mendemonstarikan</td>
</tr>
</tbody>
</table>
pemahaman yang
tidak memadai
tentang definisi
kosakata dan
aplikasi suara dalam
kalimat.
pemahaman dasar
tentang definisi
kosakata, tetapi gagal
untuk
menghubungkan dan
mengeja dengan benar
dalam kalimat suara.
an pemahaman
yang baik tentang
definisi dan ejaan
dari kosakata, tetapi
agak salah tempat
dan tidak secara
konsisten struktur
dalam kalimat
suara.
pemahaman yang
sangat baik tentang
definisi kosakata
dan ejaan, sambil
mengelola untuk
menghasilkan
kalimat suara.

|------------------|---------------------------------------------------------|---------------------------------------------------|--------------------------------------|-----------------------------|

| Comprehension    | Siswa tidak dapat berkomunikasi atau menjelaskan secara lisan dalam bahasa target. | Siswa berkomunikasi atau menjelaskan dengan banyak jeda. | Siswa dapat berkomunikasi atau menjelaskan secara lisan dalam bahasa target. | Siswa dapat dengan mudah dan percaya diri berkomunikasi atau menjelaskan secara lisan dalam bahasa target. |

**Students Score**

<table>
<thead>
<tr>
<th>Criterians</th>
<th>Points</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
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<td>20</td>
</tr>
<tr>
<td>Grammar</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Vocabulary</td>
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<td>20</td>
</tr>
<tr>
<td>Comprehension</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

d. Lembar pengamatan

**Teachers’ Observation**

<table>
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<tr>
<th>No.</th>
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The teacher applied the CLT method “Songs Game” to improve speaking skills

### Students’ Observation

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<table>
<thead>
<tr>
<th>Name</th>
<th>Pronunciation</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Fluency</th>
<th>Comprehension</th>
<th>Score</th>
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<tbody>
<tr>
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<tr>
<td>5.</td>
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<tr>
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</tr>
<tr>
<td>Total</td>
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Mengetahui,

Guru Mata Pelajaran                          Kepala Madrasah
Mustaidah, S.Pd.I                             Mustikowati, S.Pd.I
NIP. 0701200402016                           NIY. 111119950103

Peneliti

Dwi Agus Setyowati
NIM. 11314050
Rencana Pelaksanaan Pembelajaran
(RPP)

Nama Sekolah : MTs Al-Manar Bener
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / Ganjil
Materi Pokok : Songs Game
Alokasi Waktu : 2 JP (2 x 40 menit)
Skill : Speaking

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1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun responsif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
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4. Mengolah, menalar dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.
C. Tujuan Pembelajaran
Setelah selesai dengan pembelajaran peserta didik dapat:
   1. Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs.
   2. Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.

D. Materi Pembelajaran
   *Fungsi sosial*
   Mengembangkan nilai-nilai kehidupan dan karakter yang positif.
   *Unsur kebahasaan*
   Kosa kata dan tata bahasa dalam lirik lagu.
   Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Metode Pembelajaran
   e. Communicative Language Teaching (CLT)
   f. Practice

F. Media dan Alat Pembelajaran
   Media : Songs
   Alat : Printed out, white board, spidol.

G. Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
| Pendahuluan| 1. Guru membuka pelajaran dengan mengucap salam perkenalan dan berdoa.  
2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.  
3. Guru mengaitkan materi pembelajaran dengan pengalaman peserta didik atau pembelajaran sebelumnya.  
4. Guru mendemonstrasikan sesuai yang terkait dengan tema.  
5. Guru menyampaikan kemampuan yang akan dicapai peserta didik. | 10 menit       |
<table>
<thead>
<tr>
<th><strong>Inti</strong></th>
<th><strong>Menyimak</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peserta didik menyimak materi yang sudah di sediakan.</td>
<td>104</td>
</tr>
<tr>
<td>2. Guru memberikan penjelasan tentang <em>songs game</em> pada peserta didik secara interaktif dan bersama peserta didik untuk mengamatinya secara jelas.</td>
<td>60 menit</td>
</tr>
</tbody>
</table>

**Menanya (questioning)**

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang *songs game* dalam bahasa Inggris.

**Mengeksplorasi**

- Peserta didik mendengarkan dan menyimak contoh *songs game* dalam bahasa Inggris dari Guru. Siswa mengikuti dan menirukan contoh-contoh interaksi dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.
- Peserta didik meyimak kembali contoh *songs game* dari guru yang sudah dicontohkan oleh guru.

**Mengkomunikasikan**

- Guru meminta peserta didik untuk membentuk kelompok diskusi, setiap kelompok beranggota 4 peserta didik.
- Guru memberikan sebuah print out berupa lagu yang telah disiapkan.
- Guru menjelaskan tentang tugas tersebut kepada peserta didik.
- Peserta didik menyimak lagu masing-masing dan di diskusikan dengan kelompok mereka.
- Peserta didik sesuai dengan kelompok mereka dipanggil guru untuk maju ke depan kelas untuk mempresentasikan hasil dari diskusi mereka sesuai dengan pengetahuan dan kemampuan mereka.
- Guru menilai speaking skills peserta didik.
Penutup

1. Guru memberikan tentang kesimpulan serta review materi yang telah disampaikan.
2. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Salam penutup.

10 menit

H. Penilaian
Teknik penilaian
a. Tes lisan

1. Pronounciation
Pronounciation is the way in which a word or a language spoken.

2. Grammar
Grammar is the set of structural rules governing the composition of clauses, phrases and words in any given natural language.

3. Vocabulary
Vocabulary of set of familiar words within a person’s language. A vocabulary, ususaly developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge.

4. Fluency
Fluency is the property of a person or of a system that delivers information quickly and with expertise.

5. Comprehension
Comprehension is the ability to understand something.

<table>
<thead>
<tr>
<th>Table Criteria of Assessment Speaking Skills</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Rendah (0-5)</th>
<th>Cukup (6-10)</th>
<th>Baik (11-15)</th>
<th>Sangat Baik (16-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronounciation</td>
<td>Siswa membuat sedikit atau tidak ada usaha untuk mengucapkan dan mengartikulasikan dalam bahasa target.</td>
<td>Siswa memiliki kesalahan dalam pengucapan, beberapa upaya dalam artikulasi dalam bahasa target.</td>
<td>Siswa membuat kesalahan sangat kecil dalam pengucapan bahasa target.</td>
<td>Siswa tidak ada kesalahan dalam pelafalan, artikulasi besar dalam bahasa target dengan ekspresi.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Siswa menunjukkan pemahaman yang</td>
<td>Siswa menunjukkan pemahaman dasar</td>
<td>Siswa menunjukkan</td>
<td>Siswa menunjukkan</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Mendemosntrasikan pemahaman yang tidak memadai tentang definisi kosakata dan aplikasi suara dalam kalimat.</td>
<td>Mendemonstraikan pemahaman dasar tentang definisi kosakata, tetapi gagal untuk menghubungkan dan mengeja dengan benar dalam kalimat suara.</td>
<td>Mendemonstrasikan pemahaman yang baik tentang definisi kosakata, tetapi gagal untuk menghubungkan dan mengeja dengan benar dalam kalimat suara.</td>
<td>Mendemonstarikan pemahaman yang sangat baik tentang definisi kosakata dan ejaan, sambil mengelola untuk menghasilkan kalimat suara.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Siswa tidak dapat berkomunikasi atau menjelaskan secara lisan dalam bahasa target.</td>
<td>Siswa berkomunikasi atau menjelaskan dengan banyak jeda.</td>
<td>Siswa dapat berkomunikasi atau menjelaskan secara lisan dalam bahasa target.</td>
<td>Siswa dapat dengan mudah dan percaya diri berkomunikasi atau menjelaskan secara lisan dalam bahasa target.</td>
</tr>
</tbody>
</table>

**Students Score**
<table>
<thead>
<tr>
<th>Criterions</th>
<th>Points</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Grammar</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Fluency</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Comprehension</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

b. Lembar pengamatan

**Teachers’ Observation**

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher conduct the classroom well</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>The teacher use the time effectively</td>
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<td></td>
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<td></td>
<td>The teacher give evaluation after the lesson plan</td>
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<td></td>
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<td></td>
<td>The teacher ask the student’s difficulties</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher applied the CLT method “Songs Game” to improve speaking skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students’ Observation**

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The students feel enthusiastic when the teacher apply the CLT method “Songs Game”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students give attention to teacher’s explanation</td>
<td></td>
<td></td>
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<td></td>
<td>The students active during the teacher’s explanation</td>
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<tr>
<td></td>
<td>The students understand the teacher’s explanation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students do the</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rubrik Penilaian Individu

<table>
<thead>
<tr>
<th>Name</th>
<th>Aspects of the assessment</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Materials

The Definition of Speaking

Mastering the area of speaking is single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

The Definition of Song

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.

Songs are performed live and recorded on audio or video. Songs also appear in plays, musical theatre, stage shows, of any form, and within operas. A song be for a solo singer, a lead singer, supported by background singers, a duet, trio or large ensemble in harmony.

The Definition of Game

Game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that acquire them
to use what they have been drilled on. Games are not only suitable for children but also for adult.

Bener, 27 Agustus 2018

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Peneliti
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