The Effect of Using English Song Media toward Students' Speaking Skills

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ABSTRACT

This study aimed to analyze the impact of using pop song media toward students' speaking skills. The method used was a quasi-experiment. This study was conducted in the tenth grade at SMAN 2 Situbondo. The sample was selected using the Slovin formula, which consisted of at least 44 students, so the researchers took 72 students divided into two classes: 36 students for the experimental class and 36 students for the control class. The experimental class was taught using pop song media, and controlled classes were taught by listening to the teacher's explanation of textbook material and doing assignments. The research instruments used the pre-test and post-test. The results of the research shown the difference between the two class in the post-test mean score where the experimental classes taught using pop song media scored higher than the control class taught using conventional media. The findings of this study lead to the conclusion that using pop song media is more effective on students speaking skills in the tenth grade at SMAN 2 Situbondo. It's based on the statistical hypothesis p-value, or sig (2-tailed) = 0.000 which was lower than sig α 0.05. It can be concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) is accepted. Thus, it was proven that pop song media was effective on students' speaking skills at tenth grade in SMAN 2 Situbondo compared to students who use conventional media. So that the use of pop song media has a significant effect on students' speaking skills.

1. Introduction

English as an international language used as a communication tool in many countries. Without language, we cannot carry out activities properly. In other words, speaking is very important for life. As well as English which is often used by Indonesian people for tourism, education, and personal affairs? Indonesia has started to promote foreign language learning. In SMA, SMK, and MA are both public and private. This is an attempt at preparation so that the people of Indonesia can face world competition.

Speaking involves five essential components, namely: grammar, vocabulary, understanding, fluency, and pronunciation. Students are expected to pay special attention to these elements. As stated earlier, performance speaking can be illustrated as a process of communicating information to a listener by using a formal language (Arafah & Bahar, 2015, p. 7). It was a necessity for someone as a human in this world. As stated by Nunan, speaking is a productive oral proficiency, involving the structured composition of verbal expressions to convey meaning in a systematic manner (Ridge, 2013, p. 45). Speaking is a way to communicate that influences our daily lives (Guntur, 2015, p. 8). Sometimes we don't realize that we have spoken all the time, it proves that through speaking we can communicate to everyone in our daily activities.

Teaching speaking skills is often thought of as a simple process to teach. People with no special training are often hired to teach conversation at language institutes around the world. While speaking a language different from your native one feels completely natural, it is far from easy (Nunan, 2003, p. 54). When teaching English, teachers need to focus not only on applying techniques correctly, but also on adapting these approaches to the individual needs of students. Based on some various definitions above, the researcherss conclude the definition of speaking is the way to express their feelings, opinions, and ideas to communication between people.

The function of speaking, according to Harmer, can be divided into transactional and interpersonal functions. The transactional function is concerned with communicating information and facilitating the exchange of goods and services, whereas the interpersonal function is concerned with maintaining and sustaining positive interpersonal relationships (Harmer, 2007, p. 343). It all comes down to what people do in their daily lives. As a result of their speaking ability, people are able to communicate with one another with the goal of communication.

A difficulty for students in learning English is the pronunciation of English vocabulary and the difficulty in understanding the meaning of foreign English vocabulary. So, the students' English speaking skills are low and difficulties in pronouncing English sentences properly. In addition, students are too dependent on electronic dictionaries on their *smart phones*. So that when they are asked to do an assignment or test, they cannot do the task or test, unless they use their *smart phone.* From the results of this observation, it is hoped that the teacher as an educator will be able to apply a variety of media so that the difficulties faced by students can be overcome. And the researchers used the song as a medium for learning English speaking skills for tenth grade students of SMAN 2 Situbondo.

Students at SMAN 2 Situbondo also experience the same problem. Through observations made by researchers, several problems have been identified. Some students feel anxious about making mistakes while speaking, they feel nervous when speaking in English, and their level of fluency and confidence tends to be low. They also feel afraid that their classmates will make fun of them if they make mistakes in speaking. In addition, their tendency to frequently use electronic dictionaries on their smart phones means they are highly dependent on these devices. In an effort to improve students' speaking skills in English, the researchers decided to use media that interests them. One of the methods applied are through the use of songs. By making use of songs, students can learn while keeping their minds fresh and improving their mood.

Songs of language learning are an alternative to be able to improve student speaking in the learning process. Songs as a kind of art work that are attempted to be sung either with or without musical accompaniments (Ratnasari, 2007, p. 11). There are very various lyric and text in song. They can be simple song or long song can be in the form or sentences or just a word, even syllable and they usually combine with the music (Faliyanti, 2017, p. 78). They introduce the complete sounds of English as well as to the melody of language naturally and effectively to the students(Al-Kailani, 2007, p. 126).There are also many songs about famous cities that can be used to learn about panoramas, atmosphere, or sounds (Griffee, 1992, p. 5). Sometimes, students don't understand the meaning of the song. However, they can still accept the song by feeling that what they are listening to is very familiar because it is repeatedly played (Andreanto, 2021, p. 24).

There are key elements that determine the music of popular songs. This genre of songs originated in United States on the mid-1950 and soon spread throughout the world to the current time with more updates in the machines and sections of music and quickly spread from the field of entertainment to the field of teaching languages, including English (Azab, 2023, p. 7). Bourke suggested that an experientially acceptable syllabus for young learners would include songs, rhymes, and chants (Bourke, 2006).

In this case, pop song are chosen as media to improve speaking skill since speaking can be effectively presented or practiced through this song. Pop songs are one of genre music that have been famous well known and majority Indonesian like pop songs than other genre. By doing so, students feel relax and open to the learning process. They are able to get the learning point easily. Using pop song media in learning English can be a medium that helps students achieve the ultimate goal in the learning process. Exercises to pronounce English sentences using songs can familiarize students with using words or expressions in a foreign language. In addition, with a fun learning process with songs, the class looks more fun, it can be assumed that students are able to understand and absorb information and explanations from the teacher, so the learning process can be achieved properly.

Teaching speaking use of pop song media can be utilized by the teacher, namely in the process of learning English it becomes more varied, so the learning atmosphere teaching is not boring. Pop songs media has benefits in the process learning, because besides

being able to attract the attention of students; pop songs can also stimulate brain development.

While following the rhythm of pop songs, students are given the opportunity to join in singing the song lyrics. Therefore, the researchers seek to conduct an analysis of pop songs as a means to improve students' speaking skills. When students are accustomed to listening to pop songs, it will be easier for them to identify the way the singer says the words and also the message the singer wants to convey. In other words, students have the ability to understand the hidden meaning in song lyrics. Therefore, researcherss use songs as a tool to assess the influence of pop song media in an effort to improve students' speaking skills.

Facing the problems above, the researchers chose to conduct an action study to overcome challenges in learning English, especially in developing speaking skills. This study aims to apply English songs as a tool to advance students' speaking skills, with the genre of music taken is Pop songs. For this reason, the researchers' wish to carry out a study on improving students' oral communication skills through the use of songs as a medium.

2. Methods

The researches used a quasi-experimental study using a quantitative research (Arikunto, 2019). The quasi-experimental method is one of the experimental methods that has a practical agreement between the truth experiment and human compassion towards what one wants to study (Syamsuddin & Damaianti, 2006, p. 162).This study conducted at SMAN 2 SITUBONDO. The researchers were consisted of two classes. The first group X9 was the control group where conventional approach was implemented by this group. The second X10 was the experimental group, this group used pop song to use the teaching-learning method. To calculate the findings of the speaking score of the learners, the participants were assumed to be pre-test and post-test (Sukardi, 2021, p. 181).

Sample was a portion of population (Ary et al., 2018, p. 316). It means that sample was a part of population that would be observed. This study using the Slovin method (Arikunto, 2010b, p. 108). A sample that is too small can cause the study to not be able to describe the condition of the actual population. Conversely, a sample that is too large can result in a waste of research costs. One of the methods used to determine the number of samples is to use the Slovin formula. The Validity is a measure to show the level of validity of an instrument (Sugiyono, 2013, p. 67). Instrument validity also means that the measuring instrument used to obtain the data is valid (Arikunto, 2010). It can be counted by SPSS 26.

Table 1
The results of the validity test of the variable X Pop Song Media

Item-Total Statistics			
Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

Q1	26,22	5,492	-,083	,436
Q2	26,39	5,044	,065	,400
Q3	26,36	4,809	,132	,377
Q4	26,92	3,907	,486	,215
Q5	26,94	3,883	,467	,218
Q6	27,22	4,463	,195	,349
Q7	26,75	4,593	,330	,311
Q8	26,64	5,094	,007	,428
Q9	28,39	5,959	-,275	,522
Q10	27,92	4,421	,262	,321

From Picture Table I, it can be seen that the R table with a total of 36 respondents are 0.3291. Then, if R-count is greater than R - table then this question is declared valid. In the question of variable X, namely Pop song media, there are 3 valid questions and 7 invalid questions. For questions that are valid, namely questions number 4, 5, and 7. While question numbers 1, 2, 3, 6, 8, 9, and 10 are declared invalid.

Tabel 2
The results of the validity test of the Speaking Skill

	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q11	24,28	3,121	,235	,048
Q12	24,03	3,456	,192	,099
Q13	24,11	3,473	,337	,046
Q14	23,69	3,475	,327	,049
Q15	23,61	4,187	-,081	,261
Q16	23,81	4,561	-,214	,298
Q17	23,42	4,250	-,107	,275
Q18	25,22	4,349	-,163	,319
Q19	24,44	3,911	,061	,184
Q20	25,14	3,609	,196	,109

From Table 2, it can be seen that the R table with a total of 36 respondents are 0.3291. Then, if R count is greater than R table then this question is declared valid. In the question of variable Y, namely student speaking skill, there are 2 valid questions and 8 invalid questions. For questions that are valid, namely questions number 13 and 14. While question numbers 11,12,15,16,17,18,19, and 20 are declared invalid.

Reliability was essential aspect of any suitable test for it be valid at all, an exam should reliable as a counting device. To calculate the reability of the question, this study uses the Cronbach alpha value or a test 0, 6(Best & Khan, 1995, p. 108), calculating the value of Cronbach's alpha using the SPSS application. If r-count is greater than r-table is valid. It can be counted by the Cronbach Alpha (α) formula(Sundayana, 2018).

The results of the reliability test for variable X, namely pop song media, state that if the Cronbach's Alpha value is greater than 0.06, then this item is declared reliable. In

Picture 3.3 it can be seen that the Cronbach's Alpha value is 0,394 which means it is greater than 0.06. So that this question is declared reliable.

The results of the reliability test for variable Y, namely students speaking skill, state that if the Cronbach's Alpha value is greater than 0.06, this item is declared reliable. In picture 3.4 it can be seen that the Cronbach' Alpha value is 0,197 which means it is greater than 0.06. So that this question is declared reliable.

Some qquestionnaires were consisted of questions that should be answered by participants related to their action and opinion (Tran, 2019).Questionnaire would be used to measure students' speaking skill. The questionnaire consisted of 20 items of close-ended statement which had to be chosen based on the students' experience. Scale contains degree of agreement which was set to gained the expressions of opinion, interest, or value, problems to react to, or statement to agree or disagree by the Likert scale (Cohen et al., 2007, p. 657).

The pre-test is a test given to students at the beginning of the meeting. The first meeting is for the pre-test and subsequent discussions are for treatment. This test was administered to both the experimental and control classes before treatment was applied to the experimental class using speaking assessment. This pre-test aims to determine the students' level of speaking skills.

The third step was a post-test for both classes at the end the treatment. Furthermore, this test was distributed to students after the experimental class received all the pop songs media treatments. This test aim to analyze their improvement and collect data on students' speaking skill achievement after receiving treatment

Test is used by the researchers in collecting all the data. The data from the test is gained to find out the result of students' speaking skill by using pop song media which applied in the class. There some types of acquirement that must be counted; normality, linearity, homogeneity (Arikunto, 2010), and T-tes used SPSS 26 application of the test. For the significance level $\alpha = 0.05$ (Winarsunu, 2017).

3. Result

The In this study, the researchers describes the outcome of the test administered to tenth-grade students at SMAN 2 Situbondo. The result was presented to determine if using pop songs media affected students' speaking skill. The researchers collected data from classes: experiment and control class. For the classes of experiment taught speaking skill using pop song media. In contrast, the researchers did not utilize the game at control. The data was collected from the pre-test and post-test administered to both classes. The class of experiment depicted in table 1, while the data for the controlled class are shown in table 2.

3.1. The Result of Experimental Class using Pop Song Media and Speaking Skill

After conducting several tests in the form of an experimental class with a total of 36 respidents using a test in the form of speaking, the following results were obtained:

Table 3
The Students' Score Experimental Class (Using Pop Song Media)

Students'	Pre	Post	Gained Score	Students'	Pre-	Post-	Gained
E1	74	82	8	E19	60	88	28
E2	60	85	25	E20	67	86	19
E3	70	76	6	E21	72	92	20
E4	64	73	9	E22	66	90	24
E5	62	89	27	E23	78	87	9
E6	70	85	15	E24	72	93	21
E7	73	80	7	E25	70	86	16
E8	75	83	8	E26	72	80	8
E9	62	77	15	E27	64	84	20
E10	71	80	9	E28	64	92	28
E11	75	85	10	E29	56	72	16
E12	66	87	21	E30	56	96	40
E13	61	78	17	E31	52	80	28
E14	65	80	15	E32	80	88	8
E15	74	81	7	E33	82	88	6
E16	76	89	13	E34	75	82	7
E17	70	86	16	E35	80	84	4
E18	72	79	7	E36	76	80	4
Total Score					2482	3023	541
Average					68,94	83,97	15,03

The experimental class's pre-test and post-test results showed that, with an average of 68,94, its lowest pre-test score was 52 and the highest score was 82. Further, the average score on the post-test was 83,97, despite the lowest score being 72 and the best being 96. The teacher's average score after finishing the pre- and post-test was 15,03. Compared to the pre-test students who did not receive therapy, the post-test students who received treatment through pop song media had an average that was more significant.

3.2. The Result of Control Class Using Conventional Media

After conducting several tests in the form of a control class with a total of 36 respondents using a test in the form of speaking, the following results were obtained:

Table 4
The Students' Score Controlled Class Conventional Media

Students'	Pre	Post	Gained Score	Students'	Pre-	Post-	Gained
C1	70	75	5	C19	78	84	6
C2	67	70	3	C20	70	80	10
C3	80	84	4	C21	67	75	8
C4	66	70	4	C22	79	80	1
C5	76	78	2	C23	66	74	8
C6	79	81	2	C24	72	75	3
C7	62	67	5	C25	68	79	11
C8	69	75	6	C26	68	72	4
C9	88	91	3	C27	70	72	2
C10	75	76	1	C28	64	68	4
C11	65	72	7	C29	71	75	4
C12	68	77	9	C30	68	72	4

C13	81	84	3	C31	44	52	8
C14	71	76	5	C32	60	72	12
C15	72	77	5	C33	65	67	2
C16	84	88	4	C34	75	80	5
C17	61	69	8	C35	80	82	2
C18	82	86	4	C36	66	72	6
Total Score					2547	2727	180
Average					70,75	75,75	5

The pre-test, post-test, and acquired score results for the 36-student controlled class are displayed in Table 4. The pre-test mean score is 70,75. On the pre-test, 88 is the highest score and 44 is the lowest. In the meantime, the control class's mean post-test score was 75,75. On the post-test, 91 is the highest result and 67 is the lowest. It may be inferred from the controlled class score that the student's post-test score increased by five points over their pre-test score.

The researchers presents the results of the data in the diagram below to show the differences clearly:
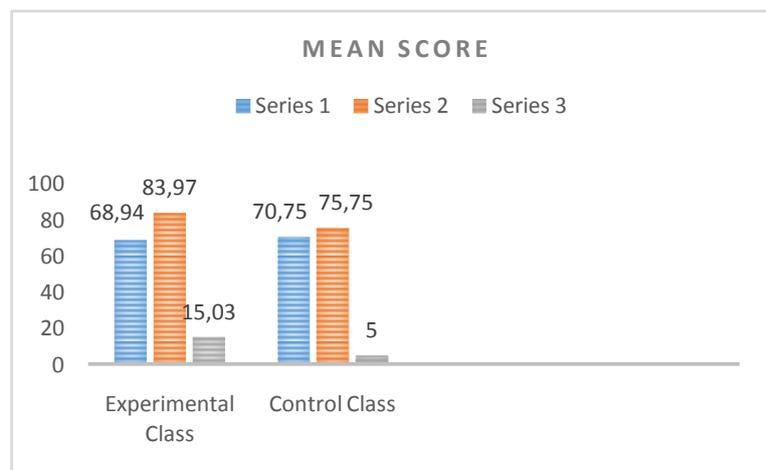
Picture 1. Mean Score of Experiment and Control Group

According to this chart, students' result in the experimental class are higher than those in the controlled class, with the mean post-test score in the experimental class being 83,97and the controlled class being 75,75. It suggests that the pop song media has an effect on a student's speaking skill.

In this section, the researchers analyze the data collected from the pre-test and post-test of the experimental and controlled classes. The researchers conducted a normality and homogeneity test prior to data analysis. The analyses were utilized to determine whether or not the data from both classes were normally distributed and whether or not the data from both classes were normally distributed and whether or not the samples were homogeneous. The data were analyzed using a t-test, and the result was presented in statistical form. Moreover, IBM SPSS 26 was used to analyze and calculate the data.

3.3. The Result of Pre-test and Post-test of Experimental Class and Controlled Class

SPSS 26 was used to analyze the Pre-test and Post-test results of the experimental class and the control class. The Pre-test and Post-test results for the experimental class in this study are summarized in the table below.

Table 5
Descriptive Statistics

	N	Sum	Mean	Std. Deviation
Pre test Experiment	36	2482	68,94	7,313
Post test Experiment	36	3023	83,97	5,537
Pre test Control	36	2547	70,75	8,241
Post test Control	36	2727	75,75	7,193
Valid N (listwise)	36			

According to Table 4.3, the pre-test result of the experiment class before treatment was 36 students in the first line. The class's lowest pre-test score is 52, and its best score is 82. The average is 68, 94. Furthermore, the standard Deviation is 7,313. However, following treatment, the experiment class's lowest and most excellent scores climbed to 72 and 96, respectively. The mean score is then 83, 97 with a standard deviation of 5,537.

Meanwhile, the students in a controlled class are also composed of 36 students. The class's lowest pre-test score is 44, its highest score is 88, its mean score is 70, 75 and its standard deviation is 8,241. The lowest score on the post test is 67 and 91 for the highest score. Its mean score is 75, 75 with a standard deviation of 7,193. According to the table, there is a significant score after students received the treatment in the experimental class, whereas students' scores in the controlled category improved marginally.

A normality test was performed to determine whether a sample or group of data conformed to a normal distribution. It wished to determine whether or not data from two groups followed a normal distribution. The researchers used the Kolmogorov-Smirnov and Shapiro-Wilk tests to examine the normality of the data. The information was analyzed with SPSS version 26. Below is summary of the normality test's result.

Table 5
The Normality Result of Pre-test and Post-test in Experiment Class and Control Class

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experiment	,141	36	,069	,973	36	,520
Post-test Experiment	,097	36	,200*	,987	36	,942
Pre-test Control	,106	36	,200*	,947	36	,087
Post-test Control	,107	36	,200*	,951	36	,113

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the data presented in Table 4.4, the normality significance of pre-test in the experimental class is 0.069; thus, the normality significance of the pre-test in the controlled class is 0.200. The significance is greater than α = 0.05, indicating that the data in both classes are normally distributed (0.069>0.05 and 0.200>0.05).

Additionally, the post-test result for the experimental class indicates that the significance of normality for the experimental class and the controlled class is 0.200 and 0.200, respectively. Since both classes have significance greater than α = 0.05 (0.200>0.05 and 0.200>0.05), the result disclose that the data are also normality distributed.

After conducting the normality test, the researchers conducted the homogeneity test to determine whether or not each class's sample was of the same variant. The researchers used Levene Statistic in SPSS 26 version to collect these data. The following are descriptions of homogeneity test:

3.4. The homogeneity result of Pre-test in Experimental and Controlled

Table 6

The Homogeneity Result Test of Pre-test in Experimental and Controlled Class
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pre test Score	Based on Mean	,008	1	70	,927
	Based on Median	,028	1	70	,869
	Based on Median and with adjusted df	,028	1	66,421	,869
	Based on trimmed mean	,020	1	70	,889

Table 6 indicates that the significance of the pre-test scores for both experimental and controlled classes is 0,927. Because the significant value is greater than = 0,05 (0,927> 0.05), this demonstrates that the data in both classes are homogeneous.

3.5. The homogeneity result of post-test in Experimental and Controlled

Table 7

Homogeneity test of Post-test in Experimental and Controlled Class

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Post test Score	Based on Mean	,727	1	70	,397
	Based on Median	,634	1	70	,428
	Based on Median and with adjusted df	,634	1	60,515	,429
	Based on trimmed mean	,751	1	70	,389

In addition, based on Table 7, the post-test scores for both classes are significantly greater than = 0.05, with a value of 0,397 (0.397 > 0.05). Consequently, it can be concluded that the pre-test results are also homogeneous.

After conducting the normality and homogeneity test, the researchers conducted the independent sample t-test to determine whether there is a difference in the mean of two

unpaired samples. The t-test has the requirements for a parametric statistical test, that is, it has been tested for normality and homogeneity. The basis for making the decision is that if the value of sig.(2-tailed) < 0.05, then there is a significant difference between the learning outcomes of the experimental class and the control class. Vice versa if the sig.(2-tailed) value is > 0.05, then there is no significant difference between the learning outcomes of the experimental class and the control class. The researchers used Levene Statistic in SPSS 26 version to collect these data. The following are descriptions of independent t-test:

3.6. The t-test Result of Experiment Class

Table 8
Experimental Class Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Experiment Class	Equal variances assumed	3,538	,064	-9,830	70	,000	-15,02778	1,52879	-18,07685	-11,97871
	Equal variances not assumed			-9,830	65,201	,000	-15,02778	1,52879	-18,08080	-11,97476

Based on Table 8 shows the value of Sig. (2-tailed) of 0.000 <0.005, it can be concluded that there is a difference in the average student learning outcomes for the pre-test experimental class and the experimental class post-test using pop song media.

3.7. The t-test Result of Control Class

Table 9
Controlled Class Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Control Class pre	Equal variances assumed	,533	,468	-2,743	70	,008	-5,00000	1,82302	-8,63590	-1,36410

Equal variances not assumed	-2,743	68,744	,008	-5,00000	1,82302	-8,63707	-1,36293

Based on Table 9 shows the value of Sig. (2-tailed) of 0.008 >0.005, it can be concluded that there is no difference in the average student learning outcomes for the pre-test control class and the control class post-test using conventional media.

The researchers calculated the hypothesis test after conducting the normality, homogeneity tests, and independent t-test. The test was used to determine whether or not the post-test sample data from the experimental and control group revealed a significant difference. This examination was conducted using version 26 of SPSS. The formulation utilized the pre test and post tests score of experimental class to measure the data. Following this, 0.05 is determined to be the significance level, or alpha (α). The outcome is shown in the table below:

Table 10
The Post-test Experiment Class Result of Independent Sample Test
One-Sample Test

					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Post-test Experiment	9,723	35	,000	8,972	7,10	10,85

Test Value = 75

Table 10 revealed that the p-value (2-tailed) for the independent sample test of the post-test was 0.000. The formula dictates that Sig (2-tailed) must be less than 0.05. It indicates that the score (0.000) is below the significance threshold of 0.05. Due to the fact that the p-value (0.000) is less than sig = 0.05 (5%), the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, there is a significant different between the experimental and control groups on the post-test. In conclusion, the pop song media has a significant impact on students' speaking skill.

4. Discussion

The result of the data analysis shows that pop songs have an effect on the speaking skills of class X students of SMAN 2 Situbondo. Post-test results were higher than pre-test results after being taught using pop songs. This is also evidenced by the results of the hypothesis test calculations.

The findings from the results that learning media use pop songs include: The pre-test result of the experiment class is 52 as the lowest score and 82 as the biggest score with the average is 68, 94 and 7,313 is the standard deviation. The post-test result of the experiment class is 72 as the lowest score and 96 as the biggest score with the average is 83, 97 and 5,537 is the standard deviation. The normality result in pre-test score is 0,069 and the significance is greater than α = 0, 05. So, the normally distributed is 0,069 > 0,05. Then, the normality result in post-test is 0,200. So the normality distributed is 0,200 > 0,05. The significance of pre-test scores both experimental and controlled classes are

0,927. And the data are homogeneous because 0,927 > 0, 05. Then, the post-test score both experimental and controlled classes are 0,397. And the data are also homogeneous because 0,397 > 0, 05.

The value of sig. (2-tailed) of 0,000 < 0,005, it means there is a difference in the average student learning outcomes between pre-test experimental class and the experimental class post-test using pop song media. The value 0,000 is less than sig = 0,05. So, the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, there is a significant different between the experimental and control class on the post-test.

There was a significant difference in speaking achievement between students who were taught using pop songs and those who were not. Since they have been given treatment, they can improve their speaking skills. And the significant difference between class scores indicates that the pop song media has a measurable effect on students' speaking skills.

This is an encouraging result, showing that pop songs have the potential to be an effective educational tool to improve students' speaking skills. Besides that after seeing the progress shown by the students after getting the pop song treatment, they were more enthusiastic and enthusiastic in participating in learning. This shows that the use of pop song media in students' speaking skills is successful.

This is in line with the findings of Veronica Christamia (2014) that songs and dolls in English can improve students' speaking skills. This can be seen from the increase in students' speaking skills at each meeting for two cycles. The researchers made some fun activities using English songs and dolls for the students. During the teaching and learning process, he often uses English songs to motivate them to learn to speak.

This finding is the same as Sri Nurvia (2017) who applies the benefits of using songs: songs can be a medium for introducing new languages, songs can improve students' pronunciation, songs can make a good contribution in increasing students' motivation in speaking, and songs can strengthen memory. Students Most students can remember something by listening to something. This can be useful if the teacher uses songs as a learning medium.

In addition, listening to songs encourages students to participate in activities because they feel the class atmosphere is more fun and enjoyable. Songs are very profitable and very effective to implement. They also provide motivation because usually when they feel bored, they can listen to songs that can increase their enthusiasm for learning.

As pointed out and stated in the discussion above, the finding of significant differences in scores between classes in pop song media on students' speaking skills highlights the potential for success in speaking skills. However, more research is needed to replicate the findings, consider control groups, examine long-term effects, and understand underlying mechanism. Such an investigation will provide much more comprehensive understanding of the effectiveness of pop song media and contribute to the field of songs and speaking skills.

5. Conclusion

The aim of the quasi-experimental design of this research is to collect data about the effect of using pop song media toward students' speaking skills among students of class X SMAN 2 Situbondo, so for academic year 2023/2024. To determine the student baseline proficiency, the researchers used a pre-test; statistically, nothing many differences between students in the experimental and control groups. After receiving the therapy and analyzing the test results, it is clear that using pop song media to improve speaking skills has a great effect. The results showed that the post-test scores of the experimental class students were greater than the post-test scores of control class students. The hypothesis statistic will consider Ha (Alternative Hypothesis) and reject Ho if sig 2 tail are lower than alpha (α) or p (ρ) (Null Hypothesis). The statistical evidence given in the results chapter shows that the two-way significance threshold at that point was p(0.000). At that time, alpha (α) was 0.05, or 0.0000.05. Thus, it clearly shows the rejection of Ho and the adoption of Ha (Alternative Hypothesis) (Null Hypothesis).You could say the pop song media was very successful in improving the speaking skills of tenth grade students at SMAN 2 Situbondo in the 2023/2024 academic year.

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