

IMPROVING STUDENTS SPEAKING ABILITY WITH ENGLISH SONG

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ABSTRAK

Language impacts the daily lives of members of any race, creed, and region of the world. Especially in Indonesia, beside Bahasa Indonesia, most the people using English as a part of their education. The use of songs can facilitate the students in more interesting learning activities because learners can get a different learning experience when it can be implemented by teachers effectively. The songs also can analyze the many issues in the lyrics, such as love, hatred, and revenge, and therefore practice speaking by expressing their thoughts and views on the songs' contents. The research carried out is descriptive qualitative, the data in the research collected was information about children's speaking abilities with English songs. Research data was collected from various sources including informants or sources, namely teachers and students. Based on the processed data that the author has described in the discussion; it can be concluded that using songs to improve English language skills is an effective way because songs are easy to find in students' lives. Apart from that, songs are also easy for students to understand and memorize. Using songs can help students develop their listening and pronunciation skills, which can also increase their vocabulary.

Keywords: *Speaking, English, Song*

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INTRODUCTION

The era of globalization is characterized as changes in development and technological progress in every aspect. Of these characteristics, one of them is the exchange of information across countries through various media. Globalization in our country is a term that is currently very popular considering the access it creates in every aspect of the nation's life. Mastery of English as an international language is one of the important requirements for the younger generation to master so that they are not only able to survive, but are also able to compete with other nations in this era, namely the era of the industrial revolution. One of the foreign languages that has received serious attention from the government and society at large is English. This foreign language is a very significant language and one proof of its specialness is that the government requires English subjects at secondary school level. In fact, in many elementary schools, English is starting to be taught as a compulsory and additional subject.

Language is an important tool for communicating with people. According (Liando, Nitha, and Lumettu, 2017) said that speaking is a crucial part of society just because it helps people communicate. They also said that without language, people would struggle to communicate information, connect with others, show sympathy, and clarify critical situations. Humans use language to communicate in everyday life as social beings, so humans cannot be disconnected from language (Liando, Nitha, and Lumettu, 2017). If there is no language, we will not be able to communicate with others. So, we do not understand each other. That's why language makes people easy to connect with others. In the opinion of (Schlepppegrell & Oteíza, 2023), language is very important for all social activities, and individuals require it to communicate with one another. In social environments, some individuals communicate more than they say, and they use language to express meanings that the language does not provide.

Language impacts the daily lives of members of any race, creed, and region of the world. Especially in Indonesia, beside Bahasa Indonesia, most the people using English as a part of their education. Related to (Schlepppegrell & Oteíza, 2023), the majority of Indonesians study

English as a foreign language in order to communicate in that language, because English is known as the International Language and has been spoken as a second language in many nations argued by (Silaban et al., 2023). Despite the fact that English is seen as a difficult language to learn and use, it continues to attract students. But students in Indonesia can sing the English song as the strategic to improve their skills. (Said & Asdar, 2023) songs may teach learners to make to increase the English skills like listening, speaking, vocabulary, and sentence patterns. In this undergraduate thesis, the researcher will discuss focus on the speaking skill. Improving the speaking skills, students able to communicate the English language, people interact with one another by creating words that are directly or indirectly understood by everyone argued by (Liando et al., 2023).

One of the most crucial skills to learn and improve as a way of effective communication is speaking. As stated by (Kuhlen & Abdel Rahman, 2023) speaking is verbal communication that people use in their social relationships. Individuals can communicate their beliefs, thoughts, and feelings to others via speaking. Speaking is an important aspect of learning and teaching a second language; it is a way of communication and one of the four basic skills that must be learned when studying a foreign language. Plengkham, B., & Wasanasomsithi (2023) learning speaking skills is the most crucial component of learning a second or foreign language, and speaking ability performance is judged by the ability to have a conversation in the language. People cannot communicate what they want to say or how they feel if they are unable to talk and it will be happen.

According (Lina & Randa, 2023) speaking in a second language causes the most anxiety in students, and half of them use speaking skills as a confidence-building experience. Kasbi, S., & Shirvan (2017) also added that a lack of relevant knowledge is another issue related to the speaking skills, which resulted in high levels of speaking anxiety, was influenced by the students' interests in their study. It means, learners should master grammatical and also having enough vocabulary knowledge. And it's challenging furthermore when learners speak in English on the spur of the moment. Wahyuni et al. (2023) also found that the female students were more anxious during oral communication based on FLSA (Foreign Language Speaking Anxiety). The author should investigate the factors that cause this problem in speaking skills by distributing a questionnaire to the respondents.

Not only speaking anxiety and lack of relevant knowledge, on the report of (Öztürk, G., & Gürbüz, 2014) motivation provides the major impulse to begin learning the L2 and later the motivating factor to sustain the long and frequently difficult learning process. Regardless of their ability, skill, or specific learning qualities, language learners who are seriously motivated to learn a foreign language will be able to learn a large amount of it. Classroom learning is also related to improvement. Without motivation, student achievement is impossible to guarantee. Learners also found the female students were also shown to be more motivated to learn English than male students. That's why teachers must prepare the learners to be able to communicate in English and must use suitable learning strategies to educate their students to communicate in English. There are many strategies to improve students' speaking skills. One of the strategies chosen by the research is sing an English song. According to (Rorintulus, O. A., & Wuntu, 2023) students can improve their English-speaking abilities and improve their pronunciation through singing. In the speaking skills, pronunciation is important to communicate with other clearly because pronunciation is the part of speaking skills.

The use of songs can facilitate the students in more interesting learning activities because learners can get a different learning experience when it can be implemented by teachers effectively. The songs also can analyze the many issues in the lyrics, such as love, hatred, and revenge, and therefore practice speaking by expressing their thoughts and views on the songs' contents. Shakhnoza (2023) said that the songs also can be the essential tools to increase the learners' motivation and decrease their anxiety using music and songs could change a mood

or create an atmosphere. If students are in a good mood and have a good motivation, they will enjoy the lesson and Learners can learn as well. However, Rorintulus, O. A., & Wuntu (2023) indicates that the teachers should be careful when choosing a song that teacher use in teaching.

English is an international language that is very important to learn. In the world of education, in the 90s English began to be studied in junior high school. However, in the 2000s English was studied in elementary school and some even started in kindergarten. Even so, English is still difficult to learn. Why is English so difficult to master? There are several factors that influence the difficulty of learning English, namely that English is not our language, so it is rarely used in everyday conversations. Inadequacy of the existing education system. In other words, both teaching staff and those being taught both lack understanding of theories and effective approaches to apply in learning English. Internal factors, namely the lack of seriousness of students in learning English itself.

There are three theories in learning foreign languages (Ramdhany & Sabariyanto, 2023) namely Behaviorism Theory. According to Skinner and Parlov, language learning is a process of forming habits through activities: stimulus response reinforcement. This theory is what underlies the emergence of the audiolingual approach which was popular in the 50s and 60s, namely a method of learning English that emphasizes drill or repetition practice. For example, by the way the teacher says sentences, and students repeat what the teacher said several times. In other words, this method is memorizing English sentence or conversation patterns by saying them over and over again. The weakness of this method is the students' inability to create new sentences other than those already memorized. And in reality, very few people can maintain their memorization for quite a long time.

Cognitive Theory, according to Chomsky, in learning language, humans are created with cognitive abilities, namely processing the input received and creating an unlimited number of new sentences. This theory underlies the emergence of a new approach in learning English, namely emphasizing grammar. The weakness of this grammar approach method is that a person has difficulty using spoken English fluently, because spoken language requires a quick response. Apart from that, there are many sentences that are grammatically correct, but are not commonly used in conversational (spoken) language.

Acquisition Theory (Natural Language Absorption), according to Krashen, the language learning process consists of two ways, namely acquisition and learning. Acquisition is the process of learning a language naturally from direct experience in communicating in that language. Meanwhile, learning is the process of learning a language through understanding language elements which are then used to communicate. The weakness of this method is that it is only suitable for small children and is difficult for adults. This acquisition requires a long time, which adults generally do not have. Imagine if to learn English we had to live in a country that uses English, of course it would take a long time and cost a lot of money.

Speaking Characteristics

Learning is basically individual because each student has their own character. Students who tend to be closed may find it difficult to express something orally, while students who tend to be open may find it easier to express something through oral media (speaking), for example being an event host, discussion guide, presenter, lecturer, will be different in absorbing speaking learning compared to students which has never been seen in this activity is in line, namely that lessons must be individualized because each individual learns in his own way. Therefore, teachers need to know the characteristics of students so that they can be developed according to their potential. Speaking English for Indonesians is not an easy thing. This is because when speaking English, not only do you have to think about grammatical correctness, but the speaker also has to think about the social function of the sentences spoken, in speaking we have to do the above spontaneously. The difficulty in speaking English for

people who are not native speakers was also noted by Celce and MC Intosh that "In addition, there are continuing reminders that fluency in speaking is probably the most difficult of all second language skills to develop".

Speaking is found in Webster's Third New International Dictionary: "Speaking is the act of expressing ideas in the words, conversation, discussion", while in the Chambers Dictionary, the definition of speaking is "Speaking is face to face communication". While Arthur Hughes defines "Speaking is the ability to interact successfully in that language". Based on several definitions, it can be concluded that speaking is the activity of using words to express feelings, ideas and opinions. Basically, speaking has three purposes, namely (1) informing something, (2) entertaining, and (3) attracting sympathy. To develop speaking skills in learning English, intensive learning is needed, such as giving simple tasks such as greeting, apologizing, giving information, offering something, receiving and refusing requests, suggestions and so on which must be continuously practiced in students' real lives (in conversations). daily) through group or pair work.

More specifically, in the context of teaching, teaching speaking skills, as stated by (Nunan, 2001) is teaching English-speaking students to be able to (1) produce sound patterns and sounds of English speech, (2) use sentence and word stress, patterns intonation and rhythm of the English language, (3) choosing words and sentences that suit the social situation, audience and the essence of the problem, (4) organizing thought patterns meaningfully and logically, (5) using language as a tool to express values and express opinions, and (6) use language quickly and confidently without much pause. When learning to speak English in class, the success of speaking activities is characterized by (1) the number of students speaking, in the sense that most of the time allocated for speaking activities is intended for students, (2) the even distribution of student participation, in the sense that all students get the opportunity to speak and contribute to achieving the goal of the activity, (3) high student motivation which is indicated by their interest in the topic of the activity and having something new to say, and (4) the acceptability of the direction of the language used, in the sense that one student and another use the same speech. Currently, some English teachers agree that students learn to speak English by interacting. Interactive and collaborative language teaching is the best technique to achieve this goal. Interactive and collaborative language teaching is the best method to achieve this goal. Interactive language teaching to achieve this goal. Interactive language teaching is based on real situations that require communication. With this method in English class, students can have the opportunity to communicate with each other.

The opportunity for students to speak really needs the support of an English teacher who creates a classroom environment where real communication can be achieved, authentic activities and meaningful assignments can increase the use of spoken language. This can happen when students collaborate in groups to achieve goals or complete assignments. Students who know their speaking characteristics can develop speaking learning strategies according to their potential.

English in Indonesia

If in several ASEAN countries, Malaysia and Brunei Darussalam and the Philippines, English is positioned as a second language, in Indonesia, English is positioned as a foreign language. In countries where English is a second language, English has an important role in education, business and government. English is also the language of instruction in teaching certain subjects. This difference in position certainly has an influence on the foreign language learning experienced by students, for example the availability of input or exposure to English outside the English class. The role of exposure, especially for children who are learning a foreign language, is very important. Ideally, children can have access to English both in

spoken and written form. Also, children's intensity in using language regularly is believed to increase the speed of their English learning.

The Positive Side of Using Songs

Songs are an excellent 'tool' to help students' English learning process, more specifically songs are believed to be able to motivate students during English learning. It can also be said that songs are an important part of learning English because songs make students more sensitive to sounds, and learning a language is nothing more than learning various types of meaningful sounds. Songs can also make class more interesting and livelier. When children like the songs taught by the teacher, they will happily and enthusiastically do them. And that's when they indirectly learned something.

According to (Brewster, 2002) there are many advantages to using songs as a learning resource. First, songs are linguistic resources. In this case, songs become a medium for introducing new languages, as well as a medium for strengthening grammar and vocabulary. Songs also present language that students are already familiar with in a new and fun form. Songs also allow for repetition of language in a natural and fun way. Songs can be used to develop all language skills in an integrative manner, including improving students' pronunciation skills.

Second, songs are an affective/psychological resource. Apart from being fun, songs are also able to motivate students as well as foster a positive attitude towards English. Songs are not scary or threatening for students. Even songs can help increase students' self-confidence. As proof that they have mastered something in English, students can proudly sing English songs in front of their parents.

Third, songs are a cognitive resource. Songs help improve memory, concentration and coordination. Students become more sensitive to rhyming signs as a tool to interpret meaning. The four songs can be cultural resources and social resources. Brewster, et al. (2002) also revealed that songs provide extraordinary benefits for learning pronunciation.

Several important features of pronunciation such as stress and rhythm as well as intonation can be trained naturally through songs.

Using Songs to Teach English

In order to use songs for English PBM effectively, there are several things that must be considered, including; (1) the level of student ability, (2) the type of song, some songs are not suitable for use as learning media, for example the pronunciation is not good or even wrong, (3) the level of difficulty (language complexity) contained in the song. We can use various types of songs according to our needs in class. Songs can be categorized into activity songs, animal songs, counting songs, food songs, learning songs, lullaby, patriotic songs, parodies, sports songs, traditional songs, and so on. Please note that not all English songs can be used as learning resources. Songs whose music is too dominant, for example, or songs which contain too much metaphorical language or slang language, are not good for children. Choose songs that are simple and suit your learning needs (curriculum, for example). Also choose songs where the lyrics can be heard clearly, as well as the correct pronunciation. Because students will use songs as models, of course they have to find the best model. If the teacher is going to sing it, it must also be ensured that the teacher will provide a good model for his students.

In learning a language, there are 4 main skills that must be taught and must be mastered by students, namely: listening, speaking, reading and writing. We can use songs to teach students these 4 skills. Songs can be used in various types of learning activities, for example as an atmosphere warmer, to fill the transition between one activity and another, to close an activity, to introduce a new language, to practice language, to improve language, to change the

atmosphere/mood, to attract attention, to channel excess student energy. and so on (Brewster, J., Ellis, G., Girard, 2002). The idea of writing a song in its entirety and then having students sing it by reading the text is not recommended. Before using songs to teach, it would be a good idea for us to pay attention to the following things related to the framework for using songs for language teaching suggested by (Brewster, J., Ellis, G., Girard, 2002) namely:

- a. Create a context; in this case the teacher needs to explain the purpose and background of the information.
- b. Teach vocabulary that is considered important first by using visual aids, actions/movements, real or artificial objects, dolls, and so on.
- c. Listen to a cassette or sing a song so that students can listen, show their understanding and become familiar with the rhythm and tone.
- d. Do follow-up listening activities
- e. Pay attention to pronunciation, for example identifying intonation patterns, stressed words or syllables.
- f. Invite students to listen, repeat and practice singing and learning the song. Encourage them to use body movements, facial expressions and so on.
- g. Give a written note of the song text. In this regard, the teacher does not necessarily have to provide a complete note of the song he is teaching. Teachers can package it into interesting and learning-oriented activities. For example, students are asked to make their own version of a song (changing it according to context), students can listen and complete the part of the song that was omitted first, sequence the songs, arrange the words from 2 different songs, match pictures with writing, and so on.
- h. Invite students to compare it with similar types in their mother tongue, or national language.
- i. Show it together, individually, in groups, in pairs.

Apart from that, learning English with songs as a learning medium can motivate children to enjoy learning English more. With songs, children become happy and find it easier to understand the teaching material presented. The teacher's ability to choose songs and create movements that are appropriate to the child's developmental age will also have an impact on the success of the English language learning process for early childhood. Through songs and various learning activities, educators can foster children's interest in learning more happily and actively, and can even make it easier for children to understand the teaching material presented. Children are made happy, not bored, and interested in participating in the learning process.

Of course, learning English through music and songs has its advantages and disadvantages. The advantage is that apart from making it easier to remember and understanding vocabulary more effectively, singing this song can help develop pronunciation skills with natural intonation, as well as hone our accent so that it resembles that of a native speaker. Apart from that, we can get to know various modern terms and expressions used today, as well as common sayings through songs. In this way, learning English becomes very fun and not boring for us. Unfortunately, language teaching cannot be relied on only from here, because even though there are thousands of good English songs, learning through this media is still quite limited. In terms of grammar, many songs have incorrect grammar, and for accents, there are various kinds of songs with different accents, and the learning process through music and songs is separated from the role of a guide or mentor, which in terms of education, is very important. However, apart from that, learning English through music and songs is always a good choice for those of us who want to find a fun option for learning a foreign language.

Thus, songs are an activity that children really like. In general, singing for children functions more as a play activity than as a learning activity or conveying messages. Singing

can provide satisfaction, joy and happiness for children so that they can learn, master, encourage children to study harder (Joyful Learning). By singing songs, a child will be faster and practice the teaching material presented by the educator. Apart from that, children's abilities in listening, singing and creativity can be trained through this activity.

METHODS

Types of Research

The research carried out is descriptive qualitative, namely research that does not use statistical figures, but rather uses descriptive presentations that attempt to describe symptoms, events and occurrences that are occurring at the present time, where this research looks at events and events that occur as the focus of attention and then described as they are. In general, research methods are defined as scientific ways to obtain data with certain goals and benefits. Qualitative methods attempt to understand and interpret the meaning of an event involving human behavior in a particular situation according to the researcher's own perspective. Research that uses qualitative research aims to understand the object being studied in depth.

A type of research whose findings are not obtained through statistical procedures or other forms of calculation. Trying to understand and interpret the meaning of an event involving human behavior interaction in a particular situation according to the researcher's own perspective. Qualitative methods are based more on phenomenological characteristics which prioritize appreciation. Research that uses qualitative research aims to understand the object being studied in depth.

Data and Data Sources

The data in the research collected was information about children's speaking abilities with English songs. Research data was collected from various sources including informants or sources, namely teachers and students. Documents or archives which include development units, observation guidelines, and child assessment results.

Data Collection Technique

Data collection techniques are the most strategic steps a person takes in conducting research. Without knowing the correct data collection techniques, a researcher will not get the data that has been determined. In this research, the author collected data using the technique:

1. Observation

Observation is an observation technique that allows researchers to see and observe for themselves, then record behavior and events as they actually occur. According to (Menin, 2023) observation is the activity of paying attention accurately, recording phenomena that arise, and considering the relationship between aspects of the phenomenon. Observation aims to obtain data about a problem, so that an understanding can be obtained or as a means of re-checking or proving the information or information previously obtained (Anggraini, 2011).

2. Interview

According to (Portugal, 2023) an interview is an interview where the subject knows that they are being interviewed and also knows what the purpose and objectives of the interview are. This research uses structured interviews, namely the interviewer determines the problem and questions to be asked himself. Before the interview was conducted, the researcher created an interview instrument which was used as a guide that led the question-and-answer process in a direction that had been firmly established. The interview instrument was created with the aim that the interviews conducted were directed and obtained coherent and accurate information.

Data Analysis Technique

Data analysis is a process of organizing and compiling into patterns, categories and basic units so that working hypotheses can be found and formulated as suggested by the data. Data analysis is the process of arranging the sequence of data, organizing it into patterns, categories and basic units of description. It can be concluded that data analysis is the process of arranging the sequence of data and organizing patterns as well as reviewing and interpreting data in a study.

1. Data reduction is selecting the main things that suit our research focus, then looking for themes. Data reduction is one of the data analysis techniques. Data that has been reduced provides a sharper picture of the results of observations and makes it easier for researchers to search for them if necessary. Data reduction can also help in providing codes for certain aspects.
2. Data presentation, data display is presenting data in the form of a guidebook for songs and can be done in the form of descriptions, charts, relationships between categories and the like. Presenting data in these forms will make it easier for researchers to understand what is happening and plan further research work. In this step the researcher tries to compile relevant data so that it becomes information that can be concluded and has a certain meaning.
3. Conclusion is one of the techniques of data analysis. Drawing conclusions or verification is an activity at the end of the research. Researchers must arrive at conclusions and carry out verification, both in terms of meaning and in terms of the truth of the conclusions agreed upon by the subjects of the research site.

RESULTS AND DISCUSSION

Speaking ability is the ability to process language to obtain information and understand the information conveyed. Speaking ability is a child's basic ability to communicate. The ability to speak in early childhood is one of the developments in children that parents need to pay attention to because it will affect the way children interact and socialize in their surrounding environment. The following is an effort to improve speaking skills through English songs. According to Nguyen et al. (2023) the rhythm and credibility of songs can be used for language learning. Rhythm and tone convey excitement. As real material, this song motivates listeners to imitate all or part of the lyric text. Consistent with the opinion above.

According to Putri (2023) concluded that songs can be used in many activities because listeners can capture the speech or utterances and the results can be in the form of communication, and as an educational medium, songs can support increased student activity. Learning activities are more successful if they relate to students' interests, desires and goals. Nowadays, young Indonesians have a great interest in songs. This is proven by the proliferation of music programs and events in the country which are more focused on young people. Based on the explanation above, it can be concluded that songs are very influential in students' English language skills, because songs exist in every human life. Apart from that, songs are also easy for students to understand and memorize.

1. Listening

In English, listening is a very important skill. Because, we must be able to know and understand what other people tell us. Listening is an activity that pays attention to the speaker and tries to find the meaning of what is heard. Listening is the most important language skill and part of communication. Through listening, we can share ideas with other people. According to Phan & Nguyen (2023) listening is the main component in language

learning and teaching because in learning, we listen to important things in everyday life. Basically, humans cannot speak before listening, we can see this in the development of young children. They generally learn vocabulary by listening and watching when interacting with other people. According to (Qobilovna, 2023) writes that listening ability is a very important ability because this ability enables humans to gain insight, understanding, knowledge and information, as well as achieve success in communicating with other people. Therefore, listening ability is a very important skill in language.

According to (Ridhani & Nasution, 2023) one way to improve listening comprehension is by listening to English songs. Listening to English songs can improve students' listening skills. When someone listens to English songs, their ears will subconsciously get used to hearing so that when in class, someone who is used to listening to songs will find it easier to get the meaning of what is being said. Apart from that, according to research conducted by (Ridhani & Nasution, 2023) the use of songs is quite effective as a medium for improving students' listening skills. From the results of the research, almost all students said that they were interested and motivated in learning by listening to songs while doing assignments. It can be concluded that using songs as a medium to improve listening is the right medium.

The data above is strengthened by research conducted by (Hasibuan et al., 2023) which states that the use of songs for teaching English is very important. There are positive and negative views about the use of songs in teaching English. Using songs in the learning process, especially in listening lessons, is fun. Students can also improve their listening skills as a meaningful strategy to overcome their problems in listening skills. Thus, it is concluded that using songs to improve listening skills is an effective way.

2. Vocabulary

Vocabulary is one of the important things that you need to understand to learn English. Because without understanding vocabulary, it will make it difficult for us in the learning process. According to (Novikasari, 2011) vocabulary has three meanings. First, the number of words in a language. Second, all the words that a person knows or that are used in a particular book. Third, a list of words and their meanings, especially those found in textbooks in foreign languages. In the Big Indonesian Dictionary, vocabulary is a vocabulary. The meaning of the word itself is the spoken or written element of language that represents reification, but the unity, emotion, and thought that can be used in language. Vocabulary plays an important role in everyday human life.

As stated by (Ахмедов & Тилавова, 2023) vocabulary is a very important element of language, because someone's thoughts can only be clearly understood by others if they are expressed using vocabulary. Students' ability to speak English is greatly influenced by how much vocabulary they have. Because to speak a language, we need a lot of vocabulary, which will be arranged into sentences. Likewise, if we want to understand English, we have to master or know a lot of English vocabulary.

According to (Ali Mansoor et al., 2023) he found that by using English songs, students could easily understand and remember new vocabulary. In addition, (Miranda & Wahyudin, 2023) believes that songs can be effective because they help students enjoy the learning process and make it easier for them to learn new words. By singing or listening to a song, students can learn what a new text or word means without having to ask someone else or look it up in a dictionary. In line with the opinion above, according to Enda (2023) that

songs are quite effective in building vocabulary and pronunciation. Generally, students can memorize assigned songs. The ability to memorize songs automatically provides advantages in pronunciation and vocabulary training.

Another research that strengthens the opinion above is research conducted by (Lolong, 2019) entitled *Student Perceptions of the Use of English Songs for Learning English*. Based on the results of this research, it was stated that fifteen participants felt a good impact on their vocabulary mastery, while the other five did not feel a good impact. Many of them said that they discovered new words when they listened to English songs and one of the factors that influenced this was because they enjoyed them.

3. Pronunciation

Pronunciation is an important aspect of English language skills. According to (Ifadah, M., & Aimah, 2011) defines pronunciation as the production of sounds that are significant in two senses. First, sounds are important because they are used as part of a particular language code. Second, sounds are important because they are used to achieve meaning in the context of their use. Apart from that, according to Mulatsih (2015) there are three meanings of pronunciation, namely the way in which a language is pronounced; the way in which a word is pronounced; and the way a person pronounces the words of a language. From the description above, it can be concluded that pronunciation is a way of saying or pronouncing a word in English. According to (Ifadah, M., & Aimah, 2011) in research entitled *The Effectiveness of Songs as a Learning Media in Teaching Pronunciation*, it shows that pronunciation abilities are influenced by listening and pronunciation practice. Pronunciation habits will influence flexibility in pronouncing according to English. As is known, language is a matter of habit. The more we practice, the easier it is to learn a language. Likewise with listening, and the more we listen, the easier it is to practice pronunciation.

Rhymes in songs give the listener a repetition of similar sounds. Second, students often choose to listen to songs repeatedly, thereby indirectly exposing them to these sounds. Apart from that, according to (Lolong, 2019), the most effective way to practice pronunciation is to practice daily life through personal interests. In this study, some students preferred playing games to increase their vocabulary, while others preferred singing and listening to English songs and reading poetry to improve their listening, pronunciation and fluency skills in English.

To support the opinion above, based on research conducted by (Lolong, 2019) with the title *students' perceptions of the use of English songs for learning English*, it was stated in the research results that there were sixteen students who felt that their pronunciation abilities became clearer by using songs. They follow what the original singer said to clarify the pronunciation. They said they would practice by saying what they heard from the song, and this could certainly improve their pronunciation.

4. Song Selection

According to Isroilovna (2023) a good song has four important characteristics. A good song needs a universal message and a story worth telling. So, song ideas are all around us every day, but we need to capture that one special message. Need to remember good songs. The hook line usually appears in the chorus. Or displayed if there is no chorus in the first or

last line. A good song is easy to understand. This means using songs as a medium to teach that "who, where, why" needs to be told. Good songs use imagery.

When choosing songs to improve English, it is important to consider certain aspects such as vocabulary, meaning of lyrics, message contained in the song, and language level. According to (Nurhayati, 2009) there are three things that need to be considered so that the use of songs to improve English language skills is effective, namely: (1) the student's skill level, (2) the type of song, some songs are not suitable as learning media, for example the pronunciation is bad or wrong, (3) difficulty (language difficulty) in the song. Please remember that not all English songs can be used as learning resources. For example, songs with too much music, songs with too many figurative words, empty words, and so on. Choose songs that are simple and suit your learning needs. Apart from that, choose songs whose lyrics can be heard clearly and pronounced correctly.

CONCLUSION

Based on the processed data that the author has described in the discussion; it can be concluded that using songs to improve English language skills is an effective way because songs are easy to find in students' lives. Apart from that, songs are also easy for students to understand and memorize. Using songs can help students develop their listening and pronunciation skills, which can also increase their vocabulary.

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