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Volume 2

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THE PRAISE FOR AND CRITICISM  
OF TEACHING AND EDUCATION, LINGUISTICS,  
AND LITERATURE IN THE MODERN ERA


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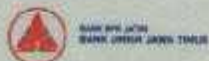


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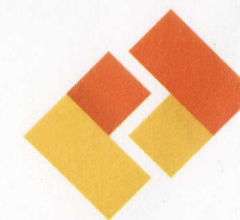
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INTERNATIONAL CONFERENCE  
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# CERTIFICATE

is dedicated to

**Honest Ummi Kaltsum**

as

**Speaker**

in the **International Conference on Sang Guru 2**

***"The praise for and criticism of teaching and education, linguistics, and literature in the modern era"***

which is held by The State University of Surabaya

at Wiyata Mandala Building (PPPG) 9th floor

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Rector,



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## SURAT PERNYATAAN PENGALIHAN PUBLIKASI

Menyatakan bahwa makalah berjudul ***“TEACHING LANGUAGES IN THE MODERN ERA THROUGH COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH USING A SONG AS A TEACHING MEDIA”*** karya Honest Umami Kaltsum dan Diana Apriliya dari PGSD FKIP Universitas Muhammadiyah Surakarta telah dipresentasikan pada *International Conference Sang Guru 2* di Universitas Negeri Surabaya pada tanggal 6-7 September 2013.

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( SLAMET SETIAWAN, M.A., Ph.D. )

**TEACHING LANGUAGES IN THE MODERN ERA THROUGH  
COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH  
USING A SONG AS A TEACHING MEDIA**

Honest Ummi Kaltsum and Diana Apriliya

Primary Education Department, Teacher Training and Education Faculty,  
Muhammadiyah University of Surakarta, Indonesia

Abstract

This study aims to improve students' speaking skills at fourth grade elementary school West Nayu I Surakarta using a song as a teaching media. The research subject is the fourth grade students of SD Negeri Surakarta Nayu West I, consisting of 30 students,. Methods of data collection using interviews, observation, documentation, and test performance sheet. Data analysis techniques use descriptive qualitative techniques which includes the step of data reduction, data display, and conclusion. The results showed that an increase in students' speaking skills can be seen from the increase speaking skills indicators which include: 1) Pronunciation (pronunciation) before action 43.33%, 50.00% first cycle, second cycle of 76.66%. 2) Grammar (Grammar) before action 33.33%, 40.00% first cycle, second cycle of 76.66%. 3) Vocabulary (Vocabulary) before action 56.66%, 63.33% first cycle, second cycle of 90.00%. 4) Fluency (smoothness) before action 43.33%, 50.00% first cycle, second cycle of 76.66%. 5) Comprehension (Understanding) before action 33.33%, 40.00% first cycle, second cycle of 76.66%. The conclusion of this study is that the application of the song is able to improve the English speaking skills at the fourth grade students in primary school I Nayu West Surakarta academic year 2012/2013.

Keywords: Speaking Skills, Media song

## **Background**

In the previous decades, the teaching of English as a foreign language in Indonesia had always started in the first year of junior high school and it can be said that foreign language teaching and learning has failed in Indonesia for many years although the learners have learnt English for around six years (three years at junior high schools and three years at senior high school).

For this reasons, in present decades, the Indonesian government has made its new policy to overcome this problem by introducing English since elementary level. In particular, the lowering age of English instruction has been a major change in English language policies in many Asian countries (Butler, 2004; Nunan, 2003) in Kusumoto (2008:1), Su (2006: 265). Besides, considering Indonesia as a developing country in many aspects; such as industry, trade, technology, tourism, the importance of foreign language teaching will increase. Children in elementary schools are open to ideas of global understanding. In other words elementary school education period can be said to be the right time to expand the students' intercultural views and enhancement of cognitive skills (Curtain, 1990). In order to make them successful, we should provide the children in our country with a well-organized language teaching.

In line with this statement, in Indonesia, English has been introduced in early levels of elementary schools as a local content, apparently based on assumption the earlier the better (Afia, 2006: 10). Besides, there are many tentative reasons for learning a foreign language (Tilfarhoglu and Ozturk, 2007: 204). Apparently, the attempt to start providing English instruction to younger children seems to be undertaken as a possible solution to the problem of senior high school graduates' low achievement level, a problem widely acknowledged (Yusuf and Sewoyo, 1997) in Raja (2001:102).

However, implementing English subject at elementary school it is not a kind of easy task as we know that our mother language is not English. There are so many problem faced by Elementary School English Teachers regarding to how to stimulate students to be active in English subject. One of the problems is faced by

the English Teachers from fourth grade elementary school West Naya I Surakarta. Based on the observation, it is found that those who get the minimum completeness criteria which is more than 60 is only 40 % from total 30 students. It seems that teachers are lack of media in teaching English to the students. They are less sufficient especially in the implementing appropriate teaching methods and in learning models, where both of them must take notice on the needs of children cognition and characters. Teaching English to Young Learner involves more than merely teaching the language. Both the social and cognitive development of learners as well as the linguistic need to be taken into account (Fauziati, 2010:89). To overcome this problem, the writer is interested to apply CLT approach using a song as a teaching media to teach English to children. The writer applies a song media because a song is very closed to children. Besides, it is a kind of appropriate media to teach English to children.

A process of learning requires the right strategy. Learning strategies are the tangible efforts which are used to develop learning materials, assessing the existing material, revise the material and plan learning activities with making sequences material from the simple ones to the complicated ones and make learning more meaningful for students. Instrumental learning strategies are aimed to improve students' curiosity for learning so that students can participate in the learning process actively. The active involvement of students in the learning process will boost memory learning about the content of the subject matter. A concept will be easier to understand and remember when presented through the steps and procedures that are interesting (Hamzah, 2007: 95).

Regarding to these problems, the writers were motivated to conduct research applying communicative language teaching approach using a song as a teaching media to improve the students' speaking skills in English. This approach is applied since in this approach, the teacher helps the learners in any way that motivates the students to work with the language (Fauziati, 2009: 135). Besides, CLT approach is learner-centered (Wenjie, 2009: 7) so it is expected that there will be an active learning activities in the teaching learning process,

## **Theoretical Background**

### **Media**

The word “media” which is the plural form of medium, comes from the Latin language, which literally means an intermediary or introduction. General meaning is anything that can channel information from the receiver of information resources. The term is very popular in the communication media. Basically learning process is also a process of communication, so that the media used in the learning process is called a medium of learning

Media is a tool used by teachers to (1) motivate students to learn, (2) clarify the information / message of teaching, (3) put pressure on vital parts, (4) provide variety of teaching, and (5) clarify the structure teaching.

### **Song**

According to Suyanto (2008: 113) the song is a series of words that are sung with a certain rhythm and tone. By singing the song, the teacher invites students to engage in activities that have to do with everyday life. The song was created for the purpose, namely (1) song that was created just to be enjoyed and (2) a song that was created for the purpose of learning, for example, to teach vocabulary, phrases, or certain sentence patterns. Then the teachers pick and choose songs that suit your needs and learning objectives to be achieved.

### **The purpose of the song media**

According to Ortiz in <http://lembaga-pendidikan-pengabdian-knpi.blogspot.com/2010/07/peranan-musik-dalam-pembelajaran.html>, the application of music in the learning process are for:

1. increase the body's sensitivity
2. enable the growth of a large motoric skills
3. improve coordination



4. develop self-confidence and self-esteem
5. act as a catalyst for imaginative improvisation
6. introducing and maintaining the structure of the regular activities
7. serves as a source of happiness and pleasure
8. encourage social relationships, and
9. creates a controlled environment where self-disclosure can be realized.

### **Communicative Language Teaching (CLT)**

CLT focuses on communicative competence (Savignon,1), (Xie, 427) (performance) rather than grammatical knowledge (competence); in other words, it is use – rather than usage-oriented. CLT creates naturalistic learning environment to develop learners' communicative competence. Conale and Swain (1980) in Xie (427) have illustrated that grammatical knowledge is an integral part to communicative competence. But to deal with the teaching of grammatical knowledge, CLT anchors language forms in the communicative activities by using, rather than remembering them. In Wenjie (2009: 7), (Savignon: 4) one principles of CLT is that the teaching is learner-centered and responsive to learners' need and interests. Learners' communicative needs provide a framework for elaborating program goals with regard to functional competence.

### **Research Method**

This is a kind of classroom action research. According to Rubino (2011:98) action research is a scrutiny of the learning activity. The teachers have a major role, the teacher who set the focus problems, the teacher who determines what action should be done students, teachers determine the level of success of an action.

This action research covers two cycles. Analyzing is done after conducting the first cycle and then, it is continued to second cycle. There are some fixed action at the second cycle based on the first cycles action.

To obtain the data needed, this research uses two sources. According to Suharsimi Arikunto (1998:114), the data source is the subject of where the data can be obtained. Sources of data in this classroom action research were obtained from the primary data source and secondary data sources. The primary data source is a data source that directly provides data to data collectors which are the teacher and the students of fourth grade at the SDN Nayu Barat 1, Surakarta. While the secondary data source is a source that does not directly provide data to data collectors, for example through the document.

The Data Collection Techniques apply four models which are interviewing, observation, documentation, and performance/testt. According to Rubino (2011:67, interview is a data collection by questioning the respondents directly. The main characteristic is the face-to-face interviews between the interviewer and interviewees. Interviewing process in this study is free interviews, meaning that the interview was conducted by asking questions that are not structured systematically using structured interview guide for completing the data. Interviewing process in this research is to do a question and answer toward the English teachers on current issues in grade IV.

According to Rubino (2011:68) observation is one way of collecting the data by seeing the object directly. The purpose of the observation is to obtain the direct description about the students learning activity in the class. Observation is done at SDN Nayu Barat I Surakarta. Researchers observe directly the activities carried out by students and teachers, so that the learning process will result in the data, both written and unwritten. With this technique, the researchers observed the process of learning that includes methods, strategies, learning process especially when learning English subjects.

The following technique is documentation. According to Guba and Licoln (in Moleong, 2012: 216) documentation is any written material or film). This method is done by finding the data on things or variables in the form of notes, agendas,

images, files or other records related to student behavior, student activity, and orientation of students to complete and obtain useful data relating to the research focus .

The last one is test or performance to measure the learning process. According Sudjana, ( 2010:35 ) the test is given to students to get a response from students in the form of verbal ( oral test ) , in writing ( writing test ) , or in the form of action ( action test ) . The assessment of English language lessons are not only required at the end of an activity, but should also be done during the learning process. Suryanto ( 2008:138 ) suggests there are two kinds of assessment, namely ( 1 ) an assessment process carried out when learning activities taking place ( on-going assessment) and ( 2 ) a thorough assessment ( overall ) . In this case the researchers used assessment in the form of actions / performance to assess students' speaking skills

Validity of the data in this study using triangulated data. Moleong ( 2012:330 ) argues that triangulation is a technique that utilizes data validity checking something else. While Sukardi ( 2006:106 ) argues that triangulation can be interpreted as a combination of several methods or sources of data in a single study .

To make accurate and precise data in this study used triangulation of data sources and triangulation of data collection methods. Triangulation of data sources in the form of information from teachers and students about the measures employed. While triangulation of data collection methods such as observation and interviews .

### **Data analysis**

Descriptive data were analyzed qualitatively. Descriptive analysis was conducted using workflow. These path include data reduction, data display and conclusion or verification as described by Miles and Huberman (Sugiyono, 2008: 91 )

The research instruments used in this study included: 1. Student worksheets, used as an instrument to talk about skills recognition results in the form of

completion (complete)., 2. Sheet performance, is used to assess students' speaking skills. 3. Observation sheets, used to observe the learning activities., 4. Questionnaires, used to obtain information from teachers and students about the existing problems in the classroom.

### **Indicators of Achievement**

To determine the achievement of research objectives, indicators of achievement defined as follows:

<b>Indicator of Speaking skill</b>	<b>How to measure</b>
a) Pronunciation 75%	The scoring is done within the discussion activity using performance sheet and is counted based on the passing grade of scoring at each determined indicator.
b) Grammar 75%	
c) Vocabulary 75%	
d) Fluency 75%	
e) Comprehension 75%	

It means that after conducting this research, it is expected that the students speaking skill aspect can get score more than the minimum completeness criteria which is 60. Besides, it is expected that the number of students who get the score which is more than minimum completeness criteria is more than 75% from 30 students or more than 22 students.

### **FINDINGS**

The discussion contains a description and explanation of the results of action research conducted by researchers who work with or collaborate with fourth grade English teacher. The discussion is something related to research problems and

hypotheses, during the action research process undertaken by researchers as a teacher.

According to Suyanto (2008: 113) a song is created with purpose, namely (1) a song that was created just to be enjoyed and (2) a song that was created for the purpose of learning, for example, to teach vocabulary, phrases, or certain sentence patterns. Then the teachers pick and choose songs that suit to the learning objectives achieved. It has been explained that a song was also created for the purpose of learning. Besides, a song is so close to the children and something which is fun and enjoyable for children. Since it is close to the children, we can say that a song media is a media which is learner-centered and responsive to learners' need and interests. And it is like what has been stated in the CLT theory that CLT is the teaching approach which is learner-centered and responsive to learners' need and interests. We can encourage children to learn while singing, and this can make learning become fun.

According to Harris (1969:84) in *Testing English as a Second Language* offers five aspects of speaking skill assessment, namely: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

Classroom Action Research conducted at the fourth grade students of SD Negeri Surakarta Nanyu West I is divided in two rounds (cycles) research. According to Kemmis & McTaggart (in Susilo, 2009: 13), each round consists of four stages, namely: (1) action planning, (2) the implementation of the action, (3) observing the action, and (4) the reflection stage of action. The description of the results of the research of the first round to the second round can be explained as follows:

Before executing the first cycle of action, researchers conducted initial dialogues and preliminary observations with classroom teachers to determine the condition of the class. Results of preliminary observations prior to the application of the use of media of 30 students are: ( 1 ) Pronunciation. In this point, there are 13 students ( 43.37 % ) able to get score which is more than minimum completeness criteria. ( 2 ) Grammar 10 students ( 33.33 % ) ( 3 ) Vocabulary by

17 students ( 56.66 % ) ( 4 ) Fluency/ or smoothness as many as 13 students ( 43.33 % ) ( 5 ) Comprehension/understanding by 10 students ( 33.33 % ).

After the use of the song as the teaching media, there is an improvement at the students' speaking skills. Speaking skills have increased at each indicator as follows: ( 1 ) Pronunciation. At this point, it is found that there are 15 students ( 50.00 % ) able to get score which is more than minimum completeness criteria. ( 2 ) Grammar, a total of 12 students ( 40.00 % ) ( 3 ) Vocabulary ) 19 students ( 63.33 % ) ( 4 ) Fluency ( smoothness ) 15 students ( 50.00 % ) ( 5 ) Comprehension or understanding by 12 students ( 40.00 % ). Although there is an increasement of pre-cycle , the results of the first cycle in the action are still not optimal and do not meet the indicators of achievement action research, the researcher and the teacher held a class revision and evaluation to obtain optimal

Based on the observations in the first cycle, the media usage can improve English speaking skills than in the pre-cycle or prior to action . However, it is not in accordance with the targeted research, which is 75 % of each indicator speaking skills. Based on the observations that have been made during the learning process and the results of discussions between the researcher and the fourth grade English teacher, in cycle I, there are still some shortcomings that could be used as a record of improvement in learning in the next second cycle like:

- a) The teacher has not been doing well apperception
- b) The teacher is less clear in the delivery of the content
- c) The teacher has not been doing well in covering the activities.

The conclusion that can be taken from the first cycle is there must be some improvements for the next cycle because the outcome is not maximized. Some things need to be improved at the second cycle namely:

- a) The teacher is expected to perform well apperception and it can be done through the ice breaking that can evoke the spirit of learning,
- b) In the delivery of content, the teachers are expected to be able to deliver the material clearly so the students are easy to understand.

After researchers corrected the draft implementing the first cycle, the second cycle implementation obtained significant improvement at speaking skills which

are: ( 1 ) Pronunciation. At this point, we can see that there are 23 students able to get score which is more than minimum completeness criteria or it is around 76.66 % , ( 2 ) Grammar as many as 23 students ( 76.66 % ) ( 3 ) Vocabulary 27 students ( 90.00 % ) ( 4 ) Fluency or smoothness as many as 23 students ( 76.66 % ) ( 5 ) Comprehension or understanding 23 students ( 76.66 % ) .

This is in accordance with the indicators of achievement like stated above which are as follows :

1. Pronunciation 75 %
2. Grammar 75 %
3. Vocabulary 75 %
4. Fluency 75 %
5. Comprehension 75 %

#### The speaking skill achievement at each cycle

No	Speaking aspects	The total number of students			Porcentage		
		Preliminary	Cycle I	Cycle II	Preliminary	Cycle I	Cycle II
1	Pronunciation	13	15	23	43.33%	50.00%	76.66%
2	Grammar	10	12	23	33.33%	40.00%	76.66%
3	Vocabulary	17	19	27	56.66%	63.33%	90.00%
4	Fluency	13	15	23	43.33%	50.00%	76.66%
5	Comprehension	10	12	23	33.33%	40.00%	76.66%
<b>Total</b>		<b>63</b>	<b>73</b>	<b>119</b>	<b>42.00%</b>	<b>48.66%</b>	<b>79.32%</b>

In general, it can be concluded that the application of CLT teaching approach using a song can improve students' English speaking skills at fourth grade elementary school West Nayu I Surakarta.

Based on the findings, it can be said that the hypothesis which states that the usage of song media is able to enhance the speaking skills aspect of children at fourth grade SDN Nayu Barat is totally accepted.

## **CONCLUSION**

Based on the findings, it can be concluded that by applying the song as a teaching media, there is an enhancement at the students' speaking skill aspect. It can be seen from the achievement indicators which are more than 75%.

**Pronunciation**

Pronunciation increases 43.33%; 50.00%; 76.66% consecutively

**Grammar**

Grammar improves, that is pre cycle 33.33%, first cycle 40% and the third cycle is 76.66%.

**Vocabulary**

The vocabulary improvement is 56.66%, 63.33% and 90%.

**Fluency**

Fluency also increases which is 43.33% at the pre cycle, 50.00% at the first cycle and becomes 76.66% at the third cycle.

**Comprehension**

The improvement of comprehension is 33.33%, 40%, and 76.66% consecutively.

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