TEACHER'S BELIEFS AND PRACTICES ON TEACHING SPEAKING USING ENGLISH SONGS

THESIS

BY
ADELA OKTAMI

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2022 CE/ 1443 H

TEACHER'S BELIEFS AND PRACTICES ON TEACHING SPEAKING USING ENGLISH SONGS

THESIS

Presented to
Faculty of Teacher Training and Education
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education

by
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DEPARTMENT OF LANGUAGE EDUCATION

STUDY PROGRAM OF ENGLISH EDUCATION
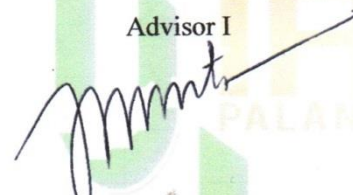
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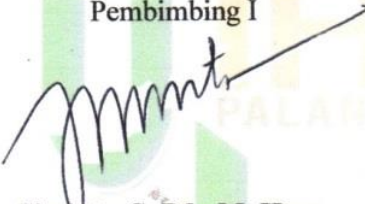|		
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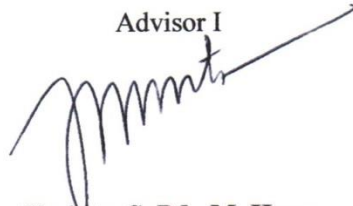
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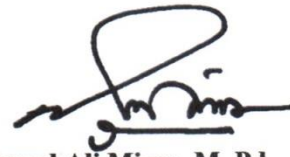
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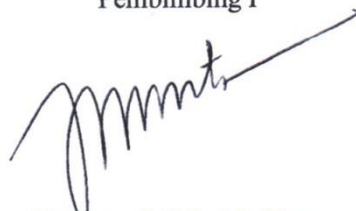
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Wassalamu'alaikum Wr. Wb.

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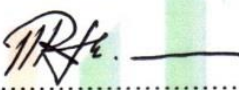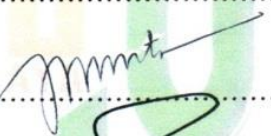
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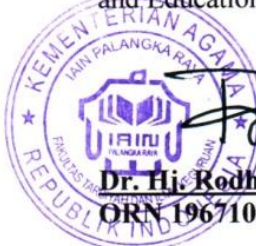
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MOTTO AND DEDICATION

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

"Sesungguhnya setelah kesulitan itu ada kemudahan"
(Q.S. Al-Insyirah: 6)

This thesis is dedicated to:
My lovely father and my mother for their support, prayer, sacrifice, and especially for their endless love, my beloved brothers, my beloved sister in law, my beloved sister, my Support system, and all my Big Family that I can't mention one by one and who always be my side and upport all the good things I did.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah Herewith, I:

Name	:	Adela Oktami
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Study Program	:	English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.

3. If a later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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Faithfully

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ABSTRACT

In education, there is an interaction between teachers and students, the position of teachers use methods teachers' beliefs are essential because they understand how the way of teaching but it is a technique of teachers' beliefs on use media for delivering learning material.

The purpose of this research about the teachers' beliefs on teaching speaking using English songs, teachers' plans prepared before starting to teach using English songs, the process of teaching, and teachers assess students after teaching using English songs.

This research used the Qualitative paradigm research method and design of this research was a case study. This study's subjects were two English teachers at SMPN 3 Tewang Sangalang Garing. The instrument in this study were; observations (field-note) Questionnaire and interview with the English teachers. The data were analyzed by reducing, analyzing, and concluding.

This research found the teacher believes in the use of English song media,1) Teachers also believe that the use of English song media is very effective, but they also claim that all the media used are very effective, it's just that there are differences when using song media and not. 2) Teachers' also face difficulties and challenges in using the song media because of the limited school facilities. 3) it is clear from how the teacher applies it during the learning process in the classroom, can concluded the teachers' process used three stages (a) opening, (b) main activity, and (c) closing. It was found that using the media song students became more enjoy, happy, not bored in class, easier to understand explanations and able to speak more fluently. 4) Then the repetition employed in the on-process activities. And Using gestures or feelings can assist the students in the learning process.

ABSTRAK

Oktami, Adela. 2022. *Keyakinan dan Praktik Guru tentang Pengajaran Berbicara Menggunakan Lagu Bahasa Inggris*. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (i) Siminto, S.Pd., M.Hum (ii) Akhmad Ali Mirza, M.Pd

Kata kunci: Keyakinan Guru, Lagu Bahasa Inggris, Keterampilan Berbicara

Dalam pendidikan terjadi interaksi antara guru dan siswa, kedudukan guru menggunakan metode keyakinan guru sangat penting karena mereka memahami bagaimana cara mengajar tetapi itu adalah teknik keyakinan guru dalam menggunakan media untuk menyampaikan materi pembelajaran.

Tujuan dari penelitian ini tentang keyakinan guru dalam mengajar berbicara menggunakan lagu bahasa Inggris, rencana guru yang disiapkan sebelum mulai mengajar menggunakan lagu bahasa Inggris, proses pengajaran, dan guru menilai siswa setelah mengajar menggunakan lagu bahasa Inggris.

Penelitian ini menggunakan metode penelitian paradigma Kualitatif dan desain penelitian ini adalah studi kasus. Subjek penelitian ini adalah dua orang guru bahasa Inggris di SMPN 3 Tewang Sanggalang Garing. Instrumen dalam penelitian ini adalah; observasi (catatan lapangan) Kuesioner dan wawancara dengan guru bahasa Inggris. Analisis data dilakukan dengan cara mereduksi, menganalisis, dan menyimpulkan.

Penelitian ini menemukan bahwa guru percaya dengan penggunaan media lagu bahasa Inggris,1) Guru juga percaya bahwa penggunaan media lagu bahasa Inggris sangat efektif, tetapi mereka juga mengklaim bahwa semua media yang digunakan sangat efektif, hanya saja ada perbedaan ketika menggunakan media lagu dan tidak. 2) Guru juga menghadapi kesulitan dan tantangan dalam menggunakan media lagu karena keterbatasan fasilitas sekolah. 3) terlihat jelas dari bagaimana guru menerapkannya selama proses pembelajaran di kelas, dapat disimpulkan proses guru menggunakan tiga tahap (a) pembukaan, (b) kegiatan utama, dan (c) penutup. Ditemukan bahwa dengan menggunakan media lagu siswa menjadi lebih enjoy, senang, tidak bosan di kelas, lebih mudah memahami penjelasan dan mampu berbicara lebih lancar. 4) Kemudian pengulangan digunakan dalam kegiatan on-process. Dan menggunakan gerak tubuh atau perasaan dapat membantu siswa dalam proses belajar.

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Palangka Raya, January 8th, 2022
The Writer,

ADELA OKTAMI
SRN. 1801121298

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LIST OF ABBREVATIONS

SMPN : Sekolah Menengah Pertama Negeri

A   : Mrs. Renne, S.Pd

B   : Mrs. Sumammy, S.Pd

TR   : Teacher Renne

TS   : Teacher Sumammy

R   : Researcher
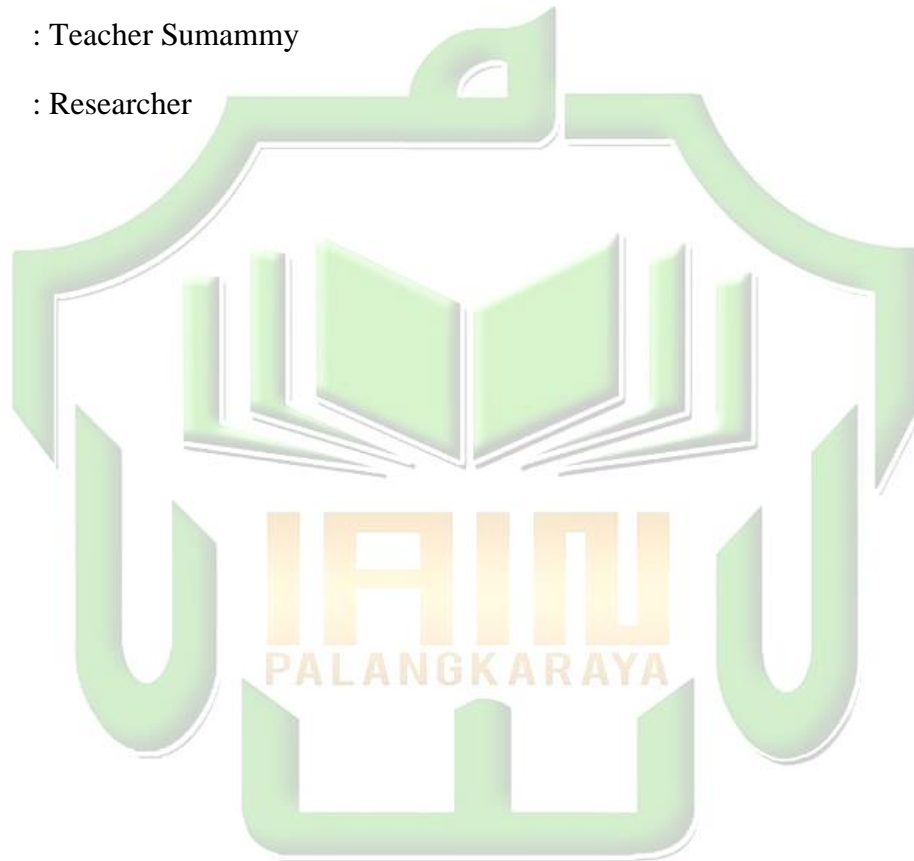
CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research problem, objectives of the study, scope and limitation, significance of the study, and definition of the key terms.

A. Background of the Study

Education is essential and must be fulfilled in improving people's lives. From this education, knowledge and skills are obtained. As national education functions to improve the quality of the Indonesian people, national education system law number 20 of 2003 concerning the National Education System Article 3 which reads as follows:

> *National education functions to develop capabilities that shape the character and civilization of a dignified nation. In the context of education, the nation's life aims to develop the potential of participants so that humans fear God Almighty have noble character. Healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. (Law of the Republic of Indonesia no. 20, 2003:7)*

The above law explains national education government program leads to the development of the potential and skills of quality learners, both in quality education under the auspices of the education office and the auspices of the ministry of religion.

In education, there is an interaction between teachers and students, for example. Also related to the method, the position of teachers use methods teachers' beliefs are essential because they understand how the way of teaching but it is a technique of teachers' beliefs on use media for delivering learning material.

Believe is a high meaning and if we think that we can speak English. So, this is what encourages high morale and confidence. However, teachers' beliefs and practice are needed (Zygouris & Coe, 2001).

Arslan (2015) examined about teachers become a staple part of the practical learning process to achieve learning goals. Effective classroom management will result in an effective learning process and increase students' interests, achievements, and motivation to follow the learning process. For all the teachers achieved this, they must have competence about their beliefs.

Since teachers' beliefs influence their language teaching practices rehearses, there is a requirement for research concerning teachers' ideas and approaches identified with English songs in language classrooms (Othman & Kiely, 2016). However, related to beliefs and practices in using English songs for teaching media, English song media is the right tool to increase students' ability and interest in speaking. Overall we can conclude songs are very close to students, but students sometimes pay less attention to the content and moral message behind the lyrics. According to Heinich et al. (2002), through English songs, students will be carried into

the words so that they are expected to improve their skills, especially in speaking English. The song as one learning media is very influential on students' creative power (Othman & Kiely, 2016).

In the showing system, the Teacher's beliefs might impact the instructor to pick and utilize legitimate media in the study hall to convey the materials. Media utilization in the homeroom can help the teachers educate and learn. Since they support the teachers to stand out of the students, trigger essentials, present destinations, convey new substance, help learn by giving models and visual clarification, get understudy reactions, give criticism, further develop maintenance (Westhisi, 2015).

With the conditions like this, we also need to see what beliefs about using teachers and their practice when the media sees them can improve students' abilities, such as using the media song. However, English skills, namely reading, listening, writing, and speaking, are very important. According to Lorena (2015), these four skills are high in language focuses that will take you to a more elevated level. They are separate from each other, and they are inseparable. Thus, the blend of listening and speaking expect to foster successful oral correspondence. So, the combination of listening and speaking aims to develop effective oral communication. This combination will help you in real life to achieve communication goals.

Reading and writing are steady structures of relationships with each other as skills Four skill activities in language Classrooms provide several significant needs: they provide scaffolding support, opportunities

to create something, contexts in which to use language for reliable exchange of information, evidence of their capacity (evidence of learning), and much more importantly confidence. The four language skills are the basic skills required for languages with different functions and advantages to communicating. Four skills require equipment and other components to support speech efficiency. Especially for the speaking skills, speaking is one of the four basic skills: listening, writing, reading, and speaking. Speaking skill is the ability to produce sound articulation and produce words, express, state, and deliver thought, ideas, and feeling claims (Harmer 2001). According to Harmer (2001), speaking is one of the languages important in language learners as a new second or foreign language. Speaking is essential because the students can carry out conversations with others, give ideas, and exchange information by mastering speaking skills. According to Batdi and Semerci (2012), Examined teachers are educators in schools, and a teacher should create a sense of comfort for students. So that students are interested in following the learning process.

Moreover, the teachers' beliefs and practices make the atmosphere comfortable. Teachers must use particular learning strategies and use learning methods and learning media that are by the learning material delivered by a teacher, without exception to any learning. However, Westhisi (2015) claim teachers can use songs to organize moods, change students' mental states, and support students' learning environments. One of the exercises to increase phonological awareness is singing a song

(Zygouris & Coe, 2001). In addition, English songs are one of the essential tools used in learning, especially in language education. They are regularly used to teach foreign language dialects (Batdi & Semerci, 2012).

Based on the phenomena above, students often had low inspiration in learning English, mainly speaking exercises. Numerous understudies didn't focus on the teachers' clarification. Since this issue, the students fell less effectively associated with the activities completed by the teachers. So the teachers look for some media that they believe can help them teach. Then the same thing with one school that research found that the teachers at SMPN 3 Tewang Sangalang Garing use English songs as media in teaching English. According to Sevik (2011), teachers influenced by their beliefs affect their teaching attitude, learning styles, teaching methods and techniques, guiding behaviour, and learners' development. In teaching English as a foreign language, the teachers come into the classroom with their previous educational experiences, cultural backgrounds, and social interaction, affecting their beliefs and practice about English teaching. Seen the unique and to know the teacher's belief used English songs such as media teaching.

Buss (2016) contends that teachers' are profoundly affected by their beliefs. Hence, teachers' beliefs impact their cognizance, showing mentality, showing techniques, and educating strategies. Teachers' beliefs likewise impact leading practices lastly, learners' development. Based on the results of initial pre-observations conducted on Friday, 4 June 2021, with coincided with 23 Syawal 1442 with teachers at SMPN 3 Tewang

Sangalang Garing about the use of English song media, This study is related to the teachers' beliefs and practices on teaching English songs. And then teachers' said that they still use song media from their first grade until now. At least once a week. With the aim that students do not feel bored and are not lazy in attending teachers. Seeing the uniqueness of this problem or phenomenon, the researcher focuses on exploring the beliefs and practices of teachers in teaching speaking using English songs as the media.

B. Research Problem

The problems investigated are stated as follows:

1. How do the teachers' beliefs on teaching speaking using English songs?

2. How are the teachers' teaching plans before teaching speaking skills using English songs?

3. How is the process of teaching speaking using English songs?

4. How do the teachers' assess students speaking skills after teaching speaking using English songs?

C. Objective of the Study

The objectives of this research are as follows:

1. To know about the teachers' beliefs on teaching speaking using English songs.

2. To know about the teaching plans prepared by the teachers before starting to teach speaking skills using English songs.

3. To know about the process of teaching speaking using English songs.

4. To know about teachers assess students speaking skills after teaching speaking using English songs.

D. Scope and Limitation

This research focuses on the English Teachers at SMPN 3 Tewang Sangalang Garing. This research focuses on the teachers' beliefs and practice use of English songs media on teaching speaking skills.

The researcher limits this study only to English Teachers at SMPN 3 Tewang Sangalang Garing.

E. The Significance of the Study

The Significance of the research is divided into:

1. Theoretical Significance

This study is expected to improve students' Speaking skills using English songs media. And for the description of teachers' beliefs in using English songs is valuable in teaching speaking. And provide a clear picture of the impact of using English songs for improving students' speaking skills in English learning. Researcher attempt to fill the gap, which covers two main points. They are the teacher's beliefs about using songs and the teacher's practices to teach speaking those beliefs in the EFL students.

2. Practical Significance

a. Students

This result of this study can be a reference for students to use English songs for learning English. This is beneficial since it improves speaking skills.

b. Teachers

This research can be educational practitioners, it can apply the use of English songs for improving students' speaking skills based on teachers' beliefs and practice on teaching by using English songs.

c. Researchers

This research can gain experience and knowledge directly about the teachers' beliefs and practice on teaching use of English songs for improving students' especially speaking skills.

F. Definition of Key Terms

1. Speaking Skill

Speaking skill is to say words to the listener to communicate their ideas in spoken language and express what the needs, most people mind spending their lives communicating to others (Brown & Yule, 2000). Moreover, in this research speaking skill is a productive process skill to become a good communicator because speaking involves interaction between teacher and students or among students which depends on the teacher's organizes the class.

2. English Songs

English songs identified with emotional variables. What's more, English songs are strategies that accomplish a feeble dynamic channel. It uses advanced language learning and can introduce a point; practice language; invigorate conversation of disposition and sentiments; give an agreeable climate and carry assortment and amusing to learning

(Schoepp, 2001). In this research, English songs, especially in the English pop songs genre, will make learning easier to understand. The learning provided by the teacher will be enjoyable and make students enjoy and be more enthusiastic in the learning process.

3. Teachers' Beliefs

According to Westhisi (2015), Teachers' beliefs include some points such as beliefs about the nature of language, language learning and teaching, learners, teachers, and the power of the relationship between the teachers and the learners. This study refers to accepting that someone or something exists or is true. In this research, belief is a feeling of the teachers about songs that can use to assist the students in acquiring a language, especially for speaking skills.
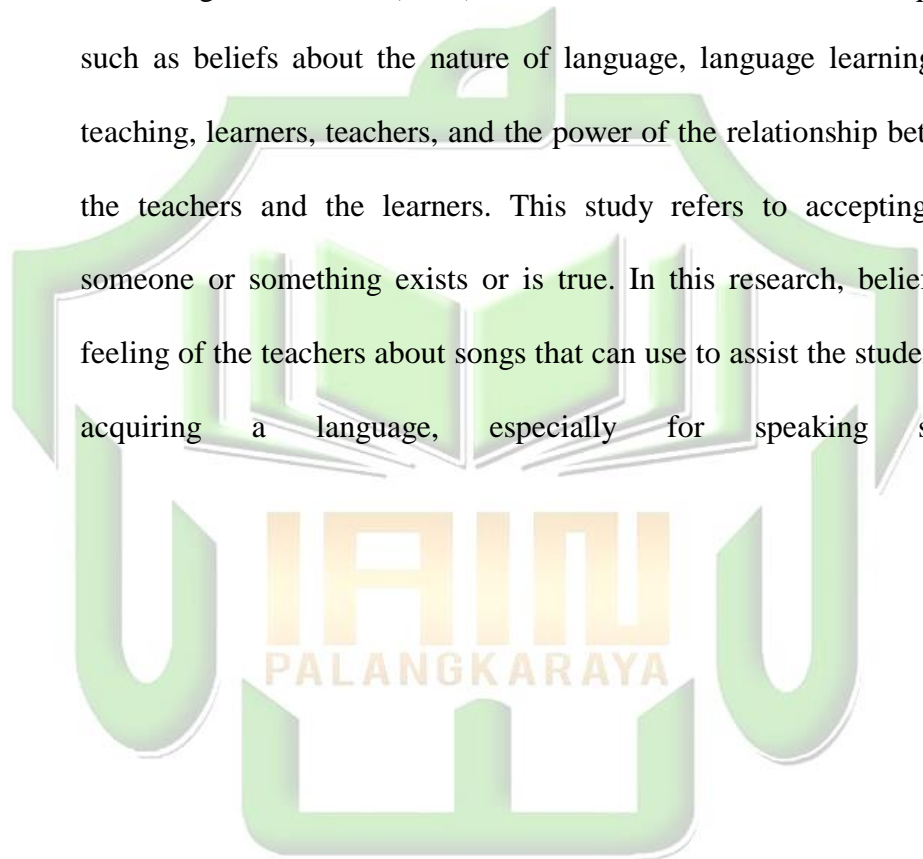
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed the literature explaining the related study, speaking ability, English songs, and teachers.

A. Related studies

In this chapter, some literature related to the study reviewed is examined to clarify teachers' investigation in teaching. Researcher found six associated studies conducted by the previous researcher.

Researcher found five associated studies conducted by the previous researcher. Westhisi (2015) studied "Teachers Beliefs in Using Songs in Teaching English to young learners". This research covers the teacher's beliefs regarding teaching English to young learners how the teacher's ideas influence the young learners' classroom teaching practices. The teacher's views concerning the learning strategies in teaching English to young learners. The song that unpacked four kinds of learning strategies and the teacher's beliefs regarding teaching English to young learners through songs influenced the teacher's practices in using the other learning strategies such as using songs in the classroom might be accompanied by gestures and pictures.

Wacana's (2017) "Teachers' Belief in Using English Songs to Improve Students' Pronunciation". Result reveals that songs can make the teaching and learning process enjoyable. Moreover, the teacher uses the songs as media, and it can build the students" mood and motivation. So, they can learn more in learning English. So, it needs some regulations on

differentiating every topic suitable for students" needs and level. And the teachers' beliefs use of English songs media have the most significant influences in teaching and learning process and have a significant role especially in improving students' language skills. Besides, the content of songs is so many that the teachers can implement it to improve any specific of students" language skills, such as: Speaking and listening to the songs while practising to sing the lyrics and understanding the meaning or content of the English songs.

Tse (2015) studied "Malaysian teachers' perspectives on using songs in teaching English". This research aims to survey the perspectives of English as a Second Language (ESL) teachers' results that teachers are to provide them with exciting and enjoyable song materials for their classes. To conclude, songs can become useful sources to assist language learning and acquisition if teachers possess the strategies in using them. In this research, they used the quantitative method to find data analysis. Have the save for the gate of teacher perspectives teaching using English songs and have any difference for this study focused on probing the angles of Malaysian ESL primary teachers on the employment of songs. This research shows that ESL teachers positively impact the effective use of songs. We can postulate that songs are extremely actuating and interesting (100%) based on data analysis. Next, they produce a lot of repetition (83.3%) and can reduce the learners" worries towards learning English (80%).

Sevik (2011), "Teacher view about using songs in teaching English to young learner". The result exhibited that Turkish EFL Teachers have solid convictions about the educational worth of songs and the adequacy of utilizing songs in teachers' EFL to youthful learners students. In any case, discoveries showed that teachers experienced issues getting to proper English songs to use in their classes and estimating understudy achievement when they use songs. Accordingly, it is recommended in this review that teachers be given songs materials to use in their classes. This study was designed as a descriptive study with the quantitative method. In objective have similarities causes this study to focus on teacher view about using English songs in teaching English. And accordingly, it recommended that teachers be given in-administration preparation regarding how to instruct English songs to finish. We might contend that the discoveries of this research have a difference in the level of teaching reinforced past research discoveries about songs in Teacher English to youthful students.

Hendriani et al., (2020) "Indonesian EFL Learners' Beliefs about Advantages of Songs in Language Learning". This study indicated an interesting finding that it perceived that the learners believed that there were some advantages of using songs in learning English: increasing their EFL learning in the aspects of language skills (listening and speaking), language components (vocabulary mastery and pronunciation), their knowledge, their confidence and relaxation, and improving their mood and

focus. Moreover, the research focused on using songs on teaching language skills and language components in the advantages of using songs for teaching EFL learners. Despite its importance, not many studies have been conducted on the teachers' belief in EFL learning. Thus, researching the EFL learners' or teachers' belief in their EFL learning is a must if the learners' (Teachers') success will be the focus. This study is different since it tries to elicit the Indonesian EFL teachers' beliefs in the advantages of using songs in their EFL learning.

Buss (2016), "Beliefs and practices of Brazilian EFL teachers regarding pronunciation". This study was to investigate the beliefs and practices of Brazilian EFL teachers. In this context, a growing number of pronunciation researchers have been drawn to study the beliefs and practices of English language teachers. These researchers seek to understand how the recent revival of interest in pronunciation has impacted English language classrooms and use their findings to draw implications for teacher training. Contribution of the study the present study explored Brazilian English as a foreign language (EFL) instructors' beliefs and practices related to pronunciation. Research involving EFL teachers has often analyzed their beliefs about native and nonnative accents, especially from the perspectives of World English, English as an International Language (EIL), and English as a Lingua Franca (ELF). Findings of the English Pronunciation Teaching in Europe Survey

(EPTIES) revealed that most respondents rated pronunciation as an essential skill.

Table 2.1 Similarity and Difference

Similarity	Difference
The previous studies conducted on teachers' beliefs and their perspective about learning activities through English songs	The researcher in this study had different subject and object of the research, specifically for teachers' beliefs and practice uses English songs having high frequency in learning activities.

B. **Theoretical Review**

1. **Speaking Skills**

   a. **Definition of speaking**

      Speaking is one of the basic language skills that have an important role rather than other skills due to use for communication. Brown and Yule (2000) stated that speaking needs demand, data, administration, and so forth. Speaking is to say words to the audience, not exclusively to clarify what to him yet, in addition to clarifying the requirements. The most majority of minds consume their regular time on earth to impart to other people. Consequently, correspondence affects somewhere around two

individuals where both sender and recipient need to impart to trade data, thoughts, suppositions, perspectives, or sentiments. According to Brown (2004), the speaking must consider the person they are talking to as listeners. The activities that the person does are based on a particular goal. So everything that wants to say is conveyed as effectively because speaking produces sounds and achieves the goal.

Consequently, the speaking system should focus on the best way to say just as to whom the speakers conversing. Speaking is a movement utilized by somebody to speak with others for includes moving messages. It happens any place and has turned into a piece of day-by-day exercise. At the point when somebody speaks, the person associates and uses the language to communicate their thoughts, feeling, and thought. The person likewise shares data with others through correspondence. Speaking isn't just communicating something orally. There are a few perspectives that should be procured by understudies to have great speaking skills. They are pronunciation, fluency, accuracy, and vocabulary (Brown, 2004).

Speaking is one of the basic language skills that have an important role rather than other skills due to use for communication. There are many definitions of speaking. According to Hughes (2011), to study Speaking expertly in another

language, a speaker must change and broaden identity and then study culture society. Even political factors that go into the choice of language needed to speak correctly and appropriately are essential things to master proficiency in Speaking, and speaking skills are an essential part of language teaching or often called the most important thing in learning English.

b. The Components of speaking skills

When learning or teaching English, especially for improve students' speaking skills, before going too far and facing more difficulties. First, students must know about the components of speaking skills. Cause that the stages of teaching and learning will be more organized. According to Hughes (2011), there are three components in speaking

1. The Speakers

Speakers are a group who produces the sound. They are helpful as the apparatus to offer viewpoints or sentiments to the listener. So in case, there are no speakers, the assessment or the sentiments or the inclination will not be expressed.

2. The Listeners

Listeners are audience members who are individuals who get or hear the speaker's point of view or feeling. In case there are no audience members, speakers will offer their viewpoint by composing

3. The Utterances

   The utterances are words or sentences, which are produced by the speakers to state their opinion.

   According to Hughes (2011), there are five components of speaking ability that conclude with comprehension, grammar, vocabulary, pronunciation, and fluency.

   a) Comprehension

   For oral correspondence, it unquestionably requires a subject to react, to discourse just as to start it.

   b) Grammar

   It is required for understudies to organize the right sentence in the discussion. It is by clarification proposed by Harmer (2001) that understudies' capacity to control structure and to recognize suitable linguistic structure in propriety. The utility of punctuation is additionally to get familiar with the right method to acquire skill in a language in oral and composed structure.

   c) Vocabulary

   Vocabulary implies the suitable lingual authority which is utilized in correspondence. Without having adequate vocabularies, one can't informative viably or express their thoughts both oral and composed structure. Having restricted vocabulary is additionally a boundary that blocks students

from learning a language. Without vocabulary very little can be passed on, without vocabulary nothing can be passed on. Thus, because of this clarification, the Researcher presumed that without dominating vocabulary adequately is English students won't be ready to communicate in English or compose English appropriately.

d) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language. The Researcher inferred that elocution is the information on considering concerning how the words in a specific language are delivered unmistakably when individuals talk. In talking, elocution assumes a fundamental part to make the course of correspondence straightforward.

e) Fluency

Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Actually, in other means, the speaker can peruse, comprehend and react in a language obviously and succinctly while relating importance and setting. Familiarity can be characterized as the capacity to

talk easily what's more, precisely. Fluency with talking is the point of numerous language students. Indications of fluency incorporate a sensibly quick speed of talking and just a few stops and "ums" or then again "ers". These signs show that the speaker doesn't have invested a ton of energy looking for the language things expected to communicate the message. From the thoughts over, the researcher inferred that another significant part is fluency. Fluency implies the capacity of somebody to talk smoothly and precisely with little utilizing stops like "ums" and "ers",

Teaching speaking skills. The teaching and learning of English have the point of zeroing in students on can use English for communication and as an instrument to proceed with their studies, this is also in line with helping their abilities and students' capacities. According to Brown (2000), teaching is showing or assisting somebody with figuring out how to accomplish something, giving guidance, directing in the investigation of something, furnishing with information, causing to know or comprehend. The objective of showing speaking skills is informative effectiveness. Learned or teachers ought to have the option to cause themselves to comprehend utilizing their present capability without limit. They should attempt to stay away from disarray in the message because of defective (Hughes, 2011).

They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation. To assist understudies with creating informative productivity in speaking, teachers can be utilized an adjusted exercises approach that joins language input, organized results, and open results.

2. **English songs**

   a. **Definition of English Songs**

   English songs in learning activities make students more enjoy during the learning process. Song utilization is entertainment in the classroom that creates a fun learning environment. Teachers should take into consideration that songs can develop language skills, and bring enjoyment and fun into the classroom. According to Schoepp (2001), the enjoyment aspect of learning a language through English songs is directly related to affective factors. And adds that songs are one of the methods that achieve a weak affective filter and promote language learning, and can be used to present a topic; practice language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning.

   According to Heinich (2002), English songs are an excellent Tune that has been entertaining for individuals however long or significantly more than we can talk. Melodies are exceptionally expressive. Some pass on adoration and feelings; some recount a vital

and moving story; some exemplify one's fantasies and standards; and some think back about the brilliant past. Tunes are plentiful in subjects and articulations, which will repeat in the students' hearts.

Using English songs can improve students' speaking skill and their pronunciation, vocabulary, and fluency. Griffe (2001) "Teaching English using English songs has many advantages for students in improving their pronunciation and also gives the knowledge about the differences between pronouncing in British and American". English songs also have a natural rhythm with a regular beat similar to the stress patterns of speaking English. The designs make some songs helpful in practising rhythm and stress.

b. Use English Songs Media

The purpose of the use of the media is to clarify delivery of learning materials and overcome the limitations of teachers in teaching and students to focus on the subject matter. Heinich (2002) explained that media is a device that conveys data and source data. On the other hand, Sevik (2011) said that the media is used in learning movement. Given the two definitions above, media is a device to convey the substance material. So that, learning interaction to utilize media will be more powerful. It is used to accomplish the objective educating and learning measure. Pleasant learning measure is one factor that can uphold the achievement of an illustration. When the

learning is done pleasantly, the material will be concentrated without any problem acknowledged and perceived.

There are a few media of education according to Sevik (2011), one media utilized is English songs media. By songs, the individuals will feel glad, and it should be the remuneration to dispense with exhaustion or stress. Songs likewise can distinguish someone's character or conduct. And in this case, they use English pop Songs as a medium of teaching.

c.   Advantages use English songs

The use of English songs for language teaching focussed on the speaking skill raises questions. How many words do students need to understand to improve their speaking skills? Parlakian (2010), mentioned the advantages of the English songs are expected to increase students' participation in the learning process. The use of English songs to improve students' speaking ability will enable them to develop their skills. Their feelings can also push the students' to make sense and solve the problem and discover the world around them. This opinion brought teachers to know the benefits of problem-solving students using English songs usually worth it for their motivation and improving skill.

Consequently, utilizing use English songs as media. English songs also present freedoms for creating automaticity, which is the intellectual justification behind using in the study hall. Accepts that

the English pop songs can the credibility of tune can be used for speaking language learning (Parlakian, 2010). English songs or music has an imaginative measurement and a section indistinguishable from the learning system overall. Aside from that, songs are compelling as an instrument to improve and help the advancement of individual and social capacities. Self-awareness incorporates intellectual capabilities, thinking, insight, inventiveness, perusing, language, social conduct, and social interaction (Parlakian, 2010).

3. **Teacher's Beliefs**

a. **Definition of teacher's beliefs**

Teachers beliefs is interpreted as a teachers perspective in viewing education, including the teaching and learning process, teaching method students, learning objectives, teaching material and everything related to education itself. Before discussing about teachers beliefs on use of media, it's important to understand the definition of teacher beliefs.

Gill and Fives (2015) argued that a teacher's beliefs emerge as recommendations recognized as evidence by individuals who hold those beliefs. Meanwhile, Gill & Fives (2015) characterized teachers' beliefs as recommendations that teachers may or may not realize they have. It is recognized as evidence by the individual, and that belief evokes and guides the ideas and behaviour of individuals. It is believed that teachers' beliefs have an impact on teaching. Master has

many kinds of opinions at the same time. They have ideas about information, their students (e.g., attribution, locus of control, inspiration, nervousness tests, culture, insight), and different beliefs about students and themselves. Likewise, Gill and Fives (2015) stated that teachers also have ideas about topics (content), learning methods, moral issues, and cultural issues that contribute to their educational pattern.

b. The Importance of Teacher's beliefs

Teachers' beliefs are actual conversations to ensure the nature of schooling. Explain that Teachers' beliefs are considered to impact educating practice (Gill and Fives, 2015). Moreover, affirm that Teachers' beliefs can assist teachers in adapting to difficulties in their instructing cycle and how they shape understudies' learning climate. Gill and Fives (2015) said that understanding the significance of teachers' beliefs and practices are:

1. To inform teacher trainers about how teachers implement their teaching in the classroom.

2. To understand how teachers conceptualize their approach and work.

3. To understand teacher professional development.

4. To look at the quality education served by the teachers.

5. To find the factors that are responsible for shaping the beliefs.

6. To provide appropriate teacher education programs.

7. To assist teachers to make sense of the complex and multidimensional nature of classroom life, to identify goals, and to shaping their evolving perceptions of themselves as the teacher (Doğruer et al., 2010).

c. Aspect of Teachers beliefs

Apart from the importance of knowing the teachers beliefs and practices. However, it is also very important to know the aspects of Teachers beliefs. Based on Gill and Fives (2015), there are three aspects of teacher's beliefs, those are (1) learning and learner, (2) teacher's instructional roles and (3) students' activities. Basturkmen (2004) added that are five aspects of teacher's beliefs: (1) English (2) learning (3) teaching (4) program and curriculum (5) language teaching as profession.

4. Teaching Plans

Teachers and classrooms rarely function effectively without some planning. It is essential to plan for the future, for the week to come, or even for the next day. Perhaps no idea in education is more widely accepted than the idea of specific and thorough planning for lessons making English learning, especially in speaking, more valuable and productive. The English pearl words that read "a goal without a plan is just a wish" are the same as Teaching Plan. If only teaching without planning, being a teacher is the same as walking using a closed eye

cloth. The teaching plan is the foundation in the teaching and learning process, keeping planning as a significant position in education to become a professional teacher. It is intended to stimulate students' attention during the learning and teaching process.

According to Zahorik et al., (2017), in the teaching plan process, strive to involve your students in each part of the lesson. Plan to state lesson goals, connect skills with students' lives, teach and model skills, practice skills with them, try new skills independently and review abilities in students. Learning plans are usually prepared in advance and can include one-time activities, whole lessons, units or courses, a day, or a week. Teaching strategies are ready, but the lesson plan is also prepared in printed documents or stored as PDFs for teachers to follow. However, Zahorik et al., (2017) claimed, that the teaching plan needs to work together to develop an illustration design that reflects the student's focus on Teaching Plans. The teaching plan begins with a movement to dissect the needs and the problems seen in learning, such as essential skills ways to teach students, hoping they can know various lesson plans that will use for learning purposes. Moreover, along with additional settings to take care of all the problems found.

The teaching plan is a detailed course of guidance that directs teachers in their learning directions set inside the day. It is a diagram that envelops teaching Goals, objectives, learning targets, and approaches to achieving them by (Zahorik et al., (2017). A good

teaching plan is where both the educator and understudies can gain from one another. As a teacher, delineate different learning strategies about understudies' learning abilities. Five-step effective in teaching plans:

Step 1: Set Clear Objectives

Make sure to lay out conclusive targets and principle thoughts you wish to cover during the example. The outline will establish the impending conversation and set them up ahead of time on what might occur in the simple illustration.

Step 2: Plan out specific learning activities for your lessons.

Learning is a unique interaction. When arranging learning exercises, you ought to consider the kinds of tasks understudies should participate into foster the abilities and information needed to exhibit dynamic learning in the course. Make sure to consolidate a little entertainment and fun so they will not feel unmotivated and unamused during the span of your group.

Step 3: Creative Timetable

The themes you wish to incorporate might be a lot because of time limitations. On the off chance that this occurs, break your illustration plan into areas utilizing a schedule. A schedule permits you to accelerate or dial back contingent upon the measure of time designated in class.

Step 4: Select a Teaching plans template

It is currently an ideal opportunity to record your real instructing plan when everything is all together. Remember, the illustration plan is your manual to guarantee that the learning objectives you've set for your understudies arrive at the given time permitted. Go ahead and make an activity arrangement if necessary.

Step 5: Review the teaching plan

After putting every one of the subtleties, it is currently an ideal opportunity to make vital changes and audit the instructing plan. Ensure it is efficient and epitomizes all the required parts for learning.

5. **Practices Teaching Speaking Using English Songs**

Principle and practice in such valuable and suitable ways for teachers. It turned into an acclaimed and invaluable resource for teachers. According to Brown (2001), schooling comprises of education and learning. The achievement of instruction relies upon educating and learning measures. Education is dynamic cooperation between four parts:

a. The Student

b. The Educator

c. The Educational plan and

d. The acquired collection (How to utilize it and when to utilize)

Education can be characterized as "appearing or assisting somebody with figuring out how to accomplish something, giving

guidance, directing in the investigation of something, giving information how to know or comprehend. In this way, Brown (2001) claimed educating or teaching speaking skills using English songs is a movement that helps individuals to learn and interface with learning assets and motivation, and the points of showing one of the other are to make individuals more be better and more master for speaking skill (Brown, 2004).

Furthermore, taking in is subsequently from training or performing of something. In this way, learning and showing measure is a movement that is necessary between understudies as a student in learning with teachers as an instructor. Many principles in teaching speaking using English songs as stated by Nunan (2003) there are five principles in teaching speaking, they are:

a. Be mindful of the contrast between a second language and an unknown dialect in a learning setting.

b. Allow students to rehearse with both familiarity and precision.

c. Provide openings for understudies to talk by utilizing bunch work or pair work.

d. Plan talking tasks that include an arrangement for significance.

e. Design study hall exercises that include direction and practice in both

Fruitful execution of learning is extremely subject to how teachers use learning media. Educational media is a medium that can

cultivate learning exercises of understudies. There are a few media of learning. One media utilized is English songs media. Using English songs media individuals will feel glad even it should be there to dispose of exhausted or stress. The purpose of the use of the media is to clarify the delivery of learning materials and overcome the limitations of teachers in teaching and students to focus on the subject matter. According to Hughes (2011), there are some methods and techniques in teaching speaking that can be applied in the classroom such as Dialogues, Small group discussions, Debates, Songs, and games. And here the teaching speaking skills using English songs. Many strides of teachers teaching speaking using English songs that should be possible by the teachers in their study hall: like opening activity, core activity, and close activity. Opening activity is the movement led by teachers and the understudies at the principal sight. Numerous exercises can be utilized in this movement likes welcoming, checking participation list, apperception, inspiration and so forth Core activity is the principal action where the theme or material will be conveyed by the Teachers.

In this movement there are numerous exercises as indicated by the Ministry of Education (2009) phases of the learning movement there are three exercises are pre-instructing, while educating, and post-instructing. *The first* is pre-activity. Pre-activity is finished toward the start of the example and implied for stirring the students' inspiration

furthermore, to concentrate the students" consideration also, so they can take part effectively during the example. *The second* is while action. This action is the primary learning measure and pointed toward accomplishing the essential capability. This action is led intuitively, happily, rousing the understudies to partake effectively, and giving freedoms for the understudies to have advancement, inventiveness, and confidence in understanding to their ability, inspiration, physical also, mental turn of events. This action is directed deliberately through investigation, elaboration, and compliance measures. Also, *the third* is post-teaching. This action is done to end the illustration which can be in the structure of summing up, assessment, reflection, input, and follow-up exercises. Before choosing English songs the teacher should pay attention to the song which chooses. This is important because there are a lot of potential pitfalls. For example, songs that:

- Use difficult language which isn't commonly used

- Aren't mainstream (nothing against niche artists, but if part of the goal is to connect with English speakers, it's probably more efficient to learn from music which would give a common language)

- Are too fast (hard to learn)

- Don't have lyrics readily available there are familiar English songs that can be used to improve students' performance in speaking skills such as English Pop songs.

6. Process of Teaching Speaking Skill Using English Songs

People must know about an aspect of English song related to speaking skills, the aspect of using English song here are fluency, grammar, and pronunciation. Before junior high school teachers did the teaching-learning process using English songs. According to Sevik (2011), in Teachers instructing is a movement that helps individuals to learn and interface with learning assets and climate, and the points of showing one of the other are to make individuals more be better. Furthermore, taking in is therefore from training or performing of something. In this way, learning and showing measure is an action that is indispensable between understudies as a student in learning with the educator as an instructor is instructing (Hughes, 2011). And afterward, there are parts or step in learning measure are arrangement, execution, and assessment. Steps of process teaching speaking skills using English songs as stated by Sevik, (2011) that are:

1. The students are invited to sit well with a happy heart (not in a situation forced). This is done by taking students to sing songs comfortably.

2. Singing (songs) can be sung to the position of students sitting in a circle on the floor.

3. Teachers as a model must be able to turn on the atmosphere classes for students' feel comfortable, enjoy, and understand the lesson with the song sung together. Through singing a students'

are expected to understand and can improve their speaking in English.

Learning and teaching a foreign language needs a lot of patience, energy, time, innovativeness, and skill the achievement of the instruction and learning of unknown speaking skills including the English language is dictated by several variables like the understudies, the teachers, the strategies, material, and media or helps utilized.

7. **Assessing Students' Speaking Skills**

Speaking is likewise the most difficult language skill to assess reliably. An individual's speaking skills capacity is generally decided during an up close and personal collaboration face-to-face interaction, in real-time, between an interlocutor and a candidate. The assessor has to make instantaneous judgments about a range of aspects of what is being said, as it is being said. This implies that the assessment could rely not just on which specific elements of a discourse. According to Luoma (2004). Two methods are used for assessing speaking skills. In the observational approach, the student's ELF is observed and assessed unobtrusively. In the structured approach, the student is asked to perform one or more specific oral communication tasks. Performance on the task is then evaluated. The task can be administered in a one-on-one setting -- with the test administrator and one student -- or in a group or class setting. In either setting, students should feel that they

are communicating meaningful content to a real audience (Luoma, 2004).

CHAPTER III

RESEARCH METHOD

This chapter presents the research method used in the research. It is divided into seven parts. They are a) Research Design, b) Subjects of the Study, c) Source of Data, d) Research Instrument, e) Data Collection Procedure, f) Data Analysis Procedure, and g) Data Endorsement.

A. Research Design

This study used the Qualitative paradigm research method. The design of this research was a case study because it intends to find out the teacher's beliefs and practice on teaching speaking using English songs. According to Creswell (2018), the use of qualitative research method exploration and its essential aim. It additionally includes talking about the example for the review and the general information assortment and recording methods. As opposed to other designs methods, the qualitative approach contains comments by the researcher about their role and self-reflection (or reflexivity, it is called), and the specific type of qualitative strategy used.

Explained by Milles et al., (2013), there are many different types of qualitative research: basic interpretative studies, case studies, document or content analysis studies, ethnographic study, grounded theory, historical research, narrative inquiry, and phenomenological studies. The researcher took a case study as the research design because it is a relevant design to find out information following the evidence in the field and analyze it with existing theories. Moreover, by design coordinating this stems from

the way that Yin et al., (2018) see the case study behind contextual analysis research, among others, as hypothesis improvement. Hypothetical recommendations are a beginning stage (and not the consequence) of contextual study case investigation examination. Hence, contextual study cases focus on analysis. The kind of research in this study determines teachers' beliefs and practice from teaching using English songs media. Besides, the researcher focuses on the teacher and uses the case study for the design research.

According to Milles et al., (2013), the case study's unique strength its ability to deal with a whole variety of evidence documents, artifacts, interviews, and direct observations, as well beyond what might be available in the conventional research study. The data collection method in question includes comments, interviews open-ended, and an open-ended questionnaire. The researcher used the data analysis technique as a case study because this study aims to teachers' beliefs and practice on teaching speaking using English songs. This study intended to obtain teachers' beliefs and practice on teachers teaching speaking using English songs for their media for the delivery of the material the activities learning carried out.

B. Subjects of the Study

This research was be conducted at the SMPN- 3 Tewang Sangalang Garing in Katingan. This choice allows the teacher to practice teaching speaking using English songs. According to Milles et al., (2013), in

principle, qualitative research does not recognize the existence of a minimum sample size or sample size. Generally, qualitative research uses a small sample, even in the case of only using one informant. The requirements to fulfill the informants are adequacy and suitability. There is no definite amount as long as the data that we hold are sufficient and appropriate.

This research took two teachers as data sources relevant the specified criteria. I am using the purposive sampling method-namely, the technique of sampling data sources using specific considerations (Yin et al., 2018).

The criteria referred to are as follows:

1. English teacher teaching at junior high school with a minimum of 15 Years of teaching experience (late-career teacher).

2. English teachers usually teach English using songs.

3. This study was conduct the research participant with a having a high frequency of teaching English using songs. You can see the Table 3.1

Table 3.1. Demographic information of Research Participant

No	Name	Gender	Teaching	Teaching Experience	Frequency of teaching using Song	Grade
1.	Renna	Female	English lesson	21 Years	At least one time a week	VII & VII
2.	Sumirna	Female	English Lesson	18 Years	At least twice a week	IX A & IX B

C. Source of Data

The data sources used in this research are primary and secondary data sources.

1. The primary data source in this research is English teachers at SMPN 3 Tewang Sangalang Garing of classes VII, VIII and IX-A, IX-B. The preliminary data took from the source in a controlled or uncontrolled environment. Assuming the data were taken through observation field notes. The researcher took the primary data through interviews with the primary sources on English teachers at SMPN 3 Tewang Sangalang Garing.

2. Secondary data were from open-ended questionnaires and documentation for obtaining data through the subject teachers' beliefs (teachers). This research focused on the teachers' beliefs and practices on teaching speaking using English songs at SMPN 3 Tewang Sangalang Garing.

D. Research Instrument

This study used the observation, Questionnaire, and interviews. And to strengthen the data, use documentation as the instrument in collecting data.

1. Observation

The researcher observed the teachers get the results of the field's research. In this case, the researcher analyzes all the teaching activities using English songs media during the teaching-learning process. As a non-participant observer who isn't directly involved or interfered in all

activities of the English learning process. In this observation, the researcher sees or pays attention to the subject and object. During the observation, the researcher did what the issue does. The ways to make observations are: (1) Researcher join offline classes. (2) Researcher observing the teaching activities of English teachers, such as how teachers use English songs in teaching English, mainly on speaking skills. (3) Researcher made observation four times with the field note observation. Observations were conducted in four classes for junior high school, from grades VII, VIII, IX-A, and IX-B of SMPN 3 Tewang Sangalang Garing. This method was used to obtain an investigation by the teacher who teaches about the use of English songs in the English learning process in teaching speaking skills at SMPN 3 Tewang Sanggalang Garing.

2. **Questionnaire**

A questionnaire was used to gather information about the teachers' beliefs and practices on teaching speaking using English songs. Several teachers of junior high school who teach speaking in grades VII, VIII and IX-A, and IX-B of SMPN 3 Tewang Sangalang Garing about using English songs to teach speaking skills. The questionnaire was For a better understanding of teachers' beliefs and practice on teaching speaking using English songs. It used an open-ended questionnaire. Based on the questionnaire adapted from Şevik (2011) about the teachers' views about using themes in teaching, the

questionnaire aspect: Have five questions for the teacher's beliefs about using English songs in teaching English, from Question number 1 until question number 5. And then, for the next aspect, have five questions too for Teachers' attitudes toward using English songs in teaching English and Teachers' thoughts beliefs, the question from number 6 until number 10. So the next aspect has four questions to Teachers' thoughts, beliefs and practice about the effectiveness of using English songs in teaching English, from question number 11 until number 14. Then the question still aligns with the main points to get the teachers' beliefs and practice of teaching speaking using English songs.

3. Interview

The researcher has used interviews as an instrument of this research. The interview applied open-ended questions and interviewed several teachers of junior high school who teach speaking in grades VII, VIII and IX-A, and IX-B of SMPN 3 Tewang Sangalang Garing about using English songs to teach speaking skills. An interview is also a tool for re-checking or verifying information or information obtained previously and is also a direct communication technique between researcher and respondents for an interview (Esterberg, 2002). The researcher interviewed two people. They are English teacher of junior high school at SMPN 3 Tewang Sangalang Garing. The information of the research was Renna and Sumirna. This study

used personal interviews to collect data. According to Miles et al. (2013), personal interviews are necessary for individuals who are acquainted with the interviewee who asks questions, usually in face-to-face contact. The researcher adopted the interview aspect from Arslan (2015), developed about the teacher teaching with songs for the interview questions. Those for aspects are teachers beliefs questions number 2, question number 5 and 6, for the aspect plan and preparatory teaching using English songs questions number 1 and 3, for the aspect process of teaching using english songs questions number 4 and for aspect teaching assessment instruction questions number 8. Therefore, the question still aligns with the main points to get the teachers' beliefs and practice of teaching speaking using English songs. You can see the part of Appendix 3.

Questions:

1. What do you plan to teach speaking using English songs?

2. What do you usually use it for teaching?

3. How do you need to prepare for teaching using English songs?

4. How do you implement it in the process teach use English songs media?

5. How English songs a good or effective media for the practice of teaching speaking?

6. Does the use of songs can help the teaching material go well?

7. How do you assess students' after teaching speaking using English songs?

8. Are there any difficulties in teaching using songs?

E. Data Collection Procedure

To complete the research teachers' beliefs and practice on teaching speaking using English songs the researcher managed the steps below:

1. **Observations**

   Data collection procedure for observations:

   1. Researchers observed the class to discover all the processes when learning takes place in style and researchers as non-participants.

   2. Researchers observed the class to find out the teacher's plans prepared before starting teaching, find out the teacher's teaching process using English songs as media, and follow how the teacher assesses finishing schooling by using English songs as media. And researchers make observations without being directly involved (non-participant mention), or it can be said observation with field note.

2. **Questionnaire**

   Data collection procedure for questionnaire:

   1. The researcher explained the purpose of the questionnaire, and the research was to share the questionnaire directly face to face.

   2. The researcher asked questionnaires open-ended to gate the vital data after doing the observation field-note or after finishing class.

3. Researchers collected all data to confirm the results, and the results were compiled into the Nvivo application specifically for qualitative research methods to simplify the coding process of data results.

3. **Interview**

Data collection procedure for interview:

1. The researcher explained the purpose of the interview and research.

2. The researcher has conducted interviews directly (face to face) and the researcher recorded the process during the interview.

3. The researcher asked some questions after the teacher collected all data from Questionnaire

4. To strengthen the results of the data after the respondents filled out the questionnaire or explore the results in depth and detail. Researchers collected all data to confirm the general results and further in-depth insight to obtain significant interview results to strengthen the data results after the respondents filled out the questionnaire.

F. Data Analysis Procedure

The data analysis technique is collecting data systematically to make it easier for researchers to reach conclusions. According to Miles et al. (2013), data analysis is a systematic process of searching and compiling data obtained from interviews, field notes, and other materials to

understand and inform the findings to others. Qualitative data analysis is an inductive analysis based on the data obtained. According to Miles et al. (2013), the data analysis technique used in this study involves scanning, organizing, and analyzing. The three flows, namely: data reduction, data display, conclusion drawing, and verification. The three lines in more detail are as follows:

a) **Data Reduction**

Data reduction is one form of analysis. It includes simplification, abstracting, and organizing data so that conclusions can be drawn and verified. This research focuses on simplifying the data. Choose the primary data related to the teacher's beliefs and practice using English songs as a teaching medium. It involved questionnaires open-ended and Interview open-ended recounting field notes that have been observed or sorting and organizing data into different types depending on the source of information.

b) **Data Display**

Milles and Huberman (2013) stated that the display is an organized and compressed collection of information that supports drawing conclusions and actions. In this step, the data is in the form of a structured collection of information and an opportunity to conclude because the data obtained are usually narrative, so simplification data without reducing the content of the data. Collect all data to confirm general results descriptions and insights obtained from the research, for

example, from the results of questionnaire and interviews done so that they are discussed and updated with the next one.

c) **Conclusion Drawing And Verification**

The last stage is the interpretation of the significance of the information data. Through the past advance cycle, taking conclusions decreases and shows information. It aims to conclude the research problem (Bruce L. Berg, 2001). In confirmation, the researcher summed up the data information and concluded the research results dependent on the problem and purpose of the study. In the wake of confirming and needing to display the study results, if the researcher analyst feels there are still drawbacks and feels that the information introduced is deficient, the researcher needs to check for the second time, so this research is appropriate for the public.

G. **Data Endorsement**

Throughout data collection analysis, researchers need to ensure that completeness and interpretation are accurate. This technique is needed to know the accuracy of the data. To obtain the level of validity of the data, the authors use triangulation, which is to compare one data source with other data sources. This type of research uses qualitative paradigm methods, namely research that produces written data and words from people and observed behavior. To get the credibility of data research, the researcher took several instruments such as observation, questionnaire, and

interviews. Then, the researcher compared the result of the data related to other data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion from the analysis of the collected data. In this research, the researcher analyzed the data based on the observation field note, questionnaire, and the teachers' interview.

A. Data Presentation

The data obtained is about the teacher practice and beliefs on teaching speaking by using English songs at Junior high school, SMPN 3 Tewang Sangalang Garing. The researcher conducted this research was in two months. The researcher has completed the observation, questionnaire, and interview data. The data collected by observation were done 2 (two) times for each class. They made observation non-participant field-note for 8 (eight) times, once when the teachers used English songs as a media in the class and once when the teachers didn't use English songs in the class by the researcher in four different classes (VII, VIII, IX-A, and IX-B). The researcher questionnaire as the supporting data to deeply understand the teacher practice from their beliefs. The researcher interviewed the primary data to determine the teachers' beliefs and practice in using English songs as learning media. The media using English songs taught by two teachers the named disguised as a researcher to be TR and TS and consist of 94 students.

Table 4.1

Students of seventh, eighth and night. SMPN 3 Tewang. S. Garing

Students of seventh, eighth and night. SMPN 3 Tewang Sangalang Garing	
VII	24
VIII	36
IX A	20
IX B	14
TOTAl	**94**

1. **Observation Data**

It was clear that the complete above class activities are in English at SMPN 3 Tewang Sangalang Garing. The results of observations found that students carried out learning activities with pleasure and expressed their feelings through activities that were interesting for students. Class Activities in Learning English at SMPN 3 Tewang Sanggalang Garing. A side effect of observing students finish learning in class happily and communicating their sentiments through learning activities that interest them. The justification behind the teacher's belief in using English songs must be in the act of teaching in the classroom. The teacher provides activities in the learning process through songs to transform beliefs into teaching practices. The forms of exchange in class are 'moving,' 'Feelings,' and 'acting (a form of expression of feelings)' in starting lessons such as starting, explaining, responding, asking, demanding, or asking students. The teacher opens the underlying teacher to greet, and students follow to respond.

After that, the teacher answered the greetings received by the students. Then, at that time, the teachers made a concept and selected one of the students to come to the front of the class to sing an English song selflessly. Or also teachers who use songs as brainstorming and songs as sample materials and give assignments Researcher need to describe classroom activities carried out by teachers who display English by involving English songs as a learning method. Teachers based on observations, T as a teacher, and students Ss. First, listen to the material "Questions and Opinions" in class VII at 10.00 WIB, asollows:

Researcher need to describe classroom activities carried out by teachers who display English by involving English songs as a learning method. Teachers based on observations, T as a teacher, and students Ss. First, listen to the material "Questions and Opinions" in class VII at 10.00 WIB, as follows:

Table 4.2
The Data Observation on January 10th 2022

No	Speakers	Text	Gestures	Feelings	English songs
1.	T	Students' I have a songs. Now please listen to the songs twice and sing together!	Directive	Spirit	Main activity
2.	Ss	'Cause I'm not givin'up, I'm not givin' up, givin' up	Response	Happy	

		no, not yet………			

<div align="right">

(*Data Observation on January 10th 2022*)

</div>

According to the observation field-note classroom above, it can be concluded the students' happier and intelligence might be used English songs.. Related to the teacher's beliefs in using English songs as teaching media to teac speaking. The other teacher with the third observation on material future tense in IX A class at 10.00 am here:

<div align="center">

Table 4.3
The Data Observation on January 12th 2022

</div>

No	Speakers	Text	Gestures	Feelings	English songs
1.	T	Now, please listen this songs!	Directive	Spirit	Main activity
2.	Ss	'I'll always be there, like you been there, if you need me closer, I'll be right over, I swear, I swear……..'	Response	Happy	
3.	T	Now, please mention the words in the lyrics of the songs, have we are sings before that use the future tense. Please speak up!	Directive	Spirit for trying to achieve	Closing
4.	S1	I'll always be there	Response	Happy with clap the hands	
5.	S2	Right over	Response	Smile	

| 6. | S3 | Promise | | Response | Laugh | |

2. Questionnaire Data

The researcher took the questionnaire two times on 21st and 22nd January 2022. The questionnaire also use open-ended question and collected two English teachers as enter into the research participant/informant as the previous data instrument.

Table. 4.4
The Questionnaire item for English teacher beliefs and practice on teaching using English songs

No	Questionnaire open-ended questions
1.	How do you believe that songs should be an essential part of English language teaching?
2.	How do you believe that songs present many opportunities for students to show their skills in many language areas?
3.	How do you believe that songs are fun and full of pedagogical value?
4.	How do you think that teachers use English song media only used to make students happy?
5.	How do you believe that songs are very important in developing the speaking skills of junior high school?
6.	Why do you keep believing if you don't have enough resources to use media as English songs?
7.	Who finds an appropriate song for every topic of the speaking skill in the English language?
8.	How do you believe using English songs media to teach English may distract students' attention during the lesson?
9.	Why do you believe that using songs in your English class cannot be time-consuming?
10.	How do you believe that you can measure students' knowledge of English when your use songs in your classes?

11.	How do you believe that English songs provide a large amount of repetition, resulting in the automatic use of the target language?
12.	How do you believe that English songs are a highly motivating and entertaining way of teaching English, especially for junior high school?
13.	How do you believe that English songs are very effective in teaching English to junior high school?
14.	How do you believe that using songs can reduce students' anxiety and weakness towards learning English, especially speaking skills?

The English teachers of seventh, eight and nine class of SMPN 3 Tewang Sangalang Garing in Tewang Rangas. They had information which related to the researcher's need. Here were the result of data:

1) Teacher A

1. I believe. Because in my opinion, songs are not only entertainment media. But also more often English songs are familiar with English words and student conversations.

2. Because, using songs can make students more interesting and if students are interested this will provide many opportunities for students to show their skills in the field of language.

3. I believe, because English songs as authentic material can have a positive effect on students' feelings that are fun and have complete pedagogical value. Because the song can be for a longer time.

4. I think not only, because not only just for makes students happy, but the media English song helps the students' English

learning process, because the song also presents the language that students know in a fun form. So that if students feel happy, it will automatically increase student interest.

5. I believe, now the reason I apply English song media to improve students ability, especially speaking, as not to get bored because there are many important things in teaching and learning English. Especially speaking skills.

6. Simply put, when teaching and learning is accompanied by songs, new information or new lessons become easier to remember. Students can use the memory elements of their song to recall information.

7. It was a bit difficult to find the song, but here the challenge I faced was about doing a little observation on the song itself, which took a lot of time and focus there.

8. Can give attention to students during lessons, besides that of course some of the benefits of using song media when studying can be obtained to make the student learning atmosphere better. In addition, it can also increase the focus and attention of students.

9. For the time itself actually depends on the plan we make, it can be used at the beginning or during teaching. For example, at first I used songs as a warm-up stage so that I could motivate

them, while at the time of teaching I used them to improve students' language skills.

10. I believe that it can measure students' knowledge of English, it can happen that after repeating words by singing songs in class, students will remember longer. After that we can do assessments such as asking students to conclude words, or do speaking about what the song is about to measure their knowledge.

11. I believe because of what, I apply the song method. With the repetition of words that make it easier for them to remember, enjoy and be more confident.

12. I believe that's why students at the junior high school level are still very interested in playing, and sometimes students didn't have the desire to progress, especially for a school in a village like this, because being invited to sing and learn with songs makes their motivation bigger than before, right? Because of that their interest in learning was still low.

13. For me, using English songs is very effective, why isn't only teaching but also feel that. I have to understand the psychology of my students. My students look happier and more diligent when I use the media song. Although not every time using the media song.

14. Because the song makes them more relaxed, not afraid of the teacher, sometimes there is a curriculum especially speaking which states that students must be able to speak at least introduce themselves, but for me this is too forcing students so that their anxiety level is high. In the end because they were afraid. I often teach using songs because it reduces anxiety levels and makes them more enjoy and confident. Especially speaking skills.

2) Teacher B

1. I believe that songs should be an important part of teaching English. Because it's related to this, I think the learning conveyed to students through songs makes students more interested.

2. To show students' skills, because usually I give assignments such as translating the Indonesian national anthem which is translated into English, and asking them to sing it. Of course this gives many opportunities for students to show skills, starting from new vocabulary, speaking and of course pronunciation as well.

3. The song is not used for all materials, but the media song is indeed fun and full of pedagogical value, such as the good morning material in semester 1 of 7th grade, the song is really related to the material. Thus, making it easier for students.

4. Actually, isn't only used to make students happy, as I answered above. Not all materials use songs, so songs are also able to improve students' language skills.

5. It's clear that songs are very important in improving students' speaking skills, not only that, but also increase vocabulary, even students' listening and pronunciation.

6. I think it's sufficient for its own resources. We can use various kinds of songs as our needs in class. Songs can be categorized into activity songs, animal songs, counting songs, food songs, learning songs, lullaby songs, pop songs, and even Islamic songs. But please note again that not all English songs can be used as learning resources. So it's important we choose songs that match the material.

7. Of course to find the appropriate song itself. But here, unfortunately, I often have difficulty finding new songs to match the material because my signal often lost, so I still often use the old song material.

8. Yes, sometimes my students have very little interest in learning, even sleepy in class, so I combine them with English songs to distract them.

9. Of course not, because during the class didn't always use English songs to teach, it can be at the beginning for warming

up, in the middle and at the end when giving assignments. I can also use it once a week.

10. To measure student's ability, it can be by asking them to speak the meaning of the song. For example, I often ask students to explain again with their own understanding of the song "Don't give up on me" (Andy Grammer) in the recount text material, and ask them to come forward one by one to speak, and then this way can measure their ability.

11. Obviously, like my answer to number 10 earlier, It's the same as repetition of words so that the target language will increase, of course.

12. Of course in the song, the words learned by students are conveyed by a cheerful, communicative and simple. It will help students. Moreover, junior high school students are still categorized as children who have just entered their teens, their playing spirit still very high, which will certainly motivate students to be more enthusiastic.

13. Alright it is effective for junior high school students, because it is not only on speaking skills but also on (Listening, Reading and writing as well). It can happen because after there is a repetition process that occurs it makes the memory of their students. And I once believed it was very effective as well as fun.

14. It is clear that students have anxiety especially when we ask them to come forward to speak in front of the class; even my students are often scared nervous to the point of stammering. A combination of using the media song will certainly reduce student anxiety.

3. Interview Data

The primary purpose of the interview was to engage dialogue with the teacher's beliefs in their use of media for teaching and the interview data to get the answer to the research problem about the teachers' plan prepared actually for teachers' practice. The informant names changed for the protection of their identities. Renne, S.Pd to be Renna as a T1 (Teacher 1) and Then Sumammy, S.Pd to be Sumirna as a T2 (Teacher 2) summarizes their background, including academic performance and language proficiency. The interview done was on 27th January 2022 and 3rd February 2022.

Table 4.5

The Interview item for English teacher beliefs and practice on teaching using English songs

No	Questions
a.	What do you plan to teach speaking using English songs?
b.	What do you usually use it for teaching?
c.	How do you need to prepare for teaching using English songs?
d.	How do you implement it in the process teach use English songs media?

e.	How English songs a good or effective media for the practice of teaching speaking?
f.	Does the use of songs can help the teaching material go well?
g.	How do you assess students' after teaching speaking using English songs?
h.	Are there any difficulties in teaching using songs?

For the interview had two people as interviewee. They as a teacher in SMPN 3 Tewang Sangalang Garing.

1) Teacher A

a. I sometimes leave the curriculum for the teaching plan itself, which is essential to apply what they can accept, such as what material plans to be taught, and look for songs related to the material taught. And also, my plan focuses on their speaking skills. And at least they can get new vocabulary every time they enter class because they will not be able to speak English if their vocabulary is still lacking.

b. I usually use books, sometimes LCD, and the song I use often use is "How are You" in the first semester VII grade book. Warm up.

c. To prepare for teaching using songs, I first prepared songs by improvising and looking for songs related to the material, of course. Sometimes if I don't have time to prepare the song myself, I ask them to sing How Are You as an encouragement.

d. When teaching for the actual process. Students depend on how they can use the plans we make at the beginning, during teaching, or at the end of the lesson. For example, I first asked them to sing songs as a brainstorming stage to motivate them. In contrast, when I teach, I use songs; I usually use them as an example of the material and to attract my students' interest. And also, to be able to improve students' language skills, I include it in quizzes and games sometimes. For example, mentioning what tense is in the lyrics of a song, asking students to talk about the meaning of the lyrics and sometimes completing jumbled lyrics, finding the meaning or context of a song, and then singing together to improve their speaking skills and pronunciation.

e. Well, this is effective and good in my opinion. It's not just for speaking skills; it almost includes reading, writing, and pronunciation. Using songs is effective, in my opinion. Based on my teaching experience, students' success becomes our pride as a teacher, and there are ups and downs, in my opinion. Even when I teach, I usually say to the students, "You are all intelligent. None of you are stupid. It must be balanced by giving them motivation, which is very important. Because for me, intelligence is meaningless; if it is not shared with others, it will not develop.

f. Yes, the use of songs helps teaching materials. Of course, they were applying songs to improve student's language skills, so

students didn't feel bored. Because even though we as teachers feel we can barely do it, sometimes there is no interest in the students themselves. So, making teaching materials or methods that use songs makes it easier for students to accept what can be applied.

g. To assess students with songs, I focus more on what they can apply, which is sometimes written in the curriculum "for example, students must be able to speak at least introduce themselves." It is too forcing for me, so I assess that at least from the song's lyrics, they can mention one meaning of the new vocabulary and talk about the song's moral value.

h. Difficulties or challenges encountered are when equipment or technology does not function properly. The second is about doing a little bit of observation in the song itself, which takes a lot of time and focus there.

2) Teacher B

a. For planning what I teach, of course I look for song lyrics that are not complicated, the sentences are short, and the speed of the song is also moderate. So, this can help students in the process of learning English. In addition, the needs and abilities of students must also be considered. Of course, my planning is important for the goal, especially speaking skills and how the song that I use

when teaching students makes them feel enjoy and happy when they are learning.

b. Actually, I didn't always use songs for every material, but I use themes more often. So I sometimes use what material is in the book, and sometimes I use music related to the material. Thus, making it easier for them to understand the material studied.

c. Of course, what I prepare if I use song media, I will usually prepare an LCD for the classroom, if the lab room is used, and I prepare songs on my laptop and themes related to the material. I was training to implement the learning process at the beginning, middle, or end of the exercise and preparing examples of song lyrics that I could use to explain the material and achieve the skill aspect to the students.

d. The process itself depends on how we planned it initially, whether we want to implement the song at the beginning as a warm-up or motivation, or in the middle of the lesson as an example or at the end, students feel bored. Anytime I can think it. All media should be excellent and effective in applied in the teaching-learning process, and all media should be perfect and effective in involved. But why do I use songs more often because I see students understand faster when using them again. Overall, all media are effective, lectures are practical, and songs are influential.

e. To be effective and good, in my opinion all media are good and effective in teaching, but why do I use songs more often because I see students understand faster when using them again, overall all media are effective, lectures are effective and songs are also effective.

f. Obviously, using songs makes students understand faster, and students have to be calm in thinking. When students are bored with lessons, especially those who enter the class at the end of the day, songs will help them to be able to receive the materials of that day, because, with vocals, I think: students memorize vocabulary more efficiently and can mention and speak the language. The word more correctly. Of course, all students' skills will be significantly improved starting from speaking, vocabulary, and listening. They can all be in songs.

g. To assess the students themselves, sometimes they can make them in groups or individually, such as asking what the meaning of the song's lyrics means or asking them to speak in front of the class using their understanding of songs and materials, like that for me.

h. No challenge is too complicated, in my opinion, because I try to get song material whenever possible. For me, any difficulties and challenges, those students should be taught what can be done in underprivileged schools, like using songs for media.

B. Research Findings

This section presents the findings and discussion to answer the research problem stated and the observation field-note, questionnaire, and interview. The research also used coding to make it accessible to analyze the data.

1. The Arial word TR for Mrs. Renne, S.Pd (Renna)

2. The Arial word TS for Mrs Sumamy, S.Pd (Sumirna)

Related to the result of this research based on field-note here following the table:

Table 4.6

Result of observation use English songs on teaching and teacher practice

Teacher	Class	Time	Use English Songs on Teaching		
			Opening	Main activity	Closing
TR	VII	January 10th, 2022	-	✓	✓
TR	VIII	January 11th, 2022	-	-	-
TS	IX A	January 12th, 2022	-	✓	✓
TS	IX B	January 13th, 2022	✓	-	✓
TS	IX A	January 19th, 2022	✓	-	✓
TS	IX B	January 20th, 2022	-	✓	-
TR	VII	January 24th, 2022	-	-	-
TR	VIII	January 25th, 2022	-	✓	✓

The table showed the related of this research about the teachers' practice and teachers' beliefs in use English songs on teach. Here the following explanation:

a. Teacher TR, First observation (January, 10ᵗʰ 2022)

The researcher was in the seventh grade VII class at SMPN 3 Tewang Sangalang Garing. In this meeting, the teacher delivered the material, Asking and giving Opinions. The table showed the teacher did use English songs in the main activity and closing and teacher beliefs on practice teaching English.

1) Main Activity

The main activity includes using English songs, and the teacher shows a song, "Don't give Up on me." And the students look like they enjoy and are more attractive in teaching. After that, the teacher asked the students what they could understand from the song. And some students answered in Indonesian (don't give up). The teacher then answered yes. The teacher explains the examples one by one, and the teacher uses song lyrics and other examples as examples for asking and giving an opinion. After presenting the material about Asking and giving an argument, the teacher asks students about understanding the material.

2) Closing

The closing includes teacher practice using English songs in teaching. The teacher assigned each student to give their opinion on the lyrics of the music. Then, they were invited to sing together before doing the

main activity. And ask several students to talk about their respective opinions until the end of the lesson.

In the first observation there were contradictory findings, such as: because some students, such as singing less severe songs, slightly disturbs other students' focus.

b. **Teacher TR, Second and Seventh Observation (January 11th, 2022) and (January 24th, 2022)**

The researcher was in the seventh and eighth grade VII and VIII classes at SMPN 3 Tewang Sangalang Garing. In this meeting, the teacher delivered the material. The table showed the teacher didn't use English songs in the Teaching practice. In this result, observation researchers have done to field-note all about teachers do in the class, can be seen on the Appendix. Related Based on the interview answer, the teacher usually uses English songs in teaching.

c. **Teacher TS, Third Observation (January 12th, 2022)**

Third Observation (January 12th, 2022) The researcher was in the Nine-grade IX-A class at SMPN 3 Tewang Sangalang Garing. In this meeting, the teacher delivered the material Future tense The table showed the teacher did use English songs in the main activity and closing and teacher beliefs on practice teaching English.

1) Main Activity

The main activity includes the use of English songs. The teacher begins the lesson by asking students what is never known future tense.

If so, the teacher shows the one of the songs Promise (Haris. J), and the teacher says in this song have any word by using future tense for they know. The teacher asks the students to answer based on the themes the words lyric use some examples future tense. And then, after some students answer, the teacher explains the criteria one by one, and the teacher uses the song in this example.

2) Closing

The teacher assigned them to make simple sentences using future tense in the closing. And ask a representative of 1 person from each student to speak up about the sentences that have been done, and ask students to be free from explanations using songs.

d. Teacher TS, Fourth observation (January 13th, 2022)

The researcher was in the Nine grade IX B class at SMPN 3 Tewang Sangalang Garing. In this meeting, the teacher delivered the material Narrative Text. The table showed the teacher did use English songs in the opening and closing and teacher beliefs on practice teach English.

1) Opening

In the opening concluded, the teacher used English songs for spirit or brainstorming for their students. The teacher opens the class by greeting the students. The teacher greets students by saying, "Greetings." Then students answer "Greetings" before starting. In learning, the teacher gives instructions to students to pray together, with instructions to pray according to their respective religions and

beliefs. Teachers ask students to sing songs "How Are You" to create a spirit for students.

2) Closing

In the closing concluded, the teacher, before giving the assignment to students the teacher showed the English forgive their support in the study. The teacher showed the "Raise me Up songs" and asked the students to stand up and sing together. After singing together, the teacher assigned them homework to do narrative text about the mystery story with the narrative text. And ask their student to collect in the next week. In the fourth observation, there were contradictory findings, such as some students looked less enthusiastic and sleepy when the teacher had not given a song to encourage them. In the fourth observation, there were contradictory findings, such as some students looked less enthusiastic and sleepy when the teacher had not given a song to encourage them.

e. **Teacher TS, Fifth Observation (January 19th, 2022)**

The researcher was in the Nine grade IX A class at SMPN 3 Tewang Sangalang Garing. In this meeting, the teacher delivered the material Narrative Text. The table showed the teacher did use English songs in the opening and closing and teacher beliefs on practice teaching English.

1) Opening

The teacher opens the class by greeting the students. The teacher greets students by saying, "Greetings." Then students answer "Greetings"

before starting in learning, and the teacher gives instructions to students to pray together, with instructions to pray according to their respective religions and beliefs. Teachers ask students to sing songs "How Are You" to make a spirit for students.

2) Closing,

In the closing included the teacher, before assessing students, the teacher shows the show forgive their support in the study. The teacher guided the "Raise me Up songs" and asked the students to stand up and sing together. After singing together, the teacher assigned them homework to do narrative text about the mystery story with the narrative text. And ask their student to collect in the next week. The teacher concludes the results of today's material, providing motivation. The teacher closes learning with "greetings."

f. **Teacher TS, Sixth observation (January 20th, 2022)**

The researcher was in the Nine grade IX B class at SMPN 3 Tewang Sangalang Garing. In this meeting, the teacher delivered the material Future Tense. The table showed the teacher did use English songs in the main activity and teacher beliefs on practice teaching English.

1) Main Activity

In the main activity, the teacher asks students about future tense. If so, the teacher shows the one of the songs Promise (Haris. J), and the teacher says in this song have any word by using future tense for they know. After that, the teacher asks students to stand up in their place,

and students sing a song together. The teacher asks the students to answer based on the songs; the words lyric use some examples future tense. And then, after some students answer, the teacher explains the models one by one, and the teacher uses the song in this example. After presenting the material, the teacher asks students about their understanding of the lyric songs examples.

g. Teacher TR, eight Observation (January 25th, 2022)

The researcher was in the grade VIII class at SMPN 3 Tewang Sangalang Garing. In this meeting, the teacher delivered the material adjective. The table showed the teacher did use English songs in the main activity and closing and teacher beliefs on practice teaching English.

1) Main activity

The main activity included, The teacher showing one of the songs, Heal the world (Michael Jackson), and the teacher said in this lyric song have use adjectives for they know. After that, the teacher asks students to stand up in their place, and students sing a song together. The teacher asks the students to answer based on the songs; the words lyric use adjectives. After some students answer the teacher's questions, the teacher explains the examples one by one, and the teacher uses the song was they sang before for the model. After presenting the material, the teacher asks students about their understanding of it.

2) Closing

In the closing activity, the teacher assigns each student into two groups. And ask several a representative of 1 person from each group to read the sentences from each group. To talk about adjective was used in the lyric songs "heal the world." The teacher then concludes the results of today's material, and the teacher motivates the students always to be enthusiastic about following the lesson and asks students to study harder. The teacher also praises the students that they are all very active and intelligent. The teacher closes learning with "greetings."

The first point of this section is based on the observations above that **Teachers' Beliefs on Teaching Speaking Using English Songs** we concluded did not always use songs as media, which is supported by the results of interviews related to the media teachers always use. Here the researcher concluded researcher's finding of teachers usually used based on interviews that have been conducted. The teacher's beliefs about their usually use in teaching using English songs. It can be seen in the discussion as follow:

> "*Yaku nah sara hapa buku, tau kia LCD umba tau kia tarus hapa lagu "How Are You", je tehe melai buku kelas VII semester ice behin. Akan pemanasan*"

> "I usually use books, sometimes LCD too, and the song I use often is usually the song "How are you" which was in the first semester VII grade book for Brainstroming. But not only every material in the class."
> (Personal interview, February 3, 2022)

Based on the answers from interviews with TR teacher, believed that usually uses songs but not only use English songs. Moreover, the TS teacher can be seen from interviews as following:

> "*Sebujur eh yaku dia kia tarus hapan lagu akan uras materi, tapi rancak hapa lagu, jadi biasa eh yaku kadang hapan je melai buku ih, umba kadang hapa kagu je pas umba materi ih, manggat siswa jadi murah paham materi je jelas ku je.*"

> "Actually, I didn't always use songs for every material, but I do use songs more often. So I usually sometimes use what material is in the book as well, and sometimes I use the song that really relates to the material. Thus, making it easier for them to understand the material being studied."
> (Personal interview, January 27, 2022)

From the interview above, it can be found that the teachers believed that practically the teachers did not always use the songs in every meeting because the teacher used the themes related to the topic to help the students comprehend materials

1. Teachers' Beliefs On Teaching Speaking Using English Songs

This section unpacks the teachers' belief regarding teaching English songs in line with the Teachers' ideas on teaching English songs based on an interview, get two packs main points. First, Teachers' beliefs effectively lead to English songs, and second, teachers' opinions on difficulties teaching English songs. The first point of this section. Can be seen in the interview as follow:

> "*Amun je efektif umba bahalap, menurut yaku media pembelajaran je uras efektif, tapi emba yaku sara hapa lagu je gawin gitangkuh siswa tu lebih capat mengerti ketika meaning lagu, amun akan uras media menurut kuh uras effektif, bakesah dan lgu je efektif kia.*"

"To be effective and good, in my opinion all media are good and effective in teaching, but why do I use songs more often because I see students understand faster when using them again, overall all media are effective, lectures are effective and songs are also effective."
(Personal interview, January 27, 2022)

The interviews with one teacher (TS) stated that all media are excellent and practical, be it song media and others. It's just that when using songs, TS believes that by using themes, students can understand quickly. This is also claimed by other teachers (TR). It can be seen in the interview as follow:

"Puna efektif dan bahalap kuangku. Dia baya akan speaking ih, tapi uras eh menurut ku tame, bara mambaca, manulis sampai penyebutan luse. Hapa lagu je memang efektif ih kuang ku. Gawin pangkeme pengalaman ku. Sukses murid jr akan kebanggan akan ita guru kia……."

"Well this is effective and good in my opinion. It's not just for speaking skills, it almost includes reading, writing and pronunciation as well. Using songs is effective in my opinion. Because what is based on my teaching experience. The success of students becomes our own pride as a teacher……………….."
(Personal interview, February 3, 2022)

Based on the interviews above, it can be said that. First, the teacher believes that song media is very effective and can improve students' ability to achieve their goals. According to TR, students achieve goals for speaking skills and reading, writing, and pronunciation. Second, not only using songs, but all teaching methods used to be effective. Claim TS from the interview results. However, according to TS, using song media made

students understand faster. And get that the students are happy and enjoy taking off the learning process. The answers to the questionnaire and field observations are also supported by the apparent difference between students when and not using the song. According to Westhisi (2015), teachers provide fun activities such as learning English through songs because students use language in real to get fun in the learning process.

This is also strengthened based on the answers to the questionnaire to TR and TS related to teacher's beliefs which are divided into three teacher aspects. This is stated based on the responses from the open questionnaire for the third related aspect about teachers' beliefs about the effective use of English songs in teaching English. Especially for the speaking skills and then for the result of questionnaire answer clarity what would be shown in the following table:

Table 4.7
Teachers' thoughts beliefs and practice about the effectiveness of using English songs in teaching English

NO	Teachers Beliefs	Informant
1.	Believe that English songs provide a large amount of repetition, resulting in the automatic use of the target language	TR and TS
2.	Believe that English songs are a highly motivating and entertaining way of teaching English, especially for junior high school	TR and TS
3.	Believe that English songs are very effective in teaching English to junior high school	TR and TS
4.	Believe that using songs can reduce students' anxiety and weakness towards learning English, especially speaking skills	TR and TS

(Questionnaire answer: on 21th and 22th January 2022)

Based on the questionnaire above, regarding teacher beliefs about the effectiveness of using English songs in teaching English, the informant TR and TS think that using English songs is very effective. They believe that using English songs is highly motivating and entertaining teaching English. The second point of this section is the teachers' beliefs on difficulties teaching using English songs. In this research, Difficulties or challenges of using English songs in teaching and practice learning. From the many advantages and effectiveness of using English songs in teaching speaking, there may still be some difficulties or challenges. Then, it relates to the situation and obstacles experienced by the teacher. As also experienced by one of the informants, it was found that the teacher believed. It can be seen from the interview below:

> *"Je bahali atau tantangan eh je pehe je akan naharep je alat teknologi je dia tau hapan dai. Kadue, tentang mangamat hapa mangau narai je tehe melai lagu jie kia, je are lepah memakan are waktu perlu waktu umba pukos jie ih…"*
>
> "Difficulties or challenges encountered are when equipment or technology does not function properly. The second is about doing a little bit of observation in the song itself, which takes a lot of time and focus there"
> (Personal interview, February 3, 2022)

Based on the informant above, the complex challenges the teacher to make observations to fit the lesson plan and students. Equipment or technology not working properly, time for compliance (searching songs), which is a lot of time. In the first factor using equipment or technology sometimes not working can cause great anxiety and confusion. Moreover,

these are essential supports for implementing songs in the teaching and learning process in this context. However, the teacher must prepare to overcome the problem when technology or even electricity cannot cooperate with plans and expectations. It was probably one of the biggest problems for teachers to deal it. The second is observing the songs themselves, which takes a long time because they have to be as attractive as possible. It must also meet several categories such as compatibility, relate to the material or the lesson itself, and must suit every language, content, etc., about the genre of the song. It needs to be observed, and a few times when it comes the right way, it's great. But sometimes pieces can contain slang words, singing tempos that are too fast, and much more. Moreover, every time the teacher chooses the right and appropriate song, another challenge is the teacher's beliefs about students' liking for using the theme.

2. **Teaching plans prepared by the teachers' before starting to teach speaking skill using English songs**

Related to the teacher's beliefs in using songs as teaching speaking, we can conclude the teacher has thoughts that English song is effective and has difficulties. This section explores teacher practice. Firstly, the teacher's beliefs and training can be seen in the teaching practice in the classroom; According to the result observation field-note above, the teacher does the rule into three stages: opening, main activity, and closing.

It is related to the result of the interview done to the teachers, and they

stated that:

> "*Amun je akan rencana pembelajaran je, maka je mander ku endau yaku je nah rancak balua bara kurikulum, gawin keme ku yang penting menerapkan apa yang bisa mereka terima,kilau materi je ngajar je kia umba manggau laguje berhubungan umba materi je akan ngajar je. Dan kia yaku je rencana kuh fokud umba kemampuan speaking skill siswa ih, dan setidak eh luse tau dinu kosa kata taheta barangay ih setiap tame kelas, gawin lah pangkeme ku luse dia akan tau speaking amn kosa kata luse je lalau isut.*"

> "For the teaching plan itself, I sometimes leave the curriculum, which is important to apply what they can accept, such as what material plans are taught and look for songs that are related to the material being taught. And also my plan focuses on their speaking skills. And at least they can get new vocabulary every time they enter class, because they will not be able to speak English if their vocabulary is still lacking"
> (Personal interview, February 3, 2022)

According to the interview above with TR, it can be concluded

that the TR teacher, if she believes that planning is actually "which is

important to apply what they can accept". Because by applying what they

can accept, it will make it easier for students to understand learning and for

plans prepared by the teachers. TR teachers also use plans that are out of

the curriculum. Because, TR focuses on planning the most material things

that can be accepted by students. However, According to Zahorik, J. A.

(2017). In the teaching plan process strive to actively involve your students

in each part of the lesson. Plan to state lesson goals, connect skills with

students' lives, teach and model skills, practice skills with them, have them

try new skills independently, and review abilities in students. There is a difference in Plan prepared from the TS teacher, this can be seen from the TS teacher's answers during the interview. The TS teacher said that:

> *"Amun je akan planje, tentu eh yaku manggau lirik lagu je dia bahali atau ribet, je kalimat eh pandak-pandak ih, umba kacapat lagu eh je sadang ih. Jadi tau manduhup siswa ku je metuh proses balajar Bahasa inggris je. Selain jie, kebutuhan umba kemampuan siswa harus ita perhati eh kia. Tentu jie plan je paling penting menurut k, terutama je pang akan Speaking skills luse umba kilau jue lagu j gunakan saat mangajar je akan siswa je merasa senang dan bahagia saat belajar je."*

> "For planning what I teach, of course I look for song lyrics that are not complicated, the sentences are short, and the speed of the song is also moderate. So, this can help students in the process of learning English. In addition, the needs and abilities of students must also be considered. Of course, my planning is important for the goal, especially speaking skills and how the song that I use when teaching students makes them feel enjoy and happy when they are learning."
> (Personal interview, January 27, 2022)

Based on the interview above, the classroom songs should consist of short and straightforward lyrics. The teacher said that the lyrics have an essential role in teaching and learning. It is also in line with Kara and Aksel (2013) the songs used in class should be relevant and better with short and straightforward utterances and have repetition. It is different from the interview answers from the previous TR, where TR stated that they often planned lessons that were out of the curriculum. It can also be seen when learning in class takes place. And from the observations that have been discussed previously. To further deepen the plan and prepare

practice that the teacher uses when using song media. It strengthened based on the following interview results

> *"Amun je akan persiapan mangajar hapa lagu, yaku manyiap lagu eh helu dengan cara improvisasi, umba ngau lagu je berhubungan umba materi je ngajar ku je. terkadang amun yaku dia ati waktu akan manyiap lagu kabuat, yaku baya balaku luse manyanyi lagu "How are you" akan penyemangat luse."*

"To prepare for teaching using songs, I first prepared songs by improvising, and looking for songs that were related to the material, of course. Sometimes if I don't have time to prepare the song myself I just ask them to sing How Are You as an encouragement."
(Personal interview, February 3, 2022)

> *"Pasti eh yaku manyiap lagu eh helu je akan media, biasa eh hapan LCD akan suang kelas, amun melai lab je hapan guru je beken, umba nyiapku kia laptop dengan lagu je berhubungan umba materi ku je. nyiapku kia parea yaku hapa eh pas pelajaran je melai awal, beteng eh, en je melai akhir eh umba tehe kia nyiap kuh contok lirik lagu je hapan kumenjelaskan materi ku je umba mangat ulih sapai asfek skill siswa ku je."*

"Of course, what I prepare if I use song media, usually I will prepare an LCD for the classroom, if the lab room is used, and I prepare songs on my laptop too, and prepare songs related to the material. As well as preparing when to implement the process when learning takes place at the beginning, middle or at the end of the exercise and also preparing examples of song lyrics that I can use to explain the material and of course to achieve the skill aspect to the students."
(Personal interview, January 27, 2022)

From the interview answers above, we can conclude that each teacher has a plan and prepared them when using songs as learning media in class, starting from what pieces they use, analyzing the samples

according to or not with the material being taught, and moral values. What is in the lyrics of the song they chose? They don't just prepare pieces, starting with complimentary equipment from the school. Such as preparing LCDs for classrooms in anticipation, if the lab space is used, and preparing their laptops. And each of the plans and preparations of teachers who support song media when they teach has its method and process. However, they still have the same belief, namely with the goals they want to achieve and trust the song media.

The teacher's belief is also fundamental in preparing a plan and design before starting to teach. According to Zahorik et al. (2017), in the teaching plan process, strive to involve your students in each part of the lesson activity. Plan to state lesson goals, connect skills with students' lives, teach and model skills, practice skills with them, try new skills independently and review abilities in students. Regardless of the plan and preparation of the teacher before teaching his students using songs, we will discuss what the process is like when the teacher uses songs as a learning medium.

3. The process of teaching speaking using English songs

In this section, the researcher revealed several methods of teaching speaking using English songs. Firstly, the teachers use the pieces in the process learning activities, whether in the opening, main move, closing, which may help both the teachers and the students in teaching. Secondly, the repetition employed in the on-process activities becomes one of the

teachers' beliefs in education using English songs. Thirdly, using gestures or feelings can assist the students in the learning process. First, concerning the teacher's technique of teaching speaking using English songs, the placement of the pieces in the learning process might assist the teacher in delivering the materials and help the students be more focused when the learning process occurs. It can be seen in the following statement below.

> *"Akan proses mengajar je sebenar eh. Siswa je tergantung dengan kilau jue plan je napa ta, tau kiat melai awal atau metuh mangajar, tau kilai melai akhir pelajaran. Misal eh, melai awal yaku malaku siswa ku manyanyi lagu hapan pemanasan manggat siswa je tehe motivasi luse.."*

> "When teaching for the actual process. Students depend on how the plans we make, can be used at the beginning or during teaching, or at the end of the lesson. For example, at first I asked them to sing songs as a brainstorming stage so that it could motivate them……"
> (Personal interview, February 3, 2022)

It may be necessary for the teaching and learning process that it helps teachers attract their attention and enthusiasm in learning activities. It is seen that when the teacher plays the song at the beginning, the students listen to the music carefully, and they pay attention to it. Moreover, Bouniol (2012) states that activities or learning processes through songs can trigger the emotions and curiosity of students in the original state of the learning process. As a result, they could do quite well when the teacher asked them to sing together. It means that the song has succeeded in attracting their attention and can train their concentration in the learning process. It is also supported by the results of the field-note

observation data carried out in table 4.5 regarding the Result of observation using English songs on teaching and teacher practice, which shows the teacher using the media song at the opening. The answers to the questionnaire also corroborate this:

> *For the time itself actually depends on the plan we make, it can be used at the beginning or during teaching. For example, at first I used songs as a warm-up stage so that I could motivate them, while at the time of teaching I used them to improve students' language skills.*
> *(Q: 9 Why do you believe that using songs in your English class cannot be time-consuming?)*

From the answer to the questionnaire from one of the teachers, the teachers believe. Using songs in English class cannot be time-consuming because planning is very petrifying the learning process without consuming a lot of time when using song media. Whether it is used at the beginning or while teaching, it is used at the beginning of learning to motivate students, and in the middle of learning, it is usually used to improve students' skills.

Furthermore, the teacher also stated that English songs could be employed at the main activity to explain the material or forgive the example. And for the end of the lesson, review or recall the previous materials that they have learned in the main activity of the study, as shown in the interview below.

> *"…..sedangkan metuh yaku mengajar mahapa lagu yaku biasa eh hapa kan contoh materi umba akan manarik minat siswa ku. umbu kita tau meningkatkan kemampuan bahasa siswa, yaku tau kia maname melai kuai umba permainan. misal eh, menyewut tense narai je tehe melai lirik lagu, atau tau kia misal eh malaku siswa*

akan membicarakan juga arti bara lirik jie dan kadang kia melengkapi liril je acak-acakan, manggau makna dengan konteks bara lagu dan nyayi sama-sama hapa meningkat keterampilan speaking dan oengucapan luse."

"……whereas when I teach I use songs, I usually use it as an example of the material and also to attract the interest of my students themselves. And also to be able to improve students' language skills, I also include it in quizzes and games sometimes. For example, mentioning what tense is in the lyrics of a song, or also for example asking students to talk about the meaning of the lyrics as well and sometimes also completing jumbled lyrics, finding the meaning or context of a song and then singing together to improve their speaking skills and pronunciation."
(Personal interview, February 3, 2022)

From the interview above, it can be concluded that the teacher uses English songs in the opening, main activity and also the closing of the lesson to attract students' attention, to increase their curiosity about the lesson, and to recall the previous lesson. This is also corroborated by answers from interviews:

"Untuk prosesnya sendiri tergantung bagaimana kita merencanakannya di awal, apakah kita ingin menerapkan lagu di awal sebagai pemanasan atau motivasi, atau di tengah pelajaran sebagai contoh atau di akhir bisa juga digunakan untuk memberikan tugas dan juga dapat menjadi proses ketika siswa merasa bosan. Kapan saja saya bisa memikirkan."

"For the process itself, it depends on how we planned it at the beginning, whether we want to implement the song at the beginning as a warm-up or motivation, or in the middle of the lesson as an example or at the end it can also be used to give assignments and it can also be a process when students feel bored. Anytime I can think of"
(Personal interview, January 27, 2022)

From the interview results above, the teacher's learning process is the creative idea of each teacher. And this is also closely related to the plan and preparation that the teacher has prepared. It is in line with the statement that the teacher as a model must liven up the classroom atmosphere so that students feel comfortable, enjoy, and understand the lesson with songs sung together. Through singing, it is hoped that students can understand and improve their speaking skills in English (Sevik, 2011).

From the explanation of teachers' beliefs and practices about teaching speaking using English songs, these beliefs were about at what stage the teacher used English songs in the opening, core, and closing activities. It is believed that the preparation of planning significantly affects the learning process. Assessment is part of the process, and the teacher's belief is also in teaching English songs. The following section will discuss how the teacher assesses students using the song's media.

4. **Teachers' assess students speaking skill after teaching speaking using English songs**

This section discovers teaching practices that are influenced by the teachers' beliefs. The teachers believed that songs could assist both the teachers in delivering the materials and the students to comprehend the materials. And the practice assesses students speaking skills after teaching speaking using English songs. Practically, in this research, the students successfully mentioned the set vocabularies related to the topic and could speak English fluently. Which the about the subject as shown in the

observation field-note in above and supports the interview below:

> "*Hapan menilai siswa umba lagu, yaku nah lebih fokus pada apa yang bisa mereka terapkan, kan terkadang tehe melai kurikulum je "misalnya siswa harus bisa berbicara minimal emperkanalkan diri". jituh lalau mamaksa keme kuh, jadi amun akan penilaian haingkuh nah setidaknya luse tau manyewut ice kosa jata barangai ih umba tau manyapai nilai pendidikan moral je tehe bara lirik lagu je.*"

> "To assess students with songs, I focus more on what they can apply, which is sometimes written in the curriculum "for example, students must be able to speak at least introduce themselves". For me, this is too forcing them, so my assessment is that at least from the lyrics of this song they can mention one meaning of the new vocabulary and can talk about the moral value of the songs."
> (Personal interview, February 3, 2022)

From the interview above, TR teacher stated that she is very sure that by applying what is acceptable to students, the TR teacher is to carry out the assessment. It is also strengthened by the results when the TR teacher practice in class based on field-note observations:

> **The teacher assigns** each student to give their opinion on the lyrics of the song they have sing together before in main activity have teacher did explain. And ask several students to talk about their respective opinions until the end of the lesson.
> (Observation Field-Note, January 10th, 2022)

> **Teachers assigns** each student into two group. And ask several a representative of 1 person from each group to come forward to read the sentences from each group. To talk about adjective was used in the lyric songs "heal the world".
> (Observation Field-Note, January 25th, 2022)

Based on the results of the field observations made by the teacher above, it was stated that the teacher assesses students after teaching using songs by giving some assignments to their students. It started by asking

students to provide opinions related to the song lyrics that have been used and like making groups for their students and asking one of the representatives from the student group to talk about what was in the previous song lyrics. From this, our data also concludes that it is not only the purpose of speaking skills that will be assessed by the teacher but also for the assessment of other aspects such as listening and pronunciation. It also said based on the statement of the results of the interview.

> *"Hapa manilai siswa, kadang tau nyuhu ku luse bakalompok atau tau kia individu tugas eh, tau kilau bakisek narai arti bara lirik lagu je atau malaku luse bapander speaking melai baun kelas hapam manilai pemahaman luse tentang materi."*

> "To assess the students themselves, sometimes can make them in groups or even individually, such as asking what the meaning of the lyrics of the song itself means or asking them to speak in front of the class using their own understanding of songs and materials, like that for me."
> (Personal interview, February 3, 2022)

From the discussions above, it can be sure that students can do things by doing their job. And to present this task can be done in groups and even individuals as well.

C. Discussion

In this part presented the discussion of the finding description. There were four problems proposed in this study, the discussion focused on the four problems. The first discussion is about the teacher's beliefs on teaching using English songs, the second discussion is about the teaching plans prepared by the teachers, the third is about the process of teaching

using English songs and the four is about teachers assess students after teaching using English songs.

1. **Teachers beliefs on teaching using English songs**

There were in the research findings have explained the Teacher's beliefs and practice when using English songs as media by the teachers at SMPN 3 Tewang Sangalang Garing. Gill and fives (2015) argued that the teacher's beliefs emerge as recommendations recognized as evidence by individuals who hold those beliefs. when teaching practice several considerations. Findings revealed. Get two pack main point.

The First, teacher beliefs on teaching practice use English song media based on observation was done by the researcher, there were three stages to teach English in the teaching and learning process; they are

a) Gestures (providing instructions and responses),

b) using media in the opening, Main activities, and in closing activities in class. And

c) also reveal how students feelings like Happy or Sad.

The second, supported by Westhisi (2015), teachers provide fun activities such as learning through songs because students use language in real to get fun in the learning process. based on research finding was teacher beliefs on teaching using songs improve students' skills; ranging from (a) such as the Teacher believes the song media is

practical to use and also (b) there are difficulties when using the English song such as media, and (c) Such as the Teacher didn't usually use English song but having a high frequency.

2. **The teaching plans prepared by the teachers**

In the practice of teaching using English songs, there are Material development is carried out in plan and Prepare by the teachers' before starting to teach speaking skills using English songs. According to Zahorik, J. A. (2017), in the teaching plan process strive to actively involve your students in each part of the lesson. Based on the research finding above, we can conclude that teachers has a plan and prepared before they using English songs as a learning media. Such as plan preparing; LCD's for classroom anticipation, Preparing their laptops, and the plans of teachers' support English songs media still relevant with the materials. However, all teachers' beliefs with the goals they want to achieve and trust English songs media.

3. **Process of teaching using English songs**

From the research finding above for the process of teaching using English songs, the teachers' beliefs and the method, we can concluded the teachers' process used four stages (a) opening, (b) main activity, and (c) losing, And (d) using songs as examples in explaining, motivating students. There were to teach English in the teaching and learning process. Learning process in the creative idea of each teacher. It is line with statement Sevik (2011), that the teachers as a

model must liven up the classroom atmosphere so that students feel comfortable, enjoy, and understand the lesson with song sung together. Through singing, it hope students can understand and improve their speaking skills in English. In this section, revealed several method of teaching using English songs.

4. **Teachers assess students after teaching using English songs**

Talk about assess students from the research finding above we get the main point. The first, for assess the students by giving some assignment for their students. The second, asking the students to provide opinion related with the lyrics that have been used. The third, making a group for their students'.

This chapter has explained the research results and discussion. First, this chapter finds the Teacher's belief in using English songs in teaching speaking using English songs which is in line with what was stated by Sevik (2011). The Teacher's belief contained about the use of song as a medium of teaching English to students at SMPN 3 Tewang Sangalang Garing, the Teacher's belief about learning media in teaching English aspects of speaking to students used English songs. Second, presenting teaching practices that are influenced and the difficulties on practices by beliefs about teaching English to students through English songs. Third, starting from teachers Plan & Prepared, the process and assessment after teaching using English songs.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data finding gathered by the researcher in SMPN 3 Tewang Sangalang Garing the findings of this study focus on two main points. First, teacher belief in using songs to teach students to improve students' speaking skills. Second, the teacher's beliefs regarding the use of songs in teaching English that influences the practice of teachers in the classroom. especially for the teachers beliefs and practice on teaching speaking using English songs, there are the conclusion of four problems:

The first is the teachers' beliefs on teaching speaking using English songs, from the result of research we can conclude the teachers believes that English song media is very effective. Teachers also believe that all the media used very effective, but have different when using songs and not. The teachers believes that using English songs is highly motivating and entertaining teaching English. And there may still be some difficulties or challenges.

The second is the teaching plan prepared by the teachers before starting to teach speaking skills using English songs. We can conclude there some teacher believes prepared songs have related to the materials. Plan prepared songs on LCD, on laptop for the classroom and preparing course to achieve the skill aspect to students.

The third is the process of teaching speaking using English songs. We can conclude the result, the teachers use pieces in learning activities,

whether in the opening, main activity, and closing. Then the repetition employed in the on-process activities. And Using gestures or feelings can assist the students in the learning process.

The Four is about teacher assess students speaking skills after teaching speaking using English songs. It started by asking students to provide opinions related to lyrics songs, making a groups and even individuals.

Finally, in this research, the teacher believes in the use of English song media, and it is clear from how the teacher applies it during the learning process in the classroom. Teachers also believe that English song media is very effective, but they also claim that all the media used are very effective, it's just that there are differences when using song media and not. It was found that using the media song, students became more enjoyable, happy, not bored in class, easier to understand explanations and able to speak more fluently. This is in line with According to Schoepp (2001) suggests the enjoyment aspect of learning a language through English songs is directly related to affective factors. However, teachers also face difficulties and challenges in using the song media because of the limited school facilities.

B. Suggestions

After analysing the data and making conclusions about in this study, the researcher provides several suggestions for improvement improvements followed:

First, for the English teachers the use of songs in teaching English can be applied and is suitable for all levels of students, especially EFL or ESL class students. Very useful and helps teachers in teaching foreign languages. In addition, teachers can create a pleasant atmosphere in the teaching process to reduce students' anxiety in learning a foreign language.

Second, for the students' should be free to choose and find songs related to the topic. In addition, the teacher can ask students to provide songs according to their needs and interests during the learning process. Later the songs can be brought to class and can share knowledge with each other. And should be more active in learning in the classroom.

In addition, there are some possible suggestions for further research. First, the researcher can choose other student levels such as for high school and college in researching the teaching of English through songs. Second, the master's beliefs about song variety can become the other researcher to continue this study in further research. In addition, hopefully this study can be used as a reference to other researchers. So, that she/he develops the research with the same subjects in various topic with different better topic the obstacles that occur in teaching practice during its application become a unique chance to the next researcher.

C. Disadvantages

The findings of this study cannot be generalized because it has several limitations such as this The study was conducted on a small scale, there were two English teachers who were involved in this study, and they

had limited time during the research and limited school facilities which made it difficult for teachers to use the song media. However, this relates to the nature of research that uses case studies while it designed to demonstrate more general principles with individual actors being focus on knowing the perspective of events (Yin et al., 2018). However, the findings of this study are important for identifying the ability of teacher's confidence in using songs in Teaching English to improve students' speaking ability and to know how to teachers transform these beliefs into teaching practice to assist students in achieve the learning objectives of learning and acquiring foreign languages.
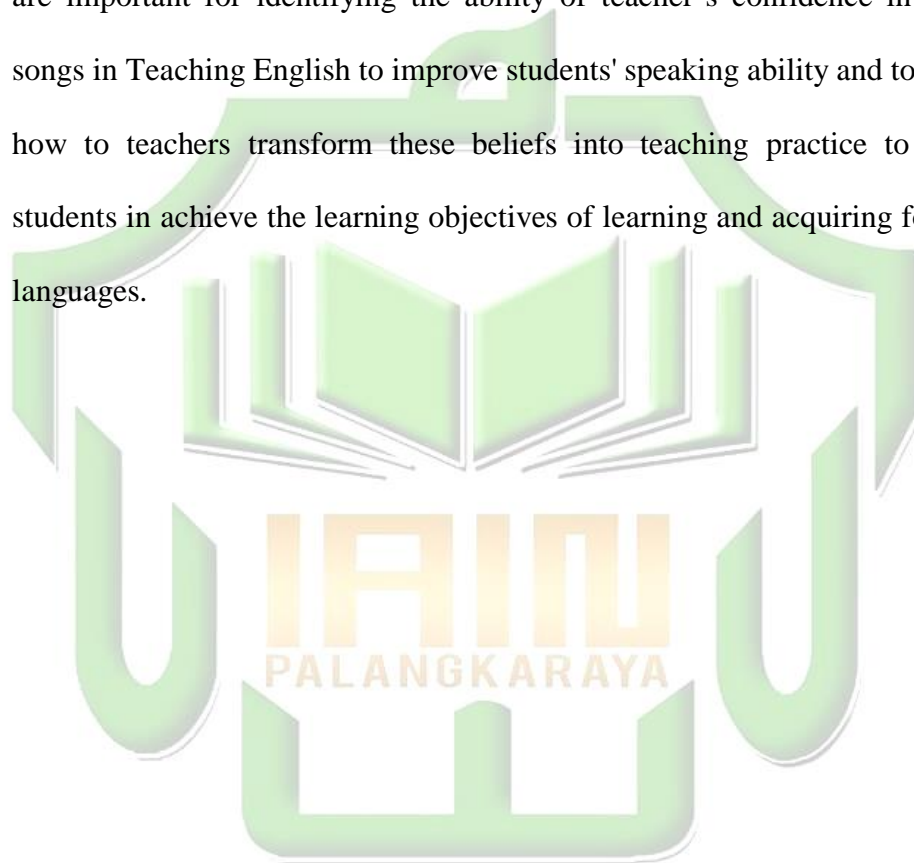
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