

THE TECHNIQUE OF IMPROVING THE SPEAKING SKILL USING MUSIC CASE STUDY AT ANALIS KESEHATAN MUHAMMADIYAH MAKASSAR

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Abstract

There are some factors that cause of low levels of student skills, internal and external factors. External factors including the use of Indonesian influence in family environment and society even in everyday communication. Therefore, To guide the students speak in English in the classroom lecturer should have good and interesting technique of teaching. Using music in the classroom can immerse students to be involved actively and able to express orally their idea, do collectively, and communicative. This research aims to finding out whether use of music can improve the speaking skill students at the first year of Analis Kesehatan Muhammadiyah Makassar. The results show students speaking ability improve than before using this technique and reduce difficulties faced by students.

Keywords: *Difficulties, Music, Speaking*

BACKGROUND

Music can play a very significant role in a foreign language classroom. It is an amazing tool for helping students to acquire language as well as stimulating students' brains, improving their memory, and bringing lots of joy. As the Chinese philosopher Confucius said: "Music produces a kind of pleasure which human nature cannot do without". Furthermore, what makes music such a great teaching tool is its ability to connect cultures and languages of students, regardless of their age and backgrounds. Before we play any kind of music start with a survey to find out students' favourite types of music. If we teach younger levels, try to use songs with repetitive verses which are easy to understand, bearing in mind that more advanced students can feel bored with repetitive lyrics. We can use music as a nice lead-in to the lesson. Recently, I used Michael Jackson's Earth song to provoke students to discuss some issues of natural disaster, when choosing an appropriate warm-up song, select one with easily repeated chorus. Music also affects your students' mood, for example, if they previously had physical education lesson, you can play some slower music to calm them down. Alternatively, if your students

had been seated almost silently during the previous lesson, it's a good idea to play some lively music.

One of the most uniqueness of this method is the use of Baroque music during the learning process. Ostrander and Schroeder cited in Harmer (1998) said the Baroque music, with its 60 beats per minute and its specific rhythm, created the kind of relaxed states of mind for maximum retention of material. It is believed that Baroque music creates a level of relaxed concentration that facilitates the intake and retention of huge quantities of materials. Baroque music helps students to reach a certain state of relaxation, in which the receptivity is increased (Radle, 2008). The increase in learning potential is, put down to the increasing of alpha brain and decrease of blood pressure and heart rate. The music used also depends on the expected skill of the students: grammar, imagination exercises, making future plans, discussion, etc.

Prior to listening to the song, you can show some pictures connected with the song and make students guess the name of the band or the title of the song, for example before listening Sting's "Englishman in New York", we can show

some pictures of a man with Big Ben in the background and another photo presenting the Statue of Liberty and make our students guess the title of the song. Songs can also serve as a springboard for discussing a particular grammar point. One way is to ask our students to look through the lyrics and find some examples of a grammar structure. If we teach adjectives, try to choose songs with lots of adjectives in the lyrics such as Lenka's "Everything at once" students can practice for instance the Present Perfect Tense, take out the verbs and ask students to fill in the gaps with appropriate form of past participle forms. The song which works well with the students. Although some teachers are strongly against the use of students' mother tongue in the language classroom, some students often enjoy translating song lyrics and find this type of activity very enjoyable. As always, for the best results try to use the songs your students really like.

Speaking is one of the language (oral) abilities that very dominant in human communication. Everywhere in society, everybody keeps speaking when interacting with others for sharing ideas, asking questions, expressing apologies, discussing, quarrel, mocking, etc. Today, there are many ways or media that people can choose/use to speak/to interact with others, such as television, telephone, hands phone, radio, ect. The spoken language is the primary language whereas the written is the representation of the spoken one. The assumption is given base on the fact that when it was the first time human life existing in this world, they tried to communicate by word of missionaries and the linguists found out the symbol (written) language and taught the human writing. The psychologists, Clark, (1980:326) questioned, "what do the one-year old babies know? From early infancy, they have looked around them; rattles, mobiles, soft toys, his blankets, and people's faces include their fathers and mothers. When growing up, the firstly get acquire the spoken language by imitating their mothers, fathers, sisters, brothers and all people speaking around

them. During this phase, nobody teaches them writing (writing language) and adults usually simplify their language for better understanding. Latif (2009) stated his idea on the nature of communication, pointed out that hanging phenomenon. He assured that where there are two people engage and talk to each other, it could be fairly sure that they are doing so for good reasons. The question is what are the reasons?

- a. They want to say something. They have desires to say something and they know how to say that.
- b. They have some communicative purposes. A speaker wants to say something and expects something to happen after he says that..

Lado (1988:153) stated that speaking ability is one of oral abilities that play essential roles in human interaction and communication when they communicate their ideas, minds and feelings to others. To deal so far with the concept of oral abilities, there are some definitions given by linguists.

Seeing the definitions speaking abilities conveying above, the researcher can conclude that speaking ability is an event where there are two or more persons gather up somewhere to attain a speech contact. By the time there are speaker(s) and listener(s). When the activity of speaking takes place, the speaker(s) and the listener(s) usually have the turn taking mechanisms to create the communication run better and more successful.

SAMPLE OF RESEARCH

Objective of Research

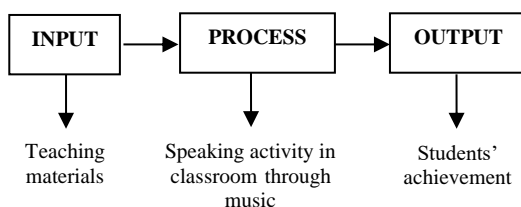
The objective of the research is using music as a technique or method can improve students' speaking ability, The result of this research is expected to be useful information and contribution for the teacher as one of the alternatives method in teaching English as foreign language. Beside that it can give a good contribution for English development as the foreign language and support the research done before. The scope of the research was restricted to teaching speaking by using music method to

improve students' speaking ability. To measure students' speaking ability, the researcher focused on accuracy.

The teacher puts on some music. It is Mozart's Violin Concerto. After a couple of minutes, in quite voice she begins to read the text. Her reading appears to be molded by the music as her intonation and volume rise and fall with the music. She speaks as a slow space. After the song, the teacher has the students to stand up and get in circle. She takes out a medium- sized soft ball. She throws the ball to one student and while she throwing it, she asks him what his name in English. He catches the ball as he says;" my name is Richard." She indicates that he is to throw the ball to another student while posing a question to him. Richard asks," what you do?" (The teachers say nothing, but we notice later that when it is the teacher's turn again her question is "What do you do?")The students replies, "I am a conductor". The games continue on in this manner with the students posing question to one another as they throw the ball. The second class is now over. Again, there is no homework assigned, other than to read over the dialog if the student so wishes.

Conceptual Framework

The conceptual framework of this research is a present in the following diagram:



1. Input refers to students' prior speaking
2. Process refers to the students' activities in teaching learning process.

Output refers to the students achievement and result from the teaching learning process. The instrument of the research used oral test. The writer asked

the students to speak out base on the topic.

Pre-test and post-test

The writer gave test twice. The first test was pre-test and the second test was post test.

1. Pre-test

At the first meeting, the students were given a pretest in from of oral test. In order to know the students' speaking ability before giving a treatment. In this case, the writer asked the students to speak based on the topic given and asked them to speak it out in front of the class in a couple or group.

2. Post-test

After doing treatment, the writer employs a post-test. It was aimed to see the value of treatment whether or not the result of the post test was better than the pre-test. The content of the post test is the same as the pre-test

Table 1. Classification of score

Score	Classification	Criteria
6	Excellent	Pronunciation is only very slightly influenced by mother-tongue. two or three minor grammatical errors.
5	Very good	Pronunciation is slightly influenced by mother tongue. A few grammatical and lexical errors but most utterances are correct.
4	Good	Pronunciation is still moderately influenced by mother tongue but not serious phonological errors. A few grammatical and lexical errors, but only one or two major errors causing confusion.
3	Average	Pronunciation is influenced by mother tongue but only few serious phonological errors, several grammatical and lexical errors some of which cause confusion
2	Poor	Pronunciation seriously influenced by mother tongue with errors causing a breakdown in communication. Many "basic" grammatical and lexical errors.
1	Very Poor	Serious pronunciation errors as well as many "basic" grammatical and errors. No evidence of having mastered any of the language skills areas practiced in the course.

(Healton, 1991)

FINDING AND DISCUSSION

Through the tests (pre-test and post-test) showed that the students' achievement in speaking ability before doing the treatments was average. It can be proven by the rate of percentage of the students' pre-test score where there were 26 (86,67%) students got "average" score 4 (13,33%) students got "good" score and no students got "excellent", "very good", "poor" and "very poor" all of the got 0 (0%). After they got treatments the students' achievement in the speaking was good. It supported by the rate percentage of the students' post-test score, where there were 3 (10%) students got "average" score 14 (46,66%) students got "good" score, 8 (26,67%) students got "very good" score and 5 (16,67%) students got "excellent" score and no students got either "poor" or "very poor" and each of them got 0 (0%).

Based on the description above, it can be concluded that the achievement of the students' speaking ability in post-test were higher than the result of the rate percentage of the students' pre-test. This means that the students can be taught by music method

CONCLUSION

The writer did the research and got the results, then made some conclusion as follows:

1. Teaching speaking of the first year students of Analis Muhammadiyah Makassar has been improving after having and applying music method
2. After calculating the data, it can be found that there was significant difference of the students' speaking ability in pre-test and post-test.

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