USING SONGS TO INCREASE STUDENTS’ PARTICIPATION IN ENGLISH CLUB CLASS OF “PROFESSIONAL EXIST” ENGLISH COURSE

A SARJANA PENDIDIKAN FINAL PAPER

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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A Sarjana Pendidikan Final Paper on

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Yogyakarta, July 14th, 2017
Faculty of Teachers Training and Education
Sanata Dharma University

Dean,

Rohandi, Ph.D.
Dedicated to

1. My God
2. My Parents, Antonius Sulin and Yuliana Suharti
3. My boyfriend, Jati Landhung History
4. My brother, Carolus Heru Novianto and my sister, Yoana Okta Krismayanti

Motto:
"The more you give, the more you will get"

"Smile is a simple way of enjoying life"
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this final paper, which I have written does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, July 14th, 2017
The Writer

Helena Isti Yuliani
101214145
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Helena Isti Yuliani
ABSTRACT

Yuliani, Helena Isti. (2017). Using Songs to Increase Students Participation in English Club Class of “Professional English” Course. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This paper analyzed the use of songs to help the students to increase the students’ motivation and participation in learning English. The major concern was the description of songs’ implementation in the classroom and to what extent the use of songs could help the students to increase students’ participation in class activities.

This paper presents songs as the media to increase students’ participation in English class. This paper answers the following question: how songs are implemented in the English Club Class of Professional English Course can increase students’ participation?

In this paper, the writer employed a library study. Library study is a method to organize this paper by finding some references. The writer identified the problem, gathered some books related to the topic, and answered the problem. The writer concluded that this problem could be overcome by increasing students’ motivation. In order to increase students’ motivation the writer created an interesting learning through songs as the media. There were two titles of songs that promote students’ interest and curiosity. Since the relaxed situation and no monotonous activity were created, the students’ motivation in learning English increased.

Therefore, this study was expected as the alternative way to increase the students’ participation in learning English as well as to develop the teachers’ creativity to make it work. Thus, learning English was not frightening at all.

Keywords: songs, participation, the procedure using songs
ABSTRAK

Yuliani, Helena Isti. (2017). *Using Songs to Increase Students Participation in English Club Class of “Professional English” Course*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Penelitian ini menganalisis penggunaan lagu untuk membantu meningkatkan motivasi dan partisipasi siswa dalam belajar Bahasa Inggris. Perhatian utama dalam penelitian ini adalah deskripsi tentang pengimplementasian lagu di dalam kelas dan sejauh mana penggunaan lagu dapat membantu siswa untuk meningkatkan partisipasinya dalam kegiatan di kelas.


Penulis melihat bahwa masalah ini dapat diatasi dengan meningkatkan motivasi siswa. Salah satunya dengan menciptakan pembelajaran yang menyenangkan yakni menggunakan lagu sebagai media. Ada dua judul lagu yang akan memunculkan ketertarikan dan keingintahuan siswa. Dengan terciptanya suasana yang nyaman, dan tidak monoton, motivasi siswa dalam belajar Bahasa Inggris meningkat.

Oleh karena itu, penelitian ini diharapkan dapat menjadi salah satu alternatif untuk meningkatkan partisipasi siswa dalam belajar Bahasa Inggris serta untuk mengembangkan kreativitas guru dalam pelaksanaannya. Sehingga, belajar Bahasa Inggris bukan hal yang menakutkan.

**Keywords:** songs, participation, the procedure using songs
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Helena Isti Yuliani
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CHAPTER I

INTRODUCTION

This chapter presents two main parts of the study. The first part is the research background which describes why this final paper is conducted. The second part is the research method which is used to conduct the study.

A. Background of the Study

One of the most fundamental factors in the successful teaching and learning process is students’ participation. Peterson (1992) states that students’ participation is involving students in doing things and thinking about what they are doing (p. 12). Thus, students’ participation is students’ involvement in teaching and learning processes. Students’ involvement is the core of the learning process. It is a crucial factor that determines the success of the learning process. According to Burden and Byrd (1999), securing and maintaining attention is an important responsibility. If the students are not engaged in the learning process, it is possible that they will be out of lesson (p. 239). There will not be any learning if the students do not participate in the teaching and learning process. Students’ participation is a very influential factor in the achievement of the learning output. Every teaching and learning process aims to improve the learning achievement. In that process, the participation of both the teacher as educator and the students as the learners is needed. In other words, in a teaching-learning activity, the teacher and the students need to be involved.
The most essential thing in a teaching-learning process is the process of ‘learning’ which happens in the students’ mind. Besides receiving the learning material from the teacher, the students are also expected to participate in doing activities to support the learning process such as listening, reading textbooks, taking notes, asking and answering questions, doing discussions, and working in pairs or groups, so that they can be more physically and mentally involved in the teaching and learning processes.

In order to increase the students’ participation in the teaching and learning process, the teachers have to prepare themselves in designing the materials for teaching and also in handling their students. The students’ interest in learning becomes the important thing for the teaching and learning activities, so that the learning activities can work well. The teaching and learning activity should pay attention to the characteristics and the needs of the students. Sanjaya (2008) says that the teacher facilitates the students to develop their skill and encourage the students’ motivation.

In order to increase the students’ motivation in learning process, the teacher can provide some media. Slattery and Willis (2001) state that songs is one of the media that support the materials to improve students’ motivation because listening to the songs makes the students happy and relaxed. Specifically Barbu (2006) states that songs have two functions in language teaching. First, songs provide pleasure. It reduces fear and anxiety toward language learning. If teaching and learning activity is done with pleasure, it will be good for students’ learning. Second, songs can help students to learn pronunciation, vocabulary, and grammar.
Similarly, songs have a lot of advantages in language learning, especially to help students to speak English without the fear of making a mistake. Besides, songs can be used to maintain students’ interest. According to Burden and Byrd (1999), singing songs can capture students’ attention at the start of a lesson. In addition, conducting songs in the beginning of the lesson is the idea of the teaching strategy.

In using songs as the media to increase students’ participation, teachers should select songs which can be accepted and understood by the students. This paper presents songs as the media to increase students’ participation in English class. This paper answers the following question: how could songs be implemented in the English Club Class of Professional English Course increase students’ participation?

The purpose of this paper is to mention the way of using songs in teaching English of students of 15-17 years old. There are explanations about possible activities in class and sample questions of using song to increase students’ participation in class.

B. Method of the Study

In this paper, the writer employed a library study by combining some theories from some books. The writer gathered some references from some books related to the topic. Those references helped the writer to address the research problem in this paper. This paper tried to prove that songs can be used as the media to increase students’ participation in English class. After that, the final
product of this writing would become a soft guideline which is useful for the designers who are going to create materials especially in using songs of students of 15-17 years old.

According to Ary, Jacob, and Razavieh (1979), the way to gain the problem is divided into 5 steps. The first step is researcher should know the knowledge of related research, from the knowledge the researcher is able to define frontier on the field. The second step is the researcher should understand the theory in the field. Therefore, the researcher is able to place the question in perspective. The third step is researcher studies related research, the researcher learns how to choose songs and implement it to the students as a prediction, and the media have proved useful and can overcome the problem. The forth step is researcher should know the previous study which is related to the research to avoid the same study or the same topic so that unintentional replication does not happen. The fifth step is the researcher should know the study of related literature. Therefore, the researcher is able to place in a better position to interpret the significance of their own results.

Students have opportunity to learn pronunciation in the class. However, there are many students who pronounce English words incorrectly. As a result, they often make sound substitutions and sound deletions when they pronounced English words. It affects their speaking ability as well. They become hesitant to speak in English because they are afraid of producing incorrect sounds. Due to the problem, the teachers need to make the students more active and confidence in speaking English activities. It is stated by Chamot (1993) that students in the class
also experience the poorest condition of speaking. This result from lack of speaking practice, because students tend to be reluctant to speak English in class as well as after class. It is important for the teachers to motivate the students to speak English in class.

Sinclair and Coulthard (1975) states that people learn best when they are relaxed, comfortable, unstressed, interested, and involved in what is going on and motivated to continue. One of the way to increase the students motivation in learning English, such as pronunciation, vocabulary, and grammar is through students’ motivation. Generally, highly motivated students can reach good results in class activities. Paul (2003) states by singing and listening to the songs, the students can increase the feeling to learn language (p. 58). Using songs in teaching can be one of the teaching media to improve students’ pronunciation by imitating the lyrics of the songs and repeating the same words without boring them.
CHAPTER II

DISCUSSION

This section presents the theoretical description and the discussion. The theoretical description presents the main theories that are going to be used in this study. The discussion consists of the formulated problem, the solution, and how the solution is implemented. The theories that are used are: songs, games, and the nature of participation.

A. Songs

Parto (1996) says “a song is a group of arrangements which consist of lyrics and elements of music, like rhythm, melody, harmony, and expressions” (p. 99). Moreover, Simms (1993) states, “a song is a short of piece in one concise movement for the medium of solo voice and piano” (p. 29). Brewster, Ellis, and Girard (2002) state that there are some positive impacts due to the use of songs, rhymes, and chants in teaching and learning activities. When the atmosphere in teaching and learning activities is enjoyable, it will affect the students’ feeling (p. 162-163). The students’ feeling increases. It means that the students’ physiological also obtains the positive impact. According to Barbu (2004), songs have two functions in language teaching. First, songs provide pleasure. It reduces fear and anxiety toward language learning. If teaching and learning activity is done with pleasure, it will be good for students’ learning. Second, songs can help students to learn pronunciation, vocabulary, and other
teaching materials. Similarly, songs have a lot of advantages in language learning, especially to help students to speak English and to pronounce the English words without the fear of making a mistake, as attention is not on any individual person.

Besides, songs can be used to maintain students’ interest. Burden and Byrd (1999) state that conducting songs can capture students’ attention at the start of a lesson. In addition, conducting songs in the beginning of the lesson is a good teaching strategy.

1. Teaching Through Songs

Paul (2003) states that by singing and listening to the song, the students’ feeling to learn language is increase (p. 58). Paul (2003) states “the students can remember language easily by listening to music and rhythm” (p. 94). Moreover, Paul states that songs help the students to remember words and practice the language more easily. The students also get deeper understanding in the learning process.

Singing is the most common musical expression. Lee (2003) states that singing a song develops not only the students’ ability to learn something but also the same time it builds the students’ creativity. Implementing songs is a kind of activities which is motivating for adolescents in language learning. Cebula (2003) says that adolescents’ interest derives from the pleasure given to them by a particular activity. Adolescents usually like to learn something through songs and it can be as a pleasing activity for most students. They like a simple song to be learned. They can reveal what it is about in a simple song.
Sometimes, a complicated song is not interesting for the students because it is too difficult for them to know what it is about in a complicated song. Generally, the students like many kinds of songs as long as it is not too difficult for them to reveal. One advantage that they can get from listening to the songs is that they can listen to a song while they are studying. Many students state that they can learn something better through the songs (Chandler, 2002). In teaching adolescents, songs are parts of learning. They can learn grammar, vocabulary, pronunciation, and other teaching materials provided in the songs. When the songs are introduced; the first skill that the students learn is listening. This section will focus on activities which will practice the skills of listening. The activities include detailed listening comprehension, listening for summarizing or writing, listening to isolated vocabulary and listening for word order (Griffee, 1992). The first activity is listening comprehension, before being introduced to the songs the students are given several questions, such as, “Is the song easy listening or not?” “Do you think you will like the song?” The second activity is by providing the students a paraphrased version of the song before they listen it. This activity is good to introduce songs that tell stories because it gives students the story line before they listen to the actual song. And then, after they listen to the paraphrase, they listen to the song. The third activity is listening to isolated vocabularies, the teachers give the students two lists of words. The first list is indicated by using numbers and the other one by using the alphabet. The teachers play the songs and ask the students to draw a line from a word from the first list to a word from the second list. The two
words or phrases should follow each other on the same line in the song. The fourth activity is listening to word order. The teachers prepare a hand-out where all the words are from the songs.

The teachers then play the song, as the students listen and then are asked to circle any words that they do not understand and they also write the complete lyrics of the song. These are some examples of using song to teach students listening skills. Through the song they can enhance their listening skills. Besides, they can enhance their speaking skills as their second skill by singing a song. However it is simple, but it is a pleasing achievement. After they listen to the song, they would attempt to sing it.

According to Rixon (2000) that one of the most popular formats for songs is that the refrain (a rhythmic section) is repeated many times, and has often been observed in result in spontaneous “joining in” by the young audience. The repeated words from the songs make the students easier to remember the words, as a result they can produce or utter the words. It is also supported by Griffee (1992), that the students practice saying the words in the same way they sing the songs, they can repeat the words in rhythmic word groups.

Using songs in teaching activities can make students do activities happily and concentrate on what they do. Brewster, Ellis, and Girard (2002) explain the pronunciation aspects of using songs (pp. 163-164). They are:
a) Stress and Rhythm

Stress and rhythm can also be practiced in a very natural way by using songs or rhymes. Encouraging the students to clap the beat as they go along or say rhymes will help to develop a sense of rhythm in English. Weak forms, where the pronunciation of a word differs based on whether it is stressed or unstressed, occur regularly in songs and rhymes.

b) Individual Sounds and Sounds in Connected Speech

Songs and rhymes are useful for showing the sounds in connected speech. For example, the way that certain words run together: You don’t motivate IT! With you or WITHOUT you, I can still alive.

c) Intonation

According to Brewster, Ellis and Girard (2002) intonation can also be practiced in songs and rhymes (pp. 163-164).

The explanation above indicates that a song has a big contribution for the students learning development. Songs are one of kinds of entertainment that becomes an important source of knowledge for the students. Through songs, the students can learn how to pronounce words correctly and it can help them to develop their speaking and listening skills of their own intelligence.

In order to strengthen this study, the writer choose two songs, Always be My Baby by Mariah Carey and The Scientist by Coldplay to be implemented to the students of Professional Exist English Course. The researcher chose those songs because those songs are easy to be heard by them. The diction of the words are not too difficult for them to understand.
From Always be My Baby’s lyrics the students are asked to complete the lyrics with correct answers. There will be some students come in front and write down the correct answers in completing the lyrics of the songs.

From The Scientist’s lyrics the students are asked to pronounce some words list based on the lyrics of the songs. And they have to make sentences from words list using their own words.

2. The Consideration in Choosing Songs

The teachers need to choose the appropriate songs in using songs in teaching and learning activities. According to Hubbard, Jones, Thornton, and Wheeler (1983), there are some consideration and principles in choosing educational songs. First, the teachers need to make sure if the songs are suitable for the language level of the students (elementary, intermediation, advanced). Second, the songs should be suitable for the age of the students. When the songs are not appropriate with the age of the students, the students might not enjoy singing and listening to the song. Third, the songs should be more appealing to the students. If the songs are interesting to them, they will pay attention to the song.

In addition, Tassoni, Beith, Eldridge, and Gough (2002) explain some principles in choosing songs. First, the songs which are used in teaching and learning for students should be fun and easy to be learnt. The teachers need to choose the songs which have interesting rhythm so that the students will enjoy singing and listening to the songs. The teachers have to avoid the songs which are too complicated for students, for example: the songs are too fast; the songs
have many difficult words for the students. Second, the songs should have a relevance to the students’ environment. The teachers might introduce the students’ environment through songs. The students will be easy to draw their imagination because what they heard from the songs is close to them. Third, the songs should be linked to the theme. The teachers have to make sure if the songs are related to the theme and the content of the learning material. Furthermore, the songs which will be used in teaching and learning activities should be familiar to attract students’ attention.

In addition, the teachers have to understand those considerations when choosing songs as the teaching materials. If the songs are not appropriate to the students’ age, level, interest, and theme, the students might not be interested in listening to the songs. When the students are not interested in listening to the songs, it will be difficult for the teachers to teach English through songs.

B. Students’ Participation

In teaching-learning activity, students’ participant is a crucial factor that determines the success of the learning process. Peterson (1992) states that students’ participation is involving students in doing things and thinking about what they are doing (p. 12). If the students are not engaged in the learning process, it is possible that they will not learn the material and it is possible that they will be left out the lesson. It is also stated by Burden and Byrd (1999) that securing and maintaining attention is an important responsibility (p. 239).
Integrate the students’ participation in the classroom activity is the greatest challenge for the teacher. Moreover, Black (1995) states that participation can take many forms in the classroom, and some of the forms could not be easily identified or recognisable by the teacher. The forms may involve the four skills which are identified as listening, speaking, reading, and writing. Participation can be revealed in students’ body language or action or sometimes it is visible as students take on different roles within the learning situation. For example, in small group of discussion, a students may take on the role of facilitator, helping to make the connection between the several speaker in the group. Thus, active role taking is also considered as a form of participation.

On the other hand, according to Lee (2005), participation usually means students speaking in classroom, such as answering teacher’s or other student’s question and asking question to get the better explanation. Besides, Lee also added that making comments and joining in discussion by sharing their opinions, thoughts, and ideas are also considered as students’ participation in the classroom. Students who do not participate in those ways are often considered to be passive students in the classroom. Marzano (2000) considered classroom participation as the students participate in classroom activities and discussions without being asked. In addition, O’Brien (2007) stated that participation means completing the assigned readings, asking questions about anything in the readings or discussion that needs clarification or expansion, offering ideas and responses, listening to the ideas or responses of others, and
paying attention and showing respect in the classroom to the teacher and other students.

In general, classroom participation requires students to speak and interact in the classroom to indicate that they are actually learning and paying attention. When the students listen to the teacher’s instruction, when they express their opinions, answer questions and carry out task and activities, they are not only learning about language but also using the language (Tsui, 1995; as cited in Tsui, 1998).

C. The Procedure of Using Song in Learning Process

Songs are media to improve students’ participation in the learning process. The teacher teaches by using songs in the classroom activity. The selected song’s title for teaching students in English Club Class activity was “Always be My Baby” and “The Scientist”. The researcher chose that song’s title because the lyrics are easy to be heard by the students. So that, it can be easier for the students to follow the lyrics and imitate some words from the songs. And from the words they imitate, they can produce some words by themself.
"Always Be My Baby"

We were as one babe
For a moment in time
And it seemed everlasting
That you would always be mine
Now you wanna be free
So I'll let you fly
'Cause I know in my heart babe
Our love will never die

[Chorus:]
You'll always be a part of me
I'm part of you indefinitely
Boy don't you know you can't escape me
Ooh darling 'cause you'll always be my baby
And we'll linger on
Time can't erase a feeling this strong
No way you're never gonna shake me
Ooh darling 'cause you'll always be my baby
I ain't gonna cry no
And I won't beg you to stay
If you're determined to leave boy
I will not stand in your way
But inevitably
You'll be back again
'Cause I know in your heart babe
Our love will never die

[Chorus]
I know that you'll be back boy
When your days and your nights get a little bit colder
I know that you'll be right back baby
Oh baby believe me it's only a matter of time

[Chorus]

"Always Be My Baby"

We ......... as one babe
For a moment .......
And it ............ everlasting
That you would always be mine
Now you ............ be free
So I'll let you fly
'Cause I know in my heart babe
Our love will never die

[Chorus:]
............. always be a part of me
I'm part of you .......... Boy .......... you know you can't escape me
Ooh darling 'cause .......... always be my baby
And ............ linger on
Time can't erase a feeling this strong
No way .......... never .......... shake me
Ooh darling 'cause .......... always be my baby
I ............ ............ cry no
And I ............ beg you to stay
If ............ determined to leave boy
I will not stand in your way
But inevitably
.......... be back again
'Cause you know in your heart babe
Our love will never die

[Chorus]
I know that .......... be back boy
When your days and your nights get a little bit colder
I know that .......... be right back baby
Oh baby believe me ....... only a matter of time

[Chorus]
"The Scientist"

Come up to meet you, tell you I'm sorry
You don't know how lovely you are

I had to find you
Tell you I need you
Tell you I set you apart

Tell me your secrets
And ask me your questions
Oh, let's go back to the start

Running in circles
Coming up tails
Heads on a science apart

Nobody said it was easy
It's such a shame for us to part
Nobody said it was easy
No one ever said it would be this hard

Oh, take me back to the start

I was just guessing
At numbers and figures
Pulling the puzzles apart

Questions of science
Science and progress
Do not speak as loud as my heart

Tell me you love me
Come back and haunt me
Oh, and I rush to the start

Running in circles
Chasing our tails
Coming back as we are

Nobody said it was easy
Oh, it's such a shame for us to part
Nobody said it was easy
No one ever said it would be so hard
The goals of using this song is to motivate the students in learning English. The procedures are the students are asked to listen to the song, then they have to fill in the blank to complete the lyric from that song. After that, they are asked to make a list some difficult words that they hear from the song, translate those difficult words into Indonesia, then they have to produce sentences from those difficult words using their own words. Then, ask some students to write down their sentence on the whiteboard, and other students have to pay attention on what their friends write in front and give them correction if there are mistakes done by their friends.

Based on my own experience, from the activity above I can conclude that my students enjoy in learning English in the class because all the students are involved in every activity in the class. It is also supported by Gardner (1985) that there are three characteristics of students’ participation; the attitudes towards learning a language (affect), the desire to learn language (want), and motivational intensity (effort). Highly motivated students will want to learn the language, and also participate to do the work given by the teacher.

Knowing the procedures to present songs in teaching and learning activities is really important. Hubbard, Jones, Thornton, and Wheeler (1983) suggest some procedures in presenting songs. By using songs as the teaching medium, the teacher needs to explain the lyrics of the songs carefully and patiently. Moreover, the teacher explains the words clearly to make the students understand how to pronounce the lyrics and also the meaning.
According to Hubbard, Jones, Thornton, and Wheeler (1983), if the students cannot understand clearly what they heard from the recording, the teachers might play the songs verse by verse (p. 94). The teachers need to bring the lively atmosphere to the class to attract the students’ enthusiasm and motivation.

Besides the clearer songs of the recording, the teachers also need to pay attention on the criteria songs that can be heard by the students. The researcher observed the students’ English material in their class, whether the songs suitable for them or not. The observation result showed that the criteria of the songs should not be too long, the songs should be common to be heard by the students, and using acceptable language.
CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations based on the study of students’ participation in English club class of “professional exist” English course.

A. Conclusions

As stated in Chapter I, there was a research problem that should be answered through this research. The research problem is how could songs be implemented in the English Club Class of Professional English Course increase students’ participation?

From this study, the writer found that using songs in teaching gave the significant influence on the students’ participation in class activity. The students’ participation in class activities was getting better after obtaining the treatment through songs. It is supported by Burden and Byrd (1999) that songs can capture students’ attention at the start of lesson.

In this study, the writer focused on students’ participation in learning English. The writer decided to use the songs in improving the students’ motivation. The reason of using songs in teaching and learning was related to the theory from Brewster, Ellis, and Girard (2002) that
students love songs, rhymes, and chants and their repetitive nature and rhythm make them an ideal vehicle for learning English (p. 162). From the explanation, the researcher inferred that the students mostly love songs and the teachers might use songs in the teaching and learning process for the students.

Based on the analysis, the writer concluded that teaching English through songs can increase students’ motivation and participation. It could be seen on the students’ improvement in speaking English.

Furthermore, using songs in classroom activities could be an interesting learning material for the students. The songs could improve the students’ interest to join the teaching and learning activities. When the students were well-motivated, they would learn easily.

B. Recommendations

Recommendations consist of three parts, namely recommendation for English teachers, students, and future researchers.

a. For English Teachers

The writer suggests that teachers explore all of their creativities in teaching English. The creativity is very important because the teachers teach the students who are in adult ages of Professional Exist English Course. Moreover, the teachers should know what makes them attracted in learning English, since English is not their mother tongue.
Using songs can be an alternative to create good atmosphere in teaching and learning activity. Through the songs, the teachers can improve many activities which are fun for the students. However, the teachers should choose appropriate songs related to the students’ level and the basic competence.

b. For Students

Being exposed to English songs, the students do not only enjoy the songs but also learn how to produce good sentences using their own words. By listening to the songs, the students will increase their motivation in English course.

Learning English through songs can be a fun learning activity for the students since they can interact with their friends. Moreover, singing songs can build their sense of language. The students will be accustomed to the use of the language in communication.

c. For Future Researchers

The writer expected that this paper can help other researcher in conducting the research related to the topic of this research. Moreover, the future researchers might improve their creativity in teaching English through songs.

Songs can be the reference in teaching English since they can increase students’ attention in focusing on the English materials.
REFERENCES


