

## **Indonesian Secondary School Students' Perceptions of Using English Songs to Improve Speaking Skills: A Case Study at SMA Fransiskus 2 Jakarta**

**Henrikus Male<sup>1</sup>**

***Article History:***

Received: 04/01/2025

Revised : 25/05/2025

Accepted: 10/06/2025

Available Online:

30/06/2025


***Keywords:***

EFL, English songs, speaking skills, student perceptions

**ABSTRACT**

This study aims to investigate students' perceptions of using English songs to improve their speaking skills. The research was conducted at SMA Fransiskus 2, East Jakarta, in the middle of June 2022. A quantitative research method was employed, utilizing a survey approach. Data were collected through a questionnaire distributed to 30 eleventh-grade student respondents. The data were then analyzed using descriptive statistical analysis. The study assessed student perceptions across four indicators: the effectiveness of English songs as a learning medium, the availability of English songs, learning outcomes, and the students' experience using the media. The findings indicate that 0.13% of respondents strongly disagreed, 2.40% disagreed, 63.90% agreed, and 33.43% strongly agreed with the statements presented. Based on these results, it can be concluded that the majority of students at SMA Fransiskus 2 hold a strongly positive perception (97.33%) toward the use of English songs to improve their speaking skills.

---

<sup>1</sup> Universitas Kristen Indonesia, Jaakarta, Indonesia. Email: [henrikus.male@uki.ac.id](mailto:henrikus.male@uki.ac.id)   
<https://orcid.org/0000-0002-4424-7852>

## **INTRODUCTION**

Language is a fundamental tool for human communication, enabling the exchange of ideas, information, and emotions. As a primary medium for social interaction, language is crucial for societal functioning, facilitating connection, empathy, and the clarification of complex situations (Gee & Hayes, 2011). In an increasingly interconnected world, English has solidified its role as a global lingua franca. For many Indonesians, English is studied as a foreign language, essential for accessing global academic discourse, professional opportunities, and international communication (Lauder, 2008). Mastery of English, therefore, is not merely an academic exercise but a critical skill for participation in the global community.

The process of acquiring English encompasses four core skills: listening, speaking, reading, and writing. Among these, speaking is often considered the most visible indicator of language proficiency. Nunan (2003) emphasizes that speaking is a primary goal in foreign language learning, with success often measured by a learner's ability to engage in effective conversation. Speaking is a verbal communication skill through which individuals express beliefs, thoughts, and feelings, forming the bedrock of social interaction (Burns & Joyce, 1997). Despite its importance, many learners, including students in Indonesia, face significant challenges in developing speaking proficiency. Issues such as speaking anxiety, a lack of vocabulary and grammatical knowledge, and low motivation are common barriers that hinder students' ability and willingness to communicate in English (Liu & Jackson, 2008).

To address these challenges, educators are compelled to explore innovative and engaging teaching strategies. One such strategy involves integrating music into the language classroom. According to Engh (2013), songs are a powerful pedagogical tool that can enhance various language skills, including listening, speaking, and vocabulary acquisition. Songs offer an authentic and enjoyable linguistic model, helping learners to internalize sentence patterns, improve pronunciation, and reduce anxiety (Kanel, 2000; Cakir, 1999). The rhythmic and repetitive nature of music can lower the affective filter, creating a relaxed atmosphere that is conducive to language acquisition and can boost student motivation—a key driver in the long-term language learning process (Dörnyei, 1994).

This study focuses on the use of English songs to improve the speaking skills of students at SMA Fransiskus 2 Jakarta. Observations at the school revealed that students often exhibited hesitancy and nervousness when speaking English, a phenomenon supported by research indicating that speaking in a second language is a primary source of anxiety for learners (Horwitz, Horwitz, & Cope, 1986). The use of songs presents a strategic method to mitigate this anxiety while providing meaningful language practice. By analyzing song lyrics, students can engage with relatable topics, which in turn stimulates discussion and provides a context for practicing oral expression. This approach is further validated by its alignment with the principles of communicative language teaching, underscoring its recognized value in English language education. Therefore, this research aims to investigate the perceptions of these students regarding the effectiveness of English songs as a tool for improving their speaking skills.

## **LITERATURE REVIEW**

### **Perception**

Perception is the cognitive process through which individuals interpret and organize sensory information to understand their environment. It involves receiving stimuli through the senses, processing this information mentally, and forming a meaningful understanding of the world around them. According to Robbins and Judge (2017), perception is not merely seeing what is there, but rather a complex process of selecting, organizing, and interpreting information to make sense of one's surroundings. This process is highly individual, as people can perceive the same situation differently based on their unique backgrounds, experiences, and expectations.

In educational contexts, student perception plays a crucial role in learning outcomes. Students' perceptions of learning materials, teaching methods, and classroom environments significantly influence their motivation, engagement, and academic achievement. As noted by Azkiya (2019), perception represents humans' reactions to what they see, hear, and feel in their surroundings, making it a fundamental aspect of the learning experience. These perceptions are formed through continuous interaction with educational stimuli and are reflected in students' attitudes, opinions, and emotional responses toward learning activities.

The importance of understanding student perceptions in language learning cannot be overstated. When students perceive learning activities as enjoyable, relevant, and beneficial, they are more likely to engage actively and persist in their learning efforts. Sarkol (2016) emphasizes that perception represents an individual's capacity to recognize and comprehend elements in their physical, mental, and social environments. In the context of this study, students' perceptions of using English songs for speaking practice will determine their acceptance of this method and its potential effectiveness in improving their speaking skills.

### **Speaking Skills**

Speaking is a fundamental productive skill in language learning, essential for effective communication. It is a verbal tool used in social relationships that allows individuals to express their beliefs, thoughts, and feelings to others (Burns, 2019). As Nunan (2003) emphasizes, speaking is often considered the most crucial skill in acquiring a foreign language, with a learner's performance judged by their ability to engage in conversation. This view is supported by the fact that speaking is the skill upon which students are most frequently judged in real-life situations (Burns, 2016). Furthermore, speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information, where its form and meaning are shaped by the context and the participants (Burns, 2019; Bygate, 2001).

The effectiveness of speaking is often evaluated based on key characteristics, primarily fluency and accuracy. Fluency is the ability to speak at a natural pace with coherence, minimizing communication breakdown and maintaining the listener's interest (Tavakoli & Hunter, 2018). It involves linking words and phrases smoothly, using correct pronunciation, stress, and intonation (Goh, 2007). On the other hand, accuracy focuses on the correct use of the language system, including grammatical structures, vocabulary, and pronunciation (Ellis, 2009). A balanced development of both is a central goal in communicative language teaching.

However, many learners face significant challenges in mastering speaking skills. Thornbury (2005) identifies linguistic factors such as pronunciation, grammar, and vocabulary as major hurdles. Beyond linguistic knowledge, affective factors like anxiety play a debilitating role. Horwitz (2001) describes foreign language anxiety as a distinct complex of self-perceptions and feelings related to classroom language learning. This anxiety is particularly acute in speaking activities, as learners may be afraid of making mistakes, being judged, or losing face (Woodrow, 2006). These fears can lead to students' reluctance to speak, overuse of their native language in group work, and a loss of classroom control, all of which inhibit the development of oral proficiency (Liu, 2006).

### **English Songs**

Songs are a universal and engaging art form that combine music and language, making them a powerful pedagogical tool in language teaching (Engh, 2013). Pardede (2019) listed three underlying reasons that make music and songs the most effective elements of culture educators and learners can use to enhance English as a foreign language (EFL) learning. They consist of music, melodies, and rhymes structured in a way that makes them memorable and emotionally resonant (Mora, 2000). According to Schoepp (2001), songs can be used to introduce new language, improve pronunciation, boost motivation, and strengthen memory. Their rhythmic and repetitive nature provides an authentic model for internalizing the sounds, stress, and intonation patterns of the target language (Kanel, 2000).

The use of songs in the language classroom offers distinct advantages for enhancing speaking skills. One of the main benefits is that songs help reduce students' anxiety and create a more relaxed atmosphere, which increases their confidence to speak. This idea is consistent with Male's (2018) findings that anxiety is a major obstacle in foreign language learning and that a supportive and enjoyable classroom environment can significantly improve learners' performance. Male (2018) conducted two studies exploring language learning anxiety among different learner groups. His research with university students revealed that anxiety was particularly high in writing, followed by reading, speaking, and listening. He emphasized that fostering a positive and relaxing atmosphere could help students achieve better outcomes. Similarly, in a study involving senior high school students, Male (2018) found comparable patterns of anxiety across the four language skills, indicating that emotional challenges in language learning persist across educational levels. These findings underscore the importance of teachers adopting creative, supportive, and engaging strategies—such as using songs—to lower anxiety and encourage active participation in language classrooms. Shen (2009) also highlights that songs increase student interest and break the monotony of traditional lessons. By providing a low-stress and enjoyable context, songs can lower the affective filter, a psychological barrier that can impede language acquisition (Krashen, 1982). This is particularly important for speaking practice, as a less anxious learner is more likely to take risks and communicate (Gregersen & MacIntyre, 2014).

Moreover, songs provide a practical medium for practicing specific elements of speaking. They serve as an excellent model for learning the rhythm, stress, and intonation patterns of English (Cakir, 1999). Through singing, learners can practice pronunciation in a natural and automated way, often mimicking the performer's articulation. This can lead to

improved fluency and more intelligible speech patterns (Ludke, 2009). The repetitive chorus and memorable lines in songs also aid in vocabulary acquisition and the internalization of grammatical structures, providing learners with ready-made chunks of language that they can use in their own speech (Medina, 1990).

### **Previous Studies**

The efficacy of using songs to enhance language skills is well-supported by existing research. A foundational study by Medina (1990) demonstrated that using songs for vocabulary instruction led to significantly higher retention rates compared to traditional spoken drills. This aligns with the broader findings of Engh (2013), whose literature review concluded that music serves as a powerful catalyst in language acquisition by lowering affective filters, improving pronunciation and intonation, and boosting student motivation and engagement.

Further supporting this, Research in the Indonesian context by Nurvia (2016) also shows that songs are effective for teaching speaking skills to young learners and songs served as an effective medium for introducing new language and improving pronunciation. The study reported that songs increased students' motivation to speak and strengthened their memory of the language. Although it noted challenges, such as classroom management and limited vocabulary in some songs, it concluded that the benefits outweighed the disadvantages with proper implementation.

In a more recent and directly relevant investigation, Pandey, Hampp, and Andries (2022) found that students had positive perceptions toward the use of English songs in improving their speaking skills. Building upon this body of research, the current study aims to further explore students' perceptions, focusing specifically on the context of SMA Fransiskus 2, Jakarta. It seeks to investigate whether students in this specific setting share the positive perceptions identified in earlier studies regarding the role of English songs in developing their speaking proficiency.

### **METHODS**

This study employed a quantitative research design, utilizing a survey method to investigate students' perceptions of using English songs to improve their speaking skills. The survey approach in this research used purposive sampling to select participants from the target population.

#### **Research Context and Participants**

The study was conducted at SMA Fransiskus 2 in East Jakarta. The research participants consisted of 30 eleventh-grade students selected from four different classes. The sample included students of various genders to ensure diverse perspectives. Participants were chosen based on their experience in learning English and their accessibility to complete the questionnaire.

#### **Data Collection**

A questionnaire was used as the primary data collection instrument. It was designed using Google Forms and distributed online to participants through WhatsApp. The questionnaire was adapted from Pandey et al. (2022) and consisted of 16 statements categorized under

three key indicators: (1) the effectiveness and availability of English songs as learning media, (2) learning outcomes in speaking skills, and (3) students' experience using English songs. To measure responses, the study utilized a four-point Likert scale where participants selected one of the following options: "Strongly Disagree" (scored as 1), "Disagree" (scored as 2), "Agree" (scored as 3), and "Strongly Agree" (scored as 4). This scale allowed for quantifiable assessment of students' perceptions toward using English songs for speaking practice. The reliability of the questionnaire was tested using Cronbach's Alpha, showing excellent internal consistency with a coefficient of .916.

### Data Analysis

The collected data were analyzed using descriptive statistical analysis, which involved calculating percentages, mean scores to interpret students' perceptions. The interpretations were conducted using Riduwan's (2015) category (Table 1).

*Table 1. Questionnaire Interpretation Criteria*

No.	Percentage (%)	Category
1.	81-100	Very Good
2.	61-80	Good
3.	41-60	Enough
4.	21-40	Not Good
5.	0-20	Not Very Good

## FINDINGS AND DISCUSSION

### FINDINGS

#### Demographic Data

This study gathered data from eleventh-grade students of SMA Fransiskus 2 in East Jakarta. A total of 30 students participated, consisting of 11 males (36.7%) and 19 females (63.3%). The participants were drawn from four different classes: 11 MIPA 1, 11 MIPA 2, 11 IPS 1, and 11 IPS 2. Their distribution is shown in Table 2.

*Table 2. Participants' Demographic Data by Class*

No.	Class	Frequency	Percentage
1.	11 MIPA 1	4	13.3%
2.	11 MIPA 2	8	26.7%
3.	11 IPS 1	10	33.3%
4.	11 IPS 2	8	26.7%
Total		30	100%

#### Students' Perceptions of Using English Songs

The questionnaire results revealed highly positive perceptions of English songs as a medium to improve speaking skills. The findings are discussed according to the three indicators used in the study.

***Effectiveness and Availability of English Songs as Learning Media***

The first indicator examined students' perceptions of the effectiveness and accessibility of English songs as language learning media. As presented in Table 3, the results demonstrate a high level of agreement among students regarding the practicality of using songs to support English learning activities.

*Table 3. Effectiveness and Availability of English Songs as Media*

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
I learned how to pronounce words correctly by listening to songs	33.3%	66.7%	0%	0%	3.3
Singing English songs might be a good approach to learning English	26.7%	73.3%	0%	0%	3.2
Making students more active in class through songs	16.7%	80%	3.3%	0%	3.0

The data reveal that all respondents (100%) agreed that English songs help them learn correct pronunciation, with one-third (33.3%) strongly agreeing with this statement. Moreover, the vast majority (96.7%) perceived songs as an effective and flexible method for learning English. Similarly, 96.7% of students agreed that songs make classroom activities more engaging and interactive, although a small proportion (3.3%) expressed disagreement on this point. Overall, these findings indicate that English songs are widely perceived as both effective and accessible tools for language learning. Their availability through various digital platforms, combined with their engaging nature, makes them an appealing medium for enhancing students' pronunciation, participation, and overall learning experience.

***Learning Outcomes Through English Songs***

The second indicator examined students' learning outcomes derived from the use of English songs in classroom activities. As presented in Table 4, the results revealed a strong consensus among participants regarding the positive influence of songs on their speaking skills.

*Table 4. Learning Outcomes Through English Songs*

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
I want songs to be implemented in the classroom	50%	50%	0%	0%	3.5
English songs help me talk more fluently and quickly than previously	40%	60%	0%	0%	3.4
English songs support me in becoming more fluent in speaking English	33.3%	66.7%	0%	0%	3.3
The songs might be used as a learning media exercise for EFL speaking skills	30%	70%	0%	0%	3.3
I like to use English songs as a learning method for improving my English	26.7%	73.3%	0%	0%	3.2
Because of the song, my speaking skills have developed	26.7%	73.3%	0%	0%	3.2
Singing English songs makes me feel a bit more like a native speaker	40%	43.3%	13.3%	3.3%	3.2
My speaking skills improved during use of English songs	23.3%	73.3%	3.3%	0%	3.1

The findings show unanimous support (100%) for integrating English songs into classroom learning, with half of the students expressing strong agreement. Furthermore, 96.7% of participants reported that songs contributed to improving their speaking fluency and confidence. A significant majority (83.3%) also believed that singing helped them sound more like native speakers, although 16.6% remained less confident in achieving native-like pronunciation. Overall, these results indicate that English songs serve as an effective pedagogical tool in enhancing EFL learners' speaking abilities. The combination of rhythm, melody, and authentic language input appears to foster not only fluency and pronunciation but also learners' motivation and enjoyment during the learning process.

### ***Students' Experience of Using English Songs***

The third indicator explored students' personal experiences with English songs as learning tools. As illustrated in Table 5, the data reveal highly positive perceptions and emotional engagement among participants in using songs during English learning activities.

*Table 5. Experience of Using English Songs*

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
I learned how to pronounce words correctly like a native by listening to songs	50%	50%	0%	0%	3.5
English songs are one of the methods I use to study English	40%	60%	0%	0%	3.4
Listening to songs helps new words stay in memory longer	33.3%	66.7%	0%	0%	3.3
English songs make teaching and learning more interesting	40%	53.3%	6.7%	0%	3.2
I never get bored singing English songs since it is both interesting and comforting	43.3%	43.3%	13.3%	0%	3.0

The findings indicate that all students (100%) perceived English songs as beneficial for enhancing pronunciation accuracy and vocabulary retention. Additionally, 93.3% of respondents agreed that the use of songs makes the learning process more engaging and enjoyable, while 86.6% reported that singing English songs creates a sense of comfort and reduces learning fatigue. However, a small proportion (13.3%) acknowledged occasional boredom when songs were repeatedly used as the main learning medium. Overall, these results suggest that English songs not only support linguistic development but also enhance learners' emotional connection to the learning process. The integration of music into language learning appears to foster a positive atmosphere, sustain motivation, and create a more enjoyable and memorable classroom experience.

## **DISCUSSION**

### **Effectiveness and Availability of English Songs as Learning Media**

The results on this indicator showed strongly positive perceptions from students. All participants (100%) acknowledged that songs help them improve pronunciation, with 33.3% strongly agreeing. This finding supports Brewster's (2002) view that songs are effective tools for teaching pronunciation and introducing new language elements. Students also highly valued the accessibility and flexibility of songs, with 96.7% agreeing that they provide a practical approach to learning English "anytime and anywhere." This is in line with

Murphey's (1992) work on the portability of songs as learning resources. Furthermore, 96.7% of students agreed that songs make classroom activities more active, reinforcing Medina's (1990) findings that songs boost student interest and reduce monotony. The mean scores for this indicator (3.0–3.3) further highlight students' recognition of songs as both effective pedagogical tools and accessible resources for flexible learning.

### **Learning Outcomes Through English Songs**

Data related to learning outcomes indicated substantial positive effects. Every student (100%) supported the implementation of songs in classroom learning, with 50% strongly agreeing. This unanimous support reflects students' strong belief in the effectiveness of songs for improving learning outcomes.

A large proportion (96.7%) reported improved speaking ability through songs, aligning with Pandey et al. (2022), who emphasized the effectiveness of songs for speaking skill development. Similarly, 93.4% noted that songs help them speak more fluently and quickly. Furthermore, Murphey (1992) emphasizes that songs provide real language practice in a memorable way. However, while 83.3% of students felt that songs helped them sound more like native speakers, 16.6% expressed doubts about achieving native-like pronunciation. This suggests that individual differences may influence outcomes related to accent and pronunciation.

Mean scores for this indicator ranged from 3.1 to 3.5, with the highest (3.5) for the statement supporting the implementation of songs in classrooms. This reflects students' strong motivation to integrate songs into formal instruction.

### **Students' Experience of Using English Songs**

Students' experiences with songs were also highly positive. All respondents (100%) agreed that songs support learning native-like pronunciation and vocabulary retention, with 50% strongly agreeing. This finding is consistent with Brewster and Ellis (2002), songs can be used to introduce new language and improve pronunciation. Motivational and emotional aspects were also evident: 93.3% agreed that songs make learning more interesting, while 86.6% felt songs were both enjoyable and comforting. These findings align with Medina's (1990) foundational research, which demonstrated that music significantly increases student engagement and reduces monotony in language lessons.

Nevertheless, 13.3% of students reported occasional boredom, and 6.7% did not find songs particularly interesting. This variation suggests that factors such as song choice, teaching strategies, and individual preferences may affect students' experiences, as highlighted by Farmand and Pourgharib (2013). The mean scores (3.0–3.5) indicate that students' experiences with songs were generally positive, especially regarding pronunciation and engagement.

### **Overall Perception Analysis**

A comprehensive analysis of all three indicators revealed overwhelmingly positive perceptions toward English songs as a medium for speaking skill development. As summarized in Table 6, 97.33% of responses fell into the "Agree" and "Strongly Agree" categories, with only 2.53% showing disagreement.

The high proportion of positive responses (97.33%) provides strong evidence that students perceive songs as highly effective for enhancing speaking skills. These findings are consistent with Nurvia (2016) and Pandey et al. (2022), who highlighted the role of songs in improving pronunciation, fluency, vocabulary retention, and learner motivation. The findings indicate predominantly positive perceptions toward using English songs to improve speaking skills. For all three indicators—effectiveness, learning outcomes, and personal experience—students recognized the role of songs in enhancing pronunciation, fluency, and vocabulary. The high level of agreement (96.7%) that songs make lessons more active supports Brewster's (2002) who said that songs are effective pronunciation tools. Students' strong preference (100%) for songs in classroom instruction also highlights their dual role as enjoyable and pedagogically valuable, aligning with Murphey's (1992) that songs create a relaxed atmosphere and reduce anxiety.

*Table 6. Students' Perceptions on Each Indicator*

No	Indicators	SA	A	D	SD	Total
1	Effectiveness & Availability	25.20%	73.30%	1.10%	0%	100%
2	Learning Outcomes	33.80%	63.70%	2.10%	0.40%	100%
3	Experience of Using Media	41.30%	54.70%	4.00%	0%	100%
Total	33.43%	63.90%	2.40%	0.13%	100%	

Nonetheless, differences in responses about native-like pronunciation and occasional boredom suggest that learning outcomes depend partly on individual differences and song selection. This supports Farmand and Pourgharib (2013) for careful choice of songs to maximize learning.

To sum, English songs are perceived as effective, accessible, and engaging media for developing speaking skills among eleventh-grade students of SMA Fransiskus 2 in East Jakarta.

Overall, the results suggest that integrating songs into English instruction can simultaneously foster linguistic development and emotional engagement. The positive responses across all indicators confirm that songs offer a holistic learning experience, combining cognitive and affective benefits in speaking skill development.

### **Students' Holistic Perception of Using English Songs to Improve Speaking Skills**

Figure 1 presents a comprehensive overview of students' holistic perceptions regarding the use of English songs to improve speaking skills. The data reveal overwhelmingly positive responses among students: 0.13% strongly disagreed, 2.40% disagreed, 63.90% agreed, and 33.43% strongly agreed. This indicates that while only 2.53% of students expressed disagreement, a substantial majority (97.33%) demonstrated a positive perception of using English songs for speaking practice.

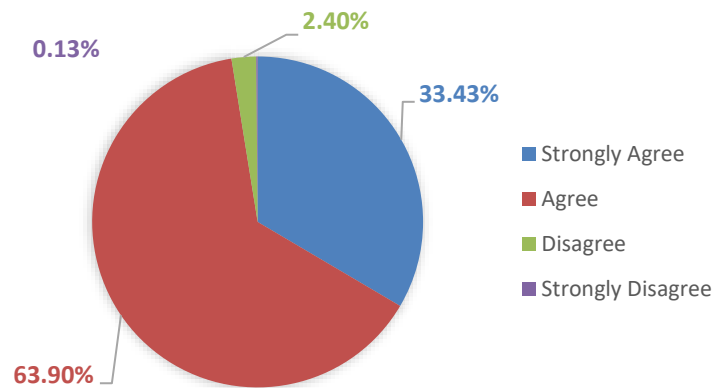


Figure 1. Students' Holistic Perception

The mean percentage of students' positive perceptions was 97.33%, categorizing their overall response as a "Very Good" level of agreement according to the interpretation criteria. These findings suggest that nearly all students hold highly favorable views toward incorporating English songs into their speaking skill development, recognizing them as highly beneficial and effective tools for language learning. This strong positive reception aligns with several previous studies in the field. Nurvia (2016) demonstrated that songs serve as effective media for improving students' speaking skills, particularly in pronunciation practice and vocabulary retention. Similarly, Pandey et al. (2022) found that students perceived English songs as highly effective for enhancing speaking fluency and confidence. The current study's findings further support Brewster's (2002) assertion that songs can significantly improve pronunciation and boost student motivation.

Moreover, The high percentage of positive perceptions (97.33%) supports Brewster and Ellis' (2002) finding that songs boost student motivation and make learning more engaging. Murphey (1992) also stated that songs make language easier to remember. The overwhelming positive response across all three indicators—effectiveness and availability (98.5% positive), learning outcomes (97.5% positive), and user experience (96% positive)—demonstrates that English songs are perceived as comprehensive tools that address multiple aspects of speaking skill development. Students recognize the value of songs not only for linguistic improvement but also for creating enjoyable and motivating learning experiences.

Overall, these findings establish that English songs serve as highly valuable resources for enhancing students' speaking skills, supporting pronunciation accuracy, fluency development, and learning motivation. The exceptionally positive perception among students underscores the potential of songs as engaging and effective media for language learning, particularly in developing speaking competence.

The chart clearly illustrates the dominant positive perception, with the "Agree" category representing nearly two-thirds of responses and the combined positive categories comprising over 97% of total responses. This visual representation emphasizes the strong

consensus among students regarding the effectiveness of English songs for improving speaking skills.

## **CONCLUSIONS**

The findings of this research demonstrate that students at SMA Fransiskus 2 Jakarta hold overwhelmingly positive perceptions regarding the use of English songs to improve speaking skills, with an overall agreement level of 97.33% and a disagreement level of only 2.53%. The mean perception score of 97.33% indicates that students consider English songs to be a highly effective and engaging tool for developing their speaking proficiency.

Several key factors contributed to this strongly positive perception. First, students recognized the effectiveness of songs in improving pronunciation accuracy and developing native-like speech patterns. Second, they reported significant learning outcomes, including enhanced fluency, vocabulary retention, and increased speaking confidence. Third, students valued the enjoyable and motivating learning experience that songs provide, which reduces anxiety and maintains engagement.

The study also revealed that students perceive English songs as highly accessible media that can be utilized both inside and outside the classroom. The flexibility of using songs "whenever and wherever" was particularly appreciated, allowing for autonomous learning opportunities. Furthermore, students acknowledged that songs make classroom activities more dynamic and interactive, fostering greater participation and speaking practice.

These findings align with previous research by Nurvia (2016), Pandey et al. (2022), and Brewster (2002), which collectively emphasize the effectiveness of songs in enhancing pronunciation, fluency, and overall speaking competence. The strong positive reception across all measured indicators confirms that English songs serve as comprehensive tools for speaking skill development.

Based on the findings of this study, several recommendations can be made for students, educators, and future researchers to maximize the benefits of using English songs for speaking skill development.

For students, it is highly recommended to incorporate English songs into their regular language practice routine. By actively listening to and singing along with English songs, students can improve their pronunciation, intonation, and speaking fluency in an enjoyable manner. Students should select songs that match their language level and personal interests to maintain motivation. Additionally, paying close attention to lyrics and attempting to understand their meaning can simultaneously enhance vocabulary acquisition and cultural awareness.

For educators, the results strongly support the integration of English songs into speaking instruction. Teachers are encouraged to systematically incorporate songs into their lesson plans, using them for pronunciation practice, fluency development, and vocabulary building. Since songs effectively reduce speaking anxiety and increase student engagement, they can be particularly beneficial for reluctant speakers. Educators should select age-appropriate songs that align with learning objectives and consider designing complementary activities such as lyric analysis, singing practice, and discussion tasks based on song themes.

The positive student perceptions indicate that song-based activities can make speaking practice more enjoyable and effective.

For future researchers, this study provides a foundation for further investigation into the use of songs in language learning. Future research could examine the long-term effects of song-based instruction on speaking proficiency, comparing it with traditional teaching methods. Studies could also explore the impact of different music genres, song selection criteria, and implementation techniques on learning outcomes. Additionally, research could investigate the relationship between song-based learning and specific aspects of speaking skills, such as pronunciation accuracy, fluency development, and communicative competence. Qualitative studies exploring students' emotional responses and motivational factors in song-based learning would also provide valuable insights.

Overall, the findings reinforce the importance of incorporating engaging and innovative resources into English language education. English songs present a highly effective alternative to conventional speaking practice methods, making the learning process more enjoyable, accessible, and productive for students. The strongly positive student perceptions highlight the potential of songs as valuable tools for enhancing speaking instruction and outcomes.

## REFERENCES

- Brewster, J., Ellis, G., & Girard, D. (2002). *The primary English teacher's guide* (2nd ed.). Pearson Education.
- Burns, A. (2016). *Teaching speaking: Towards a holistic approach*. Cambridge University Press.
- Burns, A. (2019). Concepts for teaching speaking in the English language classroom. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 1–11.
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. National Centre for English Language Teaching and Research.
- Bygate, M. (2001). Speaking. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 14–20). Cambridge University Press.
- Cakir, A. (1999). Musical activities for young learners of EFL. *The Internet TESL Journal*, 5(11). <http://iteslj.org/>
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273–284. <https://doi.org/10.2307/330107>
- Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1), 3–18.
- Engh, D. (2013). Why use music in English language learning? A survey of the literature. *English Language Teaching*, 6(2), 113–127. <https://doi.org/10.5539/elt.v6n2p113>
- Farmand, Z., & Pourgharib, B. (2013). The effect of English songs on English learners pronunciation. *International Journal of Basic Sciences & Applied Research*, 2(9), 840–846.
- Gee, J. P., & Hayes, E. R. (2011). *Language and learning in the digital age*. Routledge. <https://doi.org/10.4324/9780203830918>

- Goh, C. C. M. (2007). *Teaching speaking in the language classroom*. SEAMEO Regional Language Centre.
- Gregersen, T., & MacIntyre, P. D. (2014). *Capitalizing on language learners' individuality: From premise to practice*. *Multilingual Matters*.
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112–126.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Kanel, K. (2000). Songs in language teaching: Theory and practice. In D. Books, J. Robbins, & R. Long (Eds.), *Teacher belief, teacher action: Connecting research and the classroom: Proceedings of the JALT (Japan Association for Language Teaching) 25th Annual International Conference on Language Teaching & Learning and Educational Materials Expo* (pp. 69–75). Tokyo, Japan: JALT.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara Human Behavior Studies in Asia*, 12(1), 9–20. <https://doi.org/10.7454/mssh.v12i1.128>
- Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System*, 34(3), 301–316.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71–86. <https://doi.org/10.1111/j.1540-4781.2008.00687.x>
- Ludke, K. M. (2009). *Teaching foreign languages through songs* [Doctoral dissertation, University of Edinburgh].
- Male, H. (2018). Foreign language learners' anxiety in language skills learning: A case study at Universitas Kristen Indonesia. *JET (Journal of English Teaching)*, 4(3).
- Male, H. (2018). *Senior high school students' anxiety towards language learning skills*. *JET (Journal of English Teaching)*, 4(1), 32–42. <https://doi.org/10.33541/jet.v4i1.766>
- Medina, S. L. (1990, March). *The effect of music on second language vocabulary acquisition* [Paper presentation]. Annual Meeting of the Teachers of English to Speakers of Other Languages (TESOL), San Francisco, CA, United States.
- Mora, C. F. (2000). Foreign language acquisition and melody singing. *ELT Journal*, 54(2), 146–152.
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill Education.
- Nurvia, S. (2016). *Using song in teaching English speaking skills for young learners* [Undergraduate thesis]. Syarif Hidayatullah State Islamic University.
- Pandey, A., Hampp, P., & Andries, F. (2022). Students' perception toward the use of English song for speaking skill. *E-Clue: Journal of English, Culture, Language, Literature, and Education*, 10(2), 338–355. Universitas Negeri Manado.

- Pardede, P. (2019). Employing Music and Songs in EFL Classrooms. In: *PROCEEDING English Education Department Collegiate Forum (EED CF) 2015-2018*. UKI Press, Jakarta, pp. 251-264. ISBN 978 623 7256 25 0
- Schoepp, K. (2001). Reasons for using songs in the ESL/EFL classroom. *The Internet TESL Journal*, 7(2). <http://iteslj.org/>
- Shen, C. (2009). Using English songs: An enjoyable and effective approach to ELT. *English Language Teaching*, 2(1), 88–94.
- Tavakoli, P., & Hunter, A. M. (2018). Is fluency being 'neglected' in the classroom? Teacher understanding of fluency and related classroom practices. *Language Teaching Research*, 22(3), 330–349.
- Thornbury, S. (2007). *How to teach speaking*. London: Pearson Education Limited.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37(3), 308–328.