



**UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

The usage of pop songs as a teaching strategy to improve the speaking skill.

**Trabajo de Titulación para optar al título de
Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros**

Autor

Parra Gálvez, Amy Nicole

Tutor

Mgs. Ávalos Obregón María Dolores

Riobamba, Ecuador. 2024

DECLARATION OF AUTHORSHIP

I, Parra Gálvez Amy Nicole with ID number 0604737379, author of the research work titled **“The usage of pop songs as a teaching strategy to improve the speaking skill”** In the city of Riobamba in Chimborazo province, during the academic period 2023 2S, certify that the production of ideas, opinions, criteria, content, and conclusions exposed are my sole responsibility.

Likewise, I assign to the Universidad Nacional de Chimborazo, not exclusively, the rights of its use, public communication, distribution, divulgation, and/or full or partial reproduction by physical or digital means. Based on this assignment, it is understood that the assignee will not be able to obtain economic benefits. The possible claims from third parties regarding the author’s rights of the referred work will be my full responsibility, freeing the Universidad Nacional de Chimborazo from plausible obligations.

Riobamba, February 14th, 2024.



Parra Gálvez Amy Nicole

ID: 0604737379

FAVORABLE OPINION OF THE TUTOR TEACHER

I, the undersigned, María Dolores Ávalos Obregón, professor in the Faculty of Ciencias de la Educación, Humanas y Tecnologías, hereby certify that I have guided and reviewed the development of the research work entitled "**The usage of pop songs as a teaching strategy to improve the speaking skill**" under the authorship of Parra Gálvez Amy Nicole; for which it is authorized to execute the legal procedures for its sustentation.

It is everything to report in honor of the truth. In Riobamba, February 14th, 2024.



Mgs. María Dolores Ávalos Obregón

ID: 0602537847

COMMITTEE MEMBERS CERTIFICATE

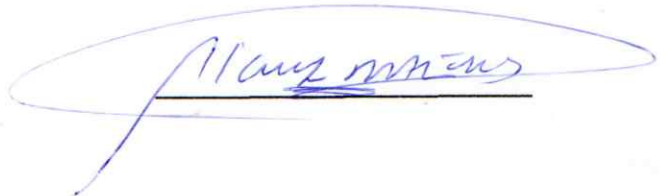
We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work “**The usage of pop songs as a teaching strategy to improve the speaking skill**”, presented by Parra Gálvez Amy Nicole, with ID number 0604737379, under the tutorship of Mgs. María Dolores Ávalos Obregón; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been previously evaluated and the author has been heard; having no further observations to make.

In accordance with applicable regulations, we sign, in Riobamba on January 7th, 2024.

Mgs. Mónica Cadena
Degree Tribunal President



Mgs. Miguel Paredes
Member of the Degree Tribunal



Mgs. Daysi Fierro
Member of the Degree Tribunal



Mgs. María Dolores Ávalos
Tutor





CERTIFICACIÓN

Que, **PARRA GALVEZ AMY NICOLE** con CC: **0604737379**, estudiante de la Carrera **Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias de la Educación, Humanas y Tecnologías**: ha trabajado bajo mi tutoría el trabajo de investigación titulado **"The Usage of Pop Songs As a Teaching Strategy to Improve the Speaking Skill"**, cumple con el 10% de acuerdo al reporte del sistema Anti plagio URKUND. porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente, autorizo continuar con el proceso.

Riobamba, 05 de enero de 2024

Mgs. María Dolores Ávalos
TUTORA

DEDICATORY

This work is dedicated to all my loved ones. Firstly, for God, who has been my solace and refuge in every moment of darkness that has tried to break me. Secondly, to my entire family, specially, to my dear parents, Darwin and Mafer, who have always strived to provide me with the best. To my grandparents, Heriberto and Bachi, who have been like my second parents and had always offered a hug and encouragement. To my Ariel, thank you for every adventure, and support throughout this journey. Also, to my dear friends, Nico, Jimmy, Mari, Alexis, Vivi who have been my partners in mischief. Finally, to Universidad Nacional de Chimborazo and my professors, who not only shared their theoretical knowledge but also imparted life lessons that transcended the classroom.

Thank you all for your unconditional love. I am very fortunate to have you.

Fondly,

Mimi.

ACKNOWLEDGMENT

My special acknowledgement to the staff of professors and authorities at the Universidad Nacional de Chimborazo who enlightened my way to become an English teacher. I thank to Mr. Miguel Paredes for becoming an inexhaustible source of motivation and wisdom. To César Narváez for always making us smile and teaching us to have good arguments to debate. To Eduardo Heredia, for delighting our ears with so much knowledge. Even with his philosophical jokes. And, of course, to Dolores Avalos. Aside from being the coolest teacher in the world, she played a crucial role as my research advisor guiding me through the process with invaluable expertise and support.

Amy Parra.

GENERAL INDEX

DECLARATION OF AUTHORSHIP	
FAVORABLE OPINION OF THE TUTOR TEACHER	
COMMITTEE MEMBERS CERTIFICATE	
CERTIFICADO ANTIPLAGIO	
DEDICATORY	
ACKNOWLEDGMENT	
GENERAL INDEX	
RESUMEN	
ABSTRACT	
CHAPTER I.....	12
1. INTRODUCTION	12
1.1 Problem statement.....	12
1.2 Problem formulation	13
1.3 Justification.....	13
1.4 Objectives	14
1.4.1 General objective.....	14
1.4.2 Specific objectives.....	14
CHAPTER II	14
2. THEORETICAL FRAMEWORK.....	15
2.1 Theoretical Background.....	15
2.2 Theoretical foundations	17
2.2.1 Constructivism and meaningful learning	17
2.2.2 Foreign language learning strategies.....	18
2.2.3 Teaching English through songs	19
2.2.4 Speaking skill	20
2.2.5 Speaking skill assessment	20
CHAPTER III.....	22
3. METODOLOGICAL FRAMEWORK	22
3.1 Research Approach	22
3.2 Research modality.....	22
3.3 Level or type of research	22

3.4	Study population	22
3.5	Techniques and Instruments for Collecting data	23
CHAPTER IV		24
4. RESULTS AND DISCUSSION.....		24
4.1	Results.....	24
4.2	Discussion.....	26
CHAPTER V		27
5. CONCLUSIONS AND RECOMMENDATIONS.....		27
5.1	Conclusions.....	27
5.2	Recommendations.....	27
BIBLIOGRAPHY		28
ANNEXES		30

TABLE INDEX

Table 1	Population.....	23
Table 2	Pre-test.....	24
Table 3	Post-test	25
Table 4	Means comparison.....	25

RESUMEN

Este estudio tuvo como objetivo determinar la efectividad del uso de las canciones pop como estrategia para mejorar las habilidades orales en estudiantes de décimo grado de la Unidad Educativa Nidia Jaramillo en el periodo académico 2023-2024. Fue una investigación cuantitativa con alcance descriptivo y diseño preexperimental donde participaron 19 alumnos del décimo grado. El instrumento de investigación fue una prueba de expresión oral que contó con una rúbrica para obtener datos cuantitativos.

Este estudio tuvo algunas fases. Al inicio, la población objetivo realizó el pretest. Fueron diagnosticados y se evidenció su bajo nivel en la habilidad de hablar. Los estudiantes no manejaban estructuras gramaticales simples y producían palabras aisladas. Además, su pronunciación era ininteligible y no desarrollaban interacción. Luego, se utilizaron canciones pop en el aula durante un período de intervención. Posteriormente, los estudiantes realizaron la prueba posterior. Los resultados de la prueba posterior fueron mejores que los de la prueba previa, los estudiantes mostraron un mejor desempeño en pronunciación.

La autora concluyó que el uso de canciones pop es eficaz para mejorar las habilidades orales de los estudiantes. Por lo tanto, es muy recomendable utilizarlos para contribuir a mejorar el desenvolvimiento de los estudiantes de décimo grado.

Palabras claves: Música, canciones pop, enseñanza del Inglés, aprendizaje, comunicación, interacción

ABSTRACT

This study aimed to determine the effectiveness of pop songs as a strategy to improve the speaking skill at tenth grade students in the Unidad Educativa Nidia Jaramillo in the academic period 2023-2024. It was quantitative research with descriptive scope and pre-experimental design where 19 tenth-graders participated. The research instrument was a speaking test that had a rubric to obtain quantitative data.

This study had some phases. At the beginning, the target population took the pre-test. They were diagnosed and their low level in speaking skill were evidenced. The students did not manage simple grammar structures and they produced isolated words. Furthermore, their pronunciation was unintelligible and they did not develop interaction. Then, pop songs were used in the classroom during a period of intervention. After it, students took the post-test. The results from the post-test were higher than the pre-test, the students showed better performance in pronunciation.

The author concluded that the usage of pop songs is effective to improve students' speaking skill. Therefore, it is highly recommended to use them to contribute with tenth graders speaking skill improvement.

Keywords: music, pop songs, teaching English, learning, communication, interaction

Reviewed by:



Mgs. Mónica Noemi Cadena Figueroa

English Professor

C.C 0602935926



CHAPTER I

1. INTRODUCTION

The new social requirements and high demand for competitiveness that the era of knowledge poses are crucial aspects to which students and future citizens of all societies on the planet will be exposed, by globalization and the galloping advance of science and technology (Crystal, 2003). The domain of English represents the key that allows language learners to access different cultures (Northrup, 2013). Therefore, students must develop oral communication skill that enable them to function in society in a convenient and relevant way, expressing themselves with clarity, fluency and coherence (Brislin, 1990).

Through the development of oral skill and expression, good pronunciation and intonation, and using verbal and non-verbal resources, students are able to interact in different environments and contexts spontaneously and naturally (Brislin, 1990). The progress of orality has often been postponed by the teaching of reading and writing, especially in English (Adnan, 2019). Teachers must take on the challenge of developing the ability to speak in students.

To provide an alternative pedagogical proposal to overcome the difficulties in speaking skill in students, the present research entitled: “The usage of pop songs as a teaching strategy to improve the speaking skill” aimed to determine the effectiveness of using pop songs as a strategy to improve the speaking skill in tenth year of basic education students.

1.1 Problem statement

Within the educational institution where this research was carried out, a significant influence of the combination of the Kichua and Spanish can be seen in the form of oral expression of many of the students, understanding this situation as the logical consequence that these students of both indigenous and mestizo origin attend the institution. Students tend to acquire behaviors according to the physical and social environment in which they operate without reaching their expected level of maturity, lacking their criteria, capturing everything that floats in the background, and acquiring knowledge, habits, and behaviors from their environment, whether positive or negative.

Students are influenced by the different human groups with which they interact daily, starting with the family, continuing with school, as well as with neighbors, friends, sports and social clubs, study groups, and even the romantic relationships of the same young people. Therefore, to have a complete idea of the actual situation of orality in the English of the students of the tenth grade of primary education, at the beginning of the school year, it was observed that the students did not achieve the required learning according to their chronological age and educational level.

This analysis determined that the general average of oral expression in English of the tenth-grade students of this educational institution, the object of study, mainly presents serious difficulties in developing speaking skill in English. To overcome the problems mentioned above, specifically, the lack of coherence, fluency, and clarity to

express and communicate with each other, the insecurity when speaking in front of a group of people or a specific audience fluidly and transmitting the messages that really what students want to convey, appropriately and effectively, is that the songs were implemented as a strategy, to improve the oral expression in the English of the tenth-grade high school students of this educational institution, very important at the local level and regional.

Given these arguments, the present research proposes, as an alternative solution to this problem, the use of songs as a strategy that allows for improving and developing oral expression in English and thus raising students' academic performance.

1.2 Problem formulation

How effective is the usage of pop songs as a strategy to improve the speaking skill at tenth grade students in the Unidad Educativa Nidia Jaramillo in the academic period 2023-2024?

1.3 Justification

This research is widely justified for several reasons. First, teaching English in these times has become essential and a priority in all educational institutions (Northrup, 2013), hence Ecuador is no exception. Therefore, teaching this universal language from the first levels of education, such as initial, primary, and secondary, and extending to higher education, has intensified (Ministerio de Educación del Ecuador, 2016).

It is well known that English is the main language of communication for all the world's inhabitants because it is considered as the *lingua franca* (Crystal, 2003). About this, the entire universe of things, people, ideas, achievements, possibilities, and illusions are articulated in the global market woven by English (Guilherme, 2007). The world transformed into the entire world's territory, speaks, thinks, and acts mainly through that code. Generally, English translates thought and what is thought, formation and decision, buying and selling, possibility and intention (Crystal, 2003).

That is why English has been introduced early in the school environment. Among the products and habits that are imported from English culture, music plays an essential role due to its recreational, cultural, and pedagogical components (Albadejo, 2018). Music surrounds people and accompanies them everywhere. It positively affects people regardless of age, being able to change our mood when we are sad or relax when we are stressed (Bsharat et al., 2021).

In addition, the motivation for this work is a mixture of personal elements due to one's appreciation and interest in music. There is also a motivation to professionally attempt to respond, in the pedagogical field, to the needs that arise from the context that has been explained. The present study aims to demonstrate how music can be a tremendous didactic resource that facilitates the learning of the English to be applied in a classroom where the unique beneficiaries will be tenth graders.

1.4 Objectives

1.4.1 General objective

To determine the effectiveness of pop songs as a strategy to improve the speaking skill at tenth grade students in the Unidad Educativa Nidia Jaramillo in the academic period 2023-2024.

1.4.2 Specific objectives

- To diagnose the level of students' speaking skill through a pre-test.
- To apply methodological strategies based on pop songs in students to improve speaking skill.
- To evaluate the progress students have made after using the pop songs as a strategy to learn English.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Theoretical Background

Currently, daily life is immersed in the influence of electronic devices, which are used for their usefulness in accessing information, people, and recreation. People constantly use music to escape the repetitiveness of routine. The impact that a song has on thought encompasses aspects that go beyond the listener's immediate perceptions (Adnan, 2019). The fact that a person likes a specific song automatically makes the listeners as the owners and possessors of the melody because no one can separate it from how they internalize the music in their being. If, when the being is mentioned, it is about a symbol of existence, in many cases, a song is the best therapy. From my experience, music is a source of relaxation that stimulates the will to face daily vicissitudes.

Music has accompanied human beings since the beginning of their existence (Bsharat et al., 2021). This is in everything around him, from singing birds to the concert that the wind can create when blowing in the trees and bushes. Human beings have understood musical rhythms and sensations since prehistory (Yule, 2010). With the passage of time and the arrival of modernity, progress has been made in musical creation, the invention and specialization of instruments, new trends, and musical genres. Music today is entertainment for many, business for some, and a true passion for others.

On the other hand, about education and, more specifically the teaching of foreign languages, Harmer (2007) states that songs have great importance as teaching material. Regarding to this fact, it is necessary to search about what has been previously done in the field of education and teaching English.

Huong et al. (2020) in their research entitled *Use of Pop Songs in enhancing English speaking skill of first year students* aimed to enhance students' English speaking abilities and make English more appealing and familiar to the learners. They achieved this by using pop songs. The study employed the descriptive research approach, entailing the development of questionnaires focused on improving English speaking proficiency through the utilization of popular songs. The participants of this study consisted of twenty (20) students. The researchers devised pretest and posttest questionnaires to assess the impact of songs on the improvement of English speaking abilities, which directly influenced the English language acquisition of the participants.

Another research was developed by Hendrawaty and Nurhayati (2019) who aimed to determine if listening to English songs has an impact on the vocabulary of learners at LKP Nuansa Jaya English Course in Jakarta, and to categorize and analyze the word classes in six chosen English pop songs. This study utilized a combination of quantitative and qualitative methods to describe the research findings. The participants consist of 15 young learners. The learners' vocabulary at LKP Nuansa Jaya was influenced by listening to English songs, as evidenced by the average score of 75.33 on the listening exam. When analyzing the word classes in six chosen English song lyrics, the authors stated that the most challenging was

the noun, accounting for 9.51% of the total. The second most difficult was the adjective, making up 12.08%. The third was the verb, comprising 13.37%. The fourth was the preposition, representing 14.14%. The fifth was the adverb, making up 15.17%. The sixth was the conjunction, accounting for 17.22%. However, the easiest word class to identify and classify was the pronoun, making up 18.51%. In order to enhance learners' vocabulary acquisition and proficiency, word classes were systematically discovered in each song lyric and subsequently included into a compact dictionary. The choice of word categories were determined by the learners' vocabulary scores and familiarity. As the word classes became more challenging, a greater number of examples were given. In addition, the definition of the word classes was translated into Indonesian to facilitate comprehension for learners.

Yet another research done by Ariani and Iswandi (2020) aimed to investigate the utilization of English Pop Songs as a means to improve the listening skill of first-grade students at SMAN 10 Mataram. This study employed the Classroom Action Research methodology. The data in this study was collected using a hearing test. The research focused on a group of 25 first-grade kids from IPS 1 class at SMAN 10 Mataram. The investigation was done in a single cycle. The research utilized equipment in the form of a test and an observation sheet. The initial score of students' listening capacity in the pre-test was 45, representing 12% of the whole score. In the post-test, the major score increased to 76, accounting for 84% of the total score. The researchers determined that the pupils' listening score exceeded the Minimum Complete Criteria Success (KKM). Therefore, they concluded that the utilization of English Pop Songs was crucial in improving students' auditory skill.

Likewise, Hasibuan et al. (2023) investigated the utilization of songs for enhancing speaking skill among elementary school children, while also exploring the challenges encountered by instructors in this process. According to these authors, the objective of integrating the song into all stages of learning is to familiarize pupils with the vocabulary and pronunciation of the English language through an engaging approach which mainly focuses on using a song that they are already acquainted with. Therefore, they incorporated the song into three specific activities: the opening, while, and closing activities. This was achieved by sharing a YouTube video link with the students and assisting them with translation. The purpose of this integration was to motivate the students to learn English through the use of the song. The primary issue encountered during the English language song instruction in the classroom was a lack of confidence in verbal communication which was overcome at the end.

Similarly, Azab (2022) aimed to enhance comprehension of the efficacy of English pop songs as an instructional instrument in EFL classrooms and to promote the integration of songs into language instructors' sessions. The author examined the correlation between exposure to English pop music and the enhancement of oral proficiency in English as a Foreign Language (EFL) schools. In addition, this research provided an analysis of the theoretical and empirical data pertaining to the relationship between English songs and education to examine the effects of incorporating popular songs into the English as a Foreign Language (EFL) classroom on the development of oral communication abilities. The experiment spanned a duration of six weeks, throughout which the students performed sixteen popular songs. This might have impacted the reliability and validity of the results.

The author concluded that English pop songs captivate students' interest due to their ability to convey English in a more authentic manner compared to conventional textbooks. Primarily, songs function as auditory tools, allowing students to improve their spoken communication and linguistic abilities. The researcher also suggested that to ensure the acquisition of more precise and genuine outcomes, it was important to commit an adequate amount of time to the inquiry. Nevertheless, by incorporating a greater number of participants and extending the duration of the study, it would be possible to make more universally applicable claims regarding the potential of popular songs to enhance the language proficiency of English as a Foreign Language (EFL) learners, particularly in the domain of speaking.

In sum, research cited above mainly pointed out that including music in the English classroom is crucial to cultivate an increasingly captivating atmosphere in the classroom (Huong et al., 2020). The global significance of English as a *lingua franca* has compelled individuals to seek appropriate resources that facilitate their acquisition of the language in a convenient, efficient, and expedited manner (Crystal, 2003). Therefore, songs hold significant importance among the many resources utilized in class. They can offer a significant quantity of auditory stimuli, which is crucial during the teaching-learning process. Learning English through songs creates a favorable environment for students, who often feel anxious while speaking English in a traditional classroom setting. Furthermore, enhancing English vocabulary through auditory comprehension can be achieved by utilizing English songs that are favored by language learners (Hendrawaty & Nurhayati, 2019).

Certainly, it is an undeniable truth that contemporary students exhibit a deficiency in passion, drive, and interest when it comes to learning English using traditional methods. Consequently, it is imperative for educators, to prioritize the implementation of more captivating and interactive activities. An innovative approach to diversify the classroom experience is by including English songs into adult EFL lessons. The utilization of songs has a substantial influence on educational environments overall, with a specific emphasis on English as a Foreign Language (EFL) instruction. English textbooks fail to captivate students. It is not unexpected that numerous students perceive the study of the English language as a monotonous and overwhelming challenge. English learning may be effectively and effortlessly implemented. Utilizing popular music in educational contexts yields a substantial influence.

2.2 Theoretical foundations

2.2.1 Constructivism and meaningful learning

Meaningful learning means everything to which the student finds meaning, what is attractive to them in their training process (Ausubel, 1980). Confusing activities tend to cause laziness and demotivation. According to Ausubel (1980), meaningful learning is the relationship between new knowledge and previously learned knowledge; however, it is necessary for the student to be interested in what is being shown. Some advantages of meaningful learning are longer-lasting retention of information, facilitates the acquisition of

new knowledge by relating it to previous ones, effective use of long-term memory, and the student becomes more active.

Meaningful learning is achieved with specific requirements such as the organization and significance with which the material is presented to the student, fostering motivation in the student, since no process is effective without motivation (Reyero, 2019). Ausubel's contributions to constructivism were present with his teaching model by exposition, which consists of explaining or exposing facts or ideas, promoting meaningful learning. Another important contribution to constructivism consisted of advance organizers which function as support tools in the face of new information.

Such organizers are divided into three purposes: the first is to direct all attention to the critical material, and the second is to highlight the relationships between the ideas to be presented and the one the language learner already has. In addition to the purposes, two categories are divided into comparative ones: schemes are presented, and the differences and similarities of the concepts are also pointed out; and finally, the explanatory ones, where relevant information is presented for understanding the following topics. After analyzing the terms of meaningful learning and the contributions made to constructivism, it can be said that they are essential theories for the educational field because they help the student build their knowledge scheme, thus achieving a better understanding of the concepts (Reyero, 2019).

Concerning the objectives of the current research, significant learning must be considered in the activities proposed to involve students into everyday situations with authentic experiences in which they may be motivated to participate.

2.2.2 Foreign language learning strategies

Learning strategies are the different forms and methods that facilitate the acquisition and use of the given information (Oxford, 1990). To improve comprehension skill, it is necessary to work with the different strategies since there are activities that favor the practice and development of written and oral skill. There are two groups of strategies: direct ones (memory, cognitive, and compensatory) and indirect ones (metacognitive, affective, and social) (Oxford, 1982).

In memory strategies, there is the creation of mental links, which is made up of essential aspects: the first is grouping, which consists of the classification of language by making groups based on types of words (adverbs and adjectives); topics, such as (words about the weather); practical function (apologies or requests); similar (hot and warm); opposition (kind, unfriendly). The strategies above are very relevant since, they expand memory development through reading and learning, emphasizing reading that can fix ideas or concepts in the mind to be later able to make word families (Guevara, 2021). Therefore, it is beneficial to have this reference since it is very similar to what you want to work on in using songs. The second group of direct strategies are the cognitive strategies.

These strategies range from repetition to analysis, which are unified to achieve a joint function: the manipulation or transformation of the language target by the learner. There are four cognitive strategies; the first is practice, which is considered the most important of all and consists of the assimilation of ideas through the continuous exercise of actions that

establish them. The second consists of sending messages to the learner so that they can locate the main idea through skimming or key points through scanning. The third consists of analyzing and reasoning about a particular idea so that students study expressions and achieve deductive reasoning that, with continuous practice, is manifested through language, identifying structures that allow the development of activities where the learner makes summaries highlighting the most important notes of the text (O'Malley & Chamot, 1990).

The last cognitive strategy corresponds to compensation strategies. Students use words or phrases belonging to the lexicon of the language being learned to carry out other comprehension and production activities. It is explained that students will not only be able to understand words or phrases of the new language but will also make spoken and written productions (Oxford, 1990).

2.2.3 Teaching English through songs

Nowadays, music is one of the most important social values since it is present everywhere, representing different situations of the human being, whether happiness, sadness, emotion, love, disappointment, etc. Therefore, it is considered an essential tool for teaching English. Music represents different states of the human being; consequently, it is valuable to motivate the student to learn a new language through the lyrics of the songs, also relating to their own experiences (Azab, 2022).

The use of songs in the classroom brings the students closer to getting involved with the language they want to learn, taking new expressions and countless vocabulary from there. It facilitates and helps the development of oral and written comprehension. Generally, songs are written with a purpose, and their content attracts the public's attention; this allows students to motivate themselves, relax, and improve their creativity and concentration (Hasibuan et al., 2023). Furthermore, with the use of songs, the teacher manages to make his class a very productive moment and, at the same time, fun for everyone.

On the other hand, there could be some inconveniences that may arise in the classroom working with songs. For example, students may misinterpret the situation, thinking that there is no set goal and that the class is just a hobby. It is essential to pay attention to the vocabulary of the song since it should always be focused on the student's educational development. In addition, there may also be problems with understanding the lyrics because translation often changes the meaning, and the original message is lost. All of the above can be avoided if the teacher provides proper support, guiding and encouraging the student to do correct work under the established parameters (Ariani & Iswandi, 2020).

Selection of songs is crucial in the teaching-learning context because the expected results depend on it. For this, the teacher must consider certain aspects. Firstly, song should catch the students' attention with explicit lyrics and language according to their level (Richards and Rodgers, 2001). Furthermore, the teacher must develop meaningful classroom activities either with drawings or any other help, listen to the song, and have the students repeat it to achieve good pronunciation, develop the proposed activities whether they are guides or workshops, individually and as a team and singing the song (Brown, 194).

Listening to songs is a positive aspect when motivating a student to learn a language. To do this, teachers must rely on the student's interests and connect them with the learning objectives or the activity itself (Adnan, 2019). The information mentioned above about the songs is very appropriate since these will be the basis on which each of the steps that make up the proposal will be worked on.

2.2.4 Speaking skill

Speaking is a skill of language that intervenes in communication. Within the framework of the teaching and learning of the English language, is evidenced in conversations and personal presentations using the foreign language (Council of Europe, 2001).

On the other hand, Brown (2007) states that speaking involves oral expression and that it is one of the four linguistic skill for developing communicative competence in learning a language. Furthermore, this is one of the most complex since the person first has to think about what he is going to say and how to say it clearly without making grammatical errors or inappropriate pronunciation. Furthermore, Harmer (2007) claims that speaking is the ability to negotiate meanings between two or more people related to the context where a conversation occurs. Likewise, Ali AL-Garni and Almuhammadi (2019) define speaking as the interactive process where meaning is constructed that includes producing, receiving, and processing information, in which the form and intention depend on the context where the interaction occurs, including the participants, their experiences, the environment, and the purpose of communication.

Speaking is spontaneous; it begins, develops, and ends during the interaction in a conversation or presentation, and for the exchange to be effective, individuals need to know the use of the language. The linguistic patterns are used in certain situations and contexts, referring, for example, to greeting, making requests, proposing an invitation, and accepting invitations, among other situations. In all these actions, language functions are used (Council of Europe, 2001).

Council of Europe (2001) details that the speaking skill includes knowledge of grammar, pronunciation, and vocabulary, intonation, and fluency which are part of linguistic competence.

There are approaches that are focused on language teaching; in particular, the approach that is focused on improving oral production is the so-called communicative approach (Brown. 1994). As stated by Celce-Murcia (2013), the classroom is the primary environment where the student should achieve mastery of any language and, at the same time, use it to interact with other students in the learning environment. Therefore, developing speaking skill in students requires strategies that help achieve this objective.

2.2.5 Speaking skill assessment

Speaking skill assessment may be developed by taking into consideration the following criteria such as pronunciation, grammar and vocabulary, fluency, and intonation.

- a) Pronunciation

Pronunciation refers to the action and effect of pronouncing; in a more profound sense, it is articulating and making sounds to speak. This concept is used to name the way or manner in which words are expressed (O'connor, 1998).

b) Fluency

Fluency is defined as the ability to give a speech and express oneself correctly with some ease, both in mother tongue and in mastering another language (Azab, 2022).

c) Intonation

Intonation is the variation in the tone of the voice with which words are pronounced; it is also defined as the rhythm that the person follows to express themselves in a conversation or speech (Aisyah, 2021).

d) Grammar

Grammar includes rules and principles that govern the use of languages and is an organization of words and other syntactic aspects in a sentence. In the language teaching and learning process, it is essential to master this ability since, in this way, we can formulate expressions correctly (Council of Europe, 2001).

e) Vocabulary

Vocabulary is the set of words known by a person or entity; in addition, a person's speech is made up of the group of words that they understand and use for their communication (Council of Europe, 2001).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 Research Approach

The study carried out through this work corresponds to the quantitative research. This research approach focuses on obtaining numerical data; moreover, it is connected with experimental research (Creswell, 2002). Through the application of reliable instruments, information was collected on speaking skill and its dimensions, which are pronunciation, grammar and vocabulary, and interactive communication. They were analyzed through the interpretation of the most notable categories of the observation unit, since the aim was to use the songs as a teaching strategy and see how they influence in students' speaking skill in 10th grade students at the Nidia Jaramillo school.

3.2 Research modality

The current study was conducted using a descriptive-based modality. Descriptive research is responsible for specifying the characteristics of the population being studied. This modality focuses more on the "what", rather than the "why" of the research subject (Hernandez et al., 2014). Therefore, what was happening with the target population was described in this research.

3.3 Level or type of research

This research was of pre-experimental type. Pre-experiments are the simplest form of research design. In pre-experimental research, a single group or several groups are observed after some agent or treatment that is supposed to cause the change (Creswell, 2002). Researchers often want to see if their interventions will have an effect on a small group of people before seeking funding and spending time conducting an actual experiment. Pre-experimental designs are therefore generally carried out as a first step to establish the evidence for or against an intervention (Hernandez et al., 2014).

The target population took a pre-test; then, an intervention in the class occurred through the use of pop songs to develop students' speaking skill. Finally, the students took a post-test to verify the effectiveness of the proposal.

3.4 Study population

This study involved a finite population formed by 19 students. The methodology of sampling was for convenience. Convenience sampling is a non-probability and non-random sampling technique used to create samples according to ease of access, the availability of people to be part of the sample, in a given time interval or any other practical specification of a particular element (Creswell, 2002). The researcher chose the members only by their proximity.

Table 1
Population

POPULATION						
GROUP	Female	%	Male	%	TOTAL	
10 grade	11	58%	8	42%	19	100%

Since it was a short population, the researcher did not work with a sample size because it was considered unnecessary.

3.5 Techniques and Instruments for Collecting data

To collect data the researcher used a song-based test as the pre-test and the post-test. The exam consisted in the teacher to give the student a piece of paper with lyrics of a song and four questions. The lyrics were given in advance for the student to listen to the song and sing it. The student tried to sing the song; then, the teacher asked four questions for the students to talk for about two minutes. Additionally, the teacher provided a rubric that contained three main criteria to obtain numerical data such as grammar and vocabulary, pronunciation and interactive communication (See Annex 1 and 2).

Next, data collected was tabulated and condensed in an Excel file to be analyzed through the T-test in SPSS statistical software to compare means between the pre-test and the post-test.

CHAPTER IV

4. RESULTS AND DISCUSSION

4.1 Results

In this section, results from the pre-test and the post-test are displayed.

Pre-test

The target population took the pre-test at the beginning of the study. This exam consisted in singing a song, whose lyrics were given in advance, and four questions about personal data and likes about music. The numerical data was obtained through a rubric which contained three aspects such as grammar and vocabulary, pronunciation, and interactive communication.

Table 2

Pre-test

		Statistics			
		Pre-test	Grammar and vocabulary Pre-test	Pronunciation Pre-test	Interactive communication. Pre-test
N	Valid	19	19	19	19
	Missing	0	0	0	0
Mean		3.37	1.47	.95	.95
Median		3.00	1.00	1.00	1.00
Mode		1	1	0 ^a	0 ^a
Std. Deviation		2.454	.772	.911	.911
Minimum		1	0	0	0
Maximum		9	3	3	3

As table two shows there were 19 students who took the pre-test. They achieved a mean of 3.37 out of 15. This exam was divided into three sections. First, students obtained a mean of 1.47 in grammar and vocabulary. Likewise, they got 0.95 in pronunciation and 0.95 in Interactive communication. All of those scores were out of 5.

According to the rubric used, students did not show control of grammar structures and they produced isolated words. Furthermore, their pronunciation was unintelligible; and, their communication was difficult and needed teacher's support.

Post-test

After a period of classroom intervention that lasted six weeks using pop songs as a teaching strategy to improve the speaking skill, the students took the post-test.

Table 3
Post-test

		Statistics			
		Post-test	Grammar and vocabulary Post-test	Pronunciation Post-test	Interactive communication Post-test
N	Valid	19	19	19	19
	Missing	0	0	0	0
Mean		6.21	2.00	2.84	1.37
Median		6.00	2.00	3.00	1.00
Mode		6	2	3	1
Std. Deviation		2.097	.667	.958	.831
Minimum		3	1	1	0
Maximum		10	3	4	3

Table three shows the results obtained after the intervention in the classroom using pop songs to improve students' speaking skill. Students got 6.21 out of 15. The average score in grammar and vocabulary was 2 out of 5; on the other hand, they obtained 2.84 in pronunciation and 1.37 in interactive communication. The target population were able to manage with simple grammar forms and their vocabulary was sometimes appropriate.

Their pronunciation was mostly intelligible; and, their interactive communication remained needing support.

Table 4
Means comparison

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-2.842	1.259	.289	-3.449	-2.235	-9.841	18	.000

Table 4 shows means from the pre-test and the post-test. With 95% of confidence, this table shows a two tailed significance of .000 which is < than .05. This result indicates that there is a significant difference between means from the pre-test and the post-test with higher scores in the post-test. In this context, it can be determined that the use of pop songs is effective in the improvement of students' speaking skill.

4.2 Discussion

After this study process, the effectiveness of using pop songs to improve the learners' speaking skill was evidenced. This research was developed because of the students showed a low level of English and their fear at the moment of speaking was evident. This produced an unfriendly classroom environment where students showed their anxiety. Consequently, students were not interested in the English learning, similar to problems observed by Hounq et al. (2020).

The results presented in the pre-test indicated that students did not develop speaking skill because they had particular difficulties in identifying words or expressions in the songs and therefore, frustration arose. For this reason, a gain was evident after applying the usage of pop songs as a teaching strategy because the students could recognize vocabulary, improve pronunciation, and develop activities such as ordering verses or completing the song lyrics. Given this result, I agree with Yanti et al. (2023) who stated that pop songs in English provide original texts and they should be used within the classrooms because they create a more dynamic and interactive environment. These points were appreciated in the present investigation since, thanks to the pop songs; the students changed their mood when they recognized a song that was familiar to them due to its melody, arousing interest, thus achieving their active participation in understanding.

In the same way, similar results were found by Hasibuan et al. (2023), who pointed out that songs provide expressions and vocabulary in context and that through them, students can hear the pronunciation of native speakers, which means that they are exposed to authentic material. It is an essential factor in developing communication skill. After applying the intervention in the classroom, favorable results were evident, which assumes that students were exposed to the songs, achieving significant learning because the material was of interest to them. Such improvement could be observed after the pop songs were applied in the English class, in which students demonstrated more confidence and interest in expressing themselves in another language and consequently developed communicative competence.

Furthermore, the study showed that songs in English help students contextualize the song. As Hendrawaty and Nurhayati (2019) stated, when using songs as a teaching resource, students simulate the experience, which leads them to go from a passive task by simply listening to an active task by singing. There are also coincidences with what Azab (2022) stated, who highlighted that songs increase concentration, attention, creativity, and student participation in class. When the songs were played, the students were eager and ready to participate.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

It is concluded that the implementation of the usage of pop songs as a strategy to improve students' speaking skill is effective. It is considered that pop songs constituted updated teaching practices in the English language, generating a high increase of motivation in EFL students. Pop songs are effective to engage students in their language enhancement and competence.

The diagnose exam was valuable to determine that students showed anxiety at the moment of speaking; consequently, the target population obtained the lowest scores in pronunciation and interactive communication. Students needed great support in the speaking skill since they were not able to utter words clearly niether maintain a simple conversation.

The methodological strategies that were applied in the classroom through a period of six weeks intervention were sucesful. Communicative approach was applied in the classroom for the students to use the songs to discuss and produce the language meaningfully. During the phase of intervention, students switched from a traditional way of learning to active communication through discussions in pairs and small groups.

The progress made by students after using pop songs as a strategy to learn English was evaluated with positive results. Students did not achieve the ideal score of 15; however, a significant improvement was evidenced through the comparison of means from the pre and post-tests.

5.2 Recommendations

It is highly recommended that teachers use pop songs not only with tenth graders but also with other grades starting from the beginners to contribute with Ecuadorian education.

It is also advised that the level of English must be diagnosed to have an actual idea about learners' level. In this way, teachers would know what to do in the classroom according to the students' needs.

Furthermore, the application of pop songs must be expanded to other language skill to have a holistic way of English improvement. In this way, students would have better English practice for communication purposes.

Finally, further research must be developed in this field with longer time to compare results and change traditional teaching practices into active ones to engage students in meaningful classroom activities.

BIBLIOGRAPHY

- Adnan, O. (2019). The Effects of Anxiety, Shyness and Language Learning Strategies on Speaking Skill and Academic Achievement. *European Journal of Educational Research*, 8(4), 999-1011. doi:10.12973/eu-jer.8.4.999
- Aisyah, E. (2021). *Students' ways and criteria in assessment speaking*. Retrieved from <https://idr.uin-antasari.ac.id/17588/>
- Albaladejo, S., Coyle, Y., & Roca, J. (2018). Songs, stories, and vocabulary acquisition in preschool learners of English as a foreign language. *System*, 76(1), 116-128. doi:10.1016/j.system.2018.05.002
- Ali AL-Garni, S., & Almuhammadi, A. (2019). The Effect of Using Communicative Language Teaching Activities on EFL Students' Speaking Skill at the University of Jeddah. *English Language Teaching; Vol. 12, No. 6*, 72-86.
- Ariani, S., & Iswandi, K. (2020). The Use of English Pop Song to Enhance Students' Listening ability. *Jo-ELT (Journal of English Language Teaching)*, 7(2), 112-118. doi:10.33394/jo-elt.v7i2.2965
- Ausubel, D. (1980). *Psicología Educativa. Un punto de vista cognitivo*. México: Editorial Trillas.
- Azab, A. (2022). The Effectiveness of Using Pop Songs for Developing University Students' Speaking Skill. *German University in Cairo, Egypt*. Retrieved from https://mrk.journals.ekb.eg/article_281222_0dec7891d40f2d17aec0b03ffce0a4f1.pdf
- Brislin, R. W. (1990). *Applied Cross-Cultural Psychology*. SAGE Publications.
- Brown, H. (2007). *Principles of Language Learning and Teaching (5th ed.)*. Pearson Education.
- Brown, H. D. (1994). *Principles of language learning and teaching. 3rd Edition*. Prentice Hall Inc.
- Bsharat, T., Barahmeh, M., & Turkman, J. (2021). The influence of music and educational songs on EFL students' achievement from their teachers' perspective in Jenin Region. *African Educational Research Journal*, 9(2), 728-738. doi:10.30918/AERJ.93.21.106
- Celce-Murcia, M. (2013). Vintage Article: Language Teaching Methods from the Ancient Greeks to Gattegno. *Mextesol Journal*.
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Retrieved from <https://rm.coe.int/16802fc1bf>
- Creswell, J. (2002). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Upper Saddle River, NJ: Merrill Prentice-Hall.
- Crystal, D. (2003). *English as a Global Language*. New York: Cambridge University Press.
- Guevara, D. (2021). *Cooperative Learning Strategies in the Speaking skill improvement for Sophomore students at "San Juan Diego" High School in Ibarra during the Academic year 2020-2021*. Retrieved from <http://repositorio.utn.edu.ec/bitstream/123456789/11851/2/Pg%20979%20TRABAJO%20GRADO.pdf>

- Guilherme, M. (2007). English as a Global Language and Education for Cosmopolitan Citizenship. *Language and Intercultural Communication*, 72-90.
- Hasibuan, Y., Wandira, B., & Nasution, R. (2023). The Using of English Songs to Activate Student's Speaking Skill. *LingPoet: Journal of Linguistics and Literary*, 4(1), 11 – 21. doi:<https://doi.org/10.32734/lingpoet.v4i1.10500>
- Hendrawaty, N., & Nurhayati, N. (2019). The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya. *Loquen: English Studies Journal*, 1(1). doi:<http://doi.org/10.32678/loquen.v12i01>
- Hernández, R., Fernández, C., & Baptista, M. (2014). *Metodología de la Investigación*. Mexico: The McGraw-Hill Companies, Inc.
- Houng, D., Van, D., & Huong, N. (2020). Use of Pop Songs in Enhancing English Speaking Skill of First Year Students At Thai Nguyen University Of Economics And Business Administration - TNU. *IOSR Journal of Research & Method in Education*, 10(2), 29-36. doi:10.9790/7388-1002052936
- Milawati. (2019). *Grammar Translation Method: Current Practice In EFL Context* . Madura: Indonesian Journal of English Language Teaching.
- Ministerio de Educación del Ecuador. (2016, Marzo 31). *Currículo 2016*. Retrieved from Ministerio de Educación del Ecuador: <https://educacion.gob.ec/curriculo/>
- Northrup, D. (2013). *How English became a Global Language*. New York: Routledge Press.
- O'Connor, J. (1998). *Better English pronunciation* . London: Cambridge University Press.
- O'Malley, J., & Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Oxford, R. (1982). Use of language learning strategies: A synthesis of studies with implications for strategy training. *System*, 17(2), 235-247. doi:10.1016/0346-251X(89)90036-5
- Oxford, R. (1990). *Language Learning Strategies: What every teacher should know*. Boston: Heinle and Heinle publishers.
- Renau, M. (2016). A Review of the Traditional and Current Language. *International Journal of Innovation and Research in Educational Sciences*, 82-88.
- Reyero, M. (2019). La Educación Constuctivista en la Era Digital. *Universidad a Distancia de Madrid*, 11-127.
- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* . Cambridge University Press.
- Yule, D. (2010). *The Study of Language*. New York: Cambridge University Press.

ANNEXES

Annex 1

) Pre-test and post-test for the fulfillment of specific objective 1 and 3



UNIVERSIDAD NACIONAL DE CHIMBORAZO

Facultad de Ciencias de la Educación Humanas y Tecnologías

Pedagogía de los Idiomas Nacionales y Extranjeros

1. Sing this song

Lemon Tree: <https://www.youtube.com/watch?v=wCOfkEkePa8>
The usage of pop songs as a teaching strategy to improve the speaking skill



Fool's Garden

I'm sitting here in the boring room
It's just another rainy Sunday afternoon
I'm wasting my time, I got nothing to do
I'm hanging around, I'm waiting for you
But nothing ever happens and I wonder

I'm driving around in my car
I'm driving too fast, I'm driving too far
I'd like to change my point of view
I feel so lonely, I'm waiting for you
But nothing ever happens and I wonder

I wonder how, I wonder why
Yesterday you told me 'bout the blue
blue sky
And all that I can see is just a yellow
lemon-tree

I'm turning my head up and down
I'm turning, turning, turning, turning,

I'm steppin' around in the desert of joy
Maybe anyhow I'll get another toy
And everything will happen and you wonder

turning around
And all that I can see is just another
lemon-tree

Sing
Da-da-da-da-da-di-da-da
Da-da-da-da-di-da-da
Da-di-di-da

I'm sitting here, I miss the power
I'd like to go out, taking a shower
But there's a heavy cloud inside my
head
I feel so tired, put myself into bed
While nothing ever happens and I
wonder

Isolation is not good for me
Isolation, I don't want to sit on the
lemon-tree

I wonder how, I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see is just another lemon-tree

2. Answer these questions

A) What is your name?

B) What is the title of the song?

C) Did you like the song? Why or why not?

D) What is your favorite song?

Annex 2

) Rubric for speaking assessment

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Source: Cambridge assessment (2024)

Annex 3

) School permission



ESCUELA DE EDUCACIÓN BÁSICA
"NIDIA JARAMILLO"
La Libertad - San Luis - Riobamba
Telf. 0995595902
cebnidajaramillo@hotmail.com



Oficio. N°. 60-EEB-NJ-23-24
Riobamba, 21 de noviembre de 2023

Srta.
Amy Parra Galvez
**ESTUDIANTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS - UNACH**
Presente.-

De mis consideraciones:

La comunidad educativa de la Escuela de Educación Básica Nidia Jaramillo, del barrio La Libertad, Parroquia San Luis, Cantón Riobamba, llega a usted con un cordial y atento saludo y los mejores augurios de éxito en su vida cotidiana.

Mediante la presente, me permito AUTORIZAR la ejecución del estudio denominado "*The usage of pop songs as a teaching strategy to improve the speaking skill at tenth grade students in the Unidad Educativa Nidia Jaramillo in the academic period 2023-2024*", augurándole toda clase de éxitos en los objetivos propuestos; ya que, este será una oportunidad valiosa de aprendizaje para los adolescentes que estudian en esta institución.

Por la atención prestada, me suscribo, no sin antes reiterar mis sentimientos de consideración y estima.

Atentamente,

Mgs. Noemí Remache
DIRECTORA
C.I. 0602930638
Telf: 0995595902
C/c. archivo.



Annex 4

) Photographs applying the methodological strategies based on pop songs for the fulfillment of specific objectives.

