

**THE EFFECT OF ENGLISH SONGS SUBTITLES ON TENTH GRADE
STUDENTS' SPEAKING AT SMK PGRI 4 KEDIRI IN THE ACADEMIC
YEAR 2025/2026**

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Presented as Partical Fulfillment of the Requirements to Obtain
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Department
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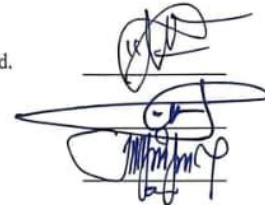
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I affirm that this thesis does not contain any work that has been submitted for a bachelor's degree at any university, and to the best of my knowledge, this thesis does not contain any written work or opinions that have been published by others, except those that are intentionally and explicitly cited in this manuscript and listed in the bibliography.

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MOTTO AND DEDICATION

MOTTO:

“learn to find grace in the life you are living, because for the blessings you hold in your hands today may be the very prayers someone else whispers into the night”

“Sebab itu janganlah kamu kuatir akan hari besok, karena hari besok mempunyai kesusahannya sendiri. Kesusahan sehari cukuplah untuk sehari”

(Matius 6:34)

“Lakukanlah segala pekerjaanmu dalam kasih”

(1 Korintus 16:14)

“Tetaplah berdoa”

(1 Tesalonika 5:17)

DEDICATION:

I dedicate this skripsi to:

To my Lord and Savior, Jesus Christ, thank You for never leaving my side. Through every struggle I faced, every tear I shed, and every moment I came to You in anger, sadness, or disappointment, You never turned away. Even when I felt unworthy, You still reached out Your hand and reminded me that I am Your child. For that, I am endlessly grateful.

To my beloved father and mother, there are no words great enough to express how thankful I am to have you both. You have given so much of yourselves to make sure I had everything I needed in this life. You accepted me even when my behavior was far from perfect, and you never stopped trying to give me the very best. I still remember the little things, the fruit you carefully peeled and fed to me with your own hands, the hugs and kisses you gave me without fail every single day, and so many other things that I could never fully put into words. To my siblings as well, thank you for always being there for me throughout my college journey and for supporting me in ways that mean more than I can say. I love you all, more than words can tell.

To my wonderful college friends, thank you for making this chapter of my life one I will never forget. Without you, my college years would not have been nearly as meaningful, as fun, or as full of memories. You were there through the highs and the lows, and together we made it through. I hope that as we move forward, each of us will grow into the person we have always hoped to become.

ABSTRACT

Zefanya Kristina: Using English song subtitles to improve students' speaking, Skripsi, English Education Department, Faculty of Teacher and Training Education, University of Nusantara PGRI Kediri, 2026.

Keywords: Speaking, English songs subtitles, tenth grade students'

Speaking is one of the most crucial aspects of learning English, but many students still struggle with oral communication because of their small vocabulary, poor pronunciation, lack of fluency, and low self-confidence. Thus, in order to help pupils become more proficient speakers, teachers must interesting and useful material. English songs with subtitles are one type of media that can be used to assist students' integrate spoken and written language and give real-world language input. This research has three problems as follow: (1) How is the tenth grade students' speaking before being taught using English songs with subtitles? (2) How is the tenth grade students' speaking after being taught using English songs with subtitles? (3) Is there any significant effect of using English songs with subtitles on the speaking of the tenth grade students?

This study aims to determine whether there is an effect on students' speaking when using English songs as a model. This research, the researcher used a quantitative approach, with a one-group pre-test and post-test design pre-experimental research design. The research had 30 tenth grade students as participants. The research took place in five meetings, one pre-test, three treatment sessions, and one post-test. The data collection instrument was a speaking test. Students' speaking performances were evaluated for pronunciation, grammar, vocabulary and fluency. The results indicated that how students speak level improved after being taught by using English songs with subtitle, it was shown by the increase of the students' performance in the post-test (pronunciation, vocabulary, grammar, and fluency) than in the pre-test. The results showed that English songs with subtitles helped students improve their speaking skills and made the classroom more entertaining and inspiring. Hence, it can be concluded that the use of English songs with subtitles is a good method to help students to speak more fluently and English teachers are encouraged to use this method as an alternate teaching approach to improve students' speaking skills and interest in learning the language.

PREFACE

Praise The Lord of Jesus Christ who gives His grace and His blessings so that the researcher can finish this Skripsi properly.

This Skripsi entitled “The Effect of English Songs Subtitles on Tenth Grade Students’ Speaking at SMK PGRI 4 KEDIRI in The Academic Year 2025/2026” is a final project that is used as one of the requirements for obtaining the Bachelor of Degree in the English Education Department.

On this occasion, the researcher would like to send gratitude and appreciation, especially for:

1. Mr. Dr. Zainal Afandi, M.Pd, as the Rector of UNP Kediri
2. Mr. Dr. Agus Widodo, M.Pd as the Dean of the Faculty of Teacher Training and Education.
3. Mrs. Dr. Khoiriyah, M.Pd, as the Head of English Education Department.
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9. My familiy, who always give their support and pray in every condition.

The writer relized that there are imperfections in thid skripsi, however, the writer expected that there will ne suggestions and criticism for better results in the future.

Kediri, July 16th 2026



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CHAPTER I

INTRODUCTION

A. Background of the Research

The importance of being able to communicate well in English has become increasingly important for students in the twenty-first century, especially in countries such as Indonesia where English is a foreign language. English is crucial in today's more globalized world to communicate, study, access technology and information and to interact with people from all over the globe. Recent research shows that English remains a valuable language capital to access global academic, professional, and social contexts (Fudiyartanto, 2024). Moreover, English is often called an international language which could be used as a tool to communicate with people from various languages and cultures (Zein et al., 2022). Speaking is considered to be one of the most important talents among the four basic language skills, namely listening, speaking, reading and writing, because it enables learners to express their ideas, exchange information and participate directly in meaningful communication. Recent works have pointed out that speaking skill is a strong predictor of successful language acquisition and communicative competence in EFL contexts (Pambudi et al., 2024). Therefore, the formation of speaking skills has become one of the main tasks of the process of English teaching.

Speaking is an important part of the curriculum but many Indonesian students have difficulty with speaking. Speaking demands that pupils combine a number of language skills simultaneously: pronunciation, grammar, vocabulary, fluency, comprehension. Furthermore, students with psychological problems like anxiousness, poor confidence, fear of making mistakes and lack of drive do not actively participate in the speaking exercises sometimes. Moreover, children are not exposed to real models of communication because English is not used in the daily situation outside the classroom. That is why many students know English in theory but cannot speak it in real world settings. The same problem was also found in SMK PGRI 4 Kediri, a vocational high school where English is not the main tool of communication. However, the students' speaking skill is generally below the expectation. Most of the students face problems of speaking efficiently,

remembering words, making perfect sentences and pronouncing English words correctly. They often show shyness, anxiety or dread when asked to speak English in front of the class or the public. Such problems indicate the need for more opportunities and incentives for children to speak in a supportive classroom atmosphere.

One of the reasons for these problems is the adoption of traditional teaching methods. English classes use textbooks, written assignments, grammar explanations and translation exercises. While these methods can be helpful in teaching theory, they usually don't offer students much opportunity for real-life conversations. This leads to less active, passive and meaningful student learning. They are rarely exposed to real language input with authentic pronunciation, rhythm, stress, intonation and common expressions used in everyday speech. Hence, it is necessary to look for other mediums of instruction that are engaging, student-centered and relatable to the day-to-day experiences of the students. English-language music is a possible medium. Songs give meaningful verbal input with melody, rhythm, repetition, and meaningful assertions. Children can learn vocabulary, pronunciation, sentence structures and common idioms in a fun way by listening to songs. Besides, songs create a more pleasant and stimulating teaching atmosphere. According to Karimullah (2024), English songs in the classroom may motivate students to be more involved in speaking exercises because they are less stressful and more fun to learn. Also, songs often reveal the use of real language, slang terminology, moods and cultural values which are all helpful for good communication.

In addition to music, the display of lyrics or subtitles on a screen may also enhance language learning effectiveness. Subtitles help students to understand the relation between spoken and written language. The pupils can listen to the pronunciation at the same time as they read the spelling and meaning. This method helps with memory, awareness of pronunciation, listening skills and learning new vocabulary. Students who watched media with subtitles performed better on speaking exercises since subtitles enhanced their lexical awareness and pronunciation accuracy (Fauji & Zuhriyah, 2022). Listening to English music with reading lyrics is a multimodal learning process that involves visual and auditory

data without the students' knowledge. This dual input may allow learners to understand language more completely and retain it longer.

Although many studies have been conducted on the use of songs and captions separately, there is a lack of studies on the use of English songs and captions to improve speaking skills, especially for vocational high school students. Most of the previous research was on songs for vocabulary mastery or student motivation. Some are on subtitles mainly for listening comprehension. For example, the use of songs can boost students' interest and reduce their fear when studying English (Hadi, 2019). As Iffah et al. (2024) stated that, pop song can significantly improve pupils' speaking achievement. However, there are not many studies that specifically investigate the use of English songs with subtitles to improve pronunciation, vocabulary, confidence, and speaking performance in the formal classroom setting.

The aim of this reaserch is to solve this problem using English songs with subtitles to improve the students' speaking skill especially for the tenth grade students at SMK PGRI 4 Kediri in the academic year 2025 – 2026. The aim of this research is to find out whether the inclusion of subtitles to English songs can improve students' confidence in oral communication, their active vocabulary, sentence structure, fluency and word pronunciation. This is because songs can serve as linguistic models and motivational tools, but subtitles provide scaffolding that links listening input to verbal creation. Speaking ability is defined as a student's pronunciation, vocabulary, grammar, fluency, and confidence in speaking in this study. The English songs with subtitles are sung in English and the lyrics are shown on screen. Students hear the pronunciation and read the printed words simultaneously. This method should allow students to imitate pronunciation, understand meaning, acquire vocabulary, and have an opportunity to speak freely. Also, the learning resources are designed to be appropriate to the needs and characteristics of the kids in the classroom. In this study, only songs with clear pronunciation, suitable tempo, understandable lyrics, moral principles, and subjects relevant to the students' lives (e.g., friendship, motivation, dreams, self-confidence) were utilized. Some of the songs used in this study are “*Count on Me*” by Bruno Mars, which addresses the issues of friendship and helping each other, “*Fight Song*”

by Rachel Platten, which encourages self-confidence, persistence and self-empowerment, and “*A Million Dreams*” from *The Greatest Showman*, which motivates students to pursue their dreams and be creative in their vision of the future. They were selected for a vocabulary appropriate for tenth grade children, average speaking rates, pleasant messages, and clear pronunciation. On the other hand, the study excluded songs with fast lyrics, abstract meanings, vague expressions and non-culturally appropriate content, since they could interfere with students’ understanding and the educational process.

The research is limited to the academic year 2025-2026 in SMK PGRI 4 Kediri. Therefore, the results may not be representative of children from different schools, neighborhoods, or educational experiences with different social, cultural, and academic contexts. Moreover, this study does not compare the use of English songs with subtitles to other speaking strategies like role-play, theatre, narrative, debate, or video-based learning. Moreover, the duration of treatment is limited by the research timetable available and probably was not long enough to evaluate how much the students’ speaking abilities have improved over time. However, the success of this approach can also depend on several external factors such as students’ initial level of English proficiency, their interest in music, familiarity with the selected songs, motivation to learn, classroom environment, and availability of audio-visual resources. Despite these limitations, it is anticipated that this research will contribute to the enhancement of English instruction by providing a creative, engaging and effective alternative method of teaching speaking.

Finally, the researcher believes that the use of English songs with subtitles in class will increase student’s confidence, motivation and oral usage of English. In addition, this study is expected to improve the teaching strategies that are more appropriate for students' interests, learning styles and communication needs in real life. In other words, the researcher is interested in the study entitled “The Effect of English Song Subtitles on Tenth Grade Students’ Speaking at SMK PGRI 4 Kediri in the Academic Year 2025/2026.

B. Formulation of the Problem

1. How is the tenth grade students' speaking before being taught using English songs with subtitles?
2. How is the tenth grade students' speaking after being taught using English songs with subtitles?
3. Is there any significant effect of using English songs with subtitles on the speaking of the tenth grade students?

C. Objective of the Problem

1. To find out the tenth grade students' speaking before being taught using English songs with subtitles
2. To find out the tenth grade students' speaking after being taught using English songs with subtitles.
3. To find out whether there is a significant effect of using English songs with subtitles on the speaking of the tenth grade students.

D. Significance of the Research

This research holds significant value for both theoretical and practical aspects of English language education, particularly in the context of speaking skill development through innovative teaching techniques.

Practical Significance

From a theoretical perspective, this work contributes to the knowledge on multimedia-assisted language learning, especially in terms of speaking skills. The study examines the possibility of combining auditory (songs) and visual (subtitles) input for the enhancement of pronunciation, vocabulary, grammar and fluency, in accordance with Mayer's Cognitive Theory of Multimedia Learning (CTML). It provides empirical evidence for the theory that speaking and writing at the same time helps learners to process language in a more thorough and efficient way, provided that the cognitive load is kept in check. The results of this study are also in line with the dual-coding theory and melodic learning, which suggest that providing information in both verbal and musical formats enhances memory and language retention. These theories are applied to the use of English songs with subtitles, offering new insights into how lyric-based multimodality and musical

features contribute to phonological awareness and speaking performance in EFL classrooms. This fills a gap in theoretical research and builds on existing theories of multimodal language learning by focusing on practical classroom applications.

Theoretical Significance

The study provides practical insights for English teachers, students and curriculum designers, especially in vocational schools. It offers teachers a fun teaching method that promotes student enthusiasm, encourages active participation, and reduces speaking anxiety. English songs with subtitles can help to improve pronunciation and fluency and create a more relaxed and enjoyable learning environment by encouraging students to imitate the speech pattern of native speakers. Students benefit from subtitles in linking written and spoken words resulting in improved comprehension and vocabulary recall. Additionally, it provides an opportunity for deliberate language practice, linking classroom learning with real-world language use in English. The findings provide a guide to curriculum designers and other stakeholders in education to explore innovative, multimodal approaches in English language courses. The study offers evidence for the usefulness of subtitled songs in student-centred learning, fostering creative teaching approaches appropriate for vocational education contexts and amenable to upscaling.

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