

## **Use of Pop Songs in Enhancing English Speaking Skills of First Year Students At Thai Nguyen University Of Economics And Business Administration - TNU**

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**Abstract:** *It is really important to make the atmosphere in the classroom become more and more interesting. The importance of English as a world language has made people choose the right materials to help them approach English easily, fast and comfortably. Among all the materials used in class, songs are of great value. Songs are compositions that contains vocal parts ("lyrics") that are performed ("sung"), commonly accompanied by musical instruments. The lyrics of songs are typically of a poetic, rhyming nature, although they may be religious verses or free prose. They can provide a substantial amount of auditory input, which is most important at early language learning stage. Learning English through songs also provides a conducive atmosphere for students, who usually experience tension when speaking English in a formal classroom setting. Thai Nguyen University of Economics and Business Administration that trains students become businessmen, entrepreneurs, is a convenient environment to teach English through songs since music is an interesting part to change the learning atmosphere in the traditional classroom. The researchers found out the learners' love for music, especially they are craze about the English pop songs but they don't want to study English. That's the reason why the researchers decided to conduct the study to improve their English speaking skills and help English become more attractive and more familiar to the learners of Thai Nguyen University of Economics and Business Administration through pop songs of the academic year 2019-2020. The study used the descriptive method of research which involved the construction of questionnaires on enhancing English speaking skills using pop songs. The respondents of this study were twenty (20) currently enrolled students of high quality class. The researchers developed a pretest and posttest questionnaires to determine the effect of songs in enhancing English speaking skills that affect the respondents learning English.*

**Key Word:** *pop song; enhancing; lyrics; musical instrument; atmosphere; speaking skills.*

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### **I. Introduction**

It is obviously that learning English with songs can improve not only language skills but also can give the learners insight into English-speaking cultures and how English-speaking people think and feel. In helping learners to develop their multiple intelligences, Simpson (2000) believed that through well-planned teaching activities, linguistic intelligence and musical intelligence can benefit each other. Teachers may adopt songs in the EFL classroom for many reasons and they mainly come from three different aspects: affective, cognitive and linguistic (Schoepp, 2001). First, songs can create a relaxing, entertaining and non-threatening classroom atmosphere in which learners lower their anxiety filter and be more open to learning.

Second, the nature of songs is repetitive and it facilitates automatically in language development process. Singing is easy way of memorizing something and melody seems to help us retrieve the information effortlessly.

Third, some songs consist of colloquial English which can prepare learners for informal conversation in real life situation. In addition to these three reasons mentioned above, Murphy (2002) said that songs can also be a culturally-rich resource and easy to be handled in a lesson.

Moreover, songs, according to many scholars, are among the best ways to teach a foreign language. The authors of Spectrum (Prentice-Hall Regents Publications) stated that "songs are important aspect of culture, representing the history, folklore, and current idiom of a country. Songs can be applied through lessons and can develop the four skills: reading, speaking, listening and writing. However, because of limitation, this research would concentrate more on one of the four strands which is speaking.

This study determined whether the use of songs could enhance the English speaking skills of first year students at Thai Nguyen University of Economics and Business Administration through pop songs of the academic year 2019-2020. Specifically, the study aimed to answer the following research questions.

1. What is the perceived level of English speaking skills of the respondents as to: Pronunciation; Vocabulary; Grammar; Word stress
2. What songs can be used to enhance the English speaking skills of the respondents?
3. Is there a significant difference between the performance of the students before and after using the songs in enhancing English speaking skills?
4. Are the English songs as a technique acceptable among the teachers and the students in term of: Usability; Appropriateness; Appeal to the Target User; Relevance

## **II. Material And Methods**

The research focused on the use of songs in enhancing English speaking skills of first year college students of high quality class at Thai Nguyen University of Economics and Business Administration through pop songs of the academic year 2019-2020.

Twenty (20) currently enrolled students of high quality class were involved in this study. The researchers developed a pretest and posttest, questionnaires to determine the effect of songs in enhancing English speaking skills that affect the respondents learning English. They used also the observation method to further look for other use of songs in enhancing English speaking skills. The time frame of this study was from September 2019 to March 2020.

The descriptive method was used in this study. As pointed out by Estolas (2002), the use of descriptive method allows researcher to obtain facts about existing conditions or detect significant relationship between current phenomena, which generate and make available information need by the researcher. Calmorin (2000) thus supported that statement by claiming that descriptive method is appropriate whenever the object of any class varies among themselves and one is interested in knowing the extent to which a condition is obtained among these objects.

The respondents of this study were 20 currently enrolled first year students from the high quality class at Thai Nguyen University of Economics and Business Administration; eight (8) males and 12 females. Cluster random sampling technique was used to determine the number of the respondents from 200 students through fishbowl technique. They were used as respondents as well as subjects for the use of songs in enhancing English speaking skills.

Numerous studies have been applied to some close research instruments such as questionnaires, observation and interviews and have been considered valuable and effective ones. In this study, such instruments were also suitable to apply on discovering the actuality of using songs in teaching English speaking skill at Thai Nguyen University of Economics and Business Administration. During the process of working on the study, the researcher spent time on observing the students' attitudes towards learning. The questionnaires for the interview that are validated by the adviser and other English teachers were distributed to the students for the research. In combination with the ones mentioned above, the valid pre-test and pos-test were administered to measure the ability of the students before and after the lessons.

A letter of permission was made for the principal of Thai Nguyen University of Economics and Business Administration for the conduct of the study. Upon approval, first, a questionnaire on English speaking skills was given. After finding their level of English speaking skills, a pre-test was given. Then the lessons were conducted using songs. At the end of March 2020, a post-test was followed by the questionnaire on acceptability. After the administration of the questionnaires, all data were gathered, tabulated, analyzed, interpreted and statistically treated.

The following statistical test was used to analyze and interpret the data.

To determine the level of English Speaking skills of the respondents, the weighted mean was used. The formula is:

$$WM = \frac{4f + 3f + 2f + 1f}{N}$$

Where:

WM = Weighted mean  
N = Number of respondents  
f = frequency

For the acceptability level of the material, weighted mean and T- test for dependent samples were utilized.

$$T = \frac{\bar{D}}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N-1}}}$$

Where:

- N = Number of respondents
- D = mean difference
- ∑D = summation of the difference
- ∑D<sup>2</sup> = summation of the square difference

Range interval for remarks given in speaking skills.

Point Score	Point Interval	Descriptive Rating
4	3.21 - 4.00	Always/ Highly Acceptable
3	2.41 - 3.20	Often/ Acceptable
2	1.61 - 2.40	Seldom/ Fairly Acceptable
1	1.00 - 1.60	Never/ Not Acceptable

### III. Result

After 6 months the researchers could find the data gathered from the scores of the 20 student-respondents in the speaking test before and after exposure to the pop songs. Specifically, the study tried to establish the effect of using the pop songs in enhancing English speaking skills.

#### Level of English Speaking Skills of the Respondents

**Table 1: Weighted Mean Distribution on the Level of the Speaking Skills of the Respondents in terms of Pronunciation**

CRITERIA	4	3	2	1	WM	DR
The student... 1. Shows variation in pitch to suggest normal pitch range, emotions, and serious and impressive occasions	12	5	2	1	3.40	Always
2. Makes volume adequate and sustained from the beginning to the end of the phrase.	5	14	1	0	3.20	Often
3. Demonstrates warmth, color and meaning to the given voice which accounts for quality.	6	6	8	0	2.90	Often
<i>Average Weighted Mean</i>					3.16	Often

Table 1 shows the weighted mean distribution on the level of the speaking skills of the respondents in terms of pronunciation.

It could be seen that pronunciation was generally perceived by the respondents as *often* with an average weighted mean of 3.16. Among the provisions, item 1 entailing respondents to show variation in pitch to suggest normal pitch range, emotions, and serious and impressive occasion's ranks first with a weighted mean of 3.40 with a descriptive rating of *always*.

Volume, which is adequate and sustained from the beginning to the end of the phrase, on the other hand has a descriptive rating of *often* or 3.20 WM. Least rated among the items is item 3 on demonstrating warmth, color and meaning to the given voice which accounts for quality with a weighted mean of 2.90 described as *often*.

This implies that the respondents are very like to show variation in pitch to suggest normal pitch range, emotions, and serious and impressive occasions but they feel difficult to makes volume adequate and sustained from the beginning to the end of the phrase and demonstrates warmth, color and meaning to the given voice which accounts for quality. Hence they must still practice speaking more often paying consideration to proper pronunciation and other suprasegmental(rhythm, stress, intonation) features of the language.

**Table 2: Weighted Mean Distribution on the Level of the Speaking Skills of the Respondents in terms of Vocabulary**

CRITERIA	4	3	2	1	WM	DR
1. Chooses correct words to speak (good diction)	13	5	2	0	3.55	Always
2. Minimizes use of jargons, deadwoods, and informal / language.	9	7	3	1	3.20	Often
3. Does not use words repetitively.	3	12	4	1	2.85	Often
4. Avoids code switching (or switch from English to native language)	0	8	11	1	2.35	Seldom
<i>Average Weighted Mean</i>					2.98	Often

Table 2 presents the weighted mean distribution on the level of the speaking skills of the respondents in terms of vocabulary.

As seen on table 2, vocabulary is generally perceived by the respondents as *often* with an average weighted mean of 2.98. Among the four items, item 1 pertaining to good diction or choosing correct words to speak is ranked first with a weighted mean of 3.55 described as *always*. It is followed by *often* formal use of language by minimizing the use of jargons, deadwoods, and informal language (3.20 WM) and *often* avoiding redundancy (using words repetitively) with 2.85 WM. Least rated among the items is item 4 or avoiding code switching (or switch from English to native language) with a weighted mean of 2.35 described as *seldom*.

The presented data implied that the respondents have wide array of vocabulary, they know how to choose the right words to speak in suitable contexts. However, they cannot avoid using words repetitively and the mother tongue while speaking the target language. Hence, they should, stressed stop thinking on the first language and start speaking the second language and try to cut redundancy.

**Table 3: Weighted Mean Distribution on the Level of the Speaking Skills of the Respondents in terms of Grammar**

CRITERIA	4	3	2	1	WM	DR
1. Observes correct subject-verb agreement	8	9	2	1	3.20	Often
2. Points out correct referent/ antecedent of pronouns	10	9	1	0	3.45	Always
3. Expresses complete and logical thought / statements	13	6	1	0	3.60	Always
Average Weighted Mean					3.41	Always

Table 3 exhibits the weighted mean distribution on the level of the speaking skills of the respondents in terms of grammar.

It could be seen on table 3 that grammar is generally perceived by the respondents as *always* with an average weighted mean of 3.41. Among the three items, item 3 on expressing complete and logical thought/ statements is ranked first with a weighted mean of 3.60 described as *always*. It is then followed by the use of correct pronoun-antecedent agreement with 3.45 WM or *always*. Least rated among the items is item 1 or observing correct subject verb-agreement with a weighted mean of 3.20 described as *often*.

The result connotes that the respondents can practice utterance of complete sentences logically and the use personal, demonstrative and other types of pronouns properly. However, they still need to note of the rules of subject-verb agreement.

**Table 4: Weighted Mean Distribution on the Level of the Speaking Skills of the Respondents in terms of Word Stress**

CRITERIA	4	3	2	1	WM	DR
1. Pronounces nouns, main verbs, adjectives, adverbs, and question words higher, louder, longer and clearer	11	8	1	0	3.50	Always
2. Does not usually stress determiners, personal pronouns, prepositions, conjunctions and helping verbs	10	7	3	0	3.35	Always
3. Is able to determine syllables with primary, secondary, tertiary and zero stress	4	11	4	1	2.90	Often
4. Observes alternating light and heavy stresses, short and long pauses, and low, normal and high pitches	7	7	6	0	3.05	Often
Average Weighted Mean					3.20	Often

Table 4 on the next page shows the weighted mean distribution on the level of the speaking skills of the respondents in terms of word stress.

As seen on the table, word stress was generally perceived by the respondents as *often* with an average weighted mean of 3.20. Among the four items, item 1 or pronouncing nouns, main verbs, adjectives, adverbs, and question words higher, louder, longer and clearer is ranked first with a weighted mean of 3.50 described as *always*. It is followed by not stressing determiners, personal pronouns, prepositions, conjunctions and helping verbs with 3.35 WM (always) and observing alternating light and heavy stresses, short and long pauses, and low, normal and high pitches with 3.05 WM (often). Least rated among the items is item 3 or being able to determine syllables with primary, secondary, tertiary and zero stress with a weighted mean of 2.90 described as *often*.

It could be interpreted that respondents know how to put stress on words like nouns, main verbs, adjectives, adverbs, and question words and they can determine which words don't have stress such as determiners, personal pronouns, prepositions, conjunctions and helping verbs but are still learning the concepts per se of primary, secondary and zero stress and note of observing alternating light and heavy stresses, short and long pauses, and low, normal and high pitches. But then, they could be deliberately practicing the correct stressing.

The lesson plans consist of ten (10) lessons; Heal the world; You Raise me up; Mama; Seasons in the Sun; What a Wonderful World; Flying without Wings; Dance with my Father; Trouble is a Friend; Cry on my Shoulder; The Sound of Silence.

**Table 5: MeanScore on the Level of Students’ Pretest on Speaking Skills on “Unfinished Sentences”, “Who Shall Survive”, and “Lost at Sea”**

Indicators	Mean	SD	Remark
Unfinished Sentences	5.00	1.90	skilled
Who Shall Survive	5.00	1.89	skilled
Lost at Sea	4.95	1.82	skilled
<b>Average</b>	<b>4.98</b>	<b>1.87</b>	<b>skilled</b>

Table 5 presents the level of mean and standard deviation of students’ pretest on speaking skills in tasks “Unfinished sentences”; “Who shall Survive”; and “Lost at Sea”. It can be noted that “Unfinished sentences” got an  $\bar{X} = 5.00$ ,  $SD = 1.90$ ; “Who shall Survive” with a mean of 5.00 and 1.89 as standard deviation and “Lost at Sea” with an  $\bar{X} = 4.95$ ,  $SD = 1.82$ .

The average mean of 4.98 and an SD of 1.87 further indicate that the level of students’ pretest in tasks “Unfinished sentences”; “Who shall Survive”; and “Lost at Sea” on speaking skills is *skilled*. This means that the students have familiar knowledge united with readiness and dexterity in their application.

**Table 6: MeanScore on the Level of Students’ Posttest on Speaking Skills on “Unfinished Sentences”, “Who Shall Survive”, and “Lost at Sea”**

Indicators	mean	SD	Remarks
Unfinished Sentences	6.00	2.50	skilled
Who shall Survive	6.30	2.05	skilled
Lost at Sea	6.35	1.84	skilled
<b>Average</b>	<b>6.21</b>	<b>2.13</b>	<b>skilled</b>

Table 6 shows the level of mean and standard deviation of students’ posttest on speaking skills in tasks “Unfinished sentences”, “Who shall Survive”, and “Lost at Sea”. It can be noted that “Unfinished Sentences” got an  $\bar{X} = 6.00$ ,  $SD = 2.50$ , “Who Shall Survive” got a mean of 6.30 and 2.05 as standard deviation and Lost at Sea got an  $\bar{X} = 6.35$ ,  $SD = 1.84$ .

The average mean of 6.21 and an SD of 2.13 further indicate that the level of students’ posttest in tasks “Unfinished sentences”, “Who shall Survive”, and “Lost at Sea” on speaking skills is *skilled*. Compare table 5 and table 6, the level of students’ pretest and the level of students’ posttest are skilled. However, the average mean and SD of the students’ posttest is higher than the average mean and SD of the students’ pretest. This means that the students become more skilled on Speaking skills after using pop songs.

**Table 7: Significant Difference in the Pretest and Posttest Scores of the Respondents before and after the Use of Pop Songs**

Tasks	T-computed	P-value	Decision	VI
Unfinished Sentences	-3.68	0.002	<i>Rejected Ho</i>	Sig
Who shall Survive	-3.90	0.001	<i>Rejected Ho</i>	Sig
Lost at Sea	-4.08	0.001	<i>Rejected Ho</i>	Sig

Table 7 shows significant difference in the pretest and posttest scores of the respondents in tasks Unfinished Sentences, Who shall Survive, Lost at Sea.

The findings reveal that there is a significant difference between pretest and posttest scores of the respondents in “Unfinished Sentences”; Who shall Survive of; Lost at Sea; the obtained P-values of 0.002, 0.001, 0.001, respectively, being less than the threshold P-value of 0.05. This means that there was strong evidence against the null hypothesis. Therefore, the null hypothesis which states that there is no significant difference between the pre-test and post-test scores of the students is rejected.

This implies that there is an improvement in the students’ English speaking skills after the use of songs.

**The Acceptability Level of Using Songs in Enhancing English Speaking Skills of the Respondents**

**Table 8: Weighted Mean Distribution on the Acceptability of Songs in terms of Usability**

CRITERIA	4	3	2	1	WM	DR
The song...	11	7	1	1	3.40	Strongly Acceptable
1. Aids in the repetition of language concepts since songs work on short and long term memory						
2. Is used to begin, extend, or end a language lesson; i.e. to illustrate a particular structure, to reinforce and review materials, and to start discussion	6	8	4	2	2.90	Acceptable
3. Stimulates thinking during the learning process	9	7	3	1	3.20	Strongly Acceptable
<i>Average Weighted Mean</i>					3.20	Strongly Acceptable

Table 8 on the succeeding page presents the weighted mean distribution of the acceptability of the songs in terms of usability.

It could be seen on table 8 that usability is generally perceived by the respondents as *strongly acceptable* with an average weighted mean of 3.20.

The use of song is said to aid in the repetition of language concepts since songs work on short and long term memory as evident in its weighted mean of 3.40 described as *strongly acceptable*. Additionally, songs *strongly acceptable* stimulate thinking during the learning process (3.20 WM). Least rated among the items is item 2 or songs used to begin, extend, or end a language lesson; i.e. to illustrate a particular structure, to reinforce and review materials, and to start discussion with a weighted mean of 2.90 described as *acceptable*.

This findings imply that the use of songs are very effective in stimulates thinking during the learning process and It could also facilitate among students learning of grammar rules, vocabulary and lexis since songs aid in better memory. Moreover, songs also help students begin, extend, or end a language lesson; i.e. to illustrate a particular structure, to reinforce and review materials, and to start discussion easily.

**Table 9: Weighted Mean Distribution on the Acceptability of Songs in terms of Appropriateness**

CRITERIA	4	3	2	1	WM	DR
The song...	11	4	5	0	3.30	Strongly Acceptable
1. Provides avenue to study grammar through the lyrics of the song						
2. Practices selective listening comprehension	15	4	1	0	3.70	Strongly Acceptable
3. Practices conversation using dialogue based on the words of a song	6	8	5	1	2.95	Acceptable
4. Practices pronunciation, intonation and stress	14	5	1	0	3.65	Strongly Acceptable
5. Provides means to learn new vocabulary	17	2	1	0	3.80	Strongly Acceptable
6. Practices choral repetition	13	6	1	0	3.60	Strongly Acceptable
<i>Average Weighted Mean</i>					3.50	Strongly Acceptable

Table 9 shows the weighted mean distribution of the acceptability of the songs in terms of appropriateness.

It could be gleaned on the table that appropriateness is generally perceived by the respondents as *strongly acceptable* with an average weighted mean of 3.50. The songs provide means to learn new vocabulary with a weighted mean of 3.80 described as *strongly acceptable*. Likewise, songs enable respondents to practice selective listening comprehension (3.70 WM), to practice pronunciation, intonation and stress (3.65 WM), to practice choral repetition (3.60 WM), and provide avenue to study grammar through the lyrics of the song (3.30 WM), all described as *strongly acceptable*. Least rated among the items points out on practicing conversation using dialogue based on the words of a song with a weighted mean of 2.95 described as *acceptable*.

The findings imply that the use of songs very appropriate to the learners in providing avenue to study grammar and vocabulary through their lyrics. Moreover, songs can help students practice pronunciation, stress, choral repetition and selective listening comprehension correctly, effectively. However, the students still have a little limitation in using words of the songs to create their dialogue. In like manner, songs could also provide them engaging ways to study the language.

**Table 10: Weighted Mean Distribution on the Acceptability of Songs in terms of Appeal to the Target User**

CRITERIA	4	3	2	1	WM	DR
The song...	19	1	0	0	3.95	Strongly Acceptable
1. Is a fun and innovative way of covering a range of English language topics						
2. Provides enjoyment and develops language skills	13	6	1	0	3.60	Strongly Acceptable
3. Invokes relaxing atmosphere for students, who usually are anxious when speaking English	11	8	1	0	3.50	Strongly Acceptable
<i>Average Weighted Mean</i>					3.68	Strongly Acceptable

Succeedingly, table 10 exhibits the weighted mean distribution of the acceptability of the songs in terms of appeal to the target user.

As seen on the table, appeal to the target user is generally perceived by the respondents as *strongly acceptable* with an average weighted mean of 3.68. All the provisions are rated *strongly acceptable*. This supported the fact that the use of songs is a fun and an innovative way of covering a range of English language topics (3.95 WM), provides enjoyment and develops language skills (3.60 WM), and invokes relaxing atmosphere for students, who usually are anxious when speaking English (3.50 WM).

The findings imply that the students very like using songs in classroom since the songs make them very happy and relaxed in learning and songs also bring the students interesting, funny lessons. In addition, the use of songs motivates the learners on speaking skills by create self-confidence and reduce stress.

**Table 11: Weighted Mean Distribution on the Acceptability of Songs in terms of Relevance**

CRITERIA	4	3	2	1	WM	DR
The song...	16	2	2	0	3.70	Strongly Acceptable
1. Develops a non-threatening classroom atmosphere in which the four macro skills can be enhanced						
2. Activates students prior knowledge in English and relates it to new knowledge in a permanent and enjoyable way.	12	6	2	0	3.50	Strongly Acceptable
3. Enhances social harmony between teacher and students, and among students	9	7	3	1	3.20	Acceptable
4. Prepares students for the language they will face in real life	7	8	5	0	3.10	Acceptable
<i>Average Weighted Mean</i>					3.40	Strongly Acceptable

Table 11 discloses the weighted mean distribution of the acceptability of the songs in terms of relevance.

It could be seen on table 11 that relevance is generally perceived by the respondents as *strongly acceptable* with an average weighted mean of 3.40. With 3.70 WM and 3.50 WM both *strongly acceptable*, respectively, the use of songs develops a non-threatening classroom atmosphere in which the four macro skills can be enhanced; and activates students prior knowledge in English and relates it to new knowledge in a permanent and enjoyable way. However, the songs are only *acceptable* in terms of enhancing social harmony between teacher and students and among students (3.20 WM), and in preparing students for the language they will face in real life (3.10 WM).

Based on the result, it can be interpreted that students find out the effectiveness of the use of songs in enhancing the four macro skills like listening, reading, writing and speaking. Moreover, the songs activate students' prior knowledge in English and relate it to new knowledge in a permanent and enjoyable way. The students can sing the songs with teacher and classmates in class. This creates harmony between teacher and students, and among students. And the songs also prepare learners informal conversations in real life and provide them opportunities to reflect on their own undertakings.

#### IV. Discussion

Based on the following data, the researchers noted the following findings:

1. The perceived level of English speaking skills of the respondents are as follows:
  - 1.1 **Pronunciation** is generally perceived by the respondents as *often* with an average weighted mean of 3.16.
  - 1.2 **Vocabulary** is generally perceived by the respondents as *often* with an average weighted mean of 2.98.
  - 1.3 **Grammar** is generally perceived by the respondents as *always* with an average weighted mean of 3.40.
  - 1.4 **Word Stress** is generally perceived by the respondents as *often* with an average weighted mean of 3.20.

2. Selected pop songs such as Heal the world; You Raise me up; Mama; Seasons in the Sun; What a Wonderful World; Flying without Wings; Dance with my Father; Trouble is a Friend; Cry on my Shoulder; The Sound of Silence are used to enhance the English speaking skills of the respondents.
3. The means score of the students in the pretest is 4.98 and the standard deviation is 1.87. Meanwhile, the posttest means score is 6.21 while the standard deviation is 2.13. Mean score of the students in the posttest is higher than the means score of the pretest. The findings revealed that there was significant difference between pre-test and post- test scores of the respondents. Therefore, the null hypothesis that there is no significant difference between the pre-test and post-test scores of the students is rejected.
4. For the acceptability level of using songs in enhancing English speaking skills:
  - 4.1 **Usability** is generally perceived by the respondents as *Strongly Acceptable* with an average weighted mean of 3.20.
  - 4.2 **Appropriateness** generally perceived by the respondents as *Strongly Acceptable* with an average weighted mean of 3.50.
  - 4.3 **Appeal to the Target User** is generally perceived by the respondents as *Strongly Acceptable* with an average weighted mean of 3.68.
  - 4.4 **Relevance** is generally perceived by the respondents as often with an average weighted mean of 3.40

## V. Conclusion

Based on the aforementioned findings, the following conclusions were drawn:

1. The perceived level of the students' English speaking skills is average.
2. Use of pop songs can be one form of a technique in teaching English.
3. There is the improvement on the speaking skills after the use of pop song.
4. The use of pop songs in enhancing the English speaking skills among the respondents is acceptable.

In the light of the findings and conclusions of the study, the following recommendations were offered:

1. Language instructors may use pop songs to enhance English speaking skills of the students.
2. Administrators may conduct seminars and workshops to orient more instructors about the use of songs and to encourage them to design their own lesson plans in foreign language teaching incorporating songs.
3. Further researchers may look into other approaches and methods which can be utilized by teachers to enhance their students' speaking competence and fluency in certain foreign language.

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