

The Impact of Music in Improving English Speaking Fluency

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Abstract. *By exploring how music aids in vocabulary acquisition, this study aims to determine the potential benefits of incorporating musical elements in English language classrooms. Its purpose is to assess whether pupils truly comprehend the techniques for employing students' pronounce. The participants in this study were 50 second semester English majors at Hamzanwadi University. Because random sampling chooses samples at random, giving every member of the population an equal chance to be chosen, this study used random sampling to eliminate data bias. The investigation was qualitative. The qualitative descriptive method was employed by the researcher. To obtain competent data, the researcher conducted observations to evaluate students' ability by allowing them to recount repeated episodes and events from the past. Its purpose is to assess whether pupils truly comprehend the techniques for employing students' pronounce.*

Keywords: *music, English, speaking*

Abstrak. Dengan mengeksplorasi bagaimana musik membantu dalam akuisisi kosa kata, penelitian ini bertujuan untuk menentukan manfaat potensial dari menggabungkan elemen musik di kelas bahasa Inggris. Tujuannya adalah untuk menilai apakah siswa benar-benar memahami teknik untuk menggunakan pengucapan siswa. Partisipan dalam penelitian ini adalah 50 mahasiswa jurusan Bahasa Inggris semester kedua di Universitas Hamzanwadi. Karena random sampling memilih sampel secara acak, memberikan setiap anggota populasi kesempatan yang sama untuk dipilih, penelitian ini menggunakan random sampling untuk menghilangkan bias data. Investigasi bersifat kualitatif. Metode deskriptif kualitatif digunakan oleh peneliti. Untuk mendapatkan data yang kompeten, peneliti melakukan observasi untuk mengevaluasi kemampuan siswa dengan membiarkan mereka menceritakan episode dan kejadian berulang dari masa lalu. Tujuannya adalah untuk menilai apakah siswa benar-benar memahami teknik untuk menggunakan pengucapan siswa.

Kata kunci : musik, bahasa Inggris, berbicara

Introduction

Language and music, two powerful forms of human expression, have long been intertwined in their ability to captivate and influence individuals worldwide. Among the various languages learned globally, English stands as a prominent lingua franca, connecting people from diverse backgrounds and cultures (Kirkpatrick, 2020). With the growing importance of English proficiency in today's interconnected world, the search for innovative and effective language learning methods has intensified. In recent years, researchers and language enthusiasts alike have delved into the potential of music as a tool to enhance language learning, particularly in improving English speaking fluency. This exploration has given rise to an intriguing field of study that investigates how music, with its rhythmic melodies and evocative lyrics, can positively impact language acquisition processes.

In this study, we will delve into the multifaceted relationship between music and English fluency, shedding light on the various mechanisms through which music can aid language learners. From fostering an immersive and enjoyable learning environment to stimulating memory retention and cognitive processing, the influence of music on language acquisition is both fascinating and promising. (Pikhart & Klimova, 2020). Through a comprehensive review of existing literature and research findings, we aim to provide valuable insights into how educators, language learners, and enthusiasts can harness the potential of music to enhance English speaking fluency.

As we unravel the intricacies of this harmonious connection between language and melody, we hope to inspire a new wave of innovative language teaching methodologies and empower learners to embark on an enriching linguistic adventure. Let us embark on this melodic exploration of "The Impact of Music in Improving English Speaking Fluency" and unlock the harmonious gateway to language proficiency.

(Lestary, 2019). In recent years, the role of music in language acquisition has garnered significant attention among educators and researchers alike. This study aims to explore the potential impact of music on improving English speaking fluency. English has emerged as a global lingua franca, facilitating communication across diverse cultures and countries (Hinz et al., 2022). As the demand for English proficiency continues to grow, educators are constantly seeking innovative and effective methods to enhance language learning outcomes (Brancatisano et al., 2020). Music, with its inherent rhythmic patterns, melodic structures, and captivating lyrics, has the potential to engage learners in a unique and enjoyable way. The use of music in language learning is not a novel concept; it has been employed as a teaching tool for decades, with proponents claiming that it can facilitate vocabulary retention, pronunciation, and overall language comprehension (Singh, 2022). However, despite its potential benefits, the precise mechanisms through which music influences language learning are not fully understood.

This research aims to shed light on the relationship between music and English speaking fluency by examining the following aspects: **The Cognitive Mechanisms:** Music has been shown to activate multiple areas of the brain involved in language processing, memory, and emotion. Investigating how these cognitive mechanisms intersect with language learning could provide valuable insights into the effectiveness of using music as a language learning tool. **Vocabulary Acquisition:** Songs often present new vocabulary in context, helping

learners grasp the meaning and usage of words more easily. By exploring how music aids in vocabulary acquisition, this study aims to determine the potential benefits of incorporating musical elements in English language classrooms.

Pronunciation and Intonation: Music naturally involves rhythm and intonation, which are vital components of spoken language. Analyzing how exposure to musical patterns can improve English learners' pronunciation and intonation skills may offer practical implications for language instructors. **Motivation and Engagement:** Learning a new language can be challenging and, at times, monotonous. Music's ability to evoke emotions and create an enjoyable learning environment may contribute to increased motivation and engagement among language learners. **Cultural and Social Aspects:** Music often reflects the cultural nuances and expressions of a language. Exploring how music connects learners with the cultural context of English-speaking communities could enhance cross-cultural understanding and communication.

By investigating these aspects, this study aims to contribute to the existing body of knowledge on language learning methodologies and potentially inform language educators on the effective integration of music in English language instruction. (Fu et al., 2022)

1. Definition of speaking skill

Speaking skill, often referred to as oral communication or verbal communication, is the ability to convey thoughts, ideas, and information effectively and coherently through spoken language. It is a fundamental component of human communication and plays a crucial role in various aspects of daily life, social interactions, and professional settings. A person with strong speaking skills can express themselves clearly, engage their audience, and deliver their message with confidence and fluency. (Fu et al., 2022). Additionally, an individual with proficient speaking skills demonstrates a good command of grammar and vocabulary, enabling them to construct grammatically correct sentences and use appropriate words for the context. A skilled speaker is not only adept at conveying information but also skilled at tailoring their language and tone to suit the audience, making their communication more relatable and persuasive.

Furthermore, speaking skill encompasses the ability to actively listen and respond to others during conversations. Mastering the art of public speaking is also an integral part of this skill, as it involves presenting information or ideas in front of a larger audience with

clarity, charisma, and impact. In conclusion, speaking skill is the art of expressing oneself verbally with clarity, coherence, and effectiveness (Hosseini et al., 2020). It involves not only the ability to articulate words clearly but also to adapt communication styles to the audience, actively engage in conversations, and confidently present ideas in public settings. Developed speaking skills empower individuals to connect with others, share knowledge, and succeed in both personal and professional domains.

2. Roles of music in speaking skill

Firstly, music can significantly improve pronunciation and intonation. When learners listen to songs in the target language, they are exposed to various vocal inflections, accents, and rhythms. By imitating these patterns, students can refine their own pronunciation and develop a better sense of intonation, which is vital for conveying emotions and intentions in speech. Additionally, singing along with songs helps learners practice their articulation and enunciation, making their speech clearer and more coherent (Passiatore et al., 2019).

Music serves as a powerful tool for language retention and memory enhancement. Melodies and catchy tunes have a unique way of imprinting information in our minds, making it easier for learners to remember words, phrases, and even entire sentences. Through music, learners can effortlessly internalize new vocabulary and grammar structures, which ultimately boosts their speaking abilities. Moreover, songs often repeat key phrases, providing learners with ample opportunities for reinforcement, thus solidifying their language skills.

In conclusion, music plays a transformative role in developing speaking skills. It enriches language learning by enhancing pronunciation and intonation, while also facilitating memory retention. By incorporating music into language education, learners can enjoy a more engaging and effective learning experience, ultimately leading to improved speaking proficiency and confident communication in the target language.

3. The impact of music in speaking skill

The impact of music on speaking skills can be profound and multifaceted. Music has the power to enhance language learning and improve speaking abilities in various ways. Firstly, music can aid in developing pronunciation and intonation. When learners listen to music, they are exposed to the natural rhythm and cadence of the language, which helps them grasp the correct pronunciation of words and phrases. This exposure to authentic spoken

language can significantly improve their ability to mimic and reproduce sounds accurately (Fouz-González, 2019). Moreover, music can enhance the memorization of vocabulary and phrases. Learners often find it easier to remember words and expressions when they are associated with a musical melody (Bacha et al., 2021). This reinforces the connections in the brain and makes the language learning process more enjoyable and effective.

Furthermore, music can boost learners' confidence in speaking. Singing along to songs or engaging in music-based language activities creates a non-threatening and enjoyable environment for learners to practice speaking. As their confidence grows, they become more willing to communicate in the target language outside of musical contexts, ultimately enhancing their overall speaking skills. In conclusion, the impact of music on speaking skills is significant, providing a range of benefits such as improved pronunciation, enhanced memorization, and increased confidence in language learners. Integrating music into language learning programs can be a powerful tool for educators and learners alike, making the journey to language proficiency more engaging, enjoyable, and effective.

METHOD

The participants in this study were 50 second semester English majors at Hamzanwadi University. Because random sampling chooses samples at random, giving every member of the population an equal chance to be chosen, this study used random sampling to eliminate data bias. The simplest and most straightforward technique for gathering data is random sampling. In this study, a case study design was used as the method because the researcher intended to thoroughly examine the issue in order to learn the truth, and the case study proved to be the best source of information.

The researcher made an effort to look into pupils' difficulties speaking with the required grammar or language. The investigation was qualitative. The qualitative descriptive method was employed by the researcher. In order to produce successful results, it was in compliance with the research objectives. The qualitative technique is used to comprehend, explore, and explain a complicated and precise phenomenon. Qualitative descriptive research is felt to be very appropriate for the subject being studied with the aim of getting a clear picture of the description.

The researchers collected data in three steps, which are as follows: 1) Some observations. The researcher first made observations before conducting the interview. Knowing that many pupils' talk with English not so fluency, the researchers dug deeper into the reasons and issues that pupils' faced. 2) A thorough interview. The researchers conducted in-depth interviews with the individuals to determine the reasons and problems. During the interview, we spoke face to face. The researcher asked five questions on the sources of the problems that occurred in order to discover the underlying causes of students' anxiety of utilizing good and correct pronounce when speaking. 3) Provide documentation. The researcher documented all types of interaction during observations and interviews to ensure the accuracy of the findings. Additional information is obtained from numerous sources to support the completeness of the material from this study in order to obtain more valid results.

RESULT

To obtain competent data, the researcher conducted observations to evaluate students' ability by allowing them to recount repeated episodes and events from the past. Its purpose is to assess whether pupils truly comprehend the techniques for employing students' pronounce. Furthermore, researchers observed the interactions of students who were more likely to use each other's mother tongue. Many of them avoided speaking because they were terrified. They were afraid of being stigmatized if they made a mistake in English because of the stereotype. To bolster the findings of these observations, the researcher posed five questions on the difficulties encountered when speaking with fluency.

According to the findings of the observations and interviews, each student had distinct issues with using right pronounce when speaking. Some students stated that the usage of pronounce was not necessary, especially since many people did not realize how strong their English was as a student. The goal is to be able to speak fluently in front of others and be understood. Behind it all, they still recognize the importance of pronounce, but they believe that their pronounce will be correctly while studying English with music, as if enticing students to use English as best they can.

Aside from that, several of the pupils were hampered by difficulty to speak English with fluency, which prevented them from employing it when speaking. Many people believe that using music makes it easier to learn pronounce. Therefore, learn English will be

easy with music, that will help students to have fluent in speaking (Fu et al., 2022). Pronounce is also crucial in speaking, although it will come naturally if the speaking is fluent and can be applied afterwards. Students who grasp pronounce are nevertheless limited in its use since it must be processed and arranged properly in the brain, which causes them to run out of time to think and causes them to stammer.

Furthermore, the difficulty in determining the use of right pronounce was mentioned as the most difficult for pupils. This problem causes students' restrictions in understanding the words, and they also complain about the difficult to hear native speaking. Pronounce content that is difficult and felt deeply also causes limit of practice. Many students pronounce wrong when they try to speak in English, like pronounce three and tree, sometime they pronounce It wrong. Another factor is the number of formulae that must be remembered in order to make changes to the words that they have to spell, such as Vowel sound, Consonant sound, Syllables, Word stress, sentence stress, Intonation, Linking word, etc.

Another factor also come from the background of the students, many of them are from schools which not consist to speak English everyday. They difficult to practice, because they do not have partner to speak with English. Therefore, they hard to speak with fluent in English. Students' circles also can be one of the factor of it. That why they have to build their own circle which focus in English, like a friends, family, or can be with media social to find a native speaker. So that they can practice they English specially their speaking. But, many students also can improve their English speaking with listen the music, of course with English songs. From music they can learn how to pronounce the word correctly and they also can get new vocabularies from music.

DISCUSSION

Students' lack of vocabulary used to speaking

Refers to the condition where students, typically in the context of language learning or communication, face a deficiency in their repertoire of words and expressions that they can effectively use in spoken language. This deficiency can hinder their ability to express themselves clearly, fluently, and accurately in conversations, discussions, or presentations. When students lack a robust vocabulary, they may struggle to find appropriate words to convey their thoughts and ideas, leading to hesitation, stammering, or difficulty in

organizing their speech. This limitation can result from various factors, such as inadequate exposure to the language, limited reading habits, or a lack of practice in engaging in spoken interactions.

Addressing students' lack of vocabulary used in speaking is crucial for their overall language development and communication skills. By expanding their vocabulary, students can enhance their ability to communicate effectively, articulate their viewpoints, and comprehend complex ideas. Educators and language instructors play a pivotal role in guiding students towards building a diverse vocabulary through interactive exercises, discussions, reading materials, and exposure to authentic spoken language contexts. Additionally, encouraging students to actively participate in conversations and providing a supportive environment for experimentation and expression can significantly contribute to improving their vocabulary and spoken language skills.

Students' difficulties in applied pronunciation rules

Students' difficulties in applying pronunciation rules refer to the challenges and obstacles encountered by language learners when attempting to accurately produce spoken sounds and phonetic patterns in a target language. This encompasses the various aspects of pronunciation, including individual sounds (phonemes), stress patterns, intonation, rhythm, and overall prosody. Language learners often encounter specific problems related to correctly applying pronunciation rules, which can affect their overall oral communication and intelligibility.

These difficulties can stem from a variety of factors, such as the phonetic and phonological differences between the learner's native language and the target language, limited exposure to authentic spoken language, lack of clear instruction or feedback on pronunciation, and personal speech habits ingrained in the learner's native language. Additionally, cultural and social factors can also play a role in shaping pronunciation patterns.

Applying pronunciation rules involves not only understanding the theoretical aspects of phonetics and phonology but also practicing and internalizing the correct sounds and patterns through repeated exposure and speaking exercises. Students may struggle with specific sounds that do not exist in their native language, or they may face challenges in distinguishing between similar sounds in the target language. Moreover, mastering the

rhythm, stress, and intonation of the target language is essential for effective communication, but it can pose difficulties for learners.

Addressing students' difficulties in applying pronunciation rules requires a comprehensive approach, including targeted pronunciation instruction, ample listening and speaking practice, exposure to native speakers, and corrective feedback from teachers. Additionally, creating a supportive and encouraging learning environment can boost learners' confidence and motivation to overcome these challenges. By acknowledging and addressing the obstacles learners face in mastering pronunciation, educators can help students develop clearer and more accurate spoken language skills, ultimately enhancing their overall communication competence and confidence in the target language.

Students lack of self-confidence to speak English

refers to a psychological and emotional state wherein learners experience a sense of inadequacy, fear, or doubt about their ability to effectively communicate in the English language. This condition commonly arises among non-native English speakers who are learning the language as a second or foreign language. The reasons behind this lack of self-confidence can vary, but some common factors include: Fear of making mistakes: Students may worry about making errors in grammar, pronunciation, or vocabulary, leading to embarrassment or negative judgment from others. Limited exposure: Students who have limited opportunities to practice speaking English in real-life situations might feel unprepared and unsure of their abilities. Negative past experiences: Past experiences of being ridiculed or corrected harshly while speaking English can have a lasting impact on students' self-esteem and confidence. Comparing themselves to others: Students may feel inferior when comparing their language skills to those of their peers who appear more fluent. High expectations: High expectations from teachers, parents, or themselves to achieve fluency quickly can create pressure and contribute to their lack of self-confidence. Perceived accent or pronunciation issues: Concerns about having a non-native accent or difficulty pronouncing certain words correctly can lead to self-doubt. Addressing students' lack of self-confidence to speak English requires a supportive and encouraging learning environment.

Teachers can employ various strategies, such as: Creating a safe space: Encouraging an atmosphere where making mistakes is seen as a natural part of the learning process and not something to be ashamed of. Providing constructive feedback: Giving positive reinforcement

and constructive feedback to help students improve their language skills. Opportunities for practice: Offering ample opportunities for students to practice speaking English in low-pressure settings, such as group discussions or role-playing activities. Gradual exposure: Gradually exposing students to more challenging speaking tasks as they gain confidence and competence. Celebrating progress: Recognizing and celebrating the progress made by each student, regardless of their current level of proficiency. Engaging and interactive learning: Using engaging and interactive teaching methods that encourage active participation and boost confidence. By addressing students' lack of self-confidence and fostering a supportive environment, educators can help students overcome their insecurities and develop the necessary skills to become more fluent and confident English speakers.

Lack of practice

Students' lack of practice in speaking English" refers to the condition where students studying the English language have limited or insufficient opportunities to engage in verbal communication using English. It specifically addresses the deficiency in practical speaking exercises, which can hinder their ability to develop and improve their oral language skills. This issue is prevalent among language learners in various educational settings, especially in non-English-speaking countries or regions. The lack of exposure to authentic spoken English and limited practice in conversational situations can lead to several challenges: Fluency and Confidence: Without regular practice, students may struggle to speak English fluently and confidently, as they may feel anxious or uncertain about their language abilities. Pronunciation and Intonation: Insufficient practice can impede the development of proper pronunciation, intonation, and rhythm in spoken English, affecting their overall communicative effectiveness. Vocabulary and Expressive Skills: Students may face limitations in their vocabulary range and expressive abilities when they do not actively engage in speaking tasks. Real-Life Communication: Language learning is not just about grammar and vocabulary but also about using the language to communicate effectively in real-life situations. Lack of speaking practice can hinder this aspect of language development. Cultural Awareness: Speaking practice allows students to immerse themselves in the culture associated with the language, providing insights into various customs, beliefs, and social norms.

To address students' lack of practice in speaking English, educators should incorporate interactive and communicative activities in their teaching methodologies.

Encouraging group discussions, role-plays, debates, and language exchanges with native speakers or other learners can significantly enhance students' oral proficiency and build their confidence in using English in various contexts. Additionally, using multimedia resources, such as podcasts and videos, can expose students to authentic spoken English, promoting better language comprehension and pronunciation skills.

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