

THE EFFECT OF SCRIPTED SONGS TECHNIQUE ON STUDENTS' ENGLISH COMPETENCE (An Experimental Study of Fourth Grade Students of SD Negeri No 6 Dalung, Kuta Utara Sub-District, Badung in Academic Year 2013/2014)

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Abstrak

Penelitian eksperimen ini bertujuan untuk menemukan efek yang signifikan dari penggunaan teknik *Scripted Songs* dengan teknik pembelajaran konvensional terhadap siswa kelas 4 SD Negeri No 6 Dalung, Kecamatan Kuta Utara, Kabupaten Badung, Tahun Ajaran 2013/2014. Desain penelitian ini adalah *post-test only control group design*. Penggunaan teknik *cluster random sampling* menunjukkan bahwa kelas 4A dipilih sebagai kelas control yang diajarkan dengan menggunakan teknik pembelajaran konvensional sedangkan kelas 4C dipilih sebagai kelas eksperimen yang diajarkan dengan menggunakan teknik *Scripted Songs*. Kedua kelompok tersebut masing-masing terdiri dari 40 siswa. Hasil dari analisis data menunjukkan bahwa siswa yang diajarkan dengan menerapkan teknik *Scripted Songs* tampil lebih baik daripada siswa yang diajarkan dengan menerapkan teknik pembelajaran konvensional. Nilai rata-rata dari kelas eksperimen adalah 79,1 dan kelas control 75,5. Hasil analisis uji-t menunjukkan bahwa t_{hitung} adalah 3.755. Nilai itu lebih tinggi daripada t_{tabel} 1,99085 ($\alpha = 0,05$). Selain itu, hasil kuisioner mengindikasikan bahwa penerapan teknik *Scripted Songs* membuat siswa termotivasi dalam memahami kompetensi berbahasa inggris. Dengan demikian, hipotesis dari penelitian ini diterima. Kesimpulannya, teknik lagu kreasi berkontribusi dalam memberikan efek yang signifikan pada kompetensi berbahasa inggris siswa.

Kata Kunci: *Scripted Songs*, kompetensi bahasa inggris

Abstract

This experimental study aimed at finding out the significant effect of Scripted Songs technique and conventional teaching technique towards English competences of fourth grade students of SD Negeri No 6 Dalung, Kuta Utara Sub-District, Badung in academic year 2013/2014. The design of this study was post-test only control group design. The implementation of cluster random sampling technique showed that class 4.A as the control group which was taught by using conventional teaching technique and class 4.C as the experimental group which was taught by using Scripted Songs technique. Both groups consisted of 40 students each. The results of data analysis showed that the students who were taught by implementing Scripted Songs technique performed better than those who were taught by implementing conventional teaching technique. The mean score of experimental group was 79.1 and the control group was 75.5. The results of t-test analysis showed that the t_{obs} was 3.755. It was higher than the value of the t_{cv} at 1.99085 ($\alpha = 0.05$). Moreover, the result of questionnaire indicated that the implementation of Scripted Songs technique motivated the students in comprehending English competences. In conclusion, Scripted Songs technique contributed in giving highly significant effect to students' English competences.

Keywords: Scripted songs, English competences

1. INTRODUCTION

In conducting an effective teaching English class, a good technique must be adapted by the teacher. The teacher should be able to teach well and design materials, so they can apply approaches, methods, and techniques of teaching-learning English appropriately. A teacher has many options when choosing a teaching style, such as write lessons plans from other teachers or search online or within books for lesson plans. The situation during learning activities will give the effect to the students, too especially for young learners in mastering English competence.

According to Harmer (2007), age plays a crucial role in what we teach and how we teach it, since a young learner class is different from an adult and/or a teenager class in terms of the learners' language learning needs, the language competence emphasized, and the cognitive skills addressed. He also states that the young learners have a short attention span; they can easily get bored after 5 – 10 minutes. Ersoz (2007) states that young learners have low concentration span. It is clear that teachers have a special role in the teaching process, as they are providers of good situations that make it possible for students to learn with pleasure. It is in line with the theory of Pereira *et al.*, (2012). A nice environment that facilitates learning should be created by teachers. When deciding what teaching technique to be used, a teacher should consider students' background knowledge, environment, and learning goals.

Nowadays, many teachers still use their explaining and translating methods and also the conventional teaching technique in teaching English. In the conventional teaching technique, the teacher always drills students by reading a text book continuously and then asks them to answer some questions. A lesson which is conducted monotonously causes students to become bored easily, and they will feel demotivated to learn. According to

Broughton *et al.*, (1994), a very typical feature of conventional or traditional methodology is the "teacher-dominated interaction", where teachers serve as the source of knowledge while learners serve as passive receivers. From the explanation above, it clearly shows that conventional teaching technique is not appropriate for the recent curriculum.

There are some innovative teaching techniques introduced to help the teacher in making the students become motivate in studying English. For that reason, song is introduced as one of the ways to overcome the problem. Songs technique has been shown to have advantages and effectiveness in learning language. According to Prichard, Schuster and Pullen in Cross (1991), music (song) brings in relaxation and fun for students, thus helping them to learn English. Besides, the willingness of the student to study also plays a great role for the successful learning. It can be said that learning must be fun (lack of stress) and requires a special technique or treatment to do it such as involving song into learning. According to Cross, (1991), the prosodies are stress, rhythm, intonation and syllable length; features which affect whole sequences of sounds, and which are most difficult aspects of language for students to master.

Setia *et al.*, (2012) state that song as social interactive media and the use of songs does not only help the understanding, it also stimulates and increases the students' interest to learn, enjoy and engage in the learning process. Moreover, it accelerates students' confidence, learning ability and skill when activities are highly motivated and memorable. Songs can get the students to integrate to English because it can contribute many things to improve student's capabilities, especially in their skill elements in language, such as vocabulary enrichment, listening and speaking.

Gobbi (2001) deals with music or song like an innovative learning technique, which means, it is an action inside the

class that makes the learning easier, faster and well pleasing. This technique can be adapted in a way that students can develop their four main skills in English competence. To develop the listening skill, teachers can stimulate students look for modified words, identify words, expressions, rhymes, among others. To develop students' reading capacity, it is possible to identify groups of words, like, prepositions, adjectives. To increase learners' speaking ability, the teacher can provoke a discussion about the subject of the music; make questions to students, among others. In addition, to develop the writing skill, students can be asked to do exercises about grammar or answer questions about the lyrics.

Based on the investigation done by Ratminingsih *et al.*, (2013), the use of scripted songs is very effective in improving English competence in primary school of Lab UNDIKSHA Singaraja. Teachers and students get the positive perception on the use of song as the successful technique in motivating students to learn English.

According to Ratminingsih *et al.*, (2013), scripted song is creation songs in which to maximize the integrated language learning and holistic language learning by involving language competence, for instance the cognitive domain (linguistic aspects), the psychomotor domain (written and oral communication), and the affective domain (culture value and character building). In addition, scripted songs aim to suit the need to teach the themes required in the local content curriculum. In this study, the songs teaching technique in form of Scripted Songs was used to treat the students' English competence.

According to Richards and Rodgers (2001), English Competence is an ability acquired by the students to perform certain task in English by the implementation of their knowledge, skills and attitudes. These three components can be the fundamental of learning English for the students in communicating the target language. English competence consists of four skills that should be mastered by the students, such as listening, speaking, reading, and writing.

As the result, the research which was conducted by Ratminingsih *et al.*, (2013) inspired the recent researcher to do the investigation on students in the early stage of English study in Primary School, since students are still young learners of English. To determine the significant effect of Scripted Songs upon students' English competence, an experimental research will be conducted in SD Negeri No 6 Dalung and the subjects of the study are the fourth grade students. It is expected that this study will give significant results, and become an alternative technique for teacher and student.

Based on the background of the study above, the purpose of this study is to find out that Scripted Songs technique gives the significant effect on fourth grade students' English competence of SD Negeri No 6 Dalung Badung.

2. METHOD

The study was an experimental research. The design of this was post-test only control group design. This design involves two groups in which both of them formed through the score of summative test in the previous semester. The classes were randomly assigned to the experimental and control groups. The experimental group refers to group which received treatment. In this case, the treatment was Scripted Songs technique. The control group, on the other hand, was the group which did not receive the same treatment, but this group was taught by using conventional teaching technique. By the end of the treatments, the results of the experiment were assessed through post-test. The post-test identified in the achievement of each group.

In this study, fourth grade students of SD Negeri No 6 Dalung, Kuta Utara Sub-District, Badung in the academic year 2013/2014 were selected as the population. The fourth grade students were divided into three parallel classes namely 4A, 4B, and 4C. Since the population had been grouped into classes, cluster random sampling technique was more effective to be used. There were two groups involved as sample of this study; experimental group and control group. The

students in the experimental group were taught by using scripted songs, however, control group students were taught by using conventional teaching technique.

Further, the implementation of cluster random sampling technique in this study was decided in effective way in order to give the same opportunity for all classes. To ensure that all classes in population had the same chance to be selected as the sample, then, a lottery technique was applied. The lottery was given twice. From the lottery technique, the result of the first lottery indicated that class 4.A and 4.C were chosen as the sample of the study. Meanwhile, the second lottery indicated that class 4.A as the control group which was taught by using conventional teaching technique, class 4.C as the experimental group which was taught by using Scripted Songs technique.

In order to know whether the two classes were homogenous and normal, the researcher conducted a test, in which, the students' score from their previous semester were used. In this case, the normality and homogeneity test was conducted by analyzed the score obtained from the teacher of the two classes. Then, it was calculated through *Statistical Product and Service Solution* (SPSS) program.

In this study, there were two variables; independent variable (x) and dependent variable (y). The independent variable of this study was the use of scripted songs technique on students' English competence while dependent variable was students' English competence of fourth grade of SD Negeri No 6 Dalung Badung.

There were three kinds of method in collecting the data which were held in this experimental research; pre-test, post-test and questionnaire.

The instruments that were used for this experiment research are: (1) tests; try-out test and post-test, (2) teaching hands out, (3) teaching scenarios.

To analyze content of the instruments, two experts were asked to examine the appropriateness of the items of the test with the purpose of the

measurement. The formula which is used in measuring the content validity is Gregory's formula to find out the amount of the content validity after the test is examined by the experts. Empirical validity was done by conducting try-out beyond the sample classes. The formula used was *Biserial Point* formula (r_{pbiz}).

The reliability of the instruments was checked by using KR21 (*Kuder-Richardson approaches*). A good test must have reliability at least 0.70 or higher. 0.70 is the minimum standard of a reliable test for research purposes.

In this study, the data collected was in the forms of scores. The resulted scores from both experimental and control group were analyzed descriptively and inferentially. The features of the data were computed in descriptive statistics analysis were central tendency measurement (mean, median, mode and range) and dispersion measurement (standard deviation, variance). In inferential analysis, the normality and homogeneity of the sample were analyzed first. After the sample was in normal distribution and homogeneous, then followed by analyze the data by using parametric test of independent samples test (T-Test). The parametric test was used in this study since the data in the form of qualitative data. Moreover, all of the data in inferential analysis was analyzed by using SPSS 16.

3. FINDINGS AND DISCUSSION

Before analyzed the data through descriptive and inferential statistics, there were several requirements that need to be fulfilled. These requirements are whether or not the data are normally distributed and variances homogeneous through the students' summative score of both groups. The result of the normality test indicted that the significance value (.Sig) of each group had exceeded the value of 0.05. The significance value of tests of normality reached by the experimental group was .143. The significance value reached by the control group was .020. Those results meant that the data obtained in this study was already normally distributed. The result of homogeneity test showed that the significance value (.Sig) had exceeded the

value 0.05. The significance value based on mean was .886, based on median was .831, based on median and adjusted df was .831, and based on the trimmed mean was .901. It could be concluded that the variances between groups were already homogenous.

The results of the post-test were analyzed by using descriptive statistics and inferential statistics in order to know that Scripted Songs technique gives the significant effect on fourth grade students' English competence of SD Negeri No 6 Dalung Badung. The obtained data from the post-test were analyzed descriptively and inferentially. The analysis could be seen in Table 1 below.

Table 1. The Descriptive Analysis

Analysis	Experiment	Control
Mean	79.1	75.5
Median	79	76
Mode	74	76
Range	11	24
Variance	12.16	26.15
Std. Deviation	3.48	5.11
Minimum	74	60
Maximum	85	84

From the explanation above, the researcher interpreted that the experimental group got higher achievement than the control group.

The inferential analysis provided about the significant effect of Scripted Songs technique on students' English competence of the groups. Test of normality showed that the significance value (.Sig) of each group exceeded the value of 0.05. The significance value of test of normality reached by the experimental group was .200. The significance value reached by the control group was .172. Those results means that the data obtained in this study was already normally distributed. The result of homogeneity test showed that the

significance value (.Sig) had exceeded the value 0.05. The significance value based on mean was .160, based on median was .207, based on median and adjusted df was .208, and based on the trimmed mean was .188. It could be concluded that the variances between groups were already homogenous and the t-test could be conducted in order to test the hypothesis of study.

The parametric t-test showed that the t_{obs} was 3.755. It was higher than the value of the t_{cv} at 1.99085 ($\alpha = 0.05$). Thus, it indicated that the hypothesis of "Scripted Songs technique gives the significant effect on fourth grade students' English competence of SD Negeri No 6 Dalung Badung, Kuta Utara Sub-District, Badung in the academic year 2013/2014." was accepted.

The result of the questionnaire indicates that the implementation of Scripted Songs technique motivated the students in comprehending English competence. The students liked the use of Scripted Songs technique during learning English in the classroom since it was helpful for them to increase their motivation and felt more happy and comfortable.

In relation to the results of inferential and descriptive statistic analysis above, it could be seen from the way the teacher conducting the treatments in both classes, too. The experimental group class was treated by using Scripted Songs technique while in control group class was treated by using conventional teaching technique. In this case, four teaching scenarios were used involving four skills in English competence, such as listening, speaking, reading, and writing. The following paragraphs below show how the implementation of Scripted Songs technique was applied in experimental group class while the conventional teaching technique was applied in control group class in mastering each skill in English competence.

The first treatment concerned in listening skill, was applied in experimental group through Scripted Songs technique. The scripted song about parts of body was introduced by the teacher used the melody

of *Pelangi-Pelangi*. This song was adopted from Ratminingsih *et al.*, (2013). At the beginning of class activities, the teacher distributed the lyric to all of the students in which some words in the lyric were missing. The lyric would be completed by the students when the teacher sang the song. The teacher started to sing and the students attentively listened to the teacher then filled in the blank of the lyric. The students looked very happy and enthusiastic listening to the song since the melody used was already known by them. After finishing, the teacher confirmed whether the filled lyrics were right or wrong. Next, teacher invited students to sing the song together without seeing to the lyric. The teacher asked students to touch their parts of body based on the lyric while they were singing a song. In this case, teacher directly introduced some vocabularies contained in the lyric by using *realia* to the students. After singing, teacher asked the name of vocabularies by touching their parts of body. There were some students who sang the song again while they touched their parts of body, then raised their hand to answer the teacher's question. Here, the students seemed easy to remind the vocabularies about part of body through Scripted Songs given. The next stage, teacher demonstrated how to pronounce the vocabularies to the students. The students pronounced the word loudly when teacher introduced word by word. Then, the activity was continued by giving two kinds of exercises, such as matching test and fill in the blank test. The teacher conducted the discussion with the students in each exercise. The last activity, teacher invited the students to sing a song once again to end the class.

As compared to the students in experimental group, the Scripted Songs were not introduced to the students in control group. They were taught by implementing conventional teaching technique. At the beginning of the class, the teacher directly introduced the vocabularies by using the *realia*. The teacher was writing the vocabularies of parts of body completed with their meaning on the whiteboard while students

were asking to take a note. Then, the teacher asked them to pronounce the vocabularies one by one. In elaboration, the teacher continued the activity by giving modeling on giving the command and doing the command to the students. Some students got a chance to give a command to other student or do the command from other students. Afterwards, the teacher gave the correction when she found the mistakes. Here, the students in control group class found the difficulties to remind all of the vocabularies about part of body. The students were still not familiar with the vocabularies that they heard, especially while they were doing the exercises. This situation gave the impact to their achievement in listening skill. The students in control group could not get the satisfied score in listening post-test in which the control group got a lower score than the students in experimental group.

In speaking class, the topic concerned was still about part of body, but it was in term of expressing politeness acceptably. At the beginning of the lesson, the teacher introduced the song, entitled "May I" and the melody used was *Ampar-Ampar Pisang*. This song was adopted from Ratminingsih *et al.*, (2013). The teacher started by giving the example how to sing the song first, and then followed by the students. Afterwards, teacher asked them about what is mean by the expression contained in the song. Next, the teacher divided the students into two big groups. The first group was asked to sing the first and the third line of the song, while the second group replied by sing the second line and the fourth line, vice versa. Here, the students could look at the lyric given while singing the song. The two groups were like doing the conversation since the content of the lyrics in form of asking and answering question. The activity was continued by distributing the handout to the students and asked them to listen and repeat what the teacher said. The students were easy to pronounce some expressions contained in the handout since those already mentioned in the song. Next, the teacher asked group A and B to sing again like the previous instruction without

looking the lyric, and asked them to reverse the role. After singing, the teacher assigned students to make a conversation about expressions of politeness by choosing one of the topics given. Several students were performing the conversation while the rest gave attention and comments to their performance. To end the class, the students were asked to sing the song again together. Based on the observation, the use of Scripted Songs built the students' confidence to speak in English since there were some words and language patterns which were attached and learned through Scripted Song. Other evidences showed that Scripted Songs technique which was applied only in experimental group made students performed better in conducting the conversation than students in control group. The students were speaking fluently and using the correct pronunciation during the conversation. It showed that the implementation of Scripted Song was very effective to be applied in experimental group during speaking class. It happened since the lyrics proposed by the teacher contained some words which were used to conduct the conversation. Indirectly, it made the students know how to pronounce the words correctly since they sang based on the lyric given and what they heard when the teacher sang the song.

However, the control group's students found difficulties in pronouncing some words and speaking fluently since the conventional teaching technique was applied in this group. Based on the observation, teacher only asked students to listen and repeat some words, then continued by giving the translation. In doing repetition, teacher demonstrated to the students how to pronounce some words, too. Then, teacher asked students to read the conversation loudly and backed again to do the translation. Such kinds of activities made the students easy to get bored in following the learning process. In elaboration, the teacher asked students to memorize the conversation given and perform it in front of the class with other students. In this situation, the

students took a longer time to memorize the conversation since there were not any activities which stimulate the students to memorize some words easily. As the result, the students could not perform the conversation correctly and even felt unsatisfied with their performance.

The third treatment was focused on reading skill. In introducing the Scripted Song, the teacher provided the lyric and some colorful pictures which were concerned on the name of clothes and color, such as a blue hat, a red shirt, a black belt, etc. The teacher pointed to the picture while she was introducing the song to the students. Afterwards, the students were asked to stand up and sing a song repeatedly based on the picture pointed by the teacher. At that time, there are some students who were moving their body while following the teacher to point to the picture. The students seemed enjoy the class activities which were conducted by using Scripted Song. After singing, the teacher checked the students' understanding about the song relation with the pictures through yes/no questions. The students were easy and enthusiastic to answer the teacher's questions since they already got clearly understanding through Scripted Song earlier. The next stage was continued by distributing the handout and doing some exercises. Based on the observation, the students in experimental group could understand the text easily and answer some related questions.

In contrast, the situation in the control group class was a bit quiet rather than in experimental group class. The students were not looking very enthusiastic to follow the class since the teacher started the activities by introducing the vocabularies of clothes and colors. The teacher provided some flashcard about clothes and colors in order to make the students had imagination about the topic. As usual, the teacher wrote the vocabularies and the meaning in the whiteboard and then asked students to take a note. It continued by asking them to repeat the name of cloth and its color based on the pictures and introducing simple sentences containing clothes and colors. In this way, the students were

getting bored since the activities only in form of repetition of some words which could be seen by the students in the whiteboard or in their note book. Afterwards, the students were asked to work in pair to finish the exercise. In this case, the teacher was already translating the worksheet before the students started to do the exercise. Next, the students' answers were discussed together with the teacher.

The last treatment was conducted by the teacher by focusing on writing skill. At the beginning of the lesson, the teacher introduced the new Scripted Song entitled "My House" to the students. This song was adopted from Ratminingsih *et al.*, (2013). Later on, the students were asked to sing the song and then continued by asking what they understand about the song. From the implementation of Scripted Song, the students were easy to share their idea about what information contained in the song. Afterwards, the teacher distributed the handout and asked them to write down parts of their house based on the pictures. Next, the students were asked to answer some related questions. The last activity was assigning the students to make a simple descriptive paragraph about their house that was consisted of some keywords such as living room, dining room, bathroom, bedroom, kitchen and garage. The writing class activities were easy to be applied in experimental group class since part of the house had already mentioned in the Scripted Song. It was proven by the result of mean score of experimental group which was better than the control group.

On the contrary, the control group got the lower score in writing since the implementation of conventional teaching technique. The teaching and learning activities were quite similar with other treatments given before. In this case, the activity was started by introducing some vocabularies about parts of house by using the flashcards to the students. Next, the teachers wrote the vocabularies and the meaning about parts of house in the whiteboard and then asked the students to take a note. It continued by introducing simple sentences containing the

vocabulary of parts of houses and repeating what the teacher said. Afterwards, the students were asked to answer the worksheet given and discussed it with the teacher.

Viewed from the application of Scripted Songs technique, it could be seen that this technique was used to treat on four skills in English competence, involving listening, speaking, reading and writing. The evidence which shows that Scripted Songs contribute the significant effect in listening supports the theory of Şevik (2012). In speaking skill, it supports the theory of Şahin (2008). Other skills such as reading and writing, it approves the theory of Brewer (2008).

Regarding to the effect of Scripted Songs technique, the students' achievement in experimental group was better than in control group due to the implementation of Scripted Songs technique in mastering four skills in English competence. The evidences found in this study support the study which was conducted by Ratminingsih *et al.*, (2013). The study shows that the implementation of Scripted Songs technique is effective to increase the achievement of the students and students in primary school of Lab UNDIKSHA are motivated to learn English through Scripted Songs technique.

Based on the observation, the students in experimental group looked very happy and enthusiastic in following all of activities through Scripted Songs. They were singing loudly since the Scripted Songs given were very interesting and the melody was already known by them. Besides singing, the Scripted Songs which were proposed by the teacher at the beginning of the class activities had connection to the content of the lesson at that time, too. This findings match with the theory proposes by Brewer (2008), in which the use of songs in teaching learning process has good implication to connect students to the content topics. In this case, students are expected to understand the topic that they studied through song lyrics. Moreover, the students got two others advantages at once during class activities because they could sing a Scripted Song while they

were learning English. Thus, by creating a welcoming and relaxed situation, the students are more willing to participate in classroom activities. In line with it, Cross (1991) states that the use of songs in the learning English may reduce students' stress and produce pleasurable situation that enables students more easily to understand the material that is being taught by the teacher. In other words, Scripted Songs technique was very effective to help the students in experimental group class to overcome their problems in mastering English competence which in this case supports the theory from Pereira (2012).

The Scripted Songs technique is very effective to be used by the students in experimental group to recall their memory. This finding is in line with Salcedo (2010), in which that song gives benefits to memory recall. In the same argument with Salcedo (2010), Murphey (1992) states that songs lodge in both our short and long memory so they are a relatively easy way to remember quite long chunk of language.

In this study, Scripted Songs technique was regarded as one of the most effective technique to help students in mastering all of skills in English competence, involving listening, speaking, reading and writing. The evidences could be seen from the mean score of experimental group in each post-test of all skills and the way Scripted Songs technique inserted during teaching and learning activities in experimental group. As compared to this study, Horn (2007) and Suryani (2013) only conduct the study about the effectiveness of songs in listening skills. Furthermore, other researcher is conducted by Ratnasari (2007) states that song is an effective way to increase the students' ability in speaking.

Specifically, besides the four skills in English competence, vocabulary mastery also played an important role in this study, especially experimental group class. This study found that the students in experimental group were easily to know the new words and to get the meaning of words during learning process in the

classroom. This evidence supports the study which was conducted by Zahro (2010) in terms of increasing students' vocabulary by using songs technique.

Besides the post-test, the researcher administrated the questionnaire to the students in experimental group, too. The result indicated that the implementation of Scripted Songs technique motivated the students in comprehending English competence. Activities using Scripted Songs help students to have the motivation they need to be attentive to the classes. As Ward (1991) states that song stimulates the students' interest, and so they have a better and easier learning. Based on the observation, Scripted Songs provided a relaxing learning environment, which makes the students more encouraged to communicate inside the classroom, as learners would feel more comfortable to express themselves.

Considering the results of this study, it could be inferred that Scripted Songs technique is an effective and strong technique applied in teaching four skills in English competence. It was strengthened by the results of descriptive and inferential statistic analysis, and questionnaire which approved the hypothesis that Scripted Songs technique gives the significant effect on fourth grade students' English competence.

4. CONCLUSION AND SUGGESTION

The results of finding and discussion of this study showed that Scripted Songs technique gives the significant effect on fourth grade students' English competence in experimental group. It had been proven from descriptive analysis and inferential analysis. Based on the descriptive statistics, the mean score of the experimental group was 79.1 while the control group was 75.5. It showed that the students in the experimental group achieved the better result than those in the control group. Based on the inferential statistics, the result of the t-test also showed that Scripted Songs technique gives the significant effect on fourth grade students' English competence in experimental group.

In connection to conclusion above, It is highly recommended that teachers apply Scripted Songs technique in teaching English (English competence) since it has been proven to be effective to improve the students' English competence. For the students, it is expected that through the implementation of Scripted Songs technique, students can get the beneficial impact in mastering English competence. For other researchers, it is recommended to other researchers that more studies can be conducted relation to the use of Scripted Songs technique in order to replicate and determine more advantages of this technique in teaching English especially in mastering English competence

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