



ELTE *Journal*



(Journal of English Language Teaching & Education)

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ELTE Journal is published twice a year in the months of February and September. It presents articles on the English Language Teaching and Education. The contents cover analysis, studies, application of theories reports, and material development.

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subject Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 8 Number 2, September 2020. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile medium for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative works on language teaching and education. The contents include reports based on analysis, studies and application of theories from junior and senior high school teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the field of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for publication.

In this September 2020 edition, the editors received 12 articles from teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing publication.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comments, suggestions, criticisms and contributions for future editions are welcome.

Editors

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**IMPROVING THE TENTH GRADE STUDENTS' SPEAKING SKILLS BY USING
DISCOVERY LEARNING WITH ENGLISH SONGS AS MEDIA AT AL IHSAN
SENIOR HIGH SCHOOL, TANJUNG LAGO**

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Abstract

The objective of the research was to know how the use of the discovery learning model with songs as media could improve the tenth-grade students' speaking skills at Al Ihsan Senior High School, Tanjung Lago. The action research model employed Kemmis and McTaggart's. It consisted of four steps which were planning, action, observation, and reflection. The results of the research show that there was an improvement in the students' speaking skills by implementing the discovery learning and English songs as media. The improvement was also supported by the percentage of students' average scores. The percentage improvement in the average value of students from cycle1 and cycle2 is 2,46%, from cycle 2 and cycle 3 is 3,45 %. Then from the result of the test that the researcher got in the last cycle, there were 84% of students who got up to minimum criteria score

Keywords: Discovery learning, songs, speaking skill