

THE USE OF SONG IN TEACHING SPEAKING FOR PRIMARY SCHOOL STUDENTS

Tuti Aminah Sasmita¹, Ratih Inayah²

IKIP Siliwangi, Indonesia

¹ ikipsiliwangi4212@gmail.com, ² ratih.inayah@ikipsiliwangi.ac.id

Abstract

The purpose of this research is to look into the use of song in teaching English to primary school students in greater depth. This study is an action research project done at one of Cimahi's primary schools, class V, with 15 students as participants. Data is collected from each cycle's test results. The findings revealed that incorporating song in the teaching learning process causes students to become more relaxed and active in their interactions, as seen by their greater involvement in class. Another conclusion demonstrated that integrating song, students' English language skills improved from the preliminary to the cycle II stage of the research procedure. The average preliminary score of students is 80.53, and it improved to 86.60 in the second cycle, indicating that all students can accomplish more than the minimal criterion score. It may be stated that integrating songs into the classroom to teach English to primary school students can assist students in improving their English language skills. This study indicates that songs could have been used to teach speaking skills to primary school students in order to improve their English language skills, especially speaking skills.

Keywords: Speaking; Teaching Speaking; Songs

INTRODUCTION

English, as an international language, plays an essential role in many sectors of life, including education in Indonesia. English such a beneficial disciplines for students. Supiyati, Ashari & Ni'mah (2020) state speaking, reading, listening, and writing are the four major skills in English. The teaching of English comprises the four language abilities of listening, speaking, reading, and writing, according to Permendiknas No.23, 2006 on the Graduate Competence Standard for primary and secondary schools, Depdiknas (2006, cited in Apsari, 2019). Speaking is one of the four abilities that is thought to be required for students to improve their vocabulary and pronunciation when connecting with others.

Listening, writing, reading, and speaking are the four primary skills. According to Ulviana (2011, in Nurvia, 2016)) speaking ability is the ability to produce sound articulation and words, to communicate, state, and express thoughts, ideas, and feelings (2011, in Nurvia, 2016). As a learner of a new second language, whether it is a foreign language or not, is considered to be an essential skill.

Speaking is referred to as the process of constructing and communicating ideas using both verbal and nonverbal symbols to achieve the goal of communication (Chaney in Wahyuni, Said, & Waris, 2015 cited in Rizqiya, Cahyati & Bramandika 2021). When students can generate words that can be comprehended by listeners, they are regarded to have superior speaking skills (Bahadorfar & Omidvar, 2014, in Rizqiya, et al 2021). In other words, speaking can be defined as the process by which people successfully communicate their ideas to others in order to accomplish the goals of communication.

The difficulties that students have with speaking are apparent in their work (Wijaya, 2018). Their ability to communicate becomes a challenge that they must conquer. It is indeed probable

that the students lack sufficient vocabulary to construct sentences in order to speak. The other difficulty they have derives from their lack of understanding of grammar. The differences between Indonesian and English may appear to be the reason for these difficulties.

There are various issues that English teachers encounter when teaching speaking. According to Harahap et al. (2015, in Supiyati et al, 2020), students are enthusiastic about learning English because they believe it is difficult to acquire, especially speaking skills. According to Christamia (2014, in Supiyati et al, 2020), the students were quite active in class, but when the teacher invited them to speak, they were silent and hesitant to speak because their pronunciation was poor.

Nurvia (2016) discovered that many students have difficulty speaking. Because they lacked confidence, were shy, lacked vocabulary, and other problems, the students found it difficult to speak English in front of the class. The students lacked the motivation to use English as a second language in general conversation.

Lack of vocabulary, students' concern about making mistakes, and ungrammatical utterances are among the obstacles students face when speaking English as a foreign language, according to research (Rizqiya, et al 2021: Afisa, 2015; Bahadorfar & Omidvar, 2014; Bailey, 2007). Face-to-face interactions between students and teachers in the classroom may help to alleviate these difficulties.

It is similar to the researcher's experience when conducting English teaching learning processes with students in the classroom. They struggle with a variety of issues, including a lack of vocabulary, and are frightened and unsure about expressing themselves in English. "*Untuk anak-anak usia sekolah dasar, saya mengajarkan kosakata atau vocab sering diajarkan lewat nyanyian, jadi mereka bisa hafal cukup banyak kosakata lewat nyanyian,*" the English teacher said during the interview. (I commonly teach vocabulary to primary school students using songs so that they can memorize a large amount of vocabulary.) This statement shows that their teacher recognizes that their students' vocabulary mastery is limited, and that their restricted vocabulary will result in limited speaking ability. It is confirmed by the obtained by the researcher from several fifth-grade students, who stated, "*Aku kurang percaya diri kalo speaking bahasa Inggris, soalnya aku hanya sedikit hafal beberapa kosakata, udah gitu aku malu dan takut salah, kalo speaking bahasa Inggris*" (Because of my lack of vocabulary, I am hesitant to speak English. I am also anxious about speaking English.) Students' pre-test cycle also reveals that some students still receive low scores, regardless of the fact that others achieve scores above 75, since their school's minimal score applies. As a result, treatment is still required to improve their outcomes.

Regarding the students' difficulties in learning speaking skills, the teacher should construct the most optimal strategy for implementing a new appropriate strategy to increase students' speaking ability, considering speaking skills are essential in language learning. For a variety of reasons, speaking skills must be taught. People generally evaluate the progress of language acquisition based on their speaking ability, and oral skills are rarely neglected in English as a Foreign Language (EFL) classes, Bahadorfar & Omidvar (2014, in Rizqiya 2021).

When it comes to teaching speaking, there are a lot of different concepts and approaches that can be used. Song is one of several tried-and-true ideas or practices that are popular with teachers and students. Songs are one sort of listening activity that has a lot of potential as stated by Nihada and Alisa (2016, in Ningsih 2019). Teachers naturally utilize songs to teach concepts and language to children who enjoy singing. The song is engaging and can get students excited, to identify a few crucial aspects.

This study focuses on the use of song in teaching primary school students to talk based on the preceding explanation. The purpose of this study is to examine into how songs can support learners improve their English language skills. The primary school students were chosen as the

study's major subject for a variety of reasons, including the students' difficulties, motivation, and the increase in the English teaching-learning process at the primary school level.

Speaking abilities are the first thing that learners wish to master, according to Nashruddin (2013, in Nurvia 2016). It is implied that speaking is very significant since students can carry on conversations with others, share ideas, and exchange information with others since they have mastered speaking skills.

According to Brown and Yule (2000, in Supiyati et al. 2020), speaking is used to express people's interests, requests, information, and services. People communicate with one another not only about their desires, but also about their feelings. It implies that people must be able to communicate in English in order to have a decent work or profession, particularly on a global scale.

According to Nunan (2003), speaking entails using structured language expressions to convey meaning. To begin, talk clearly so that others can hear you. It has a quick and brief acceptance. Stress, rhythm, and intonation are all present when listening to others. For direct contact, it should be intermediate feedback. The speaker must be able to plan and edit channels during the speaking activity.

Learning and teaching are inextricably linked. Teaching involves "guiding and encouraging learning, enabling the learner to learn, and setting the conditions for learning" as stated by Brown (2007, in Kaswan, Suprijadi & Haryudin 2016).

Teaching speaking, according to Nunan (2003, in Apsari & Sadikin 2019), is to teach English as a Second Language (ESL)/ English as a Foreign Language (EFL) learners to (1) produce English speech sounds and sound patterns, (2) use words and sentence stress, intonation patterns, and the rhythm of the second language (i.e. select appropriate words and sentences according to the proper social setting, audience, situation, and subject matters, (3) organize their thoughts in a meaningful and logical order, (4) utilize language as a way of conveying values and judgments, and (5) use language fluently and rapidly with few unnatural reasons.

The primary purpose of English instruction is to enable students to communicate effectively in English (Betty, Sihombing, & Purba, 2018). Listening, Speaking, Reading, and Writing are found to be the four main elements of teaching English. Spite of the fact that those are the four essential elements, learners cannot communicate in English unless they have strong pronunciation. They are not quite as good at distinguishing between sounds as they are at making them. Despite the fact that they spent several years in school mastering English.

Teaching and studying English has the purpose of focusing students on being able to utilize English for conversation and as a tool for finishing their education, as stated by Oradee (2012, in Nurvia 2016). Teaching students to speak is difficult since the teacher must encourage them to learn and be interested in learning resources and the surroundings, as well as improve their skills, especially in learning how to speak English.

A song is a relatively brief musical composition for the human voice that includes words or lyrics (Richard, 2002, in Adnyani & Dewi, 2020). It may feature rhymes and have a language style that differs from that of a scholarly or academic writing. A song's words are sung in a particular tone, rhythm, tempo, and style.

A song, according to Simms (1993, in Ridhayatullah, Kasim, and Daud 2020), is a short piece of movement with lyrics, rhythm, melody, harmony, and expressiveness. A song is a musical composition for several voices, as well as a brief poetry, whether or not it is intended to be sung; a lyric or ballad. In other words, it demonstrates that a song is a collection of beautiful words with a message to transmit to others, set to beautiful music. It touches on a few topics. It covers topics such as storytelling, advice, education, religion, the environment, the universe, love, and happy and sad emotions.

A song, according to Hornby (1995), is a piece of music with sung lyrics. According to Nurhayati (2009, in Nurvia 2016), the song is a suitable resource inside a variety of ways. The

song is an effective technique for improving in the learning of English. The song is thought to encourage children to learn.

Nihada and Alisa (2016, in Ningsih 2019), point out that songs are one sort of listening activity that has broad potential. Teachers naturally utilize songs to teach concepts and language to children who enjoy singing. The song is engaging and can get students excited, as name a few crucial characteristics.

The repetition, however, is the most crucial aspect of the song, Ningsih (2019). They not only include language patterns, but also help to build listening skills, pronunciation, and rhythm, as well as create a pleasant environment. Even if the teacher sings songs several times a day, most students are rarely to get bored and may even enjoy themselves. Furthermore, singing is a really beneficial practice. There are various parts of language that can be given and recycled through the use of songs.

Learners require an engaging and practical method of instruction in order to fully integrate into English. According to Ridhayatullah et al. (2020) employing English songs can help the kids integrate into the language. Songs have become an inseparable part of the language experience, rendering them a valuable tool in a foreign language classroom. Ridhayatullah et al. (2020) claim that they are an effective technique to enhance pronunciation while also learning more about the target culture.

As indicated by Parlakian (2010, in Hadi 2019), the usage of song will assist children to develop themselves, their feelings, and it can also support students in comprehension of and solving problems, as well as discovering the world around them. This viewpoint shows the benefits that students gain from utilizing music in their learning process. They not only provide practice, but also teach students how to solve issues on their own. As a result, the students will be aware of their own difficulty and will concentrate on finding a different solution, (Hadi, 2019).

It can be a lot of fun to learn English pronunciation through music. It's easy to understand how effective pronunciation teaching can help with intelligibility, but it's also beneficial for improving listening comprehension (Mulatsih, 2015).

El-Nahhal (2011, in Simanjuntak & Usuar 2020) claims that songs can help people develop a positive emotional attitude toward language acquisition. Students will be joyful and excited about learning English if the teacher teaches the content through songs. So that children's interest in being joyful and learning may be fostered through songs in learning activities, and even children can more readily absorb the instructional content offered.

Based on the foregoing professional viewpoints, it is clear that the usage of songs is beneficial to language learners. Song is critical for grabbing their attention, satiating their curiosity, and developing their linguistic abilities in a fun and meaningful way. The use of music also facilitates a spoken learning process that is customized to their level of language acquisition.

METHOD

This research is a qualitative classroom action research that explores further into the research process by analyzing data acquired with the research instrument. Burns (2010) describes action research as "finding circumstances in one's teaching and critically studying them in conjunction with other stakeholders." It entails taking a self-reflective, critical, and systematic approach to exploring one's own teaching setting. The purpose of action research, is to intervene deliberately in a problematic situation in order to effect adjustments and even better improvements in practice. The advances that occur as a result of action research are based on data. As a result, rather than our hunches or assumptions about how things are, the modifications made in the teaching scenario are based on reliable data.

The participants in this study are fifth-grade students from one of Cimahi's primary schools. Planning, Acting, Observing, and Reflecting are the first steps in conducting classroom action research.

RESULTS AND DISCUSSION

Results

This classroom action research generated three outcomes based on data analysis. The following is an explanation of what they are:

Pre-cycle

The researchers evaluated the results of student English scores before and after using songs to teach English in this cycle. Based on the students' score before implementing song in teaching learning process, the average student score for the precycle is 80.53, and the lowest score is 75, with the highest score is 88. It illustrates that, while the total score of students is quite good, some students have yet to achieve a score higher than the KKM (*Kriteria Ketuntasan Minimal*, or the lowest criterion for declaring students to have achieved completeness), as a result, the researcher believes that songs should be used to teach kids English. This study's success criterion is when all students receive a score of at least 75. In classroom action research, the researcher begins by planning, watching, acting, and reflecting.

The researchers discovered issues that faced by students while learning English in Pre-cycle. Some of these issues include a lack of concentration, boredom, and difficulty retaining new vocabulary that students must express in their speech. They must also tackle the difficulties of acquiring the art of comprehensive speaking.

Cycle I

The teacher begins to implement songs into the teaching learning process in the first cycle. The teacher showed the students an example of a song she wrote, instructing them on how to pronounce the new vocabulary as a first step in preparing their own speeches. This activity seemed to be a success with the students. They also appeared to be unafraid to sing the song that the teacher has taught them. They sang the song with enthusiasm, focus, motivation, and enjoyment. This activity lasted for a teaching and learning session. During the teaching learning process hour, students continued to practice singing the song.

Cycle II

The teacher gathered the students' scores in the second cycle by assigning each student to sing the song one by one and be evaluated by the teacher. The results of cycle II showed that students' English skills are improving. The average score of the students improved to 86.60, with the lowest score of 80 and the maximum score of 95. The second cycle's results revealed that the teaching learning process involving the use of songs for the students was successful. Students like the learning process and especially appreciate singing a song throughout class. No longer do students looked bored, unmotivated, or unable to concentrate. They could also boost their speaking confidence while speaking through singing song.

The result of the second cycle was that no extra cycle was required for this study because the target score for all students is 75, which is the research's target score.

Discussion

All of the cycles, beginning with pre, first, and second, show that including song into the teaching learning process improves students' skills from pre cycle through cycle II. The amount

of progress made when students' pre-cycle and cycle II results are compared, the total amount of increase in students' English skills is 6,07 percent. The fact that students' English skills improved as a result of the research showed that the study was successful in increasing students' speaking abilities.

CONCLUSION

From the pre-cycle through the last cycle of the research procedure, the use of song in teaching English to primary school kids improves the students' results. The success of using songs in English classes also helps students with issues like lack of concentration, boredom, and motivation. Students appear to be enjoying the learning process more, and the learning process' goal of providing meaningful learning for students has already been met.

Students' ability to do more practice with their favorite songs develops, as does their confidence, and they begin to solve their own difficulties while learning a second language, particularly English. This study is one of the alternative methods and strategies that teachers can utilize to provide diverse teaching tools to encourage effective learning practices, particularly among primary students.

The study also lays the foundation for a number of future research projects for the next researcher. To begin, providing students with a variety of teaching materials in order to achieve optimal learning is a requirement that should be considered. Second, teachers must be more creative and imaginative in order to find the ideal method, technique, and material to teach their students. Third, even if you fail, never give up on the trial. Simply get up and come up with another great and fantastic concept for implementing the best and most appropriate teaching and learning methods for students.

ACKNOWLEDGMENTS

Alhamdulillah, thanks to Allah's grace, I would be able to finish my journal. I would like to express my deepest gratitude to my beloved parents, father and mother, husband, and sisters for their love, motivation, prayer, material, and support, as well as those who have helped me along the way.

REFERENCES

- Adnyani, N. W. S., & Dewi, A. A. I. B. F. (2020). Teaching English Vocabulary Using Song. *Yavana Bhasha: Journal of English Language Education*, 1(1), 88. <https://doi.org/10.25078/yb.v1i1.1381>
- Apsari, Y., (2019). *Magang I*. IKIP Siliwangi Bandung.
- Apsari, Y., Sadikin, I.S. (2019). *Instructional Design in English Language Teaching*. IKIP Siliwangi Bandung.
- Betty, H., Sihombing, M., & Purba, D. (2018). Improving Students' Pronunciation Mastery Through Learning by Using Medias (English Songs and English Movies). *Darma Agung*, XXVI(1), 591–599.
- Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Routledge.
- Hadi, M. S. (2019). The Use of Song in Teaching English for Junior High School Student. *English Language in Focus (ELIF)*, 1(2), 107. <https://doi.org/10.24853/elif.1.2.107-112>
- Hornby, A.S. (1995) *Oxford Advanced Dictionary of Current English*. New York: Oxford University.
- Mulatsih, D. (2015). Pronunciation Ability by Using English Song in Indonesian Student of

- UNSWAGATI Cirebon. *Journal of English Language and Learning*, Vol. 2 No. 2, Mei 2015 ISSN : 2354-7340, 6(11), 951–952., 2(2), 5–48.
- Ningsih, N. (2019). the Effect of Song in Teaching English. *English Language Teaching for EFL Learners*, 1(1), 1. <https://doi.org/10.24252/elties.v1i1.7413>
- Nunan, D.(2003). *Practical English Language Teaching*. Boston: McGraw Hill.
- Nurvia, S. (2016). *Using Song in Teaching English Speaking Skills for Young Learners (A Qualitative Research At One Of Madrasah Ibtidaiyah In Kota Cirebon)*. 14111320130, 1–46.
- Ridhayatullah, Kasim, U. & Daud, D (2020). The Influence of Using English Songs on the Students' Achievement in Pronouncing English Words. *English Education Journal*, 11(1), 96–116.
- Rizqiya, R.S., Cahyati, S. S. & Bramandika, A. (2021). Virtual Learning "Speaking for General Communication" During Covid-19: EFL Students' Attitude. *National Seminar of Pendidikan Bahasa Inggris (NSPBI 2021)*.
- Simanjuntak, M., & Usuar, Y. (2020). Improving Students' Listening Skills By Using Song. Kemampuan, M., Siswa, M., Menggunakan, D., Master, L., 142. *MELT Journal*, 5(2), 142–160.
- Supiyati, R., Ashari,A. & Ni'mah, D. (2020). A Qualitative Study on The Use of Song to Teach Speaking Skill. Faculty of Teacher Training and Education, University of Islam Malang. CorrespondingEmail: 1ririnsupriyati@gmail.com, 2aliashar99@yahoo.com 3dzurriyyatun@unisma.ac.id.
- Wijaya, T. W. (2018). The Effectiveness of Songs for Teaching Speaking. *Journal of Foreign Language Teaching and Learning*, 3(2). <https://doi.org/10.18196/ftl.3231>