

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. English Song

##### a. Definition of Song

The song, based on the Oxford dictionary, is a small piece of music. In addition, Griffie said that a song is a piece of music that contains lyrics and has some elements that make it different from poetry or words, even though they have many similarities.<sup>1</sup>

Songs are a natural way to get children's attention to rhymes and a fun way to learn.<sup>2</sup> Schoepp added that the song would be helpful if it could be included in a language lesson.<sup>3</sup> In other words, song would be a great medium to use in the classroom to teach languages, especially to foreign learners.

However, teachers cannot use certain types of songs that are widespread. They must be selective about their use of song in class. They need to consider song types, genres, and difficulty levels. Choosing the right songs will help teachers achieve their educational goals.

##### b. Physiological Response to Music

Music has physiological and educational benefits. The physiological benefits of music reduce anxiety, heart rate, pain and blood pressure. On the other hand, music can also increase breathing, recovery, and reduce stress. Listening to music is a proven change in blood pressure, blood flow, pulse and other activities. The average human heart rate is 70 to 100 beats per second. This is why music with a tempo of about 60-80 mm/min is more comfortable for students because it matches their physiological rhythms<sup>4</sup>.

Music lessons include singing, playing an instrument, moving, creating, and listening. Storytelling program aims to develop language skills for early reading such as listening, organization, comprehension and memorization. The data may

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<sup>1</sup> Dale T. Griffie, *Songs in Action*, (New York: Prentice Hall, 1992), 3.

<sup>2</sup> Becky Iwasaki. et al., "Let's Bring Back the Magic of Song for Teaching Reading", *The Reading Teacher*, 67, 2013, 138.

<sup>3</sup> Kevin Schoepp, "Reason for Using Songs in the ESL/EFL Classroom", *The Internet TESL Journal*, VII, 2001, 1.

<sup>4</sup> Claudia Smith Salcedo, "The Effect of Songs in Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal", *Journal of Collage Teaching & Learning*, Vol.7, No.6, 2010, p.26

have been influenced by different teaching styles and classroom learning materials.

A song is a musical composition emanating from the human voice (usually accompaniment by another instrument), with lyrics (lyrics). The words in the song are often poetic and rhyming in nature, although it sometimes also contains religious verses or free prose. Songs can be divided into many different forms depending on the criteria of use. Songs are divided into art songs, popular songs and folk songs.<sup>5</sup> Folk songs have an element similar to speech and poetry, that is, a single form. Both are songs and speeches made from voices that have linguistic meaning and have a melody. On the other hand, songs and poetry use words to convey meaning.

Music or songs can be used to teach a foreign language. Songs can create a pleasant atmosphere in the classroom, because students will see it as entertainment rather than learning. This can happen if teachers use a popular song in their classroom activities, popular songs are part of their youth culture. This type of song will appeal to young people, when students listen to a song, they will identify the singer and try to listen to the lyrics to understand the meaning of the song. For this reason, songs are also useful to introduce the rhyme of the language and provide students with information about the culture of the songs; singer.

Popular songs are essential for making foreign language learning more pleasurable. The songs will encourage students to participate more actively in their studies and will increase their sense of confidence and motivate them to keep learning.

Songs or music in education should be used more than to relieve stress or to entertain in leisure time, "The curriculum often assigns roles to music"<sup>6</sup>. Falioni states that the addition Music into foreign language lessons as a teaching method can attract students' attention and generate more student engagement.<sup>7</sup>

In language learning, the role of media such as song is crucial to achieving the learning goal has been decided. In order to get information from the teacher, the student must first listen

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<sup>5</sup> "Song" (Retrieved from [Song-Wikipedia](https://en.wikipedia.org/wiki/Song) on 17 November 2022)

<sup>6</sup> Claudia Smith Salcedo, "The Effect of Songs in Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal", *Journal of Collage Teaching & Learning*, Vol.7, No.6, 2010, p.11

<sup>7</sup> Claudia Smith Salcedo, "The Effect of Songs in Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal", Vol.7, No.6, 2010, p.26

to the teacher's explanation, but on the other hand, the student does not pay attention to the teacher. This happens because students think the teacher's explanation is boring. For this reason, a good song after teaching should not be thrown away but can be listened to regularly. This way, students will continue to listen to it, understand it, and appreciate it. The selection of songs depends on what is available; it can be from what the school has to offer or what the teachers have or anything that can be easily achieved. Naturally, by teaching listening through songs, teachers hope that students will be able to enjoy learning the language through songs and that students will also be able to learn the language in an authentic form, but the difference is grounded.

The linguistic content of the songs should not be too difficult and the lyrics should be based on a compromise between the tastes of the teacher and that of the students. Students may not be able to listen well to songs they don't like, but teachers should also enjoy the songs they use. Otherwise, they probably won't teach them very well<sup>8</sup>.

### c. Advantages of Song

Students are capable make them feel good and get rid of it the atmosphere is uncomfortable temporarily learn through a song.

Abu Mallouh<sup>9</sup> and Kailani<sup>10</sup> say the following advantages of using songs in the classroom such as:

- 1) Enjoyment and motivation
- 2) Improvement of language skill (spelling, etc.).
- 3) Practice and demonstration of vocabulary
- 4) A pronunciation practice.
- 5) Subject variety and movement.
- 6) Content of culture.
- 7) Task based learning
- 8) Provide a comfortable atmosphere in the classroom to keep students' interest and motivation.
- 9) One technique to provide students with a comprehensive text is to give them a whole meaning from the first lesson in the foreign language.

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<sup>8</sup> Penny Ur, *Teaching Listening Comprehension*, (London: Cambrige University Press, 1984), p.66

<sup>9</sup> M. Abu Mallouh, *Teaching English as a Foreign language in the Gaza Strip School, from Theory to Practice*. (California: American World University, 2001).

<sup>10</sup> T.Z. Kailani, *Teaching English to Elementary School Children*. (Amman: Al-Quds University, 2007).

- 10) The students are naturally and successfully introduced to the whole range of English sounds as well as the language's melody.

According to some authors, here are some of the most common reasons why teachers should incorporate songs into their English lessons,

- 1) Environment: Songs and music can be used to refresh the learning atmosphere. Going back to Stanowski<sup>11</sup> they provide a non-threatening situation for students who are anxious to speak English.
- 2) Cultural: With the help of songs, ethnic issues are effectively expressed.<sup>12</sup>
- 3) Vocabulary: Because songs are of importance worth presenting vocabulary. It presents a regular atmosphere in which new terms can be applied and they have buzzwords<sup>13</sup>.
- 4) Grammar: Songs have common elements that allow learners to engage with them. During a song, they can enter verb tenses, prepositions, and phrases<sup>14</sup>.
- 5) Pronunciation: Teachers can provide pronunciation, tension, rhythm, and melody in visualization techniques using songs<sup>15</sup>.
- 6) Memorization: Learners study design and mass language by reading and listening to songs. Students instinctively practice structures, vocabulary, pronunciation, and intonation. Songs stay in the learner's attention for a long time.<sup>16</sup>
- 7) Motivation: When educators do something that engages learners, they want to accept more cooperation and participation in the classroom.

Not all English songs are suitable for teaching English. Teachers should use suitable songs sung by native speakers.<sup>17</sup> Well-defined because it's suitable for the audience. He also notes that songs shouldn't be too fast and hard. Grade students will miss their appeal when listening to songs because they can't keep up

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<sup>11</sup> Marcin Stanowski, *Music in ELT*. <http://teacherfl.w.interia.pl>, 2002.

<sup>12</sup> Marcin Stanowski, *Music in ELT*. <http://teacherfl.w.interia.pl>, 2002

<sup>13</sup> Sahar Rizki Salah, *Using Songs in EFL Classes*, 2001.

<sup>14</sup> D. T. Griffe, *Songs in Action*. Hertfordshire: Prentice Hall International, 1992.

<sup>15</sup> D. T. Griffe, *Songs in Action*. Hertfordshire: Prentice Hall International, 1992.

<sup>16</sup> M. Carrier, *Teaching Language with Music* <http://gs.fanshawec.ca/tlwm/>, 2002.

<sup>17</sup> S. Vernon, *ESL Songs*. Retrieved from <http://www.teachingenglishgames.com/eslsongs.htm>, 2010.

with the songs. Finally, songs should repeat the same terms throughout the day.

#### **d. Songs as a Motivation Source**

The concept of motivation is difficult to explain because “different people are motivated by different things”.<sup>18</sup> As House explains, children should be raised individually or in groups. By encouraging a particular child, teachers stimulate and maintain an interest in English. In this process, teachers need to be realistic about each student's abilities. Teachers also need to modify group dynamics and thus support the development of social interaction within a group of learners. To maintain positive motivation, these techniques should be planned out in advance for each lesson.

Children's language learning motivation should be built gradually, ensuring that target structures are introduced in an accessible order. For this reason, songs are a perfect way to gain motivation. By using songs, children can feel successful as individuals but also as part of a group. They should not feel forced at all, but encouraged and motivated to participate in the activity, and enjoy singing with the rest of the group.

Therefore, songs, as the scholars assert, are highly motivating because they increase understanding, inspire and motivate students to learn, making learning enjoyable. The most remarkable feature of songs in the context of foreign language learning is their ability to influence and change the moods of students. These can have a positive or negative effect on motivation. The emotions that songs evoke in students can be turned into motivation, creating a stronger connection with the language and a desire to learn. Repetition and simple linguistic structure are probably the reasons why students are more interested in songs than in any other type of text and stimulated to understand the content of songs.

## **2. Motivation**

### **a. The Understanding of Motivation**

Motivation is a common word for people these days. This can be seen through a number of conferences and TV shows. These programs promote people to have a better outlook on life and also encourage them to become better than before. For this research, the researcher needs to know what the motivation is

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<sup>18</sup> Susan House, *An Introduction to Teaching English to Childre*, London: Richmond Publishing, 1997



according to his/her own understanding to conduct further research.

As said literally, motivation is the desire or need to do something.<sup>19</sup> Theorists really have their own understanding of what motivation is. Most of them have the same perception. According to Woolfolk, "motivation is generally defined as the internal state that elicits, directs, and sustains behaviour".<sup>20</sup> Santrock also defines that "motivation is concerned with the processes that stimulate, direct, and maintain behaviour".<sup>21</sup> Schunk and colleagues also state that "motivation is the process of initiating and maintaining goal-directed activity."<sup>22</sup> This means that motivation can direct a person's behaviour to achieve his or her goal. Someone who has a reason and enthusiasm to do something in their life with motivation. The above theorists have the same understanding that motivation is something that directs and is also related to behaviour. In a different way, Yun Dai and Sternberg talked about motivation as follows; "motivation tries to explain the 'what', 'why' and 'where' of a person who practices and practices more or less consciously."<sup>23</sup> This helps researchers conclude that motivation may be the reason a person does something or practices.

In another statement, Santrock mentioned the following example; "If students don't finish their homework because of boredom, it means they lack motivation. If students have difficulty in research and writing, but persist and overcome obstacles, then the That motivation is in question."<sup>24</sup> As Santrock gave the example above, the researcher concludes that motivation is tied to a good learning process. That is, students need motivation in order to be considered competent. quality or support for their academic success Harmer also states that it is "accepted for most areas of learning that motivation is essential to success: you have to want to do something to be successful.

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<sup>19</sup> Cambridge University Press, *Cambridge Advance Learner Dictionary* (New York: Cambridge University Press, 2009), 928.

<sup>20</sup> Anita Woolfolk, *Educational Psychology* (Boston: Pearson Education, Inc., 2007), 10th Edition, 372.

<sup>21</sup> John Santrock, *Educational Psychology* (New York: McGraw Hill, 2017), 438.

<sup>22</sup> Dale H. Schunk et al., *Motivation In Education: Theory, Research, And Applications*. (New Jersey: Pearson Higher Ed, 2012), 4.

<sup>23</sup> David Yun Dai and Robert J. Sternberg (eds.), *Motivation, Emotion, and Cognition – Integrative Perspectives on Intellectual Functioning and Development-* (New Jersey: Lawrence Erlbaum Associates, Inc., 2004), p. 198

<sup>24</sup> Santrock, *Educational Psychology*, p. 438.

Without such motivation, we would almost certainly fail to make the necessary efforts.”<sup>25</sup> This means that motivation can be the key to successful learning. The failure of a successful planning process can be attributed to a lack of motivation. It can be seen that motivation is important in the learning process. Aronson also claims in his book that, according to many researchers, the role of motivation in success is key.<sup>26</sup>

The researchers concluded that motivation is generally the energy required to sustain any human-set goal. Motivation can be a guide to making various efforts to achieve what people want. Motivation is the direction and energy for people to do anything including the study of something.

Since this study is about student motivation, researchers need to know how motivation affects students. Ur helps researchers understand it through the characteristics of these motivated learners: (a) positive task orientation, which means that students are willing to take on tasks and challenges and also believe in their own success. (b) self-involvement, i.e., students feel the importance of learning for themselves. (c) achievement need, i.e., the student needs to succeed, overcome difficulties, and achieve success. (d) high aspirations, arguably the student has the ambition to achieve the best academic results for himself. (e) goal-oriented, assuming that students know better what they need to achieve in the learning process. (f) persistence, i.e., the student has a high level of proficiency in managing his or her business. (g) accept ambiguity, ambiguity is not a big problem for students.<sup>27</sup>

Based on Ur's description above, the researcher concludes that the need for achievement and high aspiration can be mixed together in one description, as it shows that students are ambitious to achieve their academic goals. your set. Next, the researchers found that motivated learners will do their best to meet the challenges they learn, will be willing to accept challenges, are ambitious, know their learning goals. What is theirs, adapt to confusion as a learning process and never doubt learning. These characteristics can serve as an illustration for

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<sup>25</sup> Jeremy Harmer, *The Practice of English Language*, (Essex: Pearson Limited, 2008), p. 51.

<sup>26</sup> Joshua Aronson, *Improving Academic Achievement –Impact of Psychological Factors on Education*, (New York: Academic Press, 2002), p. 38.

<sup>27</sup> Penny Ur, *A Course in Language Teaching –Practice and Theory-* (Cambridge: Cambridge University, 1996) p. 275.

researchers to see which students are motivated in the learning process.

## b. The Influence Factors of Motivation

Motivation also has factors that can affect the reduction or increase of motivation in the learning process. Scholars derive this understanding from Hamalik. Hamalik shows that the influence of motivation is (a) students' perceptions of their learning goals, (b) teachers' attitudes toward their students in the classroom which can be intrinsic or extrinsic motivation, (c) influence of learning groups students and (d) the classroom environment.<sup>28</sup> The author derives from this theory that learning motivation is influenced by students, teachers and also the student's environment. All of these roles have their respective influences to create motivation. Because with motivation, success in learning can be achieved. This theory has a similar meaning to Dornyei's theory that the researcher mentioned in the previous chapter, which states that "motivation is one of the main factors determining success in learning a second language or foreign Language".<sup>29</sup>

As mentioned above, one of the factors affecting learning motivation is the classroom environment. This makes researchers interested in learning more about classroom dynamics. For this, the researchers found learning motivation as defined by Schunk et al, and Sanjaya in their book. Schunk and friends define "learning motivation as the motivation to acquire skills and strategies rather than performing tasks modelled by highlighting the role of self-efficacy".<sup>30</sup> Sanjaya also shares the view that learning can be successful if the student's motivation is direct and challenging.<sup>31</sup> It can be said that motivation is achieved by learning to acquire skills and strategies.

From the above theories, the author concludes that motivation is something that can contribute to successful learning

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<sup>28</sup> Wina Sanjaya, *Kurikulum dan Pembelajaran-Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)* (Jakarta: Kencana Perdana Media Group, 2008), p. 256-257.

<sup>29</sup> Zoltán Dörnyei, *Motivation and Motivating in the Foreign Language Classroom*, *The Modern Language Journal*, Vol. 78 No. 3, 1994, p. 273-284.

<sup>30</sup> Schunk et al., *Motivation In Education: Theory, Research, And Applications*, p. 147.

<sup>31</sup> Sanjaya, *Kurikulum dan Pembelajaran-Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*, p. 249.



in the classroom. In the learning process, motivation can be a good motivator just like energy.

### c. The Kinds of Motivation

Motivation can be divided into two categories. These types of motivation are divided into where the motivation comes from and the influences that surround the person. They are extrinsic and intrinsic.

#### 1) Extrinsic Motivation

To better understand extrinsic motivation, the writer finds several theories that help him understand it. Santrock defines extrinsic motivation as “Extrinsic motivation is to do something to get something else. Extrinsic motivation is often influenced by extrinsic motivations such as rewards and punishments. For example, a student may work hard to get good grades in a subject.”<sup>32</sup>

Motivation can be called extrinsic motivation in terms of external influences. This influence can take the form of rewards and punishments. For example, the boy studies hard because his father will give him a new robot as a reward for getting good grades. That's what Alderman said too. Alderman has the concept that "extrinsic motivation occurs when students engage in activities for reasons outside (outside of themselves) such as praise, grades, privileges, and certificates or rewards material<sup>33</sup>.

It can be concluded that extrinsic motivation is a type of motivation that comes from outside the person himself. In the learning process, extrinsic motivation can come from a teacher's appreciation for his students, praise or others. This makes motivation the driving force in the learning process.

#### 2) Intrinsic Motivation

According to Santrock, “intrinsic motivation refers to the internal drive to do something for oneself. For example, a student may study hard for an exam because he likes the subject.”<sup>34</sup> This means that intrinsic motivation comes from within a person. Alderman also defines that "intrinsic motivation is generally defined as students engaging in actions for their own benefit and without compulsions such as

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<sup>32</sup> Santrock, *Educational Psychology*, p. 441

<sup>33</sup> M. Kay Alderman, *Motivation for Achievement: Possibilities for Teaching and Learning* (New York: Routledge, 2004), 3th Edition, p. 247.

<sup>34</sup> Santrock, *Educational Psychology*, 441.

satisfaction, excitement, learning, and challenge".<sup>35</sup> With intrinsic motivation, students need not be encouraged to do anything. this statement is equivalent to the following statement that "intrinsic motivation describes participation in a self-initiated task with no apparent external reward other than the activity itself." The researcher also found that "some researchers define intrinsic motivation as occurring when an activity fulfills a basic human need for competence and control, which makes the activity interesting and tends to be done for its own sake even more as a means to an end." This means intrinsic motivation can be a parameter for someone at work, if someone is interested in learning it means they are intrinsically motivated.

The researchers concluded that intrinsic motivation is the energy that a person draws from within. This energy is never influenced from outside. This motivation can be gratification for the community itself. An interest in studying or doing something is a sign that someone is intrinsically motivated.

#### **d. Student's Motivation in Learning English**

There are many reasons why students learn English. One of them is motivation. The simple things that make them like English because they really like it or because it is a requirement of the school they have to do. Motivation is the tendency of students to view academic activities as meaningful and useful and to seek academic benefits from those activities.<sup>36</sup> This means that students need motivation to transform their academic activities into meaningful activities to improve their skills.

Student motivation is important when learning English. Motivation to learn has six elements<sup>37</sup>. These components are:

##### **1) Curiosity**

Curiosity is a natural trait that humans are born with. Discovering something newly creates curiosity. Moreover, curiosity makes us smarter because we seek to find out the details and depth of what we want to know.

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<sup>35</sup> Alderman, *Motivation for Achievement: Possibilities for Teaching and Learning*, 247.

<sup>36</sup> A.E Woolfolk, *Educational Psychology for The Teachers*. NY: Prentice Hall, 1990, p. 328

<sup>37</sup> C. Frith, *Motivation to learn. Educational Communications and technology*, 1997, p.3

## 2) Self-efficacy

Self-efficacy is the right way to guide yourself. For example, it provides the right path for boosting student confidence.

## 3) Attitude

The student's attitude towards learning is a very essential feature. It doesn't always manifest through action. In other words, attitudes cannot be seen directly, but one can feel the attitudes of others.

## 4) Necessity

The most well-known classification of human needs is Maslow's Hierarchy of Needs. Maslow classifies human needs into five levels: psychological (lower), safety (lower), love and belonging (higher), self-esteem (higher), and self-actualization (higher).

## 5) Ability

## 6) Competence

Competence is an intrinsic motivation to learn that is closely related to self-efficacy. Competency can also be interpreted as the ability to make decisions.

## 7) External motivators

An external motivator is an outsider who can inspire and encourage students as they learn.

From this, we can conclude that motivation is a very important aspect for student development in teaching and learning activities. Motivation can also affect the way students think. Because motivation is so strongly influenced and facilitated in so many ways that students think that motivation automatically drives them forward. As such, students need motivation to make the teaching and learning process more active and enjoyable. Without motivation, students cannot do their best to achieve what they want.

# 3. English Learning at Elementary School

## a. The Understanding of English Learning

The word learning describes a set of activities aimed at facilitating a student's learning process. In learning, all activities have a direct impact on the student's learning process. Although there is student interaction that is not limited by the physical presence of the teacher, students can interact and learn through print, electronic, mirror, television media, and radio. One definition of learning states that the effort students make is to

select, identify, and develop the optimal methods and strategies to achieve desired learning outcomes.<sup>38</sup>

Learning can be interpreted as a planned or planned system or process of teaching students. It is systematically designed, implemented and evaluated to help students/learners achieve their learning objectives effectively and efficiently.<sup>39</sup>

Language learning has been done by people since birth. Learning a language starts with learning your native language, which is normal and natural. But learning a second or foreign language is different. Learning English as a second language requires a thorough knowledge and understanding of the meaning of the language itself. Brown<sup>40</sup> state that, "Language is an arbitrarily conventionalized system of phonetic, written, or gestural symbols that enables members of a particular community to communicate intelligently with each other." It means that it can be regarded as a system composed of symbols. Or a symbol that can be used for communication.

Based on the above learning and understanding of English, Learning English provides students with experiences or learning materials related to foreign language learning through a series of planned activities in order to acquire the English language skills they are learning. It can conclude that it is the process of providing.

## b. English Learning Goals

According to Schindler<sup>41</sup>, a typical child's English learning goals can be determined as follows:

- 1) To help children gain the ability and confidence to learn English.
- 2) Provide a safe, fun, relaxing, and educational learning environment.
- 3) Create long-term English learners.
- 4) Early childhood is the ideal time to learn a foreign language

The goal of teaching English to children should be implemented in order to give them the opportunity to prepare themselves for competition in this global world. The era of rapid progress in science and technology, the opening of opportunities

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<sup>38</sup> Ali Hamzah, Muhlisarini, *Perencanaan dan Strategi Pembelajaran Matematika* (Jakarta: Raja Grafindo Persada, 2014), 42.

<sup>39</sup> Kokom Komalasari, *Pembelajaran Kontekstual* (Bandung: Refika Aditama, 2011), 3.

<sup>40</sup> H. Douglas Brown, H. Lee, *Teaching principles*. P. Ed Australia., 2015

<sup>41</sup> D. R. Cooper, P. S. Schindler, *Metode riset bisnis*, 2006

for international communication, and the implementation of free markets require Indonesian people to be competitive in all fields. Indonesia can no longer rely solely on natural resources and physical capabilities to achieve its national well-being, but must rely more on professional manpower.

According to Crystal<sup>42</sup>, English is spoken and used by nearly a quarter of the world's population and will continue to rise to 1.5 billion by the early 2000s. The second reason is that learning English facilitates access to and engaging with the information and technology industries. English is taught in primary schools, allowing students to acquire the language more quickly. This will improve our basic skills before progressing to higher levels of study.

Finally, the main conclusion is that the reason for teaching English in elementary school is to provide students with the knowledge to acquire a large vocabulary so that they will have no problems when continuing their education at a higher level.

### c. Language Component

In language learning, teaching the language component is part of the language program. Language components generally consist of three parts: grammar, vocabulary, and pronunciation.

The components of language according to Kasihani<sup>43</sup> are:

- 1) Grammar or linguistic rules are the patterns and rules that must be followed if one wants to learn the language properly. This first element is often called structure or grammar when learning English. This component is the language framework that a language must adhere to in order to be accepted.
- 2) Vocabulary is a collection of words that belong to a language and give meaning when using that language. It is said that elementary school students have to learn about 500 English words.
- 3) Pronunciation is the way words of a language are pronounced. English is very different from native greeting systems and Indonesian.

To be understood as an English learner, students must master these three elements well. For elementary school students learning English as a foreign language not used in society, the teaching of the three language components should be packaged

<sup>42</sup> David Crystal, *English as a global language*, Cambridge University Press, 2003.

<sup>43</sup> Suyanto Kasihani, *English for Young Learner*, Jakarta: Bumi Aksara, 2007, 43.



in an integrated and discreet way. Students should plan well by choosing appropriate materials that meet their needs. The selection and preparation of teaching materials is very important. Especially when teaching English as a subject for local content is only scheduled for 1-2 lessons per week.

In general, based on Kepmendiknas No. 23 of 2006 on Degree Standards, the goal of learning English in Indonesia is that students should be able to "demonstrate listening, reading, writing and speaking skills in English".

From the above statements, it can be concluded that efforts to improve the quality of education must be made holistically in order to achieve the educational goals that have been formulated. Ability to speak English is one of the most important skills for getting a job soon.

This phenomenon underlies the emergence of different types of English courses in all parts of Indonesia. Despite the actual quality of English courses in Indonesia, there are unspoken concerns. In other words, the poor quality of English learning in schools.

#### **d. Characteristics of Elementary School Students**

Basically, one of the most important goals of learning English in elementary school is to stimulate children's interest in learning English. In order to achieve these goals, it is necessary to understand the characteristics of children and be able to select appropriate learning methods and materials.

The following are characteristics of common elementary school students:

- 1) 5-7 years old tend to be self-centered, willing to attach what they are looking for to themselves and their lives.
- 2) It is still difficult to distinguish between concrete and abstract. When teaching English to children, it is best to start with concrete things before starting with abstract things.
- 3) Your child is inclined and imaginative. They love learning through games, stories and songs.
- 4) It is also a characteristic of children to get bored easily. They have low levels of concentration and attention, so learning activities need to be varied and changed every 10-15 minutes.
- 5) Children's lives are full of color and joy. Activities and challenges accompanied by engaging and colorful pictures make children happier.
- 6) Elementary school students like stories as well as games.

- 7) The Younger group prefers to work alone, but with close friends.
- 8) It is important to remember that elementary school students are generally active thinkers. They like to learn languages by doing (learning by doing).<sup>44</sup>

For elementary school students learning English as a foreign language not used in everyday life, lesson plans need to be integrated and carefully packaged.

#### 4. The Use of Songs in Learning English

Songs can be used for learning activities in four aspects of English: listening, reading, speaking and writing. Through songs, students can learn to listen and pronounce the target language by relating to her native speaker's pronunciation, and increase their vocabulary while enjoying the music.

Combining music and language, singing has many advantages to consider. The cultural and thematic richness of songs, their idiomatic and poetic expressions, and their therapeutic function make them excellent tools for language teaching.<sup>45</sup> Songs also create a positive and joyful atmosphere in the classroom, allowing students to engage in learning and enjoy the learning process. The use of music and songs can be a highly positive stimulus in language learning.<sup>46</sup> Music is a source of motivation, interest and enjoyment, and that children can imitate and learn language more easily through music than through words alone.<sup>47</sup>

Besides the fun aspect, the use of songs as a learning medium is also said to have the ability to increase student participation in learning. Because English is so complex, especially its linguistic structure, students are reluctant to express opinions, ask questions, and react to the opinions of others while learning. Suwartono and Rahdiyanti<sup>48</sup> argue that songs with intonation, intensity and lyrics have joyful and motivating effects, as well as examples of the

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<sup>44</sup> Suyanto Kasihani, *English for Young Learners*. Jakarta: Bumi Aksara, 2007, 15-20

<sup>45</sup> C. Shen, "Using English Songs: An Enjoyable and Effective Approach to ELT", *English Language Teaching*. 2(1), 88-94, 2009

<sup>46</sup> A. Kusnierek, "The Role of Music and Songs in Teaching English Vocabulary to Students". *World Scientific News*. 43(1): 1-55, 2016

<sup>47</sup> Shaheen Ara, "Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh", *The Dhaka University Journal of Linguistics*. 2(3), 2009, 167.

<sup>48</sup> Suwartono & D. P. Rahdiyanti, *The Use of Songs for Promoting Students Participation in the Teaching of English Structure*. The 61st TEFLIN International Conference, UNS Solo. 834-837, 2014

structure of the language used (language usage). In this way, the level of complexity of the structure of the English language can be explained more realistically through the lyrics of the song, so that students can easily understand and apply it.

Songs can be used in language learning to:

- 1) To present topics, language points, lexis, etc.
- 2) To practice language points, lexis, etc.
- 3) To focus on common learner mistakes in a more direct way.
- 4) To encourage both extensive and intensive listening.
- 5) To stimulate discussion of attitudes and feelings.
- 6) To encourage creativity and the use of imagination.
- 7) Provides a relaxed classroom atmosphere.
- 8) To bring variety and fun to learning.<sup>49</sup>

From the explanation above, there is no doubt that teaching English through songs is a very effective and fun activity to implement, especially for elementary school students.

The use of songs in learning English must pay attention to certain aspects such as vocabulary, meaning of song lyrics, messages contained in songs, language level, and so on. Not all songs are suitable for use in learning, especially for children. According to Nurhayati<sup>50</sup>, there are 3 things that need to be considered so that the use of songs in the teaching and learning process of English is effective including; (1) the level of student ability, (2) the type of song, some songs are not suitable for use as learning media, for example the pronunciation is not good or even wrong, (3) the level of difficulty (language complexity) contained in the song. In addition to the three things above, song lyrics also need to be considered so that they are adjusted to the age of the students and the norms that apply.

Choosing the right song will result in learning that is memorable, fun and useful for students. Dzanic<sup>51</sup> points out the importance of choosing the right song. Whether it's written specifically for learning English or native, it's important to choose songs that suit a child's level of English as well as their interests

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<sup>49</sup> K. Schoepp, *Reasons for Using Songs in the ESL/EFL Classroom*. The Internet TESL Journal. VII(2): 1-4, 2001

<sup>50</sup> Lusi Nurhayati, "Penggunaan Lagu dalam Pembelajaran Bahasa Inggris untuk Siswa SD: Mengapa dan Bagaimana", *Majalah Ilmiah Pembelajaran* 1(1):1-13, 2009

<sup>51</sup> Nihada Delibegović Džanić and Alisa Pejić, "The Effect of Using Songs on Young Learners and Their Motivation for Learning English", *An Interdisciplinary Journal*, 1(2): 40-54, 2016

because, as is widely accepted, children enjoy songs that are simple and catchy.

From this explanation, the songs used should be songs that are appropriate to the interests and level of the child's English, simple and interesting. Apart from choosing the right song, a teacher must also be able to vary songs so that they are not boring for students. According to Millington, even while children enjoy singing the same song repeatedly, if it is played too frequently, interest in it can quickly wane<sup>52</sup>.

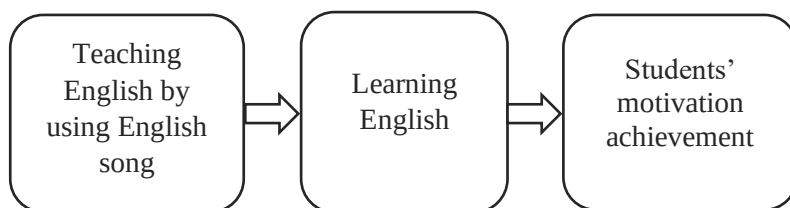
## B. Theoretical Framework

Learning English is very important, especially for students. In addition to being an international language, learning English can help students access a variety of data and inputs in language learning, such as; structure, vocabulary, pronunciation, etc.

When teaching English in class, teachers can use all means, techniques and methods to increase motivation for their teaching and learning activities. One of the means that can be used to increase motivation students in learning English is a song. Songs are usually written for commercial purposes and used as entertainment for as many people as possible.

Song is possible. Because many researchers have found benefits of using songs in the classroom. They can learn language learning features like structure, vocabulary, pronunciation, etc. They can also learn culture, history and sociology from the song. For the research that took place at this elementary school, the songs selected were tailored to the learning material the children will be learning this term. However, the use of this song is said to have the effect of increasing students' learning English motivation.

The following graphic illustrates the conceptual framework used in this study:



<sup>52</sup> T. Niel Millington, "Using Songs Effectively to Teach English to Young Learners". *Language Education in Asia*. 2(1), 2011, 137.

### C. Review of Previous Study

The basis or reference in the form of theory or findings through various previous studies is needed and can be used as supporting data. Previous research is as follows:

First, the research conducted by Diego Aguirre, Daisy Bustinza, and Mijail Garvich. The purpose of this study was to explore how using songs in English helps motivate students to learn English as a Second Language (ESL). The participants were primary school students from a private school located in the Lima metropolitan area. This study used a mixed methods design consisting of observations made by the research team and questionnaires completed by the students. The results show that students are motivated to participate and participate more in class activities when songs are used in their English class. This result is more strongly confirmed by observation than by questionnaire.<sup>53</sup> The research study and this research are similar because they both address the same variable, namely English songs, and the sample age is also similar. The difference between previous research and this research is in the time setting and research methods, previous research used a mix-method while this research used qualitative methods.

The second, study was conducted by Sabriye Şener and Didem Erkan titled “THE EFFECT OF SONGS ON PRIMARY SCHOOL STUDENTS’ MOTIVATION”. This study aimed to explore the impact of songs on the learning motivation of primary school students. The dominant/sequential design of the mixed approach was applied to this study. Quantitative data are explained by a quasi-experimental design and qualitative data are collected by observation. Data were collected from public primary school students in a rural area of Denizli province during the winter semester of the 2017-2018 school year. Participants include 25 5th graders; 17 girls and 8 boys. The results showed that students were more motivated and enthusiastic in participating in activities when songs were used in their classrooms. The perception of students and teachers is the same.<sup>54</sup> The research study and this research are similar in that they both address the same variables, namely English songs, and the age of the sample is also the same. While the difference between previous research and this research is in the research method, and also previous research focuses on the effect of songs on student

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<sup>53</sup> Diego Aguirre, “Daisy Bustinza, and Mijail Garvich, Influence of Songs in Primary School Students’ Motivation for Learning English in Lima, Peru”, *English Language Teaching*, 9(2), 178-191, 2016.

<sup>54</sup> Sabriye Şener and Didem Erkan, “The Effect of Songs on Primary School Students’ Motivation”, *International Online Journal of Education and Teaching*, 5(4), 867-875., 2018.



motivation, while this research focuses on the effect of songs on students' motivation in learning English.

Another research was previously conducted by Alfia Nur Amala in 2019 with the title "THE USE OF SONG LYRICS TO IMPROVE STUDENT'S MOTIVATION IN LEARNING ENGLISH". This study aims to find out if song lyrics can increase students' motivation to learn English, and find out how to apply lyrics to increase English learning motivation of 11th graders at SMK Muhammadiyah 5. Kalitidu. The method used in this study is a Collaborative Action Study (CAR). The action observation procedure includes planning, acting, observing, and reflecting. The study subjects were 16 students of class XI at SMK Muhammadiyah 5 Kalitidu. Data collection techniques by classroom observations and questionnaires. It can be concluded that the use of lyrics can increase students' motivation to learn English.<sup>55</sup> The similarity between the previous researchers and this researcher is that both discussed students' English learning motivation, the study medium also used song media, although the previous researchers only using lyrics, which are still part of the song's medium. The difference between the previous research and this research is in the research method and also the age sample. The age sample in the previous research was high school students, while this study used an elementary school age sample.

The fourth research was conducted by Reza Anggriyashati Adara and Muhammad Taufik in 2020 with the title "ENHANCING EFL LEARNERS' MOTIVATION THROUGH SONGS."<sup>56</sup> This study aims to analyze the influence of using songs in foreign language lessons on learning motivation of foreign language students. The study uses the experimental method by dividing the respondents into two groups, the experimental class and the control class. While the control class learned English by the traditional method, the lessons of the experimental class were integrated with English songs. Next, a set of questionnaires and semi-structured interviews were conducted to collect data. The results of this study indicate that songs seem to have a positive effect on the motivation of EFL learners. In addition, the use of songs in EFL lessons helps students acquire new vocabulary and makes English

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<sup>55</sup> Alfia Nur Amala, "The Use of Song Lyrics to Improve Student's Motivation in Learning English (An Action Research At the 11th Grade Student of SMK Muhammadiyah 5 Kalitidu in the Academic Year of 2018/2019)", (*Doctoral dissertation, IKIP PGRI BOJONEGORO*), 2019.

<sup>56</sup> Reza Anggriyashati Adara dan Muhammad Taufik, "Enhancing EFL Learners' Motivation Through Songs", *IJEE (Indonesian Journal of English Education)*, 7 (2), 2020, 189-200

lessons more enjoyable. The similarity between previous researchers and this researcher is that they both discussed students' motivation to learn English, the learning media also used songs as media. The difference between previous research and this research lies in the research method and also the age sample. The age sample in the previous study was college students, while this study used a sample of elementary school age.

There are some similarities and differences between the four previous studies. Previous research found similarities in listening skills using songs, which is one of the types of English language skills studied, and learning media. While the difference is in the setting of time and place of the subject, as well as the research methods used. Because of these differences, different research results were obtained.

