



## The Use of Song in Teaching English for Junior High School Student

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### ABSTRACT

The aim of this study is to investigate in detail the use of song in teaching English for Junior High School student. This study is action researches conducted at Dharma Karya UT Junior High School class VII with participant number are 25 students. Data obtained from the result of test in each cycle. The findings showed that the learning process using song makes the students become more active in their interaction, it is showed by their participation level during the teaching is increased. Another finding also revealed that there is a significant improvement in the student's English language skills using song from preliminary to cycle II stage in the research process. The average score of students at the preliminary stage is only 60 then it increased to 68 in the first cycle and increased significantly in cycle II with the amount of 80. It can be concluded that action research is done by using song in teaching English for Junior High School significantly helps the students in increasing their English language skills. This study recommends the continuation of using various teaching media and tools for Junior High School student in order to improve their English language skills.

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### INTRODUCTION

English language teaching in Asia especially Indonesia encounters many kinds of problems for the students. One of several problems dealing with language teaching is the lack of practicing. The students spent so much time in learning about language theory, but they are scare and tend to avoid practicing. Although, mastery in the English language is one of the prominent

skills for the student to achieve in order to build a better future for them.

Starting point in learning English for most students in Indonesia start with young learners, and ironically their skills stag in a basic stage. The government as the main holder of education in Indonesia still searching and adapting the best learning method, strategy and approach to make the students fluent in mastering English language and consider

as the native-like. There are some stages for Indonesian students in learning English, starting with the young learners till the university stage.

From all of the main problems facing by the students, choosing the right method and media as crucial one to elaborate. Teaching and learning process without the proper method and media is simply a failure to deal with. That's why this research focuses on the use of proper method and media in teaching English, especially for those students who come with the transition period after the graduate from Elementary /Primary School.

One of the media that can use by the teacher to improve the student's English skills is song. Song is the way to attain student's attraction in practicing their mastery in English. Many of the previous research concluded that the use of music or song in delivering the lesson for the students build strong practice habituation for the students especially those that still in primary or Junior High School students. The use of song also provides students with interesting activity in exploring their understanding about English language.

Song as the instrument also plays an effective way for the teacher to bring the students joys in learning English. While they are enjoying singing a song, unconsciously they are practicing their speaking, pronouncing and even imitating to be a native-like. The teachers need to be creative and aware of their student's favorite song, in order to make the learning process meaningful and the goals of learning English will be achieved easily.

The use of song will enable the students to develop themselves, their feelings and it can also aid the students to make sense and solve the problem and also discover the world around them mentioned by Parlakian (2010). This opinion brought us to the benefit of students while using song in their learning, it does not only provide the practicing but also train the students to solve their own problem. So, the students will be aware of their own problem and focus on giving the alternative solution for it.

Based on the elaboration above, this study focus on the use of song in teaching English for Junior High School students. And the aims of this study to examine the use of song in improving students English language skills. The choose of Junior High School students as the main object for this research considering several reason namely students readiness, students uniqueness, and transition phase from primary to Junior High School.

### **Song as an Edutainment**

According to Horn (2007), mentioned that song signaled a positive improvement in listening skills between seventy-two second language learner students in a primary school in South Africa. This opinion suggests that song strongly leads the students in improving their listening skills, one of the four main skills in English language learning. Based on the finding of his research, the uses of song succeed in improving the ability to master English in general.

Another statement from Scrivener (2005) writes that this activity is very

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common and calls it a cliché. He suggests varying this task, for example by changing it into a pre-listening activity where students are to predict the missing words. Another song-oriented activity is song jumble. Students put in order certain lines of a song that are jumbled. After that, learners listen to the song and compare their guesses. The activity put the student in an active interaction and builds their curiosity in learning English.

Edutainment for children especially those in transition phases are really important. They come to the new phase in learning a language. Not so contrast when they were in primary school. Keeping the entertainment while delivering the lesson using the song, make the student aware of their new condition in learning process. as a result, they will adapt sooner and enjoying the learning process that they contribute to it.

### **Song and Automaticity for students**

Song not only gives the edutainment for the students but also gives a chance to develop automaticity that is the main cognitive reason for using songs in the classroom (Schoepp, 2001). This statement leads to the process of building children learning autonomously and make the students fun learning using song. Automaticity also means the needs of learning back to the students and they try to fill their curiosity with the knowledge that they consider to know.

When the students are aware of their needs in learning, they will start to plan, implement and evaluate their learning process in an independent way. And the teacher will play a role as the

supervisor, to make sure the students achieved what they need to acquire. The learning process will run smoothly as the students love to find and discuss their own finding while learning, and the goals of language learning will be achieved easily.

Automaticity also brings a good habit for students to understand when they have to start learning and when they have to end the learning process. Their focus based on the needs of the learning curriculum and stop while all the learning goals are achieved successfully. After acquiring the good habit, so the learning process succeeds in developing the character in education as the value of the learning process.

### **The importance of Using Song in Language Learning**

In language learning, the students start to learn with the listening process. That's why the use of song in language learning is very important. This statement supported by Thornbury (2002) that explained children will acquire the listening skill first, as they have not yet learned how to read. The listening process also backs up with visuals, facial expression, movement, mime and through pictures. The whole process namely the starting point in learning language for the students.

Additional opinion from Lo & Li (1998) that explain the use of song as a teaching tool has its advantages; song can change the classroom atmosphere. And the use of song can be a relaxed and comfortable environment for the students and also develop their language skills. This statement supported by Saricoban (2000) that suggested to use

song in class to amuse the students, provide a positive attitude while learning lingual structure through the song.

Some opinion also comes from Hare & Smallwood (2008) that explain song and rhymes helps the learners to improve their listening and sound discrimination and can aid the memory and learning skills. The last opinion also comes from Fairbanks (2000) mention that learning through music can be very effective as the stimulation for the brain while processing the information. Their opinions strongly recommend that the use of song will bring a significant impact in learning process for the students.

Based on all the expert opinion above, it can be concluded that the use of song is important for language learner. Song is important to gain their attention to fulfill their curiosity and also build their language skills in a fun and meaningful way for them. The use of song also provides a learning process deals with their level of language learning.

## **RESEARCH METHODOLOGY**

**T**his research is a classroom action research with the qualitative paradigm and explains in detail the research process using the data that gathered with research instrument that used. Action research mentioned by Burns (2010) concern with identifying situation in one's teaching and critically investigates it in collaboration with other stakeholders that involve taking a self-reflective, critical, and systematic approach to exploring your own teaching context.

The statement explained that action research is to intervene in a deliberate way in the problematic

situation in order to bring about changes and even better improvements in practice. The improvements that happen in action research are based on information. So the changes made in the teaching situation arise from solid information rather than from our hunches or assumptions about the way we think things are.

The participants of this research are students at SMP Dharma karya UT grade VII. The researcher mentioned earlier the students in their transition phase from elementary school to Junior High School. The stages in doing this classroom action research start with Planning, Acting, Observing and Reflecting.

## **FINDING AND DISCUSSION**

**B**ased on data analysis there are three findings of this classroom action research, it can be explained below:

### **Pre Cycle**

For this cycle, the researcher gathered the result of student English score before implementing song in teaching English. Based on the students' score, the average students score for pre-cycle is 60. And the lowest score is 50 with the highest score is 70. It means the learning process is not effective so far, that's why the researcher needs to implement song to teach English for the students. The successful criterion of this research is when the students get an average score of 80. The researcher starts with planning, observing, acting and reflecting as the phase in classroom action research.

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Pre-cycle finding also showed the problem that faced by the students while learning English, some of the problem namely lack of concentration, bored, and no motivation in the learning process. These problems appear as the main cause that failure of students in mastering English comprehensively.

### **Cycle I**

Cycle I is the first cycle of this research, the finding of cycle I indicating the improvement of students English skills. The students score increase as the average score is 68 and the lowest score is 55 and the highest score is 75. The first cycle there is an increase but not significant one. And need to do more cycle of using song in teaching English for them. This cycle is the first time that the student giving the song to learn English, that's why they need to adapt first and knowing the learning process.

In the first cycle, students start to give more concentration and also motivation, and they also enjoy the learning process using song. This can be explained as their interaction during the lesson is increased. Totally different from the pre-cycle phase, where the students feel more, lack of concentration and motivation. Another finding of the first cycle, the students start to compete with their friends to do the best singer in classroom. This competition gives the students chance to build their self-esteem and trying to be the best among their friends.

### **Cycle II**

Second Cycle is the last cycle of this research, the score of students increased significantly. The students'

average score is 80 with the lowest score is 65 and the highest score is 85. The result of the second cycle showed the successful process of learning using song for the student. The students enjoy the learning process and love to sing a song during the lesson. No more students that feel bored, and their motivation and concentration also getting better.

From the second cycle it can be concluded that no additional cycle needed for this research, since the target of students average score is 80 as the target of this research. Second cycle finding also brought the student to explore more of their talent to sing a song. They start to practice more sing than ever.

From all the cycle, start with pre, first and second cycle it can be drawn the analysis that students skill from pre cycle till cycle II is increased with the use of song in learning process. The amount of increasing from the pre-cycle to cycle I is 8% from 60 to 68 of pre and first cycle. While the amount of increase from cycle I to cycle II is 12% of the first and second cycle. The total amount of increasing student English skill is 20% from pre-cycle till the last cycle of research process. The increasing of students English skill using song is proof that the research successful in improving students' skill.

### **CONCLUSION**

**T**he use of song in teaching English for Junior High School students succeed in improving the students' score from pre-cycle till the last cycle of the research process. The successful of song in teaching English also solve the students' problem as lack

of concentration, bore and lack of motivation. The students fully enjoy the learning process and the goal of learning process in giving meaningful learning for the students is already achieved.

Using song also open the talent for students to do more practice with their favorite music and builds their self-esteem and start to solve their own problem while learning a language especially English language. This research is one of the alternative ways that can be used by the teacher to give various teaching tools to provide the best learning practice for the students.

The study also brings a number of future studies for the next researcher. First, there a need to give various kind of teaching tools for the students to give proper learning for them. Second, the teacher needs to be more creative and innovative in finding the best way to teach their students. Third, failure is one step to get more success. The teacher needs to do trial and error as many as they can, so it will build the professional teacher for preparing the best learning process for the students.

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