

THE EFFECT OF SONG IN TEACHING ENGLISH

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ABSTRACT

This research aims at finding the effectiveness of using song in teaching English at Sulawesi flight college. The researcher applied pre-experimental method, with one group pretest and posttest design which employed speaking test to find out the students' speaking performance in terms of accuracy. The sample consisted of 40 students used purposive sampling technique taken from the population of the second semester students of Sulawesi Flight. The result of the data analysis indicated that there was significant difference of students' English achievement before and after being taught by using songs. It is proved by result of statistical analysis of the level significance 0.05 with degree of freedom (df) = $N-1 = 46-1 = 39$ which indicated that ($t_{-obs} = 4.06 > t_{-table} = (1.68)$). It can be said that there is a significant difference of achievement of the students after the treatment.

INTRODUCTION

The idea of using song in teaching English is not a new idea, but it is still favorite for the teachers and students, since the songs are always interesting for the people. Nihada and Alisa (2016) point out that Songs are one type of listening activity that has broad potential. Music and songs are important parts of growth and learning. Children love singing and teachers naturally use songs to teach them concepts and language in a fun way. Some important song characteristics are that the song is fun and can make students excited. However, the most important song feature is repetition. They not only contain patterns of language, but also develop listening skills, pronunciation and rhythm, and provide a pleasant atmosphere. Even if the teacher plays songs several times a day, most students may not be bored. In addition, songs are a very useful type of activity. There are so many aspects of language that can be delivered and recycled through the use of songs. They can be used at each stage of the lesson and there are many ways to include them in the lesson. Sometimes, they are used only as

fillers and warm-ups, sometimes as the main part of the lesson, but sometimes they are there to provide a pleasant atmosphere.

In addition, Anna (2016) states that Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of a language. This paper aims to verify these claims and confirm the effectiveness of using songs as a means to improve young learners' English language vocabulary and to determine whether songs influence young learners' motivation to learn English. The paper deals with theoretical explanations of young learners, listening skills, and different aspects of using and teaching songs. It also discusses how songs influence motivation and the connection of songs with some language learning theories. The analytical part of the paper explains the procedure and the results obtained from the pre-tests, post-tests and delayed tests for three different children's songs as well as from the questionnaire that was done in order to collect information about motivation provided by songs. The results showed that songs have a positive influence on vocabulary retention of young learners. Whatever setting is used, aural or aural/visual, the results prove that songs are suitable for different learning styles, they encourage positive learning experience, and enhance their knowledge. Songs aid motivation and help learners develop a love for language learning. Students motivated in this way are imaginative, creative, and eager to learn and succeed.

To conclude, one may say that songs and music are a valuable means to introduce to foreign language practice. Such sort of entertainment as music may be appropriate for students' learning process, subconscious, and fun. Not only do they make a lesson more interesting because of authentic language and breaking the routine, but they also develop learners' language skills in many fields. Without doubt music may bring certain benefits into the classroom. What is also worth mentioning is the proper selection of a song as well as the exercises which are planned to be used in a lesson. Although there is no one ideal method in foreign language teaching, songs can surely strengthen students' motivation towards language adventures.

Music has always played a big part in society because it has been presenting with people during important events and in many different places. Songs have also found niche in English classrooms. Nowadays, foreign language teachers find using songs and music useful, because

songs are perceived as motivating sources, thus beneficial in language learning. One of the aspects of a foreign language that may benefit from teaching and learning via songs is vocabulary. Teachers play a meaningful role while teaching vocabulary. They help their students expand and improve, and build a new stock words to choose from. Songs allow for interesting changes in the classroom, thus energizes learning activities. Since people find listening to songs as a good technique for learning a foreign language, thus in order to know what a song is about, they read and translate lyrics on their own. Subsequently, they learn new words subconsciously; it does not resemble a study. Additionally, many words in songs are repetitive and this makes them stay in mind. Tunes and lyrics infiltrates people's thoughts and they may stay in our memory for a long time. Hence, learning through songs may be a good method of vocabulary memorization because lyrics are sung repeatedly and catchy tunes help to remember them. It needs to be noticed that because of the easy access to music, everyone may benefit from it. What also speaks in favour of using songs in language teaching are the results from the study. The outcomes of the post-tests presented that the students who were stimulated by music achieved better results. To sum up, the author has shown that music and songs may foster lexicon memorization, but it does not negate introducing new vocabulary without songs' accompany.

Ritsumeikan (2011) Songs play an important role in the development of young children learning a second language. A testament to this is the frequency with which songs are used in English Language Teaching classrooms all over the world. This paper begins by looking at why songs can be considered valuable pedagogical tools. In particular, it will discuss how songs can help learners improve their listening skills and pronunciation, and how they can be useful in the teaching of vocabulary and sentence structures. The author will also discuss how songs can reflect culture and increase students' overall enjoyment of learning a second language. The author will then attempt to show, through practical examples, how songs can be used as language tasks. Finally, the paper aims to explore how classic songs for children can be adapted to suit a particular theme or part of the curriculum a teacher might wish to teach.

The first purpose in presenting this paper is to state a case for developing songs from activities into language learning tasks. The second purpose is to highlight how, with a little initiative, teachers can adapt children's songs to better suit their teaching goals. Songs can be

used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable. Unfortunately, despite these advantages, simply singing songs will not teach learners how to communicate in another language. Using songs as tasks might be one way of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools. Adapting existing children's songs is one method that teachers can use to increase their repertoire of songs, thus giving them more opportunity to use songs in their teaching contexts.

Shen and Gongshang (2009) found that using English songs in ELT can be justified on the grounds that it will emancipate full mental and affective power in language learning and promote language awareness. Listening to songs can knock down the learner's psychological barriers, such as anxiety, lack of self-confidence and apprehension as well as fire the learner's desire to grasp the target language. Pedagogically, effective learning consists in active engagement with language. English songs are wonderful materials in this respect. EFL learners are easily moved and motivated by the singers, the music, the variety of rhythm, and the popular themes. Furthermore, songs are comprehensible, enjoyable, authentic and full of language we need in real life. These intrinsic merits that songs possess also recommend themselves as effective materials of instruction in EFL classrooms. If used properly by the teacher, English songs are excellent means whereby EFL learners will cultivate interests and high motivation in the target language as well as develop linguistic intelligence and language awareness.

Shen and Gongshang (2009) point out that music and song can be facilitate first as stimulation of affective learning by songs. Using English songs in EFL classrooms can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interests and motivating them to learn the target language. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxed. Secondly, Songs can promote language awareness. Songs serve as the very source of such target language use that helps to promote students' language awareness in learning English as a foreign language.

Lems (2018) states that music offers special benefits for those learning a new language. As you probably know from your own study of English or other languages, listening to songs and singing is a natural and enjoyable way to practice new sounds, words, and phrases. In fact, learning a song or musical instrument is analogous in many ways to learning a language. We are required to produce and employ a repertoire of specific sounds, learn new patterns and rules, and master the “syntax” of songs and compositions. As musicians become more proficient, they—like language learners—make ever-closer approximations of the target sounds until they reach a level of ease and enjoyment, or “fluency.” Some forms of music, such as pop songs, work especially well for teaching English language learners (ELLs).

Tim Murphey, in his classic book, explored why pop songs seem so effective in teaching English to ELLs (Murphey 1990 cited by Lems , 2018)). He found that pop songs have the magic combination of high-frequency words, repeated often, and the use of first and second person. As a result, listeners feel personally and emotionally involved with the songs (Murphey 1990).

Based on the previous discussion, therefore the author would like to investigate the effect of Songs in Teaching English.

RESEARCH METHOD

The design of the research was quasi experimental design. It consists of two groups (experimental group and control group. Both experimental and control group were given pre-test and post- test. The Pre-test was administrated to find out the students’ achievement before the treatment while the post-test was to find out the achievement of the students after giving the treatment (designed exercise task).

This research has one dependent variable and one independent variable. Dependent variable is as the central variable of the research or the presumed effect on which the independent variable act. The dependent variable of the research is the students’ achievement. While, independent variable is the selected and systematically manipulated variable or as presumed causes. The independent variable of the research is the using of song.

Instrument used was achievement test of English aiming at identifying the students’ achievement before and after the treatment. The achievement test is objective type test which

was employed at the beginning of the teaching as pretest and at the end of the teaching period as posttest. The test was focused on English achievement.

The students were given treatment by using song in teaching English. The treatment was carried out for students of Sulawesi Flight college class A as an experimental group in four meetings, and each meeting took place 90 minutes.

FINDINGS AND DISCUSSION

The research was conducted for two months, divided into four sections, namely: observation, preparation of administration, research of the application of teaching including pre- test and post- test, treatment and research report. In this research the researcher took 46 students as samples. Those students were randomly divided into two groups, 23 students were put as experimental group which taught by using songs and other 23 students were put as control group which taught without using songs. Based on the data analysis, it can be presented the descriptive and inferential statistics of research result in the following table.

Table 1. The rate percentage of the control group's achievement on English before the treatment (Pretest)

No	Achievement Classification	Score	Frequency	Percentage
1	Excellent	3.6 – 4.0	0	0
2	Very good	3.1 – 3.5	1	4.4
3	Good	2.6 – 3.0	1	4.4
4	Fairly good	2.1 – 2.5	2	8.7
5	Fair	1.6 – 2.0	10	43.5
6	Poor	1.1 – 1.5	5	21.7
7	Very Poor	0 - 1.0	4	17.4
Total			23	100.00

The students' achievement for control group on can be seen in the table 1. It can be said that 4.4 percent students gained very good classification, 4.4 per cent gained good, 8.71

percent students reached fairly good and 43.5 percent students got fair classification, 21.7 got poor classification. And very poor 17.4 percent students got very poor classification. It means that the students' achievement on English in the control group was under average level.

The students' achievement for Experimental group before the treatment can be seen in the table 2. It can be said that 4,4 percent students gained good classification, 8,7 per cent gained fairly good, 39,1 percent students reached fair and 39,1 percent students got poor classification and 8,7 percent students got very poor. It means that the students' achievement on English in Experimental group was under average level and it was lower than control group.

Table 2. The rate percentage of the experimental group's achievement on English (Pretest)

No	Achievement Classification	Score	Frequency	Percentage (%)
1	Excellent	3.6 – 4.0	0	0
2	Very good	3.1 – 3.5	0	0
3	Good	2.6 – 3.0	1	4,4
4	Fairly good	2.1 – 2.5	2	8,7
5	Fair	1.6 – 2.0	9	39,1
6	Poor	1.2 - 1.5	9	39,1
7	Very Poor	0 - 1.0	2	8,7
Total			23	100,00

The Mean Score of the standard deviation.

The mean score obtained through pretest of the control group and experimental group were not in the high level (17.00 for control group and 16.43 for experimental group), while the standard deviation of both control and experimental groups were also low enough (5.70 for control group and 4.02 for experimental group).

Table 3. The means score and standard deviation for pretest of the students' Achievement

No	Group	Mean Score	Standard Deviation
1	Experimental Group	16.43	4.02
2	Control Group	17.00	5.70

The difference of the students' achievement on English before treating both control group and experimental one, the pretest was conducted in order to know the students' achievement on English and to recognize whether or not they had the same level.

The data shows that the t- observation was lower than the t-table at $\alpha = 0.05$ of significance and at 44 degree of freedom ($t - \text{obs} = 0.39 < t - \text{table} = 1.68$). It can be said that there was not significant different of achievement of the students before the treatment.

Table 4. The t-test value of the students' achievement on English before the treatment.

No	Test	t- obs	t- table
1	Pretest	0.39	1.68

The students' Achievement for Control Group after the treatment (posttest)

The students' achievement for control group on the English can be seen in the table 5 as follows:

Table 5. The rate percentage of the control groups' achievement on English for Travel after the treatment (Posttest)

No	Achievement Classification	Score	Frequency	Percentage %
1	Excellent	3.6 – 4.0	0	0
2	Very good	3.1 – 3.5	5	21,7
3	Good	2.6 – 3.0	4	17,4
4	Fairly good	2.1 – 2.5	3	13,0

5	Fair	1.6 – 2.0	10	43,5
6	Poor	1.3 – 1.5	1	4,4
7	Very Poor	0.0 - 1.0	2	8.7
Total			23	100

Based on the table, it can be said that not student got excellent classification, 21,7 per cent students gained Very good classification, 17,4 per cent gained good, 13,0 per cent students reached fair good and 43,5 per cent students got fair classification. It means that the students' achievement on English for Travel in the control group was in average level.

The students achievement on English for experimental group after the treatment (posttest)

The students' achievement for Experimental group on the English for Travel can be seen in the table 8. It can be said that 26,1 percent students gained excellent classification., 21,7 per cent gained very good. 26,1 per cent students reached good and 26,1 percent students got fairly good, and no student got fair, and poor classifications. It means that the students' achievement on English for Travel in the Experimental group was in the very good level and it was higher than control group.

Table 6. The rate percentage of the Experimental group's achievement on English (posttest)

No	Achievement Classification	Scores	Frequency	Percentage %
1	Excellent	3.6 – 4.0	6	26,1
2	Very good	3.1 – 3.5	5	21,7
3	Good	2.6 – 3.0	6	26, 1
4	Fairly Good	2.1 – 2.5	6	26,1
5	Fair	1.6 – 2.0	-	0,00
6	Poor	1.1 – 1.5	-	0,00

7	Very Poor	0 - 1.0	-	0,00
Total			23	100

The mean Score and standard deviation. The mean score obtained through posttest of the control group was 23.70 and experimental group was 30.52, while the standard deviation of control group was 6.41. And experimental group was 4.90.

Table 7. The mean score and standard deviation for posttest of the students' achievement.

No	Group	Mean Score	Standard Deviation
1	Experimental Group	30.52	4.90
2	Control Group	23.70	6.41

The difference of the students' achievement on English after the treatment (posttest).

After treating both control group and experimental one, the posttest was conducted in order to find out the students achievement on English.

The data shows that the t-observation was higher than the t-table at $\alpha=0,05$ of significance and at 44 degree freedom ($t\text{-obs} = 4.06 > t\text{-table} = (1.68)$). It can be said that there is a significant difference of achievement of the students after the treatment.

Table 8. The t-test value of the students' achievement on English after the treatment.

No	Test	t- obs	t-table
1	Posttest	4.06	1.68

This part discusses the students' achievement on English by using Songs. The application of song in teaching English can improve the students' achievement on English. It can be seen from the result of t-test analysis, t-obs is $4.06 > 1.68$ at 0.05 level of significance and at 44 degree of freedom. The mean score of achievement of the students taught without using songs that is 23.70 smaller than the students taught by using songs is 30.52. It means that the teaching result is different between the students taught without using songs and those

who were taught by using conventional method. Therefore, the null hypothesis (Ho) was rejected and of course, the statistical hypothesis of (Hi) was accepted. It can be said that Using songs was able to change the students' achievement into the better achievement.

Furthermore, based on the research findings, the students' achievement taught by using songs is relatively good, because 26.1 percent students gained excellent, and 21.7 percent students gained very good and 26.1 percent students got good. It is proven that the song is significantly effective to use in teaching English. Otherwise, the students' achievement taught without using songs improved but only to average level. It can be proven that 21.7 percent students gained very good classification, 17.4 percent gained good, 13.0 percent students reached fairly good and 43.5 percent got fair and 4.4 percent got poor classification. This data indicate that the two techniques are significantly different in improving the students' achievement on English.

In line with this findings, Rasyid states that to obtain the successfulness of the English teaching and learning process, there are some principles that should be implemented, namely: (1) the number of the students should be small, in order to give chance to the learners have fluency and to use English in the classroom; (2) the frequency of the meeting should be intensive; (3) the availability of learning center and library in which the learning material are available and meet the learners need so that they can be interested and prepare them to learn optimally; (4) the learner should have high motivation in learning; (5) the learner's native language should be a media of their English learning; (6) The English teacher should be professional and qualified.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis in the previous chapter, the researcher concluded some conclusions that task based approach is the one way from any other to improve the students' English achievement as follows:

1. The achievement on English for Sulawesi flight college students class A of Sulawesi flight college for experimental group by Songs significantly because some students got excellent, very good and good level classification.

2. The achievement on English for students class B of Sulawesi flight college taught without using Songs is not significantly improved because some students got fair and poor levels of classification
3. There is significant difference of the achievement on English between students who were taught by using Songs and students who were taught without using songs. Therefore, using song in teaching English can improve the students' achievement.

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