
Increasing Students' Motivation in Learning English through Song at Elementary School

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Abstract

The aim of this research is to increase the motivation of elementary school students at SDN Dau Jetis Malang. At this school, English is one of the subjects that students don't like because it is difficult to understand every vocabulary spoken by the teacher. This school was also used as a research object because the location of this school is quite accessible from the city. The reason for the lack of knowledge regarding vocabulary in English is understandable because elementary school students still do not realize the benefits of studying a foreign language such as English. Here researchers increase students' motivation in learning English by using songs. Songs are known to have great power to attract attention and increase student activity in class. This is proven by the extraordinary activities in the English class. The songs given are children's songs that students often hear so that students understand the melody they hear. The researcher gave 3 songs such as five little ducks for counting songs, twinkle-twinkle little stars for calm songs and ABC song for pronouncing the alphabet. These three songs have been proven to increase students' motivation at SDN Dau Jetis Malang in learning English. the class becomes livelier and more colorful. Increasing students' motivation to use songs to learn English has proven successful for elementary school students and it is hoped that English teachers can improve their ability to use English songs for children.

Keywords: Motivation; song; children

1. INTRODUCTION

To promote more effective international collaboration, English must be made the official language of all international organizations. It's

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becoming more and more obvious that English dominates international communication (Xhemaili, 2022). In (Dutta, 2020) One of the most influential languages in the world is English. Despite being the native tongue of Britain, it is now considered a universal language. The English language has a strong influence on many facets of life, including the cultural, social, political, and ethical spheres. Aside from this, English has evolved into a necessary language for business, law, education, and offices. It is also very valuable to authors as a non-native language. These days, English is widely used in many of the commercial and cultural domains dominated by the nations that were directly impacted by British imperialism, in addition to the ones that were not. As such, knowing it is both helpful and even essential. People choose to study English as a second language all around the world because they believe it is vital to learn. English is taught in schools in many countries as a second language, and students begin studying it at an early age (Aziza, 2020).

Every school definitely has shortcomings in the teaching and learning process and SDN DAU Malang is also not immune from these shortcomings. Here, students have low motivation to learn a foreign language such as English. This is known from the explanation of the English teacher who finds it difficult to convey material in class even though the material has been taught many times. The memorization method has also been implemented but students' desire to be more active in class is still minimal. This is where researchers use the song method to increase the motivation of students at SDN DAU MALANG. Because songs have their own pleasure for everyone. The vocabulary possessed by students at SDN DAU Malang is very limited, this is due to low motivation in learning, and this is proven when the teacher asks for some simple vocabulary that has been taught but the students have difficulty

answering it. So, the aim of the researchers here is to increase student motivation which has an impact on increasing the vocabulary that students have. For those just starting out, studying English is essential in order to prepare them for the future. The languages of science, aviation, computing, diplomacy, and tourism are all in English. It also explains that chances for practicing context-specific communication skills must be provided in addition to establishing English language entrance requirements (Chan et al., 2022). Thus, language is a means of communication for humans. It encourages people to regularly learn English. The only language that is practically utilized in every industry, including business, engineering, tourism, science, education, and information and technology (Mehrajuddin & Wani, 2022). Every nation has its own official language, which is spoken and understood by its citizens in various places. Some languages are spoken by millions of people, while others are only spoken by a small number of people. Given that English is the most widely used language in the world, its significance cannot be downplayed or overlooked. One of the languages that is most widely used worldwide is English (Ilyosovna, 2020). There are several ways to teach vocabulary, and one important technique is to teach vocabulary through context. Teachers employ a wide range of extracurricular activities, games, dances, riddles, and songs, among other auxiliary resources (Tedoradze, 2021). (Liuta et al., 2019) It is predicated on the application of gamification, competency building, didactic transposition, and emotional intelligence ideas in education. Research indicates that students' motivation for creative learning in an undergraduate hydraulics curriculum can be enhanced by encouraging them to write original stories, tales, poems, and songs that highlight the fundamental ideas of fluid mechanics, hydraulic drive machinery, and

hydraulics. Thus, it was successful to increase students' enthusiasm and learning engagement through the use of new media in the form of learning films, song composition, and joy lot activities (Faot, 2023). Fostering creativity in the instruction of foreign languages gives pupils the chance to improve their language proficiency and learn more motivatedly. Folklore resources are used to provide real-world examples (songs, tales, etc.) (Ševečková, 2016). Songs are excellent learning tools for linguistics, affective/psychological studies, and cognitive development, among other subjects. Songs and music can help with comprehension and retention, offer chances for children to practice oral language, expose them to the target culture, have emotional and social consequences, and create a genuine, relevant environment (Manuputty, 2021). SDN Dau Malang has enormous potential to increase motivation in learning to learn English. Because the more opportunities provided, the greater the impact on students' knowledge. Problems that often arise in English classes are due to lack of motivation for students. Low motivation results in a low desire to learn English. Song media is used to increase students' motivation to learn

2. LITERATURE REVIEW

There are numerous methods for teaching vocabulary in the approach, but one of the most crucial ones is the use of music and songs, as songs have a significant positive impact on students' enthusiasm and engagement. Accent, motivation, attitude, and pronunciation are all greatly improved by music. Songs are a valuable tool for helping pupils improve their speaking, listening, reading, and writing abilities. For this reason, using music as a teaching tool is crucial. In the process of teaching a second language, they are very important.

Motivation is undoubtedly an important factor in learning foreign languages. Yet, in English as foreign language context, like Indonesia, especially in West Kalimantan, not all students are motivated to learn English, a compulsory foreign language for secondary students. Thus, it is a necessity that teachers know how to increase students' motivation (Riyanti, 2019).

Song is a part of a person that can influence the emotions and thoughts. Nowadays millennial generation really like songs both to listen to and sing, especially western songs that are currently become hits songs. Previous studies have examined a lot about the effectiveness of using songs in learning English for young children (Bisena, 2021). Songs are affective/psychological resources. Apart from being fun, songs are also able to motivate students as well as foster a positive attitude towards English. Songs are not scary or threatening for students. Even songs can help increase students' self-confidence. As proof that they have mastered something in English, students can proudly sing English songs in front of their parents. In learning a language, there are 4 main skills that must be taught and must be mastered by students, namely: listening, speaking, reading and writing. By using song students able to use physical movement, channels excess student energy, trains memory, coordination and concentration, develop vocabulary, grammar, present jovial atmosphere, and provides natural word repetition, pronunciation practice, memory training and practice making predictions. We can use songs to teach students these 4 skills. Songs can serve as effective teaching tools when used in English language classes. Children's worlds are filled with songs, and they like singing them. They take great pleasure in repeating rhymes and choruses in time. They also like dancing, clapping, tapping their feet, and moving to the beat. Children's emotions, minds,

and bodies are therefore inherently connected to music and movement. Since young learners frequently use songs and movement to engage the class, teaching young learners must be enjoyable for everybody involved. Teaching young students with music and dance is one of the best methods available. It's critical to make studying engaging for kids, particularly for younger students learning English as a second language. Additionally, songs can help learners with the four skills of speaking, reading, writing, and listening. Songs have several advantages for language learning, especially when used in classes with young English language learners.

A second language is learnt after one is able to speak and has absorbed knowledge, which influences him in learning a second language. Most of us believe that children are better than adults at learning a second language. This statement is supported by common observation stated that young second-language learners seems to be able to learn another language quickly by exposure without teaching (Suryantari, 2018). Children's perspectives can be developed through song-based learning, as the lyrics of songs often reflect the facts of reality. According to cognitive theory, this is a stimulus-response learning method that concentrates on how pupils think (Shinta Bella & Respati, 2021).

3. METHODS

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4. RESULTS

The results of the research show extraordinary progress for students at SDN Dau Malang. This progress can be seen starting from good communication between researchers and students, students' interest in the songs used and the enthusiastic attitude shown by students after the

songs were practiced in class. The first song five little ducks for learning to count songs gives the results:

No	TITTLE	Liric	Result
1	FIVE LITTLE DUCKS	<p>Five little ducks went out one day. Over the hill and far away. Mother duck said, "Quack, quack, quack." But only four little ducks came back.</p> <p>1, 2, 3, 4.</p> <p>Four little ducks went out one day. Over the hill and far away. Mother duck said, "Quack, quack, quack." But only three little ducks came back.</p> <p>1, 2, 3.</p> <p>Three little ducks went out one day. Over the hill and far away. Mother duck said, "Quack, quack, quack." But only two little ducks came back.</p> <p>1, 2.</p> <p>Two little ducks went out one day. Over the hill and far away. Mother duck said, "Quack, quack, quack." But only one little duck came back.</p>	<p>physical movement, channeling students' excess energy, training memory, coordination and concentration, developing vocabulary, grammar and present a cheerful atmosphere. Strengthen the concept of numbers, counting (add, subtract), train memory, concentration, coordination, vocabulary, grammar</p>

		<p>1.</p> <p>One little duck went out one day. Over the hill and far away. Mother duck said, "Quack, quack, quack, quack, quack." But none of the five little ducks came back.</p> <p>Sad mother duck went out one day. Over the hill and far away. Mother duck said, "Quack, quack, quack, quack, quack." And all of five little ducks came back.</p> <p>Five little ducks went out one day. Over the hill and far away. Mother duck said, "Quack, quack, quack, quack, quack." And all of the five little ducks came back!</p>	
2	<p>TWI NKL E - TWI NKL E LITT LE STA R</p>	<p>Twinkle, twinkle, little star How I wonder what you are Up above the world so high Like a diamond in the sky Twinkle, twinkle, little star How I wonder what you are</p>	<p>Physical movement, channels excess student energy, trains memory, coordination and concentration, develops vocabulary, grammar and brings a cheerful atmosphere, studying body parts. Telling stories, providing an understanding of narrative, training memory and logical thinking, developing insight into geography and history (learning something about</p>

			the world)
3	ABC	A - B - C - D - E - F - GH - I - J - K - L - M - N - O - PQ - R - S - T - U and V,W - X - Y and Z Now I know my A - B - C's Next time won't you sing with me?	Physical movement, channels excess student energy, trains memory, coordination and concentration, develop vocabulary, grammar, present jovial atmosphere, Provides natural word repetition, pronunciation practice, memory training and practice making predictions

4. DISCUSSION

From the results of this research it can be formulated that songs are able to motivate children to learn foreign languages, especially English. Where English is expressed in 3 song choices, namely five little ducks, twinkle-twinkle little star and ABC song. Songs can be used in various types of learning activities, for example as a warm-up atmosphere, to fill the transition between one activity and another, to close an activity, to introduce a new language, to practice language, to improve language, to change the atmosphere/mood, to attract attention, to channel excess student energy. At the meeting, the researcher returned to sing the song of five little ducks, twinkle-twinkle little star and ABC songs.

In five little ducks song, Researcher repeats the song 3 times by using movement and during the class researcher can see students using their skills physical movement, channeling students' excess energy,

training memory, coordination and concentration, developing vocabulary, grammar and present a cheerful atmosphere. Strengthen the concept of numbers, counting (add, subtract), train memory, concentration, coordination, and vocabulary.

In *twinkle - twinkle little star* the researcher sings a song for 3 times and asked the student to participate singing together to get the meaning of the song. The researcher used physical movement to train memory, coordination and concentration, develops vocabulary, grammar and brings a cheerful atmosphere, studying body parts. Telling stories, providing an understanding of narrative, training memory and logical thinking (learning something about the world).

In the ABC song. Analyst rehashes the primary 10 letters of the letter set in arrange to be memorized effortlessly by the understudies. Based on it understudies some of the time say letter set letters in Indonesian spelling. In this manner, the analyst at that point recognizes the sound of letter set in English and Indonesian letter by letter with the point that understudies can recognize and articulate the English letter set and the sound of letter set within the Indonesian. In this way, the analyst replays the complete in sequential order melody, understudies started to appreciate and articulate each letter accurately. At this assembly, analyst survey students' capacity one by one by inquiring the sound of the letters in English. Numerous of the understudies can reply to each address inquired accurately. Amid the letter set learning prepare utilizing the media tunes, understudies seem very enthusiastic and energetic to take after the learning stages displayed by instructors at the primary, moment and third assembly. In expansion, understudies are able to listen straightforwardly English elocution said by local speakers, understudies can also see the pictures of letter set letters that move to the rhythm of

music. For youthful children, it is usually exceptionally fun and can draw their consideration to memorize. In expansion, understudies can effectively learn a remote dialect without feeling overpowered as they appreciate learning by using the melodies. The results obtained are in line with the findings of several other previous researchers. According to (Sitepu et al., 2023) in his research entitled “Improving the students’ motivation in learning vocabulary using song lyrics” in which the article study aims to increase the students' motivation in learning vocabulary using song lyrics in the seventh grade of SMP Citra Bangsa. It proved that song lyrics are worth implementing in teaching vocabulary. It is supported by the results of observations which showed an increase in terms of students' motivation in learning vocabulary. The results of the questionnaire also showed an increase in the number of positive questions. While the number of negative questions decreased. Thus, it can be concluded that there is a significant increase in motivation and vocabulary achievement of seventh grade students of SMP Citra Bangsa after they are taught to use song lyrics. Teaching English with songs has been proven to increase students' motivation and abilities. other researchers who have research in the same field, namely (Orellana-López & Guamán-Luna, 2022) in their research entitled “Songs to encourage English speaking in students” The results of the application of a ten-question questionnaire show that students prefer the use of songs in English to participate and get actively involved in classroom activities. The importance of using tools other than traditional ones to motivate and encourage students to learn English as a second or foreign language is confirmed. In the article of (Zulfa et al., 2019) entitled “Teacher’s perspective toward the use of song in English language classroom” which is the study aims to know the advantages of using a song based on the

teacher perspective and the limitation in applying in the classroom. It has also given result that the advantages of the song as media increase the students' motivation and interest in learning English. Besides, as materials, songs are easy to get and to present in the classroom. These findings provide real support that songs can increase children's motivation in learning English.

5. CONCLUSION

In fact, teachers often complain that it is difficult to structure their lessons. For example, because students move or play too actively during class, it is difficult for them to organize themselves, they get bored easily and become unmotivated and have difficulty concentrating, or because they disagree with students' opinions, friends etc. On the other hand, students often become less satisfied and engaged in learning English because teachers' explanations are too structuralist. This may be because English teachers in elementary schools have not mastered the skills to teach English as a foreign language to children, or simply do not have sufficient knowledge to teach English to children. Songs make a great learning resource for your English lessons. Teachers at elementary school English teachers are aware of this and can make the most of it to further improve the quality of language learning. Using textbooks alone is not enough. Teachers are expected to be creative in planning classroom activities to help children enjoy English. Because this feeling of joy is a very important basic element to make learning English skills more satisfying. Five little ducks, twinkle-twinkle little star and ABC, these songs can clearly prove that children in the class are able to accept English as a fun language because they are motivated by the media used. Students at SDN Dau Jetis Malang are able to sing songs that are presented well and express them according to expectations.

Based on several findings regarding English language research, it can be concluded that English can be taught with pleasure and skill where students in class and outside of class can learn English without difficulty. There are many supporting factors that can improve the quality of learning, one of which is the media used. At SDN DAU Malang, researchers used 3 songs to increase students' motivation to improve their English vocabulary like previous researchers who had used them.

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