

The Effectiveness of Using Kids Song to Teach Listening on Young Learner Viewed From Students' Motivation

Chusnul Chotimah, Tauricha Astiyandha

Universitas Islam As-Syafi'iyah , Jl. Jatiwaringin Raya no 12 Pondok Gede, Jakarta Timur, Indonesia, Email: chusnul.fkip@uia.ac.id, taurichaa@gmail.com

Abstract

This study aims to investigate the effectiveness of using kids songs to teach listening on young learner viewed from students' motivation at Azhar Tahfidz. The importance of implementing songs in teaching English as a second language (ESL) showing that they can be very effective in developing student's listening. By using kids song, students are expected to understand more in listening. Song are appreciated for their linguistic, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of language. This paper deals with theoretical explanations of young learner listening skills. It also discusses how songs can influence motivation for English language listening. The participants were two different groups from Azhar Tahfidz. Their motivation was examined with and without implementing song. Analysis of the data using a t- test suggested that using songs in teaching English for young learners was significantly effective in raising their motivation to learn the language. The participants were students of fourth grade. In total, they were 28 students divided into two groups 14 students in a control group and 14 in an experimental group. They were almost at the same age 9 years old. They were 9 males and 5 females in the control and 8 males and 6 females in the experimental group.

Keywords : *kids songs, young learner, motivation*

Introduction

In learning English there are four skills that should be mastered by the students, those are listening, reading, speaking, and writing. Listening is important skill which must be learned and mastered by everyone. English has become a very important language in the world. People realize the importance of learning and teaching English for their kids as well as for themselves. Because of this importance, children start learning English using different materials and teachers try to imply strategies which make learning English interesting and enjoyable. In teaching and learning activities the role of motivation is very necessary. Motivation for student to develop activities initiatives, can direct and maintain perseverance in conducting learning activities. Motivation of young foreign language learners needs to be built gradually, making sure that the target structure are introduced in an easily attainable order. For this reason, songs serve as a perfect medium for achieving motivation. By using song, children can get the feeling of success on an individual level, but also as being part of a group.

One of the best ways to create that atmosphere is to make the anxiety-free environment through interesting activities. Kids' songs are included as one of the fun activities which serve as useful tools for listening that does not have pressure on students to produce the language and learn it. Songs are one type of listening activities that have a lot of function. Music and songs are an essential part of growing and learning. Children love to sing and almost the teacher naturally uses songs to teach them English language in a fun way in the class. The most benefit of songs is that they are fun and can keep the students excited and spirited to learning. However, the most important feature of songs is repetition. They contain pronunciation, language pattern, rhythm, vocabulary, but also develop listening skills and provide a fun atmosphere. Even the teacher, repeating the songs multiple times a day, the students probably would not get bored. There are so many aspects of a language that can be delivered and recycled through the use of song. They can be used at any stage of a lesson especially for young learners. Sometimes, they are used as warm-ups, sometimes as the main part of a lesson, but sometimes they are there to provide a fun atmosphere.

Murphey (1990) suggests that many English teachers have long recognized that song and music work well in language classes. The statement shows that teachers can use song as a strategy to overcome the students' difficulties in listening and improve their listening ability. Creative teachers can also use songs to teach English through songs since they provide a break from the textbook and workbook. It is new and interesting for them. Therefore, with this situation, they will be motivated especially in learning listening. According to the expert, this research aimed to investigate the use of songs in teaching students' listening. Furthermore, the researcher expects that this research will give contribution to the practice of listening teaching and learning in the future.

Literature Review

Definition of Listening

In this chapter several different literatures on the listening comprehension process, songs and young learners' songs in teaching English for young learners and song as a motivation source. Moreover, it shows songs have a strong influence on young learners and their motivation to learn English. Listening comprehension is the most important skill in language learning. If we can achieve a high level in comprehension, all other skills will follow.

Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues.

Importance of Song

Songs are flexible. They are the product of culture, share values, commitment, responsibility, customs, love, traditions, history, and the characteristics of a spoken language. They can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can improve young learners' listening, pronunciation and speaking skills as well as their grammar (Murphey, 1992). In addition to this, using songs is considered a type of the active learning strategy which proves to be really effective in teaching foreign languages.

Song and Young Learner

Millington (2011) examined the way in which songs should be used in teaching English for young learners and he found that using songs as task will help learners to transfer words from these songs into daily use and can increase songs repertoire. Aguirre, Bustinza and Garvich (2016) investigated the importance of using songs in teaching English for young learners in Peru. They used the observation and the questionnaire for two groups of students one with songs and the other without songs. They found that songs had a positive influence on student motivation to learn the language.

Songs as motivation source

Songs in language learning become an alternative for can arouse students' motivation in the learning process. Through songs, the learning atmosphere becomes more fun, and more student motivated to be active in the learning process.

Motivation is considered one of four major elements of learning which are:

1. Curriculum 2. Readiness 3. Intuition 4. Motivation (Bruner : 1977). Motivation is essential in learning languages. Educator's planning should use innovative tools that will ensure that the learners will set a task which is challenging and realistic to keep them involved up to the end. (Israel:2013). This paper tackles one of these types which is using songs and investigates its influence on young learner's motivation.

Methodology

This study was conducted in **Azhar Tahfidz**. The participants were students of fourth grade. In total, they were 28 students divided into two groups 14 students in a control group and 14 in an experimental group. They were almost at the same age 9 years old. They were 9 males and 5 females in the control and 8 males and 6 females in the experimental group.

Findings and Discussion

The following table shows students perceptions and attitudes about classes in which songs were and were not used for each group. In most questions the difference in student's perceptions can be simply noticed between the two groups. students in the experimental group liked English class where songs were performed, and their attitudes were positive.

Table (1) Attitudes of third grade students about their English classes with and without song.

Do you like learning English	Without songs	With songs
	Group A , N = 15%	group B , N=17%
No , or a little bit	(% 30)	2 (% 15)
I dont know	0%	1 (% 8)
I like it	(% 60)	(% 80)

Do you like participation in English classes?		
No , or a little bit	(% 18)	(% 9)
I dont know	(% 19)	0 %
I like it	(% 70)	11 (% 90)
How did you find this class?		
I did not like it	(% 20)	(% 15)
I dont know	(% 5)	0 %
I like it	(% 50)	(% 80)
What is the most interesting thing about English classes?		
Reading stories	(% 8)	(%17)
Writing exercises	(% 17)	(%17)
Singing songs	(% 15)	(%35)
Watching videos	(% 25)	(%25)
Acting sketches and speaking	(% 17)	(%25)
Do you think English is important?		
No , or a little bit	(% 4)	(% 8)
I dont know	(% 8)	0 %
Yes , I do	(% 70)	(% 90)

Discussion

Table 2 T-test results to examine the differences in the average between the experimental group and the control regarding the effect of the using songs on student's motivation of towards learning English.

Group	Number	Means	Std. Deviation	df	t	Sig.
Control group	14	6.00	2.05	25	-1.50	0.02
Experimental group	14	7.50	1.65			

Conclusion

This study investigated the use of the Effectiveness Kids Song to teach Listening on Young Learner viewed from students' motivation. This study also examine student's attitudes towards the use of kids song as their learning motivation. This strategy to increase the students' motivation for listening and students can prefer English lessons and assume learning English is not difficult. With this method the students can learning English while playing in order to find out how active students are in learning. In this lesson the teacher practices it through singing and media images that are fun in learning so that students are happy in this teaching practice. As well as listening comprehension which includes various processes involved in understanding and understanding spoken language. As well as listening comprehension also involves significant memory demands to trace the causal relationship revealed in the discourse.

Several different literatures to listening comprehension process, songs and young learners songs in teaching english for young learners and song as a motivation source. Moreover, it shows songs have a strong influence on young learners and their motivation to learn English.

1. Listening Comprehension
2. Song and young learner
3. Songs as motivation source

References

Aguirre, D. Bustinza, D & Garvich, M.(2016). Influence of songs in primary school student's motivation for learning English in Lima, Peru'. *English Language Teaching*,

Drbseh ,M & Hasan, M. (2013). 'The spread of English language in Jordan'. *International Journal of Scientific and Research Publications*, 3(9): 2013

Krashen, S.(1983). *Principles and practices in second language acquisition*.

Kuśnierek ,A. (2016). 'The role of music and songs in teaching English vocabulary to student's. *World Scientific News*, 43 (1): 1-55

Madani, D & Mahboobeh, M.(2016). 'The effect of songs on vocabulary retention of preschool young English language learner's. *International Journal of Research Studies in Language Learning*, 6 (3): 63-72

Millington, N.(2011). 'Using songs effectively to teach English to young learner's. *Language Education in Asia*, 2(1): 134-141.

Murphey, T. (1992). 'The discourse of pop song's. *Tesol Quarterly*, 26(4):770774.

Oxford: Pergamon Press.

Ulate, N.(2007) 'Using Songs to Improve EFL Student's Pronunciation'. *Letras*,2

<https://kampuninggrispare.info/tips-memudahkan-anak-belajar-bahasa-inggris-lewat-lagu/>

<https://squline.com/belajar-bahasa-inggris-lewat-lagu/>

<https://journal.lppmunindra.ac.id/index.php/Faktor/article/viewFile/382/364>