



Maximized The Young Language Learners' Motivation Via Songs and Increasing Their Speaking Skill Ability

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Abstract

This article is aimed to describe the advantages of why songs are important to support the English language learning process. This article also explains the position where English is learned as the foreign language in Indonesia. Songs are learning resources with many advantages, including linguistics resources, affective/psychological resources, and cognitive resources. Songs can be good learning sources as teaching media for English language classes. As the world of children goes with songs and like to sing it. They love saying chants in rhythm and enjoy repeating phrases that rhyme. Moreover, they enjoy moving to the rhythm, clapping hands, tapping the feet, and dancing. Therefore, music and movement naturally connect to children's hearts, minds, and bodies. Teaching young learners has to be enjoyable for the classroom as young learners often use songs and movement to engage children in the class. Using songs and movement is one of the best ways to teach young learners. Making the learning process interesting for children is important, especially for young learners who learn English as a foreign language. Songs can also support the four skills for the learners such as speaking, reading, writing, and listening. Another language advantages are that pronunciation, vocabulary, and grammar are provided in learning through songs. It is such a duty for teachers to create a fun and enjoyable atmosphere in teaching. Using the textbook is no longer efficient for teaching young learners nowadays. The teacher tends to be more creative and tend to find more variation in delivering teaching materials, whether using songs from the internet, CD or tape recorder, or television. There are several benefits for language learning using songs for young English learners' classes. Music and songs can do the following: provided authentic, meaningful context, introduce children to the target culture, emotional and social effects, provide opportunities to practice oral language, Aid in retention and comprehension.

Keywords: *Motivation, creative, song, advantages, speaking skill*

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BACKGROUND

Teaching English should be fun and interesting for young language learners especially teaching English as a foreign language as in Indonesia. English has been taught for the children since they are 4 or 5 years old as the foreign language motivating students to learn a foreign language in order to produce the language as an oral language is a target in every language teaching. Many young learners have their way to learn a language at home with parent assistance, but formal education is a way young learners start to know and collaborate in real life, social life with their friends, and associate. It is one of the challenges to the teachers helping the learners improve their communication skills in a creative way to gain the language target.

LITERATURE REVIEW

A. Motivating Young language learners

Coping with the motivation and background of the students is the major priority when teaching English as a foreign language. Teachers tend to be more creative and able to set the atmosphere in the classroom as comfortable as they can, which means students will be able to enjoy and be motivated to follow the lesson in the classroom. One of the best ways is to teach language by songs. Songs and music are inextricably both always contain a lot of useful vocabulary, phrases, and daily expressions. Moreover, songs and music create multiple comforts and enjoyable situations in learning a language. Teaching language is aimed to make the learners know and motivated to produce the language by their speaking ability. Starting from singing will give the young learners self-confidence how to produce the language. Children are also motivated when they have a positive impression of English-speaking people and cultures. If they like music, films or sports, they are more likely to learn the language. One thing that motivates children to learn English is learning English because they *enjoy learning*, having fun, and making progress. This tends to be the most effective form of motivation. So songs, music are the right path to lead young language learners to gradually growing into a solid motivation to produce the language, especially in increasing their speaking ability.

B. Teaching speaking for young language learners

Speaking English is neither an easy nor a fast process to learn. The facilitator should have a technique to increase students' speaking skills. Teaching speaking is not merely asking the student to speak up.

Nunan (1991) states that speaking is how to deliver information and express idea (p. 40). The classroom is one of the venues to children can increase linguistic competence. Furthermore, speaking requires that learners comprehend how to gain a specific language point, e.g., grammar, pronunciation, or vocabulary. They must also understand how to produce the language. Speaking is a productive oral skill. Speaking in a foreign language is a complex effort that implicates adopting all the different language levels. The researcher needs to try several strategies for teaching speaking that can help language learners to gain speaking practice speaking (Nunan,2003, p. 64).

Urrutia and Vega (2010) find that most students consider speaking the most difficult to learn. Also, the researchers saw that merely fewer students spoke English during the class. Also, Nunan (2003) states that speaking consists of making systematic verbal expressions to bring sense (p. 48). First, speaking must have listened. It has temporary and prompt acceptance. Listening to others has stress, rhythm, and intonation.

It should be intermediate feedback for direct communication. In the speaking activity, the speaker must be able to plan and edit the channel. Luoma (2008) mentioned that in order to develop students' communication in speaking, a facilitator could combine language input, structured output, and communicative output (p. 87).

- First, language input comes from teacher talk, listening activities instead of receptive skill, productive skill, listening to the music or songs, reading texts, and the language heard. It gives students the material need to produce language.
- Second, structured output focuses on correct form. Students have options to respond in this part, yet all options require them to apply the structure that the teacher has already presented. It is designed to make students comfortable producing language items introduced, some while in combination with learned items. The teacher uses structured output exercises to transition between the presentation stage and the practice stage of a lesson plan.
- Third, the communicative output mentions that the student's purpose is to complete a task. Students may take the language that the teacher has just presented, but they also may know and draw on vocabulary, grammar, and communication strategies. In this part, the success criterion is whether the student gets the message across. The researcher concludes that speaking ability consists of linguistic performance and linguistic competence. That is the ability to manage meaningful words and sounds.

C. Songs in Teaching language for young learners

Song has great value among the materials used in the teaching-learning process. A song should be utilized as an effective teaching tool and plays an essential part in psychological and emotive youth development (Rukholm, 2015, p. 178). Supporting learners to improve their intelligence, according to Simpson (2000), linguistic knowledge and musical intelligence have an advantage over one another by having well-planned teaching-learning (p. 40). Moreover, revealing students to text multiply and genres that contain multiple suppositions as sound may not entertain them. Nevertheless, in the teaching-learning process, facilitators help students to know themselves as a benefactor who is led by inquiry, inspired by curiosity, and steadily reimagining the treatment from a recent perspective (Carlson 2010, p. 70). First, the song makes relaxing and entertaining the classroom in which learners are more open to studying. Second, the song in the classroom has a cheerful way to learn English. The song is one of the media that is worthwhile to apply. The facilitator can explain grammatical with a lyric of songs for it is easier to clarify in English article. In conclusion, motivation is an essential part of learning, and creative teaching is the way to develop learning motivation.

D. Songs provide opportunities for authentic language use

The song is expressive, conveys love and emotion, tells a memorable story, realizes the dream, and reminds the past. In order to echo in the learner's heart, a song has plentiful themes and expressions. Bolitho et al. (2003) state that song is "meaningful and repeated exposure to comprehensible input affects language acquisition" (p. 253). Sharpe (2001) believes that song sets a chance in language use in a fun way (p. 56). Young children are often singing and playing with rhymes and shortly imitate the sound. The significant elements of music are melody and lyrics applied to develop speaking skills. Keeping rhythm and patterns of sound can be taught. Music presents a terrific role in developing language and literacy (Woodall & Ziembroski 2002, p.1). The use of songs facilitates the learning process by reducing pressure.

Furthermore, the state of effectiveness depends on the apprehensible degree of receptivity. Also, it appoints to students' emotional exposure to the language input. The songs echoing in the young learners stimulate them to speak out their minds regarding their own experiences in life. It is also stimulating the learners to remember and tend to use the language in their daily life.

METHODOLOGY

This study is using classroom action research Hopkins (2006: 31) writes that the procedures of Classroom Action Research involve four steps, they are planning, acting, observing, and reflecting. This research aimed to know the teaching of students' speaking ability by implementing interactive CD in speaking class, so the appropriate design of this research was Class Action Research (CAR). Kemmis and Mc Taggart (1992: 10), cited in Cohen et al. (2000: 227), argue that to do action research is to plant, act, observe, and reflect more carefully, more systematically life. In addition, Madya (2007) said that classroom action research consists of four stages: planning, acting, observing, and reflecting. It is necessary to describe to design to be used when research is conducted. In this research, a classroom action research design is used. The writer organized the different tasks for the teacher that helped this research. One of the English teachers helped the writer as a research collaborator, who collected the data while students did these activities. In some opportunities, the research collaborator helped the writer to observe the class and to evaluate the process.

It is considered that action research was very helpful in developing the teaching. France (2000: 1) says that action research is a process in which participants examine their educational practice systematically and carefully by using research techniques. Classroom action research is always started with a particular problem found in the teaching and learning process that insists on being solved. The solution should be based on the real problem. It means that specific treatment is required to solve the specific problem. Cresswell (2008: 597) states that educators may use action research to solve specific educational problems.

Kurt Lewin as cited in Arikunto (2006: 92), describes that action research as a cycle of steps that consists of four steps: planning, acting, observing, and reflecting.

This research is conducted in three cycles. In the first and second cycles, the writer used English songs entitled in table.1. Whereas, the third cycle randomly choosing the songs for each cycle, the writer uses two songs. There are four procedures of this research, namely planning, acting, observing, and reflecting.

- In the planning stage, the writer used the lesson plan according to the level of the students, which is early young learners age of 4 to 7, followed by using the media and tools such as projector, Speaker, and Laptop in the classroom.
- In the acting stage, the writer explained the song's title, the purpose of the song, every single element of language features, vocabulary, pronunciation, and playing the CD of the songs entitle in figure 1. Then played it two times for the students in the first cycle and the second cycle, the last songs entitled in table .1, the third cycle repeated twice for the classroom. The writer also asks the students' opinions and their things related and connected to their real lives.
- Teaching using songs procedures: these are steps for teaching songs to young language learners by (Sin and Crandal 2014), which is implemented in the stages of teaching songs in the classroom by the writer.
 - a. Introduce the topic of the song
 - b. Review the vocabulary students already know
 - c. Pre-teach the new vocabulary

- d. Listen to the song with the teacher sing in or listen to the CD / Video
- e. Teach the song line by line
- f. If there are multiple verses or refrain, follow these steps :
 - Teach the refrain line by line.
 - Teach the verse of the tune by using la..la..la..instead of the lyrics (be sure to add the refrain at the end of the verse)
 - Teach the verses one by one, always singing the refrain after each one.
- g. Point out words that rhyme at the end of each line and practice repeating them when teaching each verse.

Data Collections Technique and Tool of Data Collecting

Techniques of Data Collecting applied in this research are measurement and observation. In measurement, the writer measured students' performances result in each cycle through speaking assessment. Students are asked to answer five different questions related to English songs orally, one by one, in front of the class through alphabetization. Meanwhile, in observation, the writer observed the students' performance by using an observation checklist and alphabetize.

The activities described are what the researchers have done in the classroom. First, the teacher provides several pictures, and then asks the rest to sort /arrange images by song. You can also select images that are mentioned in the song. Second, remove certain parts of the song. The omitted parts are glued on the board. Students are asked to work together (2-3 people). Students were asked to listen to songs either sung by the teacher or through cassette / CD or other audio media. Once he heard a certain word, the student can run to the board, pick up the pasted word, and then pasted it on his clothes or store elsewhere. Which group collects the most words that are considered the best and wins this game. Next, choose a short song and cut it into sections. Next, the class is divided into groups, and each group sits on the top floor (relaxing). Teachers play songs, and students compose cut the lyrics according to the song. It could be that the teacher must listen to the song over and over.

The next one was the teacher prepares pieces of words or phrases that come from 2 song fruit. Everything is mixed into one. Students are asked to listen to the songs one by one while composing words/phrases mixed earlier to form the correct song text. Students the one who works quickly and correctly is the winner this game. Then, the class is divided into groups, and each gets the ball. Next, everyone sang together while taking turns the ball. When the song stops, the student holding the ball gets a specific task. For example, say certain expressions, ask questions, telling stories, etc. Students are asked to answer several questions related to the content of the song.

In certain songs, we can invite students to do movement according to the song's lyrics (for example, head and shoulders, knees and toes song). With songs like this, students can immediately understand the meaning of the song sung, especially vocabulary. Lastly, songs can also be used to accompany outdoor activities. For example, there was a lady who swallows a fly.

- In the observing stage, the writer observed the students' performance in the classroom and collected the data with an English teacher who became the research collaborator. The data consisted of the result of the students' speaking in the classroom described in the result of

the scoring table in three cycles, and the teaching-learning process is described in the field note and checklist table. The writer analyzes the data to understand whether the result has significantly changed or not.

In the reflecting stage, the writer and the collaborator discussed the result of the students' speaking performance, knowing what has been achieved, obstacles faced, and the solution for those obstacles.

DISCUSSION

Listen and point: Students point to the correct picture or object. Using "Head, Shoulders, Knees, and Toes," students can point to each corresponding body part as they learn to sing along with the teacher.

Listen and move: Students respond by moving their bodies (i.e., Total Physical Response). Using "Hokey Pokey," students follow the directions in the song: "Put your left foot in. Put your left foot out. Put your left foot in, and you shake it all about."

Listen and perform actions: Students perform or mime what they hear. Using "Old MacDonald Had a Farm," students sing, "On his farm he had some ducks" and mime duck movement with wings and waddling.

Listen and draw: Students listen to the teacher describe something and have to draw it correctly. Using "Mary Had a Little Lamb," students draw a picture that shows Mary, a white lamb following her to school, and children laughing and playing to show comprehension of the song.

Listen and sequence pictures in the correct order: Students are given a series of pictures—large pictures on the board or a series of pictures on a handout. Students put the pictures in the correct order. Using "Itsy Bitsy Spider," the teacher uses the following four pictures and has students sequence them: (1) the spider going up the water spout; (2) the spider going down the spout and rain falling; (3) the sun shining; and (4) the spider going up the water spout.

Volume Games

Quiet Down: Using "Old MacDonald Had a Farm," the teacher starts by encouraging students to sing the song loudly. Students will love making the animal sounds like "quack quack" and "moo moo" loudly. Then the teacher has students sing quietly and even whisper the song, adding fun. Teachers can use this as a classroom management technique to get excited students to calm down.

Read My Lips: Doing the song mouthing the words is funny and gives the teacher a chance to focus students on using their mouths to formulate the words. It is a fun and effective way to practice a song and work on pronunciation.

CONCLUSION AND SUGGESTION

Young children learn through repetition, but repetition should be meaningful and enjoyable. Luckily, at younger ages, children often ask to repeat songs they love. It can be fun for them

when the teacher plays with the different aspects of music, such as tempo, volume, and rhythm. Altering these can also serve as language exercises to help students improve fluency, pronunciation, intonation, and retention. Students can tap or shake a percussion instrument and keep the beat of the songs. Keeping the beat can help children hear the rhythm of the language, help them produce stress and intonation accurately, and improve their fluency.

Using instruments to accompany songs sounds great, but not all teachers have instruments available. Luckily, creating percussion instruments is easy. Almost any object can be used as a percussion instrument when tapped on the floor or a desk. Teachers may not want to encourage students to use objects such as pens, pencils, and rulers or have students do rhythm games at their desks because students may tap rhythms later. These songs are short, fun, and easy to sing, and they use actual language young learners can use outside the class.

Teachers can find simple gestures for each line that add movement to the routines. Teachers can also create their songs using familiar catchy tunes like these for other routines. Some teachers like to have an attention-getter song or chant that helps manage student behavior. Others like to use a clean-up song after project work. It all depends on what works best for each teacher's classroom.

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