IMPLEMENTATION OF THE USE OF SONG AS A METHOD OF LEARNING ENGLISH FOR CHILDREN

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Abstract

Understanding English is essential in life in modern times. This is because English is the most widely spoken language in the world. Especially when in an international environment, English seems to be an obligation.But unfortunately, learning English itself is not so easy, so there needs to be a unique method in the learning process that can increase the effectiveness of the learning outcomes.One suitableway of learning English is to use songs as the method. This study uses a qualitative approach to analyze the use of songs as a method of learning English.The results show many advantages to using songs as a learning method. These advantages include children feelinghappier with the song than learning in class as usual. Then they also learn English subconsciously. These advantages will make it easier for children to learn English than the standard method.

Keywords: English, Song, Learning Method, Children.

1. INTRODUCTION

English is the world's most frequently spoken language. It is the mother language of almost 400 million people throughout the world(Rao, 2019). Each day, millions of individuals utilize English in their professional and social lives. When heads of government meet, English is the most frequently used language. When people of different nations meet, they only communicate in English (Spolsky, 2019).

The importance of English language education since one is at the elementary school level cannot be denied in the life of our society (Baker-Bell, 2020). English has been regarded as an international language that the public needs understand in order to communicate effectively in a globalized environment. Thus, the importance of early English education cannot be overstated(Solikhah&Budiharso, 2019; Dadi, 2019).

Education that starts early has several advantages. Children can learn more efficiently and gain more knowledge through exciting activities,especially those related to visuals, colors, acting, music, and childrens' social activities in general (Wang & Tahir, 2020). Second, the knowledge gained during childhood will be embedded in memory longer than the knowledge gained when we are adults (Keresztes et al., 2018).

From the facts above, we can see the development of English language education for elementary school children that have taken place in Indonesia. During the Taman Siswa era, education focused more on developing cognitive, physical, and social abilities. While in elementary school, children have begun to focus on academic development. As they grow older, their analytical skills will develop more (Abdullah et al., 2019).

Meanwhile, in the era of globalization, almost everything that exists is instantaneous. Everyone will be a part of the modern world in some way. To avoid being left behind, we must become proficient in the language in use. English is a universal language that is spoken as a first or second language in practically every country, and hence can be considered a global language(Hartshorne et al., 2018).

The majority of people in Indonesia do not speak English as a first or second language. Thus, in order to master English, it is required to first study(Hapsari&Sukavatee, 2018). Learning English at an early age is the right step to take. This is because, at an early age, they can be taught to use English as a whole easily (Cargill et al., 2018). Using English in its entirety means that children can comprehend not just what they read, but also what they hear, speak, and write in English. English should be taught from an early age (Garcia &Kleifgen, 2020). The reason is that children's brains are still fresh, so language absorption is smoother. The absorption of language in children functions very well (Nikitas et al., 2019).

The problems experienced by many children can be identified after participating in a focused group discussion (FGD) session. During FGD, teachers get the opportunity to express the problems they have experienced while teaching foreign languages. The results of the FGD interviews and discussions resulted in the following issues identified:
1. Very low English skills.

This is due to the lack of interest in children's learning. In addition, the absence of teachers who can provide good English teaching also dramatically affects this.

2. Facility Availability.

The lack of supporting books and the teaching and learning process that is not optimal resulted in a lack of children's attention. There are no media and supporting teaching aids that encourage children to express their ideas in learning English. The unavailability of representative desks for children to learn.

3. Finance

The inability of school management to prepare funds, specifically to purchase quality and valuable supporting tools and books for the teaching and learning process.

4. Human Resources

The unavailability of human resources can provide technical guidance on mastering techniques of communicating in good and correct English. It is hoped that the increase in knowledge skills will be accepted in traditional schools, but the reality is that children still need to increase their knowledge outside of school.

The first thing that must be considered is the room's atmosphere where children carry out learning activities. Creating a relaxed atmosphere during the learning process must be carried out. In addition, the material must be packaged as attractively as possible because children tend to get bored quickly with monotonous activities (Richardson & Mishra, 2018).

The next step can be to use English songs as an initial introduction to English. This is one way to incorporate the language element into childrens' minds so that children will get used to listening to the words sung in the song.

It is not easy to teach English as a second language for children if you live in an environment that does not use English as a means of communication. It differs from Indonesian children who live in America, Australia, or England. They live in an environment that uses English to communicate (English speaking environment), so it will be easier to master the foreign language. However, we can introduce these foreign languages to childrenearly. At that age, children still can master a second language more easily (Belpaeme et al., 2018).

The ability to speak English properly requires a long process to master, but basic skills can be learned and mastered in a short time. These basic abilities have conveniences that can be known quickly according to one's capture ability.

The criteria and indicators used to declare the success of the activity are: (a) the ability of the team to gather elementary school children as teaching and training participants; (b) the establishment of mutually beneficial two-way communication on the themes raised; (c) the creation of strengthening social networks between participants and the teaching team (Houri et al., 2019).

Language is a sound communication system using sound symbols based on agreement.

Furthermore, Trudgill stated that humans use language as a tool to communicate something meaningful. Communication skills in English are a learning process that must be done step by step (Kristiansen, 2020). This learning process requires a different amount of time in the education of each individual.

Studying the daily communication process carried out by language speakers and then simulating it in the classroom as a tool for teaching and learning will familiarize children with mastering foreign language skills. The repetition of daily conversation simulations in the school assisting with teaching materials and adequate equipment will accelerate the teaching and learning process to achieve maximum results from children.Reading books in English is also very helpful in the learning process applied to simulate everyday conversations. Through the explanation above, the researcher intends to examine the use of songs in English learning methods.

2. METHOD

The research begins by identifying the existing problems. After the problem has been found, the next step is to collect data related to research. Data were collected through the research results and previous studies as secondary data. Then the data that has been obtained will be analyzed through a qualitative approach as a method.

3. RESULT AND DISCUSSION
1. Second Language Acquisition

The concept of teaching a (foreign) language is inseparable from the idea of learning itself. A better knowledge of child development has resulted in the creation of a constructivist approach of learning. The critical point to remember about language learning is that it is an acquisition process that results in communication abilities. According to second language learning theory (SLA Theory), a child learns because there is a need that can be met through language learning. Additionally, the hypothesis states that linguistic abilities evolve gradually from simple to more complicated. By paying attention to the characteristics of the development of children's language skills, language teaching must be carried out by paying attention to the following concepts:

a. Teacher as a model
b. Present a natural situation where the use of English as a daily language
c. Present English as a language, not as a useless lesson
d. Mistakes made by children are not failures but show that they are growing
e. Focus more on meaning, not on language form
f. Communicate, even in straightforward sentences, even though the children's answers may be incomplete

g. Rules (grammar) are essential, but in the early stages, avoid teaching grammar explicitly/directly to avoid frustration in children.

The song's essence is a collection of words sung and accompanied byspecific musical instruments. In line with this, an expert expressed his opinion about the song as a short musical work, with a poetic text, which is equally crucial between music and words. The result can be written in sound form and usually accompanied by instruments.

One of the critical parts of learning English is the song because it is in sound and is more sensitive for children. Songs in learning English can also make the class more exciting and lively. Songs that children like will be received with great pleasure and enthusiasm. In this way, a child can learn English without realizing it with satisfaction.

From the above opinion, it can be concluded that there are several reasons why songs are considered to be a reasonably suitable medium for teaching English to elementary school children. Moreover, the words used in the songs tend to be simpler, making it easier for elementary children to learn English quickly. In addition, it is necessary to realize that the targets of teaching English are elementary school children in Indonesia, where English is a foreign language so that the selection of appropriate English song media can create a pleasant learning atmosphere (joyful learning).

Is one method/approach to teaching English through the medium of singing/songs? Given that English is a foreign language in Indonesia, the learning process must be systematic and successful. The success of early childhood English learning is highly dependent on a teacher's ability to provide an interesting and enjoyable teaching and learning process to children. In keeping with the existence of a child who enjoys singing and moving, movement and song are one of the most appropriate ways to illustrate the process of early childhood English acquisition. Offering children an exciting and fun learning process without leaving excellent and correct English rules.

1. **The benefits of songs in the learning process**

Music can strengthen children's spiritual lives and help them maintain a sense of balance in their lives. Humans may convey their thoughts and feelings and exert control over their emotional states through music. Singing is an integral aspect of the music. Singing is used to communicate thoughts and feelings. In essence, songs for children are as follows:

a. Emotion language, wherewith singing, can express their feelings, feelings of pleasure, humor, admiration, and emotion.
b. Tone language because singing can be heard, sung, and communicated.
c. In Motion Language, the movement in singing is reflected in the bars (regular movements/beats), in rhythm (short, irregular movements/beats), and in the melody (high and low movements).

According to English instructors' experiences and linguistics, as stated by Abdulrahman Al-Faridi, English songs can assist teachers in creating active, creative, and enjoyable learning environments. Singing and music are employed as teaching strategies in the English language learning process. Music with a variety of features can be utilized to help children develop their cognitive capacities. Children can practice their hearing sensitivity with high pitch. Modifications to the beat or rhythm of music teach youngsters to differentiate between internal rhythms (inner rhythms) and motor skills (for example, when combined with movement exercises according to the lyrics).Advantages of teaching English using singing:

a. Through songs will motivate children to be happier to learn English.
b. By singing, children become happy, and it is easier to understand the teaching material presented. The teacher's ability to choose songs and create movements that are appropriate for the child's developmental age will also impact the success of the English learning process in early childhood.
c. Through singing and various learning activities, educators can foster children's interest to be happier and more active in learning and even make it easier for children to understand the presented teaching material.
d. Children are made happy, not bored, and interested in participating in learning.

Thus, singing is a really enjoyable hobby for children. In general, singing for youngsters serves as a recreational pastime rather than a means of imparting knowledge or communicating a message. Singing can provide youngsters with satisfaction, joy, and enjoyment, which can motivate them to study harder (Joyful Learning). By singing, a youngster will more quickly grasp, comprehend, and practice the educator's educational material. In addition, children's ability to hear (listening), sing (singing), be creative (creative) can be trained through this activity.

The following are examples of songs that can be used in the English learning process:

If you're happy and you know it, clap your hands
If you're happy and you know it, clap your hands
If you're happy and you know it then your face will surely show it
If you're happy and you know it, clap your hands
If you're happy and you know it, clap your hands
If you're happy and you know it, clap your hands
If you're happy and you know it then your face will surely show it
If you're happy and you know it, clap your hands

2. **Aspects That Can Be Improved in Children Through the Use of Songs as a Learning Method**

Many perceptions find that songs as a learning medium are fun, not dull, an effective learning medium, entertaining, and a cultural recognition medium, a learning incentive to improve English language skills. The things that can improve due to the use of this song are:

a. Vocabulary Mastery

Most of the children who use songs as a learning method feel that it positively affects their vocabulary. Many children will discover new vocabulary when listening to English songs. This is because they quite enjoy the song they are listening to.

In addition to getting new vocabulary, children who do not know the meaning of the vocabulary tend to decide to open a dictionary and understand the meaning of the vocabulary in the lyrics of the song they are listening to. This can then add insight for children to find various kinds of vocabulary while listening to the music they like.

b. Mention Ability

Apart from mastering vocabulary, most of the children also feel there is progress in learning English. However, this development is sometimes determined by whether or not a singer clearly sings the song he brings. This development can occur due to children trying to sing along to the singer's lyrics. The children will also try to pronounce English pronunciation correctly and adequately, according to the singer.

c. Listening Skills

Many children can also improve their listening skills through this learning method. With a song they like, children tend to be able to play the song repeatedly. In the end, this will help them to improve their hearing about English. Although sometimes there are singers who sing too fast, listening constantly can improve children's ability to hear English well and have fun.

d. Speaking Skills

Many children can improve their speaking skills through listening to music. This can be done as a result of singing a song lyric repeatedly. Then they often use lyrics that are considered excellent in their daily life. This everyday use can then improve children's ability to speak English due to listening to songs.

4. CONCLUSION

At a basic level such as elementary school, the emphasis should be on learning English on the most basic and most needed elements of language: vocabulary, pronunciation, simple grammar, and simple conversation. Besides these language elements, English teachers should never forget the importance of creating a comfortable situation and generating interest and motivation in learning English.The use of songs as a method of learning English can create interest and motivation in learning for children. Through singing, the sun can be more easily understood. Then the learning activities will also be more varied. In addition, children will feel happier and not easily bored. This can indicate that songs can be an appropriate learning method for children.

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