

**THE USE OF SONGS IN LEARNING ENGLISH TO THE STUDENTS OF  
THE FIFTH GRADE IN SD 1 MUHAMMADIYAH BINJAI**

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**ABSTRACT**

The objectives of this study were to analyze the Use of Songs in Learning English to the Students of the Fifth Grade in SD 1 Muhammadiyah Binjai. This study would be a descriptive study, which analyze the use of English to teach English in SD Muhammadiyah 1 Binjai. This study would be conducted by using Descriptive Qualitative Design. Descriptive Qualitative Design was just like other types of qualitative research, these inquiries typically are efforts to understand poorly understood phenomena that do not lend themselves readily to quantification. The song is used in two ways in the teaching of English to the elementary students. In the first way, the teacher organize the procedure of using the song into five steps, they are (1) listening to the song, (2) singing the song, (3) asking the students to sing it in front of the class, (4) discussing about the song, (5) the teacher give the task to the students. Besides that, only three out of the nine reasons that teacher take into consideration in explaining why the teacher taught English by using song the way she did. The three reasons are (1) song is a means of teaching pronunciation, (2) teaching vocabulary, (3) making fun teaching situation.

*Keywords : Songs, Media, Teaching English, Teacher*

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## INTRODUCTION

Media can help the students in comprehending the material that will be delivered by teacher. And beside that, the students will be also interested in learning English so far. Not only the students can be helped, but also the teacher. By using media, the teacher should not be tired to make the students understand about the material. Media according to Alison (2016) are any extensions of man which allows him to affect other people who are not in face with him. Thus communication media include letters, television, film, radio, printed matter and telephone. Further, Heinich and Rusello in Kasihani's book say that media are any means of communication which carry the information between the source and the receiver. The media are called instructional media if they are used to convey the messages in educational environment.

In other word, media could be defined as the carrier of the message from the teacher to the students. On learning activity media can help the teacher in conveying the teaching material so the students will clearly understand about the topic. The importance of learning English is combined with a media. Media is very useful in learning and teaching process. The media make teacher easy to transfer knowledge to the students. The students will be spirit when they study with the media. Teacher should choose the right media that match with the material. Also the media should be interested and unique.

Learning media is very helpful in the process of delivering the material presented by the teacher. Talking about media, the writer tries to use song as media in teaching English and learning English. The writer believes that everyone really loves song. Song can make someone relax when they are listening. Song is a good tool to help English learning and teaching process. Song can motivate the students in following English teaching and learning.

Song is an important part of English teaching and learning because it makes the students more sensitive toward sounds, and learning a various of meaningful sounds. Learning English through song can counterpoise between

right-brain and left-brain. It means that song can counterpoise between intellectual aspect and emotional aspect.

Most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language. For the teacher, using songs in the classroom can also be a nice break from following a set curriculum. Songs can be taught to any number of students and even those teachers with the most limited resources can use them effectively. Songs can play an important role in the development of language in young children learning as second language.

Based on Preliminary Data in SD 1 Muhammadiyah Binjai that teacher used English Song as a Media in teaching English in school. The teacher used English Song to teach some chapter in school. Based on first observation the teacher used "Everything at once" by Lenka to teach adjective to elementary students. First the teacher played the song that is consisted so many adjectives so the teacher asked the students to show which one is adjective in the song after that they discussed it and make a conclusion about it while the the good steps to teach English trough songs are get attention of the class, listen and read the song, teach the songs and give the reward to the students so the teacher did not follow the last step but overall the teacher follows the steps but not the last one. The second observation the teacher uses the "How's the weather?" to teach students' listening skill by fill in the blank. So the teacher did not use all steps or the suitable songs as the same topic in the class because the songs did not really include all the topic but overall the teacher uses the good steps to use English Songs to teach English.

So based on the premilinary data, the researcher wants analyze how is the teacher teach English using songs and the reasercher will analyze the steps of the teacher teach Englishn using songs and interview the teacher why she did the way she did so we can know her reason.

In fact, songs have been part of the human experience for as long as we can remember. Songs have become an integral part of our language experience, and it used in cooperation with a language lesson they can be of great value (Schoepp, 2001).

One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992).

## **THEORETICAL REVIEW**

### **The Definition of Song**

Everyone knows what is song. Song is a short piece of music with words for singing. (Longman, 1982 : 1066). A song can be sung with or without instrumental accompaniment. Song is easily to found in daily life because song is universal. It is very familiar to human life because song is a way of people to express their feeling about something.

Saricoban (2000) have found that songs can develop the four skill areas of reading, writing, listening, and speaking. And Eken (1996) states that songs can be used to present a topic, a language point, lexis, etc, to practice a language point, lexis, etc, to focus on common learner errors in a more direct way, to encourage extensive and intensive listening, to stimulate discussion of attitudes and feelings, to encourage creativity and use of imagination, to provide a relaxed classroom atmosphere, to bring variety and fun to learning

### **Songs as a Teaching Media**

Media is considered as instructional system of teaching learning process. Instructional media is also called teaching aid. It is issued in order to facilitate the teacher to achieve the goal of teaching learning process (Romiszowski : 1988). The teacher can select the media from the traditional ones up to the modern ones.

In doing study, the writer used songs as the media in improving the students' pronunciation.

### **Learning English Through the Songs**

To learn English in this way, we need to put in practice two capacities: the language and the music. Music is considered like the universal language. Both help to express feelings, situations and can have different interpretations depending on the person. To provide the meaning to our verbal productions, we must take into account the rhythm and the melody when we talk. But to learn a language through the music it is needed that both have more things in common,

### **Teaching English Using Songs**

Language teachers can use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom.

### **Process of Teaching English Using Songs**

To choose the songs in teaching and learning activity, the teachers have to adjust the songs in accordance the students. Therefore, Ersöz (2007) states that teachers should be careful to choose songs that are:

1. Find the songs that contain simple and easily understood lyrics;
2. Link with a topic or vocabulary that learners are studying in class;
3. Analyze the song's contain repetitive lines;
4. Allow children to easily do actions (to help emphasize meaning).

From both of the example above, don't have to be very musical to successfully teach songs to young learners. There some steps, they are :

1. Get the Attention of the Class
2. Listen to and Read the Song
3. Teach the Song in Chunks while Adding Action
4. Put it All Together
5. Reward the Students

### **Ways of Using Song to Teach English**

1. Make the students listen to the song.
2. Ask some questions about the title
3. Focus on a particular verb tense or aspect of grammar.
4. Defining a Task
5. Developing a Song into a Task

### **The Importance of Using Song to Teach English**

According to Lynch (2005), there are some key reasons songs can work exceedingly well in the foreign language classroom include the following:

1. Songs almost always contain authentic, natural language
2. A variety of new vocabulary can be introduced to students through songs
3. Songs are usually very easily obtainable
4. Songs can be selected to suit the needs and interests of the students
5. Grammar and cultural aspects can be introduced through songs
6. Time length is easily controlled
7. Students can experience a wide range of accents
8. Song lyrics can be used in relating to situations of the world around us

9. Students think songs are natural and fun.

## **RESEARCH METHODOLOGY**

This research was conducted by using Descriptive Qualitative Design. Descriptive Qualitative Design was just like other types of qualitative research, these inquiries typically are efforts to understand poorly understood phenomena that do not lend themselves readily to quantification.

Sandelowski (2000), in a widely read article, noted that in doing such descriptive qualitative studies, researchers tend not to penetrate their data in any interpretive depth. These study presented comprehensive summaries of phenomenon or of events. Qualitative descriptive designed tend to be electric methodologically and are based on the general premises of constructivist inquiry.

## **RESULTS AND DISCUSSION**

Based on the result of this research, it can be concluded from three meeting where the teacher were using songs to teach English, there are five main ways the teacher teach her students, such as :

1. The teacher asked the students to listen the songs.
2. The teacher asked the students to sing it and read the lyrics.
3. The teacher asked students to sing it one by one in front of the class
4. They discussed about the songs
5. Teacher gave the students task to do related to the topic.

After that, the teacher's reason did the way she did when she taught English using Songs, they are:

- (1) The song can facilitate pronunciation directly
- (2) To introduce new variety of vocabularies
- (3) To provide fun during teaching learning

So, it can be concluded that teacher used songs to teach English because the teacher wanted to introduce new vocabulary through songs and made the learning

environment more fun. Besides that the teacher also made students learn how to pronounce well from the songs.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

Based on the results of data analysis, conclusions are drawn as follows :

1. The song is used in two ways in the teaching of English to the elementary students. In the first way, the teacher organize the procedure of using the song into five steps, they are (1) listening to the song, (2) singing the song, (3) asking the students to sing it in front of the class, (4) discussing about the song, (5) the teacher give the task to the students. In the second way, the teacher make selection of linguistic aspect to be taught through the use of the song.

2. Only three out of the nine reasons that teacher take into consideration in explaining why the teacher taught English by using song the way she did. The three reasons are (1) song is a means of teaching pronunciation, (2) teaching vocabulary, (3) making fun teaching situation.

### **Suggestions**

The writer made some suggestions as following:

1. In using song in teaching English, the teacher should pay attention to the procedure of using the song. Close attention to which step or what step to do first, second, etc in using the song should be made because it facilitates English learning.

2. Careful selection of the lyrics of the song from the perspective of vocabulary, word structure, phrases, and sentence structure should be made in order to suit the students need and capability.

3. In using song in teaching English, it is suggested that the teacher should firstly study theoretical reasons underlying the use of song so that she could take the underlying factors into consideration in planning her instructional behavior.



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