THE EFFECTIVENESS OF APPLICATION OF ENGLISH SONG TO IMPROVE LANGUAGE LEARNING ENGLISH SIXTH GRADE ELEMENTARY SCHOOL

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Abstract

There is a lack of desire to learn English. Reading, writing, and speaking English is limited. For students, the lack of strategic application of information is attractive in the classroom. The aim of the study was to improve sixth graders' English language learning by using English songs at Mekarsari Elementary School. Students' reactions to the use of English songs to help students learn English to conduct quasi-experimental or pseudo experiments, the study used quantitative methods. It is forbidden for researchers to change their subject. The experimental and control groups in the study were identified using random groupings. The findings of this study reveal that song media can help learners improve their English language skills. Students who are taught using music media perform better than students who are taught using conventional media. The use of song media in English learning in the sixth graders of Mekarsari Elementary School is more effective than the use of traditional media. This is shown by a significant difference in the improvement of English language learning of sixth graders of Mekarsari Elementary School who are taught using song media against those who are taught using conventional media.

Keywords: Students, Language development, Control groups, Song

INTRODUCTION

English is an international language, which is why it is so important to learn in this era of globalization. Mastering English is a must in Indonesia, by mastering English is likely to provide convenience for us in communicating and obtaining information from any circle. English is widely spoken in many fields. Therefore, English began to be introduced to children because they were in elementary school. In general, learners or students should be able to demonstrate the ability to read (reading) the skills of listening (listening), writing (writing) and speaking (speaking) as the purpose of Learning English. These four aspects play an important role in learning English.

Judging from this pandemic situation in early 2020, the implementation of online learning policy at home in circular No. 4 of 2020, Minister of Education, Nadiem

Makarim. Where this policy led to protests from parents of students, they complained that studying at home can be troublesome. In line with this online learning is carried out for 1 year longer the Ministry of Education and Culture (Kemendikbud) finally requires face-to-face learning at the beginning of July.

The length of home study activities brings influence for elementary school students, especially in learning English, the emergence of a lazy sense of learning English from some elementary school students as well as with low ability to write, read and also speak students.

Unlike the case with teaching English to teenagers or adults, elementary school students have their own uniqueness and characteristics that usually affect the learning process in the classroom and also the selection of learning strategies taken by teachers.

Based on the above description, learning strategies are needed that attract the attention of students, the purpose of this study is to provide a strategy for the application of English songs to improve English learning in sixth grade elementary school at SDN Mekarsari. This author discovered how effectively the application of this English-language song was to improve the learning of this English language and what the benefits of applying this song to students were shown from their learning outcomes after being given the action.

The author hopes this research can be a reference for teachers in choosing good and interesting strategies to teach students at Mekarsari Elementary School.

A. Theoretical Description

1. Application Song

A. Application

Apps, according to the Great Dictionary of Indonesian (KBBI), are the methods, ways, and actions of applying, practicing, implementing, and utilizing anything. Application is a thing, way, or effect, according to JS Badudu and Sutan Mohammad Zain in R. Delima (Delima, 2014). The application, according to Lukman Ali, is for practicing, couples (Ali, 2003).

On the basis of such knowledge, it can be deduced that application is an action taken both individually and in groups with the purpose of achieving the stated objectives.

Wahab proposed three main application aspects in Kristina (Kristina, 2012):

1. A program has been implemented.

2. The existence of target groups, identify strengths who are targeted for the program and are expected to benefit from it.

3. The management, implementation, and supervision of the implementation process by the organization or individuals responsible for it.

B. Song

Sunarko argues in Sila Widhyatama (Widhyatama, 2012) that music is a human heart's dream expressed in the form of sounds with regular melodies or rhythms and a beautiful elasity. Professor of Semiotics and Linguistic Anthropology at the University of Toronto, Marcel Danesi, claims that music is universal. Music is a form of art that involves the systematic use of sound over a period of time (Marcel Danesi, 2010).

Songs are a compilation of words that are elegantly sevara performed to the accompaniment of music. Songs are composed from musical compositions and have a rhythm and tempo that draws listeners into the song's meaning. 22 (Fachrurrozi Aziz & Mahyuddin, 2010) by Smith and Fauchon through Aziz and Mahyudi: "The song is a very unique piece of literature because its tempo prevents any depth. "*Les paroles de chansons sont douces because they senvolent, glide, and are light and airy."* Songs are unique literature in that the speed of the song reveals every nuance of meaning. The song is a text sung in the magazine "Effectiveness of Song As a Learning Medium in Teaching Pronounciation / Pronunciation" by Muhimatul Ifadah and pals. The song is based on a literary work that is performed with music. Because of the touching effects of a song, those who listen to it can feel sad, joyful, enthusiastic, and other emotional responses.

Furthermore, songs can supply a form of communication that is unconsciously kept in the brain's memory. This situation is precisely what causes the learning process to become less rigid and appear conditioned, which students do not always understand. Songs are an effective medium for learning English, especially if the intended audience is young children who want to play while learning. Song is an alternative medium to assist language learning, especially sentence structure, according to Dewi Puji Rahadiyanti in her journal "Use of Song Media to Increase Student Participation in Learning English Structure." Experts and practitioners in the field of language argue in the dewi journal that the rhythm and authenticity of songs can be employed for language learning (Suwartono; & Rahadiyanti, 2014). The sensation of enjoyment is enhanced by the use of rhythm and tone. The song, being authentic content, inspires those who listen to it to mimic it. For example, a simple song titled "If you are happy, clap your hands" that can be brought by the teacher into the classroom that intends for the

child to know that the child is happy, and is required to clap (in accordance with the song's command). Based on that explanation, it can be said that songs can make students enjoy the course of learning more so that they are encouraged to participate actively.

Looking at the above theories, we can see some of the benefits of learning English through song, in particular that children can learn many things in one "paddle," such as improving students' learning in English and certainly expanding their vocabulary, learning how to pronounce words correctly, and developing good music at an early age.

2.   Learning Media

A.   Media

Learning media, in general, serve as props or assistance in the learning and teaching process. Books, music, video pictures, and other forms of learning media can be used. Learning media are used to help students study more effectively. According to Hamalik (in Arsyad, 2011), the usage of learning media in the teaching and learning process can produce new needs and interests, motivate and stimulate learning activities, and even have a psychological impact on pupils.

"The media can reflect what an underprivileged lecturer or teacher says through some phrase or sentence. Media is divided into six parts:

1.   Media Audio

This form of audio learning material is used to transmit audio messages from the source to the intended listener. The sensation of hearing is tightly linked to audio media. Audio media can convey both verbal (spoken language or words) and non-verbal messages, depending on the nature of the communication received (sounds and vocalizations). Radio, tape recorder, telephone, language laboratory, and other media are examples.

2.   Media Visual

This sort of visual learning media relies solely on the sense of sight to function. This sort of visual learning media uses a projector or projection gadget to display its content. The intended message is poured into visual forms. Visual media can also be used to draw attention, clarify the presentation of concepts, and communicate facts that are easier to digest and recall when presented in a visual format. There are two types of visual learning media: silent visual media and motion visual media.

3.   Media Audio Visual

This is a sort of Audio Visual learning media that can display both sounds and graphics. Audio visual media is separated into two types based on their characteristics: media quiet Audio Visual media and motion audio visual media.

4. Media Teks

It is a fundamental element in the transmission of information, with many styles and forms of writing attempting to offer traction in the transfer of data.

5. Media Serbaneka

Various types of learning media is a medium that may be used as a teaching medium and is adapted to the potential in an area, such as around schools or in other locations or in the community. Whiteboards, three-dimensional media, realism, and community-based learning tools are all examples of the types learning media.

6. Artificial or miniature objects and humans

Three-dimensional artificial that kids may touch and feel are included. This media is designed to work around the constraints of both things and circumstances in order to keep the learning process moving forward. Humans, such as teachers, students, or experts / experts in specific fields or materials, are not.

The author concludes that the media is an intermediary or transmission of messages / information based on these specialists' understanding of the media. Human, material, or event-based media can all have an impact on the people or students who receive the message or information. In other words, the media serves as a mediator and a regulator of the interaction between the two primary parties (students and subject matter) in order to ensure a successful learning process.

B. English Learning

The subject matter of teaching and learning is something that cannot be separated from learning. Because there is a teaching and learning event in every learning process.

Linguists have concluded that there are three (three) main terminology in the study of foreign language learning, namely approaches, methods, and techniques.

In the journal Ferdi Widiputera entitled "Innovative English Learning Models for Early Childhood" (Widiputera, n.d.) where Ferdi emphasizes the Model of English learning for children. According to Ferdi, English learning models that can improve early childhood language skills urgently need to be created and researched (Chen-Hafteck, 1997). If he is given

with good and proper English skills from an early age, it can be determined that his talent will be employed in the next level of education, according to his journal.

In order to increase students' interest in the classroom, educators must now focus more on creating an atmosphere of exciting learning activities in the classroom.

A comfortable environment, good communication without criticism, and training children to think critically without fear of being judged are all viewed as helpful ways to develop a child's intelligence, express thoughts, and encourage them to think critically without fear of being rejected.

To address this, UNESCO made a new breakthrough in the field of educational methods by issuing four educational pillars that educators must understand and apply. Learning to know, learning to do, learning to be, and learning to live together.

a) Learning to know

Learning to know is learning to know. Learning is a long-term process of behavior change undertaken by learners, by humans, in carrying out their lives, learning to understand the meaning of which one must be pleased to discover who wishes to run the educational process effectively.

In terms of learning, there are two notions that learners must apply:

1. What to know

2. How effective to find out

This means that when learning to know, the learner must have specific goals in mind, as well as a clear understanding of what he needs to know and how he needs to know it.

b) Learning to do

The necessity of engagement and action is emphasized in the second pillar. "Learners are asked to take part in solving problems in their environment by taking action." Learn to use what you've learned and work as a team to solve challenges in a variety of circumstances and environments. Learning to do is a combination of hard and soft abilities. In the world of education, both soft and hard skills are highly significant and required, because education is the most important component of the process of preparing qualified, resilient, and skilled human resources who are ready to meet the needs of the times.

Learners must be expected to have both soft and hard skills as a result of educational products. Hard skills are abilities that must be physically challenging, focusing on mastery of science, technology, and technical skills relevant to learners' capacities. The next category is soft

skills, which refers to academically demanding abilities. Personality qualities, social grace, linguistic skills, and degree optimization are all examples of soft skills. So, when we talk about soft skills, we're talking about a person's personality.

c) Learning to be

The necessity of educating and developing learners to become self-sufficient individuals capable of realizing their dreams and aspirations is the third pillar. Mastering information and abilities (soft skill and hard skill) is an important component of being oneself (learning to be). Being oneself can be defined as a process of recognizing one's own needs and identity. Learning to behave in line with societal standards and rules, as well as learning to be a successful person, is a process of self-actualization.

The child's talent, interests, physical development, mentality, and the state of his environment all play a role in learning to be. For example, aggressive pupils will discover themselves if given adequate opportunities to be innovative. The teacher's position as a facilitator, on the other hand, serves as a direction as well as a mediator for passive students. This is critical in order to maximize the potential of learners as a whole. Furthermore, education must focus on how students become more human, or human beings with humanity.

d) Learning to live together

The final pillar entails making learners aware that they are members of a community. As a result, they should be able to coexist. With Indonesia's growing ethnic diversity, we need to develop mindsets that allow us to coexist. The habit of living together, respecting one other, being open, giving and receiving must be developed in school under this fourth pillar. Learners' ability to play a role in the environment in which they are placed, as a result of the learning process, can be utilized as a provision to be able to play a role in the environment in which they are located, while also being able to position oneself in accordance with his role.

In this sense, learning English through song media is an example of learning to do or learning to do something that can increase multiple aspects at the same time, such as language development. Singing or learning a foreign language through music and song will result in rapid increase in learning and cognitive sharpening.

METHOD

This Research uses a quantitative approach to conduct a quasi-experimental or pseudo-experiment. Researchers are not allowed to manipulate their subjects. This study is an experimental study to measure the effectiveness of the influence of a given action. The action in question is the use of song media against English learning in the 6th grade of SDN Mekarsari. The research subjects in the study were divided into two groups: experimental classes and control classes. The participants in this study are sixth grade students from SDN Mekarsari with 23 students.

So the sample was a representative of the population studied, the entire sixth grade of Mekarsari Elementary School which amounted to 23 students. Sampling techniques used are random techniques or simple random sampling with a lottery. Researchers conducted a draw, and took 11 students for the experiment class and 12 students for the control class. Based on the results of the draw selected 11 students as an experiment class of 12 students as a control class. Research employs a multiple-choice English proficiency test to collect data. Because, as compared to a test instrument in the form of a description, the test will be more objective. The test that was employed in this study was a self-made one. The intended test is a written exam that the learner must complete. The test result is scored by assigning a 0 to each incorrect answer and a 1 to each correct response, after the test was completed and the data was collected, the data was processed and analysed. The tools used in this study are multiple-choice English tests, with each item having four possible answers: A, B, C, and D. The assessment is done by assigning a 1 to the correct answer and a 0 to the incorrect response. The number of problem items was calculated according to the length of the lesson, and the test material was created according to the teachings.

The data analysis technique utilized in this study is a t-test, which was used to evaluate if there is an increase in English learning of SDN Mekarsari learners who are taught using song media versus those who are taught using traditional media, in accordance with the study's design. The t-test formula is, according to Arikunto (2005: 395).

FINDING

Based on the description of the theory and frame of mind above can be formulated the following hypotheses:

There is a significant difference from the 6th grade students of Mekarsari Elementary School between those who are taught with song media and those who are

not to use song media, The use of song media in sixth grade at Mekarsari Elementary School can improve English learning.

CONCLUSION

The use of song media can improve English learning in SDN Mekarsari if there is an average grade of the experimental class greater than the average score of the control class. And if the weight of effectiveness is greater then song media is more effective than conventional media use. Likewise, song media can be an input for teachers in determining the media that will be used in teaching English so that learning becomes fun.

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