

## Students' Engagement in Speaking Class Taught by Using English Song: The Study of Islamic Elementary School in Kudus

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**Abstract:** The researchers found problems with the focus abilities of Students at one of the Islamic elementary school in Kudus, they often did not listen to lessons which made them lack vocabulary and have difficulty speaking English. The purpose of this study was to find out how English songs affect the speaking ability of third-grade Islamic elementary school students. The design of the research is qualitative research with the third-grade students of the Islamic elementary school in Kudus as a participant. The instrument of this research is an observation checklist which is adapted from the International Center for Leadership in Education (ICLE) with consists of five aspects that are related to learner engagement, each aspect consists of several Likert-type format statements which required a numerical scale varying from 1 through 4, namely (1) is a rating of low, (2) medium, (3) good, and (4) very good. The results of the research are the use of songs as a medium for teaching children to speak English is effective.

**Key words:** English song, Speaking skill, Children

### INTRODUCTION

The researcher has concluded an interview with an English teacher at a third-grade Islamic elementary school located in Jekulo Kudus. Based on interviews that have been conducted by the researcher with English teachers, students in third grade have difficulty speaking English even for short introductions, most of them feel bored and fell asleep in the classroom. The classroom factor causes could be a lecturer or teacher, institutional or subject-related (Ubah 2018), from the interview, the factor of boredom is because the teacher has not found a method for teaching English speaking. The purpose of this research is to teach students in the third grade in a funny way with song as a medium.

English lessons at that Islamic elementary schools start in the third grade, so students are still unfamiliar with English vocabulary, and they lose confidence when answering questions, several studies have explained the use of songs to teach English to children, According to Putri (2022) in her purpose research about the implementation of songs in teaching English for the young learner, music with the right genre and tempo can make students more interested and relaxed in participating learning process, it answered why songs can be an effective teaching method and help students to improve their speaking skills, and the result of that research was proven that songs are an effective method for teaching speaking. In (2016) Fransisca finished her research about the use of songs to teach young learners, the result said that using a song as an activity in teaching English helps the teacher to build an active and interesting class. Fatima and Azzahra (2022) researched teaching English using songs for young learners, the result of this research is that young learners feel happy when class starts and the use of songs can increase their listening skills and pronunciation.

The difference between this study and previous research is the use of an instrument using an "observation checklist" The use of this instrument assesses the body language of students so that researchers must be focused to see the student progress when the treatment begins by singing a song, the students can speak English indirectly, Based on the sentence, it is hoped that the use of songs can teach student at the third grade of Islamic elementary school in a fun way.

**Research Question:** How is the third-grade students' engagement in speaking taught by using song?

**Objective:** To explore the third-grade students' engagement in speaking taught by using song

## RESEARCH METHOD

This This research used a qualitative method and took three meetings, According to Moleong (2007) qualitative research is a study that explains to understand the phenomenon of the subject of research, behavior, perception, motivation, and action, holistically, and describes the result in the form of sentences. Twenty-one students of the third-grade Islamic elementary school were chosen as the subjects to collect the data for this research.

### Data Collection Method

The researcher collected the data using an **observation checklist** which is adapted from the International Center for Leadership in Education (ICLE)'s Student Engagement Walkthrough Checklist by Jones (2009). The consists of five aspects that are related to learner engagement. They are :

Positive Body Language (PBL): students exhibited body postures that indicate they pay attention to the teacher and/or other students. Consistent Focus (CF): students focused on the learning activity with minimum disruptions. Verbal Participation (VP): students expressed thoughtful ideas, reflective answers, and questions relevant or appropriate to learning. Students' Confidence (SC); students exhibited confidence and initiative, completed a task with limited coaching, and could work in groups. Fun and Excitement (F&E); students exhibited interest and enthusiasm and used positive humor.

Each aspect consists of several Likert-type format statements which required a numerical scale varying from 1 through 4, namely (1) is a rating of low, (2) medium, (3) good, and (4) very good.

Table 1

Checklist of Engagement

No	Aspects	Indicators	Result			
			3	2	1	4
1.	Positive Body Language (PBL);	Students exhibited body postures that indicate they were paying attention to the teacher and/or other students.				

2.	Consistent Focus (CF)	The students focused on the learning activity with minimum disruptions.
3.	Verbal Participation (VP)	Students expressed thoughtful ideas, reflective answers, and questions relevant or appropriate to learning.
4.	Students Confidence (SC);	Students exhibited confidence and initiative, and completed a task with limited coaching, and could work in groups.
5.	Fun and Excitement (F&E);	students exhibited interest and enthusiasm and used positive humor.

The result of the observation of students' engagement taught by using song is classified based on the mean score using the following criteria:

Table 2  
Criteria for Students' Engagement

Score	Criteria
36% - 51.99%	Low
52% - 67.99%	Medium
68% - 83,99%	High
84% - 100%	Very High

Those indicators will be examined to define the engagement level of students in the English class.

### Data Collection Procedures

The researcher finished class in two meetings, in the first meeting, the activity class started with an introduction and sang a song about the introduction together, after the singing part was finished, in the researcher, 's second meeting researcher carried out the same steps as the first meeting but with different song, the second meeting about animals. After the researcher took the steps as in the first meeting, in the second meeting the students' expressions became happier, when all classes had finished, the researcher both classes recorded both classes, and the researcher re-watch the video, and examined every movement and the speaking of each student using English. The data for each student could be examined because the researcher had asked questions of all students after the singing section had finished.

### Data Collection Instrument

The instrument of the research is a checklist which is adapted from the International Center for Leadership in Education (ICLE)'s Student Engagement Walkthrough Checklist by Jones (2009). The purpose of the instrument is to identify each student's speaking skills after being taught songsProcedures of Analyzing Data

1. Identifying each student's behavior during the implementation of song in vocabulary learning.
2. Calculating the number of behavior occurs during the observation

$$P = \frac{fo}{n} \times 100\%$$

P : percentage  
fo : frequency observed  
n : total score

3. Determining the percentage of the number of each behavior.
4. Interpreting the percentage score with the criteria of students' engagement
5. Making the conclusion.

## RESULTS AND DISCUSSION

During the meeting process, the researcher used two children's songs to be implemented in the lesson, What is Your Name? and Animal in the Jungle, the song has been selected to make it suitable for the lesson. The researcher played a song at the beginning of the class and sang with the students. After the song was finished, the researcher gave short questions according to the song to the students. for the first meeting, the song that was used was What Is Your Name? because the lesson is about the introduction

Researcher: what is your name?

Student: my name is Najwa

Researcher: Nice to meet you

Student: Nice to meet you too

During the singing and question and answer sessions, the students looked very happy and excited, the use of songs with easy-to-remember lyrics made them learn new vocabulary without feeling bored. this situation same According to Syaferi (2016) Using songs to teach English to Young learners is the best way to make the classroom activity alive and also can improve the young learners to learn English.

After conducting two meetings class with twenty students of an Islamic elementary school, the researcher got the result of the study and transcribed it

Table 3  
The Findings of Students' engagement in vocabulary learning taught by using song

Participants	Students' Engagement					
	Positive Body Language (PBL);	Consistent Focus (CF)	Verbal Participation (VP)	Students Confidence (SC);	Fun and Excitement (F&E);	Total
Student 1	4	3	3	4	4	18
Student 2	3	3	2	3	3	14
Student 3	3	3	3	3	3	15
Student 4	4	3	3	3	3	16
Student 5	1	2	2	2	2	9
Student 6	3	4	3	3	3	16
Student 7	4	4	4	4	4	20
Student 8	4	4	4	3	3	18
Student 9	4	4	4	3	3	18
Student 10	3	3	4	4	4	18
Student 11	2	2	3	2	3	12
Student 12	4	4	3	2	3	16
Student 13	3	3	3	3	3	15
Student 14	4	4	4	3	4	19
Student 15	2	3	2	2	2	11
Student 16	4	4	4	4	4	20
Student 17	4	4	4	4	4	20
Student 18	4	4	4	4	4	20
Student 19	4	4	4	4	4	20
Student 20	3	3	2	2	4	14

Student 21	4	4	4	3	3	18
<b>Total</b>	<b>71</b>	<b>72</b>	<b>69</b>	<b>65</b>	<b>70</b>	<b>347</b>
<b>Percentage</b>	<b>85%</b>	<b>86%</b>	<b>82%</b>	<b>77%</b>	<b>83%</b>	<b>83%</b>
<b>Criteria</b>	<b>Very High</b>	<b>Very High</b>	<b>High</b>	<b>High</b>	<b>High</b>	<b>High</b>

After getting all the value data, the researcher carried out calculations to get the percentage for each criterion, the following results were obtained, based on the table above, it can be seen that the score for (PBL) is 85%, the score for (CF) is 86%, the score for (VP) is 82%, the score of (SC) is 77%, the score for (F&E) is 83%, all the total student percentage scores are 83% with high criteria according to the data at table 2, and all aspect values have categories of 'High' and 'Very High' Based on the percentage results above, it can be concluded that students' engagement when taught to speak using songs has a good effect, they show happy gestures during class, answer the teacher's questions enthusiastically and increase their confidence in speaking English. it is proven that the use of songs as a medium for teaching children to speak English is effective.

## CONCLUSION

Singing songs as a learning tool to teach English speaking to students is the right way to make a fun class, Student engagement in using songs to teach speaking was very good, students exhibited interest and enthusiasm and used positive humor, gave good answers and opinions to the teacher's questions. This result can be proven by the results of research that show "high" and "very high" for the five aspects of the checklist. when the lesson is beginning, the student's body language showed a sense of happiness and interest in the song, by singing they unconsciously asked and memorized new vocabulary. the interactive and happy attitude of students is also related to the interaction between the teacher and students when singing, question and answer sessions, and learning together. A teacher must be a good facilitator in the EFL classroom learning process because students need to be encouraged to develop their communicative competence by exposing them to communication settings (Rokhayani, 2017), songs can be used as a good facilitator in teaching speaking English to children. Singing a song makes students practice speaking in saying a word or sentence in English which makes students more active and confident in learning English as well as improves their competence in speaking and pronouncing words (Juniarta, 2022). Even though using songs makes students happy, this method still has shortcomings, students' focus is easily distracted so they become too noisy during singing sessions, and when this happens teachers will find it difficult to discipline them. Even though this method has advantages and disadvantages, songs can still be an appropriate consideration as a method for teaching students to speak. In the future, the author hopes that this research will be useful as a reference for other writers in the future.

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