



Improving Spelling Learning In Primary School Age Through Songs

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ARTICLE INFO

Article history:

25 December 2019
Received in revised form
01 January 2020
Accepted 25 January 2020
Available online 03
November 2020

Kata Kunci:

Lagu, Spelling Learning,
Anak Usia Sekolah Dasar

Keywords:

Song, Spelling Learning,
Children Of Elementary
School Age

ABSTRAK

Penelitian ini dilatar belakangi oleh guru di sekolah dasar dituntut memberikan pengalaman pembelajaran bahasa Inggris yang menarik dan mudah dipahami oleh siswa. Namun, belum semua guru di sekolah dasar memiliki kemampuan itu. Hanya sedikit guru yang bisa menciptakan pembelajaran bahasa Inggris secara kreatif. Tujuan penelitian ini adalah mengkaji secara mendalam mengenai penggunaan media lagu untuk peningkatan spelling learning anak usia sekolah dasar. Metode dalam penelitian ini adalah kualitatif yang bertujuan untuk memperdalam kajian tentang spelling learning anak usia sekolah dasar beserta solusinya untuk meningkatkan kualitas pendidikan sekolah dasar secara global. Objek dari penelitian ini adalah guru dan siswa SD dengan teknik pengumpulan data observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan lagu dalam pembelajaran bahasa Inggris khususnya spelling learning di sekolah dasar mampu memberikan dampak yang positif baik bagi guru maupun siswa. Dampak bagi guru adalah memberi kesadaran bahwa kreativitas adalah sesuatu hal yang penting bagi mereka untuk meningkatkan profesionalisme. Bagi siswa lagu merupakan media efektif untuk meningkatkan motivasi belajar dan kemampuan dalam memahami materi. Simpulan dalam penelitian ini adalah penggunaan media lagu dalam spelling learning berdampak pada kreativitas guru dan peningkatan hasil belajar bahasa Inggris siswa sekolah dasar.

ABSTRACT

English needs to be taught from an early age, at the basic education level. Teachers in elementary schools are required to provide an interesting and easy-to-understand English learning experience for students. However, the problem is that not all teachers in elementary schools have that ability. Only a few teachers can create learning English creatively. One of them is a teacher at Kramat Elementary School, Kudus Regency. The teacher at the elementary school taught English on spelling learning material through the media of songs. This research aimed to examine in depth the use of song media to increase elementary school-aged children's spelling learning. This research is qualitative, aiming to deepen the study of spelling learning for elementary school-aged children and their solutions to globally improve the quality of primary school education. This research's object is the teachers and students of SDN Kramat, Kudus Regency with the data collecting technique of observation, interviews, and documentation. The data obtained is then analyzed using Miles & Huberman (1992) analysis technique, including activities of reduction, data presentation, and conclusion/verification. The results showed that the use of songs in learning English, especially spelling learning in elementary schools, was able to have a positive impact on both teachers and students. The impact for teachers is to provide awareness that creativity is something important for them to improve professionalism. For students, the song is an effective medium to increase learning motivation and understand the material. The conclusion in this study is that the use of song media in spelling learning impacts teacher creativity and increases elementary school students' English learning outcomes.

1. Introduction

The ASEAN Economic Community (AEC) is one of the global issues that must be considered in this increasingly modern era. One of the AEC challenges is that competition for human resources (HR) is getting tougher. In this regard, the government's solution to face the challenges of the MEA, specifically in education, is to change current educational materials into international standard materials so that graduates who are created can compete globally. Primary school is the lowest level of education level formally. One of the efforts to support this is by equipping elementary school students to have the ability to communicate with international standards by mastering a foreign language, English, properly and correctly. However, some time ago, the government removed English from the elementary school curriculum. Of course, this is contrary to the government's desire to prepare graduates capable of global competitiveness. It is unfortunate if English subjects are removed from the primary school curriculum. One of the reasons is the unavailability of human resources for elementary school teachers who speak English (Bayu et al, 2019). Since elementary school, the importance of English was also conveyed by (Maili, 2018; Muid, 2015). In his research, Indonesians must continue learning English from an early age because learning a language from an early age will positively benefit children.

The reality in the field is that some elementary schools still provide English lessons for their students, one of which is at Kramat Elementary School, Kecamatan Kota, Kabupaten Kudus. SD Kramat also uses the 2013 curriculum as regulated by the government. In addition to the main subjects that are thematically packaged, the SD also has local content and extracurricular lessons. It is included in local content lessons in English. Based on the interview results with the principal, he explained the reasons for choosing English as one of the local content subjects. Students at SD Kramat would not be out of date and prepare for the junior high school level not to have difficulty speaking English. He also added that to support English learning at SD Kramat, two special teachers teach English and serve as class teachers. Learning English at Kramat Elementary School is also fun because the teacher has an unusual way of using songs to teach English. Song media are obtained by downloading videos from YouTube, displayed by the teacher in the classroom. While watching the video, students are invited to imitate the correct spelling method.

Media is very important in the learning process because it can facilitate receiving messages from teachers to students (Iswari, 2017). The role of learning media in the learning and teaching process is an integral part of the world of education (Tafonao, 2018). Learning media is very helpful for the psychological development of children in learning. Psychologically, teaching aids in learning media can make abstract things more concrete (Supriyono, 2017). Practical benefits of using media are also presented by (Kustandi, C. & Sutjipto, 2013; Muhson, 2010). 1) clarifying the presentation of messages and information, 2) increasing and directing student attention, 3) overcome the limitations of senses, space, and time, and 4) provide a common experience to students about events in their environment. In this case, songs or music can increase intelligence because rhythmic stimulation can improve the work function of the human brain, such as making the nerves of the brain work and creating a sense of comfort and calm, so that brain function becomes optimal (Jumaryatun, Slamet Mulyono and Atikah Anindyarini, 2014). The song media used by teachers at SD Kramat certainly helps teachers teach English because English is a subject that requires a lot of memorization. Through songs, students will find it easier to understand the material being taught. It is in line with the research results (Ratminingsih, 2016) that students positively perceive using creative song-based audio media in learning English in fifth-grade elementary school. Music affects the learning process of students in the classroom (Roffiq, 2017). It is evident from the questionnaire results that all students agree that the media increases their learning motivation because it is more fun, interesting, and easier to understand the material.

From this explanation, the researcher is interested in developing media about "Song Media for Increasing Spelling Learning of Elementary School-Age Children." To research deeper into learning English at Kramat Elementary School, especially to improve spelling learning, which then analyzes the results obtained. Improving Spelling Learning is the difference between this research and previous research. It is interesting to do because, through songs, students can set moods, change students' mental states, and support student learning environments.

2. Method

This study uses a qualitative method. According to Bogdan and Taylor, the qualitative method is a research procedure that produces descriptive data in written words or words from people and observed behavior (Moleong, 2001: 2). The use of the descriptive-analytical method is based on the assumption that

this study intends to obtain actual and factual information or describe the use of song media to increase elementary school-age children's spelling learning. Research subjects experience an event directly, so they understand the context (Spradley, 2016). The research subjects in this study were teachers and students at SD Kramat, Kudus Regency. This research's location is Kramat Elementary School, Kudus Regency, located in Ngangukwali, Kramat, Kota Kudus District, Kudus Regency. The data in this study were obtained from two sources, informants and documentation. In this study, the informants included the Principal, Class Teachers, Subject Teachers, and Students. The data obtained is in the form of information that supports research, especially regarding the use of song media to improve spelling learning for elementary school children. In this study, documentation is used to obtain additional material from written sources from archives and related documents. The archives and documents used include data on the use of song media to improve spelling learning for elementary school children and various articles that have been related to this problem.

The data collection techniques used in this study were interviews, observation, and documentation. Interviews were used to obtain data related to an overview of English learning implementation at Kramat Elementary School. Observations were made to see firsthand the process of learning English using song media in the spelling learning material. Meanwhile, documentation is used to obtain supporting data from interviews and observations, documents in photos and videos, and reference documents needed in this study. The data collected is then analyzed using Miles and Huberman's data analysis technique (1984). Three activity lines occur simultaneously in data analysis techniques, data reduction, data presentation, concluding / verification.

3. Result and Discussion

Result

Based on the observations' results, the teaching and learning process in third grade in English is divided into three stages. The first stage is an introduction, where the teacher conducts attendance activities, motivates, arouses students' interest in learning; apperception; communicating learning objectives; preparing learning media (in the form of powerpoints, videos, and songs); and suggesting the learning flow that will be carried out by students. The second stage is the core activity. The teacher delivers spelling learning material using learning media (in the form of songs). While the third stage is the closing stage, wherein this stage, the teacher gives assignments or homework, reflects, and concludes.

In the second stage, which is the core activity, the teacher uses the media of songs obtained from social media, YouTube, in teaching English to students. Through Youtube, the teacher uses songs and videos as a medium for spelling learning. The description of the results of the researchers' observations in the third grade of SD Kramat is described as follows.

On the first day, the students spell out the English vocabulary, which consists of three letters. Two videos are used as learning media. The first video is entitled "The Spelling Song | 3D Nursery Rhymes for Kids and Children | Baby Songs | Hippy Hoppy" (<https://www.youtube.com/watch?v=zqSehAxVzWE>).



Figure 1. Vocabulary Learning Media

In the video above, students learn to spell four words that have three letters: cat, rat, hat, and mat. The second video is entitled "The Spelling Song | Learn to Spell 3 Letter Words | Kindergarten, Preschool & ESL | Fun Kids English" (<https://www.youtube.com/watch?v=d0Hq0fjT3r4>). In this video, students learn to spell five words: cat, fox, pig, bat, and dog. Students look enthusiastic about the video shown by

the teacher. Some students dare to spell the words given by the teacher after watching the video. Students make it easier to memorize these words through illustrations of animals or objects that appear according to the spelled vocabulary.

On the second day, students learn to spell numbers in English. To help to teach with this material, the instructor uses two videos from youtube. The first video is entitled "The Spelling the Numbers Song | Counting Songs | Scratch Garden," which can be downloaded at the address (<https://www.youtube.com/watch?v=HG361wJyDY0>). In the video, third graders are invited to imitate how to spell numbers while watching the video.

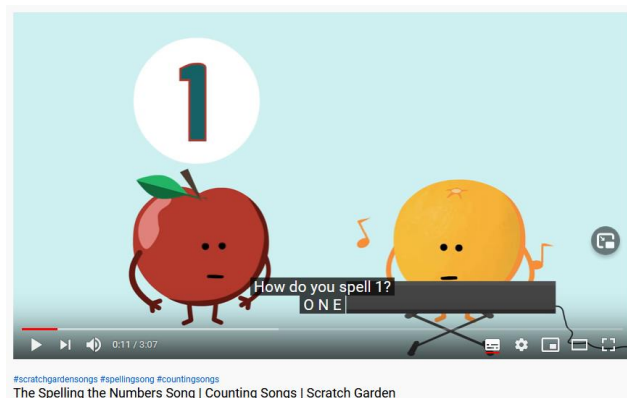


Figure 2. Learning Media for Spelling Numbers

In the video, students learn how to spell numbers one to ten: one, two, three, four, five, six, seven, eight, nine, and ten. The second video is entitled "Spell Numbers 1 - 10 - Learn to Spell Numbers With this FUN SONG! (Kindergarten Spelling Words)" obtained from the address (<https://www.youtube.com/watch?v=WMU10rnnv3NU>). In this video, students learn to spell numbers from zero to ten: zero, one, two, three, four, five, six, seven, eight, nine, and ten.

On the third day of teaching spelling, three videos from YouTube were also used. This time the spelling teaching was carried out based on a theme (names of the days, animals in the forest, and various colors). The first video is titled "Spell the Days of the Week! (song for kids about spelling the days of the week)" obtained from the address (<https://www.youtube.com/watch?v=st1VAFMrR1c>). In this video, students learn how to spell day names: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. The second video is entitled "Learning to Spell in the Jungle - ABC Songs for Kids - Alphabet Toddlers Preschool -Animal Sounds," which can be downloaded at (<https://www.youtube.com/watch?v=J5o7KVazndg>).



Figure 3. Learning Media for Spelling Animal Names

In the video, students learn to spell the animals that live in the forest: jungle, lion, monkey, snake, elephant, and parrot. The third video is entitled "Learn the Colors | Spell Our Color Words | Colors Song | Colors | Jack Hartmann" which can be found at (<https://www.youtube.com/watch?v=oD-5l221bUw>). In

this video, students learn various colors: red, blue, green, orange, yellow, brown, purple, black, white, and pink.

At the end of the lesson on the third day, the researcher gave recommendations to the teacher for a video, which later could be used as a spelling learning medium at the next meeting. The video is entitled "Learn Spelling | ABC Songs for Children | Alphabet Songs | 3D Animation ABC Nursery Rhymes 4," which can be found at (<https://www.youtube.com/watch?v=u-UBR3G40Og>). This video is a bit long because it begins by spelling out all the letters or alphabets (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, and z) and then followed by spelling lessons that include many vocabulary: apple, ant, alligator, ax, aeroplane, ball, bat, balloon, box, bed, book, paint, cow, candle, cart, carrot, coconut, dog, doll, donkey, drum, dove, duck, egg, engine, elevator, escalator, elephant, exit, fox, fan, feather, fish, flower, frog, grapes, goat, guava, girl, gold, grass, horse, hen, helmet, hair, hand, house, ink, insect, india, igloo, inkpot, injection, jug, jam, jacket, jar, jockey, jeep, kite, key, kangaroo, kettle, kitchen, king, lamb, lamp, lollipop, lion, ladder, leaf, moon, mouse, monkey, mat, mango, mug, nose, nest, nightingale, net, needle, nurse, ox, ostrich, orange, otter, onion, pan, pen, pencil, pigeon, parrot, pig, queen, quail, quiet, quill, quilt, queue, rabbit, rat, rainbow, rose, rocket, ring, sun, squirrel, sunflower, soap, snake, spoon, tree, tiger, teapot, truck, table, top, umpire, uncle, umbrella, under, unicorn, uniform, van, vine, vulture, violin, vegetable, vendor, watch, wheel, watermelon, wolf, window, well, xray, xmas, xylophone, Xerox, xylorimba, xyphias, yak, yoga, yellow, yarn, yankee, yoyo, zero, zip, zigzag, zulu, zebra and zoo.

In the aspect of the teacher's appearance, the researcher can see several things: the teacher is cheerful, the teacher is enthusiastic in teaching, the teacher has an enthusiasm for teaching, the teacher's appearance is rapid and polite. Using the blackboard, the researcher observed that the students could read the teacher's writing on the blackboard, but the teacher did not write new vocabulary or vocabulary. In the aspect of time management, the researcher observed that the teacher used time effectively and efficiently, and the teacher was also able to allocate time for student learning.

Researchers also observed aspects of teacher skills in classroom management and questioning techniques. This aspect requires students to take an active role in the learning process. In classroom management, the teacher calms the class before starting learning, but the teacher does not divide the class into groups because the group division has been done on a scheduled basis. In the aspect of asking the researcher several things: the teacher distributes questions to students, the teacher pays attention to the waiting time for students' answers, the teacher responds to students' answers well and attentively, but the teacher does not avoid answers simultaneously.

Discussion

Based on the field findings, learning English in the third grade of SD Kramat through the media of songs in videos downloaded from YouTube has succeeded in improving spelling learning. From the observations, it was found that various factors support the success of a teaching and learning process. One element that determines the success of teaching and learning activities in the classroom is the teacher or teacher or educator factor. The teacher plays an important role as class controller and intermediary in delivering and transferring the knowledge he has to all students. Teachers must have high self-confidence in teaching. If the opposite happens, the teacher feels insecure. Then the students will be able to see this from the teacher's behavior in front of the class. It will have many negative effects in the future (for example, students become disrespectful of teachers; students are not motivated to attend lessons, and so on).

Apart from high self-confidence, another factor that also supports teachers' success in teaching is the factor of creativity (Butler, 2004; Evertson, 1994; Kang, 2018; Lee, 2009; Fennelly, 2011). Creative teachers can create a class atmosphere that is fun and not boring. Conversely, teachers who are not creative will cause the classroom atmosphere to be boring and unpleasant. From the findings in the field, it is clear that teachers have a majority role in determining the class's sustainability. Teachers who are confident and creative will be able to make class fun and not boring. Likewise, what happened at Kramat Elementary School. Here the teacher can show creativity in the teaching and learning process. From the observation sheet, it can be seen that the teacher can carry out their duties smoothly. The teacher also tries to make the students active. It is in line with Grossman's (1999) thinking, which states that the success of learning lies in students' activeness. The more active the students, the more likely it is for the success of the learning process.

Teacher creativity can be expressed through interesting learning methods so that the classroom situation is created pleasant so that students do not become bored in following the learning process. It is in line with the thinking (Madya, Suwarsih, 2004), which explains that teachers must actively create learning methods and models that can actively attract students to participate in learning activities in class.

The use of the right method will positively impact the ease with which the material is conveyed to students and the ease with which students absorb the teacher's knowledge.

The creativity carried out by the teacher in teaching spelling learning using song media has a positive impact on student learning activeness and motivation. It is evidenced by students' efforts to seek information from teachers and other students when it is not clear what they observed in the video. Students' curiosity and courage to ask increased. According to Ameliah, et al (2016), the curiosity of students can be seen by the emergence of several student behaviors, including 1) using sensory tools to investigate the material, 2) asking questions about the material, and 3) showing interest in the material. Song media is fun, so that it can motivate students to learn. It is also useful for creating meaningful learning. These findings are the following (Yassaei, 2012), which states that media can create meaningful contexts in learning English in various formats, including print, audio, and visuals. In this study, the media used was an audio-visual format that activated students' learning so that learning outcomes also increased.

4. Conclusion

Learning English at SD Kramat on spelling learning material uses learning media in several videos from YouTube. The use of instructional media in videos positively impacts learning English for both teachers and students. The use of song media is a form of teacher creativity in selecting and using learning media. It supports the teacher's performance in front of the class. Besides making it easier to convey the material, the media of songs is also fun so that the learning atmosphere is not boring for students. Students at Kramat Elementary School felt the same way when learning English using song media. Students are enthusiastic and motivated to learn. In addition to achieving learning objectives, students' curiosity also increases. Learning strategies like this can be the beginning for educators to realize how important it is to improve their quality to carry out better learning activities to produce creative, independent, and adaptive successors to the development of the globalization era.

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