

# The Implementation of Song Technique in Teaching English for Junior High School Students

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## ABSTRAK

Penelitian ini bertujuan untuk: (1) mendeskripsikan pengimplementasian teknik lagu dalam mengajar Bahasa Inggris untuk siswa SMPN 2 Kubutambahan dan; (2) mengetahui alasan guru dalam mengimplementasikan teknik lagu dalam mengajar Bahasa Inggris siswa SMPN 2 Kubutambahan. Penelitian ini menggunakan penelitian kualitatif yang memanfaatkan desain *case study*. Subjek penelitian ini yaitu 2 guru Bahasa Inggris di SMPN 2 Kubutambahan yang dipilih melalui *purposive sampling technique*. Instrumen penelitian ini meliputi peneliti, lembar observasi, dan panduan interview. Data dikumpulkan melalui teknik *note-taking*, observasi, dan interview. Data yang telah dikumpulkan dianalisis dengan metode analisis data yang terdiri dari reduksi data, penggambaran data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: (1) Guru mengimplementasikan teknik lagu ini dengan sintaks umum yang sama dengan guru lainnya misalnya, memilih lagu yang tepat, menyesuaikan dengan aktivitas, membuat kuis serta memberikan tugas namun dengan berbagai variasi, dan; (2) terdapat beberapa alasan guru dalam mengimplementasikan teknik tersebut yaitu karena menyenangkan, memotivasi, menarik, dan sebagai faktor dalam meningkatkan kosakata. Maka, dapat disimpulkan bahwa meskipun guru mengimplementasikan teknik ini dengan cara yang sama pada umumnya, namun masih terdapat beberapa variasi yang guru lakukan pada penelitian ini dan guru mempunyai beberapa alasan penting dalam mengimplementasikan teknik ini dalam pembelajaran Bahasa Inggris.

## ABSTRACT

The study aimed to: (1) describe the implementation of song technique in teaching English for Junior High School students in SMPN 2 Kubutambahan and; (2) find out teachers' reasons in implementing song technique for teaching English Junior High School students at SMPN 2 Kubutambahan. The study was qualitative research which employed case study design. The subjects were two English teachers in SMPN2 Kubutambahan that were chosen through purposive sampling technique. The instruments were human instrumen, observation sheet and interview guide. The data were collected by note-taking, observation and interview. The collected data have analysed through data analysis method which consisted of data reduction, data display and conclusion drawing. The results show that: (1) the observed teachers implemented song technique using general syntax with other teachers for instance, choosing the proper song, selecting suitable activities, making quiz and providing homework, but in various ways, and; (2) there were several reasons for why the observed teachers implementing song technique i.e. enjoyable, motivating, attractive and vocabulary enhancement factors. Therefore, it could be concluded that even though the English teachers implemented the technique, but still there are some variations that teachers applied and they have some important reasons in implementing this technique for teaching English.

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## 1. Introduction

English is known as a lingua franca, which means that it has been applied by society around the world to communicate even across the countries. It also reflects that English is important for students in both their life and school's achievement. As English is essential these days, the context of teaching and learning English spreads rapidly. Numerous approaches, strategies, methods, and techniques have been further created and implemented to lead students able to master English skills (Gill & Kusum, 2017). Those learning components assist teachers to teach four English skills such as speaking, writing, reading and listening.

Among the aforementioned learning components (approach, strategy, method, and technique), learning technique seems to be the most varied component during teaching and learning activities (Gill & Kusum, 2017; Sequeira, 2012). Teachers probably implement different learning techniques even though they apply same strategy and method. For instance, teacher teaches two classes with a similar topic, it might be applying presentation method in A class will be more efficient by using A technique. Meanwhile, applying similar method in B class probably will be more efficient if the class implemented B or C technique. It can be implied that as every student and class tend to be varied, the technique used have variation as well.

Due to the various techniques in teaching English, song techniques become one of the parts of teaching technique. Song is known as part of education that has been applied in education since long ago. According to Džanić & Pejić (2016), song is a great language package that bundles culture, vocabulary, listening, grammar, and a host of another language skill in just a few rhymes. It means that using song as a learning material is a good choice since it can have linked with another skill in teaching English. When the teacher try to attract student's attention through song, students would figure out heir knowledge, memorize and get learning experiences which enhance their learning construction (Aguirre et al., 2016).

As a part of teaching technique, song provides several benefits or advantages for students. Integrating song in the classroom becomes an essential thing to lead students become active and participate to the classroom activities. Ningsih (2019) has revealed that the implementation of song in the classroom have a positive impact on students' speaking performance. It is in line with Lems (2018) who reveals that song delivers special benefits for new learners who learn language. Listening to song and singing become natural ways to practice new sounds, words and phrases of language. Applying song in the classroom atmosphere will decrease students' psychological barriers namely anxiety and lack of self confidence to be more motivating, enjoyable, fun and memorable (Shen & Gongshang, 2009).

Relating to the above statement, preliminary observations and interviews had been conducted in Kubutambahan Regency, Buleleng, Bali, Indonesia, to observe the inclination occurred regarding to the context of learning techniques used by the English teacher. The Kubutambahan regency was chosen based on the geographical factor and researcher convenient factor. The setting was selected due to the researcher's limitation to conduct observation and study in another setting.

The observation's result showed that song technique is one of the most techniques used by the observed teachers, especially when they taught seventh grade students. Based on the preliminary interview result to observed teachers, they have mentioned that song technique was still implemented because most of their students did not learn English during Primary School Level. Especially at SMPN 2 Kubutambahan, the song technique appeared in almost all English materials. It is because their students tend to be more comprehend on the material through this learning technique. The observed teachers at SMPN 2 Kubutambahan further mentioned that students' motivation and engagement during learning activities had improved when song technique was applied, as they felt it fun and interesting. Based on the observed teachers' point of view at SMPN 1 and SMPN 2 Kubutambahan, students who were taught by song technique tended to comprehend more vocabulary and pronunciation, which were components to support their comprehension in English skills.

Several general procedures must be followed by English teachers if they implement this sing technique. As synthesized from Mokhtar, Mayuasti, & Ikhsan (2017); Ratminingsih (2017); and Sari, Asahra, & Yana (2019), the procedures i.e., choosing proper songs, selecting suitable activities, and make an interesting closing. Choosing proper songs is significant rule because it must be in line with the students' age. By way of the song in the kindergarten is totally different from primary and high schools' students, it seems that selecting appropriate song must be needed for techers. After choosing proper songs, teachers should select suitable activities which are related to the topic and the learning objectives. Even the learning process focuses on pronunciation, vocabulary or grammar, the activities must match with the song. In the last procedure, teachers need to make an interesting closing. When the song is implemented to provide a comfort and fun learning atmosphere, the song technique should have memorable ending for instance inviting students singing together, etc.

As song becomes a great English learning technique, it has been applied and studied in enormous settings around the world by several researchers (Džanić & Pejić, 2016; Hadi, 2019; Hindémè, Egounleti, & Kottin, 2018; Pratiwi, 2018; Vishnevskaja & Zhou, 2019). One of the previous research which was conducted by Aguirre et al., (2016) related to the influence of songs in primary school students' motivation for learning English in Lima, Peru. The study aimed at exploring the use of songs in English teaching to help in motivating students while learning English as a Second Language (ESL). The results find out that students are motivated to participate and become more engaged in classroom activities when songs are applied in their English classes. This result was more strongly confirmed with the observations and questionnaires. However from those previous studies have mentioned above, the implementation of song technique in Junior High School level seems to be so interesting to be further investigated because it inclines to rarely occur (Hadi, 2019).

Implementing song technique in junior high school level tends to be unique cases as it is often implemented in primary school. It seems that the preliminary observation done has a potential to be further discussed. This research was urgent to be conducted since the scope of song technique in Junior High School level seemed to be rarely occurred. In other words, the literatures around this topic inclined to get little attention by researchers. Therefore, this study was investigated to describe the implementation of song technique by English teachers in SMPN 2 Kubutambahan and to find out the important reasons for why English teachers using song technique in their teaching activity.

## 2. Method

This research was a qualitative research which employed case-study design. Qualitative research is defined as a discussion of language, history, social science, politics, and anthropology, formed in descriptions arrangement that illustrates deep analysis toward the investigated topic (Miles & Huberman, 1994). In this case, qualitative research model was chosen due to this research aimed to present a deep comprehending and explanation toward the investigated topic, which was song technique in Junior High School level. As mentioned previously, the research design was case study. Case study focus on an individual, a group, an organization, an event, a problem, or an anomaly cases in-depth (Ridder, 2017). Relating to the present research, case study research design was chosen because the research was focused on the unique case occurred at SMPN 2 Kubutambahan only, on how and why the song technique is still relevant in teaching English to their students.

The research subjects involved 2 English Teacher of SMPN 2 Kubutambahan which were selected through purposive sampling. It indicates to the selecting of the research subjects purposively based on the criteria made by the researcher. The criteria were based on: 1) preliminary interviews results, 2) participant convenient, and 3) participant availability in involving the research. The instruments used to obtain the data needed, including human instrument, observation sheet, and interview guidance. The human instrument acted as a data collector, data interpreter, analysts, and also summarizer of the research results (Peredaryenko & Krauss, 2013). The observation sheet was used to answer the first research question, relating to the how song technique is implemented by English teachers of SMPN 2 Kubutambahan. The categorization used in the observation sheet was based on the procedure of implementing song in English Teaching that is synthesized from Mokhtar, Mayuasti, & Ikhsan (2017); Ratminingsih (2017); and Sari, Asahra, & Yana (2019); consisted of 1) choosing the appropriate song, 2) selecting the activity, and 3) making an interesting closing. In addition, the interview guidance was used to answer the second research question, relating to why the observed participants kept implementing song technique in teaching English.

The data were collected through several procedures i.e. selecting participants through purposive sampling technique, doing some observations to answer the research questions, preparing the interview guide based the theory, interviewing the participants with interview guide, recording the data, and when the data were collected, the researcher transcribe and analyze it to draw conclusions. In analyzing data, the interactive data analysis proposed by Miles & Huberman (1994) was determined to be used in this research. It consists of data reduction, data display, and conclusion drawing. When the conclusion has been drawn, the results were checked through triangulation method. Triangulation method was used to check the trustworthiness of the data and keep the validity and the reliability of this research.

### 3. Finding and Discussion

The first research question related to how english teachers implement song technique in their class was determined through observation sheet. The results can be seen in Table 1.

**Tabel 1.** The Implementation of Song Technique in English Teaching at SMPN 2 Kubutambahan

No	Results
1	The song was firstly selected properly, based on the material and students' age.
2	The activity done were watching the video-clips, singing together, repeating the words, making a note & table of new vocabularies, and creating a simple-sentence based on the obtained vocabularies.
3	The observed teachers made such a simple quiz by asking several students about the song or new vocabularies obtained at the end of teaching activities.
4	The observed teachers provided new links consisting videos or songs as a homework, spread through WhatsApp or other learning platforms used.

Based on Table 1, it can be seen that there are four major activities which referred to the general syntaxes when implementing song technique. The first activity was selecting proper song related to the topic. In this case, the observed teachers chose adjective songs on Youtube (OT1), Que Sera-Sera (OT2) and I have a dream (OT2). Since they teach junior high school students, the teachers believed that those songs were suitable with students' age. In addition, watching video, singing together, repeating some words, and followed by finding new vocabularies was the second activity which regard to the main activity. Based on the observation toward the observed participants, the use of song technique in their context was to enhance students' participants and improve students' vocabulary. In the third activity, teacher give a simple quiz to the students by asking new vocabularies and the detail about the song. The quiz has the goal to make sure students' comprehension as well as deliver new vocabularies during the quiz. The quiz seemed to arranged directly without any preparations because the questions were kind of different in every observation. It looked like the questions were based on the teaching-learning situation, so that it would be more authentic. The last activity belongs to providing new links which consisted of videos or songs as students' homework and send it via WhatsApp or other learning platforms. The comparison between the aforementioned results and the theory used is portrayed by Table 2.

**Table 2.** Comparison Between the First Research Finding & The Theory Used in The Research

NO.	Song Technique Implementation in the Theory Used	Song Technique Implementation in The First Research Finding
1.	Choosing the proper song	Choosing the proper song
2.	Selecting the appropriate activity	Selecting the appropriate activity
3.	Creating a memorable closing	Make quiz as simple assessment
4.	-	Provide homework as additional activity

As seen in Table 2, there is no big distinctions between the theory and the finding in implementing song technique. However, in these findings, the observed teachers applied some variations in the middle of teaching activity, specifically, making quiz as a simple assessment and providing homework.

Futher, identifying the teachers' reasons in song technique implementation at SMPN 2 Kubutambahan was determined through observation and interview. The results of observation can be seen in Table 3.

**Tabel 3.** The Teachers' Reasons Underlying Song Technique Implementation in English Teaching at SMPN 2 Kubutambahan

No	Results
1	Song technique provides fun and enjoyable English Learning activities
2	Song technique is believed able to enhance students' motivation in Learning English
3	Song technique offers attractive learning media from conventional text & paragraph
4	Song technique acts as a good preference to acquire new vocabularies

Based on the Table 3, it shows that there are at least 4 major reasons underlying the observed participants keep implementing song technique in their teaching. First of all, the observed participants believed this technique providing fun and enjoyable English Learning activities. This result also supported by the result of interview with those two participants. The result was portrayed through the excerpts as follow:

**Excerpt 1**

*"I choose to use song technique because I feel so happy seeing my students enjoy my English class. English is literary a fun subject if the teachers themselves can cover it in fun activities." (Stated by OT1)*

**Excerpt 2**

*"I implement this technique (Song Technique) to make the learning climate feel alive during English learning." (Stated by OT1)*

**Excerpt 3**

*"Because singing is one way to boost students' mood in learning English. Also, it is a technique to arouse students' passion for learning. Moreover, I often see students keep singing even the class has ended. I think it happens because they feel really happy during the learning activity." (Stated by OT2)*

Regarding those aforementioned statements, it can be implied that song technique can create an exciting learning activity for students. The observed teachers also revealed that this technique is often used wherever the classroom's climate felt bored (stated by OT1 & OT2). The students even kept singing even the class has been ended by them, showing their excitement in learning through this technique was really high.

As seen in Table 3, the second result shows that song can enhance students' motivation to learn English. Through creating a fun and memorable activity, the observed participants saw it had good potential to maintain their students' motivation in loving and learning English. It is also supported by the interview's result as follows:

**Excerpt 4**

*"The good point of this teaching technique (song technique) is it can boost students' motivation and excitement in learning. I often observe my students keep singing outside the class, I mean after I finish teaching. They do it because they have been memorized the song as the songs, I often use are really easy to remember," (Stated by OT2)*

**Excerpt 5**

*"For me personally, because I don't want to make an over generalization of it, I think this (song technique) does motivate my students so much. When I see my students sleepy, I directly ask them to sing the song together to give them a short break." (Stated by OT1)*

Those statements indicate that both of observed teachers agreed that song can boost students motivation and increase students' participations in the learning. It can be proved when the students keep singing along even outside the classroom and memorized all the lyrics correctly.

Table 2 shows that the third reason belongs to song technique became an attractive learning media. This result was mentioned in the interview. It can be described as follow:

**Excerpt 6**

*"Learning English is not always about reading long text and complicated paragraph. Learning using song can literarily give another media of learning in the forms of lyrics and rhymes. So that students will be more excited because it is unique as well as it closes on their real-life situation." (Stated by OT1)*

It can be interpreted that song can be applied as one of learning media in a modern and exciting way. As the OT1 mentioned, English should be learned in various methods or techniques. Learning English is not only about text and text. Based on the observed participants, they believed that song technique was like an innovative way of learning English more authentic.

The last reason was that song acts as a good preference to acquire new vocabularies. It can be supported by the narrations as follow:

#### **Excerpt 7**

*"...it can help my students to improve their motivation, to keep enjoy during learning, and to obtain many vocabularies as the most important thing here. The more I give them song, the more they add their vocabulary. In which, it also indirectly helps me as their teacher because when they have enormous vocabulary...." (Stated by OT1)*

#### **Excerpt 8**

*"I see using this activity (song technique implementation), my students can have more vocabulary through repeating the song and taking note on the new words. However, it needs to be concerned that not all songs are good and related to the learning topics...." (Stated by OT2)*

As previously mentioned, the implementation of song technique, which was done through the observed-teachers, has similar syntaxes with the general syntaxes in the theory. The differences occur in the middle of the teaching activity. The memorable closing in the theory is changed by observed teachers into make a quiz and provide homework. However, those changes closely related to give memorable closing. It can be said that the theories and the findings have a similar implementation even though the teachers did some variations in a certain activity.

The first research finding is strengthened by the result of Fransischa & Syafei (2016), who found that song implementation in English teaching is really flexible. This technique can be combined with various activities, which makes the class vibe feel alive. The results of the findings are also in line with the study conducted by Izzah (2014) and Hadian (2015). Both of them agree that implementing song through selecting the appropriate activity then asking students to join into a singing together activity can boost their motivation and competencies in term of listening comprehension. In addition, providing enjoyable activity tends to be the main reason why most teachers implement song technique in their teaching activities (Fransischa & Syafei, 2016; Hadian, 2015). The statement which revealed that song technique can enhance students' motivation in learning English is in line with Aguirre, Bustinza, & Garvich (2016), Džanić & Pejić (2016), and Pratiwi (2018). They found that song technique can maintain students' feeling in the learning. Students tend to feel happy while learning even though they literary are learning serious topic. The finding of song as one of the powerful media in English teaching is strongly supported by the finding conducted by Kuśnierz & Derenowski Kalisz (2016) who mentioned that song contributes to the construction of material being learned and students can easily memorize the words and patterns in English. Among those reasons, implementing song technique for the sake of enhancing students' vocabulary might the most practical reason proposed by the observed participants. It was in line with Mokhtar et al. (2017) and Sari, et al. (2019) who proved that song has a close connection to enhance students' vocabulary.

#### **Conclusion**

Based on the aforementioned results, this research has identified two main conclusions. First, the observed teachers implemented the song technique in teaching English through a similar way as the syntaxes in general. Those similar syntaxes involved choosing proper song, selecting suitable activities, give quiz as an assessment, and providing homework. Although they applied the technique with general syntaxes, they also add some variations for instance in the step of creating memorable activities as mentioned in the theories, the english teachers tried to give interesting quiziss and providing homework. Second, teachers have some important reasons to implement song technique for junior high school students in SMPN 2 Kubutambahan i.e. song technique provides an enjoyable learning, motivation, attractive activities, and vocabulary-enhancement. Those results are supported by numerous empirical and threories from expert and other researchers.

Regarding those findings, several suggestions can be delivered for english teachers, primary schools in Kubutambahan and other researchers. English teachers are suggested to apply song technique as a technique for teaching not only young learners but also for higher education level. Since the main problem of this research emmerge due to the incapability of most primary schools in Kubutambahan to teach basics english skills, the Primary schools in Kubutambahan are advocated to integrate this song technique in introducing several english vocabularies relating to the topics. Meanwhile other researchers are recommended to use these research's findings as a supported references for who conducted identic research. They also can analyze the difference between the song technique implementation in the context of young learners and high school students.

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