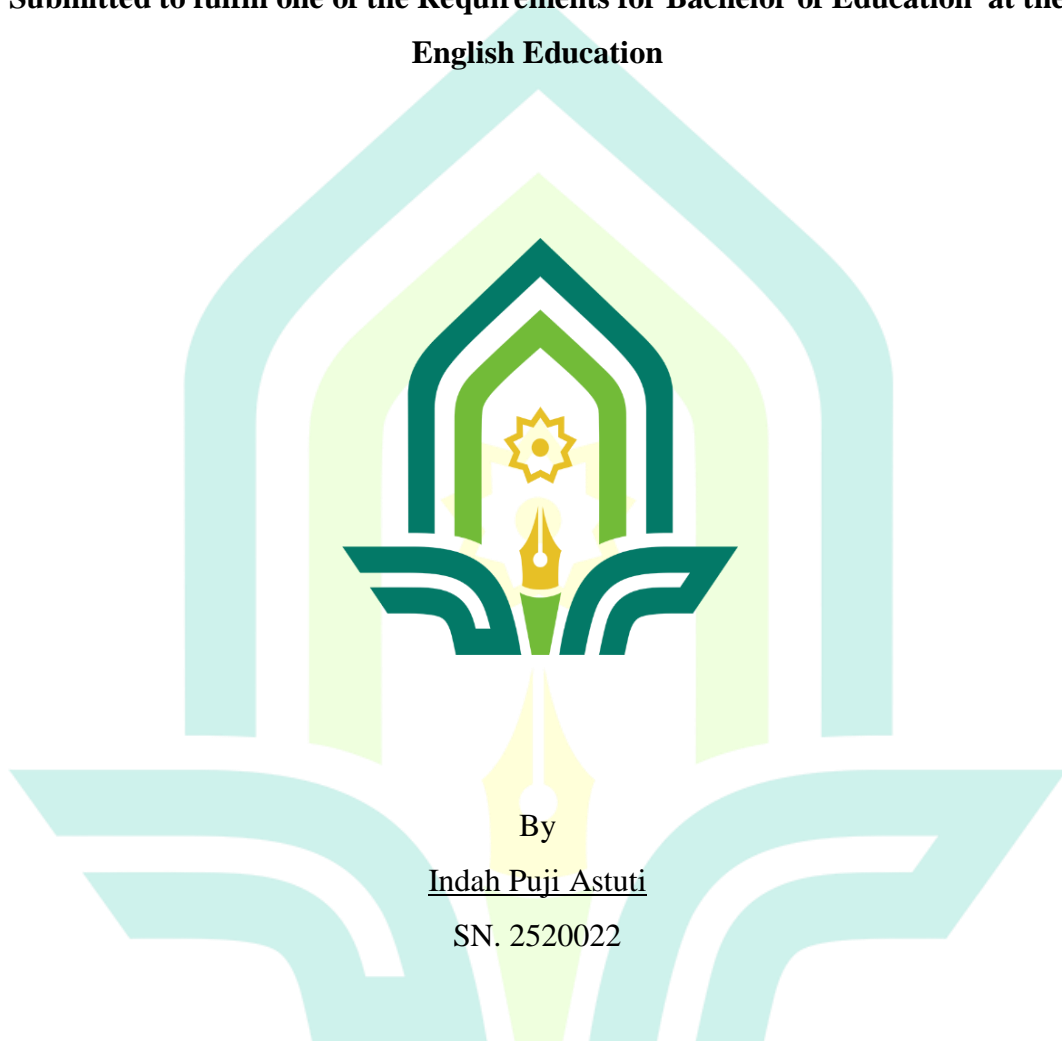


**TEACHERS' PERCEPTIONS ON THE USE OF ENGLISH SONG AS  
LEARNING MEDIA FOR YOUNG LEARNERS IN SPEAKING CLASS**

**A THESIS**

**Submitted to fulfill one of the Requirements for Bachelor of Education at the  
English Education**

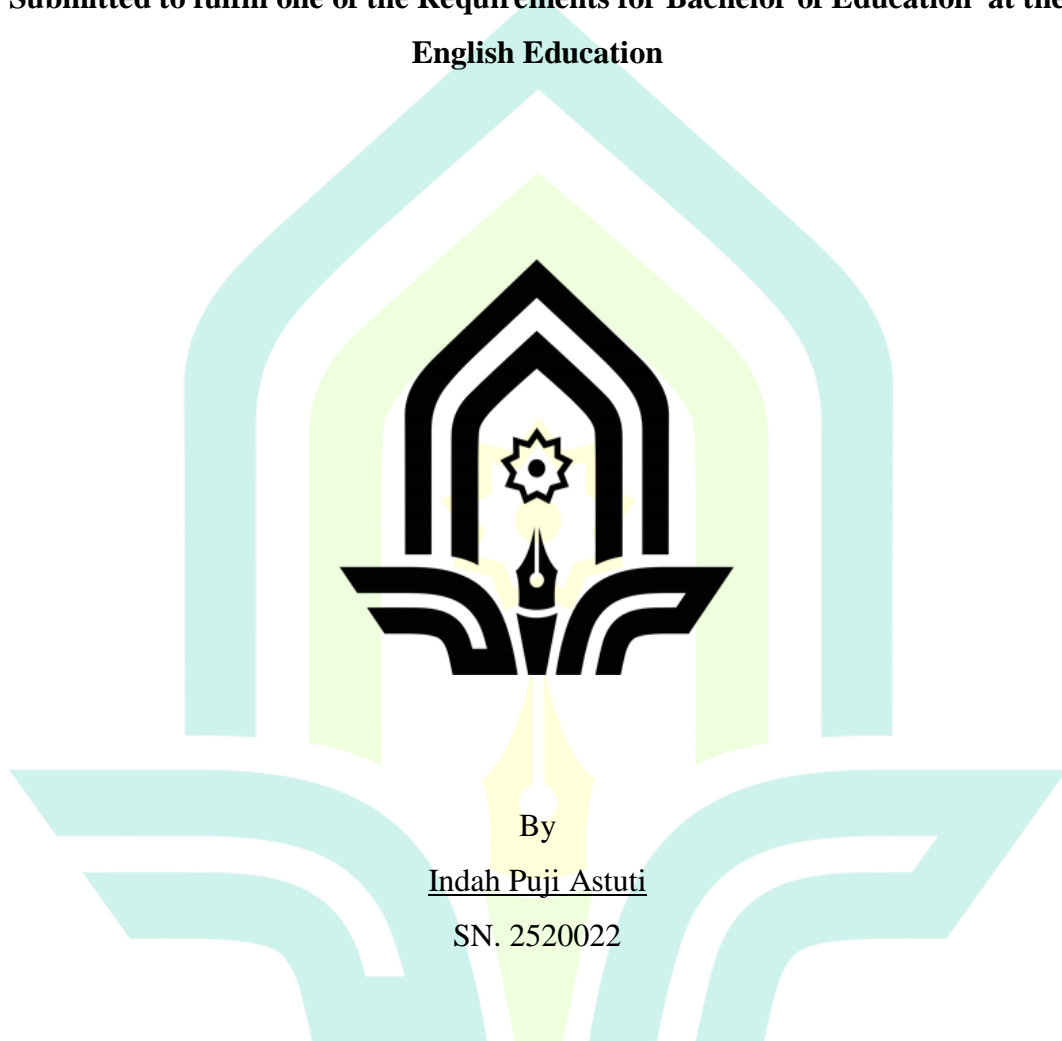


**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHERS TRAINING  
UNIVERSITAS ISLAM NEGERI K.H ABDURRAHMAN WAHID  
PEKALONGAN  
2024**

**TEACHERS' PERCEPTIONS ON THE USE OF ENGLISH SONG AS  
LEARNING MEDIA FOR YOUNG LEARNERS IN SPEAKING CLASS**

**A THESIS**

**Submitted to fulfill one of the Requirements for Bachelor of Education at the  
English Education**



By

Indah Puji Astuti

SN. 2520022

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHERS TRAINING  
UNIVERSITAS ISLAM NEGERI K.H ABDURRAHMAN WAHID  
PEKALONGAN**

**2024**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini :

Nama: Indah Puji Astuti

NIM: 2520022

Fakultas: Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Dengan ini menyatakan bahwa skripsi yang berjudul **“Teachers' Perception on the Use of English Song as Learning Media for Young Learners in Speaking Class”** adalah benar – benar hasil karya penulis, kecuali dalam kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar – benarnya.

Pekalongan, March 19, 2024



**INDAH PUJI ASTUTI**

2520022

## NOTA PEMBIMBING

Kepada

Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan

UIN K.H Abdurrahman Wahid Pekalongan

c.q. Ketua Jurusan Tadris Bahasa Inggris

di

PEKALONGAN

*Assalamu 'alaikum Wr.Wb.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama: Indah Puji Astuti

NIM: 2520022

Jurusan: FTIK/Tadris Bahasa Inggris

Judul: TEACHERS' PERCEPTION ON THE USE OF ENGLISH SONG AS LEARNING MEDIA FOR YOUNG LEARNERS IN SPEAKING CLASS

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 19.. Maret 2024  
Pembimbing



Dr. M. Ali Ghufron, M. Pd.  
NIP. 19870723 202012 1 004 †



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
K.H ABDURRAHMAN WAHID  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161  
Website : <https://ftik.uingusdur.ac.id> email: [ftik@uingusdur.ac.id](mailto:ftik@uingusdur.ac.id)

### APPROVAL SHEET

The Dekan of Faculty of Education and Training, Universitas Islam Negeri (UIN) K.H Abdurrahman Wahid Pekalongan, confirm that the undergraduate thesis by :

**Name : Indah Puji Astuti**

**NIM : 2520022**


**Title : TEACHERS' PERCEPTIONS ON THE USE OF ENGLISH SONG AS LEARNING MEDIA FOR YOUNG LEARNERS IN SPEAKING CLASS**

Has been examined and approved by panel of examiner on Friday, 15<sup>th</sup>, March 2024 as Partial fulfillment of requirement for the Degree of Sarjana Pendidikan (S. Pd.) in English Education.

The Examiners,

**Examiner I**

**Examiner II**

  
**Chubbi Millatina Rokhuma, M. Pd**  
NIP : 19900507 201503 2 005

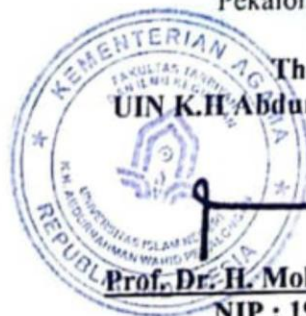
  
**Eros Meilina Sofa, M. Pd**  
NIP : 19860509 202321 2 043


Pekalongan 18<sup>th</sup> March 2023

Assigned by

**The Dean of FTIK**

**UIN K.H Abdurrahman Wahid Pekalongan**

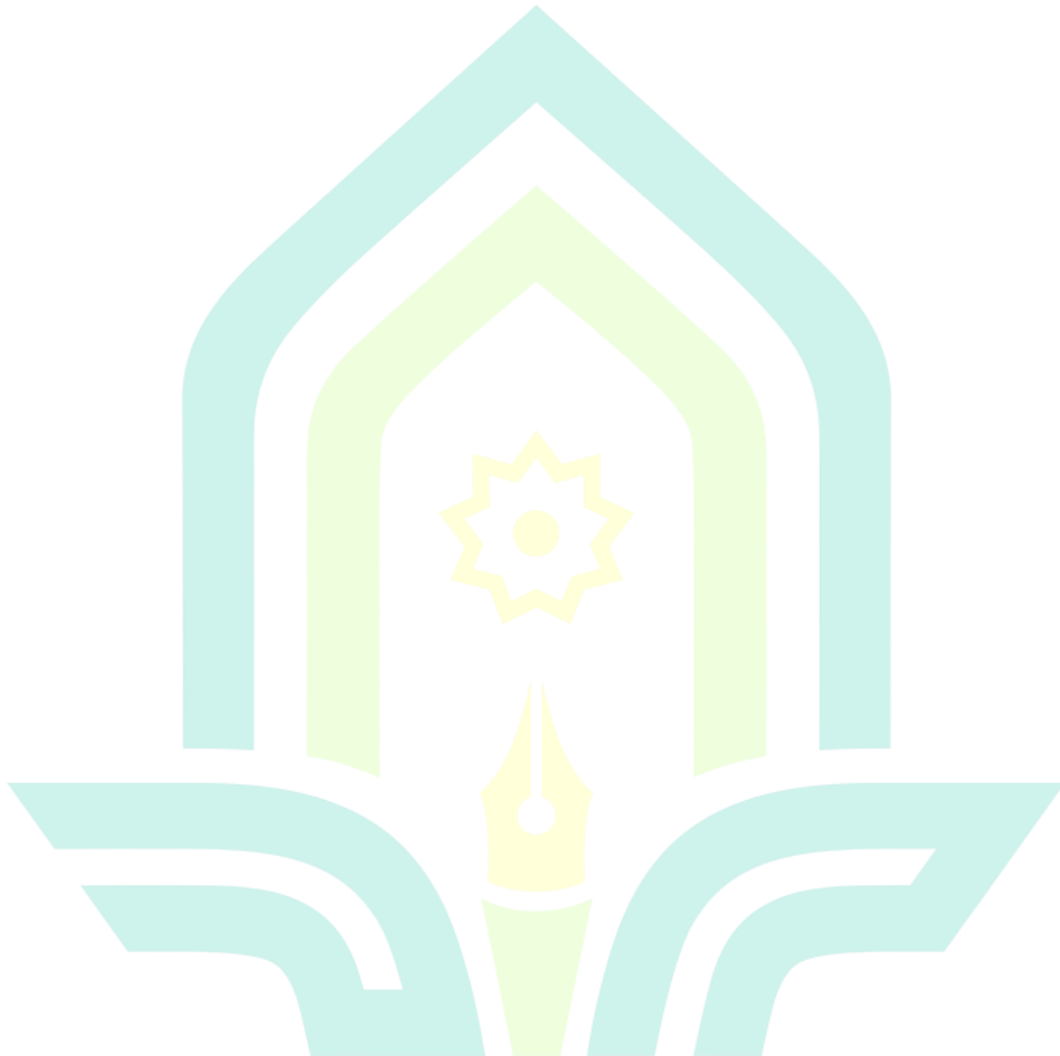


  
**Prof. Dr. H. Moh. Sugeng Solehuddin, M. Ag**  
NIP : 1973112 200003 1 001

## **MOTTO**

“Learn when you are young, because if you don't you will regret it when you are old”

Belajarlaha di masa muda, karena jika tidak maka akan menyesal dimasa tua”



## ABSTRACT

Speaking skill is crucial for young learners, requiring correct pronunciation, intonation patterns, and connected speech. English songs can be an enjoyable method for teaching vocabulary and pronunciation, but teachers may lack strategies for integrating them into language instruction. This study aims to learn how teachers perception the value of English song in learning media in young learners. This study used descriptive methodology with teachers' perception. It took place in MI Salafiyah NU Al – Utsmani Pekalongan. The researcher used semi-structured interviews to collect the data. The data analyzed using Braun and Clark's analysis because related to teachers' perception on the use of English song for young learners in speaking skill. This study can relate because use thematic analysis. This research involved 2 teachers because they use English song as learning media in young learners in speaking class to help the research. The research found that English songs are effective in teaching speaking skills, but teachers face challenges in teaching pronunciation, low motivation, and differences in young learners' skills. The classical method used to use English songs in speaking classes is limited in facilitating these learning activities. The study also found that teachers' awareness of using English songs in speaking classes is limited, and there is a need for more effective methods. The conclusion of the study explores teachers' perceptions of using English songs as learning media for young learners in speaking classes. It highlights the importance of using songs for active English skills development, despite challenges like cultural differences and time constraints. The research suggests further research on this topic to increase participation.

*Keywords: English song, young learners, speaking skills*



## ABSTRAK

Keterampilan berbicara sangat penting bagi pelajar muda, karena memerlukan pengucapan yang benar, pola intonasi, dan ucapan yang terhubung. Lagu berbahasa Inggris bisa menjadi metode yang menyenangkan untuk mengajarkan kosakata dan pengucapan, namun guru mungkin kekurangan strategi untuk mengintegrasikannya ke dalam pengajaran bahasa. Penelitian ini bertujuan untuk mengetahui bagaimana persepsi guru terhadap nilai lagu berbahasa Inggris dalam media pembelajaran pada pelajar muda. Penelitian ini menggunakan metodologi deskriptif dengan persepsi guru. Bertempat di MI Salafiyah NU Al – Utsmani Pekalongan. Peneliti menggunakan wawancara semi terstruktur untuk mengumpulkan data. Data dianalisis menggunakan analisis Braun dan Clark karena berkaitan dengan persepsi guru tentang penggunaan lagu bahasa Inggris untuk pelajar muda dalam keterampilan berbicara. Penelitian ini dapat berhubungan karena menggunakan analisis tematik. Penelitian ini melibatkan 2 orang guru karena mereka menggunakan lagu bahasa Inggris sebagai media pembelajaran pada pelajar muda di kelas berbicara untuk membantu penelitian. Penelitian menemukan bahwa lagu berbahasa Inggris efektif dalam mengajarkan keterampilan berbicara, namun guru menghadapi tantangan dalam mengajarkan pengucapan, rendahnya motivasi, dan perbedaan dalam keterampilan pelajar muda. Metode klasik yang digunakan dengan menggunakan lagu bahasa Inggris di kelas berbicara terbatas dalam memfasilitasi kegiatan pembelajaran tersebut. Studi ini juga menemukan bahwa kesadaran guru dalam menggunakan lagu berbahasa Inggris di kelas berbicara masih terbatas, dan diperlukan metode yang lebih efektif. Kesimpulan dari penelitian ini mengeksplorasi persepsi guru terhadap penggunaan lagu berbahasa Inggris sebagai media pembelajaran bagi pembelajar muda di kelas berbicara. Hal ini menyoroti pentingnya penggunaan lagu untuk pengembangan keterampilan bahasa Inggris aktif, meskipun ada tantangan seperti perbedaan budaya dan keterbatasan waktu. Penelitian ini menyarankan penelitian lebih lanjut mengenai topik ini untuk meningkatkan partisipasi.

*Kata Kunci: Lagu Bahasa Inggris, Pembelajar Muda, Keterampilan Berbicara*



## PREFACE

Alhamdulillahirabbil'alamin.....

We thanks Allah SWT praise and appreciation for His generosity in providing me with guidance, health, and patience during writing my research proposal, “Teachers' Perception On The Use Of English Song As Learning Media For Young Learners In Speaking Class”. To fulfill one of the requirements of the Research Seminar Proposal Course, it is submitted to the English Education Department at UIN Abdurrahman Wahid Pekalongan. It is possible to carry out the suggested study due of numerous contributions from several individuals. Therefore, in this occasion I would like to express my sincere gratitude to:

1. The head of English Education Department and Teachers’ Training Faculty of, UIN Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanudin, M.A,
2. Mr.Dr Ali Ghufon, M. Pd, as my supervisor who has given me suggestion, guidance and time in writing my thesis
3. All lecturers of English Education Department, UIN Abdurrahman Wahid Pekalongan
4. My beloved parents who have given me endless support, prayer, advice and encouragement in writing this thesis
5. My dearest friends who fight through the journey together since the very beginning.

Pekalongan, March 19, 2024

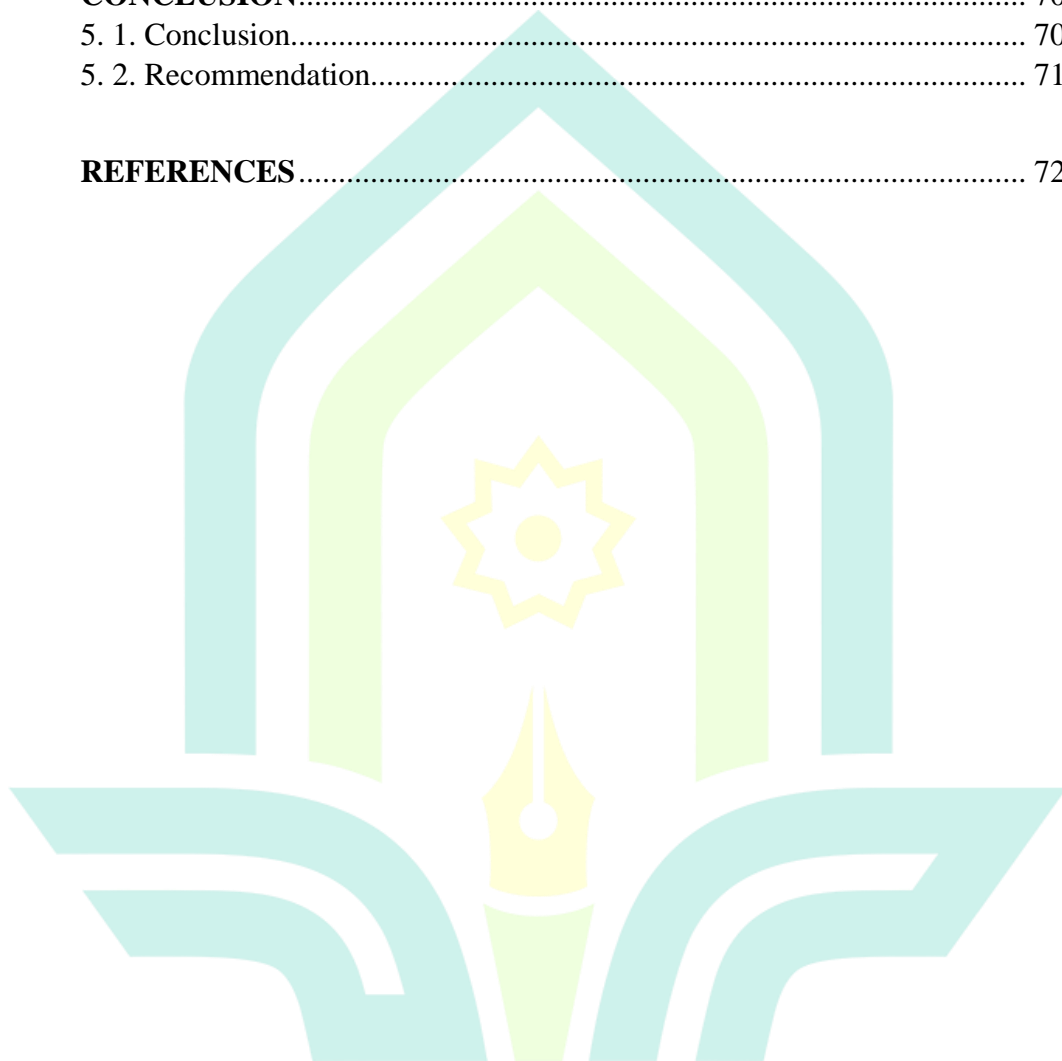


The writer

## TABLE OF CONTENT

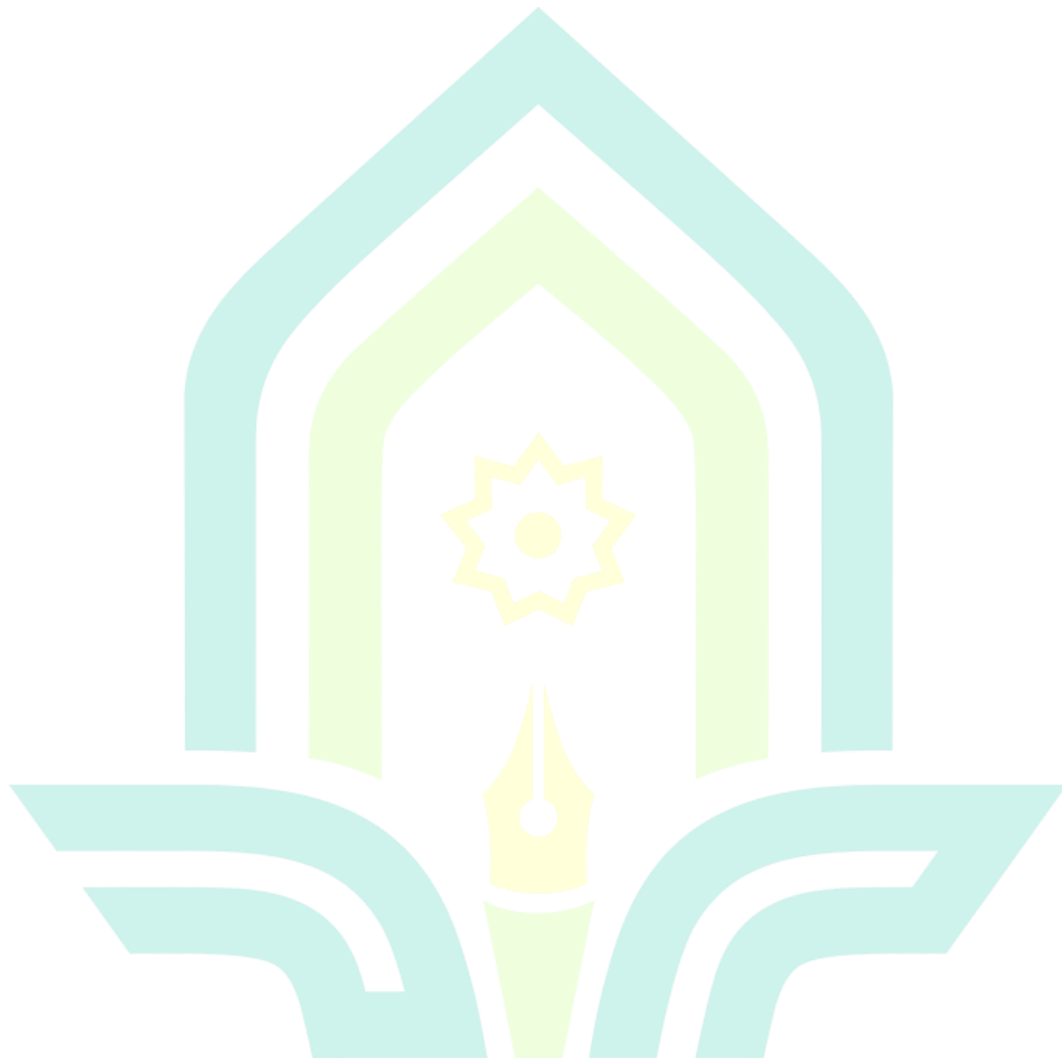
<b>COVER</b> .....	ii
<b>SURAT PERNYATAAN KEASLIAN SKRIPSI</b> .....	iii
<b>NOTA PEMBIMBING</b> .....	iv
<b>APPROVAL SHEET</b> .....	v
<b>MOTTO</b> .....	vi
<b>ABSTRACT</b> .....	vii
<b>ABSTRAK</b> .....	viii
<b>PREFACE</b> .....	ix
<b>TABLE OF CONTENT</b> .....	x
<b>TABLE LIST</b> .....	xii
<b>APPENDICES</b> .....	xiii
<b>CHAPTER I</b> .....	1
<b>INTRODUCTION</b> .....	1
1. 1. Background of the research .....	1
1. 2. Identification of the problem .....	2
1. 3. Limitation of the problem .....	3
1. 4. Research Questions .....	4
1. 5. Objectives of the research .....	4
1. 6. Significances of the research .....	4
<b>CHAPTER II</b> .....	7
<b>LITERATURE REVIEW</b> .....	7
<b>2. 1. Theoretical Review</b> .....	7
2. 1. 1. Definition Teachers' perception .....	7
2. 1. 2. Definition Speaking skill .....	9
2. 1. 3. Teaching Speaking Skills .....	12
2. 1. 4. Learning Media .....	18
2. 1. 5. Teaching English song to young learners .....	21
<b>2. 2. Review of Previous Study</b> .....	26
<b>2. 3. Conceptual Framework</b> .....	31
<b>CHAPTER III</b> .....	34
<b>RESEARCH PROCEDURES</b> .....	34
3. 1. Research design .....	34
3. 2. Research focus .....	35
3. 3. Data sources .....	36
3. 4. Data Collection technique .....	37
3. 5. Validation data .....	39

3. 6. Data Analysis Technique .....	41
<b>CHAPTER IV</b> .....	44
<b>RESULT AND DISCUSSION</b> .....	44
4. 1. Result.....	44
4. 2. Discussion .....	56
<b>CONCLUSION</b> .....	70
5. 1. Conclusion.....	70
5. 2. Recommendation.....	71
<b>REFERENCES</b> .....	72



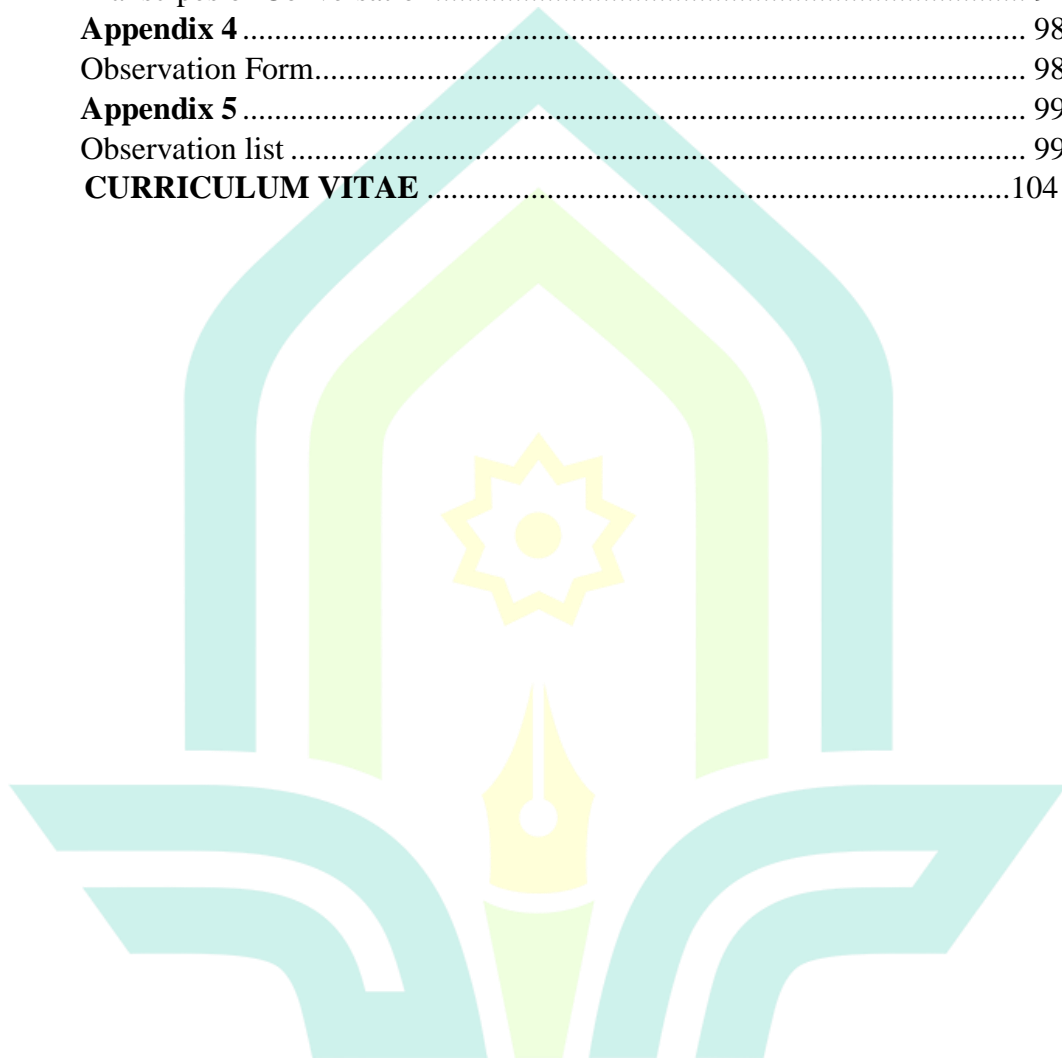
## TABLE LIST

Table 2. 1 Conceptual Framework.....	33
--------------------------------------	----



## APPENDICES

<b>Appendix 1</b> .....	78
Interview guideline.....	78
<b>Appendix 2</b> .....	80
Transcription of the interview .....	80
<b>Appendix 3</b> .....	92
Transcripts of Conversation.....	92
<b>Appendix 4</b> .....	98
Observation Form.....	98
<b>Appendix 5</b> .....	99
Observation list .....	99
<b>CURRICULUM VITAE</b> .....	104



# CHAPTER I

## INTRODUCTION

### 1. 1. Background of the research

Speaking skills can be directly and experimentally observed, but the validity and reliability of an oral production test are inevitably compromised by the precision and efficacy of a test taker's listening capacity. Depending on how activities are set up in the classroom, speaking interactions can occur between teachers and young learners or among young learners themselves. Speaking skills possess certain unique qualities in contrast to writing and reading, which are often considered receptive skills. Speaking differs from writing in that speakers usually do not use complete sentences and have a smaller vocabulary.

To speak English successfully, young learners must be able to pronounce phonemes correctly, use intonation patterns, and communicate in connected speech. It is important for young language learners to effectively practice words in order to express their viewpoints, especially when speaking in English (Harmer, 2010).

The purpose of studying and teaching English is to focus on young learners who use the language to communicate and access various forms of media for their education. Since elementary school, young Indonesian learners have been exposed to English learning due to its importance in international trade and information exchange. Junior high and high school young learners are required to study English (Oradee, 2013).

An enjoyable and imaginative method to teach the English language is through English songs. Lyrics of English songs can help young learners develop fluency and focus on vocabulary and pronunciation. Teachers must be familiar with song characteristics such as chords, rhythm, and lyrics before using songs to teach young learners how to sing in English.

The idea that all young learners benefit equally from using English songs as learning media in speaking classes is a theoretical gap in teachers' perceptions. The research may lack concrete strategies for integrating English songs into language teaching, and teachers may not have access to exact standards or recommended procedures for selecting suitable English songs. Conducting interviews with teachers can help evaluate young learners' speaking skill (Nurvia, 2016).

Additionally, the researcher hypothesizes that English songs can expose young learners to discussions about vocabulary and pronunciation, as well as encourage active speaking skills. This study aims to explore how English songs can be used to achieve learning objectives and provide valuable insights into teaching English songs.

## **1. 2. Identification of the problem**

Based on interviews and a reflection journal on June 14, 2023, the researcher identified issues with the teaching and learning process. The motivation of young learners to study English was low, especially during speaking classes. The researcher noted a lack of familiarity with English pronunciation, vocabulary, and grammar among the young learners.

The researcher also found that teachers' approaches were problematic, causing young learners to become bored in class due to a lack of activity variety and reliance on whiteboards for English instruction. Therefore, resources such as laptops, audio equipment, LCDs, internet connections are needed to incorporate English music into the lessons.

The researcher discovered that only a small number of classes took advantage of these resources. Based on the reflection journal, the teacher in this case felt that these classes did not meet the standards necessary for effective teaching and learning. The teachers were then provided with the basis for improving their performance in the teaching and learning process. In addition to English, the teachers can teach a variety of disciplines. Therefore, the competence of English teachers here was not optimal when teaching.

### **1. 3. Limitation of the problem**

This research focused on teachers' perceptions of using English songs as a learning media for developing speaking skills in elementary school in Pekalongan. It aimed to investigate teachers' perceptions, the difficulties they encountered, their problem-solving strategies, and observations of using English songs in teaching. The research data were collected through interviews with English teachers at elementary school in Pekalongan, particularly those teaching speaking skills. In addition to interviews, data were also collected through open-ended questionnaires from teachers of grade 6 elementary school students in Pekalongan who participated in English song activities in their speaking classes.



#### **1. 4. Research Questions**

Based on the background of the study (Alijoyo et al., 2020), there are the questions in this research provides some research questions the following:

1. What is the teachers' perception on the use of English song as learning media for young learners in speaking class?
2. How does the teachers use English Song as learning media for young learners in speaking class?

#### **1. 5. Objectives of the research**

The objectives the study are follow as:

1. To describe the teachers' perception on the use of English song as learning media for young learners in speaking class
2. To describe the way of the teachers use English Song as learning media for young learners in speaking class

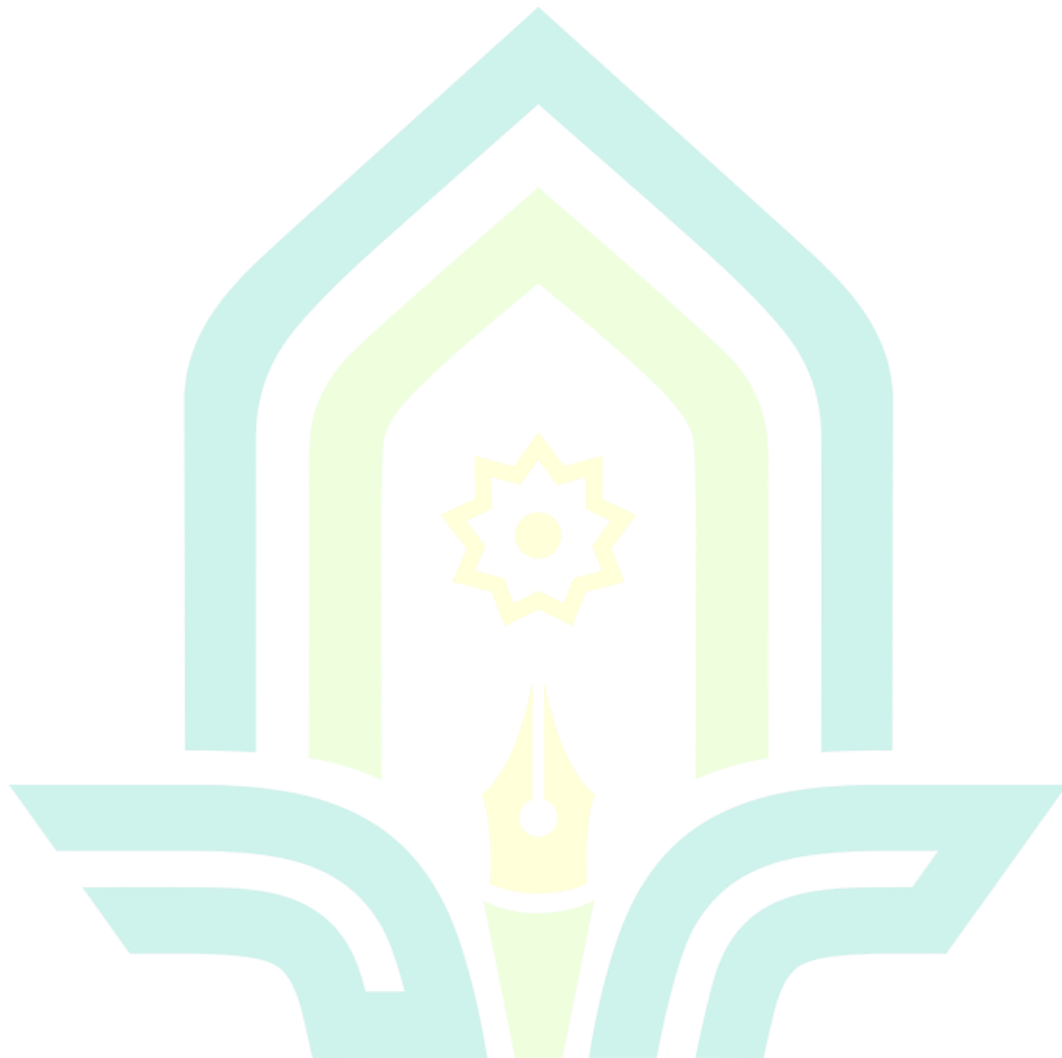
#### **1. 6 . Significances of the research**

Significance of the research is as follows:

1. Theoretical: This study utilized Braun and Clark's analysis to support the investigation of teachers' perceptions. By following Braun and Clarke's analysis steps (Braun & Clarke, 2006). The researcher can explore the importance of using English songs as a learning medium in problem-solving within the context of teaching English. The researcher may begin by discussing English songs as a learning medium with teachers and examining their experiences of using English songs in the classroom.

2. Empirical: This study provided empirical insights into teachers' experiences of using English songs as a learning medium for young learners in developing speaking skills. It aims to contribute to the existing knowledge on the effectiveness of incorporating English songs in language learning contexts by examining teachers' motivations, challenges, techniques, advantages, and disadvantages (Džanić & Pejić, 2016).
3. Practical: This study offered valuable information to readers regarding teachers' perceptions of using English songs as a learning medium for young learners in speaking classes. Understanding teachers' perceptions can assist researchers in making informed decisions and creating productive learning environments for teachers and young learners. Additional significances of the research include:
  - a. Teachers: Teachers play a crucial role in the education system by providing insights into teaching and learning processes, adapting to the needs of young learners, and addressing challenges. They contribute to professional development, mentor new educators, and enhance educational strategies and quality.
  - b. Young learners: Using English songs can help young learners improve their speaking skills in an engaging manner and enhance their understanding of lessons.
  - c. The Researcher: This research can enhance problem-solving skills, promote continuous improvement, and foster a culture of shared learning and development within the academic community.

- d. English Education Department: The findings can serve as a reference for future research and showcase successful teaching and learning methods for developing young learners' speaking skills.



## CHAPTER V

### CONCLUSION

#### 5. 1. Conclusion

The study conducted interviews with teachers over two months to understand their perceptions on the use of English songs as learning media for young learners in speaking classes. The findings revealed several perceptions, including the use of English songs as a valuable media for teaching speaking skills, difficulties in teaching English pronunciation using English songs, and teachers' awareness of using English songs despite limited time.

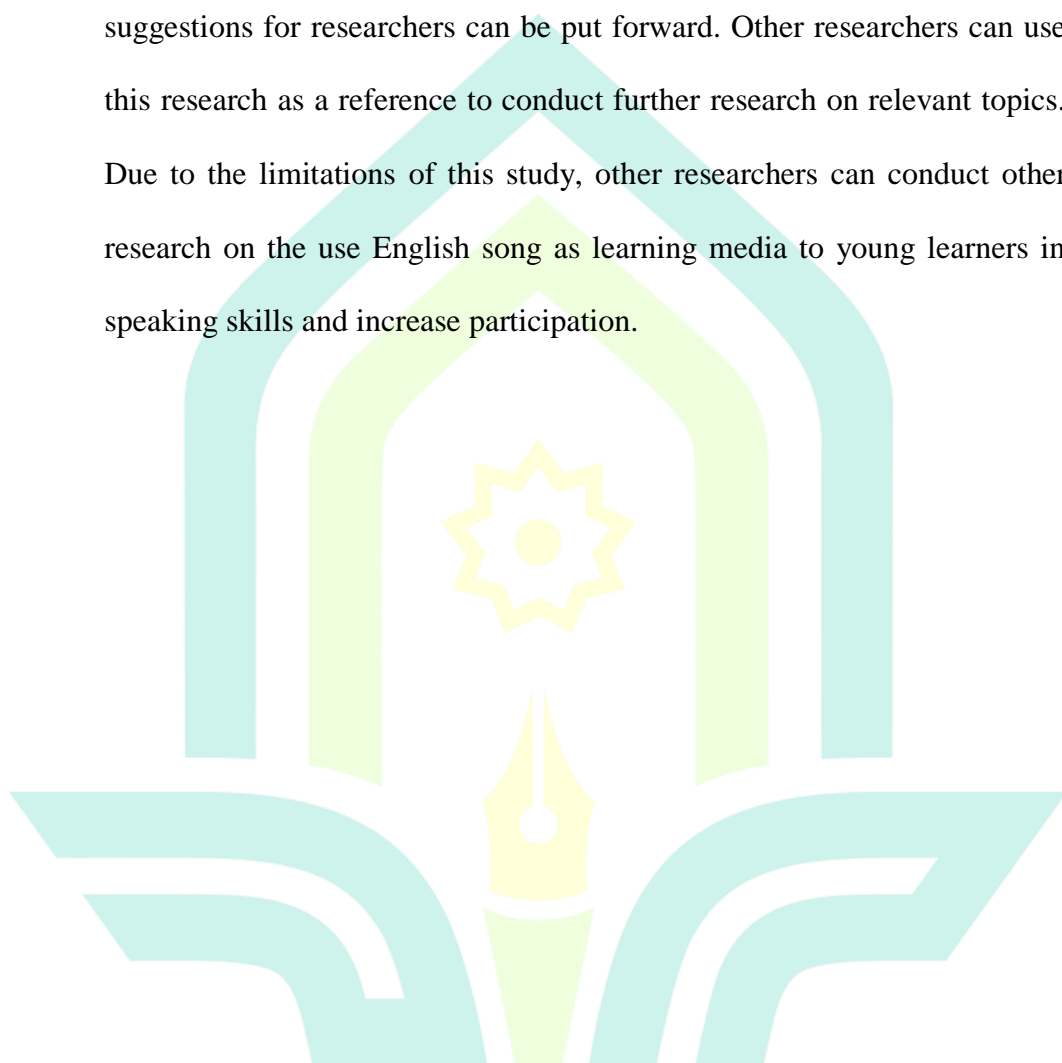
English songs are considered valuable learning media, as they are catchy and enjoyable, making the learning process more engaging and enjoyable. Teachers can help young learners develop active English skills, which are essential for communication with others in English. However, cultural differences can hinder young learners' connection to English songs in pronunciation teaching, as they may not be familiar with the musical styles, missing context, limited relevance, and negative associations.

Teachers often feel pressured to cover the entire curriculum in a limited time, leaving classroom for creative activities like songs. This pressure stems from the need to ensure young learners understand concepts, leading to reluctance to incorporate creative activities in lessons, fearing it could disrupt busy schedules. In conclusion, the study highlights the importance of using English songs as a learning media for young learners in speaking classes, despite the challenges faced by teachers. By incorporating creative activities

and incorporating English songs into lessons, teachers can help young learners develop active English song in speaking skills.

## **5. 2. Recommendation**

After making conclusions and research implications, the following suggestions for researchers can be put forward. Other researchers can use this research as a reference to conduct further research on relevant topics. Due to the limitations of this study, other researchers can conduct other research on the use English song as learning media to young learners in speaking skills and increase participation.



## REFERENCES

- Agustiniek, A. S. (2011). The Characteristics of English Teaching-Learning Process at The First Grade of Universal. *Yogyakarta State University*.
- Alijoyo, A., Wijaya, Q. B., & Jacob, I. (2020). Structured or Semi-structured Interviews. *CRMS Indonesia*, 1–15. [www.lspmks.-](http://www.lspmks.-)
- Azar, B. S., & Hagen, S. A. (2009). *Betty S. Azar Stacy A. Hagen*.
- Bahrani, T. (2012). How to Teach Speaking Skill? *Journal of Education and Practice*, 3(2), 25–29. <http://iiste.org/Journals/index.php/JEP/article/view/1147>
- Boud, D., & Garrick, J. (2012). Understanding learning at work. In *Understanding Learning at Work*. <https://doi.org/10.4324/9780203020050-6>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Brata, D. P. N., Utomo, E. S., & Farhan, A. (2023). Developing Students' 4C Skills (Communication, Collaboration, Creativity, Critical Thinking): Psychomotor Assessment Techniques in Visionary Schools. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(2), 1127–1138. <https://doi.org/10.37680/qalamuna.v15i2.3900>
- Braun, V., & Clarke, V. (2006). Qualitative Research in Psychology Using thematic analysis in psychology Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20> %5Cn<http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>
- Brown, G., & Yule, G. (1983). Teaching Spoken Language. *Cambridge University Press*, 53(9), 1–24. [www.cambridge.org](http://www.cambridge.org)
- Bueno, A., Madrid, D., & McLaren, N. (2005). *McLaren, N. , Madrid, D. y Bueno, A. (eds.) (2005): 15*.
- Christamia, V. (2014). Improving Students' Speaking Skills through English Songs and Puppets at Grade Iv Of Sd N Adisucipto Ii in the Academic Year of 2013/2014. A Thesis S1 Degree. Yogyakarta: UIN YOGYAKARTA. Not Published.
- Chomaz, L., Ferrier-Barbut, I., Ferlaino, F., Laburthe-Tolra, B., Lev, B. L., & Pfau, T. (2022). Dipolar physics: a review of experiments with magnetic quantum gases. *Reports on Progress in Physics*, 86(2), 026401.
- Daar, G. F. (2020). *Problems of English Language Learning in Context ( Based on some Studies in Mangrai)*. 115.
- Dirham, U. R. (2022). English as a Lingua Franca: Perceptions of Indonesian Non-

- Native English-Speaking Teachers (NNESTs) on English Pronunciation and Accents Identity. *Scope : Journal of English Language Teaching*, 7(1), 105. <https://doi.org/10.30998/scope.v7i1.12992>
- Džanić, N. D., & Pejić, A. (2016). The Effect of Using Songs On Young Learners and Their Motivation for Learning English. *NETSOL: New Trends in Social and Liberal Sciences*, 1(2), 40–54. <https://doi.org/10.24819/netsol2016.8>
- Fransischa, A., & Syafei, A. F. (2016). Using Song to Teach English to Young Learners. *Journal of English Language Teaching*, 5(1), 252–258. %0AUSING SONGS TO TEACH ENGLISH TO YOUNG LEARNERS ...ejournal.unp.ac.id › ... › Vol 5, No 1 (2016) › Fransischa
- Garrett, T. (2008). *Student-Centered and Teacher-Centered Classroom Management : A Case Study of Three Elementary Teachers*. 43(2004), 34–47.
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3(May), 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Harmer, J. (2010). *The Practice of English Language Teaching*.pdf (p. 386). [https://www.academia.edu/25472823/The\\_Practice\\_of\\_English\\_Language\\_Teaching\\_4th\\_Edition\\_Jeremy\\_Harmer](https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer)
- Hartono, D. A. W. (2013). *Teachers' perception about the use of english and indonesian in the EFL classroom*. 26. [https://repository.uksw.edu/bitstream/123456789/3408/2/T1\\_112008010\\_Full\\_Text.pdf](https://repository.uksw.edu/bitstream/123456789/3408/2/T1_112008010_Full_Text.pdf)
- Haryanto Atmowardoyo, Sukardi Weda, & Geminastiti Sakkir. (2020). Information Technology used by Millennial Good English Language Learners in an Indonesian University to Improve their English Skills. *Solid State Technology*, 63(5), 1–17.
- Hasibuan, Y. H., Wandira, B., & Nasution, R. D. (2023). *The Using of English Songs to Activate Student 's Speaking Skills*. 4(1), 11–21.
- Hulawa, D. E. (2022). Pedagogi Pembentukan Karakter Ulul Albab pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(6), 6057–6068. <https://doi.org/10.31004/obsesi.v6i6.3254>
- Iqbal, R. (2018). Students' Perception on The Impact of English Pop Songs Toward Their English Pronunciation's Skill at UIN Ar Raniry (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).
- Irwati, & Fauzia Rozani Syafei, A. (2016). The use of reward and punishment to increase young learners' motivation in learning English as foreign language adapted to Indonesian context. *Journal of English Language Teaching*, 5(1), 266–271. <http://ejournal.unp.ac.id/index.php/jelt>
- JavadiKasgari, H., Soltesz, E. G., & Gillinov, A. M. (2018). Surgery for Atrial Fibrillation. In *Atlas of Cardiac Surgical Techniques* (pp. 479–488).

- <https://doi.org/10.1016/B978-0-323-46294-5.00028-5>
- Jinks, A. M. (2019). Theories of learning and teaching. *Caring for Patients, Caring for Student Nurses*, July, 4–31. <https://doi.org/10.4324/9780429459610-2>
- Khumairo, K. I., Inayati, D., & Tyas, P. A. (2022). Pre-Service and In-Service Teachers' Perceptions on the Use of English Children's Songs. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 7(2), 236–247.
- Kristiani, S. (2017). *Pre-Service Teachers' Perception about Using Songs in Teaching English to Young Learners*. <https://repository.uksw.edu/handle/123456789/14402>
- Lele, M. A. (2019). *Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of ...* 2(2), 48–62. [https://digilibadmin.unismuh.ac.id/upload/18773-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/18773-Full_Text.pdf)
- Leong, L., & Ahmadi, S. M. (n.d.). *c r v i h o e f c f*. 34–41.
- Lynch, M. (2015). More Play, Please The Perspective of Kindergarten Teachers on Play in the Classroom @BULLET. *American Journal of Play*, 7(3), 347–370.
- Millington, N. T. (2011). Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*, 2(1), 134–141. <https://doi.org/10.5746/leia/11/v2/i1/a11/millington>
- Nguyen, T. C., & Nguyen, H. B. (2020). Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners. *Universal Journal of Educational Research*, 8(6), 2678–2685. <https://doi.org/10.13189/ujer.2020.080652>
- Nunan, D. (2016). Teaching English to young learners. *Handbook of Research in Second Language Teaching and Learning*, 3(1), 68–81. <https://doi.org/10.4324/9781315716893>
- Nurvia, S. (2016). Using Song in Teaching English Speaking Skills for Young Learners (A Qualitative Research At One Of Madrasah Ibtidaiyah In Kota Cirebon). *Jurnal Pendidikan Dan Bahasa*, 14111320130, 1–46.
- Oradee, T. (2013). Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing). *International Journal of Social Science and Humanity*, 2(6), 533–535. <https://doi.org/10.7763/ijssh.2012.v2.164>
- Pandey, A., Hampp, P., & Andries, F. (2022). Students' Perception Toward the Use of English Song for Speaking Skill. *Journal of English Culture, Language, Literature and Education*, 10(2), 338–355. <https://doi.org/10.53682/eclue.v10i2.3025>
- Persichitte, K. A. (2018). Educational Technology to Improve Quality and Access on a Global Scale. In *Educational Technology to Improve Quality and Access on a Global Scale* (Issue Etwc). <https://doi.org/10.1007/978-3-319-66227-5>



- Pratiwi, E. (2018). Using Song to Enhance Learning in English The Classroom. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/download/1935/1750>
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Putri, A. W. K., & Rustipa, K. (2023). Using Songs to Teach English Vocabulary to Young Learners in Kindergarten. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(3), 1017–1030. <https://doi.org/10.51276/edu.v4i3.485>
- Richard, J. C. (2008). Teaching Listening and Speaking From Theory to Practice, available on: [www.finchpark.com/courses/tkt/Unit\\_07](http://www.finchpark.com/courses/tkt/Unit_07). *Richards-Teaching-Listening-Speaking. Pdf*, 1–37.
- Saville-Troike, M. (2012). Introducing Second Language Acquisition. In *Introducing Second Language Acquisition*. <https://doi.org/10.1017/cbo9780511808838.002>
- Savin-baden, M., & Niekerk, L. V. A. N. (2016). *Narrative Inquiry : Theory and Practice Narrative Inquiry : Theory and Practice*. January. <https://doi.org/10.1080/03098260601071324>
- Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. In *Attention and awareness in foreign language learning: Vol. Technical* (Issue December 2009, pp. 1–63). <http://books.google.co.uk/books?hl=en&lr=&id=P2gGD0HnjcYC&oi=fnd&pg=PA1&dq=language+awereness&ots=C1-DudRgGJ&sig=nbchDLfytx9SBoqNAiPq6BC-jxI>
- Scott, W. A., & Ytreberg, L. H. (2001). *Teaching English To Children.pdf* (pp. 1–108).
- Taherdoost, H. (2018). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *SSRN Electronic Journal*, January 2016. <https://doi.org/10.2139/ssrn.3205040>
- Tamala, Y. P., & Wulandari, S. (2021). The strategies of teaching speaking in junior high school. *Journal of Foreign Language and Educational Research*, 4(2), 12–24.
- Teba, S. C. (2017). Using Effective Strategies for Errors Correction in EFL Classes: A Case Study of Secondary Public Schools in Benin. *Journal of Education and E-Learning Research*, 4(2), 63–71
- Torky, shiamaa abd E. F. (2014). The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students A thesis Supervised by. *Ain Shams University Women's College Curricula and Methods of Teaching Departement*, 1–254.

<https://doi.org/10.1200/JCO.2005.05.4296>

Wijaya, U., & Surabaya, K. (2018). Using songs to improve students' pronunciation  
Supeno. 65(1), 12–14.



## CURRICULUM VITAE

Name : Indah Puji Astuti

Student Number : 2520022

Place and Date of Birth : Tegal, 21<sup>st</sup> June 2002

Gender : Female

Address : *Desa Pekauman Kulon RT 5/1 No. 62 Kab. Tegal*

Education Background :

1. SDN Randugunting 04 Tegal (2008 – 2014)
2. SMP N 15 Kota Tegal (2014 – 2017)
3. SMK N 1 Dukuhturi Tegal (2017 – 2020)
4. English Educational Departmentt, Faculty of  
Education and Teacher Traning, UIN K.H  
Abdurrahman Wahid Pekalongan (2020 –  
2024)