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
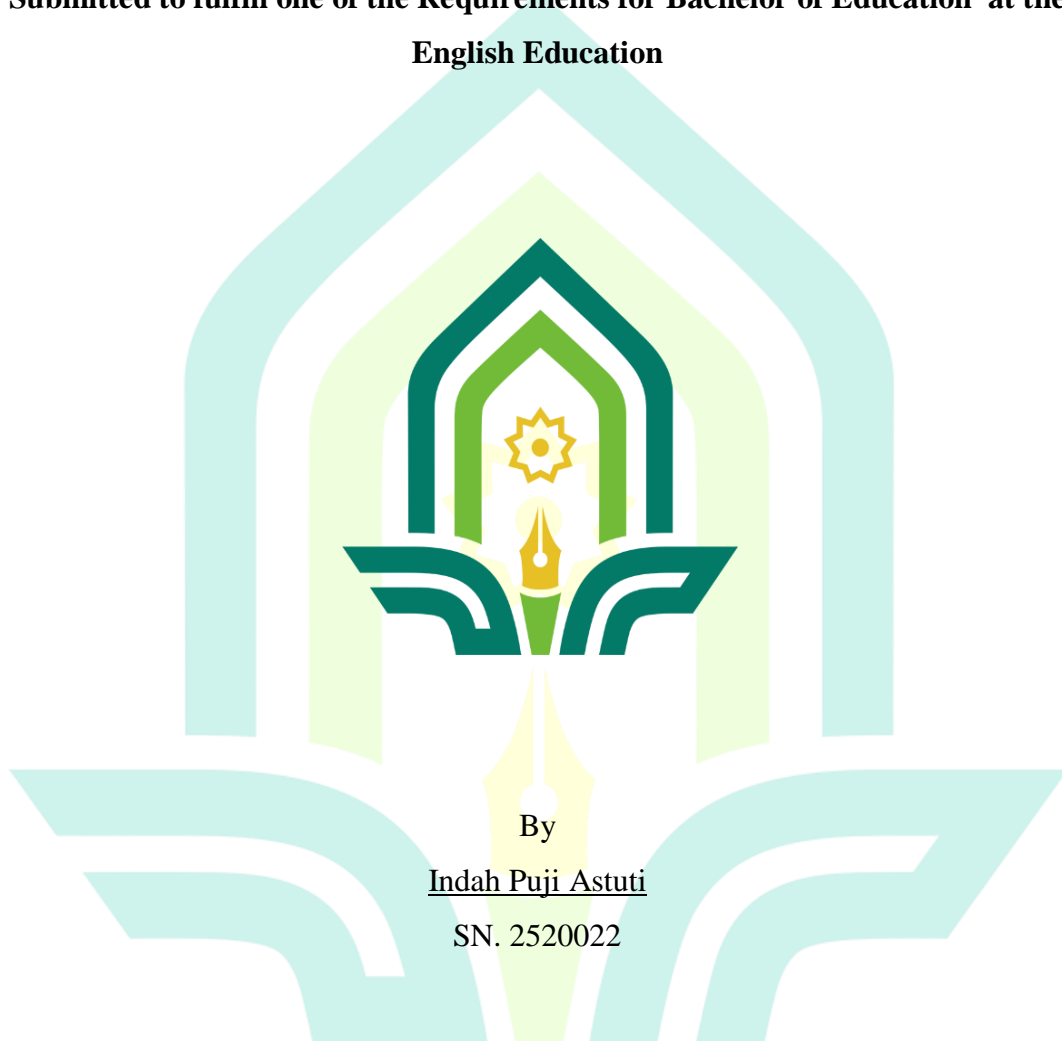**UNIVERSITAS ISLAM NEGERI K.H ABDURRAHMAN WAHID**
PEKALONGAN
2024

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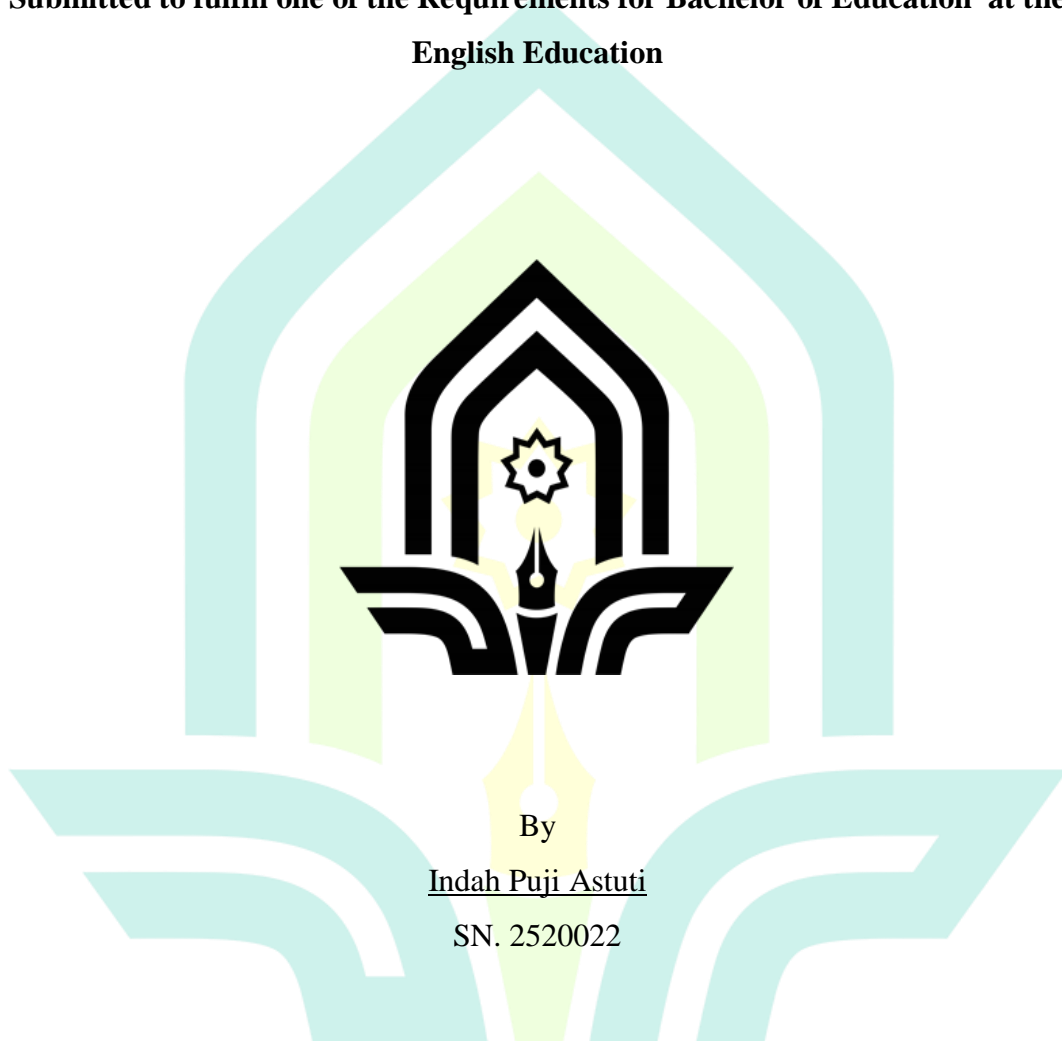
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PEKALONGAN
2024

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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

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LEARNING MEDIA FOR YOUNG LEARNERS IN SPEAKING CLASS

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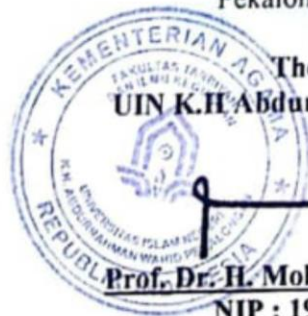
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MOTTO

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

Belajarlah 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
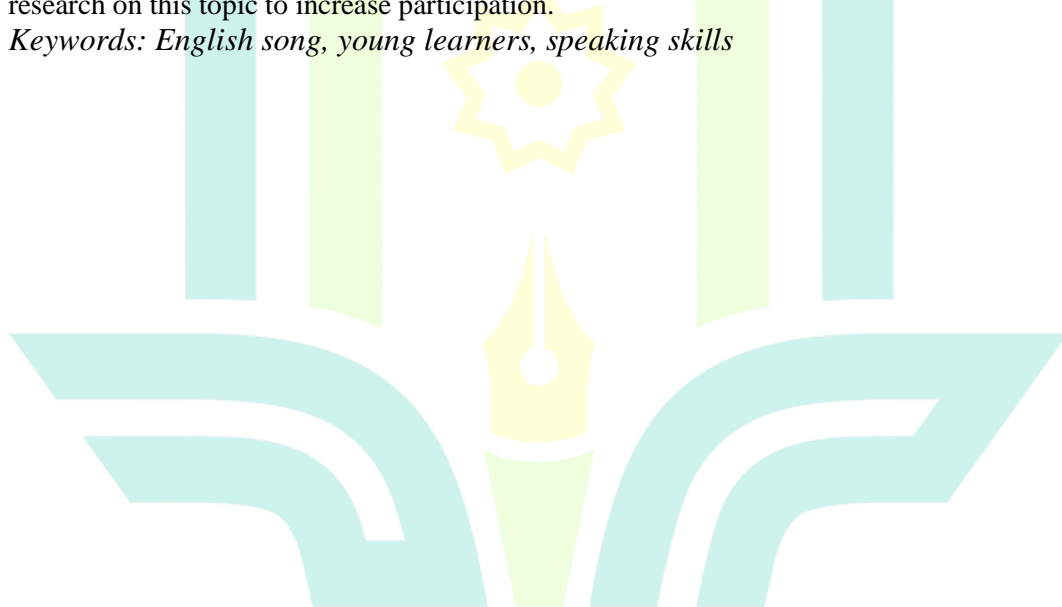
ABSTRAK

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 Ghufron, 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.
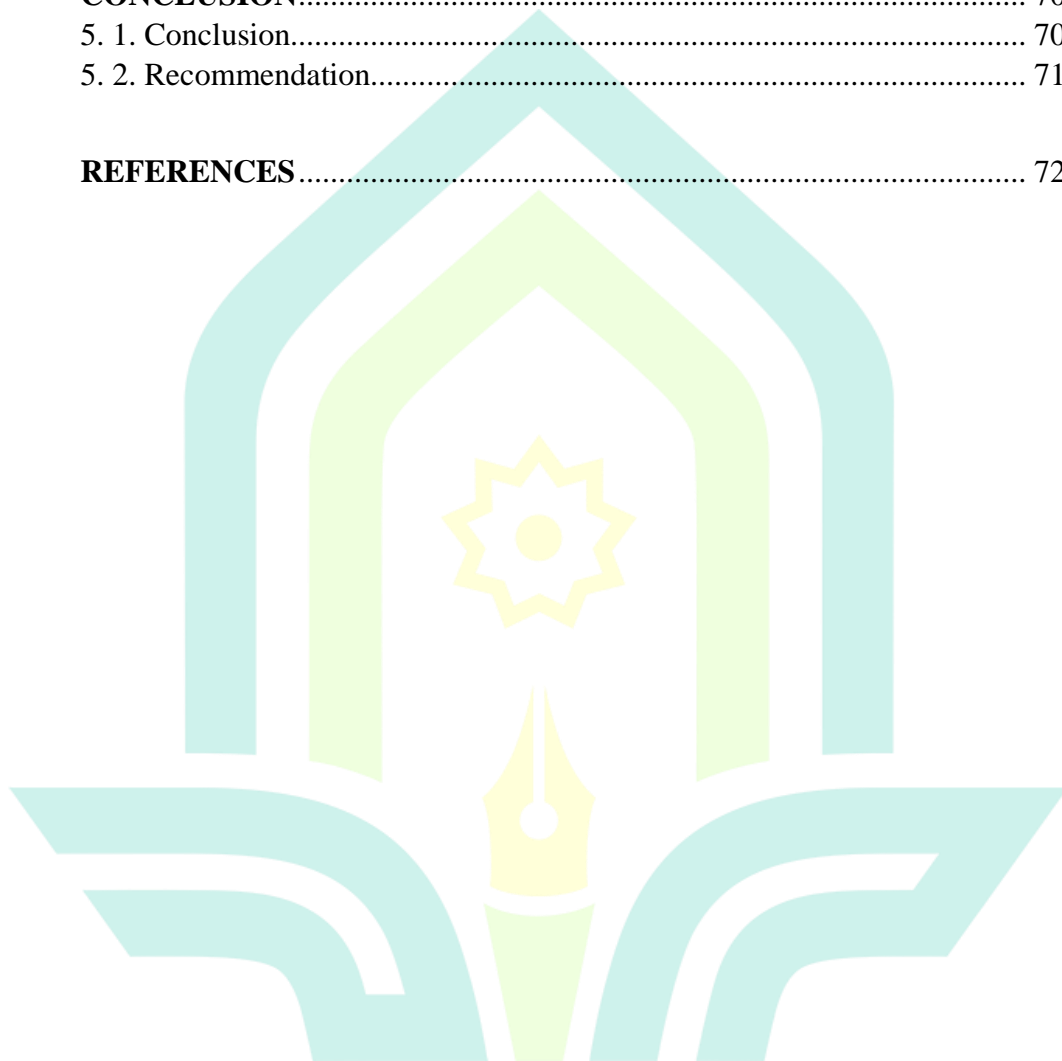
Pekalongan, March 19, 2024

The writer

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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.
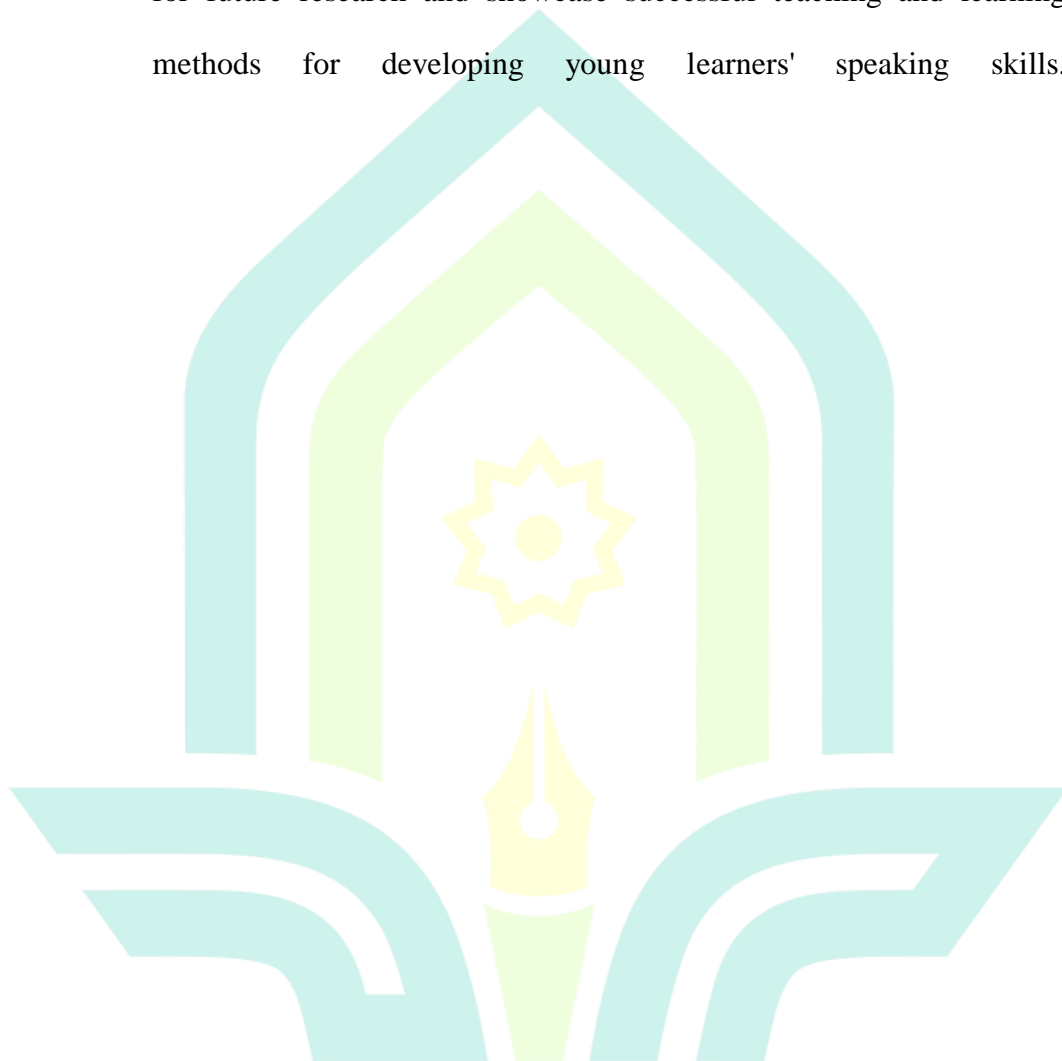
CHAPTER II

LITERATURE REVIEW

2. 1. Theoretical Review

There are kind of theoretical review in teacher's perception on the use of English song as learning media in speaking class as follows:

2. 1. 1. Definition Teachers' perception

Teacher's perceptions as the process of identifying something using an individual's five senses. This includes sight, touch, taste and smell, especially speaking and listening for speaking skills (Lele, 2019) which are important for understanding and interacting with the environment.

Perception is acognitive process that goes beyond sensory input. It involves attaching meaning to experiences based on prior experiences, beliefs, and understanding of the world (Hartono, 2013). Perception as the opinion people derive from their experiences and external factors in their personality, influenced by personality traits, beliefs, and past experiences.

The statement "teacher's perceptions" may be misunderstanding. It is not about the understanding or interpretation a teacher has regarding various aspects of education, young learner behavior, and learning outcomes. It is about the mental processes and cognitive frameworks through which teachers make sense of their experiences and information in the classroom. In an educational context, teachers rely heavily on their perceptions to understand their young learners, assess their progress, and adapt their teaching strategies

accordingly. For example, a teacher might perceive a young learner struggling with a concept through observation and interaction, which informs their instructional decisions, such as providing additional explanations, offering extra practice, or using different teaching methods. It is important to distinguish perception from the broader notion of "teacher's perceptions," which encompasses a range of cognitive processes beyond sensory perception.

Perception is subjective and shaped by various factors unique to each person. Both definitions emphasize that perception involves more than just sensory reception; it involves the interpretation and assignment of meaning to sensory stimuli based on personal experiences, beliefs, and contextual factors. Understanding how young learners perceive and interpret information is crucial for effective teaching and learning, as it allows teachers to tailor instruction to meet the diverse needs and perspectives of their young learners (Nguyen & Nguyen, 2020).

They believe that using songs is beneficial in primary modern foreign language programs and should be encouraged. They also highlight the significance of singing in young children's lives, both inside and outside school. Teachers' perception of using songs in teaching young learners can be classified into several sub-themes, including their perception of the pedagogical value, attitude towards using songs, thought of using songs, and effectiveness of songs in teaching pronunciatiation and vocabulary in classroom (Kristiani, 2017).

2 .1. 2. Definition Speaking skill

Speaking is an essential language skill that is important for social engagement, efficient communication, understanding one's identity and culture, flexibility, and language competency. It is the core component of language development and enables people to communicate their ideas, attitudes, and feelings (Nurvia, 2016).

Speaking skills are an important form of communication that promotes social integration and allows young learners to participate in group project discussions and conversations. Although speaking is an essential skill for effective communication, many language learners find it challenging. Lacking suitable language skills, they often struggle to communicate in spoken English. Proficiency in spoken English is crucial for public and media relations

Speaking skills are considered the most important of the four skills in English, which can be difficult for new learners. Many people still have difficulty pronouncing words even after years of study. To overcome these challenges, young learners must understand the value of speaking skills and strive to acquire them to succeed in a competitive environment. Speaking skills are a social medium that language learners can use to engage in conversational discussions and collaborative activities. This also requires an awareness of the political, social, and cultural aspects of language in general. Speaking skills allow individuals to adapt their language use to different social situations (formal and informal) and consider cultural traditions (Bueno et al., 2005).

Speaking skills, according to Bahrani (2012) are a digital network that young learners can use to communicate in discussions and collaborative activities. It also requires knowledge of the political, social, and cultural uses of language. The ability to adapt language skills to different social for young learners (Daar, 2020). The passage emphasizes how generalist teachers frequently teach English language teaching with other courses in elementary schools. Thus, there are no English-teaching specialists (Garrett, 2008). To address these, teachers should employ various teaching methods, differentiate instruction, break down learning into manageable chunks, reinforce vocabulary through repetition, and provide culturally relevant materials. To address these, teachers should employ various teaching methods, differentiate instruction, break down learning into manageable chunks, reinforce vocabulary through repetition, and provide culturally relevant materials. This approach creates inclusive learning environments for all young learners (Chomaz, 2022)

According to Torky (2014) anguage ability is a predictor of knowledge of grammar, a speaker's general proficiency, including correct grammar, vocabulary, fluency, and pronunciation. Clear and precise speaking is made possible by speaking skills, which are crucial for interpersonal, professional, and academic communication.The focus on speaking skills in language teaching is relevant to the development of communication skills (Richard, 2008).

Speaking skills are essential for young learners in real-life situations where they must speak clearly, such as presentations, job interviews, and social

interactions. The information services they need are speaking skills. Speakers use words to express their thoughts and desires. Most people spend time interacting with others in social settings (Brown & Yule, 1983). Speaking skills are essential for achieving these goals and aspirations. In today's globalized world, speaking is considered the most crucial language skill for successful communication (Chomaz, 2022). Due to the emphasis on teaching methods in language education research and conferences, the continuous release of discussion and speaking course materials, audios, and videos, and the belief that fluency surpasses reading, writing, and oral language appreciation, speaking is seen as the most important skill. Language learners view speaking skills as critically important in today's globalized society.

Teachers can provide young learners with speaking strategies using limited responses and text recognition. This method boosts their confidence and expands their language skills. Teachers help young learners learn to speak because they often believe that learning a language improves their speaking skills. This underscores the importance of speaking in the language learning process (Bahrani, 2012). Language learners who lack the confidence to communicate effectively in oral communication tend to listen quietly when others to speak (Jinks, 2019). Helping such learners accumulate minimal responses to various interactions is one way to encourage their participation. Similar answers are very helpful, especially for young learners (Putri & Rustipa, 2023).

2 .1. 3. Teaching Speaking Skills

The argument by Schmidt (1995) that appreciation is a prerequisite for learning a language sets the stage for a discussion of language tutoring methodologies. Learning propositions state that appreciation provides the foundation for complete language literacy. One style of tutoring languages might not place as much emphasis on language appreciation. This could inspire a discussion about the benefits of different styles of language instruction and how closely they align with the idea that understanding comes before knowledge.

According to Schmidt (1995), language tutoring styles should apply strategies aimed at aiding young learners in comprehending and appreciating verbal elements.

The generality of learning terrain and the use of English in speaking conditioning can both help young learners' language development. Allowing young learners to actively participate in class conversations enhances their literacy experience through engaging exchanges (Tamala & Wulandari, 2021). Engaging in conversations also punctuates peer influence and participation, fostering a cooperative and probative terrain for language acquisition.

The system places a strong emphasis on using interactive conversations, a better classroom setting, and English-speaking exercises to improve speaking skills. It promotes young learners to approach language acquisition in an active and dynamic manner (Oradee, 2013).

Teaching speaking skills to young learners through these three communication activities has been a successful strategy. Small groups of individuals with

different degrees of language proficiency must work together to complete these tasks (Oradee, 2013). This approach encourages effective self-expression and helps young learners overcome their fear of making mistakes, leading to greater engagement in the learning process and increased speaking confidence.

The speaking skill addresses how language learning affects young learners psychologically, emphasizing how social and cultural norms affect language use. The relationship between language acquisition and self-perception is highlighted, as young language learners frequently doubt their aptitude and intelligence (Saville-Troike, 2012).

Additionally, the statement stresses how crucial it is to comprehend and take into account cultural norms when teaching languages, especially when it comes to greetings, compliments, and invitations. It also highlights the role of scripts and patterns in language interactions, emphasizing the need for routine and predictability in language interactions. English is a global language, widely used in various fields like international relations, science, business, tourism, and pop culture. Its prominence in daily communication underscores the importance of English proficiency in today's interconnected world. Accents in pronunciation shape a person's linguistic identity, adding richness and diversity to the English language (Wijaya & Surabaya, 2018).

English Songs play a role in language learning by offering learners authentic language usage, idiomatic expressions, and cultural references. The rhythmic and melodic elements of songs make language learning enjoyable and engaging. Incorporating songs into language learning activities can enhance

vocabulary, grammar, pronunciation, and cultural, and creating own song interpretations or compositions.

According to Anuradha, the principles for teaching speaking skills (Hussain, 2017) are:

1. Encourage young learners to talk from day one for faster vocabulary learning

   Teaching young learners how to put their knowledge of effective speaking and communication to use is essential. A key component of language acquisition is the development of learners' confidence in the language, which can be achieved through early participation in speaking activities. Additionally, promoting speech from an early age can establish an immersive language environment through English songs, exposing young learners to the language in a seamless and organic manner.

2. Allow young learners to repeat what they have said.

   Young learners can remember new terms more efficiently when given the opportunity to repeat words. Another benefit of repetition is that it fosters a positive learning environment. In general, this method encourages young learners to repeat words with acceptance and encouragement, creating a supportive atmosphere that supports their personality and vocabulary for teaching.

3. Be patient with young learners' quick answers

   It is important to be patient with these young learners, as they might require some time and direction to properly express their ideas.

Being patient when receiving prompt responses can motivate people to actively participate in conversations and activities, fostering a positive and encouraging environment (Azar & Hagen, 2009).This patient approach fosters language development to encourage participation in English song lessons and helps to establish a welcoming and comfortable learning atmosphere for young language learners (Dirham, 2022).

4. Motivate young learners to use their English language proficiency.

Emphasizing active usage implies that real-world application is the focus to help build capacity for effective communication in a variety of contexts. Using language skills actively helps young learners become more confident because it gives them a chance to see how well they speak in real-world situations (Scott & Ytreberg, 2001) provide structured, sentence-based language practice for young learners.

This approach provides a strong foundation for language development, including aspects like grammar, syntax, and vocabulary. It encourages contextual learning, where language is learned and practiced within meaningful and realistic situations, enhancing the applicability of speaking skills in the classroom. Structured, sentence-based practice allows for repetition and reinforcement of language patterns, which is crucial for language acquisition through English songs. The language practice activities should be age-appropriate, engaging, and tailored to the developmental stage and interests of young learners (Nunan, 2016).

5. Promote back chain or tail conveyor using sentence combination technique.

The argument supports the "back chain" or "tail conveyor" approach to teaching languages, in which young learners build sentences backward, joining each component in the correct order. The utilization of the tail conveyor or back chain method in conjunction with the sentence combination speaking technique as a strategy for language instruction aims to provide a change in teaching methods and facilitate the sequential learning of English songs to develop language skills (Brieger & Pohl, 1998).

6. Oversee young learners singing a song actively and passively

Teachers engage young learners in singing activities that emphasize modifying both active and passive work. It highlights how crucial adult supervision and guidance are to these activities to provide the right kind of help and support. Completing the words of (Haryanto Atmowardoyo et al., 2020) exercises gives young learners a chance to put their language skills to use.

7. Active and passive work used in English songs.

This approach encourages a hands-on and supervised approach to language learning by incorporating singsong activities, modifying active and passive work, and integrating these elements within the context of English songs. This strategy aims to provide a dynamic and interactive language learning experience for young learners. Variation in participation

ensures that all learners have the opportunity to participate actively in some instances and observe passively in others. This approach provides a rich language-learning experience, caters to different learning preferences, and fosters social and speaking skills (Javadikasgari et al., 2018).

8. Create and organize lesson plans and activities in advance.

This method places a strong emphasis on preparation, ensuring that teachers are ready to present engaging and productive lessons. English songs provide rhythm, melody, and repetition to improve learning, making them an effective medium for language acquisition. Incorporating English songs into lesson plans not only improves the quality of instruction but also encourages language exposure and practice with pronunciation. Lesson plans result from careful alignment between curriculum objectives and language learning goals. By addressing different facets of language acquisition, this proactive approach seeks to make learning enjoyable, engaging, and effective (Sukarno, 2012).

9. Young learners face initial errors, leading to interruptions and discouragement.

The statement highlights the challenges young learners may face when learning through English songs, including initial errors, interruptions, and potential discouragement (Daar, 2020). It also suggests that a supportive learning environment is crucial, where learners feel comfortable making mistakes and understand that errors are opportunities for improvement. Constructive feedback can be used to turn errors into

valuable learning experiences, and the gradual skill development process is emphasized. The statement emphasizes the need for patience and persistence in the learning process, as errors are common in the initial stages of language learning through English songs (Teba, 2017)

2 .1. 4. Learning Media

Technology can enhance the classical method of learning by promoting interaction, engagement, and skill development among young learners. Strategies include using interactive learning platforms, gamification, multimedia resources, collaborative tools, personalized learning, teacher facilitation and feedback, and blending technology with traditional methods (Brata et al., 2023).

Interactive platforms offer interactive activities, while gamification encourages competition, collaboration, and problem-solving. Multimedia resources enhance comprehension and retention of learning material. Collaborative tools encourage teamwork, communication, and critical thinking. Personalized learning uses adaptive technologies to tailor instruction to individual needs. Teachers play an active role in facilitating learning and providing feedback (Persichitte, 2018). Blending technology with traditional methods creates a balanced learning environment, promoting critical, creative, collaborative, and communicative skills essential for 21st-century success.

The use of learning media in English song instruction is a useful tool that improves instruction by offering a multimodal approach to literacy. It

includes interactive software, audio resources, and visual aids that can help young learners have a more engaging and enjoyable literacy experience. Learning materials with interactive and visual elements help learners retain information better and develop a deeper appreciation of the subject matter (Puspitarini & Hanif, 2019). Tailoring teaching materials with literacy media can cater to the different needs of young learners, creating a more inclusive literacy environment. It facilitates remote learning, allowing teachers to interact with young learners. Active engagement is encouraged by interactive literacy materials, which promote a deeper understanding of the content (Haleem et al., 2022).

There are three types of teaching media suitable for teaching speaking: audio, visual, and audio-visual media.

1. Audio media

   Speaking, sound, and songs are essential components of audio media for storytelling, explanation, and instructional purposes. Speaking clarifies information, engages the listener, and facilitates learning through verbal communication. Audio materials draw attention to specific situations, emotions, or settings while enhancing literacy and emotions. Paying attention to context is crucial when using audio elements, as misunderstanding the context can affect the intended message and learning outcomes. Exposure to various audio media helps young learners associate sounds with specific moments or

themes. Audio recordings on cassettes, CDs, and other formats are commonly used in English language teaching.

English songs are a valuable tool in multimedia presentations as they can convey complex emotions and serve various functions. They can set the mood and pace, define characters or objects, establish the setting or time period, and serve as a transitional element. English songs, with their associations with specific cultures, historical periods, or geographical locations, can create connections and highlight important details. They can also serve as a transitional element to facilitate transitions between different scenes or themes and evoke emotionally poignant and immersive moods.

2. Visual media

Visual media in education refers to any picture, model, object, or other visual aid that provides young learners with a tangible visual experience. The objectives of visual aids are to: a) help young learners understand and make sense of abstract concepts; b) guide them in performing required actions; and c) support their ongoing efforts.

Visual media in education includes various tools that can be used in the classroom to enhance literacy. There are four categories of visual media, including TV projectors, printed materials, real objects, and overhead transparencies (Fransischa & Syafei, 2016).

3. Audio-visual

Audio-visual media is a modern teaching system that incorporates scientific and technological advancements. It is designed for teachers with limited experience working with young young learners and is known for its dynamic visual aids. The effectiveness of a literacy intervention can be assessed based on its ability to create a lasting impression or memory. Imagery, symbols, and other visual media can influence the thoughts and emotions of young learners.

2. 1. 5. Teaching English song to young learners

Teaching English through songs is a great way to develop young learners' speaking skills, cultural understanding, and overall engagement. Basic speaking skills can be reinforced through repetitive lyrics visual elements, and well-crafted motifs, which can help young learners grasp fundamental language structures (Agustiniek, 2011). To create a friendly and interactive learning environment, activities like position games, art projects, and more can be incorporated.

Indeed, tailoring responses to match the character of young learners involves using language and examples that are engaging, relatable, and age-appropriate. It helps to maintain their interest and make learning enjoyable (Hulawa, 2022). They also provide opportunities for listening, speaking, and writing practice through activities like lyric analysis (Haryanto Atmowardoyo et al., 2020). Teachers can using various rewards such as stickers, certificates,

verbal praise, and snacks can be effective in motivating young learners (Irwati & Fauzia Rozani Syafei, 2016).

Young lerners participating in word exercises drawn from studies such as the one allows young learners to apply their language skills in real-world scenarios, fostering active engagement and reinforcing their learning. Over time, this practice contributes to the development and enhancement of their language proficiency.

To engaging in critical discussions about the songs' themes, lyrics, and cultural context (Pratiwi, 2018). This can foster creative expression and enhance vocabulary through exploring verse structures, interpretations, and systems. Young learners can demonstrate their understanding through activities like recreation, singing, or creating multimedia presentations (Džanić & Pejić, 2016). Connecting English songs to literature and culture can deepen young learners' appreciation for the language (Millington, 2011).

According to countries some general characteristics of young learners (Harmer, 2010) there are seven general characteristic following :

1. Responding to meaning indeed if understanding words.

   Young learners may still appreciate the idea of a song or effort even if they struggle to understand every word in the lyrics. This emphasizes the significance of the environment and communicative language literacy in general.

2. People don't learn directly; they learn indirectly.

   Instead of receiving one-on-one instruction, young learners continuously acquire vocabulary and terminology. Laterally has the idea that practical gestures, hands-on literacy, and absorption could be useful teaching methods for speaking skills.

3. In addition to explanations, understanding also requires tactile, auditory, and visual cues.

   For young learners, a multimodal literacy strategy was beneficial. Interactive training, English songs, visual aids, and hands-on accessories can all aid with comprehension and memory.

4. Exhibits a strong love of reading and a curious nature.

   Young learners are naturally curious and want to know more about their surroundings. Using this optimism and adding enjoyable and useful information into English song instruction helped to build a pleasant literacy environment.

5. Needed individual attention and approval from the teacher.

   It was essential to provide young learners with individualized attention and constructive criticism. This promotes identification and good literacy in English songs to give young learners a sense of accomplishment (Jinks, 2019).

6. Learners frequently use their own life as the primary subject of instruction.

   The subjects that are significant to the requirements and the young learners' gests can also boost involvement. For young learners, language

literacy becomes more applicable and meaningful because of this particular connection for learning English song.

7. Limited attention span; conditioning may lose commerce after 10 twinkles.

Effective assignment planning requires understanding of young learners' short recollections. Involvement can be sustained by segmenting lessons into controllable, interactive small parts by including a variety of conditioning for tutoring speaking chops. Teachers often leave the classroom for creative activities due to pressure to cover the entire curriculum and ensure young learners understand concepts, fearing it interfered with their busy schedules (Lynch, 2015)..

The physical environment has a significant role in the literacy process for young learners. Overall happiness and a very well in speaking class can create a welcoming atmosphere that enhances literacy and encourages participation. The importance of providing a variety of literacy opportunities was underscored by the fact that young learners are rapid learners who can adjust and learn quickly. Their joyful, athletic personalities surpass in active literacy through play, fostering their emotional, social, and overall development. Their innate creativity and provocation inspire their need to learn and comprehend everything. Offering a program that relates to their interests can help to promote a positive attitude toward literacy. Young learners want a bright, cheerful classroom because it creates an atmosphere of comfort and facilitates active learning. (Boud & Garrick, 2012).

For young learners, learning in a language naturally occurs through regular communication.teachermust understand this concept in order to effectively use songs in English language teaching. Songs are beneficial for language development because they facilitate continuous change and repetition and make learning new words easier. For young learners, songs have a deeper significance and are beneficial to their language development. When using songs to teach young learners English. Teachers should be proficient in word meanings, simplify the lyrics and meter, and ensure that the song was appropriate for the learners' age, quickly, or context. (Fransischa & Syafei, 2016). Songs should use language that's lively and correct for the home, classroom, and diurnal life.

The use of songs in tutoring speaking can be seen activity (Hasibuan etal. 2023) where the teacher played the English song from the YouTube link to introduce the class and made a connection between the songs and the literacy theme. The teacher chose a song from YouTube that young learners are used to hearing in daily life to teach appreciation. In order to assist young learners in studying and becoming accustomed to the greeting in many situations, the primary effort entailed reading the words and singing the song again while also altering it with vibrant conditions.

The teacher made the learners sing the song "head, shoulders, knees, and toes grounded on the YouTube videotape" in order to enforce it. (Hasibuan et al., 2023). This exertion was useful for rehearsing spoken alphabet and was harmonious with the assertion that young learners'

literacy capacities and practical skill affect their provocation to retain information throughout learning conditioning.

In order to keep the classroom atmosphere positive and provide the learners with a memorable last print, the teacher ended the post-activity by joining the class in song. Teacher used the YouTube film on a regular was given the teacher's standing in the nation. Additionally, the teacher had to be careful when inviting some of the younger learners to sing as a group to conclude the task before class ended because they were not responding.

2. 2. Review of Previous Study

Some studies concern Teachers' perception of using English songs as learning media in young Learners to improve Speaking skills. The research was written by veronica "*Improving Students' Speaking Skills through English Songs and Puppets at Grade IV of S.D. N Adisucipto II in the Academic Year of 2013/2014*". The implementation indicators are: (1) Primary school students are more active in learning English and participating in oral activities (2) Primary school students actively answer question and express opinions (3) Primary school students are more active in oral English activities. (4) Provide colorful activities for each link and picture in the teaching process so that students can develop their interest in sports in the activities. In addition the young students oral scores improved from 6.2 points in the pre-test to 7.3 points in the post-test, supporting this finding (Christamia, 2016)

The research was written by Raja Iqbal. His research was "*Young learners' Perception on the Impact of English Pop Songs toward Their English*

Pronunciation's Skill at Uin Ar Raniry". The findings indicated that because English pop songs offer pronunciation tips for English words, all young learners believed that watching them might boost their pronunciation of the language. The younger students believed that they could not listen to English-language pop songs because of the singer's erratic timing and disjointed lyrics. The results imply that educators should take into account the degree of pronunciation in well-known English songs and check for issues related to pronunciation, such as the capacity to teach vocabulary and pronunciation to young learners (Iqbal, 2018),

The journal research was written by milkhuma The method used in this study was qualitative, in which researchers use three instruments as media to collect data: observation, questionnaires, and interviews. Data obtained from the three instruments are presented in tables and diagrams. So, the results of the questionnaire found that as many as 90% of participants choose neutral, as many as 70% of participants chose very agree, as much as 57.5% of participants be effectively included, as many as 5% of participants choose to disagree from all the answers given by researchers in filling out the questionnaire (Sitorus, 2019).

Sri Nutria was written the research in her thesis the title was *Using Song in Teaching English Speaking Skills for Young Learners.* The researcher uses descriptive qualitative research as a type of research. Data were gathered through analysis of documents and observational checklist interviews. The findings show that a three-step observation teaching and learning procedure for

teaching and learning English speaking skills with singing offers educational advantages for speaking skills instruction. Advantages of song use: Songs can be a good multimodal way for learning new languages. Songs may improve young learners' pronunciation, improve their desire for interaction and improve their public speaking skills. They improve cognition. The disadvantages of using songs, on the other hand, are if their teachers play music for young learners, not all they might like them. In the classroom, class songs may interfere with adjacent lessons. In addition, there are five problems with learning. However, no problem can be solved like this problem faced by teachers in teaching English language skills using songs. So teachers should have good ideas for solving problems (Nurvia, 2016).

The research was written by Nihada Delibegovic Dzanic, the topic on *The Effect of Using Songs on Young Learners and Their Motivation for Learning English*. The analytical part of the paper describes the pre-test post-test and post-test results of three different nursery rhymes as well as the questionnaire administered to collect information about the motivational rhyme. The results show that rhyming has a positive effect on vocabulary young learners' retention (Džanić & Pejić, 2016).

The research was written by Millington the title of Using Songs Effectively to Teach English to young learners. His research showed that songs could be used as a valuable teaching and learning media. Using songs can help students improve their listening and speaking skills. They are also useful for

teaching vocabulary and sentence structure. The biggest benefit of using songs in the classroom was that they can be fun (Millington, 2011).

The research was written by Yanti Hadayani Hasibuan, the title of The *Using of English Songs to Activate Student's Speaking Skills.* According to his research, the study's goal was to find out what challenges elementary school teachers face while attempting to educate young learners verbal competency through song. The idea was to help learners acquire English vocabulary and pronunciation by using popular songs. The study found that teachers mainly incorporated songs into lessons through the beginning, middle, and closing activities. They provided young learners with access to YouTube videos and translation services in an effort to encourage them to speak English. Teachers discovered that the main issue was the lack of confidence that young learners had when speaking, which was remedied by employing songs to inspire young learners to talk more. (Hasibuan et al., 2023).

Apriliyane Pandey and friend the title of Students' Perception toward the Use of English Song for Speaking Skill wrote the research. The purpose of this study was to learn how students felt about using songs to practice speaking. Data from 44 third-grade students at SMA Negeri 1 Tomohon, who were split up into 10 classes three social, two language and culture, and five science were analyzed using a questionnaire. There were forty-four pupils in the sample, or fifteen percent of the total. The findings demonstrated that the students' experiences with songs were substantial, and the majority of their opinions were favorable. The study found that singing to third-graders at SMA

Negeri 1 Tomohon was advantageous and successful. The results imply that in order to optimize the advantages of song usage, English teachers should constantly enhance their pedagogical approaches and keep an eye on technology developments, particularly as they relate to language acquisition (Pandey et al., 2022).

Khurin in Khumairo and friends, the title of Pre-Service and In-Service Teachers' Perceptions wrote the research on the Use of English Young learner's Songs. The use of English young learner's songs as a teaching aid for young learners investigated in this study. It was discovered that although these songs have many advantages, they also have both technical as well as non-technical shortcomings. Non-technical limitations include choosing the appropriate English song and avoiding frustration, while technical restrictions include things like not having an internet connection and facilities at school. The study recommends that in response to address these, educational facilities should give teachers access to appropriate equipment, such as speakers and projectors, and enable them to compose songs using assessments that are based on lesson plans and learning objectives (Khumairo et al., 2022).

Tien Cam Nguyen and friend, the title of Teachers' Perceptions about Using Songs in Vocabulary Instruction to Young Language Learners, wrote the research. The quality of English teaching in Vietnam was a pressing concern, and research shows that vocabulary instruction through songs can positively affect young learners' vocabulary gains and language learning. However, little research has focused on teachers' perceptions of using songs in vocabulary

instruction in Vietnam. A study conducted with 75 English language center teachers in the Mekong Delta found that teachers had positive perceptions of using songs in vocabulary instruction for young learners. The findings provide insights into the effectiveness of implementing songs in promoting young learners' vocabulary and suggest ways to facilitate it. The paper concludes with pedagogical implications for further research on maximizing young learners' vocabulary learning (Nguyen & Nguyen, 2020).

There are 10 thesis and journals has similar field of this research. All of above was related to the use of English song in teaching and learning English as a foreign language. The researcher finds that the previous study above was different from this research. This research focus in teacher's perception on the use of English song as learning media in speaking class. This study used interview with teachers, observation with young learners, and documentation study. The researcher used interview with 1-2 teachers who using English song as learning media to teach speaking skill. The researcher collected the data using Qualitative data using thematic analysis by Braun and Clark's analysis because it relevant with the research.

2. 3. Conceptual Framework

Based on an interview with the teacher, the researcher identified some issues in the school. One problem was the low motivation of young learners to study English, especially during speaking classes. The lack of familiarity with English pronunciation, vocabulary, and grammar was a significant issue. Teachers faced challenges due to the school's religious background and the

need to integrate English and Arabic songs. The study also highlighted issues with teaching methods, such as boredom stemming from a lack of variety in activities and overreliance on whiteboards. Facilities like laptops, audio equipment, LCD screens, and internet connections were needed to play English songs, but only a few classes had access to these resources. The reflection journal indicated that teachers believed these classes did not meet the requirements for successful teaching and learning. Since the school's teachers also teach subjects other than English, the competence of English teachers may not be optimal.

The researcher discussed with the teacher the use of English songs as a learning tool in speaking classes. The English language lesson plan included two songs: "Good Morning, My Teacher" and "Heads, Shoulders, Knees, and Toes."

Teachers could create word labels for body parts on photos and have young learners work in teams. Lyrics from the songs and role-playing exercises could be used to enhance vocabulary and ensure correct performance of body parts. To make speaking classes more engaging and meaningful for young learners, the teacher introduced different music. The teacher started by using a song to introduce the topic before incorporating it into the main activity to teach vocabulary and practice pronunciation. Consistent with previous research, singing together helped create a memorable and enjoyable learning environment for the teacher and young learners. Below is a simple chart of conceptual framework from this research, as follows:

Identification of the problem

<div align="center">⇩</div>

Low motivation	Not teachers who specifically teach English	Inadequate facilities	Collaborate of language

<div align="center">⇩</div>

Using English song as Learning media in speaking class	
Teacher's perception English song as learning media	The implementation of English song in speaking class
Young learners engagement Enjoyable of activity Collaboration learning	There are 2 plan songs Visual learning Focus on pronunciation and vocabulary

Table 2. 1 Conceptual Framework

CHAPTER III

RESEARCH PROCEDURES

3. 1. Research design

A narrative inquiry was used to develop this study. A method of inquiry known as narrative inquiry makes use of stories to explain the mortal experience. It entails gathering, analyzing, and evaluating personal narratives from individuals, such as case studies, interviews, autobiographies, or made-up tales. These narratives provide rich perception into people's lived gestures, points of view, attitudes, and beliefs.

The use of narrative inquiry in interdisciplinary research that investigates intricate social and creative wonders was typically linked to disciplines like psychology, sociology, education, and anthropology. Narrative inquiry provides a more comprehensive knowledge of individuals and communities by focusing on stories as data (Savin-baden & Niekerk, 2016).

The study employs narrative inquiry to explore teachers' perceptions and interpretations of using English songs as a learning media. This includes understanding how teachers were first exposed to the concept, how they decided to implement it, and how their experiences influenced their views on the use of English songs (Bowen, 2009)

The study also explores the teacher's understanding of the benefits and challenges of using songs, their ways of integrating songs into speaking learning, and their views on the effectiveness of songs as a learning tool. Narrative inquiry helps identify supporting and inhibiting factors that influence

teachers' perceptions of using English songs in speaking classes, such as administrative support, resource availability, young learner understanding, and practical challenges.

The research also aims to promote changes in teaching practices, such as teacher training, curriculum development, and better learning resources related to the use of English songs in speaking classes. It also helps depict the personal and professional impact of using English songs, including the effects on motivation, self-confidence, and job satisfaction, and how these experiences shape their overall teaching practices. Thus, narrative inquiry in research on teachers' perceptions of using English songs as a learning medium in speaking classes provides in-depth and contextual insight into teachers' experiences, views, and teaching practices in that context.

The researcher used qualitative exploration system. The problem with this study was that it draws the attention of experimenter who want to dissect the data. This study bandied the teachers' perception of the use of English song as learning media in young learners in speaking class. The researcher can state their conduct, attribute their connections with others, and express and negotiate teachers' passions.

3. 2. Research focus

To speak English effectively, young learners must be able to pronounce words correctly, use accentuation patterns, and participate in related speaking activities. Due to its importance in international industry and information exchange, English is a required subject in lower secondary and upper secondary

education. English songs and rhymes are an entertaining and imaginative way to teach the language to young learners, preventing them from becoming ignorant.

However, challenges such as lack of motivation, unfamiliarity with pronunciation, vocabulary, and the alphabet, religious considerations for schoolteachers, and limited facilitate hinder the literacy and teaching process in Indonesian seminaries (Persichitte, 2018). This study was conducted at Elementary School in Pekalongan. Practices included reciting, reading Asmaul Husna, reciting Dhuha in congregation, and shaking hands with the teachers. Additionally, the unique sounds that are part of daily life in every Islamic boarding academy, such as reading the Nadhoman Atala book, Tasrifan, Imriti, and Jurumiyah. The traditional values of Islamic boarding academies can help shape characteristics such as deep cognitive tone, discipline, and, most importantly, religious character in young learners.

The researcher explored how to incorporate English songs into English learning while upholding the traditional values of Islamic boarding seminaries. At Elementary school in Pekalongan, there are no teachers specifically dedicated to teaching English, so the main issue was the relatively limited English language skills among young learners. This research involved two male teachers aged between 20-35 years. They were chosen because they use English songs as a learning tool in speaking classes for young learners to assist in this research.

3. 3. Data sources

Data was needed for every exploration in order to solve the issue. It was necessary to obtain data from relevant data sources. It to ensure that the

information gathered was relevant to the issue under investigation and does not inspire criminal activity. This investigation uses two different data sources, following are:

1. Primary Data

    Primary data are those that are obtained straight from sources. Live interviews and WhatsApp conversations provide the initial data at the exploring position or object. The party, or videlicet persons, who reacted to or answered the researcher's inquiries, was the data source. In addition, the researcher performed piecemeal compliances with relation to the classroom literacy process. The madrasah chief and a sixth-grade English teacher serve as the main sources of data for this investigation.

2. Secondary Data

    This information was gathered from literature studies on topics like assignment schedules, historical organizations, structures, class connections, academy associations, and theoretical researchers who could be applied to the problem of exploration. In addition, information was gathered by examining how to boost ways of introducing learning encouragement in English classes at Elementary school in Pekalongan

3. **4. Data Collection technique**

    The researcher used two techniques to collect the data, namely interviews and observations. The study aims to investigate teachers' perceptions regarding the use of English songs as teaching media in speaking classes. Data was gathered using qualitative methodologies through targeted interviews. In-depth

interviews were conducted with English teachers who have integrated English songs into their curricula to understand their opinions and experiences regarding the use of songs as teaching aids in speaking classes. These interviews provide valuable insights into the impact of songs on teaching and learning, challenges faced, effective practices, and emerging trends. The data gathered from these interviews serves as a rich source for thorough analysis, leading to valuable insights and implications for practice and research (Alijoyo et al., 2020).

The researcher monitored the growth of young learners who learn English songs to enhance their speech skills. Observations collected data regarding the methods used to teach English songs to young learners in order to enhance their speaking skills (Hasibuan et al., 2023).

To delve deeper, qualitative researchers refer to this wide field of interest as the "focus of inquiry." This problem-starting focus provides the framework but also allows flexibility for future research. As the researcher gathers data and discovers new interpretations, the overall problem becomes increasingly narrowly focused on more specific issues, and new questions can arise

The researcher used semi-structured interviews, which involve a single set of open-ended questions to gather data. This approach allows information specialists to delve deeper into the discussion and pose more questions throughout the interview (Alijoyo et al., 2020). When creating questionnaires, researchers often consider whether to include open-ended questions, depending on different framework conditions (Symoneaux & Galmarini, 2014).

Young learners have limited vocabulary, pronunciation, and use both Indonesian and English simultaneously (Hasibuan et al., 2023). Therefore, the researcher observed the development of young learners learning English songs to help their speaking skills. Observation collected data on the teaching and learning process of speaking skills for young learners using English songs. Before observing the teaching process, the researcher assessed the condition of facilities in the classroom and learning media, followed by observing the young learners' activities.

From Hasibuan's (2023) study, young learners use both Indonesian and English simultaneously with limited vocabulary and pronunciation. The researcher observed young learners learning English songs to help their speaking skills. Data on the teaching and learning of speaking skills for young learners with English songs were gathered through observation.

Before observing the teaching process, the researcher assessed the state of the classroom's equipment and educational materials, followed by observing the behavior of the young learners. Researchers using document data can refer to data gathered during interviews, which may guide observations and questions that need to be addressed in the study.

3. 5. Validation data

The degree of accuracy that remains between the data on the research object and the data that can be obtained and reported by researchers was known as validity. If there wasn't a discrepancy between what was reported and what actually happens in the object being studied, then there was no validity in

qualitative research (Taherdoost, 2018). Triangulation, which includes source triangulation, engineering triangulation, and time triangulation, was the process of verifying data from multiple sources in various ways and at different times.

1. Triangulation of sources

   In order to assess credibility, this study used source triangulation, which gathers information from several sources. Interviews with Elementary school in Pekalongan's head madrasah, the teacher of English to sixth graders, and secondary data from documents on the madrasah's founding, vision, mission, goals, and organizational structure and observation images were conducted to support the research needs.

2. Technique triangulation

   Triangulation techniques were used in this study to assess the reliability of the data. This required using observations, documentation, and interviews to cross-reference the data with the same source. In the event that differences existed between the data collected, the researcher had additional conversations with the pertinent data source to make sure the information was regarded as accurate or true from an alternative angle.

3. Triangulations of time

   Time triangulation entails gathering information under various conditions and at various times, which may compromise its veracity. Data from interviews, observations, and documentation under various circumstances and periods are validated in this study. Despite possible variations in test results, data certainty was ensured by multiple tests.

3. 6. Data Analysis Technique

After collecting extensive information using Braun & Clark's methodology, the researcher examines interview transcripts to identify important themes and trends. The researcher adopted Braun and Clark's analysis because it was flexible and allows the researcher to focus on data in different ways. Scholars might analyze the data's importance or focus on a particular aspect of the problem in Braun and Clark's analysis.

The application of theme analysis (Braun & Clarke, 2006) serves to broaden the audience for the outcomes of qualitative data analysis as well as to separate qualitative research from more general speech when appropriate. In multi-method studies where not all qualitative approaches are employed, access can be used as a research method. There are many possible applications for theme analysis in multiple analysis participatory research projects. There are six steps. from (Braun & Clarke, 2006) following are :

1. Acquiring knowledge of the data

    Before coding, look over the entire set of data to identify patterns and ideas. For later stages, commit coding concepts to memory. The steps involved in performing a thematic analysis are recording oral material, recognizing and describing themes, drafting a report, and referencing pertinent studies. There are multiple customs and translation systems for data transcripts.

2. Coding

   Coding was one aspect of analytics that organizes data into informative categories. You can either accomplish this manually or using software. The two important takeaways from this chapter are to code as many themes and patterns as possible, including data extraction, and to remember that no two data sets are the same. It was essential to maintain an account in order to prevent overriding the code separate from the main narrative in this analysis.

3. Finding themes

   Classifying different codes into possible subjects and merging all pertinent coded data extracts into identified subjects were the two steps in the thematic analysis process. You can arrange your code thematically by using visual aids. It was crucial to now take into account the connection between various degrees of subjectivity and symbolic subject matter. Ultimately, it was critical to carefully consider each piece in order to assess the significance of each theme.

4. Examining potential topics

   Candidate topics are reviewed and refined in two steps to investigate it with coded data mining to check for any patterns. Thematic analysis was the process of applying coding to data in order to identify themes. Considering each element's validity in the context of the database and code was essential.

5. Identified and defined themes

By identifying each theme's main idea and defining specific details from the data you gathered, researchers could identify and clarify the themes. The researcher looks at the data in each theme by creating and publishing in-depth analysis and considering how each piece of data fits into the bigger story. Subthemes are useful for providing structure to vast, complicated themes and for identifying semantic levels in data. It was important to identify the primary themes and subthemes until the name was revealed. Additionally, the name ought to be powerful and brief.

6. Getting the data

In a way, that convinces the reader of its authenticity and validity was a necessary step in writing a thematic analysis. It should provide substantial backing for the concepts found in the data.
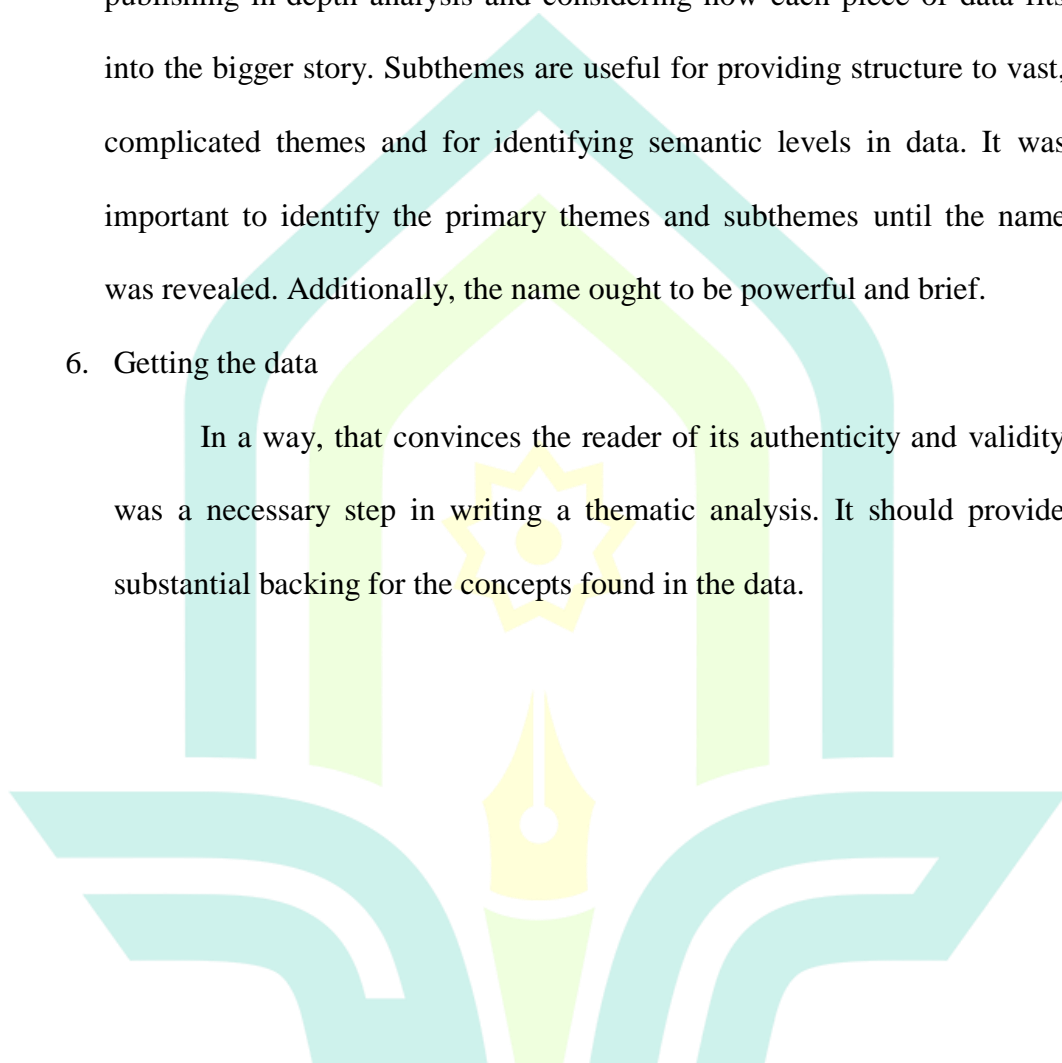
CHAPTER IV

RESULT AND DISCUSSION

4. 1. Result

There are some results of researcher's interviews with the teachers for 2 months gradually. This interview conducted by offline and online interview based on the interviews the researchers found several findings.

4. 1. 1. Teacher's perception on the teachers' perception on the use of English song as learning media for young learners in speaking class

There are several perceptions that teachers discovered when teachers taught English Song in the classroom. Some perceptions from teachers as follows:

4. 1. 1. 1. Teachers' positive perceptions

There are some teacher's positive perceptions based from interview following are:

4. 1. 1. 1. 1. Teachers can young learners' skill in pronunciation and vocabulary

English songs, especially those designed for young learners, can be a powerful tool for improving language skills such as comprehension, grammar, and pronunciation. Children can interact with the lyrics by watching videos with subtitles and singing along, which helps them grasp the meaning of words, understand grammar concepts, and practice pronunciation. However, simply extending lesson time is not sufficient to enhance speaking skills. Teachers

need to ensure that lessons are well-planned, engaging, and enjoyable to keep young learners interested and motivated. Creating speaking activities that are not only longer but also captivating and interactive, such as role-plays, games, and group discussions, can help young learners feel more involved and motivated to practice speaking English. The statement can be found in the following interviews:

> ("Yang pertama adalah menguasai kosakata, tidak semua siswa menguasai kosakata yang ada. Padahal pada awal pembelajaran kelas 6 suatu hari mereka diwajibkan menyampaikan minimal 3 kosakata yang berhubungan dengan rumah, kelas atau dimanapun, yang penting mereka mengetahuinya"). (Participant 2, interview at December 5, 2024)
> ("The first is to master vocabulary, not all young learners master the existing vocabulary. Even though at the beginning of class 6 learning, one day they are required to deposit at least 3 vocabulary words related to home, class or wherever, the main thing is that they know it"). (Participant 2, Interview pada 5 Desember 2024).

Participant 2 emphasizes the importance of vocabulary mastery for effective communication and language learning. They set a class 6 requirement for young learners to present at least three vocabulary words related to home, class, or other environments, promoting active participation and accountability in language learning.

4. 1. 1. 2. Teachers' negative perceptions

There are some teacher's positive perceptions based from interview following are :

4. 1. 1. 2. 1. There was a striking difference in accent

English has become a global language, used for international relations, modern science, the internet, international business, tourism, and pop culture. English is also widely used in daily communication. Accents in pronunciation often shape a person's linguistic identity, revealing their origins Songs provide learners with rich content, language, culture, and relaxation, creating a comfortable atmosphere for learning. The statement can be found in the following interviews:

> *"Namun karena kita adatnya jawa kental khas pekalongan. Jadi lidah kita sulit untuk meniru aksen dari bahasa luar apalagi anak – anak yang masih ingin bermain."* (Partisipan 1, Interview pada 7 Desember 2023)
>
> *("However, because we have strong Javanese traditions typical of Pekalongan. So it is difficult for our tongues to imitate accents from foreign languages, especially for young learner who still want to play."),* *(Participant 1,* Interview 7th December, 2023).

Participant 1 told English songs are a difficult medium because Indonesian accents are different from foreign cultures, especially Pekalongan. Therefore, it was difficult for teachers to adapt to young learners, especially those who are still used to playing.

4 .1. 1. 2. 2 Teacher's awareness of using English song in speaking classes despite limited time

Teachers often feel pressured to cover the entire curriculum in a limited time, leaving little room 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. The statement can be found in the following interviews:

"Karena tuntutan pelajaran yang harus selesai semua mungkin mbak. Untuk seperti itu kan butuh makan waktu mbak. Misal satu anak 3 vocabulary, untuk satu kelas butuh 10 menitan. Jadi kita butuh 10 menit waktu pelajaran biasa untuk hafalan saja. Jadi efektif untuk menambah kosakata siswa, kalau kita hanya mengandalkan pelajaran Bahasa Inggris saja tidak bisa maksimal." Partisipan 1, Interview pada 7 Desember 2023

("Because the demands of the lessons that must be completed are all possible, sis. For something like that, it takes time, sis. For example, one child has 3 vocabulary words, for one class it takes 10 minutes. So we need 10 minutes of normal lesson time just to memorize. "So it's effective for increasing young learners' vocabulary, if we only rely on English lessons alone, we won't be able to maximize it.") (Participant 1, Interview at December 5, 2023).

Teachers often feel pressured to cover the entire curriculum in a limited time, leaving little room for creative activities like using songs. This pressure stems from the need to ensure young learners understand concepts, leading to reluctance to incorporate creative activities in lessons due to concerns about scheduling interference.

4. 1. 1. 2. 3. There is no specially English teachers there

In many elementary schools, English language instruction is often delivered by generalist teachers who cover a range of subjects. While these teachers may not specialize in English instruction They still employ various strategies to facilitate language learning such as incorporating language activities into different subjects, utilizing educational resources, and creating an immersive language environment. The statement can be found in the following interviews:

"Pertama, tidak ada guru bahasa Inggris khusus seperti itu. Namun, di sini wali kelas merangkap sebagai guru bahasa Inggris. Namun, kesulitannya adalah siswa belum begitu memahami materi yang disampaikan. Mungkin guru sudah berusaha semaksimal mungkin, tapi dia bisa banyak yang ngurusin mbak, jadi semampu dia saja. Ada yang diprioritaskan sih menurutku. Jadi setiap orang punya porsinya masing-masing kalau ngajarin ini, yang harus dimaksimalkan oleh wali kelasnya" Partisipan 1, Interview pada 7 Desember 2023

("Firstly, there are no such specific English teachers. However, here the homeroom teacher doubles as an English teacher. However, the difficulty is that young learners do not really understand the material presented. Maybe the teacher has tried his best, but he can handle a lot of things, sis, so it's just what he can. There are things that are prioritized, I guess. So each person has their own portion when teaching this, which must be maximized by the homeroom teacher"). (Participant 1, Interview at Decemeber 7, 2024).

Participant 2 told teachers struggle with English instruction due to their workload and lack of expertise. To improve their effectiveness, they need support in professional development, mentorship, and non-teaching responsibilities. Recognizing each teacher's strengths and limitations is crucial, and collaborative efforts among teachers can help maximize their expertise and share teaching responsibilities. This approach can better meet young learner educational needs

4 .1. 1. 2. 4. Young learner's low motivation

English songs, especially young learner's songs entitled coco melon. When shown a video with subtitles, they listened and sang a song together. It can stimulate young learner's motivation to learn to speak to help their comprehension through lyrics, grammar, and pronunciation skills. Longer lesson hours allow teachers to provide more training and stimulation intensive. However, longer class hours alone are not enough to improve young learners' speaking skill. Teachers must also design interesting and enjoyable speaking lessons to ensure young learners' involvement and motivation in the process. The statement can be found in the following interviews:

> *"Kalau dituntut untuk bisa sebenarnya mereka bisa saja. Ketika ada rangsangan atau ada sesuatu yang mengharuskan kita belajar speaking ya pasti mereka interest untuk belajar. Tapi karena kita hanya terpacu materi yang ada dibuku, jadi yasudah kita hanya mengejar materi saja. Mungkin berbeda ketika kita mempunyai jam pelajaran yang lebih lama"*
> *("If they are required to do it, they actually can. When there is stimulation or something that requires us to learn speaking, they will definitely be interested in learning. But because we are only motivated by the material in the book, so we just chase the material. Maybe it's different when we have longer class hours"). (Participant 1,* Interview at December 5, 2023).

Participant 1 told that every morning after tadarus, the teacher takes about 10 minutes to mention vocabulary about certain themes around us. However, the teacher's challenge is time. The time available makes this activity less than optimal.

4 .1. 1. 2. 5. Differences in Young learners' skill

The differences in each young learner's skill bring their own challenges for English teacher. In the case English learning, teachers at school felt that skill differences significantly affect the result or success of learning, specially of new vocabulary. The statement can be found in the following interviews:

> *"Karena untuk belajar bahasa Inggris itukan tergantung dari kemauan siswanya mau belajar atau tidak. Kan ada yang bisa karena les, games atau yang lain. Kalau mereka bisa kan pasti mau diakui dengan yang lain yang itu yang agak susah mba karena kan namanya juga masih anak – anak".*
> *("Because learning English depends on whether the young learner wants to learn or not. There are those who can do it because of tutoring, games or something else. "If they could, they would definitely want to be acknowledged by others, which is a bit difficult, sis, because they are still young learner"). (Participant 1,* Interview at December 5, 2023)

Participant 1 told young learners learning skill are influenced by their interest in learning, which can be achieved through tutoring, games, or other methods. It also emphasizes the importance of young learner's desire for recognition, which can be challenging due to their young age, posing additional challenges in the English learning process.

4. 1. 1. 2. 6. Lack of attention

If young learners acquire the fundamentals of every language they are learning, it will go more smoothly. However, this presents difficulties for teachers. Young learners may become disconnected from the material being taught and choose to talk to their friends or engage in other activities instead of paying close attention to it. The statement can be found in the following interviews:

"Salah satunya adalah mengobrol dengan temannya, bermain dan asik sendiri."
("One of them was with friends, playing and having fun."), (Participant 1, Interview at December 5, 2023).

Participant 1 explained that active young learners lacked attention in class. There was still a lot to cover and be fun on your own.

4. 1. 1 .2. 7.   Limited of facilitate

The laboratory has limited space and equipment, necessitating a two-wave young learner division to ensure equal access to the facilities. Teachers must ensure fair and equitable distribution of young learners, ensuring each group has sufficient time to use the equipment. Time management was crucial to prevent rushing or loss of optimal learning time between the two waves of young learners. This ensures that every young learner has equal opportunities to utilize the laboratory and contributes to the overall learning experience. The statement can be found in the following interviews:

"Siswa diajak ke Lab computer. Terus guru sebagai protokor atau Pengoprasional Lab. Komputer untuk menerangkan bab atau materi yg sedang di ajarkan,, misal tentang tata surya kita, dan alam semesta, guru bisa menerangkan dengan jelas dan siswa lebih tertarik, dengan metode pembelajaran seperti itu, cuman kelemahan nya,, siswa harus di berdesakan atau dibagi dua gelombang untuk mengikuti pembelajaran yg ada di Lab. Karena keterbatasan, sarana prasarana yg ada". (Partisipan 2, Interview pada 5 Desember 2024)
("Young learners are invited to the computer lab. Continue with the teacher as a protocol or Lab Operator. Computers to explain the chapter or material being taught, for example about our solar system and the universe, the teacher can explain clearly and young learners are more interested, with this kind of learning method, the only weakness is, young learners have to be crowded together or divided two waves to follow the learning in the Lab. Due to limitations, existing infrastructure"). (Participant 2, interview at December 5, 2024)

Participant 2 explained about how young learners use the computer laboratory for learning, with the advantage that teachers can explain clearly and young learners become more interested, but also notes the disadvantages related to limited infrastructure, which requires young learners to huddle together or be divided into two waves.

4. 1. 1. 2. 8. Using Classical method

Classical method learning can be effective, but it faces challenges such as minimal interaction between young learners and teachers, low engagement, and potential insufficient development of critical, creative, collaborative, and communicative skills. Teachers may need to incorporated technology into the learning process to increase young learner engagement, but focusing solely on young learner interested may not be enough. Additionally, some young learners may struggle to understand the material due to their lack of interest, which may not align with their preferences. The statement can be found in the following interviews:

> *"Untuk sebagian besar dewan guru disini, saat Mengajar masih menggunakan metode klasik,,yaitu ceramah baik yg bersifat monologis ataupun dialogis. Tantangannya yaitu masih banyak siswa yang kurang madep, minimnya penggunaan teknologi karena keterbatasan, pengembangan kreativitas anak juga terbatas".*
> *"For the majority of the teacher council here, when teaching they still use classical methods, namely lectures, either monologist or dialogic. The challenge was that there are still many young learners who are not well-educated, there was minimal use of technology due to limitations, and the development of children's creativity was also limited). (Participant 1,* Interview at December 12, 2023).

The statement discusses the teaching practices at elementary school in Pekalongan, which predominantly used classical methods, including lectures. It highlights challenges such as the lack of optimal education for some young learners, limitations in technology use, and limitations in young learner's creativity development. It suggests considering changes in teaching methods, such as integrating interactive elements, utilizing technology, and designing approaches that better suit young learners' needs and development.

4. 1. 2. The way teachers using English Song as learning media for young learners in speaking class

There are the way teachers using English Song as learning media for young learners in speaking class based interview following are :

4. 1. 2. 1. The teacher looks for a suitable English song theme

Children's songs are effective tools for teaching vocabulary and basic concepts to young learners. Their catchy melodies and repetitive lyrics reinforce language skills in a fun and engaging way. Songs often incorporate simple words and concepts relevant to everyday life, making it easier for children to grasp and retain new vocabulary.

> *("Sebenarnya lagu anak – anak itu solusi yang cukup baik sih mbak tapi saya harus browsing dulu lagu yang cocok untuk saya ajarkan. Tentunya dengan vocabulary yang mudah dipahami misalnya lagu Cocomelon"). ("Partisipan 2, Interview pada 5 Desember 2024")*
> *("Actually, children's songs are a pretty good solution, sis, but I have to first browse for songs that are suitable for me to teach. Of course with vocabulary that is easy to understand, for example the song Cocomelon"). (Participant 2, interview at December 5, 2023)*

Participant 2 used children's songs for teaching, but chooses songs with appropriate vocabulary. This approach enhances language instruction effectiveness for young learners, demonstrating a commitment to creating a supportive and engaging learning environment.

4. 1. 2. 2. The teachers asks young learners to do the exercises

The teacher's incorporation of listening and singing activities in language lessons enhances vocabulary and pronunciation skills for young learners. These activities introduce new vocabulary, practice pronunciation through repetition, and help develop rhythm, intonation, and fluency. Group singing activities create a supportive learning environment, promoting confidence and motivation among young learners, making it an effective approach to language acquisition. The statement can be found in the following interviews:

> *("Lalu anak anak kan medengarkan dan menyimak nah lalu biasanya ada anak yang sudah hafal nanti saya suruh maju terus memimpin lagu itu didepan kelas. Habis itu saya sudah menyiapkan soal yang berupa lirik lagu tersebut dan anak anak nanti disuruh mengisi lirik yang kosong. Nah itu saya ulang berulang kali sampai semuanya terisi semua sampai waktu yang ditentukan. Nah setelah itu saya suruh anak anak maju untuk menulis kosakata yang dari soal itu satu persatu.").* (*"Partisipan 2, Interview pada 5 Desember 2023").*
>
> *("Then the children listen and listen, then usually there are children who have memorized it, then I tell them to come forward and lead the song in front of the class. After that, I prepared questions in the form of song lyrics and the children were then asked to fill in the blank lyrics. So I repeated that over and over again until everything was filled in at the specified time. So after that I asked the children to come forward to write the vocabulary words from the questions one by one.").* (Participant 2, interview at December 5, 2023).

Participant 2 told method of having memorized songs lead the class in singing is effective in fostering active participation and leadership skills among young learners. This not only reinforces their language proficiency but also promotes ownership and responsibility in their learning process. It also fosters a collaborative learning environment, allowing all young learners to contribute and contribute, regardless of their proficiency level. This approach promotes active engagement, confidence, and peer learning in language acquisition.

4. 1. 2. 3. Teachers give a reward for young learners

Teachers can motivate young learners through various rewards, such as stickers, certificates, classroom rewards systems, verbal praise, snack, and adding score.

> *"Biasanya sih ada, kadang kalau ada ya snack atau nilai tambahan saja"* (*"Partisipan 2, Interview pada 5 Desember 2023"*).
> *"Usually there is, sometimes if there is it's just snacks or extra value."* (*Participant 2, interview at December 5, 2023*).

These incentives can be age-appropriate, meaningful, and aligned with learning objectives. Teachers should tailor rewards to suit the interests and preferences of their young learners, fostering a positive learning environment where they feel encouraged and motivated to succeed.

4. 2. Discussion

There are several things that need to be discussed after the researcher finds some of the results above. The following are:

4. 2. 1. Teacher's perception on the teachers' perception on the use of English song as learning media for young learners in speaking class

There are discussion for positive and negative teachers' perceptions using English song for young learners in speaking skill, following are :

4. 2. 1. 1. Teachers' positive perceptions

There is teachers positive's perceptions, following :

4. 2. 1. 1. 1. Teachers can help young learners' skill in pronunciation and vocabulary

The strategy suggests incorporating English into the learning process to enhance active English skills among young learners. It emphasizes the use of catchy English songs as an effective media for learning and encourages teachers to design appropriate activities that integrate songs into the curriculum. The primary goal is to help develop active English skills, including speaking, listening, reading, and writing, which are essential for effective communication in English. The strategy is supported by research studies highlighting the value of incorporating English songs in language learning. This includes sight, touch, taste and smell, especially speaking and listening for speaking skills It can relate to Lele's (2019) theory because engagement and enjoyment are crucial in facilitating effective learning experiences. English songs, with their melodic tunes, rhythmic patterns, and memorable lyrics,

capture students' attention, promoting deeper understanding and retention of language concepts. The upbeat tempo and playful nature of songs create a positive learning atmosphere, encouraging students to actively participate and explore new language skills. Absolutely, providing similar answers can help reinforce understanding and cater to different learning styles. It allows young learners to grasp concepts from various angles, leading to deeper comprehension (Putri & Rustipa, 2023).

This combination of engagement and enjoyment fuels students' motivation to learn English, leading to continuous improvement and growth. Additionally, engaging English song activities create a positive learning environment, encouraging open communication and collaboration among young learners.

4. 2. 1. 2. Teachers' negative perceptions

There are teachers negative's perceptions, following

4. 2. 1. 2. 1. There was a striking difference in accent

A striking difference in accent refers to a noticeable contrast or variation in the way someone speaks compared to others, often indicating regional, cultural, or linguistic differences. Accents can vary significantly even within the same language, reflecting diverse backgrounds, geographical origins, or language influences (Kristiani, 2017).

These differences can sometimes be quite noticeable and can serve as markers of identity or belonging English songs can significantly improve language skills, particularly for young learners. They enhance comprehension,

grammar, and pronunciation, allowing children to understand vocabulary and practice pronunciation. Speaking skills can be enhanced by incorporating well-planned activities like role-plays, games, and group discussions. Effective lesson planning ensures activities are engaging and aligned with learning objectives.

4. 1. 2. 1. 2. Teacher's awareness of using English song in speaking classes despite limited time

Curriculum pressure often leads teachers to avoid incorporating creative activities into lessons due to concerns about disruptions. Balancing curriculum requirements with fostering a dynamic learning environment was a challenge, as teachers often sideline creative activities due to the fear of falling behind. Due to pressure to cover the entire curriculum and make sure students understand concepts, teachers frequently leave the classroom for creative activities out of concern that it will disrupt their busy schedules (Lynch, 2015). Recognizing the importance of creativity in the learning process was also crucial, as it can reinforce concepts and make learning enjoyable for young learners. In my opinion, to overcoming reluctance to integrate creative elements into lessons can be achieved by understanding that creative activities contribute to a deeper understanding of concepts and promote a positive learning experience.

4. 1. 2. 1. 3. There is no specially English teachers there

The excerpt highlights the common practice in many elementary schools where generalist teachers deliver English language instruction alongside other

subjects. So, no teachers speacially teaching English, (Garrett, 2008) usually all of subject. Despite not specializing in English instruction, these teachers employ various strategies to facilitate language learning, such as integrating language activities into different subjects and creating an immersive language environment. However, they may face challenges in effectively teaching English due to workload and lack of expertise. To enhance their effectiveness, support in professional development, mentorship, and non-teaching responsibilities is crucial. Collaborative efforts among teachers can also help maximize expertise and meet the educational needs of young learners more effectively.

The absence of specifically designated English teachers in elementary schools can present challenges for language instruction. However, generalist teachers often utilize creative problem-solving approaches to address this issue. They may incorporate English language learning activities into various subjects, leverage educational resources, and seek professional development opportunities to enhance their teaching skills. Collaborative efforts among teachers and support from educational institutions can also play a crucial role in mitigating this challenge and ensuring effective language instruction for young learners.

Collaborative efforts among teachers, along with support from educational institutions, are essential in overcoming the challenge of the absence of specifically designated English teachers in elementary schools. By working together, teachers can share resources, strategies, and best practices for language instruction. Educational institutions can provide professional development opportunities, mentorship programs, and curriculum support to help teachers

enhance their language teaching skills. Through collaboration and support, schools can ensure that young learners receive effective language instruction that meets their educational needs.

4. 1. 2. 1. 4. Young learner's low motivation

Low motivation in young learners can be caused by various factors such as lack of relevance, poor learning environment, external pressures, negative experiences, learning disabilities, low self-esteem, and boredom (Džanić & Pejić, 2016). To address this, a multifaceted approach should be taken, including creating a positive learning environment, incorporating relevant materials, fostering a growth mindset, providing success opportunities, and addressing individual needs. Encouraging autonomy, curiosity, and a love of learning can also help reignite motivation among young learners

The teacher several challenges in stimulating young learners' interest in learning, particularly in speaking skills. These include limited motivation, scheduled material catch-up, and learning time limitations. Teachers feel limited in providing adequate stimulation or motivation, leading to less deep young learner interest. Scheduled material catch-up can reduce creativity and focus on achieving material rather than developing speaking skills. Learning time limits can affect effectiveness in achieving speaking skill to implementing in English song. In my opinion, to overcome these problem, teachers can apply strategies such as providing varied learning stimuli, incorporating real-life situations, using extended class hours effectively, implementing young learner-centered approaches, and arranging contextual learning activities in English

song (Pratiwi, 2018). These strategies can create a deeper, more varied learning environment that stimulates young learners' interest in speaking skills. Variable learning stimuli, such as engaging materials, creative activities, or educational technology, can increase young learner interest. Incorporating real-life situations can help young learners see the relevance of the material to their daily lives, increasing motivation.

4. 1. 2. 1. 5. Differences in Young learners' skill

The ability to adapt language skills to different social for young learners (Daar, 2020). To overcome differences in young learners' skills, a teacher should adopt a strategic approach that addresses individual needs and fosters an inclusive learning environment. This includes individualized instruction, flexible grouping, individualized support, multimodal instruction, regular assessment and feedback, encouragement and positive reinforcement, collaboration with support staff, parental and guardian involvement, cultural sensitivity and inclusivity, and professional development.

Differentiated instruction involves tailoring instruction to accommodate the diverse needs and abilities of young learners, providing varied learning activities, materials, and assessments. Flexible grouping allows students to work in heterogeneous groups based on their skills and interests, fostering collaboration and peer support. Individualized support offers extra practice, guidance, and resources to help struggling learners catch up while challenging high-achieving students with extension activities. It can related with Daar,

(2020) because multimodal instruction utilizes various instructional approaches and resources to accommodate diverse learning preferences and abilities.

Regular assessment and feedback help monitor students' progress and identify areas of strength and weakness, providing constructive feedback and guidance to help students improve their skills and achieve learning goals. Encouraging and positive reinforcement foster a supportive learning environment where all students feel valued and motivated to succeed. Incorporating diverse perspectives and experiences into the curriculum creates a culturally responsive learning environment where all students feel represented and included. Continuous professional development opportunities enhance teaching strategies, pedagogical approaches, and understanding of diversity and inclusion in the classroom.

4. 1. 2. 1. 6. Lack of attention

Lack of attention among young learners can be a challenge due to factors such as distractions, short attention spans (Jinks, 2019) uninteresting material, large class sizes, learning disabilities, lack of physical activity, and fatigue. To address this issue, strategies should be tailored to individual needs and classroom environments, including interactive activities, frequent breaks, visual aids, classroom management techniques, and collaboration with parents and caregivers. A positive classroom culture where students feel valued and encouraged can also help foster better attention and engagement.

The researcher found lack of attention can occur due to various factors, including monotony, lack of relevance, unclear expectations, and sensory

overload. Repetitive tasks or passive learning methods may not hold attention, while materials disconnected from interests or daily lives may feel unimportant. Understanding these factors can help educators provide effective learning experiences for young learners. Inattention was a significant issue in education, as it can lead to young learners struggling to understand the material. Factors causing reduced attention include monotony, lack of relevance, unclear expectations, sensory overload, and individual differences.

To overcome these, educators should use varied assignments, methods, relate the material to young learners' interests and daily lives, provide clear expectations, and create a calm and comfortable learning environment. Additionally, they should respond to individual young learner needs and provide additional support to eligible young learners. By understanding these factors, educators can create more effective and engaging learning experiences

4. 1. 2. 1. 7. Using classical method

Classical methods challenges such as passive learning, limited engagement, which can be disengaging for young learners who prefer active participation (Brata et al., 2023). Monologue teaching also results in decreased attention and knowledge retention, as it often fails to cater to diverse learning styles. To overcome the challenges of classical learning methods, educators can implement several strategies. These include enabling young learner participation through interactive activities, using a multisensory approach that accommodates various learning styles, applying educational technology to increase young learner engagement, designing problem-based learning that

presents learning material through problem-solving, considering an active teaching style that requires active involvement, providing space for young learner creativity through art projects, writing, or presentations, and using peer teaching strategies that encourage young learners to teach each other. These strategies can create dynamic, relevant, and suited learning experiences that cater to the needs of younger young learners.

4. 1. 2. 1. 8. Limited of facilitate

Limited facilitation in elementary schools can negatively impact students' learning and development due to factors such as teacher-centered instruction, large class sizes, time constraints, lack of training, and limited resources include things like not having an internet connection and facilities at school (Khumairo et al., 2022). This can lead to decreased engagement, reduced understanding, underdeveloped critical thinking skills, and unequal learning outcomes. To address this, educators can incorporate student-centered teaching strategies, differentiate instruction to meet diverse needs, invest in professional development, advocate for smaller class sizes, and use available resources creatively to create engaging learning experiences. By addressing these issues, educators can ensure that students with diverse learning needs receive the support they need to achieve better learning outcomes.

The laboratory uses a two-wave division of young learners to ensure equitable access to facilities. Teachers must meticulously distribute time among these groups, ensuring each has ample time to use available equipment. Effective time management is crucial to avoid haste and maximize educational

opportunities for all young learners in the constrained laboratory environment. The strategy for implementing a two-group learning environment in a laboratory involves creating clear and concise guidelines for each group, ensuring everyone has sufficient time to use the facilities, promoting active communication, implementing effective teaching methods, and addressing the needs of the group. By implementing these strategies, the laboratory's management can be more efficient, provide timely support, and ensure the educational department is well equipped in the challenging laboratory environment.

Creating a supportive learning environment fosters motivation and engagement among students. Overall, English songs are a valuable tool for language learning. It can relate because English songs are effective for improving their pronunciation and vocabulary skills, but well-planned and engaging speaking activities are crucial. The way that teachers view the use of songs in the classroom for teaching young students can be divided into a number of sub-themes, such as how they view the pedagogical value of songs, how they feel about using songs, what they think about using songs, and how effective songs are at teaching vocabulary and pronunciation.

These activities involve interactive learning, creating meaningful contexts for practice, and fostering active participation. Teachers should also create engaging lessons, creating a positive learning environment to maintain interest and motivation. The second problem, to teaching English pronunciation and

vocabulary to Grade sixth young learners presents challenges due to the diverse curriculum, including grammar, vocabulary, and reading, writing, and speaking.

Teachers must allocate specific time for teaching and adapt their strategies to suit young learners' varying learning skill. Participant 1 told in 6th grade, he learn new words every day. Each young learner must contribute at least three words related to home, class, or anywhere they know. For example, absence, pencil, book, eraser. Before the lesson starts, we read Al-Qur'an and take attendance to find out whether we have performed the Morning Prayer together or not. After prayer, we have time to remember new vocabulary. In the first week, we learn words related to madrasas such as table, book, and others. After that, we will learn about different themes each month, for example themes at home, school, surrounding objects, etc. However, it did not last long due to time constraints. In my opinion, these activities are still carried out before going home from studying.

For example, when the teacher mentions one of the English language objects and if there are young learners who know and can answer correctly, they are allowed to go home first or if possible, if there are young learners who can answer correctly, they are given a plus point or a snack. It was very likely that young learners will be happy and enthusiastic in learning vocabulary and pronunciation.

4. 2. 2. The way teachers using English Song as learning media for young learners in speaking class

There are the way teachers using English Song as learning media for young learners in speaking following are:

4. 2. 2. 1. The teacher looks for a suitable English song theme

Teachers employ various strategies to improve language learning among young learners. Teachers handle more themes lyrics and themes to match the character of young learners (Hulawa, 2022). Teachers can utilize diverse strategies to enhance language learning among young learners, including incorporating themes and lyrics that resonate with their interests and characteristics. By integrating relevant themes and engaging lyrics into language lessons, teachers can captivate the attention of young learners, making the learning process more enjoyable and meaningful. This approach fosters deeper connections with the language and encourages active participation and comprehension.

4. 2. 2. 2. The teachers asks young learners to do the exercises

Corporation listening and singing activities is an effective strategy for enhancing vocabulary and pronunciation skills in young learners (Haryanto Atmowardoyo et al., 2020). Incorporating listening and singing activities is indeed effective for enhancing vocabulary and pronunciation skills in young learners. Songs provide a memorable and enjoyable way for children to learn new words, phrases, and pronunciation patterns. Active participation in singing encourages repetition and practice, reinforcing language acquisition in a fun

and engaging manner. To engaging young learners in word exercises sourced from studies like the one to enables them to apply their language skills in authentic contexts, promoting active involvement and solidifying their learning. Through consistent practice, this approach gradually enhances their language proficiency, preparing them to effectively communicate in real-world situations.

These activities not only introduce new vocabulary but also provide opportunities to practice pronunciation while developing rhythm, intonation, and fluency. Group singing activities foster a supportive learning environment, boosting confidence and motivation among learners. Moreover, memorized songs encourage active participation and leadership skills, irrespective of proficiency levels.

4. 2. 2. 3. Teachers give a reward for young learners

Additionally, using various rewards like stickers, certificates, verbal praise, and snacks can further motivate young learners, as highlighted (Irwati & Fauzia Rozani Syafei, 2016). These rewards should be age-appropriate, meaningful, and aligned with learning objectives to create a positive learning environment These strategies emphasize the importance of engaging activities and positive reinforcement in promoting active participation and motivation among young learners.

Reward is an instructional tactic that can be used to encourage young to study more and to make them feel delighted about the language they are

learning. Reward systems are a good way for teachers to encourage appropriate behavior in the classroom and to keep the learning environment positive.

Although it doesn't have to be costly young learners should receive genuine rewards. The teacher's inventiveness is greatly required in this situation. In order to create something unique for the kids, the teacher can. A teacher may employ the following types of rewards in the classroom.

A teacher's compliment or encouraging comment demonstrates that the instructor values the work and participation of the students. Although they are a simple incentive for the instructor to utilize in the classroom, they have a significant impact on the kids' language development. Positive reinforcement, such as compliments or positive comments, can boost students' morale and confidence in the classroom and serve as an effective kind of extrinsic incentive.
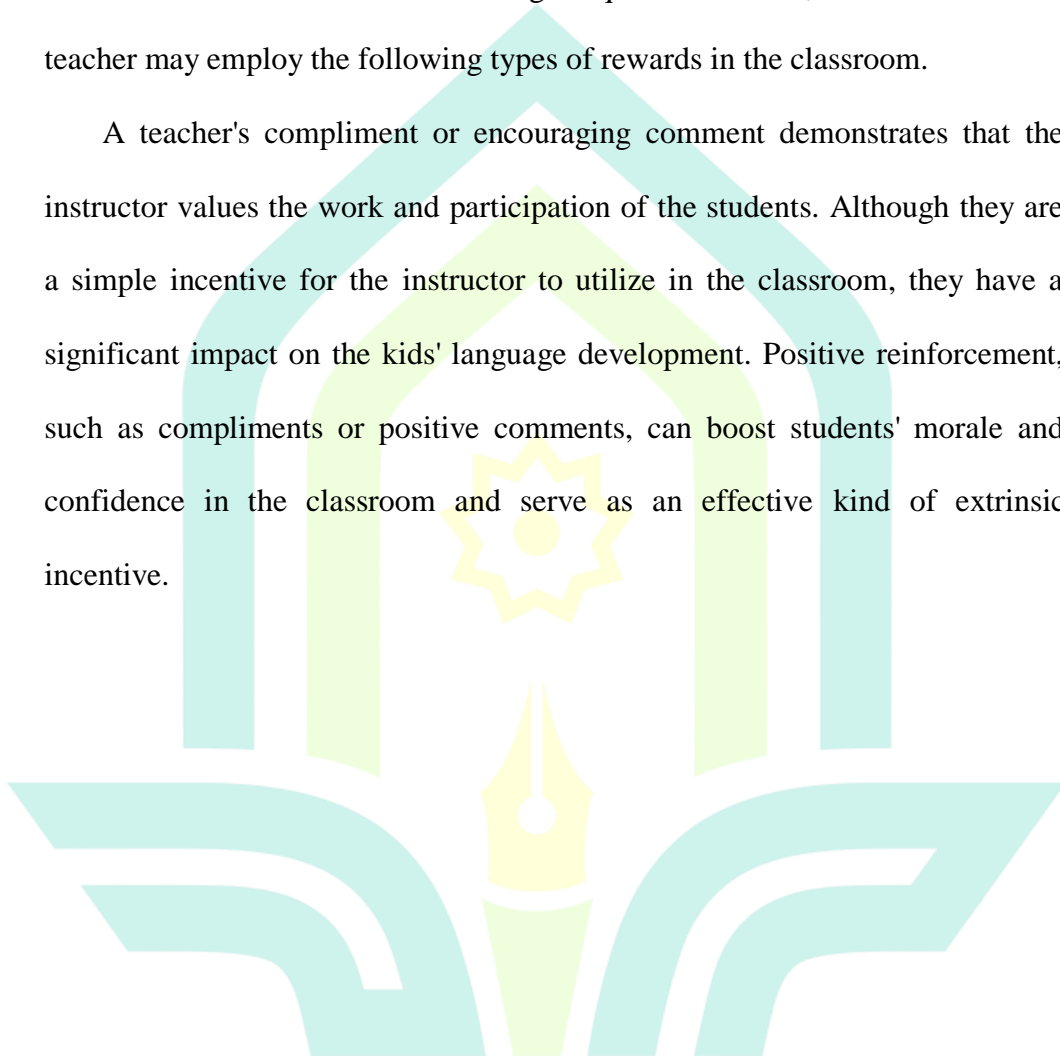
CHAPTER V

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.
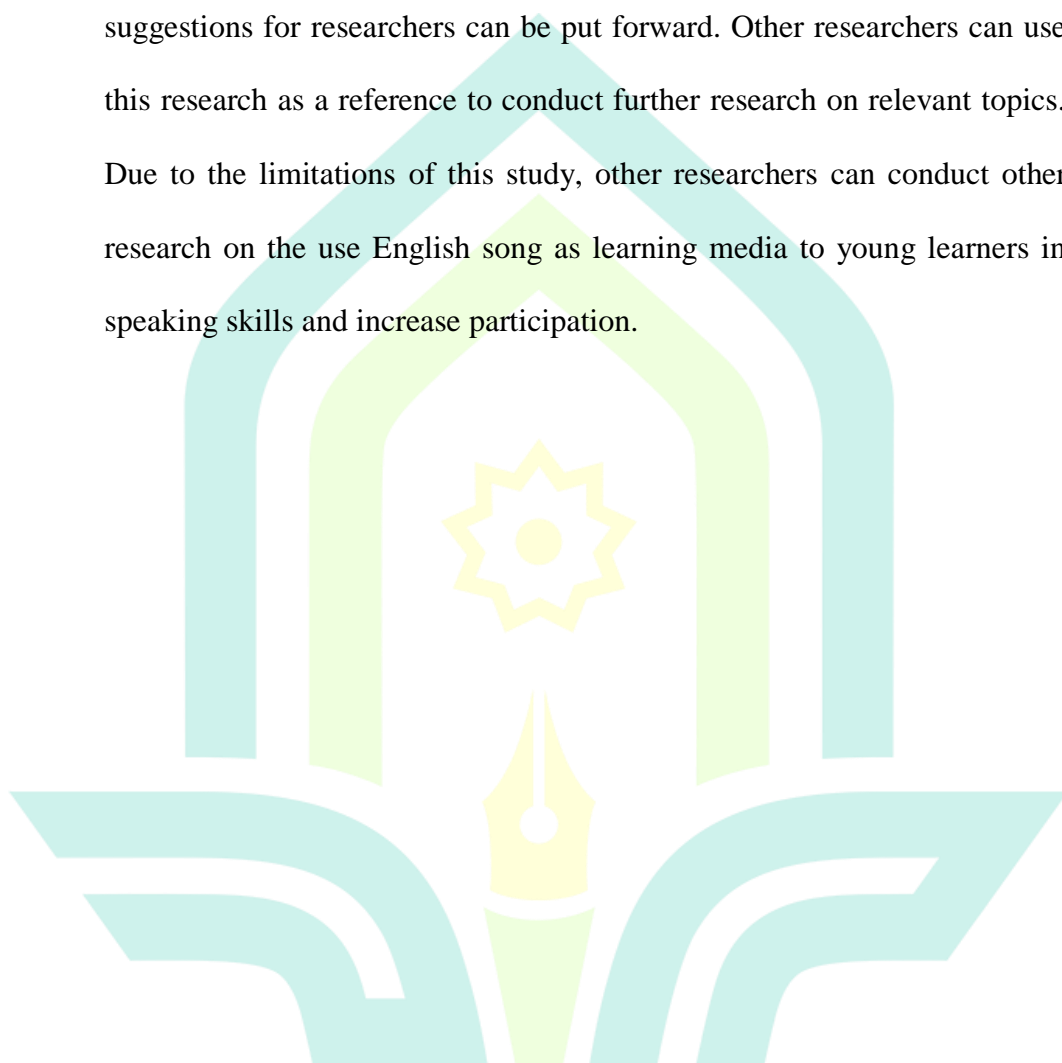
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APPENDICES
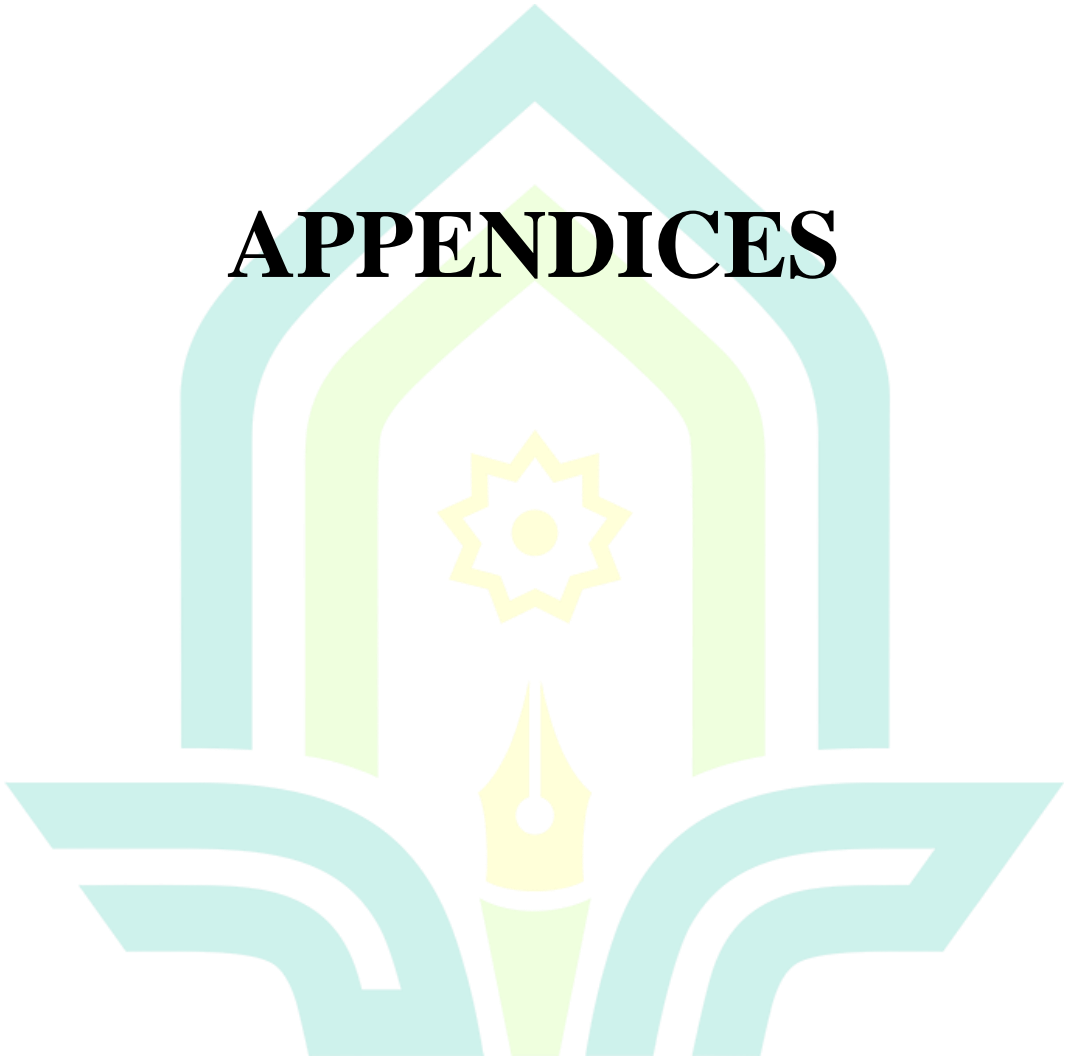
Appendix 1

Interview guideline

1. Bagaimana pendapat Anda tentang penggunaan lagu berbahasa Inggris sebagai media pembelajaran dalam kelas berbicara (speaking class)?

2. Bagaimana Anda menilai efektivitas penggunaan lagu dalam meningkatkan keterampilan berbicara siswa?

3. Menurut pendapat Bapak, kelas mana yang memiliki minat bahasa Inggris paling rendah?

4. Bapak dapat menjelaskan tentang kemampuan bahasa Inggris siswa kelas tersebut?

5. Bapak Menurut, keterampilan apa yang kurang dikuasai siswa di kelas tersebut?

6. Apakah kesulitan yang sering dihadapi siswa kelas tersebut dalam pelajaran bahasa Inggris?

7. Bapak dapat menjelaskan bagaimana proses belajar mengajar di kelas bapak?

8. Bagaimana kemampuan berbicara siswa kelas tersebut?

9. Apakah menurut bapak siswa - siswi disini memiliki antusiasme dan motivasi yang baik saat belajar speaking ? Mengapa?

10. Kesulitan menjelaskan apa yang biasanya ditemui ketika mengajar berbicara?

11. Apa yang Bapak lakukan untuk mengatasi kesulitan tersebut?

12. Aktivitas apa sajakah yang Ibu gunakan untuk mengajar berbicara ?

13. Bagaimana pendapat Ibu tentang aktivitas berbicara dengan media lagu bahasa Inggris dan boneka yang Ibu implementasikan di kelas ?

14. Menurut bapak, apakah siswa menyukai kegiatan dalam pelajaran speaking yang saya implementasikan di kelas ?

15. Menurut Ibu, bagaimana respon siswa ketika proses belajar mengajar?

16. Menurut Ibu , bagaimana kemampuan kosakata anak - anak setelah saya membukanya dengan media lagu bahasa Inggris dan boneka ?

17. Apakah siswa aktif mengikuti kegiatan speaking yang saya implementasikan di kelas?

18. Apakah dengan menggunakan media lagu bahasa Inggris dan boneka kemampuan berbicara siswa ada kemajuan?

19. Apa sajakah kekurangan dari implementasi media lagu bahasa Inggris kemarin?

20. Saya menemukan ada beberapa kesulitan pak, salah satunya yaitu keterbatan kurikulum terhadap JP, bagaimana bapak mengatasinya sdagkan siswa belum tentu paham tentang materinya?

21. Apa pendapat bapak tentang motivasi siswa bapak yang kurang dan bagaimana bapak mengatasinya ?

22. Ketika menggunakan English song pasti siswa ditempatkan di Lab computer dan dibagi menjadi dua sesi. Nah bagaimana bapak menanggapi dengan hal seperti itu?

23. Disekolah ini kan belum ada guru bahasa inggris yang tetap yah pak, bagaimana bapak membagi atau me menej waktu pak. Sedangkan bahasa inggris kan juga termasuk pelajaran bahasa yang cukup sulit untuk sebagian anak – anak.
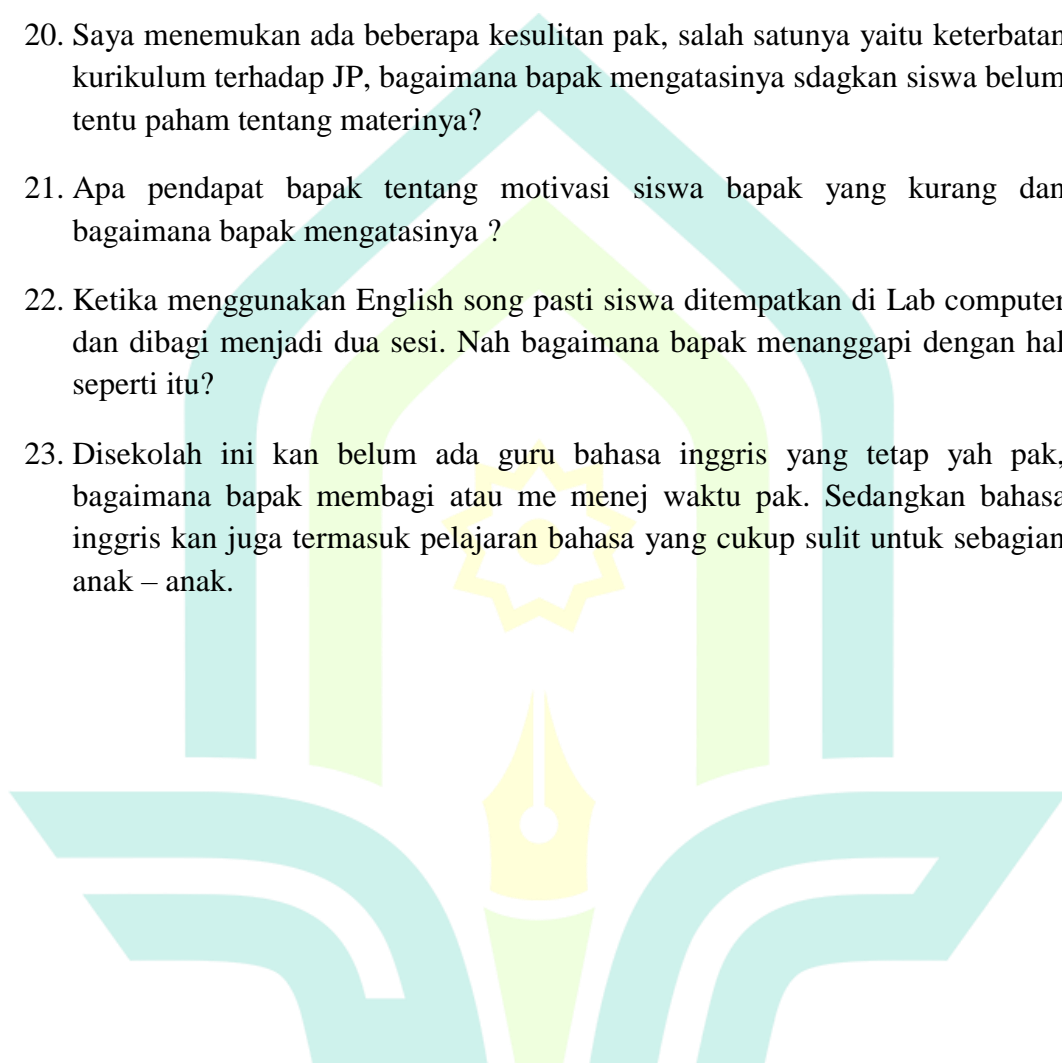
Appendix 2

Transcription of the interview

Transcipe participant 1 (NT)

RR	Assalamu'alaikum wr wb, Perkenalkan pak Saya Indah Puji Astuti Mahasiswi dari UIN Gusdur, tujuan saya disini adalah mewawancarai Bapak sebagai Guru Bahasa Inggris kelas 6B sekaligus walikelas disitu nggih pak?
NT	Nggih mba wa'alaikumsalam wr. Wb. Saya Bapak NT, Guru Bahasa Inggris dan walikelas 6B
RR	Apakah bapak bisa menjelaskan kemampuan Bahasa Inggris di kelas 6B ini pak ?
	Kemampuan Bahasa Inggris itu ada yang excellent, ada yang biasa saja, ada yang tidak paham sama sekali juga ada mbak.Kebanyakan siswa yang bisa Bahasa Inggris dalam hal ini membaca bisa, membaca dan menerjemahkan bisa tanpa membaca kamus itu mereka yang biasa bermain games, root block. Berdasarkan observasi dikelas itu ada satu siswa secara pasif bahasa Inggrisnya juga sudah bagus, tanpa dijelaskan teksnya itu bagaimana, dia sudah mampu memahami bacaan tersebut dan ditanya "apakah kamu dirumah ikut les, atau dibiasakan dirumah belajar Bahasa Inggris atau bagaimana?''. Tidak pak, saya belajar Bahasa Inggris dari games root block itu mereka sering berinteraksi dengan orang luar negeri dan mengharuskan jika orang tersebut bertanya, jadi si anak itu mencari

	tahu si user itu menanyakan apasih, nah makanya anak itu buka google translate atau apa dan berbiasa dengan hal itu akhirnya dia bisa bahasa inggris
RR	Kira kira ada berapa siswa pak yang belajar bahasa inggris melalui games tersebut ?
NT	Untuk seperti itu ada… jadi masing masing ya mbak
RR	Iya
NT	Yang kategori bisa itu ada 5, tapi itu kan masing – masing. Bisa dari games, ada yang biasa belajar dari guru bahasa inggrisnya, ada yang kut les. Tapi kebanyakan dari games.
RR	Untuk keseluruhan siswa 6B itu ada berapa ya pak?
NT	31 Siswa, untuk yang tertarik belajar bahasa inggris itu ada 5-7an siswa artinya yang punya interest untuk belajar Bahasa Inggris gitu
RR	Menurut Bapak, keterampilan apa yang kurang dikuasai siswa dikelas?
NT	Conversation mbak
RR	Berarti lebih ke speaking ya pak
NT	Ehmm… speaking dan reading mbak, Karena di pembelajaran Bahasa Inggrisnya pun tidak menuntut siswa bisa berbahasa Inggris secara aktif dalam artian kita bisa speaking dan yang lainnya, lebihnya ke pengetahuan pasif seperti soal atau segala macamnya dibuku pun tidak dituntut seperti itu.
RR	Kegiatan apa yang Bapak hadapi saat mengajar kelas 6B?
NT	Yang pertama penguasaan vocabulary, tidak semua siswa itu pada dengan

vocab-vocab yang ada. Biasanya setelah bernyanyi itu sebelum pulang saya kasih tebak tebak- tebakan mbak. Contohnya missal lagu cocmelon nah mereka tuh ingatnya nanti disebutkan nama dan transletannya baru boleh pulang. Walaupun pada awal pembelajaran kelas 6 itu sudah dibiasakan satu hari itu wajib setoran minimal 3 vocabulary apapun berkaitan dengan dirumah, dikelas, atau dimanapun pokoknya yang mereka tahu lah. Itu di awal awal misalkan absen 1, pensil, buku, penghapus. Sebelum memulai pembelajaran kan tadarus, lalu diabsen solat, solat subuh atau tidak, jama'ah atau tidak. Setelah solat nanti diabsen hafalan vocabulary. Nah, minngu pertama biasanya difokuskan untuk hal – hal yang masih berkaitan dengan madrasah, baik itu meja, buku, dll baik itu kata benda atau kata sifat. Kemudian sekirane itu udah bisa semuanya nanti diganti tema yang ada dirumah entah itu apa segala macem. Kalau sudah nanti diganti temanya perbulan. Nah tapi, itu tidak bisa berjalan secara continue hanya berjalan selama sekitar 3 bulan saja. Karena tuntutan pelajaran yang harus selesai semua mungkin mbak. Untuk seeperti itu kan butuh makan waktu mbak. Misal satu anak 3 vocabulary, untuk satu kelas butuh 10 menitan. Jadi kita butuh 10 menit waktu pelajaran biasa untuk hafalan saja. Jadi efektif untuk menambah kosakata siswa, kalau kita hanya mengandalkan pelajaran Bahasa Inggris saja tidak bisa maksimal. Bahasa Inggris paling satu minggu 2 jam pelajaran saja. Namun kita harus mengejar materi, jika tidak ditambahhi dengan pelajaran ekstra seperti itu ya siswa tidak bisa nambah vocabulary nya.

RR	Sampai 3 bulan saja yah pak?
NT	Nggih, Insya allah semester 2 nanti tak mulai lagi
RR	Menurut bapak siswa siswi disini memiliki antusiasme dalam speaking class atau tidak?
NT	Kalau dituntut untuk bisa sebenarnya mereka bisa saja. Ketika ada rangsangan atau ada sesuatu yang mengharuskan kita belajar speaking ya pasti mereka interest untuk belajar. Tapi karena kita hanya terpacu materi yang ada dibuku, jadi yasudah kita hanya mengejar materi saja. Mungkin berbeda ketika kita mempunyai jam pelajaran yang lebih lama. Kalau di MI kan berbeda dengan SD, SD kan hanya B. Indonesia, Matematika, IPA, IPS, PKn, B. Jawa, itu tok. Kalau di MI kan ada tambahan Al – qur'an Hadist, Aqidah Akhlak dan segala macamnya jadi tambah banyak beban di siswanya. Kalau misal ditambah untuk itu, Yaa.. untuk waktu yang lebih lama
RR	Dengan waktu yang terbilang lama itu, aktivatas apa saja yang digunakan Bapak saat mengajar speaking pada siswa ?
NT	Ehmmmm… yang pertama kalau berkaitan dengan speaking itu kan siswa yang pertama harus bisa pengucapan yah mbak
RR	Pronounciation ya pak
NT	Ya betul, guru juga harus bisa mengajar pronounciation biasanya berkaitan dengan teks baca bareng – bareng dulu. Kalo untuk lagu biasanya saya menggunakan lirik yang mudah karena kan anak SD/MI jadi gak mau yang susah - susah mbak. Begitu pula dengan manfaatnya sangat banyak ya

	mbak saya rasakan terutama di pronounciation. Untuk tadi apa mbak?
RR	Conversation?
NT	Untuk kelas 6 sendiri jarang ada itu, tapi kalau kelas 4 atau 5 saya tidak tahu
RR	Berarti untuk kelas 6B ini apakah Bapak pernah menggunakan English song dalam speaking class?
NT	Pernah mbak untuk sesekali. Ketika di play karena ada yang pengucapan british kan beda. Tapi kalau dibiasakan pasti siswa akan bisa,
RR	Berarti siswa menyukai dan enjoy ketika Bapak membawakan materi tersebut yah pak?
NT	Seneng mbak karena ada lagu – lagunya
RR	Untuk lagunya sendiri judulnya apa pak?
NT	Lagunya pernah saya ambil di Lagu pop biasa mbak, seperti lagu pop Bahasa Inggris.
RR	Seperti Lagu anak anak itu yah pak
NT	Ndak sih, genrenya umum seperti cold play yang tidak terlalu susah. Sebenarnya ada unsur English song nya tapi kalau dipraktekkan kurang bagus sih mba ke siswanya
RR	Kurang bagus bagaimana pak? Apakah respon siswanya atau bagaimana?
NT	Lagunya kurang menarik jadi siswanya cenderung jenuh
RR	Dalam kelas bapak, bagaimana kemampuan pronounciation terhadap siswanya?
NT	Ya itu, ada yang merespon, yang yang biasa saja dan juga ada yang tidak

	paham sama sekali
RR	Apa faktor yang menyebabkan siswa tidak merespon?
NT	Banyak mbak, salah satunya adalah mengobrol dengan temannya, bermain dan asik sendiri.
RR	Apakah siswa bapak aktif dalam speaking class?
NT	Kalau berkaitan dengan Bahasa Inggris bisa saja ada yang bertanya, yang tidak bisa yang ditanyakan apa?
RR	Setelah bapak mengajar, apakah ada kemajuan setelah menggunakan English song?
NT	Kurang mbak, masih biasa saja. Karena untuk belajar bahasa Inggris itukan tergantung dari kemauan siswanya mau belajar atau tidak. Kan ada yang bisa karena les, games atau yang lain. Kalau mereka bisa kan pasti mau diakui dengan yang lain yang itu yang agak susah mba karena kan namanya juga masih anak – anak. Begitu kiranya mbak
RR	Lalu apa kekurangan dalam implementasi pengajaran bapak sendiri?
NT	Ehmmm.. ketika berkaitan dengan itu lebih ke penguasaaan vocabulary sih mba. Ketika tidak tau vocab dan tidak tahu pengucapannya kan tidak paham mbak. Misalnya dia ngerti satu itu one. Tapi misal pengucapannya tahu itu "wan" tapi tidak tahu nulisnya o n e ya sama saja tidak paham mbak.
RR	Bagaimana Bapak menanggapinya ?
NT	Sebenarnya lagu anak – anak itu solusi yang cukup baik sih mbak tapi saya harus browsing dulu lagu yang cocok untuk saya ajarkan. Tentunya dengan

	vocabulary yang mudah dipahami misalnya lagu Cocomelon. Nah saya putarkan itu punya lagu sekitar 2 sampai 3 kali. Lalu anak anak kan medengarkan dan menyimak nah lalu biasanya ada anak yang sudah hafal nanti saya suruh maju terus memimpin lagu itu didepan kelas. Habis itu saya sudah menyiapkan soal yang berupa lirik lagu tersebut dan anak anak nanti disuruh mengisi lirik yang kosong. Nah itu saya ulang berulang kali sampai semuanya terisi semua sampai waktu yang ditentukan. Nah setelah itu saya suruh anak anak maju untuk menulis kosakata yang dari soal itu satu persatu.
RR	Biasanya ada reward ndak pak untuk yang bisa?
NT	Biasanya sih ada, kadang kalau ada ya snack atau nilai tambahan saja
RR	Baik pak, itu dulu saja kira kira yang saya tanyakan, terima kasih banyak atas waktunya
NT	Nggih mbak, sama – sama

Transcipe participant 2 (NJ)

RR	Assalamu'alaikum wr wb, Perkenalkan pak Saya Indah Puji Astuti Mahasiswi dari UIN Gusdur, tujuan saya disini adalah mewawancarai Bapak sebagai kepala madrasah di Al – Utsmani.
NJ	Nggih mba wa'alaikumsalam wr. Wb. Saya Bapak NJ, kepala madrasah dan kadang saya mengajar bahasa inggris.
RR	Apa bapak dapat menjelaskan bagaimana proses belajar mengajar dikelas?
NT	Yang kami tahu dan biasa berjalan, proses KBM di madrasah kami,,secara umum lebih bersifat klasikal, monologis dan penyampaian pembelajaran yang lebih di dominasi oleh guru. Tetapi ada juga yg bersifat dialogis aktif dari siswa guru hanya menjelaskan yg perlu perlu saja
NJ	Lalu bagaimana respon dari siswanya pak?
NJ	Biasa saja. Yang aktif ya aktif, yang pasif ya pasif
RR	Menurut bapak, bagaimana kemampuan bahasa Inggris di kelas 6B?
	Untuk 6B yg tahu persis wali kelasnya, yakni pak NT. Cuma secara garis besar dan umum mereka mampu untuk di ajak tegur sapa saat jam masuk awal pembelajaran. Seperti *Good morning students, good morning teacher, How are you, I'am fine thanks*, dst.
RR	Lalu bagaimana respon bapak sebagai kepala madrasah?
NJ	Saya jawab dengan seadanya saja mbak. *Good morning* saya jawab

	dengan *good morning. How are you* saya jawab dengan *I'm fine.*
RR	Bagaimana pendapat Anda tentang penggunaan lagu berbahasa Inggris sebagai media pembelajaran dalam *speaking class*?
NJ	Bagus, bisa di gunakan untuk menambah khazanah kosa kata sekaligus mengurangi rasa jemu dalam proses pembelajaran bahasa Inggris karena dengan lagu siswa akan lebih tertarik.
RR	Nggih pak lalu menurut bapak lagu bagaimana yang menarik pak?
NJ	Yg bernuansa tembang anak anak.
RR	Lalu Bagaimana bapak menilai efektivitas penggunaan lagu dalam meningkatkan keterampilan berbicara siswa?
NJ	Dari sisi ketertarikan siswa pada tembang tersebut yang tujuan utama nya,,siswa lebih semangat dan tertarik,,tuk menghafal kosa kata, sehingga siswa lebih mudah dan senang tuk tampil bersama teman-temannya
RR	Bagaimana kemampuan kosakata anak - anak setelah mengajar dengan media lagu bahasa Inggris pak?
NJ	Yang kami tahu biasa biasa saja, maaf kembali pada pribadi siswa-siswi terssebut bila yg aktif cenderung lebih banyak menguasai kosakata Yang pasif ya sebatas yang mereka bisa tapi lumayandg metode belajar media lagu setidaknya ada yg mudah di ingat
RR	Apa kesulitan yang bapak hadapi saat mengajar pak?
NJ	Namanya juga anak anak, antara satu dengan lainnya tentu kapasitas dalam memahami setiap mapel berbeda-beda termasuk mapel Bahasa

	Inggris.
	Ada yg mudah cepat paham dan ada yg pelan pelan serta ada juga yang tidak faham tetapi di suruh bertanya tentang hal-hal mana yg belum bisa dipahami ya diam saja. Kadang ada juga yg kurang konsentrasi ketika proses pembelajaran sehingga menambah jauhnya dari faham. Kesulitan yang lain yaitu siswa kurang tekun dlm menghafal kosa kata.
RR	Bagaimana bapak menghadapinya pak?
NJ	Memberi pesan moral secara keseluruhan,,tuk menjadi siswa-siswi yg giat belajar dan rajin berdoa dengan membiasakan 3M, sering membaca, sering menulis dan sering menghafal. Semua mapel yg diberikan oleh Dewan guru, dan penting nya membiasakan *man jadda wa jadda*.
RR	Menurut bapak keterampilan apa yang kurang dikuasai siswa di kelas?
NJ	Kurang tekun menghafal kosa kata dan masih malu atau sungkan bertanya tentang tata bahasa Inggris, walaupun sebetulnya masih belum faham
RR	Kira – kira faktornya apa pak?
NJ	Belum terbiasa aktif untuk menanyakan hal hal yg mestinya ditanyakan dan guru harus inisiatif. Tidak berjalannya sistem pembelajaran yg bersifat dialogis walaupun kadang guru mencoba uNJuk memancing setiap siswa agar aktif bertanya.
RR	Saya menemukan ada beberapa kesulitan pak, salah satunya yaitu keterbatasan kurikulum terhadap JP, bagaimana bapak mengatasinya sedangkan siswa belum tentu paham tentang materinya?

NJ	Perlu adanya kelompok belajar untuk mengerjakan tugas tugas di luar jam KBM. Dulu pernah dibentuk cuma kesulitannya tidak semua siswa-siswi MI Al Utsmani dalam satu zonasi desa, kadang mereka berasal dari beberapa desa bahkan kecamatan lain.
RR	Maksudnya kelompok kerja yang bagaimana nggih pak?
NJ	Ya kita buat misalnya sebuah keterampilan berupa fisik maupun nonfisik. Nanti dibuat sesuai dengan zonasi rumah siswanya.
RR	Begini pak, bagaimana bapak menggunakan media saat mengajar speaking skill dikelas pak?
NJ	Siswa diajak ke Lab computer. Terus guru sebagai protokor atau Pengoprasional Lab. Komputer untuk menerangkan bab atau materi yg sedang di ajarkan,, misal tentang tata surya kita, dan alam semesta, guru bisa menerangkan dengan jelas dan siswa lebih tertarik, dengan metode pembelajaran seperti itu, cuman kelemahan nya,, siswa harus di berdesakan atau dibagi dua gelombang untuk mengikuti pembelajaran yg ada di Lab. Karena keterbatasan, sarana prasarana yg ada
RR	Lalu bagaimana dengan respon siswa pak?
NJ	Sangat antusias. Lebih menyukai nya karena ada rasa likenya siswa lebih cenderung mudah faham. Namun kelemahannya siswa harus di berdesakan atau dibagi dua gelombang untuk mengikuti pembelajaran yg ada di Lab. Karena keterbatasan sarana prasarana yang ada
RR	Apa pendapat bapak tentang motivasi siswa bapak yang kurang dan

	bagaimana bapak mengatasinya ?
NJ	Ada beberapa yang kurang dan ada beberapa yang baik. Motivasi itukan tergantung siswanya. Guru hanya bisa mendorong dan mendukung saja. Disini kami sudah berusaha mengadakan sarpras yang memadai untuk siswa nantinya belajar seperti perpustakaan, tempat bermain, halaman, dll.
RR	Disekolah ini kan belum ada guru bahasa inggris yang tetap yah pak, bagaimana bapak membagi atau me menej waktu pak. Sedangkan bahasa inggris kan juga termasuk pelajaran bahasa yang cukup sulit untuk sebagian anak – anak. Bagaimana bapak sebagai kepala madrasah untuk menyikapinya?
NJ	Yang pertama memang tidak ada guru bahasa inggris yang spesifik begitu. Namun disini wali kelas yang merangkap menjadi guru bahasa inggris. Namun kesulitannya memang siswa belum memahami betul materi yang disampaikan. Mungkin dari gurunya saja sudah berusaha semaksimal mungkin namun beliau beliau ini kan mengampu banyak mapel yah mbak jadi seadanya saja. Ada yang diprioritaskan lah begitu kira – kira. Jadi ada porsinya masing – masing ketika mengajar ini, itu harus dimaksimalkan oleh wali kelas.
RR	Sedikit banyaknya saya paham dengan apa yang bapak sampaikan. Terima kasih atas waktunya pak.
NJ	Nggih, sama – sama

Appendix 2

Transcipes of Conversation

1. **Teacher's perception on the teachers' perception on the use of English song as learning media for young learners in speaking class**

   a. Teachers' positive perceptions

      1) English song helping the teacher in teaching speaking skill

RR	Menurut Bapak, keterampilan apa yang kurang dikuasai siswa dikelas?
NT	Conversation mbak
	Berarti lebih ke speaking ya pak
	Ehmm… speaking dan reading mbak, Karena di pembelajaran Bahasa Inggrisnya pun tidak menuntut siswa bisa berbahasa Inggris secara aktif dalam artian kita bisa speaking dan yang lainnya, lebihnya ke pengetahuan pasif seperti soal atau segala macamnya dibuku pun tidak dituntut seperti itu.

      2) Helping young learners' skill in pronunciation and vocabulary

RR	Kegiatan apa yang Bapak hadapi saat mengajar kelas 6B?
NT	Yang pertama penguasaan vocabulary, tidak semua siswa itu pada dengan vocab-vocab yang ada. Biasanya setelah bernyanyi itu sebelum pulang saya kasih tebak tebak- tebakan mbak. Contohnya missal lagu cocmelon nah mereka tuh

	ingatnya nanti disebutkan nama dan transletannya baru boleh pulang….

b. Teachers' negative perceptions

1) There was a striking difference in accent

RR	Apa kesulitan bapak saat mengajarkan itu pak ?
NT	Sejauh ini belum ya mbak Namun karena kita adatnya jawa kental khas pekalongan. Jadi lidah kita sulit untuk meniru aksen dari bahasa luar apalagi anak – anak yang masih ingin bermain

2) Teacher's awareness of using English song in speaking classes despite limited time

RR	Kegiatan apa yang Bapak hadapi saat mengajar kelas 6B?
NT	……. Karena tuntutan pelajaran yang harus selesai semua mungkin mbak. Untuk seperti itu kan butuh makan waktu mbak. Misal satu anak 3 vocabulary, untuk satu kelas butuh 10 menitan. Jadi kita butuh 10 menit waktu pelajaran biasa untuk hafalan saja. Jadi efektif untuk menambah kosakata siswa, kalau kita hanya mengandalkan pelajaran Bahasa Inggris saja tidak bisa maksimal ….

3) There is no specially English teachers there

RR	….. Bagaimana bapak sebagai kepala madrasah untuk menyikapinya?
NJ	Yang pertama memang tidak ada guru bahasa inggris yang spesifik begitu. Namun disini wali kelas yang merangkap menjadi guru bahasa inggris. Namun kesulitannya memang siswa belum memahami betul materi yang disampaikan. Mungkin dari gurunya saja sudah berusaha semaksimal mungkin namun beliau beliau ini kan mengampu banyak mapel yah mbak jadi seadanya saja. Ada yang diprioritaskan lah begitu kira – kira. Jadi ada porsinya masing – masing ketika mengajar ini, itu harus dimaksimalkan oleh wali kelas.

4) Young learner's low motivation

RR	Menurut bapak siswa siswi disini memiliki antusiasme dalam speaking class atau tidak?
NT	Kalau dituntut untuk bisa sebenarnya mereka bisa saja. Ketika ada rangsangan atau ada sesuatu yang mengharuskan kita belajar speaking ya pasti mereka interest untuk belajar. Tapi karena kita hanya terpacu materi yang ada dibuku, jadi yasudah kita hanya mengejar materi saja. Mungkin berbeda ketika kita mempunyai jam pelajaran yang lebih lama…..

5) Differences in Young learners' skill

RR	Setelah bapak mengajar, apakah ada kemajuan setelah menggunakan English song?
NT	Kurang mbak, masih biasa saja. Karena untuk belajar bahasa Inggris itukan tergantung dari kemauan siswanya mau belajar atau tidak. Kan ada yang bisa karena les, games atau yang lain. Kalau mereka bisa kan pasti mau diakui dengan yang lain yang itu yang agak susah mba karena kan namanya juga masih anak – anak. Begitu kiranya mbak

6) Lack of attention

RR	Apa faktor yang menyebabkan siswa tidak merespon?
NT	Banyak mbak, salah satunya adalah mengobrol dengan temannya, bermain dan asik sendiri.

7) Limitate of facilitate

RR	Begini pak, bagaimana bapak menggunakan media saat mengajar speaking skill dikelas pak?
NJ	Siswa diajak ke Lab computer. Terus guru sebagai protokor atau Pengoprasional Lab. Komputer untuk menerangkan bab atau materi yg sedang di ajarkan,, misal tentang tata surya kita, dan alam semesta, guru bisa menerangkan dengan jelas dan siswa lebih tertarik, dengan metode pembelajaran seperti

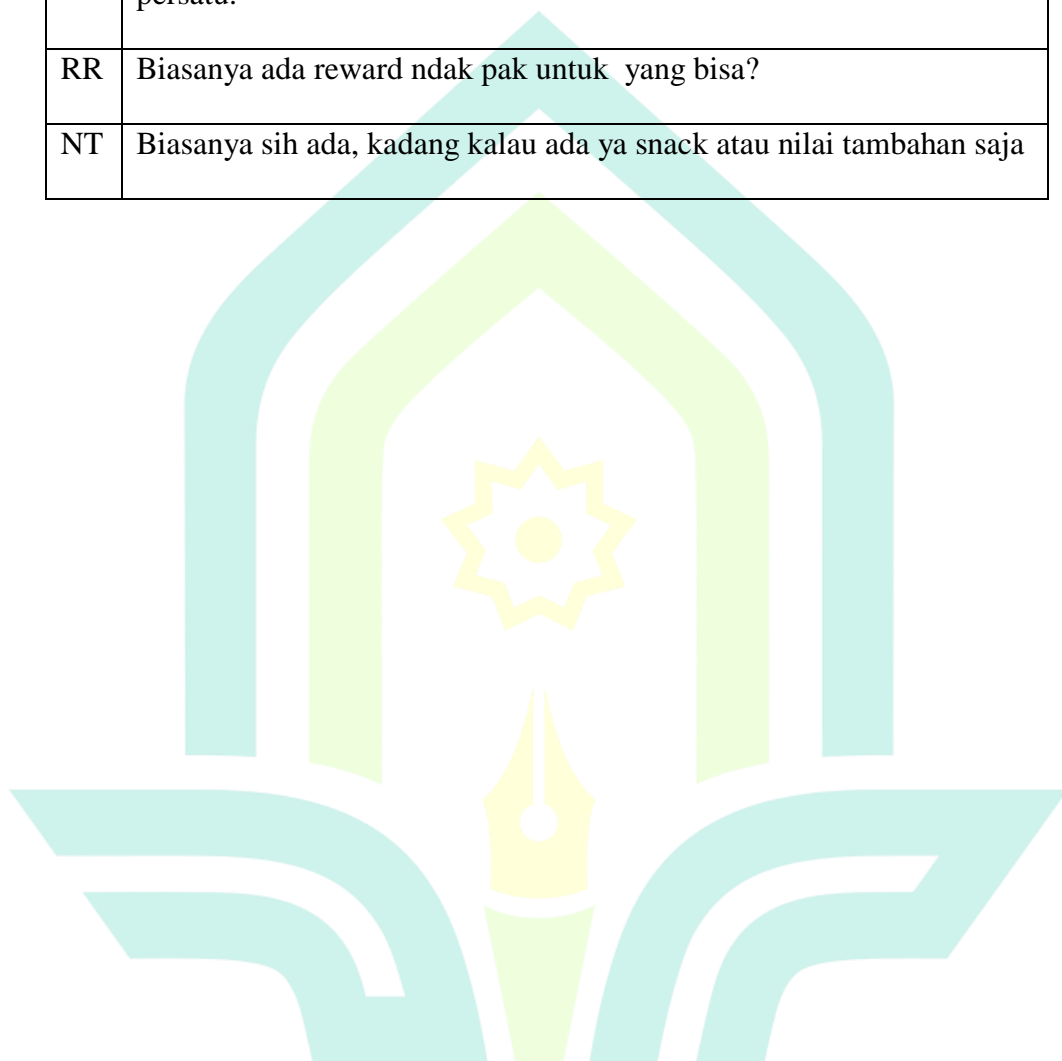|	
	itu, cuman kelemahan nya,, siswa harus di berdesakan atau dibagi dua gelombang untuk mengikuti pembelajaran yg ada di Lab. Karena keterbatasan, sarana prasarana yg ada

8) Using classical method

RR	Apa bapak dapat menjelaskan bagaimana proses belajar mengajar dikelas?
NT	Yang kami tahu dan biasa berjalan, proses KBM di madrasah kami,,secara umum lebih bersifat klasikal, monologis dan penyampaian pembelajaran yang lebih di dominasi oleh guru. Tetapi ada juga yg bersifat dialogis aktif dari siswa guru hanya menjelaskan yg perlu perlu saja

2. **The way teachers using English Song as learning media for young learners in speaking class**

RR	Bagaimana Bapak menanggapinya ?
NT	Sebenarnya lagu anak – anak itu solusi yang cukup baik sih mbak tapi saya harus browsing dulu lagu yang cocok untuk saya ajarkan. Tentunya dengan vocabulary yang mudah dipahami misalnya lagu Cocomelon. Nah saya putarkan itu punya lagu sekitar 2 sampai 3 kali. Lalu anak anak kan medengarkan dan menyimak nah lalu biasanya ada anak yang sudah hafal nanti saya suruh maju terus memimpin lagu itu didepan kelas. Habis itu saya sudah menyiapkan soal yang

	berupa lirik lagu tersebut dan anak anak nanti disuruh mengisi lirik yang kosong. Nah itu saya ulang berulang kali sampai semuanya terisi semua sampai waktu yang ditentukan. Nah setelah itu saya suruh anak anak maju untuk menulis kosakata yang dari soal itu satu persatu.
RR	Biasanya ada reward ndak pak untuk yang bisa?
NT	Biasanya sih ada, kadang kalau ada ya snack atau nilai tambahan saja

Appendix 3

Observation Form

No.	Categories	The analysis
1.	Open Communication	
2.	Group Cohesion	
3.	Affective Expression	
4.	Triggering Event	
5.	Exploration	
6.	Integration	
7.	Resolution	
8.	Design & Organization:	
9.	Facilitating Discourse	
10	Direct Instruction	

Appendix 4

Observation list

| No.	Categories	The analysis
1.	Open Communication	English songs in the classroom enhance open communication between young learners and teachers. They capture young learners' interest, create reliability. Encourage emotional expression, provide cultural context, and reinforce language acquisition. These elements make learning enjoyable and encourage active discussions, fostering a more effective dialogue between young learners and teachers.
2.	Group Cohesion	The use of songs in classrooms fosters group cohesion by promoting collaborative learning, shared experiences, an inclusive environment, a positive atmosphere, an icebreaker effect, and reducing social barriers. These factors strengthen relationships, create a more cohesive learning community, and promote unity among young learners. The universal language of music fosters positive relationships, regardless of language proficiency or cultural background.
3.	Affective Expression	Songs in learning enhance young learners' emotional expressions by allowing them to express their feelings,

		identify with lyrics, create intense engagement, build empathy skills, self-disclose, and create a positive atmosphere. This not only increases affective expressions but also fosters empathy, creativity, and a positive learning atmosphere.
4.	Triggering Event	Songs serve as a catalyst for young learners' interest in English by providing authentic language exposure, fostering intrinsic motivation, stimulating curiosity, enhancing listening skills, expanding vocabulary, establishing cultural connections, offering multimodal learning experiences, and encouraging interactive exploration. These elements create a dynamic and engaging learning environment, enhancing young learners' understanding of the language and its cultural context.
5.	Exploration	Teachers report that songs in learning stimulate young learners' curiosity by encouraging lyric analysis, cultural exploration, questioning and discussion, emotional understanding, creative projects, and relation to contemporary issues. These activities encourage critical thinking, emotional understanding, creative problem-solving, and a dynamic learning environment, ultimately enriching young learners' experiences and fostering a

		deeper understanding of language, culture, and wider issues.
6.	Integration	Songs in teaching enhance the integration of learning content with young learners' daily lives. They mirror real-life communication, provide cultural context, and create personal connections. Songs also facilitate contextual learning, expose young learners to linguistic diversity, encourage interactive activities, and encourage reflection on universal themes. They also provide a multimodal learning experience, catering to different learning styles and promoting better retention and application of knowledge.
7.	Resolution	Songs can enhance the connection between learning content and young learners' daily lives by incorporating real-life language usage, cultural context, personal experiences, modern language, vocabulary application, real-world situations, multimodal learning, and interactive exploration. This makes language learning more relevant, culturally enriched, and personally connected, allowing teachers to create a learning environment that resonates with young learners' realities, fostering a more meaningful and applied understanding of the language.
8.	Design &	Effective design and organization are crucial for

	Organization:	incorporating songs into language learning. Key considerations include relevance to learning objectives, language proficiency levels, and cultural appropriateness, variety of genres, clear learning activities, gradual complexity, and integration into lesson plans, opportunities for interaction, assessment strategies, andvocabu flexibility in adaptation. By addressing specific aspects of pronunciation, vocabulary, conversational expressions, and cultural sensitivity, educators can create a structured and engaging learning experience that enhances young learners' speaking proficiency.
9.	Facilitating Discourse	Teachers report that songs significantly facilitate classroom discussions by allowing young learners to analyze lyrics, interpret themes, explore cultural contexts, express themselves, engage in comparative analysis, engage in role-playing and creative expression, initiate debates and perspectives, promote collaborative learning, build speaking confidence, and connect to real-life situations. These songs provide a platform for young learners to express their thoughts, engage with language meaningfully, and develop critical thinking skills. Overall, songs are a powerful media for fostering active

		and purposeful learning.
10.	Direct Instruction	Direct instruction complements the song-centered approach to language learning by providing explicit guidance on grammar, vocabulary, pronunciation, and cultural context. It enhances young learners' comprehension of language rules, vocabulary, pronunciation, and cultural context. Direct instruction also allows for structured practice activities, cultural insights, writing skills, feedback, and personalized support. This blended approach creates a balanced, comprehensive language learning environment, ensuring young learners not only enjoy the benefits of learning through songs but also gain deeper insights into language rules and cultural context.
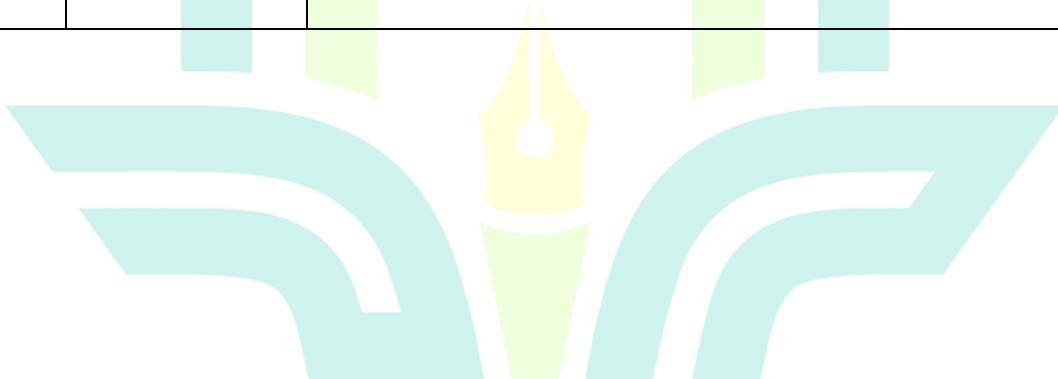
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