

**TEACHER’S PERCEPTION TOWARDS USING ENGLISH SONGS AS A LEARNING MEDIA FOR CHILDREN**

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<p><b>Keywords:</b> Teacher; learning media; perception; english songs; children.</p>	<p><b>Abstract :</b> Speaking ability is one of the basic skills that is very important for the development of children, there are many ways that can be done to improve speaking ability in children. One of them is to use songs as a learning medium because listening to songs and singing with children does not feel bored to learn but can make the atmosphere of the class and learning more fun so that the class becomes effective and the material conveyed is well conveyed. Then with this study, the researcher aims to find out the teacher's perception of the use of songs as a learning medium for children. This study aims to see how much the teacher's perception of song media as learning in improving English speaking in children. This study uses a qualitative design method, the instrument in this study is to use interviews with a total of 3 participants. The results of this study indicate that the use of English songs as media in learning is effective when applied in the classroom. By using a variety of songs related to the learning material can help children understand the material. In addition, through the use of songs, children can more quickly find new vocabulary and know how to pronounce the word. Songs can also create an active and effective learning atmosphere.</p>	
<p>Submitted:</p>	<p>Revised:</p>	<p>Accepted:</p>

**INTRODUCTION**

English is an international language that is a means of communication for citizens of the world between various countries. English is often used in every field of industry, including technology, tourism, business and education (Mehrajuddin & Wani, 2022). In Indonesia, English is introduced by parents or schools from an early age. According to Al-efeshat, H., & Baniabdelrahman, A. (2020), teaching English, especially in primary schools, has the aim of encouraging and increasing students' confidence to be more confident in English, so that they can develop communication skills. Being one of the subjects, English is a subject that teaches



language skills, such as listening, speaking, reading and writing. Learning basic skills in language can use a variety of existing media. One of the skills that is the focus of this research is the skill of speaking. Speaking is an important language skill to achieve a successful communication, the opinion conveyed by (Chomaz, 2022). In the context of communication, speaking serves to convey feelings, information and thoughts to others. Speaking skills include several aspects such as, for example, correct word selection, pronunciation and intonation.

There are various learning media that can be applied in the learning process that aims to improve skills in students, one of which is by using songs as learning media. According to Ika Nuriyanti, (2024) states that songs are a high-value learning media to help students improve their speaking skills. This opinion shows that songs can be an effective and fun learning media that makes students enjoy the learning process. In addition, the use of songs can increase students' learning motivation. (Eicha and Lulud, 2021) revealed that songs are a medium that can improve listening skills because songs can be listened to anywhere. When students listen to and memorize songs related to learning, the lyrics will always be remembered in long-term memory. this is in line with the thoughts expressed by Rivers, (1980) he revealed that listening is a creative skill because when listening we process the arrangement of words, tone of voice and these words to understand a meaning.

Another skill that can be improved through the use of songs is the ability to increase vocabulary, by listening to songs related to learning materials or not it can improve children's ability to master vocabulary, because these words are spoken and remembered through song lyrics. Learning vocabulary is an important aspect of learning English, (Ambarawati & Mandasari, 2020). The same thing was conveyed by Thornburry (2002), he mentioned that spending a lot of time in learning English will not achieve progress, if you want to develop in language acquisition, it is important to focus on two main aspects, namely vocabulary and grammar.

It can be concluded that through the medium of learning English songs, children can increase knowledge in English vocabulary, besides that children can learn to pronounce English words properly and correctly. The advantage of using songs as English learning media, in addition to being a motivation in learning, songs can make it easier for children to understand the material presented, songs also often have repetitive lyrics, thus helping children remember vocabulary more easily. For example, in teaching the alphabet or teaching body parts using songs, children more easily understand the material conveyed through songs. When children already feel interested in the use of songs, children will find it easier to follow the learning in class. Singing can also provide satisfaction, joy and happiness for children so that it creates motivation to learn even harder, singing together can also build cooperation and a sense of togetherness between children and teachers, this is also important in their social development.

In this study, researchers want to know how a teacher's perception of the use of song learning media. Perception itself is a cognitive process that involves giving meaning to experiences based on previous experiences, beliefs, and understanding of the world (Hartono, 2013). Perception is defined as an opinion obtained through experience and external factors that affect a person's personality. In this study, the main objective is teacher perception, which is crucial for effective teaching and learning because understanding how children perceive and interpret information allows teachers to tailor instruction to meet their needs and perspectives (Nguyen, T. C., & Nguyen, H. B. 2020). Teacher perception as the process of identifying something by using the five senses, especially when speaking and listening for speaking skills.



There are previous studies that examined English songs as a medium for learning English, the results of previous studies show that there is an increase in the ability to teach English vocabulary and children more easily accept the material provided using song media. In addition, the results of other studies show that, there is an increase in motivation to learn English in children using songs, one of which is the song five little ducks. Previous researchers found were looking for the effectiveness of the use of songs as English learning media, researchers concluded that there were not many previous researchers who examined the perceptions of teachers who applied songs as learning media. Therefore, the purpose of this study is, researchers want to see how teachers' perceptions of the use of English learning media songs in the learning process. Here are some problem formulations that are summarized into questions related to this research:

1. How do teachers perceive the use of English songs as a learning medium for children?
2. How do teachers use English songs as learning media in the classroom?

## **METHOD**

The method in this study uses a qualitative design with 3 respondents who work as teachers to find out how teachers' perceptions of using English songs as a medium for learning English to children. Data instruments in this study were taken using interviews with respondents, researchers used structured interviews. The research questions were adapted from Indah Puji Astuti's thesis (2024). There were 23 questions in the thesis, but the researcher adapted 10 questions related to the research topic. The interview was conducted with the consent of both parties. Data collection techniques, interviews were conducted using google form. Data analysis in this study is by transcribing the results of the interview, then identifying according to the category of the respondent's answer, then the last step is to analyze and identify the data results in the results column and research discussion.

## **RESULT AND DISCUSSION**

### ***Result***

The purpose of this study is to determine teachers perceptions towards using english songs as a learning media for children This section shows the research results and discussion of the presentations that have been collected. There are 3 respondents who are willing to be interviewed and the data taken by transcribing the results of the interview, then identifying according to the category of respondents' answers distributed to teachers using google form. The following is a summary of the data that has been taken:

**Table 1 : Respondent Answers**

<b>NO</b>	<b>Interview Questions</b>	<b>Respondent Answers</b>
1.	Do you feel constrained in using English songs?	Respondent 1: "Not so far." (NAZ)



		<p>Respondent 2 : “No, because for now what is introduced to children is only the basic vocabulary, it is gradual in my teaching.” (YN)</p> <p>Respondent 3 : “Choose age-appropriate songs, English songs can help children recognize new vocabulary while singing, strengthen their memory improve children's hearing, and improve children's pronunciation.” (LK)</p>
2.	What are the challenges teachers face when using English songs in learning?	<p>Respondent 1 : “ Song selection that is not level appropriate, limited interaction due to less interactive students, limited time and limited technology.” (NAZ)</p> <p>Respondent 2 : “Limited time when implementing learning in the classroom.” (YN)</p> <p>Respondent 3 : “Yes. It is effective in language learning of course, by often listening and singing songs, children will indirectly memorize new vocabulary, train their pronunciation so that they can improve their pronunciation.” (LK)</p>
3.	What did you do to overcome these difficulties?	<p>Respondent 1 : “ More careful in choosing songs according to the level, inviting students to be more interactive while learning as well as technology that has been prepared before the lesson begins.” (NAZ)</p> <p>Respondent 2 : “What I do to overcome difficulties is to add 10-15 minutes of teaching time specifically for singing.” (YN)</p> <p>Respondent 3 : “From the way we choose the song, adjust the song to the age of the students, focus on speaking skills, make a dialog based on the song or create your own song.” (LK)</p>
4.	What skills do you think children lack? (speaking, listening, writing, reading, understanding vocabulary, pronouncing words)	<p>Respondent 1 : “Writing and listening.” (NAZ)</p> <p>Respondent 2 : “Listening, writing, and understanding in vocabulary.” (YN)</p>



		Respondent 3 : “Of course, it starts with ice breaking, introducing children to animals, fruit colors with songs in English followed by learning themes according to the curriculum interspersed with snack time with children so that the atmosphere is not boring.” (LK)
5.	In your opinion, are there certain songs that are effective in increasing students' motivation to learn?	<p>Respondent 1 : “ Greeting song for kid, maybe it can be one of the songs to increase children's enthusiasm to learn English.” (NAZ)</p> <p>Respondent 2 : “Head sholder knees and toes, color, number, fruit, and animal recognition songs that make children happy and want to sing along.” (YN)</p> <p>Respondent 3 : “It is quite easy because basically at an early age only using simple lyrics and language that is easy to understand is more quickly selected for example, mentioning colors, fruits, animals, objects etc. by using the tones that we create ourselves too of course.” (LK)</p>

From the results of the interviews above about the teacher's opinion on the use of English songs as a learning medium in improving speaking skills in children, Respondent 1 (NAZ) argues that, learning methods using songs in children are effective if applied in learning, because through these methods children's speaking skills can improve. Respondent 2 (YN) argued the same thing that learning methods using singing methods in children can increase vocabulary and speaking skills in early childhood because children like to learn best while singing because it makes them happy about learning. Respondent 3 also has the same opinion that using learning by using the singing method can get vocabulary skills by choosing a song that suits the level of children.

**Table 2 : Respondent Answers**

NO	Interview Questions	Respondent Answers
1.	Do you feel constrained in using English songs?	<p>Respondent 1: “Not so far.” (NAZ)</p> <p>Respondent 2 : “No, because for now what is introduced to children is only the basic vocabulary, it is gradual in my teaching.” (YN)</p>



		Respondent 3 : “The difficulty of the language, the speed of the lyrics and pronunciation especially for beginners.” (LK)
2.	What are the challenges teachers face when using English songs in learning?	<p>Respondent 1 : “ Song selection that is not level appropriate, limited interaction due to less interactive students, limited time and limited technology.” (NAZ)</p> <p>Respondent 2 : “Limited time when implementing learning in the classroom.” (YN)</p> <p>Respondent 3 : “The level of understanding of students varies, the pronunciation of song lyrics in children spicdelay, the suitability of friends with song lyrics, limited time.” (LK)</p>
3.	What did you do to overcome these difficulties?	<p>Respondent 1 : “ More careful in choosing songs according to the level, inviting students to be more interactive while learning as well as technology that has been prepared before the lesson begins.” (NAZ)</p> <p>Respondent 2 : “What I do to overcome difficulties is to add 10-15 minutes of teaching time specifically for singing.” (YN)</p> <p>Respondent 3 : “For children with Spec delay, we often listen to other friends singing there, surely he will follow, understand each other how children want to learn not to get bored with Screan time and also choose shows according to their age.” (LK)</p>
4.	What skills do you think children lack? (speaking, listening, writing, reading, understanding vocabulary, pronouncing words)	<p>Respondent 1 : “Writing and listening.” (NAZ)</p> <p>Respondent 2 : “Listening, writing, and understanding in vocabulary.” (YN)</p> <p>Respondent 3 : “Speaking, pronouncing words, and writing.” (LK)</p>



5.	In your opinion, are there certain songs that are effective in increasing students' motivation to learn?	<p>Respondent 1 : “ Greeting song for kid, maybe it can be one of the songs to increase children's enthusiasm to learn English.” (NAZ)</p> <p>Respondent 2 : “Head sholder knees and toes, color, number, fruit, and animal recognition songs that make children happy and want to sing along.” (YN)</p> <p>Respondent 3 : “There is, with lyrical language that is easily understood by early childhood both English and Indonesian, for example, if you are happy and you know it gives encouragement to be motivated in learning.” (LK)</p>
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According to the results of the interviews above about the challenges and difficulties of teachers in dealing with students with the song method as a learning medium. Respondent 1 (NAZ) argues that the challenges and difficulties faced by teachers are limited interaction due to less interactive students, limited time and limited technology. Respondent 2 (YN) argued that the challenges faced by teachers are limited time when implementing learning in the classroom. Respondent 3 (LK) believes that the challenges faced by teachers are the varying levels of understanding of students and the pronunciation of song lyrics in spicdelay children and the suitability of friends with song lyrics, limited time, and limited technology.

**Table 3 : Respondent Answers**

NO	Interview Questions	Respondent Answers
1.	In your opinion, songs can help children improve any skill in English (listening, speaking, writing, reading, vocabulary and pronunciation).	<p>Respondent 1 : “Listening, speaking, vocabulary pronunciation.” (NAZ)</p> <p>Respondent 2 : “Listening, speaking and pronouncing vocabulary.” (YN)</p> <p>Respondent 3 : “Reading, in vocabulary and pronunciation.” (LK)</p>
2.	Can teachers help children to improve their pronunciation and vocabulary?	Respondent 1 : “In my opinion, by using songs as learning media, it can improve pronunciation and vocabulary in children.” (NAZ)



		<p>Respondent 2 : “In my opinion, songs can improve their pronunciation and vocabulary.” (YN)</p> <p>Respondent 3 : “They will get used to it, of course we as teachers train students to pronounce regularly, use songs, and practice reading aloud.” (LK)</p>
3.	How can teachers manage the learning time in using English songs in the classroom?	<p>Respondent 1 : “By inserting learning using the singing method so that learning time is not cut off.” (NAZ)</p> <p>Respondent 2 : “By setting aside time in between lessons.” (YN)</p> <p>Respondent 3: “At the beginning, namely ice breaking, before starting the theme.” (LK)</p>
4.	What media do you think can be used to support the use of songs in learning?	<p>Respondent 1 : “The media that can help learning English using songs that I use is Youtube.” (NAZ)</p> <p>Respondent 2 : “In learning, I use YouTube as learning media.” (YN)</p> <p>Respondent 3 : “There are language learning applications that help encourage students to learn more widely such as the duolingo application, lyric training.” (LK)</p>
5.	How do students react when learning using English songs?	<p>Respondent 1 : “The reaction of children when using songs in learning is that they are happy and excited because learning is not boring.” (NAZ)</p>



		<p>Respondent 2 : “Children feel happy when learning using YouTube.” (YN)</p> <p>Respondent 3: “More enthusiasm, happy and not easily bored of course.” (LK)</p>
6.	<p>From the questions above, do you agree with the statement that using songs can improve children's English language skills? Explain your opinion about the statement!</p>	<p>Respondent 1 : “Yes, I agree, because by singing children do not feel bored with monotonous lessons.” (NAZ)</p> <p>Respondent 2 : “Yes, I agree, because by singing together, children do not feel bored and saturated in classroom learning.” (YN)</p> <p>Respondent 3 : “Agree, because it can improve listening, speaking, writing skills and even the use of songs can break the atmosphere more fun of course and not easily bored.” (LK)</p>

From the results of the interviews above about the perspective of using English songs to improve speaking skills in children. Respondent 1 (NAZ) argues that what can help improve speaking skills in English is listening, speaking, pronouncing vocabulary and the relevant media to use is YouTube. Respondent 2 (YN) argues that what can help improve speaking skills in English is listening, speaking and pronouncing vocabulary and the relevant media to use is YouTube. Respondent 3 (LK) believes that what can help improve speaking skills in English is reading, vocabulary and pronunciation and the relevant media used are duolingo and lyric training applications.

## Discussion

Referring to the results of the interviews above, it can be concluded that the majority of teachers use songs as a learning medium to improve English vocabulary in children. By applying songs as a learning medium is a learning activity that is different from other learning. By using songs, children can quickly acquire new vocabulary and help children pronounce words correctly. Songs can also help students to remember new words through repetition and melody. Teachers also assess that students are more confident and interested in speaking in English after listening



to and singing the songs. By using learning media such as youtube, duolingo or other applications that help them to learn English.

In songs, children also get the latest method that has never been done before which allows children to explore their new vocabulary through the singing method. The singing method is a very fun method for children. Children can more easily remember things like the alphabet, numbers, colors, or body parts by listening to song lyrics repeatedly. Teachers can use songs to create an interactive, fun, and effective learning atmosphere that improves students' language skills, memory, and motivation. Therefore, singing can be an important component of learning that benefits children.

However, in teaching, a teacher also has difficulties that he faces, namely by selecting songs that are not appropriate for learning because it is necessary to consider the level of language difficulty, theme, and duration because the selected song must be suitable for the age and level of understanding of students. Teachers try to overcome this problem by adjusting the songs to the age of the students, increasing the singing time for ten to fifteen minutes, and using relevant technology before the lesson starts. In this way, they can gradually improve children's abilities in various things, such as listening, speaking, writing, reading and pronouncing words.

## **CONCLUSION**

Based on this research, songs have been proven effective for improving children's English language skills. Songs not only make learning more fun, but also help children master various language skills, such as reading, listening, speaking, and word pronunciation, and expand their vocabulary. A well-chosen song can motivate children to learn more actively and increase their engagement in the classroom. However, teachers must prepare well to achieve the best results. This includes choosing songs, allowing enough time, and customizing the learning to the students' needs. Innovative strategies, such as using digital platforms and creating an inclusive curriculum, should be used to overcome issues such as technological limitations and variations in student abilities. Songs can serve as an effective learning medium that not only improves children's English skills but also provides a fun and meaningful learning experience. With the right approach, songs also give children the opportunity to learn the language spontaneously and increase their confidence in communicating in English. This study shows that songs have great potential to be applied in language learning more broadly, especially in early childhood.

## **ACKNOWLEDGEMENT**

The author would like to thank the respondents for taking the time to answer the interview questions for this research. The researcher is also grateful to all partners in this research, educators and researchers. who have helped during the course of this research.



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