

USING SONG TO ENCHANCE LEARNING IN ENGLISH THE CLASSROOM

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Abstract— *Learning English through songs is one of the best method that the students focus on the lesson better. Because in a song has the variety new words and phrases with many different themes, so the students can learn some items of vocabulary, rhym of language, and grammatical structures that relating to any topic. The fact that English songs for the students are often easy and simple topic that they like most to learn and the students will learn song by hearing it many times, maybe memorization occurs via repetition. Using songs in teaching English is the great way to teach language for students who can not understand fully all the lyric but they still listen to music and sing follow their teacher or music because they are very interesting. However, the teacher should not forget the main purpose that using songs in teaching English is only the tool in order to aim the students in English classroom. In short, I hope that using songs will be effective way for students to enhance learning English and for teachers should choose suitable songs and create various activities to help students learn actively.*

Keywords— *song, enhance learning*

Abstrak— *Belajar Bahasa Inggris melalui lagu adalah salah satu metode terbaik agar siswa fokus pada pelajaran yang lebih baik. Karena dalam sebuah lagu terdapat variasi kata-kata dan frasa baru dengan banyak tema yang berbeda, sehingga para siswa dapat mempelajari beberapa item kosa kata, rhym bahasa, dan struktur gramatikal yang berkaitan dengan topik apa pun. Fakta bahwa lagu-lagu berbahasa Inggris untuk para siswa seringkali mudah dan topik sederhana yang paling mereka sukai untuk dipelajari dan siswa akan belajar lagu dengan mendengarnya berkali-kali, mungkin hafalan terjadi melalui pengulangan. Menggunakan lagu dalam mengajar bahasa Inggris adalah cara terbaik untuk mengajarkan bahasa bagi siswa yang tidak dapat memahami sepenuhnya semua lirik tetapi mereka masih mendengarkan musik dan bernyanyi mengikuti guru atau musik mereka karena mereka sangat menarik. Namun, guru tidak boleh lupa tujuan utama bahwa menggunakan lagu dalam pengajaran bahasa Inggris hanyalah alat untuk membidik siswa di kelas bahasa Inggris. Singkatnya, saya berharap bahwa menggunakan lagu akan menjadi cara yang efektif bagi siswa untuk meningkatkan belajar bahasa Inggris dan untuk guru harus memilih lagu yang sesuai dan membuat berbagai kegiatan untuk membantu siswa belajar secara aktif.*

Kata Kunci— *lagu, belajar enhance*

INTRODUCTION

As you know music has many advantages in our life. Music also make an interesting and comfortable atmosphere in anywhere if you want to use it a good way. Moreover, teaching English through songs is one of the best method that the students focus on the lesson better. Because in a song has the variety new words and phrases with many different themes, so the students can learn some items of vocabulary, rhym of language, and grammatical structures that relating to any topic. The

fact that English songs for the students are often easy and simple topic that they like most to learn and the students will learn song by hearing it many times, maybe memorization occurs via repetition.

In addition, using songs in teaching English is the great way to teach language for students who can not understand fully all the lyric but they still listen to music and sing follow their teacher or music because they are very interesting. However, the teacher should not forget the main purpose that using songs in

teaching English is only the tool in order to aim the students in English lesson.

If the teacher only use songs to teach and do not require that the students should use any action in class; then the students will be tired and dispirited. Therefore, there are active and comfortable atmosphere by some activities through songs, the students take the initiative more. The teacher can divide the class into some suitable groups and exchange if necessary. They can sing or dance with many different ways that help them find out new words and remember this new words easily and quickly. The teacher also have to introduce clearly and use the simple gestures or body language which the students can understand to do immediately. These activities are very interesting.

In short, I hope that using songs will be good way for students to learn English and is very effective. Teachers should choose suitable songs and create various activities to help students learn actively.

Conceptual Framework

Concept of Song

Definition a song is a short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice. The words of a song are called lyrics. Lyrics can include a series of verses, the longer sections of the song that tell the story, and a refrain, a short phrase repeated at the end of every verse. Songs can have a simple structure of one or two verses, or a more complex one with multiple verses and refrains. Songs usually have a meter or beat. Whether you sing or speak the lyrics, you can feel a pattern or pulse in the way the words move the song forward.

One advantage of using songs in the basic learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help basic learners many skills, like listening skills and pronunciation, therefore potentially helping them to enhance their speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). Perhaps the greatest benefit to using songs in the classroom is that they can be fun.

Advantages and Benefits Using Song

Studies have shown that language students rate "singing an English song" as the most enjoyable class activity above all others. Its value is obvious as a motivational technique in English Classroom. Instrumental music can also provide a calming atmosphere. It can be classical music, or any other kind of music that students might choose, with a relaxing, positive style. Many linguistic features that can help second language students are present in songs: they contain many common, short words and many personal pronouns. The language is conversational, with many imperatives and questions. The lyrics are usually sung at a slower rate than words that are spoken, with more pauses in between the phrases. This provides easier recognition and pronunciation of new vocabulary and grammar forms. There is usually a repetition of vocabulary and structures. The high frequency lyrics allow for extra practice, without the boredom of regular drill. Three linguistic features always present in song include rhythm, stress and intonation. The rhythmic contours of a song usually matches the natural stress patterns of spoken English. This certainly assists students in developing their oral expressiveness through natural

practice. Folk songs and national music can provide vehicles for cultural learning. Many texts used in learning English in the classroom contain units built around themes of human relations, ethics, customs, and history. Songs can also enhance English study of universal themes of love, courage, equality, dreams and aspirations. Adult listeners bring a “rich frame of reference” to music experiences (Lems, 2005). This allows language learners to interact with the emotions and concepts contained in the lyrics and melody lines in meaningful and rich conversational exchanges and in writing exercises. Listening and responding to lyrics can assist in bypassing small talk, and, like poetry. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students.

They can provide valuable speaking, listening and language practice in and out of the classroom. Some key reasons songs can work exceedingly well in the foreign language classroom include the following:

1. Songs almost always contain authentic, natural language
This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled.
2. A variety of new vocabulary can be introduced to students through songs
Looking to boost student vocabulary with useful phrases, vocabulary and expressions? Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions.
3. Songs are usually very easily obtainable
Cibemba and Silozi notwithstanding, songs are usually not that difficult to obtain. Local sources may be available including the students themselves. There’s always the internet which can connect you with song downloads in all but the most obscure languages.
4. Songs can be selected to suit the needs and interests of the students
In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language,

depending on the students, by selecting and using suitable songs.

5. Grammar and cultural aspects can be introduced through songs
Most if not all songs have a recurring theme or story. So excerpting cultural elements is usually a possible, but often overlooked aspect of using songs. I still use “Hit the Road Jack” sung by the late Ray Charles to illustrate spoken contractions. He uses spoken contractions is virtually every line of the song.
6. Time length is easily controlled
Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. Use of songs is very flexible.
7. Students can experience a wide range of accents
A good thing about songs is that you can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available through songs. Accents too are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R & B, Pop, Rock, Reggae, Jazz and other styles change not only accents, but vocabulary and usage too.
8. Song lyrics can be used in relating to situations of the world around us
Songs have been used as vehicles of protest for civil rights, workers’ rights, even prisoners’ rights along with an untold number of other causes. They’ve expounded on pollution, crime, war and almost every social theme or cause. We won’t even mention how many songs are about, related to or explore the theme of sex.
9. Students think songs are natural and fun
Well actually they are, aren’t they? Fun, even silly songs abound in English. Some singers actually made a career out of them. (Ray Stevens, anyone?) They make offbeat, fun changes of pace with classroom use.
These are only some of the many reasons songs are useful in the language learning classroom. They contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom. So EFL, English as a foreign language, ESL, English as a Second language and foreign language teachers

should all consider using songs as a regular part of their classroom activities.

In Indonesia, most of students have difficulties in learning English. They are less motivation in studying English because they believe that English is difficult material. In that case, an English teacher needs to be responsive to the students' condition. The teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand.

Concept of Enchance Learning

According to Merriam Webster enchancing is a intensify, increase or improve in value, quality, value, power, desirability, or attractiveness, etc. So the definition above can be concluded that enchance is process to make or bring something into better condition than before. This case uses song as a teaching media which has aimed to improve the students' ability in English classroom. In order to, they can mastery the English classroom.

Lowe(1998) demonstrates the high correlation between scores obtained by students receiving English language and song study compared with students who did not study song. In terms of what inspires learners, the "highest correlation between enjoyableness and effectiveness of all the activities was for singing an English language song" (Green, 1993).

Arnold and Fonseca (2004) examined Howard Gardner's multiple intelligences theory (MIT) and its applications to language learning. They affirm the development of musical intelligence in the second language classroom as having benefits such as helping students to concentrate and connect with the inner self, stimulating creative processes, eliminating distracting sounds, and fostering a productive classroom atmosphere.

So, teacher as facilitator in learning process should think creatively how to make English can be learnt well and make students interested in learning. One of the strategies that can be used by teacher is using media to support teaching and learning process. Language teachers can and should use songs as part of their classroom in English learning.

Guidelines and Tips for Effective Using Song to enchance Learning in English Classroom

Some general guidelines to consider for implementing song:

1. Be sure that lyrics are clear and loud enough for hearing without straining. They should not be buried in the instrumental accompaniment or rhythmic background.
2. Carefully assess the vocabulary level of the lyrics so that they are an appropriate match to the specific EAP class proficiency level - with a moderate degree of "stretch" to challenge but not overwhelm the learners (Vygotsky, 1978).
3. Carefully screen the song's lyrics for appropriate content in terms of cultural sensitivities, paying particular attention to the specific variety of cultures and belief systems represented within the class. Use common sense.
4. Use shorter, slower songs for beginner level students, moving gradually toward longer, faster songs with fewer high frequency vocabulary items. Higher level learners can benefit from songs with more of a complex story line within the lyrics.
5. Encourage participation by including music from genres that students express an interest in. Again, screening for appropriate lyric content is essential.
6. Encourage participation by presenting music in a relaxed and natural way. (Even if you are not confident of your own singing skills, you can very effectively use recorded materials from cd's, youtube videos, etc.). Most students will participate at whatever level they are comfortable. Sometimes this can be just listening, learning, and toe tapping. Many will enjoy singing, especially if they come from cultures where musical performance/production is a more integral part of life. Many cultures enjoy karaoke, and this experience can be utilized effectively to practice oral production of English.
7. Pick songs that you yourself enjoy. Your interest and enthusiasm will be transferred to the students, and the lesson will be more successful.
8. Musical experiences need to be related specifically to language concepts being taught. They can be used to introduce new learning, to practice the concepts, and to review previous learning.

More specific suggestions for relating musical experiences to language learning skill areas include:

1. Choral or individual reading of lyrics of songs, providing support for and reinforcement of reading skills and pronunciation
2. Songs which tell a story can be retold to practice narrative/speaking skills, or written out to develop summarizing skills.
3. To reinforce reading and writing skills, students can complete response sheets and answer questions about the featured topics, something new they learned, something they enjoyed.
4. Other reading and writing activities can include fill-in-the-blanks, jigsaw puzzles. Ex) Words can be deleted to practice a target grammar point. Cut lyrics into lines and have students work in groups to arrange order.
5. Students can do a "free-write" in response to listening to a descriptive piece of orchestral music, such as Tchaikovsky or Moussorgsky, (which they may or may not be familiar with) to try to express feeling or describe an interior picture of what they think the music is portraying. This can also be done in a more structured piece of writing, at the sentence or paragraph level. Beginner level students could follow a template to assist with grammar and structural forms (Lems, 2005).
6. Students can prepare presentations based on composers or specific compositions, to practice research, summarizing and writing skills, as well as and speaking and responding to oral questions.
7. Have students rewrite their own lyrics based on a song. This could be a group project in class , where students can practice using the grammar or vocabulary being targeted.
8. At lower proficiency levels, students could pantomime some of the actions being presented in the music, for listening comprehension skills.
9. Provide lyric sheets prior to listening to work on reading comprehension, vocabulary, or targeted grammar forms.

These suggestions reflect a compilation of ideas from the author's own reading and teaching experiences, and research from several second language instructors who have written articles about their own extensive teaching careers using various integrated musical experiences in their language classrooms.

CONCLUSION

Learning through song can be recommended for teachers to enhance learning English. Because of learning through song will make the atmosphere in the classroom more comfortable to learn English and easily understandable. Students can understand a short and simple sentences by using song. According to Konstantinovic (1973:25) said that "Learn to use song in language learning for children not only enrich their vocabulary but also enhance their knowledge in English." It means, teacher can use song to make students enjoy in learning English in the classroom.

The key is teacher must create a fun atmosphere for students learning, it become enjoy in learning English. The best way of using songs to students is easy to remember and sing it over and over again.

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