

Analysis of The Implementation of Songs and Chants in English Language Learning for Elementary School Students

¹Yeni Ikawati Eriyani, ^{2*} Aziz Nuri Satriyawan, ³Galih Dian Dwi Handaru

^{1,2,3}PGMI, Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tempurejo Ngawi

Email : eriyani2266@gmail.com¹, aziz.nuri94@gmail.com², arifindwi8871@gmail.com³

*Corresponding Author e-mail: * aziz.nuri94@gmail.com²

Abstract

This study aims to analyze the implementation of the Songs and Chants method in English language learning for fifth-grade students at MI Al Huda Pengkol and to describe students' responses toward its application. The research employed a descriptive qualitative approach involving 27 students and one English teacher. Data were collected through observation, interviews, documentation, and focus group discussions, and analyzed using descriptive and triangulation techniques. The results show that the application of songs and chants increases student participation, enhances learning interest, and creates a more active and enjoyable classroom atmosphere. Students find it easier to remember vocabulary and sentence structures due to repetition and rhythm. Of the 27 students, the number who actively spoke English increased from 13 to 23. Challenges include limited facilities, infrastructure, and preparation in selecting and adapting songs according to the curriculum. Overall, this method proves to be an effective and enjoyable alternative for English learning at the Madrasah Ibtidaiyah level. Further research is suggested to develop more structured songs and chants materials.

Keywords: *English learning, elementary school, songs and chants.*

Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan metode Songs and Chants dalam pembelajaran Bahasa Inggris pada siswa kelas V MI Al Huda Pengkol serta mendeskripsikan respons siswa terhadap penerapannya. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan melibatkan 27 siswa dan satu guru mata pelajaran Bahasa Inggris. Data dikumpulkan melalui observasi, wawancara, dokumentasi, dan diskusi kelompok terarah, kemudian dianalisis menggunakan teknik analisis deskriptif dan triangulasi data. Hasil penelitian menunjukkan bahwa penerapan metode Songs and Chants dapat meningkatkan partisipasi siswa, memperkuat minat belajar, dan menciptakan suasana kelas yang lebih aktif dan menyenangkan. Siswa juga lebih mudah mengingat kosakata dan struktur kalimat karena adanya unsur pengulangan dan irama. Dari 27 siswa, jumlah yang aktif berbicara dalam Bahasa Inggris meningkat dari 13

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menjadi 23 siswa. Tantangan yang dihadapi meliputi keterbatasan fasilitas, sarana prasarana, serta kebutuhan persiapan dalam memilih dan menyesuaikan lagu dengan kurikulum. Secara keseluruhan, metode ini terbukti efektif dan menyenangkan sebagai alternatif inovatif dalam pembelajaran Bahasa Inggris di tingkat Madrasah Ibtidaiyah. Penelitian selanjutnya disarankan untuk mengembangkan materi songs and chants yang lebih terstruktur.

Kata Kunci: pembelajaran Bahasa Inggris, sekolah dasar, songs and chants

A. Introduction

English learning at the elementary level is essential for preparing students to communicate in a global context. According to national education regulations (Indonesia, 2003; RI, 2006; Pendidikan et al., 2018), English may be introduced as local content to develop students' attitudes, knowledge, and skills (Susanti et al., 2023). However, observations at MI Al Huda Pengkol show that many fifth-grade students still face difficulties in pronunciation and vocabulary mastery, indicating a gap between curriculum objectives and classroom outcomes. Therefore, innovative and engaging methods are needed to increase students' motivation and confidence in speaking English.

English learning at the elementary level is crucial for equipping students with the communication skills needed in the era of globalization. Mastering English from an early age makes it easier for students to access information and develop their potential to the fullest. The importance of mastering English from an early age is in line with Law No. 20 of 2003 concerning the National Education System, Article 3, which states that education aims to develop the potential of students to become people who are faithful, pious, knowledgeable, capable, creative, and independent (Indonesia, 2003). Furthermore, based on the Minister of National Education Regulation No. 22 of 2006 (RI, 2006) concerning content standards, English can be taught at the MI level as local content. This is also emphasized by the Minister of Education and Culture Regulation No. 37 of 2018 (Pendidikan et al., 2018), which emphasizes that learning in elementary schools must develop aspects of students' attitudes, knowledge, and skills (Susanti et al., 2023).

However, the reality of English language learning presents significant challenges. Initial observations at MI Al Huda Pengkol, particularly in fifth grade, revealed that several students still experience difficulties in learning English, particularly in pronunciation. The ability to pronounce English words correctly is crucial for students to communicate effectively and be easily understood by others.

Data shows that approximately 48% of the total 27 students, or 13 students, have not reached the Minimum Completion Criteria. The KKM score for English is 71, based on observations by a fifth-grade English teacher. This condition indicates a gap between curriculum objectives and student learning outcomes, thus requiring innovation in learning methods.

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Several fifth-grade students at MI Al Huda Pengkol have difficulty pronouncing English words correctly. This pronunciation difficulty not only impacts students' low self-confidence when speaking English but also causes low enthusiasm and motivation to learn. This is often caused by conventional learning methods, such as lectures, vocabulary memorization, and practice questions that tend to be passive and boring (Prameswara & Pius X, 2023). In addition, this pronunciation difficulty can be caused by various factors, including a lack of English speaking practice inside and outside the classroom, as well as differences between the sound systems of English and Indonesian because English is not a mother tongue but a foreign language and therefore difficult for students to understand. In addition, teacher factors also influence students' achievement of vocabulary mastery. Teachers more often use the lecture method in delivering learning materials without creative, innovative, and interesting methods. Therefore, innovative and interesting learning methods are needed to improve students' English skills.

In the 21st century, education requires an effective and enjoyable learning approach so that students not only understand the material but also engage emotionally and physically in the learning process (Rahmadila et al., 2023). One method that can be used is Songs and Chant. This method utilizes songs and chants (Cedeño & Santos, 2021) a learning medium to facilitate students in memorizing vocabulary, improving pronunciation, and increasing their interest in English. The Songs and Chant method utilizes songs and chants as a learning medium to facilitate students in memorizing vocabulary, improving pronunciation, and increasing their interest in English. According to (Hariati, 2022), the "sing a song" method is very easy in both independent and group learning processes.

Previous research conducted by Ahmad Bagus (Bagus, 2024) at MI Ma'arif Kebumen found that using songs in learning sessions can improve student concentration. Teachers choose songs appropriate to the students' developmental levels, resulting in a more active and enjoyable learning environment. The use of this media significantly helps students retain vocabulary, as the material is presented in an engaging manner, making it easy for elementary school children to understand.

Research by Arina Putri and Mega suggests that the Total Physical Response method, a method used to improve students' language skills through physical movement, is beneficial. Benefits of this approach include making learning activities more interactive and enjoyable by connecting language with students' physical activities. This makes it easier for students to grasp and remember vocabulary, making learning activities lively and meaningful (Putri & Sya, 2024).

The current research update is to motivate students to play an active role in learning English through songs and singing to expand students' vocabulary, supported by the rapid development of globalization, where every student is expected to be able to compete from an early age in English subjects.

Based on the background of the problem and the potential solutions offered by the Songs and Chant method, this study aims to answer how the process of implementing

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the Songs and Chant method in English learning and how the application of the Songs and Chant method impacts the English language skills and learning motivation of students. This study is expected to provide a real contribution to the development of English learning practices, especially at MI Al Huda Pengkol, by further improving pronunciation and increasing students' confidence in communicating using English. In addition, the results of this study are expected to be a reference for teachers and educators in designing effective, innovative and enjoyable learning strategies.

B. Research Method

This study uses a descriptive qualitative approach with the aim of analyzing in depth how the Songs and Chant method is implemented, seen from the perspective of students, teachers, and conditions in class V MI Al Huda Pengkol. This approach was chosen so that the author can comprehensively understand the process, experiences, and perceptions of students and teachers regarding the use of the method in the classroom (Creswell, 2017) (Sugiyono, n.d.). This is intended to explore the subjective meanings and experiences of students related to Songs and Chant in English learning. The subjects of this study were English teachers and all 27 fifth-grade students, consisting of 8 male students and 19 female students. Data collection was carried out through observation, interviews and documentation. Observations aimed to observe learning activities, student engagement, and the application of the Songs and Chant method in the classroom. Interviews were conducted with teachers and several students to obtain data regarding their experiences, perceptions, and responses to learning with this method. Documentation was used to supplement the data, such as photos of activities and field notes (Hikmawati, 2020). Data analysis techniques use descriptive analysis and data triangulation.

C. Findings and Discussion

Overview of Learning Implementation with Songs and Chants

This research was conducted in class V MI Al Huda Pengkol, for one month in the odd semester of the 2024/2025 academic year. The subjects of the writing consisted of 27 students and one English subject teacher. In its implementation through several stages, starting with the provision of simple vocabulary that will be delivered to class V students, then continued with the use of short songs (Chants) that are relevant to the learning material, Some aspects that are the focus of this research include students' ability to memorize English syllables, word pronunciation, student comfort in receiving lessons, and the positive impacts that arise from the use of the Songs and Chants method. The process of this learning activity was carried out in four meetings designed using the Songs and chants method with a focus on Part of body material.

The learning materials include recognizing and memorizing the names of body parts through educational songs such as "Head, Shoulders, Knees, and Toes," "This is the Way I Wash My Face," and a modified version of "If You're Happy and You Know It." Each

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session begins with a warm-up using short chants, followed by learning the material through relevant songs and fun movement activities.

Having good English language skills is key for students to be able to access various sources of knowledge, broaden their horizons, and increase their competitiveness in the world of education and work in the future (Quadir et al., 2024).

Results

Student activities during learning activities

Observations during four meetings revealed significant student activity. Initially, only about 10 of the 27 students actively asked or answered questions. However, after learning with songs and chants, the number of active students increased to more than half the class. Students in the class enthusiastically participated in the learning activities, including imitating rhythms to enrich their English vocabulary.

Students enthusiastically sang the song while performing movements according to the lyrics, such as touching their heads, shoulders, knees, and toes in the song "Head, Shoulders, Knees, and Toes." This activity helped them remember vocabulary better. Some students who were previously passive began to participate voluntarily. This activity is an important skill for student activities (Qatrunnada et al., 2025).



Figure 1. Student movements according to the song lyrics

In this activity, the teacher instructed the students to stand and pointed to two students to model movements according to the lyrics, which began with touching their heads. This movement demonstrated the students' enthusiasm for the learning process, which helped them expand their vocabulary (in this case, pronouncing the words "head," "knee," "foot," and so on in English).

Student responses to song and chant

Based on interviews and focus group discussions involving 15 students, the majority of students expressed a positive attitude toward the application of songs and chants in English learning. They felt this method made the learning process more enjoyable and motivated them to be more active. Through simple song lyrics, students were able to practice pronunciation and develop speaking skills. Furthermore, the application of this method was able to motivate and increase students' self-confidence.

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Based on the research results of Nadya and Wini (Nadya & Wini, 2022), there are two factors that influence students' speaking abilities, including: 1) internal factors in the form of shame, lack of self-confidence due to fear of being bullied by friends, and sometimes not mastering the subject matter, 2) external factors, starting from the student's family environment, where there is a lack of parental affection for children.

Students stated that using rhythmic songs accompanied by movements helped them memorize the names of body parts more easily and effectively. Furthermore, enjoyable physical interaction also contributes to strengthening students' memory. This allows the material learned to be retained in their memory, indirectly encouraging active student engagement in each learning activity.

Some quotes from student statements include:

"I like the song 'Head, shoulders, knees and toes' because I can move while doing it.

"The song 'this is the way I wash my face' helps me remember the names of the parts of my face and helps me to construct sentences."

"Learning is more fun and not as boring as usual"



Figure 2. Memorizing body parts

The image shows the teacher guiding students in performing hand movements while following the song "This is the Way I Wash My Face." The activities carried out by the students include each student moving their hands according to the song's lyrics (in this case, strengthening students' memory by involving their hearing and movement).

Changes in students' learning attitudes

In addition to increased activity, students' learning attitudes also changed positively. Initially, many students were afraid of making mistakes when speaking English. After learning using this method, their confidence increased. Students became more confident in pronouncing body parts and following instructions. This demonstrates that the implementation of this method is significantly successful in creating an interactive and meaningful learning environment. Language learning is greatly influenced by the level of student motivation (Fan, 2023).

Classroom interaction is a crucial aspect of learning, fortoring positive relationships between teachers and students. A teacher's role here extends beyond simply delivering material; they must also effectiverry manage the classroom to create a

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conducive learning environment. Therefore, classroom interaction plays a crucial role in determining the quality of the learning process and student outcomes (Munir, 2025).

Teachers' responses to the Songs and Chant method

English teachers responded positively to this method. According to them, the use of songs and chants effectively increased participation and made the classroom atmosphere more lively. They also found that students mastered the vocabulary for parts of the body more quickly because this method combined audio, visual, and kinesthetic elements. Through this combination of elements, students began by listening to vocabulary, viewing photos depicting body shapes, and performing physical movements that corresponded to the song lyrics.

Class dynamics and student-teacher interactions

Classroom interactions have become more harmonious and interactive. Students are more responsive to instructions and help each other when a classmate has difficulty following the lyrics or movements of a song. This demonstrates improved cooperation and communication among students in English learning.



Figure 3. Student communication in English

The photo shows students sitting in groups, focused on a specific subject. Student interaction is evident, including pointing at books as a means of communication. This discussion activity allows students to develop their English language skills by expressing their opinions, asking and answering a series of questions. Supportive environment and resources will enable students to interact (Agustini et al., 2025).

Discussion

The Effectiveness of Songs and Chant in Learning

The findings of this paper support theories stating that musical media such as songs and chants have great potential in improving English learning for students. As stated by Krashen (1982) in his input hypothesis (Munirah Muin & Sulfasyah, 2018), students will more easily accept language input if it is delivered in a fun and meaningful form. Songs such as "Head, shoulders, knees and toes", "This is the way I wash my face", and "If you are happy and you know it" provide repetitive and contextual input that helps students not only memorize but also understand and apply vocabulary. Thus, the use of songs and chants students not only listen and memorize, but also experience a learning process full of involvement and enjoyment.

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Increased student participation and motivation

The increased student participation aligns with research (Jumiati, 2020), which shows that learning through songs can increase student motivation and engagement. In the context of MI Al Huda Pengkol, this is evident in the increase in the number of students asking questions, answering questions, and participating in class activities. Students' intrinsic motivation increases because learning becomes more enjoyable and varied. Songs and chants provide a different atmosphere, making students more emotionally and physically engaged, making the learning process more effective.

Mastery of vocabulary and sentence structure

Although the research was qualitative, observations and interviews showed that students more easily remembered vocabulary and sentence structures learned through songs and chants. This aligns with research by (Nadhifah et al., 2020) which found that repetition and association of meanings in songs help students memorize and recall information more quickly.

Implementation challenges and solutions

Although effective, the use of songs and chants is not without challenges. Based on interviews with teachers, the main challenge is Limited references to songs and chants that are in accordance with the curriculum, Limited learning time requires teachers' creativity in modifying song lyrics to suit the material. Implementing these requires skill, maximum effort, and time from the teacher to ensure the songs presented are not only engaging but also align with the learning objectives.

To solve these various problems, the solutions provided to create a meaningful and enjoyable learning atmosphere include: Create a curriculum-themed song and chant bank, Using digital platforms (e.g. British Council Learn English kids and super simple song) to search for and save educational songs, Collaboration between teachers to share ideas and learning materials, as this collaboration allows educators to share innovative ideas and learning materials, resulting in more varied learning activities. Consistently improving teacher competency can enable relevant education (Rahmah & Zulaekah, 2025).

Overall, the findings of this study confirm that the use of songs and chants effectively combines auditory, visual, and kinesthetic learning modes. This multimodal approach strengthens students' engagement, supports pronunciation accuracy, and fosters a joyful learning atmosphere. These results are consistent with the principles of active learning and Krashen's input hypothesis, which emphasize that meaningful and enjoyable exposure to language enhances language acquisition naturally.

D. Conclusion

Based on the results of the writing that has been done in class V MI Al Huda Pengkol, it can be concluded that the use of the Songs and Chant method has a positive impact on the English learning process. This method is able to create a more dynamic and enjoyable learning atmosphere for students compared to conventional learning. First, student participation and interest in learning increased significantly. Students were more enthusiastic about participating in learning, more confident in speaking in English, and

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more easily remembered vocabulary and sentence structures through the repetition and rhythm of songs and chants. Second, teachers also felt the benefits of this method, such as increased student response to the subject matter and a more conducive classroom atmosphere. Although it requires additional preparation, teachers stated that this method is effective in increasing student motivation and activeness. Third, although effective, the implementation of Songs and Chant still faces several obstacles, such as time constraints, the suitability of the songs with the curriculum, and the need for teacher creativity in adjusting the lyrics to be relevant to the learning theme.

Finally, in general, the Songs and Chant method is worthy of wider application as an innovative and enjoyable alternative for English language learning at the Madrasah Ibtidaiyah level. This method aligns with the principles of Active, Creative, Effective, and Enjoyable Learning and supports the development of students' language skills in a natural and enjoyable manner. Suggestions for future research include conducting long-term research on the impact of the Songs and Chant method and presenting songs relevant to the Indonesian context.

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