
Transforming Of Teaching English For Young Learners Through Music At Remote School

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ABSTRACT; *Teaching English to young learners in remote areas presents unique challenges, particularly at SMPN 2 Limboto Barat. Through observations and interviews conducted by English teachers, it was revealed that many students struggle to convey their ideas verbally, especially in learning vocabulary and using correct sentence structures. The lack of variety in learning media and low student interest are the main inhibiting factors. This study aims to transform English teaching for young learners through the use of music in class VII A at SMPN 2 Limboto Barat. The research involved 18 students from class VII A and used Classroom Action Research (CAR) methods to explore how music can improve speaking skills. The findings show that integrating music into English lessons led to significant improvements in students' comprehension, pronunciation, vocabulary, fluency, and communication flexibility. In conclusion, the results suggest that using music as a learning medium effectively addresses the challenges faced by young learners in remote schools and enhances their speaking abilities. This study offers valuable insights into developing innovative and engaging teaching strategies tailored to the specific needs of students in such contexts. Future research could explore the broader and long-term impacts of music interventions on overall English proficiency.*

Keywords: *Young Learners, Music Integration, Remote School.*

ABSTRAK; *Pengajaran bahasa Inggris kepada pelajar muda di daerah terpencil menghadirkan tantangan unik, khususnya di SMPN 2 Limboto Barat. Melalui observasi dan wawancara yang dilakukan oleh guru bahasa Inggris, terungkap bahwa banyak siswa yang kesulitan menyampaikan idenya secara verbal, terutama dalam mempelajari kosakata dan menggunakan struktur kalimat yang benar. Kurangnya variasi media pembelajaran dan rendahnya minat siswa menjadi faktor penghambat utama. Penelitian ini bertujuan untuk mentransformasikan pengajaran bahasa Inggris untuk pelajar muda melalui penggunaan musik di kelas VII A di SMPN 2 Limboto Barat. Penelitian ini melibatkan 18 siswa kelas VII A dan menggunakan metode Penelitian Tindakan Kelas (PTK) untuk mengeksplorasi bagaimana musik dapat meningkatkan keterampilan berbicara. Temuan menunjukkan bahwa mengintegrasikan musik ke dalam pelajaran bahasa Inggris menghasilkan peningkatan yang signifikan dalam pemahaman siswa, pengucapan, kosa kata, kelancaran, dan fleksibilitas komunikasi. Kesimpulannya, hasil*

penelitian menunjukkan bahwa penggunaan musik sebagai media pembelajaran secara efektif mengatasi tantangan yang dihadapi oleh pelajar muda di sekolah terpencil dan meningkatkan kemampuan berbicara mereka. Studi ini menawarkan wawasan berharga dalam mengembangkan strategi pengajaran yang inovatif dan menarik yang disesuaikan dengan kebutuhan spesifik siswa dalam konteks tersebut. Penelitian di masa depan dapat mengeksplorasi dampak intervensi musik yang lebih luas dan jangka panjang terhadap kecakapan bahasa Inggris secara keseluruhan.

Kata Kunci: Pembelajar Muda, Integrasi Musik, Sekolah Jarak Jauh.

INTRODUCTION

The ability to speak English is a challenging skill for many students, including those at SMPN 2 Limboto Barat, a remote school located in a less accessible area. Based on observations and interviews with English teachers at the school, it was found that most students struggle to express their thoughts orally in English. Common difficulties include mastering vocabulary and constructing grammatically correct sentences. These issues are evident in both teaching observations and student feedback. Despite the teacher's focus on vocabulary and sentence structure, students' understanding remains limited, leaving gaps in their learning process. Similar issues have been reported in other schools, highlighting a widespread challenge in improving students' speaking abilities (Nanda, 2012; Sagita et al., 2020; Yanti, 2022).

External and internal factors contribute significantly to students' speaking difficulties. A dominant external factor is the lack of varied learning media that can engage and motivate students. This issue is particularly pronounced in remote schools like SMPN 2 Limboto Barat, where access to diverse teaching resources is limited, and traditional methods such as lectures and Q&A sessions in monologue form remain predominant. Internally, students often show low interest in learning English, further exacerbated by inadequate classroom dynamics, such as poor seating arrangements and minimal student engagement, which foster a passive learning environment where students primarily focus on taking notes rather than participating actively.

Speaking in English is an essential skill for students at the junior secondary education level, yet it remains a daunting task. Many students lack confidence, feel embarrassed, fear making mistakes, or experience nervousness, leading to reluctance in verbal communication. This problem reflects broader anxieties, as public speaking has consistently ranked among the

top fears, alongside financial issues and loneliness (Bruskin Associates, 1973; Wallechinsky, The People's Almanac).

Researchers have explored various media to address students' speaking challenges. For example, Agil Beti Eviana (2013) utilized image media in grade IVA at SD Negeri 1 Tempuran, while Simamora et al. (2019) employed recount text media at SMA GKPI Padang Bulan. Herawati (2016) used games at Kanjuruhan University, involving English department students, and Putrini et al. (2016) introduced the snake and ladder technique to teach the simple present tense at SMP Sunari Loka Kuta. These studies suggest that diverse learning media can effectively enhance speaking skills.

One effective medium for improving speaking skills is the use of songs. Songs actively engage students, making the learning process more interactive and enjoyable. Wahyuni et al. (2018) and Liva et al. (2015) found positive results using songs to improve speaking skills among students at various educational levels. The benefits of using songs include attracting students' attention, enhancing memory, improving pronunciation, expanding vocabulary, and boosting confidence in speaking.

Given the limited use of varied learning media, including songs, this study aims to implement song media in the English learning process for grade VII students. Considering the characteristics of junior high school students, particularly those in grade VII, who require engaging and relatable approaches, song media offers an innovative solution. Popular songs suitable for the students' English level can help them recognize words, memorize lyrics, and practice speaking using the vocabulary and phrases from the songs. This approach can enhance students' speaking skills, including comprehension, pronunciation, vocabulary acquisition, and overall fluency.

Specifically, this study seeks to address to explore how English songs contribute to this improvement. By employing qualitative and quantitative data collection methods, this research will provide a comprehensive analysis of the effectiveness of song media in enhancing speaking skills, distinguishing it from previous studies by focusing on remote junior high school contexts and integrating multimedia approaches tailored to the students' developmental needs

RESEARCH METHODS

The study was conducted using classroom action research (CAR) to address the speaking skills of grade VIIA students at SMPN 2 Limboto Barat, a remote school in Gorontalo Province, Indonesia. The research design followed Kemmis and McTaggart's action-research model, which included four stages: planning, action, observation, and reflection. The study was conducted over two months, with one month dedicated to data collection and another to data processing. The subjects were 18 students from class VIIA. Data were collected through observations, interviews, and tests. Data were analyzed using qualitative descriptive techniques for observational and interview data, while quantitative analysis was used to assess the pre-test and post-test results to determine the effectiveness of using songs to improve students' speaking skills.

RESULTS AND DISCUSSION

Results

Procedures of the implementation of song media to improve student's speaking ability

In accordance with the predetermined plan, this research was carried out in class VII in English subjects using song media. The presentation of the research implementation is divided into several parts, namely planning, implementation, action, observation and reflection of the action results. The research was conducted in two cycles, the first cycle consisted of three meetings, while the second cycle consisted of 2 meetings in the implementation of the research, the english subject teacher directly conducted the process of learning activities and the researcher acted as an observer.

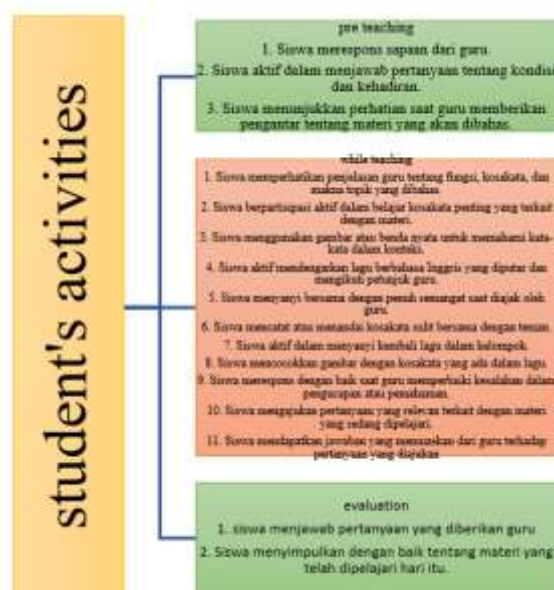
The Implementation of Cycle I

a. Planning



Figure 1. Teacher Activities

The figure above explains the planning process of implementing song media as a learning program. It is showing teacher activities. In learning activities there are 3 stages of learning, namely (A) pre-teaching, (B) While teaching, and (C) Evaluation. At stage (A) pre-teaching there are 7 learning stages then, at stage (B) While teaching there are 12 learning steps and at stage (C) Evaluation there are 2 learning steps that will be carried out by the teacher

**Figure 2 Student's Activities**

The figure above explains the planning process of implementing song as a learning program. It is show student's activities during this research. In learning activities there are also 3 stages of learning, namely (A) pre-teaching, (B) While teaching, and (C) Evaluation. At stage (A) pre-teaching there are 3 learning stages then, at stage (B) While teaching there are 11 learning steps and at stage (C) Evaluation there are 2 learning steps that will be carried out by students.

b. Action in cycle I

1. First meeting

At this first meeting, the teacher began by greeting the students warmly and checking their attendance, to which most students responded well. However, not all students were active in responding to initial instructions and some seemed to pay less attention to the introduction to the material given by the teacher. When the teaching process begins, even though the teacher

explains clearly the function, vocabulary and meaning of the topics discussed, not all students fully pay attention to the explanation. Students are also less than optimal in actively participating and being involved in learning important vocabulary, as well as in recording difficult vocabulary, they prefer to mention words that they themselves consider difficult. However, students showed a positive response when invited to sing along with English songs and were active in singing again in groups. However, during the evaluation, some students were unable to summarize the material well. Overall, while there are positive elements in the interactions between teachers and students, there are also some areas that require improvement in student participation and focus during the learning process.

Finally, teachers evaluate students' comprehension through quizzes to ensure that students have understood the material well. The teacher gives several sentences that students must complete with the right words using 'there is' and 'there are'. Students were very enthusiastic to raise their hands and try to answer the quizzes given. Then after finishing the teacher reviews the lesson that day. Students answered enthusiastically about what they learned that day. The teacher asked the students if there was anything unclear during the lesson, the students answered no. Then the teacher closed the lesson that day.

2. Second meeting

At the second meeting, the students began to look excited following the class today, which was shown by their question before the class started, the students asked, "Today we are learned to use the song again, mom? The teacher said yes, after that they cheered happily and said yes. The activity begins with the teacher greeting and praying together, checking students' readiness, attendance, neatness of clothing, position and seating. The teacher then arranges the seats, creates a pleasant classroom atmosphere, motivates students, conveys learning objectives, and prepares the necessary equipment. The teacher reviews previous material and asks questions to lead to new topics.

During the core activities, the teacher explains the function, vocabulary and meaning of the topics discussed, and plays English songs. Students are invited to sing together, learn the correct pronunciation, note down difficult vocabulary in pairs, listen and sing back in groups, and match the pictures with the vocabulary in the song. The teacher corrects students' mistakes, provides opportunities to ask questions, and answers their questions.

Finally, teachers evaluate students' comprehension through quizzes to ensure that students have understood the material well. The teacher asked a question in the form of "where do we shower? Where do we watch tv?. Where do we sleep? Where do we eat?" Students were very enthusiastic to raise their hands and try to answer the quizzes given. The teacher asked the students if there was anything unclear during the lesson, the students answered no. Then the teacher closed the lesson that day.

3. Third meeting

The activity began by greeting and asking about the students' condition and presence, which was greeted with an enthusiastic response from the students. The teacher then provides an introduction to the material that will be discussed and ensures that students actively respond.

During the learning process, the teacher explains the function, vocabulary and meaning of the topics discussed using pictures and real objects, plays English songs, and invites students to sing together. The teacher provides the correct pronunciation, asks students to note down difficult vocabulary, and sing back in groups while matching the pictures with the vocabulary in the song. The teacher corrects students' mistakes and provides opportunities to ask questions and answer questions well. At the end of the lesson, the teacher asks students to conclude the material they have learned and closes the learning process with a summary with the students. Finally, the teacher checks the students' understanding through quizzes about cleaning activities and the use of subjects and to be in sentences. The teacher student ends the lesson by giving positive feedback and encouraging students to continue learning and practicing.

c. Observation in cycle I



Figure 3. Teaching observations and Student Responses

According to the results of the actions carried out, there were several activities that were not fully implemented in the lesson plan. Of the total 21 planned teacher activity indicators, there were 3 activities that were not carried out according to plan. This shows that around 25% of planned activities were not implemented properly. Meanwhile, for student activities, of the 16 indicators there were 5 activities that were not implemented. Overall, approximately 32% of the activities planned for students did not occur during these meetings. Even though most of the activities were implemented well, the existence of several deficiencies indicated areas that needed to be improved in the implementation of learning at the next meeting.

d. Reflection in cycle I

After carrying out the action, the researcher and collaborators evaluate the activity. Discussions are carried out based on observations during the learning process, students' opinions, and collaborators. Researchers discuss problems and solutions at each meeting, and at the end of the cycle, researchers and collaborators evaluate all stages as considerations for planning the next cycle. Based on the results of teacher and student observations that were carried out in the first cycle, it can be seen that there is still room for improvement in the learning steps that have been planned, even though in the first cycle the students have achieved grades in accordance with the Independent Curriculum KKTP, but the results were targeted by the researchers. has not been achieved so improvements will be made in the next cycle with the hope that student learning outcomes will meet the targets in the next cycle.

Here are some things that are still lacking in cycle I, both what happens to teachers and students, The following is Reflection cycle I which is presented in the picture:

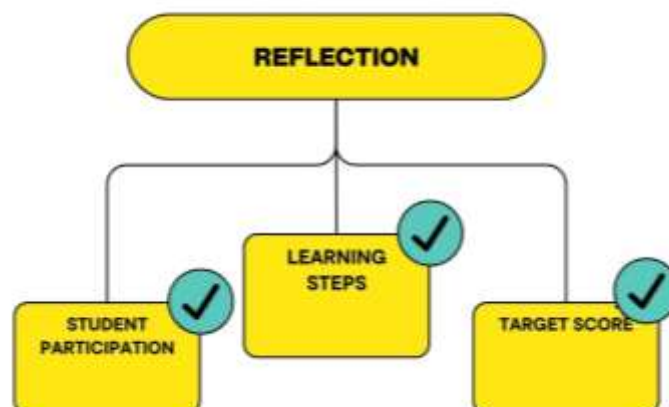


Figure 4. Reflection Cycle I

Based on the picture above, it is known that there are two aspects that have not shown optimal results, namely low student participation in learning involvement and target grades that have not met the standards for success. Low student participation was seen in appendix 7 meetings 1 and 2. Although there was an increase in participation at the last meeting, this was not enough to achieve the targeted results. In the learning steps in point (B5), the teacher changes the learning stages where improvements will be made in the next cycle. In addition, the target value does not meet the standards of success in this research, so further research is needed to achieve the expected goals. Another reason why this research must be continued because based on the research design used by researchers in chapter III which uses Burns (1999:32), Kemmis and McTaggart theory it must be carried out in 2 cycles.

The implementation of cycle II**a. Planning in Cycle II**

The implementation of song media in learning in cycle II is the same as cycle I. It's just that the implementation is more optimized to cover the shortcomings found in cycle I. Teachers re-prepare the materials, teaching modules, texts, and audio that was taught to students in cycle I.

b. Action in cycle II

The implementation of using English songs in cycle 1 was carried out in two meetings. With the following details:

1. First meeting

The first meeting of Cycle II was held by starting with a pre-teaching session where the teacher greeted the students, checked their condition and attendance, and provided an introduction to the material which was welcomed by the students. During teaching, the teacher explains the function, vocabulary and meaning of the topic, uses pictures and real objects, plays English songs, and invites students to sing together. Students participate actively, mention difficult vocabulary, and match pictures with vocabulary in the song. The teacher corrects mistakes and answers students' questions. During the evaluation, the teacher asks students to conclude the material, summarize the lesson together, and close the learning session well. Overall, all learning steps have been carried out well.

2. Second meeting

Learning begins with a pre-teaching session, where the teacher greets the students, checks their condition and attendance, and provides an introduction to the material which is welcomed by the students. During teaching, the teacher explains the function, vocabulary and meaning of the topic, uses pictures and real objects, plays English songs, and invites students to sing together. Students participate actively, mention difficult vocabulary, and match pictures with vocabulary in the song. The teacher corrects mistakes and answers students' questions. During the evaluation, the teacher asks students to conclude the material, summarize the lesson together, and close the learning session well. Overall, all learning steps have been carried out well.

c. Observation in cycle II

At this stage, observations are made by a researcher. Researchers use observation sheets that have been prepared in advance to observe the activities of teachers and students based on the actual conditions in the classroom and researchers only need to give signs (√) according to the conditions that occur in the classroom. The following are the results of the observation checklist in cycle II:

In the implementation of cycle II Overall, all components of the lesson plan were executed well during this session, demonstrating notable improvements in the students' speaking abilities. The effective implementation of the lesson plan and the engaging activities showed a positive impact on students' speaking skills, thereby increasing the likelihood of achieving success in this research study. (Appendix 7)

d. Reflection in cycle II

In cycle II, there was a significant increase in the implementation of learning, both in terms of teachers and students. Based on the observations made, it can be seen that the teacher has succeeded in implementing all learning indicators well in cycle II. This shows that the teacher has applied knowledge and experience from the previous cycle to improve the quality of learning. The teacher has succeeded in implementing all indicators well, showing that efforts have been made to correct deficiencies in the previous cycle. Meanwhile, the students seemed to have shown active participation in learning at both meetings. This shows that students respond positively to the changes and improvements made in the implementation of learning.

In conclusion, cycle II shows a significant improvement in the implementation of learning. Teachers have succeeded in improving the quality of their teaching, while students have shown a positive response to these changes. This emphasizes the importance of the observation and reflection cycle in increasing the effectiveness of learning and achieving the learning objectives that have been set. By continuing to evaluate and adjust, learning can continue to improve and have a positive impact on students

Discussion

This research shows that the use of English songs as a learning medium can significantly improve students' speaking skills. This is in accordance with previous research which shows that English songs can be an effective tool for improving English speaking skills. As is the case with research conducted by several previous studies which have shown the effectiveness of using songs as a medium to improve students' speaking skills. Study (Fitri Susanti, Amelia Rinanda, 2023) shows that the use of songs and puppets can improve students' speaking skills at SMKN 1 Logas Tanah Darat in a fun and interactive way. (Kurniawati, 2017) also found that song-based activities can improve various aspects of students' speaking skills, such as accent, grammar, vocabulary, fluency, and comprehension. Furthermore, (Hasibuan et al., 2023) showed that the integration of songs in English learning can help students familiarize themselves with English vocabulary and pronunciation while increasing their self-confidence. These findings underlie the approach in this research.

Some of the studies above generally use song media as a variable in their research, but there has not been a single study that specifically examines songs as the only teaching medium. Then this research also focuses on a particular environment (remote schools) and answers questions related to how song-based teaching works in that context. This aligns with the aim of the *Empirical Gap* to investigate research questions within a specific framework or set of conditions.

After implementing song-based learning activities, not only did speaking skills improve, but there were significant improvements in several other areas, including:

1. Vocabulary acquisition

Students report having an easier time remembering new vocabulary and its application in everyday conversations. The teachers corroborate this, noting that there is a noticeable expansion in the use of students' vocabulary. Hal ini sejalan dengan penelitian yang dilakukan

oleh (Salim & Zulfitri, 2023) They concluded that using English songs as a medium for teaching significantly improved students' vocabulary retention and application in comparison to traditional methods. The statistical data from their study shows a substantial improvement in the experimental group's performance, as indicated by the higher mean post-test scores and the significant t-test result. This suggests that incorporating engaging and interactive media, like music, can be an effective strategy for enhancing vocabulary learning in students. Selanjutnya (Song Mariana & Laut Hasibuan, 2021) further supports the idea that using English songs can significantly improve students' vocabulary acquisition. This Classroom Action Research (CAR) demonstrated the effectiveness of songs in enhancing vocabulary mastery among twelfth-grade students. The improvement from Cycle I to Cycle II, with average scores increasing from 67.43 to 85, highlights the substantial impact of this method. This is supported by the results of interviews that show that the use of songs improves their vocabulary

2. Speaking skills

Interviews reveal that students are now more confident and participatory in speaking english. They show improved pronunciation and fluency, reflecting a deeper engagement with the language.

3. Student engagement and motivation

Song recognition in English teaching has significantly increased student motivation and engagement. Students expressed their preference for this method due to its fun nature, which means a higher enthusiasm for learning English. Increased motivation has led to increased participation during speaking activities, fostering a supportive classroom environment where students feel more comfortable practicing english.

The teacher's observation further underlined the effectiveness of the use of song media. They have noted a clear improvement in students' overall language skills, particularly in vocabulary retention and speaking proficiency. Teachers say that students are not only more wasing to participate but also more able to express themselves confidently in english.

Overall, the implementation of English songs significantly improved student motivation, confidence, and active participation in speaking activities. The structured and engaging materials, along with the collaborative efforts of the researcher and the teacher, created a

conducive learning environment that fostered substantial improvements in the students' English Speaking ability

CONCLUSION

The research at SMPN 2 West Limboto shows that using song media in English language teaching significantly improves students' learning outcomes. Initially, students had low motivation, confidence, and engagement in learning English, with limited vocabulary and uninteresting tasks. After incorporating songs, students in grade VIIA displayed marked improvements in vocabulary acquisition, speaking skills, and overall engagement. By the end of the second cycle, average scores increased from 65 to 81.4, highlighting the effectiveness of this approach. The findings suggest that songs make learning more enjoyable and motivating, leading to better retention and confidence.

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