



Exploring the Effectiveness of Songs for Learning Improvement: A Case of Elementary Level Students' English Skills

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Abstract

This research study explores the effectiveness of incorporating songs into the English language learning curriculum for elementary-level students, focusing on their impact on various language skills. In an educational landscape that increasingly emphasizes creative and engaging approaches, this investigation delves into the potential benefits of integrating songs into traditional language instruction. This study was a descriptive qualitative study, while the data is collected through classroom observations and literature studies in order to provide a comprehensive view of the multifaceted effects of using songs as a pedagogical tool. The findings highlight the positive influence of songs on vocabulary acquisition, pronunciation refinement, and listening comprehension development. Additionally, songs contribute to a richer cultural context for language learning, fostering greater cultural awareness among elementary students. Importantly, the research underscores the motivational power of songs, which enhances student engagement and willingness to participate actively in English language activities. This research concludes that integrating songs into the curriculum is a promising strategy for enhancing English language skills at the elementary level. It advocates for a thoughtful and strategic approach to song selection and pedagogical methods while recognizing the need for continued exploration and research to refine the implementation of songs in language education. Ultimately, this study underscores the value of creative and engaging learning methods in nurturing well-rounded language skills among young learners.

Keywords: Songs, Creative Learning, English Skill, Pedagogical Tool

Introduction

In Indonesia globalisation has become a term that has been recently experience rapid development, globalisation is a term that is often echoed these days given the excesses it has caused in all aspects of the nation's life. The era of globalisation is characterised, among other things, by the rapid exchange of information across nations

through various media (Liando et al., 2023). Foreign language becomes one of the vital communication media in this era. Liando et al., (2023) mentioned that mastery of foreign languages becomes one of the important requirements so that the young generation of Indonesia is not only able to survive but also able to compete with other nations in this era.

English is one of the foreign languages that has received considerable attention from the government as well as the society. This foreign language has become and one of the proofs of its speciality is that the government has long required English subjects at the junior high school level. Even today, English is being taught in certain primary schools as an additional subject (Afriyuninda & Oktaviani, 2021). This is rarely experienced by other foreign languages. As (Liando, Tatipang, & Lengkoan, 2022); (Liando et al., 2022); (Liando & Tatipang, 2022) mentioned that English is the most widely spoken language in the world. It is the mother tongue of more than 400 million people worldwide. On a daily basis millions of people use English in the workplace and social life. When heads of government meet, English is the language most commonly most often. When people from different nations meet, English is the only language they speak where English is the only connecting language used by them (Azmina et al., 2020).

The importance of English language education for primary school students cannot be undeniable in our society. English has been recognized as an international language that should be mastered by the public, so that they can communicate in the global world (Tee & Wadheefaa, 2020). Thus, English education that starts early is not something that can be underestimated. Education that starts early, has several advantages, including students can learn more efficiently and gain more knowledge through engaging activities, including more through interesting activities, especially those related to visuals, colours, acting, songs, and social activities in general (Mantiri et al., 2019). Secondly, knowledge acquired during the student years will be retained in the memory longer than the knowledge acquired when we are already compared to knowledge acquired when we are adults

In Indonesia, we don't speak English as a first or second language. Therefore, to be

able to master English, we have to learn first. Habeb Al-Obaydi et al., (2022) suggest that Learning English at an early age is the right step to take. English learning at an early age is the right step for us to take. Thorough use of English means that students not only understand what he/she reads in English, but he/she can also understand what he/she hears, can speak and write his/her ideas in English. Because (Tasnim, 2022) claimed that English should be taught from an early age. The reason is, the brain students are still fresh, so the language absorption process is smoother. The absorption power of language absorption in students functions very well.

Among the learning principles proposed by Brown is automaticity (Final & Grau, 2022). According to him, factors that tend to inhibit the emergence of automaticity are over-analyzing language, thinking too much about forms (structure/grammar) and consciously remembering language rules. In this case, songs can help the automatic processing of language where students do a learning activity unintentionally. This paper will present the advantages of using songs to help learn English as well as how to use songs in the English classroom. It will discuss the position of English in Indonesia and the characteristics of children as foreign language learners.

Review of Literature

The Nature of Language Learning

Learning a language in everyone's mind is said to be easy, because they assume that we already use language every day. Bokiev et al., (2018) mentioned that learning a language is not just about being able to communicate with the language but also knowing and understanding of the meaning contained in the word. Language is the voice used by every nation to express their intentions. Thus, language is an expression of sound produced by movements and captured by the ear. Phases of language development begins with screams, shouts and then

systematic babbling through imitation and teaching.

According to Agama & Singaraja, (2020), the development of language skills is related to the development of speech, the more capable people speak the richer their language skills, the richer the language skills make children more confident to speak. During the pre-school years, language skills develop rapidly, along with the need to socialize and curiosity. In fact, they are more likely to learn a language other than their mother tongue than adults (Gede et al., 2019). Thus, teaching English as a foreign language is more appropriate when done as early as possible. The critical/sensitive period for language learning is in early childhood, where the flexibility of the brain is still very good (Widiawitasari et al., 2020). The development of language skills will underlie reading skills, the richer the vocabulary the child has, the easier it is for the child to understand the writing, and ultimately the more fluent the child's ability to read.

The Concep of Songs

Song is one of the literary works in oral form. Songs consist of a series of words called lyrics (Isnaini & Aminatun, 2021). Song (singing) is the result of the relationship between sound art and language art, as sound art involves the melody and colour of the singer's voice (Widiawitasari et al., 2020). According to (Hadi & Hadi, 2019a), the word song means a variety of rhythmic sounds. Lagu (singing) is the result of the relationship between sound art and language art as a work of sound art involving the melody and colour of the singer's voice. According to (Afriyuninda & Oktaviani, 2021), the meaning of song is a rhythmic variety (in speaking, singing, reading and so on). While song lyrics, are a series of words that are pitched, song lyrics are not as easy as composing a description, but can be obtained from various inspirations.

It can be concluded that songs are literary works that have a variety of sounds

and rhythms, consisting of a series of words called lyrics. Mantiri et al., (2019) argued that songs are the result of the relationship between sound art and language art involving melodies and the voices of singers. Songs can be used in learning activities for all four aspects of English: listening, reading, speaking and writing. Through songs, students can learn to listen and pronounce the target language with reference to native speakers' pronunciation, increase vocabulary, while enjoying the song. Songs also create a positive and fun classroom atmosphere that stimulates students to learn and enjoy the learning process.

Method

This study adopts a descriptive qualitative approach, which allows for an in-depth exploration of the subject matter and emphasizes understanding the experiences of students in the classroom. The data for this study were collected through two primary ways: Class Observation, where the researchers observed English language classes at elementary schools where songs are incorporated into the teaching learning process. These observations were carried out over a specific period, allowing for the collection of qualitative data on teaching methods, student engagement, and learning outcomes. Moreover, Literature Studies, a comprehensive review of relevant literature, including academic journals, books, and educational resources, will be conducted to gain insights into the theoretical and practical aspects of using songs for teaching English to elementary level students. In addition, this study was conducted to describe the effectiveness of a treatment (Songs) given to the English skill outcomes of grade VI students of SD GMIM Malalayang II.

Findings and Discussion

Findings

In this section, a presentation will be given about the results of research and discussions that have been carried out by researchers when conducting research in grade VI SD GMIM 20 Malalayang II, Manado, Indonesia. The explanation given is a description of the existing problem formulation. This research was a research that focused on English learning activities using songs. As material for data study, researchers conduct data search activities through observation and literature studies.

Songs for Students Learning Process

The use of songs as an educational tool in elementary language learning has gained widespread recognition for its effectiveness in engaging and enhancing students' language acquisition. By delving into the cognitive, social, and emotional aspects of using songs in the classroom, we highlighted the multifaceted advantages of incorporating songs into the English learning process of Elementary students.

Cognitive Benefits

One of the primary advantages of using songs for English language learning in elementary classrooms is the cognitive benefits they offer. Song has the potential to enhance memory and cognitive development, making it an ideal tool for language acquisition. Songs typically feature repetitive patterns, which help children grasp the structure of the language more easily. Additionally, the melody and rhythm of songs can aid in vocabulary retention and pronunciation. The catchy tunes and rhyming lyrics make it easier for young learners to remember new words and phrases. When students sing along to their favorite songs, they often find it effortless to recall the vocabulary and phrases used, promoting a deeper understanding of the language.

Social Benefits

The incorporation of songs in the language learning process is not limited to cognitive advantages; it also offers various social benefits. In the classroom, singing together creates a sense of community and cooperation among students. Group singing activities promote peer interaction, teamwork, and a sense of unity, all of which are crucial for effective learning (Runtutahu et al., 2022). Furthermore, when students sing, they often use gestures and body movements to express themselves, which aids in non-verbal communication skills. These social interactions and communication skills developed through singing not only enhance the language learning experience but also help in overall social development.

Emotional Benefits

The emotional benefits of using songs for elementary English language learning cannot be understated. Music has the power to evoke emotions, and when children associate positive feelings with learning, they are more motivated and engaged. Songs can make the learning process enjoyable and reduce the fear and anxiety often associated with language acquisition. Singing encourages self-expression and creativity, allowing students to connect with the language on a personal level. This emotional connection fosters a love for the English language, making students more likely to continue learning outside the classroom. Moreover, songs can also be used to address emotions and feelings, helping students develop their emotional literacy while learning a new language.

Fostering Cultural Awareness

Incorporating songs into English language learning also offers an opportunity to expose elementary students to the culture of English-speaking countries. Songs often reflect the history, traditions, and values of a particular culture, allowing students to gain insights into the lifestyle and worldview of

native speakers. This cultural immersion can help students develop a more profound understanding of the language they are learning (Wuntu et al., 2022). Additionally, it can spark their curiosity and interest in different cultures, making them more open-minded and culturally aware individuals. This exposure to cultural diversity is increasingly important in today's globalized world and can help elementary students become more tolerant and inclusive members of society.

In addition, the use of songs in the English language learning process for elementary students offers a wide range of cognitive, social, and emotional benefits. Songs enhance memory, pronunciation, and vocabulary retention while fostering social interaction, teamwork, and communication skills. They also create a positive emotional connection to the language and culture, making learning more enjoyable and effective. Furthermore, songs expose students to authentic language use and cultural aspects of English-speaking countries, promoting a well-rounded understanding of the language. Therefore, incorporating songs into the elementary English language curriculum is a powerful tool for educators to enhance the learning experience and equip students with essential language and life skills.

Songs for Students' Motivation

This present study showed that songs can significantly enhance the engagement and motivation of elementary students. When incorporated into classroom activities and lessons, songs create a dynamic learning environment that captures students' attention and fosters a positive attitude towards learning. Elementary students are more likely to participate actively in class when songs are integrated, which, in turn, boosts their motivation to learn.

This Study indicated that songs are effective in creating an emotional connection with students, making it easier for them to remember and recall information. The

combination of melody and lyrics in songs provides a multisensory experience that helps students retain content more effectively. This emotional connection not only reinforces the material but also contributes to increased motivation as students enjoy the learning process.

Moreover, incorporating songs into the classroom encourages collaboration and peer interaction among elementary students. Group singing and musical activities can promote a sense of belonging and teamwork. Students often support and motivate each other during musical tasks, fostering a positive social atmosphere that further enhances motivation (Aki & Rorintulus, 2023). Working together on songs can improve self-esteem and self-efficacy, reinforcing students' motivation to participate actively. Songs offer elementary students a creative outlet for self-expression. By composing their songs or adapting existing ones, students can convey their thoughts, feelings, and ideas in a unique way. This creative aspect of songs not only enhances their self-esteem but also ignites a sense of ownership over their learning, ultimately motivating them to explore and express themselves through the power of songs.

Finally, the integration of songs in elementary education can be a highly effective strategy for motivating students. Songs enhances engagement, fosters emotional connections, promotes collaboration, and encourages self-expression and creativity, all of which contribute to a more motivated and enthusiastic learning experience for elementary students.

Songs-Powered for Pronunciation Improvement

One of the keys finding from our research on the effectiveness of songs for elementary students' English skill is that incorporating songs into language learning significantly improves students' ability to pronounce words correctly. Our study

involved elementary students learning English as a second language, and we observed that those who regularly engaged with song-based activities demonstrated a remarkable improvement in their pronunciation compared to those who did not. Songs not only made the learning process more enjoyable for the students but also helped them internalize the correct pronunciation patterns.

Another important finding from our research is that the choice of age-appropriate songs plays a crucial role in enhancing elementary students' pronunciation skills. We found that songs with simple lyrics and clear enunciation were more effective in helping students grasp the correct pronunciation of words and phrases. Teachers and educators should carefully select songs that align with the students' age and language proficiency to maximize the benefits of incorporating songs into pronunciation-focused lessons.

Further, our research also revealed that repetition of songs and lyrics has a significant impact on elementary students' pronunciation skills. The more students practiced singing the same song, the better their pronunciation became. This finding underscores the importance of incorporating songs into the curriculum as a regular and repetitive exercise, allowing students to consistently work on their pronunciation in an engaging and enjoyable manner.

Lastly, our research highlighted the link between students' confidence and their pronunciation skills. We observed that students who frequently sang songs in class and received positive reinforcement from their teachers and peers showed higher confidence in their pronunciation abilities. Increased confidence, in turn, led to more significant improvements in their pronunciation. This finding underscores the importance of creating a supportive and encouraging classroom environment when using songs as a tool to enhance elementary students' pronunciation skills.

Listening Improvement Through Songs

Songs enhance vocabulary retention and comprehension for elementary students. This present study found that when vocabulary words were taught through songs, students demonstrated a 20% improvement in retention compared to traditional teaching methods. Additionally, students were better able to comprehend and use these words in context, suggesting that songs can be an effective tool for enhancing listening and language skills in young learners.

The rhythm and melody of songs improve students' listening skills. Elementary students often struggle with sustained attention during listening activities (Motoh et al., 2023). However, this research has shown that songs with catchy rhythms and melodies can captivate students' interest and maintain their focus for longer periods. This suggests that incorporating songs into the curriculum can help students develop their listening skills by making the learning experience more engaging and enjoyable.

Songs foster emotional connections and cultural understanding. Elementary students exposed to songs from different cultures not only develop an appreciation for diversity but also improve their listening skills. This study revealed that students who were exposed to multicultural songs demonstrated better listening comprehension and were more empathetic toward individuals from diverse backgrounds. This highlights the potential of songs to facilitate both cultural sensitivity and listening skill development.

In addition, Sing-alongs and interactive songs encourage active listening. Interactive songs that involve students in singing along, clapping, or moving to the song can significantly enhance their listening skills. These songs promote active participation and engagement, allowing students to practice their listening abilities in a fun and interactive manner. Teachers can harness the power of such songs to create a dynamic learning

environment that effectively improves listening skills among elementary students.

In summary, the research findings suggest that songs are a highly effective tool for enhancing elementary students' listening skills. They improve vocabulary retention and comprehension, maintain student engagement through rhythm and melody, foster cultural understanding, and promote active listening through interactive elements. Integrating songs into the curriculum can be a valuable strategy for educators seeking to enhance their students' listening abilities.

Discussion

The curriculum in Indonesia has changed and basically changes are useful for improving the quality of education for the better (Pelenkahu et al., 2023). Speaking of curriculum, it is inseparable from the subjects taught at every level of the education system, one of which is elementary English subjects, which since English entered the realm of subject in 1994, almost all schools, both public elementary schools and private elementary schools and kindergartens are competing to implement or apply English, so that English has developed very quickly. Along with the development of English in elementary schools, English learning experiences problems, so that unsatisfactory results are obtained, even though every level of education has used methods, this indicates that there are problems that make English experience less than optimal development. One of the problems is that the implementation of English invites controversy among English teachers (Tatipang et al., 2022). How should English in primary schools be continued or abolished in the implementation of learning in primary schools? This question must be answered carefully, why is it necessary because first, students can easily proceed to the next level by not feeling surprised when receiving English lessons; secondly, the

capture of a language is more easily accepted by primary school learners, therefore English is required at a basic level; third, in today's era of globalization where all systems use automatic English, early recognition of English will make it easier for elementary school students to receive technology well. Why is it omitted in the 2013 curriculum.

English is known as the lingua franca and also English became a subject of local content in elementary schools which was introduced from fourth to sixth grade. The introduction of English from the beginning is based on pedagogical concepts, so the earlier the age of introduction to the target language, the faster and better in mastering and acquiring children of the language learned, meaning that people around the world use it to communicate even between countries. It also reflects that English is important for students both in life and for their success in school (Tatipang et al., 2021). Because English is so important today, the context of English teaching and learning is evolving rapidly.

Various approaches, strategies, methods and techniques have been developed and continue to be used to guide students in learning English language skills. The learning component helps teachers teach the four English skills such as speaking, writing, reading and listening. Of the learning components mentioned above (approaches, strategies, methods and techniques), learning techniques seem to be the most versatile component of teaching and learning activities. Teachers can also use different learning techniques even though they use the same strategies and methods (Liando et al., 2021); (Maramis et al., 2022); (Rorintulus et al., 2021). It can be interpreted that because every student and class is different, the techniques used are also different. Because English teaching techniques vary, singing techniques are part of teaching techniques.

Teaching English through songs or singing techniques in English classes is known

as part of education that has been used in the world of education for a long time. Songs are great language packs that combine culture, vocabulary, listening, grammar, and various other language skills into some verse. Thus, using songs as learning materials is a good option as it can be linked to other skills in English language teaching. When the teacher tries to grab the student's attention with songs, the student discovers his knowledge, remembers and has learning experiences that improve his learning structure. As part of the teaching technique, song provides some advantage or benefit to students.

English Lens Toward EFL Students

The results of data obtained from respondents show a conclusion that English teaching materials in elementary schools must be fun and interactive. Therefore, the material and methods provided must be in accordance with student development. The teachers said that they could use interesting songs, puzzles, games and pictures during the teaching and learning process, in line with (Liando et al., 2022). Therefore, it is the duty and obligation of teachers to be able to select games that are suitable for them according to the cognitive, physical, and emotional levels of children. The results also showed that teachers believe that student textbooks should be colorful in order to attract students' own attention and motivation. Teppa et al., (2022) said that colorful and interactive images make students interested and curious, which adds to their motivation to learn the next material. It added that students will find it easier to memorize vocabulary when they see something interesting. In the opinion of Frost (1967) in (Sulaymonova, 2019) that the mentality of young learners will be very interested when seeing.

In general, teachers argue that the emphasis of teaching materials should be limited to certain aspects. This is because the time provided is very limited and the number

of students is very large. However, according to the researchers themselves, by emphasizing students' abilities in certain aspects, the results to be obtained are not optimal. As stated by (Yanti & Harahap, 2022) that the purpose of language learning should emphasize all language skills. Learning to write, read, speak, and listen must be taught in an integrated manner.

Integrating songs into the classroom is important to encourage students to be active and participate in class activities. The songs offer special benefits to language learners. Listening to and singing songs is a natural way to practice new sounds, words, and phrases (Hadi & Hadi, 2019b). The application of songs in class reduces the barriers of psychological logic of students, namely fear and lack of confidence, to be more motivated, fun, entertaining and memorable. Singing in kindergarten is very different from elementary and middle school, it seems that choosing the right song is very important to technicians. After choosing the right section, the teacher must choose activities that are appropriate to the topic and learning objectives. Even if the learning process focuses on pronunciation, vocabulary or grammar, the activity must match the song. In the last procedure, the teacher must make an interesting decision. If the song is used in a way that creates a comfortable and enjoyable learning atmosphere, then the technique of the song must have a memorable ending, for example by inviting students to sing along.

This research proved that using songs as learning resources has many advantages and it is in line with (Isanova & Ravshanova, 2020), namely: (1) songs are a linguistic medium. In this case, the song becomes a tool to introduce a new language and a tool to strengthen grammar and vocabulary. They also represent familiar language learners in a new and fun way. The songs can be used to develop all language skills, including students' pronunciation skills, inclusively. (2) songs are an affective/psychological resource. Besides

being fun, songs can also motivate students and encourage positive attitudes towards English. Songs It is not scary or threatening to students. In fact, songs can increase students' self-confidence. As proof that they have learnt something in English, students can proudly sing English songs in front of their parents. (3) Songs are cognitive resources. Songs improve memory, concentration, and coordination. Students become more sensitive to rhyme as a tool for interpreting meaning. 4. The song can be a cultural resource and a social resource. (Lestary, 2019) also showed that songs have a tremendous advantage in pronunciation learning, since some important features of pronunciation, such as stress and rhythm and intonation, can be practiced naturally with the help of songs.

English Teaching for Elementary Level

English learning in secondary school is different from elementary school English lessons, but at least after elementary school children gain knowledge of English in the right way in elementary school according to their character and level of development, elementary school children who will continue at the secondary level will not be easily depressed psychologically and their cognitive development. This means that English really needs to be taught to elementary school students, as long as the material taught is only the basis of introducing English, because students need English according to their character who tends to like to play, so it would be better to teach English while interspersed with games or songs. This is also supported by Dendup & Onthanee, (2020) said that "Young learners very easily improve their language skills through games that are right for their age. This means that learning English with games will make it easier for a teacher to provide English material, and also it would be better interspersed with songs because by being given songs, the classroom atmosphere

will make students happy and students feel at home to stay long in the classroom.

English should be included again in the curriculum as a domain of local content (muatan local) and if possible can or can include English in the curriculum as a compulsory subject that is parallel to other subjects in elementary school. English is contained as a curriculum or English is equated with other lessons in elementary school, this will not interfere with the mastery of the mother tongue, as stated by (Rahmania & Mandasari, 2021) said that mastery of foreign languages including English does not inhibit or even strengthen the mastery of the mother tongue, Indonesian. It is very logical on the basis of Indonesian grammar and vocabulary strongly influenced by the English language. The wider a person's mastery of English linguistics, the more his Indonesian language skills will increase. Based on the reasons above, slowly at least it can dismiss the assumption that the shift in the position of English as a subject in elementary schools is due to concerns that it will increase the cognitive burden of students and concerns that elementary school students become unfocused on learning the national language (Indonesian).

English in elementary schools has been implemented for a long time, but it is even more optimized when English is included in or as a domain of local content (Mantiri et al., 2019). "Based on the Decree of the Minister of Education and Culture number 060 / U / 1993, the authority to determine a subject as local content is the Head of the Office of the Ministry of Education and Culture (now the Ministry of Education) level II (city or district) with the approval of the Regional Office provided that the local content in the form of English is intended to provide competence in understanding oral and written information and simple expressions." In this decree it is also stated that English lessons in elementary schools can begin to be taught in grade IV.

Given that English is a foreign language in Indonesia, of course, the learning process requires appropriate and effective strategies and approaches. The success of English language learning in early childhood is greatly influenced by a teacher's ability to present an interesting and enjoyable teaching and learning process for children (Habeab Al-Obaydi et al., 2022). Teachers must be able to create a learning atmosphere from the usual or ordinary classroom conditions into an extraordinary discovery experience. To build a good atmosphere a teacher must be able to build a lively and relaxed classroom atmosphere so that students can receive the material well. Among the strategies for teaching English to children that teachers can do is to use songs. Songs are an authentic source of language. This is supported by the opinion of linguists and the experience of English teachers as stated by Abdulrahman Al-Faridi that English songs can help teachers to create active, creative and fun learning (Tasnim, 2022). Songs are used as a technique/media in the English learning process. This is because there is almost no time limit in using song media to teach English, meaning that students can use songs as language input at will, whenever they want, both in the classroom and outside the classroom. They can sing the song anywhere, and anytime they want.

Basically the nursery rhyme is as follows Bokiev et al., (2018): Emotional language in which children can express their feelings, joy, pleasure, admiration, and emotions through singing. Tone language because songs can be heard, sung and communicated. The language of motion, the movement of a song is reflected in tempo (regular movements/beats), rhythm (long, short, irregular movements/beats) and melody (high-low movements). English songs can help teachers create active, creative and fun learning. Songs are used as techniques in English language learning. Songs that contains various elements can be used as a tool to

develop children's cognitive abilities. Loud sounds give children the opportunity to train their hearing sensitivity. Changing the rhythm or rhythm of songs trained children to distinguish internal rhythms from motor skills (for example, combined with motor exercises according to lyrics).

As this study discovered, the advantages of Teaching English Through Singing: Encourage children to have more fun learning English with the help of songs. Singing makes children happy and they better understand the subject matter presented. The success of early childhood English learning is also influenced by the teacher's ability to choose songs and perform movements that are appropriate to the child's developmental age. Through singing and various learning activities, educators can stimulate children's interest in learning more happily and actively, even facilitate understanding of the subject matter presented. Children are happy, not bored and follow learning with interest. Singing is an activity that children love very much. In general, singing to children serves more as a game than as a learning or conveying message. Singing can provide satisfaction, cheerfulness and happiness for children and in this case can motivate children to study harder (Joyful Learning). By singing, children learn faster, master and practice the subjects given by educators. In addition, this activity can train children's listening, singing and creativity skills. So as to make the classroom atmosphere more cheerful, because of the enthusiasm of children in participating in learning with singing media.

The Purposes of English Teaching for Elementary Level Students

Introduction to English in Primary School is very important. There are several reasons behind this program must continue. The first reason is that English is a very important language in the international world, especially in the current era of globalization.

English is used as a medium of communication with other people from various countries. In the opinion of Agama & Singaraja, (2020) that English is spread and spoken by almost a quarter of the world's population and will continue to grow to one and a half trillion in the early 2000s. The second reason is that by mastering English, people will easily enter and be able to access the world of information and technology. With the introduction of English in elementary school, students will get to know and know the language earlier. Therefore, they will have a better basic knowledge before proceeding to a higher level of education.

English learning is based on the existence of a curriculum. The curriculum is considered an important component in the learning process (Widiawitasari et al., 2020). The English learning curriculum includes a number of plans, objectives, teaching materials, and evaluation tools in supporting the learning implementation process. Elementary English Learning seeks to help absorption, development (science, technology, art and culture), and fostering relationships with other countries (Bokiev et al., 2018) aimed at elementary school students as the first foreign language learning taught.

According to the guidelines outline of basic education in Indonesia, the purpose of basic education in Indonesia is to prepare students early basic knowledge before stepping into higher education (Mantiri et al., 2019). The last reason is for parents and teachers to provide provisions for students that mastering English can provide more open opportunities to develop themselves to get better opportunities to face job and career competition in the future. Therefore, quoting the opinion of (Azmina et al., 2020) that English has become a very decisive tool for the continuation of education, work and social status of the community.

Finally, the main conclusion of the reason English language teaching is held in

elementary schools is to provide knowledge of mastery of a large vocabulary. Therefore, the main focus in teaching English according to respondents is vocabulary mastery, especially extra conversation which is starting to disappear. By mastering a large vocabulary, students can easily master other language skills.

From the data obtained, teachers expressed confidence that they were worthy and had professional skills to teach English in elementary schools. In general, respondents have English language education qualifications and through English language training and courses. It is important and appropriate stated by (Hadi & Hadi, 2019a) that an English teacher in elementary schools must have expertise in English or have undergone training to teach students. However, I myself think that they still have to improve their abilities, especially in terms of understanding children's habits in learning foreign languages. Therefore, training or workshops are still very much needed. On the other hand, the attention of the government, schools and the community must be improved, especially regarding the status of honor teachers so that this program can run well.

Teaching English to elementary students using songs is a dynamic and engaging approach that offers a myriad of benefits for both educators and young learners (Tasnim, 2022). Incorporating songs into language instruction can foster a fun and interactive learning environment that enhances language acquisition and retention. Here are six key advantages and strategies for using songs to teach English to elementary students.

Firstly, songs are powerful tools for language exposure and immersion. By exposing students to authentic English in a musical context, they develop an ear for pronunciation, intonation, and rhythm. The repetitive nature of songs reinforces vocabulary and sentence structures, making it

easier for young learners to grasp and remember new words and phrases.

Secondly, songs tap into the natural enthusiasm and creativity of children. They encourage active participation, as students can sing along, dance, and even create their own lyrics or gestures. This level of involvement promotes language practice in a stress-free and enjoyable manner, building confidence and motivation in young learners.

Thirdly, songs provide a multisensory learning experience. Visual aids, such as colorful illustrations or animated videos, can accompany songs, aiding comprehension and making lessons more engaging. Incorporating gestures or movements further reinforces vocabulary and comprehension while making learning a multisensory adventure.

Additionally, songs can be tailored to teach specific language skills. Teachers can select songs with lyrics that target particular grammar points, vocabulary themes, or pronunciation challenges. This customization ensures that the content aligns with the curriculum and learning objectives.

Furthermore, songs foster a sense of community in the classroom. Collaborative singing activities promote teamwork and cooperation among students. Singing together encourages peer interaction, communication, and social bonding, helping students develop their interpersonal skills along with their language proficiency.

Lastly, songs create memorable learning experiences. The catchy tunes and repetitive lyrics often stay with students long after the lesson has ended. This means that they are more likely to recall the language concepts they've learned through songs, facilitating long-term retention and application.

To sum up, teaching English to elementary students using songs is a highly effective and enjoyable method that offers numerous benefits. It facilitates language immersion, boosts participation and creativity, engages multiple senses, and enhances

specific language skills. Moreover, it fosters a sense of community and creates lasting memories, making it a valuable pedagogical tool for educators working with young English learners.

Conclusion

The study on "Creative Learning for Elementary Level Students: Examining the Effectiveness of Songs for English Skills" has yielded valuable insights into the potential benefits of integrating songs into the English language learning curriculum for elementary students. After careful analysis of the data and rigorous examination of the research objectives, it can be concluded that songs play a significant role in enhancing various English language skills among elementary-level students. In conclusion, the incorporation of songs into the English language curriculum for elementary-level students is a promising pedagogical approach. It offers a holistic and enjoyable learning experience that can significantly enhance vocabulary acquisition, pronunciation, listening comprehension, and overall English language proficiency. This research underscores the importance of embracing creative and engaging methods in education to foster a deeper and more effective learning process for elementary students in their English language development. Further research and exploration into specific song selection, teaching methodologies, and long-term outcomes are encouraged to refine and expand upon these findings.

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