

Teyl by Using Songs and Games in Students' Learning Motivation

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ABSTRACT

This study aimed at finding out whether the use of songs and games in teaching English to young learners give an effect in students' learning motivation at MI Brawijaya Trowulan, Mojokerto. In order to achieve the goal of the study, quasi experimental design was utilized. In this study was used 2 classes as the sample, they are experimental group and control group. The questionnaires were used to collect the data. Then the data were analyzed by using Analysis of Covariance (ANCOVA) through SPSS 24. In the process of English teaching learning, the researcher applied 2 songs which are "Jobs Song" and "Eat and Drink All Day Long" and 2 games which are "Suit Game" and "The Mime Game". The study revealed that TEYL by using songs and games could make young learners enjoy and feel fun the learning process, enthusiastic, become confident to perform, and involved to be participant. Consequently, the result of this study has enhanced the students' learning motivation.

Keywords: TEYL; Games; Songs; Students' Learning Motivation

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INTRODUCTION

The primary foundation for the development of children's cognitive abilities, skills, and character is basic education (Kasmiati, 2025). During this phase, the role of educators is essential in the establishment of a learning environment that is both pleasurable and conducive. The readiness of educators to develop learning processes that are suitable for the characteristics of early childhood learners is a determining factor in the establishment of a positive educational environment, in addition to the physical facilities. This is consistent with Vygotsky's perspective, which underscores the impact of social interactions and the environment on the development of children, including the teaching strategies employed by educators (Usman et al., 2024).

Teaching elementary school pupils, particularly in the context of foreign language acquisition, such as English, cannot be compared to teaching adolescent or adult learners. Young children exhibit distinct cognitive and social characteristics, necessitating a more creative and diverse approach, as they are easily distracted and rapidly become bored (Bakhsh, 2016). This situation necessitates that teachers possess a comprehensive understanding of the subject matter, as well as a comprehension of child development psychology. They must also be capable of establishing a learning environment that is reminiscent of the natural world of children, which is characterized by music, play, and imagination.

English language proficiency has emerged as an indispensable skill that necessitates early acquisition in the current era of globalization (Lubis et al., 2024). In a variety of disciplines, including economics, science, technology, and communication, English has emerged as the international language. Consequently, the implementation of English in elementary schools is a strategic measure to equip students with the necessary skills for the future (Daar, 2021). Nevertheless, despite the growing recognition of the necessity of English proficiency, its implementation at the elementary school level in Indonesia continues to be plagued by a variety of pedagogical and systemic issues.

The primary challenge in the acquisition of English in elementary schools is the distribution of teachers' levels of proficiency. Traditional methods, such as memorizing vocabulary and grammar, are often employed by classroom instructors who lack a background in English education, rather than communicative approaches that are more appropriate for children (Sulistiyo et al., 2017). The absence of professional training in the instruction of English to young learners (TEYL) further exacerbates this situation. Conversely, English is still classified as a local subject in numerous educational institutions, which leads to a restricted and inconsistent time allocation. The material that is taught is frequently non-contextual, lacks interaction, and is only provided once a week (Zein, 2017), which is insufficient for the development of fundamental language skills.

Additionally, the scarcity of educational resources and media presents a substantial obstacle. In rural areas, numerous schools lack access to interactive teaching materials, including songs, activities, and audiovisual media, that are suitable for the visual, kinesthetic, and auditory learning styles of children (Cameron, 2001). The absence of engaging media results in a monotonous learning experience, which in turn diminishes students' interest and concentration. Consequently, numerous students experience language anxiety (Young, 1991), as a consequence of English's perceived difficulty and ambiguity (Zuhdi, 2020). Teachers must establish an enjoyable learning environment, foster students' emotional engagement, and foster their self-assurance in the use of English.

Teachers must devise learning strategies that can pique students' interest and motivation in order to address these obstacles. The utilization of activities and songs in the acquisition of the English language has been demonstrated to be an effective method. Songs are not only a source of entertainment, but also a linguistic medium that assists students in the recognition of sounds, intonation, and the expansion of their vocabulary (Ranggen, 2016). These songs can establish a comfortable and pleasurable learning environment, which in turn facilitates the natural internalization of language. Songs have been demonstrated to enhance student engagement and motivation in the classroom in numerous studies (Tirtayani et al., 2017).

Educational activities have also been shown to be effective in enhancing student engagement in English instruction, in addition to songs. Games can generate enjoyable challenges without imposing pressure, as well as offer students the opportunity to express themselves freely, think critically, and collaborate (Jafarian & Shoari, 2017). Additionally, Sari (2018) asserts that games not only enhance motivation but also facilitate mastery of the material by virtue of a contextual and communicative approach (Sari, 2018). This approach is consistent with Krashen's (1985) affective filter theory, which underscores the significance of a positive emotional environment in the acquisition of language skills (Krashen, 1985).

Given this context, the researcher was eager to investigate the potential of songs and activities to enhance students' motivation to learn English at MI Brawijaya, Trowulan, Mojokerto. The objective of this investigation is to assess the efficacy of this approach in fostering a more gratifying and meaningful learning experience that promotes active student engagement in the language acquisition process. It is anticipated that the results of this study will facilitate the creation of English learning strategies that are more contextual and child-friendly, as well as address the genuine challenges in basic education in Indonesia.

METHOD

This study employs a quasi-experimental design, a type of experimental design that is frequently employed in educational research when researchers are unable to thoroughly randomize participants. This design enables researchers to compare the results of two groups: the experimental group that receives treatment and the control group that does not receive treatment (Sugiyono, 2018). This design was selected due to its ability to quantitatively quantify the impact of the treatment on the dependent variable, with the data subjected to statistical analysis. This method offers a structured framework for evaluating the efficacy of an intervention in an actual classroom setting.

All fourth-grade students at MI Brawijaya Trowulan, Mojokerto, comprised 64 students in this study. The students were divided into two sections, each with 32 students. The entire population was employed as the sample, and the researcher employed non-probability sampling techniques, specifically saturation sampling. Pre-test and post-test questionnaires with identical items were implemented to evaluate modifications in student motivation prior to and subsequent to the treatment. This study employed parametric statistical tests for data analysis, provided that the fundamental assumptions were satisfied, including normality, homogeneity, and linear regression tests. In order to ensure that the analysis results were more precise in demonstrating the treatment's impact, the hypothesis was tested and confounding variables were controlled for using analysis of covariance (ANCOVA).

RESULTS AND DISCUSSION

The research was conducted to investigate how teaching English to young learners by using songs and games give an effect in students' learning motivation at MI Brawijaya Trowulan, Mojokerto. The researcher analyses the data from both the experimental group and control group by using IBM SPSS Statistics 24 windows program. The result of ANCOVA test were presented below:

Table 1. Tests of Between-Subjects Effects

Tests of Between-Subjects Effects						
Dependent Variable: Post-Test						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pre-Test	718.762	1	718.762	66.853	.000	.523
Technique	9476.840	1	9476.840	881.456	.000	.935

a. R Squared = .945 (Adjusted R Squared = .943)

Based on the table above, the significance value of technique is 0,000 which is lower than 0,05. (Alpha 0,05). So, there is a statistically significant difference between experimental and control group, when adjusted of covariate that is pre-test score. In other words, H0 (Null Hypothesis) is rejected and HA (Alternative Hypothesis) is accepted.

To know which one has bigger effect, we can see from Partial Eta Squared column. Technique had 0.935 while pre-test got 0.523. To represent the effects of both variables, those values should be multiplied with 100% as follows:

Table 2. Partial Eta Squared Values and Percentage of Influence

Variable	Partial Eta Squared	Percentage Effect
Technique	0.935	93.5%
Background Knowledge	0.523	52.3%

This table presents the Partial Eta Squared values obtained from the ANCOVA test, indicating the effect size of each independent variable on the students' post-test scores. The technique using songs and games shows the highest influence, accounting for 93.5% of the variance, while the students' prior knowledge (pre-test scores) contributes 52.3%. This suggests that the teaching technique had a stronger effect on learning motivation and outcomes than background knowledge alone.

The descriptive statistics table between experimental group and control group present in the table below:

Table 3. Descriptive Statistics

Dependent Variable: Post-Test			
Class	Mean	Std. Deviation	N
Using Songs and Games Technique	88.19	4.802	32
Conventional	62.59	4.613	32
Total	75.39	13.718	64

According the table above, it showed the students who were taught an English language by using "Songs and Games" had better achievement than students who were taught English without "Songs and Games". It could be seen at mean table that the mean score of experimental class was 88.19 and control class was 62.59.

The findings of this investigation suggest that the utilization of activities and songs in the instruction of the English language significantly enhances the motivation of elementary school students to learn. The experimental group and the control group exhibit a substantial difference, as indicated by the ANCOVA test results, with a significance level of 0.000 ($p < 0.05$). This suggests that the learning treatment utilizing songs and activities has a statistically significant impact on the learning outcomes of students, even after controlling for pre-test scores. The learning technique's contribution to the improvement in post-test results was 93.5%, as indicated by the Partial Eta Squared value of 0.935. Conversely, the pre-test's influence was only 52.3%. This implies that the enjoyable and interactive learning approach significantly enhances learning outcomes, surpassing the influence of the students' academic background.

This discovery is corroborated by the descriptive analysis results, which indicate that the experimental group's average post-test score of 88.19, which was significantly higher than the control group's average of 62.59, was achieved through the use of songs and activities. This enhancement illustrates that instructional

strategies that prioritize student engagement and enjoyment can establish a more conducive learning environment. Songs and activities offer cognitive and emotional stimuli that enhance the language acquisition process, particularly for young children who are still in the concrete-operational stage of development. (Cameron, 2001) posits that language learning approaches for children should be based on enjoyable activities and direct experiences, which is consistent with the fact that children are more likely to take lesson material when it is presented in a contextual and engaging manner.

In addition, this methodology is founded on a robust theoretical framework in the field of second language acquisition. Krashen's (1985) Affective Filter Hypothesis is one of these, which posits that language acquisition is facilitated by low anxiety and high motivation (Krashen, 1985). This affective filter can be reduced by songs and activities, resulting in a stress-free and enjoyable environment. This is pertinent to (Young, 1991) concept of language anxiety, which posits that anxiety is the primary impediment to the acquisition of a foreign language. Ultimately, the language acquisition process is expedited by the students' increased confidence and willingness to take risks in speaking English, which is fostered by a light and enjoyable ambiance.

Moreover, the acquisition of the English language at the elementary school level is frequently impeded by a lack of resources, teacher skills, and learning time. Zein (2017) and Sulistiyo et al. (2017) emphasize that the methods employed in classrooms are still traditional and less communicative due to the fact that a significant number of teachers lack formal English language education credentials (Sulistiyo et al., 2017; Zein, 2017). In this context, the utilization of games and songs is not only a practical and effective pedagogical solution, but also one that can be implemented by instructors with minimal training. Songs and games are adaptable, can be customized to meet the requirements of students, and do not necessitate sophisticated equipment. This is especially crucial for educational institutions situated in regions with restricted resources.

This research is also substantiated by prior research. The motivation and pronunciation skills of elementary school pupils can be improved through the use of songs (Džanić & Pejić, 2016). Games have the potential to enhance vocabulary mastery and increase students' enthusiasm for speaking (Rahmah & Astutik, 2020). In contrast, Aguirre et al. (2016) underscored that melodies have a beneficial impact on the active engagement of students in the classroom (Aguirre et al., 2016). In addition, Hazar (2020) and Budasi et al. (2020) endorsed the efficacy of digital media, including PowerPoint activities, in enhancing student engagement and academic performance (Budasi et al., 2020; Hazar, 2020). These results collectively illustrate that song- and game-based methods are effective English language learning methods at the elementary level and have strong empirical validity.

This strategy is consistent with Vygotsky's Zone of Proximal Development principle, which posits that children learn most effectively when they are supported through social interaction and collaborative activities, from the perspective of child development (Fadillah et al., 2025; Usman et al., 2024). The interaction between students and instructors is naturally facilitated by songs and games. Due to the fact that children's concentration spans are limited to 10 to 15 minutes (Brown, 2001), it is common for monotonous learning activities to easily lose students' attention. This issue can be resolved through the use of songs and activities. In general, the results of this study have significant implications for the development of the English language curriculum in elementary schools. Empirical evidence indicates that children prefer communicative, activity-based, and enjoyable learning, which is also more effective in enhancing learning outcomes.

CONCLUSION

According to the findings of a study carried out at MI Brawijaya 1 Trowulan, Mojokerto, the usage of games and songs improves students' motivation for studying English. This method has demonstrated efficacy in fostering an enjoyable educational environment, enhancing student engagement, and facilitating comprehension of the content, particularly regarding vocabulary, pronunciation, and basic sentence construction. Students exhibit increased activity, emotional engagement, and enhanced confidence in utilizing English within the classroom setting. The results of the statistical analysis indicate a considerable disparity between the experimental group employing songs and games and the control group utilizing traditional approaches. The experimental class's average score is superior, suggesting that this method is efficacious in enhancing student learning results. Consequently, songs and games serve as an effective alternative learning approach that aligns with the features of primary school children. The researchers advocate for teachers to enhance creativity in this technique by adapting the types of songs or games to align with the learning theme,

while also considering the needs and proficiency levels of students to render the learning process more significant and enjoyable.

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