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, Songs and Games, Students' Learning Motivation

A. INTRODUCTION

An educational setting should have several things that must be prepared by the teacher, especially in elementary school. Good preparation would make the teacher's purpose or goal could be reached in the learning process.

Teaching young learners cannot be seen as only teaching in general. It is challenging process which needs to consider the social and cognitive development of learners. Due to young learners get distracted very fast, so teaching young learners is more difficult than teaching teenagers and adults (Bakhsh, 2016). The teachers need to create an atmosphere that resembles the one which is natural to children.

Most of Indonesian young learners feel difficult to learn English because they think that learning English should memorize vocabulary and understand grammar. Generally, many students still had trouble in learning English, they will feel bored in the classroom because it is too monotone and serious (Amala, 2019).

Motivation takes important part in teaching and learning language, especially English language. Othman and Shuqair (2013) investigate that learners' motivation greatly influences their willingness to participate in the learning process. Highly motivated students have attitude and big effort to learn and show their interest in learning. They will focus in learning and engage with the learning activities.

Based on the explanation above, the researcher concludes that as English teachers should understand what young learners need and support them in teaching English to young learners. So, an English teachers have responsibility to create an effective atmosphere for learners.

Among some various teaching methods that match with the requirements above are songs and games. Songs have a big role to help young learners' development in English (Ranggen, 2016). Songs also help students learn many vocabularies.

Supporting that opinions, some previous study found that songs could increase students' motivation and create a comfortable classroom atmosphere (Tirtayani, Magta, & Lestari, 2017). Moreover, using songs make young learners remembered a song which they had previously sung and imitated it when the teacher stood in front of the class, even young learners continued

singing although the class had finished (Aguirre, Bustinza, & Garvich, 2016).

The game is an activity which entertaining, engaging, and challenging. By using the game, students would not get bored during the learning and teaching process. Some previous studies found that games are enjoyable and challenging but not threatening. They are a nice break from the normal routine of the language class (Hidayah, 2016).

Jafarian and Shoari (2017) when students play in pairs or groups, they can recognize and evaluate the contributions of others and use their team building skills. Some classroom games focus on individuals who work to beat everyone else in the class. In addition, Sari (2018) stated the use of games in teaching English could motivated students because they get the advantages of using game.

For that reason, the researcher tried to apply songs and games in this research. Basically, this study was conducted to find out the use of songs and games in enhancing students' motivation in English learning at MI Brawijaya Trowulan, Mojokerto.

B. RESEARCH METHOD

This study used an experimental design to analyze data because it measures and quantifies the variables and data that were gained numerically and analyzed using statistical data. An experimental design is the general plan for carrying out a study with an active independent variable (Ary, et al, 2015:301).

In this research, the researcher used quasi-experimental design. In a quasi-experimental design, treatment is used in one group which is called the experimental group. While, the other

group does not apply treatment which is called the control group.

The population of this research was students at fourth grade in MI Brawijaya Trowulan, Mojokerto which is consist of 64 students, which divided into 2 classes and each class consist of 32 students. Non-probability sampling, saturation sampling technique has been chosen in this research. The instrument of this research was questionnaire. The questionnaire consist of pre-questionnaire and post-questionnaire, both of them are same.

This research used parametric statistical test which can only be used if the assumptions of the data analysis to be tested have been met, including the data used are normality test, homogeneity test, and linier regression test. Analysis of Covariance (ANCOVA) formulation was applied to demonstrate the hypothesis of the study.

C. FINDING AND DISCUSSION

FINDING

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 4.1 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:

Technique   : 0.935 x 100% = 93.5%

Background

Knowledge   : 0.523 x 100% = 52.3%

It clearly displayed that technique has 93.5% effect, then students' background knowledge has lower effect on the percentage which is 52.3%.

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

Table 4.2 Descriptive Statistics
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.

DISCUSSION

From the finding above, it could be concluded that students TEYL by using songs and games could motivate young learners, increase the

pronunciation, and make young learners enjoy, enthusiastic, and excited to speak English in the classroom. This result is in line with the research conducted by Pejic and Dzanic (2016) which applied song in teaching English to students at the elementary school. Their research showed that students felt no doubt motivated, enthusiastically participated and enjoyed singing activities and could practice their pronounciation by singing song.

Rahmah and Astutik (2020) also supported that game is effective way to help the students in learning vocabulary, young learners very excited to speak in English, feel enjoy, and become creative. In addition, using songs and games are consistenly effective to develop students English language. This research also showed more that young learners could learn grammar with simple sentence.

Due to young learners have short attention, it is only 10-15 minutes. Brown (2001:88) said that short attention happened when young learners do not have interest and must have agreement with materials, it would be too difficult for them. Using songs and games as technique in teaching English to young learners made young learners more active involving in learning process. Students at elementary school have more attention, focus and comfort to learn English when the learning process using songs and games. It made young learners enjoyable atmosphere and pleasant. It is supported by Aguirre, et all (2016) proved that the effects of songs are bigger in young learners' motivation to learn such as interest and more involved to be participant in the class. Then, they summarized that there was correlation between songs and students motivation.

D. CONCLUSION AND SUGGESTION

Finally, the researcher could be concluded that using songs and games could motivate, facilitate and be appropriate technique to teach English. Songs and games also can help to increase students' English skill. Further, in light of the study can be concluded that there is effect for teaching English to young learners by using songs and games in students' learning motivation at fourth grade students of MI Brawijaya 1 Trowulan, Mojokerto.

Therefore, the researcher in this study suggest for the next researchers be more creative to modify the technique with media or combine with any songs or games.

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