

## VIDEOTAPED CHILDREN SONG: HOW TO USE IT IN ENGLISH YOUNG LEARNER CLASSROOM?

Tita Ratna Wulan Dari<sup>1</sup>, Najela<sup>2</sup>  
Universitas Sriwijaya<sup>1</sup>, SDN 6 Talang Kelapa<sup>2</sup>  
Jalan Raya Palembang – Prabumulih Km. 32 Indralaya, OI, Sumatera Selatan  
Sur-el:titawulandari@fkip.unsri.ac.id<sup>1</sup>, najelaaharis@gmail.com<sup>2</sup>

### Article info

#### Article history:

Received:03-03-2023

Revised :14-04-2023

Accepted:29-04-2023

### ABSTRACT

*Though technology is advancing, English children songs are still favourable to use in the classroom activities, especially for young learners. Unlike books, audio recordings, and pictures, videotaped songs allow users to cover different learning styles simultaneously. To optimize this advantage, a teacher needs to know how “videotaped children song” can be applied in classroom activities. Therefore, this study aims at revealing the effective ways which users can do during the teaching and learning process. Qualitative design with library research method and descriptive technique was applied in this study so that the writer collected prominent information from primary resources available online or offline. All data were taken through document analysis. The writers found that videotaped children songs can help students in several ways, namely improving vocabularies and practicing the four skills. The study also described some potential problems of using videotaped songs in classroom and their possible solutions.*

### Keywords:

*Young*

*learners,*

*Videotaped children songs, learning styles,*

*Qualitative design,*

*Library research.*

### Kata Kunci:

*Pembelajar anak-*

*anak, Rekaman video lagu anak-anak, Gaya*

*belajar, Desain*

*kualitatif, Studi*

*pustaka*

*Meski teknologi sudah sangat berkembang, lagu-lagu anak masih sangat bermanfaat untuk digunakan dalam kegiatan belajar mengajar di kelas, khususnya bagi pembelajar anak-anak. Tidak seperti buku, rekaman suara, dan gambar, lagu-lagurekaman video mengizinkan pengguna untuk membantu anak-anak dengan gaya belajar yang berbeda sekaligus. Untuk mengoptimalkan manfaat ini, seorang guru harus memahami cara menggunakan lagu rekaman video di dalam kelas. Untuk itu, penelitian ini bertujuan untuk menggambarkan cara-carayang efektif yang dapat diterapkan oleh guru selama proses belajar mengajar. Desain kualitatif dengan pendekatan studi pustaka dan teknik deskriptif digunakan pada penelitian ini. Peneliti mengumpulkan informasi-informasi penting dari sumber-sumber data utama yang tersedia secara luring maupun daring. Seluruh data dipahami melalui analisis dokumen. Peneliti menemukan bahwa lagu-lagu rekaman video dapat*

*diterapkan dalam beberapa cara, meliputi peningkatan kemampuan kosakata dan latihan empat kemampuan bahasa. Tulisan ini juga menjelaskan beberapa permasalahan yang mungkin muncul akibat penggunaan lagu rekaman video sekaligus alternatif solusinya.*

Direktorat Riset dan Pengabdian Masyarakat  
Universitas Bina Darma.

## 1. INTRODUCTION

The energetic, innovative, and creative teaching strategy is mandatory nowadays because students do not prefer a monotonous classroom. Looking back to a study from Sirait (2016), he found that the teacher's quality will positively affect students' achievement in the classroom. Therefore, it is important for teachers as the core implementers at every level of education to be aware of interesting learning tools so the classroom activities would be meaningful, challenging, and colourful for the students. The better teachers' performance in the classroom, the better students' achievement would be.

Many studies have attempted to describe the innovative, creative, and interesting tools to use for teaching activities. Asri (2015), for example, proposed smartphones to engage students' attention and participation. Other studies from Basri, Patak, Musdariah, & Abduh (2020) claimed that ILT or Innovative Learning Technology have played an active role in helping students, teachers, and even schools to maximize the process of English education. Further, Zhai & Razali (2021) described the utilization of TikTok in helping undergraduate students to improve their English oral communication competences. Yet, the writers have their own tool to propose. It is song which was proven successful enough to improve the students' vocabulary mastery, see Wulandari (2012).

It has been widely acknowledged for a considerable amount of time that incorporating songs into the teaching process is highly beneficial for students, especially young learners (Sevik, 2011; Almutairi & Shukri, 2017; Hadi, 2019). Song is a melodious text which can attract students, yet reduce their anxiety as well. Consequently, this makes songs become powerful enough to create harmonious, meaningful, and fun learning processes. Besides, videotaped-formatted songs also provide more advantages to young learners' learning experiences due to their simultaneous images, narration, and on-screen text. The more interesting and attractive learning media/tool used, the more meaningful and enjoyable the classroom will be.

Referring to Halliwell (1996), teachers must know that the children are not coming to the class empty-handed. They have already established a set of instincts, characteristics, and skills. Then, the children's instinct to play and get fun is obviously facilitated by videotaped songs. The students can learn words' meaning through images displayed. Further, they can imitate correct pronunciation by listening to the sound available. They can know how to structure sentences or phrases from on-screen text provided as well. However, the most important thing of all is videotaped songs give them fun and active environment. In this way, children can enjoy the English class, feel motivated, and participate in positive attitudes. Consequently, they must be able to develop their own English skill, comprehension, and competency.

Seeing the detailed characteristics of videotaped format, the writers agree that videotaped songs then can be useful means of teaching intonation, vocabulary, structure, pronunciation, synonymy, antonymy, listening comprehension, speaking, writing, and many others. However, teachers need to be aware that these videotaped songs are only used as a teaching and learning tool. English teachers do not teach their students to be a professional singer, yet they aim at revealing videotaped songs as media.

Furthermore, the writers think it is important to focus on young learners, age 6 – 15 years, since it is reported that young learners can accomplish their learning period better than senior high students. Therefore, the numbers of young learners are greater than high school students, see the annual survey report of Badan Pusat Statistik (BPS) Republik Indonesia in Table 1. It, ofcourse, shows the urgency of giving more attention to young learners' teaching and learning process so that the students' fruitful experiences during primary level learning can be either memorable or valuable instructions for them to perform better in the next education level.

Table 1. Completion Rate based on Education Level (2020-2022)

<i>Year</i>	<i>Elementary School</i>	<i>Junior High School</i>	<i>Senior High School</i>
2020	96,00	87,89	63,95
2021	97,37	88,88	65,94
2022	97,82	90,13	66,13

From the survey results, the writers gain a conclusion that teachers and academicians have to work together in cooperation towards a common objective, that is the improvement of Indonesian English Young Learners skills, knowledges, and competencies. Later, it is hoped the interesting experiences in learning English through videotaped songs can synchronously and positively increase the numbers of senior high school completion rate. Finally, this study might not only improve the students' English learning experiences, but also provide solution to answer completion rate problem faced by the Indonesian's government.

Responding to the above discussion, the writers designed a study to specifically describe the implementation of videotaped children song in English young learner classroom.

Therefore, the present paper aims at revealing how selected videotaped children songs can be integrated in interesting and effective ways in the English language classroom at primary school level. Besides, the writers also address what to do and what not to do regarding the use of those videotaped children songs during the classroom session.

This study is expected to give advantages to both teachers and learners. For teachers, it is hoped that this study can give them useful insight in creating a fun and active learning strategy so that they will not end up as boring teachers. Next, the students can learn English enthusiastically since they find it fun.

## **2. METHOD**

To answer this study problem, the writers have prepared a structured scheme to follow. It starts with understanding the theory of key variables, namely teaching EFL, young learners, and videotaped children songs. Next, the writers think it is important to literally stated the instruments and data analysis used in this study.

### **2.1 Teaching EFL**

Teaching could not be defined apart from learning. As suggested by Brown (2000), teaching is the process of guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Or, Gage (1963) in Rajagopalan (2019) defined teaching as an interpersonal influence in order to change the potential behaviour of another person. Further, Rajagopalan (2019) himself describes teaching as follows “a scientific process, and its major components are content, communication, and feedback. In the end, the strategy applied has a positive effect on students.” In conclusion, teaching can be defined as the process which facilitates an individual to give positive changes to another individual.

In addition, EFL is an acronym for English as a Foreign Language. In Indonesia, English is still considered as foreign language because it is not used for daily communication. Therefore, it is hard for Indonesian to gain knowledge and competency in the targeted language.

To conclude, teaching EFL means the process done by teachers to deliver content and feedback in order to help learners gaining their English competencies and skills to be used in verbal or non-verbal communication. As an EFL learner, Indonesians can start their learning journey from the early level, that is kindergarten or primary level.

Unfortunately, the teaching of English as a foreign language still faces many hurdles, especially in terms of materials and the teaching methods. These problems could cause the students' low achievement. Therefore, some attempts have been made to provide various

materials and teaching methodologies, but again teachers are still demanded to search for more methods and material to have better results. Finally, it resulted in an effort from the writers to propose videotaped children songs as an alternative tool to use.

## **2.2 Young Learners**

Essentially, children learn their first language through a process of language acquisition. This process starts with the input of sounds, phrases, and sentences from the environment. It could be from mother, father, brother, or other people. Then, this input is processed into the child's brain, called Faculties of the Mind. This process is done simultaneously until the children have achieved their first language competencies.

Seeing the process above, it is clear enough if Suryadi (2015) claimed that a young learner does not need to be forced to memorize words, understand grammar, and pronounce vocabularies to master a language. They just need to be involved in a natural, fun, active, and meaningful classroom activity because they have the best LAD (Language Acquisition Device) to support.

Based on this understanding, the writers believe that the use of videotaped children songs can help young learners acquire English language skills more effectively, efficiently, and enjoyably.

## **2.3 Videotaped Children Songs**

In this study, videotaped children songs refer to every available English children songs at store or online media. The writers only need to select them in order to meet the students' needs. Then, they only need to have certain criteria as follows.

- It is an English song;
- It has on-screen text displayed;
- It is sung by native speaker;
- It provides children-age-appropriate animation, images, and words; and
- It is legally distributed.

With the above standard, the writers can still find many resources to use. Some titles might be familiar for you, for example, Good Morning to You, ABC Musical Alphabet, Are You Sleeping?, Twinkle-Twinkle Little Star, My Bonnie, It's Small World, London Bridge, I Saw Three Ships, Wheels on the Bus, Mary Had a Little Lamb, Old MacDonald Had a Farm, If You're Happy and You Know It, Bingo, This Old Man, and Humpty Dumpty. No need to worry because you can find more titles which suit your students and learning objectives. You only need to selectively choose them.

## 2.4 Instruments

This is a qualitative study with library research method and descriptive technique. To explain briefly, library research is a type of research where data collection is done by gathering data from various literature sources. The literature being researched is not only limited to books, but also includes journals, documentary materials, magazines, newspapers, etc. Further reading about library research might be found on George (2008).

Therefore, the writers will merely discuss the data by words or sentences. There will be no numbers displayed here as data. To collect the data, the writers did literature reviews on various researches and readings dealing with teaching young learners through videotaped songs. The writers used both online and offline resources. Online references were mainly taken from journals. Meanwhile, offline references were dominantly books.

## 2.5 Data Analysis

To do data analysis and gain detailed information from the sources, the writers followed these following steps in Table 2.

Table 2. Data Analysis Procedures

<i>Procedures</i>	<i>Activities</i>
Step 1	Reading the primary reference
Step 2	Identifying the key issues of the reference
Step 3	Comparing the key issues found from the references
Step 4	Evaluating the comparison made
Step 5	Summarizing the results of evaluation to answer the <u>research problem</u>

## 3. RESULT AND DISCUSSION

From the data obtained, the writers have come to a conclusion about how to use videotaped children songs for young learners' English classroom. It includes (1) preparation, (2) suggested practical ideas of using videotaped songs, and (3) potential problems of using videotaped songs and how to solve them.

### 3.1 Preparation

The first phase that a teacher must go through is to make a plan, also called preparation. In this stage, the teacher needs to deal with the whole teaching activity in one meeting. Some guideline questions here might be useful to prepare a comprehensive and meaningful activity.

- a. What are the learning objectives?
- b. What skills do the students need to improve? Listening, speaking, reading, writing? Or even other specific knowledge, such as vocabulary, pronunciation, grammar, intonation,

etc. As teachers, you are allowed to focus on one skill only or integrate them. However, you must decide it based on the students' and curriculum's needs.

- c. What is the theme or topic of the activity (e.g., animal, food, classroom)?
- d. How many videotaped songs do you need for the activity?
- e. What videotaped songs will you use?
- f. To what extent, the materials given through videotaped songs can be implemented by the students in their future communication?
- g. What additional values do I need to provide or explain (e.g., cultural value)?

Actually, teachers can have their own guideline questions if they feel those a-to-g questions are not comprehensive enough.

### **3.2 Suggested Practical Ideas of Using Videotaped Songs**

Here are five suggested practical ideas for teachers when they want to use videotaped songs in young learner English classroom activities.

#### **3.2.1 Using subtitles, closed caption, or on-screen text to help them improve vocabularies**

First, invite the students to check the songs together. Remind them to focus on the screen and check the written text displayed. Next, tell them that today's objective is to enhance their vocabulary size. You can start with testing one or two students about certain words from the songs. See whether they are able to define it.

To make it interesting, you can do "word search" activity. Firstly, give students a list of vocabulary words from videotaped songs. Then, have them watch the video while searching for the words in the subtitles. Ask them to shout the words if then they find it on the screen. Once the students have finished finding all the words, you can invite them to sing together. This is not only improving the students' spelling or word recognition, but also increasing their pronunciation skill.

#### **3.2.2 Using the audio to help them practice listening**

We agree that songs provide good audio to practice listening. However, you can vary the activity in the classroom by not only listening to the song monotonously. Teachers can invite the students to do a "listen and draw" activity.

Give the students a picture that relates to the videotaped song played. Ask them to listen and sing the song together. After a few times, ask the students to draw what they hear from the songs. In this stage, the teacher can assign them in groups or individuals. If the activity is done in a group, teachers can help the students practice their teamwork skills. However, if it is done individually, teachers can easily assess the students' listening comprehension.

### **3.2.3 Using the images to help them practice speaking**

Not only the text, teachers can also take an advantage from images displayed in videotaped song. They can be used to help students practice their speaking skill. However, you need to be sure that the pictures provided are the real objects, not abstract things, so that it will not be too difficult for primary school students to explain.

First, invite the students to check the videotaped song. Ask them to see the screen carefully. Do not forget to instruct them to check the pictures provided by the song's video. Then, divide the class into two groups (A and B). Next, you give the students images taken from the video and instruct group A to describe the images they see. Later, group B needs to show which part of the video depicts the image they heard. Group B is allowed to question group A if they need more information or description about the image. However, teachers need to actively control the class so that they use English in the whole process. The teachers can also give a penalty to those who speak Bahasa Indonesia more than English during the class.

### **3.2.4 Using the lyrics to help them practice reading**

Though children song commonly gives short lyrics, it can still be used for students' reading practice. First, teachers need to prepare some questions related to the song's lyrics. Then, you can play the video and encourage the students to listen to the lyrics while watching the video. After that, instruct the students to answer the questions previously prepared. This can be done individually or group.

### **3.2.5 Using the videotaped songs to help them practice writing**

To do this activity, the teachers need to check the initial writing competency of the students. If you found that students are not yet able to write a full paragraph, doing word dictation would be the best solution. The teachers only need to pick some words from the song, and dictate it to the students. However, if the students are good enough in writing a full paragraph, teachers can instruct the students to write a summary of the song. You can do this activity after watching the videotaped songs.

### **3.3 Potential Problems and Their Solutions**

As other digital tools, videotaped songs might have some potential problems as well. Therefore, the writers try to describe them here along with their possible solutions. First problem is insufficient facilities to support the learning process. It is agreed that to play videotaped songs, a school needs to have screen or television, speakers, DVD player or computer. Unfortunately, not all schools have these facilities available. One possible solution for this is teachers need to be ready with portable speakers and personal laptops.



The next potential problem is noise and disruption. It is actually natural for young learners to be noisy and easily disrupted during the class. Moreover, when teachers use videotaped songs as the tools, the class automatically will be much noisier so that it will disturb the other classes. As an alternative solution, the teachers can set the audio volume to normal level and have the students set of rules to follow.

Furthermore, inappropriate content becomes the next problem which might be experienced by the teachers. The teachers must be aware that some videotaped songs may have inappropriate lyrics or images for young learners. Therefore, to mitigate it, teachers should do a comprehensive check before the class starts.

The last one is the increased teacher workload. The use of teaching tool must take extra time to prepare. This might overwhelm teachers, starting from the preparation, implementation, till evaluation. To overcome this problem, teachers need to schedule the class activity with videotaped songs efficiently. It means the teachers do not need to use the videotaped songs for the whole semester. Not only is it boring, it is also time consuming.

#### **4. CONCLUSION**

The present study offers some important ideas to teachers. It is hoped that the above ideas allow teachers to create interesting classroom activity for young learners. Besides, they also offer increased opportunities for English language learner to practice with their favourite songs. However, using videotaped songs brings about some disadvantages. Dealing with these problems, the teachers might seem daunting, but you will find it okay since all the problems can be solved.

Further research is demanded to see the ideas provided above quantitatively. Therefore, the writers have planned to do future research dealing with the significant result of those activities' implementation.

## REFERENCES

- Almutairi, M., & Shukri, N. (2017). Using Songs in Teaching Oral Skills to Young Learners: Teachers' Views and Attitudes. *International Journal of Linguistics*, 8 (6), 133-153. <http://macrothink.org/ijl>.
- Asri, A. N. (2015). Using Smartphones in English Language Teaching. *Proceedings of The 62<sup>nd</sup> TEFLIN International Conference 2015*, 35-43.
- Badan Pusat Statistik. (2022). *Tingkat Penyelesaian Pendidikan Menurut Jenjang Pendidikan dan Jenis Kelamin*. Retrieved February 5, 2023, from <https://www.bps.go.id/indicator/28/1982/1/tingkat-penyelesaian-pendidikan-menurut-jenjang-pendidikan-dan-jenis-kelamin.html>.
- Brown, H. D. (2000). *Principle of Language Learning and Teaching*. New York, NY: Longman.
- George, M. (2008). *The Elements of Library Research: What Every Student Needs to Know*. Princeton: Princeton University Press. <https://doi.org/10.1515/9781400830411>.
- Hadi, M. S. (2019). The Use of Song in Teaching English for Junior High School Student. *English Language in Focus*, 1(2), 107-112. <https://doi.org/10.24853/elif.1.2.107-112>.
- Halliwell, S. (1992). *Teaching English in the Primary Classroom*. New York, NY: Longman.
- Rajagopalan, I. (2019). Concept of Teaching. *Shanlax International Journal of Education*, 7(2), 5-8. <https://doi.org/10.34293/education.v7i2.329>.
- Sevik, M. (2011). Teacher's Views about Using Songs in Teaching English to Young Learners. *Educational Research and Review*, 6(21), 1027-1035. <http://www.academicjournals.org/ERR>.
- Sirait, S. (2016). Does Teacher Quality Affect Student Achievement? An Empirical Study in Indonesia. *Journal of Education and Practice*, 7(27), 34-41. <https://files.eric.ed.gov/fulltext/EJ1115867.pdf>.
- Suryadi, E. (2015). Pemerolehan Bahasa Anak Usia 29 Bulan (Studi Kasus terhadap Pemerolehan Bahasa Anak Usia Dini). *Prosiding Seminar Kebahasaan dan Kesastraan Kerja Sama Balai Bahasa Sumatera Selatan dan Tujuh Universitas di Palembang*. Page 340-351.
- Zhai, X., & Razali, A. B. (2021). An Overview of the Utilization of TikTok to Improve Oral English Communication among EFL Undergraduate Students. *Universal Journal of Educational Research*, 9(7), 1439-1451. DOI: 10.13189/ujer.2021.090710.

Wulandari, T. R. (2012). Increasing English Vocabulary of the Fifth Grade through Videotaped Children Songs. *A Paper Presented in the 59<sup>th</sup> TEFLIN International Conference in Surabaya, Indonesia*. <http://eprints.binadarma.ac.id/12918/>.