



Teachers Beliefs and Practices on Teaching Speaking Using English Songs

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Received: 2022-04-12 Accepted: 2022-06-06

DOI: 10.24256/ideas.v10i1.2641

Abstract

To know about the teachers' beliefs on teaching speaking using English songs, the teaching plans prepared before starting to teach using English songs, the process of teaching, and teachers assess students after teaching using English songs. This study used the Qualitative paradigm research method and design of this research was a case study. This study's subjects were two English teachers at SMPN 3 Tewang Sangalang Garing. The instrument in this study were; observations (field-note) Questionnaire and interview with the English teachers. The data were analyzed by reducing, analyzing, and concluding. The research found the teacher believes in the use of English song media, it is clear from how the teacher applies it during the learning process in the classroom, can concluded the teachers' process used three stages (a) opening, (b) main activity, and (c) closing. Teachers also believe that the use of English song media is very effective, but they also claim that all the media used are very effective, it's just that there are differences when using song media and not. It was found that using the media song students became more enjoy, happy, not bored in class, easier to understand explanations and able to speak more fluently. However, teachers also face difficulties and challenges in using the song media because of the limited school facilities.

Keywords: Teachers' Beliefs 1; English Songs 2; Speaking Skills 3

Introduction

Education is essential and must be fulfilled in improving people's lives. From this education, knowledge and skills are obtained. In education, there is an interaction between teachers and students. Also related to the method, the position of teachers use methods teachers' beliefs are essential because they understand how the way of teaching but it is a technique of teachers' beliefs on use media for delivering learning material. Believe is a high meaning and if we think that we can speak English. So, this is what encourages high morale and confidence. However, teachers' beliefs and practice are needed (Zygouris & Coe, 2001). Effective classroom management will result in an effective learning process and increase students' interests, achievements, and motivation to follow the learning process. They must have competence about their beliefs.

Teachers Beliefs and their practice when the media sees them can improve students' abilities, such as using the media song. According to Heinich et al. (2002), through English songs, students will be carried into the words so that they are expected to improve their skills, especially in speaking English. The song as one learning media is very influential on students' creative power (Othman & Kiely, 2016). However, English skills, namely reading, listening, writing, and speaking, are very important. Four skills require equipment and other components to support speech efficiency. Especially for the speaking skills, speaking is one of the languages important in language learners as a new second or foreign language. the teachers' beliefs and practices make the atmosphere comfortable. Based on the phenomena above, students often had low inspiration in learning English, mainly speaking exercises. Numerous understudies didn't focus on the teachers' clarification. Since this issue, the students fell less effectively associated with the activities completed by the teachers. So the teachers look for some media that they believe can help them teach So the teachers look for some media that they believe can help them teach. Then the same thing with one school that research found that the teachers at SMPN 3 Tewang Sangalang Garing use English songs as media in teaching English.

Researcher found five associated studies conducted by the previous researcher. Westhisi (2015) studied "Teachers Beliefs in Using Songs in Teaching English to young learners". The result of this studies The song that unpacked four kinds of learning strategies and the teacher's beliefs regarding teaching English to young learners through songs influenced the teacher's practices in using the other learning strategies such as using songs in the classroom might be accompanied by gestures and pictures. Wacana's (2017) "Teachers' Belief in Using English Songs to Improve Students' Pronunciation". Result reveals that songs can make the teaching and learning process enjoyable. Moreover, the teacher uses the songs as media, and it can build the students' mood and motivation. So, they can learn more in learning English. Tse (2015) studied "Malaysian teachers' perspectives on using songs in teaching English". Results that teachers are to provide them with exciting and enjoyable song materials for their classes. To conclude, songs can become useful sources to assist language learning and acquisition if teachers possess the strategies

in using them. Sevik (2011), "Teacher view about using songs in teaching English to young learner". The result exhibited that Turkish EFL Teachers have solid convictions about the educational worth of songs and the adequacy of utilizing songs in teachers' EFL to youthful learners students. Accordingly, it is recommended in this review that teachers be given songs materials to use in their classes. Hendriani et al., (2020) "Indonesian EFL Learners' Beliefs about Advantages of Songs in Language Learning". This study indicated an interesting finding that it perceived that the learners believed that there were some advantages of using songs in learning English: increasing their EFL learning in the aspects of language skills (listening and speaking), language components (vocabulary mastery and pronunciation), their knowledge, their confidence and relaxation, and improving their mood and focus.

The researcher in this study had different subject and object of the research, specifically for teachers' beliefs and practice uses English songs having high frequency in learning activities. The gap between the recent studies for this study focuses on the teachers' beliefs and practice. Especially, for the teachers late-career (having minimum 15 years experienced for teaching using English songs such as media).

In this study, investigated the research problems are stated as follows: the first, how do the teachers' beliefs on teaching speaking using English songs? The second, how are the teachers' teaching plans before teaching speaking skills using English songs? The third, how is the process of teaching speaking using English songs? The fourth, how do the teachers' assess students speaking skills after teaching speaking using English songs?

Method

This study used the Qualitative paradigm research method. The design of this research was a case study because it intends to find out the teacher's beliefs and practice on teaching speaking using English songs. The kind of research in this study determines teachers' beliefs and practice from teaching using English songs media. Besides, the researcher focuses on the teacher and uses the case study for the design research. The data collection method in question includes comments, interviews open-ended, and an open-ended questionnaire. This research was conducted at the SMPN- 3 Tewang Sangalang Garing in Katingan. This choice allows the teacher to practice teaching speaking using English songs. This research took two teachers as data sources relevant the specified criteria. I am using the purposive sampling method-namely, the technique of sampling data sources using specific considerations (Yin et al., 2018).

The criteria referred to are as follows:

1. English teacher teaching at junior high school with a minimum of 15 Years of teaching experience (late-career teacher).
2. English teachers usually teach English using songs.
3. This study was conducted the research participant with a having a high.

This study used the observation (field-note), Questionnaire open-ended. It

used an open-ended questionnaire. Based on the questionnaire adapted from Şevik (2011) about the teachers' views about using themes in teaching,, and interviews open-ended. The researcher adopted the interview aspect from Arslan (2015), developed about the teacher teaching with songs for the interview questions. As the instrument in collecting data.

The data were analyzed by reducing, analyzing, and concluding. Data analysis technique used in this study involves scanning, organizing, and analyzing. The three flows, namely: data reduction, data display, conclusion drawing, and verification.

Results

Teachers' Beliefs on Teaching Speaking Using English Songs

This section unpacks the teachers' belief regarding teaching English songs in line with the Teachers' ideas on teaching English songs based on an interview, get two packs main points. First, Teachers' beliefs effectively lead to English songs, and second, teachers' opinions on difficulties teaching English songs. The first point of this section. Can be seen in the interview as follow:

"To be effective and good, in my opinion all media are good and effective in teaching, but why do I use songs more often because I see students understand faster when using them again, overall all media are effective, lectures are effective and songs are also effective."

(Personal interview, January 27, 2022)

TS believes that by using themes, students can understand quickly. This is also claimed by other teachers (TR). It can be seen in the interview as follow:

"Well this is effective and good in my opinion. It's not just for speaking skills, it almost includes reading, writing and pronunciation as well. Using songs is effective in my opinion. Because what is based on my teaching experience. The success of students becomes our own pride as a teacher....."

(Personal interview, February 3, 2022)

Based on the interviews above, it can be said that. First, the teacher believes that song media is very effective and can improve students' ability to achieve their goals. According to TR, students achieve goals for speaking skills and reading, writing, and pronunciation. Second, not only using songs, but all teaching methods used to be effective. Claim TS from the interview results.

According to Westhisi (2015), teachers provide fun activities such as learning English through songs because students use language in real to get fun in the learning process. This is also strengthened based on the answers to the questionnaire to TR and TS related to teacher's beliefs which are divided into three teacher aspects. Especially for the speaking skills and then for the result of questionnaire answer clarity what would be shown in the following table:

Table 1. Teachers' Thoughts Beliefs and Practice the Effectiveness of Using English Songs

NO	Teachers Beliefs	Informant
1.	Believe that English songs provide a large amount of repetition, resulting in the automatic use of the target language	TR and TS
2.	Believe that English songs are a highly motivating and entertaining way of teaching English, especially for junior high school	TR and TS
3.	Believe that English songs are very effective in teaching English to junior high school	TR and TS
4.	Believe that using songs can reduce students' anxiety and weakness towards learning English, especially speaking skills	TR and TS

Based on the questionnaire above, regarding teacher beliefs about the effectiveness of using English songs in teaching English, the informant TR and TS think that using English songs is very effective. They believe that using English songs is highly motivating and entertaining teaching English. second point of this section is the teachers' beliefs on difficulties teaching using English songs. In this research, Difficulties or challenges of using English songs in teaching and practice learning.

Teaching plans prepared by the teachers' before starting to teach speaking skill using English songs

This section explores teacher practice. Firstly, the teacher's beliefs and training can be seen in the teaching practice in the classroom; According to the result observation field-note above, the teacher does the rule into three stages: opening, main activity, and closing. It is related to the result of the interview done to the teachers, and they stated that:

"For the teaching plan itself, I sometimes leave the curriculum, which is important to apply what they can accept, such as what material plans are taught and look for songs that are related to the material being taught. And also my plan focuses on their speaking skills. And at least they can get new vocabulary every time they enter class, because they will not be able to speak English if their vocabulary is still lacking"

(Personal interview, February 3, 2022)

According to the interview above with TR, it can be concluded that the TR teacher, she believes that planning is actually "which is important to apply what they can accept". There is a difference in Plan prepared from the TS teacher, this can be seen from the TS teacher's answers during the interview. The TS teacher said that:

"For planning what I teach, of course I look for song lyrics that are not complicated, the sentences are short, and the speed of the song is also moderate. So, this can help students in the process of learning English. In addition, the needs and abilities of students must also be considered. Of course, my planning is important for the goal, especially speaking skills and how the song that I use when teaching students makes them feel enjoy and happy when they are learning."

(Personal interview, January 27, 2022)

Based on the interview above, the classroom songs should consist of short and straightforward lyrics. The teacher said that the lyrics have an essential role in teaching and learning. The teacher's belief is also fundamental in preparing a plan and design before starting to teach. Regardless of the plan and preparation of the teacher before teaching his students using songs, we will discuss what the process is like when the teacher uses songs as a learning medium.

The process of teaching speaking using English songs

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In this section, the researcher revealed several methods of teaching speaking using English songs. Firstly, the teachers use the pieces in the process learning activities, whether in the opening, main move, closing, which may help both the teachers and the students in teaching. Secondly, the repetition employed in the on-process activities becomes one of the teachers' beliefs in education using English songs. Thirdly, using gestures or feelings can assist the students in the learning

process. It can be seen in the following statement below.

"When teaching for the actual process. Students depend on how the plans we make, can be used at the beginning or during teaching, or at the end of the lesson. For example, at first I asked them to sing songs as a brainstorming stage so that it could motivate them....."

(Personal interview, February 3, 2022)

As a result, they could do quite well when the teacher asked them to sing together. It means that the song has succeeded in attracting their attention and can train their concentration in the learning process. Furthermore, the teacher also stated that English songs could be employed at the main activity to explain the material or forgive the example. And for the end of the lesson, review or recall the previous materials that they have learned in the main activity of the study. From the explanation of teachers' beliefs and practices about teaching speaking using English songs, these beliefs were about at what stage the teacher used English songs in the opening, core, and closing activities. It is believed that the preparation of planning significantly affects the learning process.

Assessment is part of the process, and the teacher's belief is also in teaching English songs. The following section will discuss how the teacher assesses students using the song's media.

Teachers' assess students speaking skill after teaching speaking using English songs

This section discovers teaching practices that are influenced by the teachers' beliefs. The teachers believed that songs could assist both the teachers in delivering the materials and the students to comprehend the materials. And the practice assesses students speaking skills after teaching speaking using English songs. Practically, in this research, the students successfully mentioned the set vocabularies related to the topic and could speak English fluently. Which the about the subject as shown in the observation field-note in above and supports the interview below:

"To assess students with songs, I focus more on what they can apply, which is sometimes written in the curriculum "for example, students must be able to speak at least introduce themselves". For me, this is too forcing them, so my assessment is that at least from the lyrics of this song they can mention one meaning of the new vocabulary and can talk about the moral value of the songs."

(Personal interview, February 3, 2022)

From the interview above, TR teacher stated that she is very sure that by applying what is acceptable to students, the TR teacher is to carry out the assessment. It is also strengthened by the results when the TR teacher practice in class based on field-note observations:

The teacher assigns each student to give their opinion on the lyrics of the song they have sing together before in main activity have teacher did explain. And ask several students to talk about their respective opinions until the end of the lesson.

(Observation Field-Note, January 10th, 2022)

Teachers assigns each student into two group. And ask several a representative of 1 person from each group to come forward to read the sentences from each group. To talk about adjective was

used in the lyric songs "heal the world".

(Observation Field-Note, January 25th, 2022)

Based on the results of the field observations made by the teacher above, it was stated that the teacher assesses students after teaching using songs by giving some assignments to their students. It started by asking students to provide opinions related to the song lyrics that have been used and like making groups for their students and asking one of the representatives from the student group to talk about what was in the previous song lyrics. From this, our data also concludes that it is not only the purpose of speaking skills that will be assessed by the teacher but also for the assessment of other aspects such as listening and pronunciation. It also said based on the statement of the results of the interview.

"To assess the students themselves, sometimes can make them in groups or even individually, such as asking what the meaning of the lyrics of the song itself means or asking them to speak in front of the class using their own understanding of songs and materials, like that for me."

(Personal interview, February 3, 2022)

From the discussions above, it can be sure that students can do things by doing their job. And to present this task can be done in groups and even individuals as well.

Discussion

There were in the research findings have explained the Teacher's beliefs and practice when using English songs as media by the teachers at SMPN 3 Tewang Sangalang Garing. Gill and fives (2015) argued that the teacher's beliefs emerge as recommendations recognized as evidence by individuals who hold those beliefs. when teaching practice several considerations. Findings revealed. Get two pack main point. The First, teacher beliefs on teaching practice use English song media based on observation was done by the researcher, there were three stages to teach English in the teaching and learning process; they are a) Gestures (providing instructions and responses), b) using media in the opening, Main activities, and in closing activities in class. And c) also reveal how students feelings like Happy or Sad. The second, supported by Westhisi (2015), teachers provide fun activities such as learning through songs because students use language in real to get fun in the learning process. based on research finding was teacher beliefs on teaching using songs improve students' skills; ranging from (a) such as the Teacher believes the song media is practical to use and also (b) there are difficulties when using the English song such as media, and (c) Such as the Teacher didn't usually use English song but having a high frequency.

In the practice of teaching using English songs, there are Material development is carried out in plan and Prepare by the teachers' before starting to teach speaking skills using English songs. According to Zahorik, J. A. (2017), in the teaching plan process strive to actively involve your students in each part of the lesson. Based on the research finding above, we can conclude that teachers has a plan and prepared before they using English songs as a learning media. Such as plan preparing; LCD's for classroom anticipation, Preparing their laptops, and the plans

of teachers' support English songs media still relevant with the materials. However, all teachers' beliefs with the goals they want to achieve and trust English songs media.

The research finding above for the process of teaching using English songs, the teachers' beliefs and the method, we can concluded the teachers' process used four stages (a) opening, (b) main activity, and (c) losing, And (d) using songs as examples in explaining, motivating students. There were to teach English in the teaching and learning process. Learning process in the creative idea of each teacher. It is line with statement Sevik (2011), that the teachers as a model must liven up the classroom atmosphere so that students feel comfortable, enjoy, and understand the lesson with song sung together. Through singing, it hope students can understand and improve their speaking skills in English. In this section, revealed several method of teaching using English songs.

Talk about assess students from the research finding above we get the main point. The first, for assess the students by giving some assignment for their students. The second, asking the students to provide opinion related with the lyrics that have been used. The third, making a group for their students'.

This chapter has explained the research results and discussion. First, this chapter finds the Teacher's belief in using English songs in teaching speaking using English songs which is in line with what was stated by Sevik (2011). The Teacher's belief contained about the use of song as a medium of teaching English to students at SMPN 3 Tewang Sangalang Garing, the Teacher's belief about learning media in teaching English aspects of speaking to students used English songs. Second, presenting teaching practices that are influenced and the difficulties on practices by beliefs about teaching English to students through English songs. Third, starting from teachers Plan & Prepared, the process and assessment after teaching using English songs.

Conclusion

Based on data finding gathered by the researcher in SMPN 3 Tewang Sangalang Garing especially for the teachers beliefs and practice on teaching speaking using English songs, there are the conclusion of four problems:

The first is the teachers' beliefs on teaching speaking using English songs, from the result of research we can conclude the teachers believes that English song media is very effective. Teachers also believe that all the media used very effective, but have different when using songs and not. The teachers believes that using English songs is highly motivating and entertaining teaching English. And there may still be some difficulties or challenges. The second is the teaching plan prepared by the teachers before starting to teach speaking skills using English songs. We can conclude there some teacher believes prepared songs have related to the materials. Plan prepared songs on LCD, on laptop for the classroom and Preparing course to achieve the skill aspect to students. The third is the process of teaching speaking using English songs.

We can conclude the result, the teachers use pieces in learning activities, whether in the opening, main activity, and closing. Then the repetition employed in the on-process activities. And Using gestures or feelings can assist the students in the learning process. The Four is about teacher assess students speaking skills after teaching speaking using English songs. It started by asking students to provide opinions related to lyrics songs, making a groups and even individuals. Finally, in this research, the teacher believes in the use of English song media, and it is clear from how the teacher applies it during the learning process in the classroom. Teachers also believe that English song media is very effective, but they also claim that all the media used are very effective, it's just that there are differences when using song media and not.

After analyzing the data and making conclusions about in this study, the researcher provides several suggestions for improvement improvements followed:

In addition, there are some possible suggestions for further research. First, the researcher can choose other student levels such as for high school and college in researching the teaching of English through songs. Second, the master's beliefs about song variety can become the other researcher to continue this study in further research. In addition, the obstacles that occur in teaching practice during its application become a unique chance to the next researcher.

Acknowledgement

This article entitled “Teachers’ Beliefs and Practice on Teaching Speaking Using English Songs” is submitted in partial fulfilment of the requirements for the degree of *Sarjana* in English Language Education IAIN Palangka Raya. The researchers wants to thanks the people who always support her to finish thesis and and everyone who have helped the accomplishment of this thesis.

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