

Pre-Service Teachers' Perspectives on the Implementation of Song-Based Instruction in Teaching English to Early Childhood Learners

Danti Pudjiati¹, Andi Musda Mappapoleonro², Hisham Abd. Malik³, Tira Nur Fitria⁴

^{1,2,3}STKIP Kusuma Negara Jakarta, Indonesia, ⁴Institut Teknologi Bisnis AAS Indonesia

¹dantipudjiati@stkipkusumanegara.ac.id, ⁴tiranurfitria@gmail.com

Abstract: This study describes perceptions from pre-service teachers regarding the use of songs in teaching English to young children. The research method comprised qualitative methods. The research subjects consisted of 69 students of early childhood education programs at a private university. The findings explore four primary themes of the students, namely (1) the pedagogical value attributed to songs, (2) the attitudes of students towards the use of songs, (3) the opinions of students concerning the songs utilized, and (4) the perceived effectiveness of songs. The findings indicate a consensus among the respondents on the efficacy of using songs as a tool to introduce English to young children. The investigation into pre-service teachers' perspectives on song-based instruction in teaching English to early childhood learners reveals several key insights. First, pre-service teachers strongly support the inclusion of English songs in the curriculum, recognizing their pedagogical value in enhancing linguistic proficiency and engaging young learners. They agree that songs make learning enjoyable and improve auditory skills, aligning with existing literature on the benefits of song-based education. Second, despite concerns about resource availability and selecting appropriate songs, pre-service teachers believe that songs do not negatively impact learners' concentration or English proficiency assessments. They acknowledge challenges like potential disruptions and time constraints but see overall benefits. Third, teachers view songs as effective tools for vocabulary retention and promoting the automatic use of the target language. While they appreciate the engaging nature of songs, there is some disagreement about their effectiveness in reducing language acquisition anxiety. Fourth, pre-service teachers find English songs accessible and are positive about their use in the classroom, though opinions vary on the frequency of implementation, but most agree on the integration of songs into the curriculum.

Keywords: Early Childhood Education; English as a Foreign Language, English Children's Songs; Students' Perceptions

Abstrak: Penelitian ini mendeskripsikan persepsi calon guru mengenai penggunaan lagu dalam pengajaran bahasa Inggris kepada anak kecil. Metode penelitian yang digunakan adalah metode kualitatif. Subjek penelitian terdiri dari 69 mahasiswa program pendidikan anak usia dini di salah satu perguruan tinggi swasta. Temuan ini mengeksplorasi empat tema utama siswa, yaitu (1) nilai pedagogi yang dikaitkan dengan lagu, (2) sikap siswa terhadap penggunaan lagu, (3) pendapat siswa mengenai lagu yang digunakan, dan (4) efektivitas lagu yang dirasakan. Temuan ini menunjukkan adanya konsensus di antara para responden mengenai kemanjuran penggunaan lagu sebagai alat untuk memperkenalkan bahasa Inggris kepada anak-anak. Penyelidikan terhadap perspektif guru pra-jabatan mengenai pengajaran berbasis lagu dalam pengajaran bahasa Inggris kepada pelajar anak usia dini mengungkapkan beberapa wawasan penting. Pertama, calon guru sangat mendukung dimasukkannya lagu-lagu berbahasa Inggris ke dalam kurikulum, mengakui nilai pedagogis lagu-lagu tersebut dalam meningkatkan kemahiran linguistik dan melibatkan pelajar muda. Mereka setuju bahwa lagu membuat pembelajaran menjadi menyenangkan dan meningkatkan keterampilan pendengaran, selaras dengan literatur yang ada tentang manfaat pendidikan berbasis lagu. Kedua, meskipun ada kekhawatiran mengenai ketersediaan sumber daya dan pemilihan lagu yang sesuai, guru pra-jabatan percaya bahwa lagu tidak berdampak negatif terhadap konsentrasi siswa atau penilaian kecakapan bahasa Inggris. Mereka menyadari adanya tantangan seperti potensi gangguan dan keterbatasan waktu, namun mereka juga melihat manfaatnya secara keseluruhan. Ketiga, guru memandang

lagu sebagai alat yang efektif untuk mengingat kosa kata dan mendorong penggunaan bahasa target secara otomatis. Meskipun mereka mengapresiasi sifat lagu yang menarik, ada beberapa perbedaan pendapat mengenai keefektifannya dalam mengurangi kecemasan penguasaan bahasa. Keempat, para guru pra-jabatan menganggap lagu-lagu berbahasa Inggris dapat diakses dan bersikap positif terhadap penggunaannya di kelas, meskipun terdapat perbedaan pendapat mengenai frekuensi penerapannya, namun sebagian besar setuju mengenai integrasi lagu ke dalam kurikulum.

Kata kunci: Pendidikan Anak Usia Dini; Bahasa Inggris sebagai Bahasa Asing, Lagu Anak-anak Bahasa Inggris; Persepsi Siswa

INTRODUCTION

A widely recognized and frequently employed method of instructing English to early childhood learners is through the medium of song. This approach has been substantiated to enhance children's motivation to learn (Jakobsen, 2022; Qareen, 2021). The pedagogical process is rendered more engaging through the use of songs, which align with the inherent disposition of children towards singing. The efficacy of songs as a classroom tool has been demonstrated, with evidence indicating their contribution to improved learning outcomes (Heikkola & Alisaari, 2019; Sya & Helmanto, 2020).

Within the framework of introducing English as a foreign language to young learners, songs have been recognized as an effective pedagogical instrument (Kumar et al., 2022). They provide valuable experiential learning opportunities for practicing diverse language skills, such as vocabulary acquisition, accurate pronunciation, and spoken language proficiency. Specifically, singing aids in the enhancement of children's listening skills by offering practice in discerning various intonations and rhythms. Moreover, the act of singing songs facilitates the automatic memorization of lyrics, which are subsequently stored in both the short-term and long-term memory of children (Jäncke, 2019). When children are exposed to songs that align with the learning topic, the lyrics are retained in their memory, thereby serving as a pedagogical tool that yields positive outcomes (Nafissi & Shafiee, 2020).

English songs that are deemed to possess pedagogical value for classroom application should align with the child's personality and the intended learning objectives. This implies that the song must (1) Fulfill the stipulated learning objectives, (2) Foster an engaging educational environment, (3) Possess a medium tone or be easily replicable by children, (4) Feature harmonious lyrics and melody, and (5) Comprise simple (Andayani, 2022; Vila, 2021). These songs are complemented with music to provide children with more meaningful experiences, thereby enhancing their multiple intelligences, specifically linguistic, musical, and intrapersonal intelligence (Bolt, 2021; Wulandari et al., 2019).

The implementation of English songs for children underscores the importance of lyrics that enhance their understanding of English vocabulary. These lyrics are presented in the form of simple sentences, accompanied by lively music and a brisk tempo, tailored to the child's stage of language development. Educators are advised to exercise caution in song selection as teaching resources, given the potential discrepancies between vocabulary and sentence structures in written and spoken language (Kalayci & Ergül, 2020). Children's songs possess the capacity to foster empathy, mutual respect, and tolerance (Bensimon, 2020), thereby serving as a medium of expression (Fairchild & McFerran, 2019).

When selecting English songs for classroom application, it is crucial to ensure that they align with both the child's personality and the intended learning objectives. Every child is unique, with different interests, learning styles, and levels of language proficiency. Therefore, the songs chosen should resonate with the individual preferences and characteristics of the learners, fostering a sense of engagement and relevance. Songs that align with a child's personality are more likely to capture their interest and motivation. For example, if a child enjoys upbeat and energetic music, selecting songs with lively rhythms and catchy melodies may enhance their enthusiasm for

learning English. Similarly, if a child prefers calm and soothing music, opting for songs with gentle melodies and soft vocals may create a more conducive learning environment. Moreover, the selected songs should align with the intended learning objectives of the lesson. Whether the goal is to introduce vocabulary, reinforce grammar structures, or practice pronunciation, the lyrics and content of the songs should support these objectives. For instance, if the focus is on vocabulary related to animals, choosing songs with lyrics about animals can help reinforce new vocabulary in a meaningful context. Additionally, the complexity of the language used in the songs should be appropriate for the learners' proficiency level. Songs with simple lyrics and repetitive phrases may be more suitable for beginners, whereas more complex songs with advanced vocabulary and grammar structures may be better suited for intermediate or advanced learners.

Prior studies about the application of English songs in early childhood education have examined the impact of song usage on children's motivation to learn English, as well as the rationale behind educators' choice to incorporate songs into early childhood education (Al-Smadi, 2020; Mailawati & Anita, 2022); Palupi et al., 2022). Furthermore, the act of singing has been identified to yield positive outcomes for children, such as the enhancement of gross motor skills, the augmentation of self-confidence, and the development of cognitive and linguistic abilities (Chen-Hafteck et al., 2018; Sinaga, 2022).

Research has been conducted into the challenges associated with introducing foreign languages to Early Childhood Education students through the method of singing. These challenges can be broadly categorized into linguistic and non-linguistic factors (Yeni & Putra, 2017), (Purwanti, 2020). Linguistic challenges arise from the distinct pronunciation rules of English compared to Indonesian, which can pose difficulties for children in articulating English words. Moreover, teachers who instruct English often struggle with accurate and confident pronunciation, thereby depriving students of a supportive learning experience (Pudjiati, Fitria, et al., 2023). Non-linguistic challenges primarily revolve around the students' limited attention span, which hinders their ability to concentrate during learning activities. Most of these studies utilized English children's songs that are well-known in English-speaking countries. Consequently, this research aims to delve deeper into the perceptions of Early Childhood Education students regarding the use of songs to introduce English to young children.

Several challenges emerge when introducing English through singing at the Early Childhood Education (PAUD) level, necessitating effective problem-solving strategies from teachers. These challenges include (1) a deficiency in the repertoire of English children's songs mastered by teachers, (2) difficulties encountered by teachers in engaging children's focus and interest in singing English songs, and (3) the yet-to-be-discovered musical abilities of teachers that are sufficient to motivate children to sing (Yeni & Putra, 2017; Muhamad & Rahmat, 2020; Rougnø, 2021). This underscores the imperative for PAUD-level teachers to proficiently master a range of suitable English songs, thereby ensuring that the introduction of English is both engaging and enjoyable. Additionally, teachers may employ specialized strategies to assist children in effectively memorizing songs. Therefore, this research endeavor was formulated with the primary objective of elucidating the perspectives held by pre-service educators concerning the utilization of musical compositions in the instruction of English as a foreign language to young children.

Early childhood education plays an important role in children's language and cognitive development. In the context of learning English as a foreign language, effective and enjoyable methods are needed to facilitate an optimal learning process. One method that is increasingly popular is song-based instruction. This method harnesses the power of music and song lyrics to improve children's language skills and learning motivation. However, the application of this method in teaching practice often depends on the readiness and perspective of teachers, especially preschool teachers who are children's first teachers. Although there is much research showing the benefits of using songs in language learning, there is limited understanding of how preschool teachers view and apply this method in the context of English language teaching.

In this context, it is important to understand preschool teachers' perspectives regarding the use of song-based instruction. Do they feel this method is effective? What challenges do they face in implementation? How do they modify or adapt these methods to their classroom needs?. This study aims to explore preschool teachers' views on the application of song-based teaching in teaching English to young children. By understanding their perspectives, it is hoped that this research will provide useful insights for developing better teaching strategies and increasing the effectiveness of English language teaching at the initial level. By identifying and analyzing teachers' perspectives, it is hoped that this research can provide constructive recommendations for improving song-based teaching practices, as well as supporting the development of a more effective English curriculum for young children.

METHOD

This study is descriptive research, a methodology chosen to delve into the intricacies of the subject matter (Fitria, 2023a). The approach adopted in this research primarily revolves around the meticulous analysis of qualitative data, focusing on providing a detailed and comprehensive understanding of the phenomena under investigation. The data collection process was meticulously executed through the administration of a well-structured questionnaire. As elucidated by Hetenyi et al. (2019) a questionnaire serves as an invaluable tool for systematically gathering data in a written format, offering a standardized means of obtaining insights from individuals.

In qualitative research, questionnaires are used to explore participants' understanding, experiences and perceptions. The focus is on the meaning and context behind participants' answers. Therefore, questions in qualitative questionnaires are usually open-ended and allow participants to provide more in-depth and descriptive answers . In crafting the questionnaire, careful consideration was given to the inclusion of a diverse array of questions, each meticulously designed to probe into various facets of the utilization of songs as a pedagogical tool for introducing English to young children. The questionnaire, a cornerstone of this research endeavor, encompassed a broad spectrum of inquiries aimed at capturing the nuanced perspectives and experiences of participants. The questions were thoughtfully framed to elicit responses that shed light on the effectiveness, challenges, and potential benefits associated with incorporating songs in English language instruction for young learners. The questionnaires were categorized into four overarching themes, a framework that was employed following the methodology outlined by Kristiani (2017). Such themes were perspectives of pre-service teachers on the utilization of songs as pedagogical tools, perspectives of pre-service teachers on their self-efficacy in imparting English through the medium of songs, perspectives of pre-service teachers on the components of songs as instructional tools, and efficacy of implementing English songs in the educational environment.

To ensure the accessibility and ease of participation for a wide range of respondents, the research opted for the utilization of an online questionnaire platform. Specifically, Google Form was employed as the conduit for disseminating the survey, aligning with the contemporary trends in research methodology (Fitria, 2024). This online approach not only facilitated a broader reach but also streamlined the data collection process, allowing for efficient aggregation and analysis of the responses. The participants of this study were drawn from the Early Childhood Education program at STKIP Kusuma Negara in Jakarta, with a total of 69 individuals. The analytical technique employed in this research incorporated three methods: data reduction, data presentation, and conclusion drawing (Ningi, 2022).

In the data reduction process, researchers distilled the data from the questionnaires by summarizing, prioritizing key points, and focusing on significant aspects. Subsequently, the analyzed data was represented in the form of tables or images. The researcher offered a descriptive elucidation of the outcomes derived from the percentage analysis of the questionnaire data

(Hendren et al., 2023). Subsequently, conclusions were drawn from the analysis and discussion in a descriptive approach.

RESULT AND DISCUSSION

Results

The objective of this study is to ascertain the rationale and viewpoints of Early Childhood Education students concerning the introduction of English to young children via songs. The students’ perspectives were categorized into four primary themes: the pedagogical significance of English songs, students’ attitudes toward the employment of English songs, students’ perceptions of the utilization of English songs, and the effectiveness of implementing English songs. A selection of the findings derived from this research is presented subsequently.

In the context of language learning, particularly the introduction of English to young children, the use of songs as a teaching tool has been explored. Songs, with their rhythmic patterns and repetitive structures, can provide an engaging and enjoyable way for children to learn new words and phrases, improve their pronunciation, and develop a better understanding of the language’s grammatical structures (Lehman, 2021). However, the effectiveness of this approach is not universally agreed upon and can vary depending on a multitude of factors. Therefore, it is crucial to examine this method from various perspectives to gain a comprehensive understanding of its impact. In this regard, a study involving 69 respondents has been conducted.

First Theme

Table 1. Perspectives of Pre-service Teachers on the Utilization of Songs as Pedagogical Tools

No	Statement	Indicator				
		SA	A	N	D	SD
1.	I believe that English songs ought to constitute a significant component of the English language instruction curriculum for early childhood education.	31%	47.8%	17.4%	1.4%	1.4%
2.	I believe that English songs offer numerous opportunities for young individuals to exhibit their proficiency in the language.	33.3%	52.2%	11.6%	2.9%	0%
3.	It is my conviction that songs in the English language possess not only an element of enjoyment but also a significant degree of educational merit.	29%	42%	24.6%	4.3%	0%
4.	I posit that educators could effectively employ English music as a means of fostering an enjoyable atmosphere and mitigating monotony.	15.9%	47.8%	47.8%	7.2%	2.9%
5.	I maintain that English musical compositions play a crucial role in enhancing the auditory abilities of young learners.	18.8%	55.1%	17.4%	8.7%	0%

Note

SA: Strongly Agree, A: Agree, N: Neutral, TS: Disagree, and SD: Strongly Disagree

Following the first thematic perspectives espoused by pre-service educators regarding the incorporation of songs as pedagogical instruments, this investigation delved into five distinct facets for examination. Primarily, the study scrutinized the prevailing belief concerning the imperative inclusion of English songs as a substantial component within the curriculum for early

childhood English language instruction. Of the respondents, 22 individuals (31%) unequivocally expressed a strong agreement with this perspective, while a notable majority, constituting 47.8% (33 individuals), endorsed the notion. In addition, a discernable 17.4% of participants assumed a neutral stance on this matter. Subsequently, a marginal 1.4% of respondents indicated disagreement, with an equivalent proportion strongly disagreeing.

The second facet under consideration pertains to the assertion that English songs afford ample opportunities for young individuals to manifest their linguistic proficiency. Of the respondents, a substantive cohort comprising 33.3% or 23 participants vehemently endorsed this perspective through strong agreement. Moreover, a preeminent majority, constituting 52.2% or 36 respondents, expressed concurrence. A minority, equivalent to 11.6% or 8 respondents, maintained a neutral standpoint on this proposition. Conversely, a nominal 2.9% or 2 participants registered disagreement, representing the lowest percentage in this regard.

The third dimension, specifically, songs rendered in the English language, exhibit not only an aspect of pleasurable engagement but also a noteworthy level of pedagogical value. Of the participants, 29%, or 20 individuals concurred, while 42% or 29 respondents agreed. Those adopting a neutral stance constituted 24.6% (17 respondents). Conversely, a minority of 4.3% or 3 participants voiced disagreement.

The fourth facet posits that educators may judiciously utilize English music to cultivate a pleasurable ambiance and alleviate monotony. A noteworthy 15.9%, or 11 respondents, endorsed this view, while a substantial majority of 47.8%, or 33 respondents, expressed a strong concurrence. Those adopting a neutral perspective comprised 26.1% or 18 respondents. In contrast, a minority of 7.2%, or 5 respondents, registered disagreement, and a marginal 2.9%, or 2 respondents, vehemently dissented.

The ultimate facet under consideration underscores the pivotal role of English musical compositions in augmenting the auditory faculties of young learners. A discernible 18.8%, or 13 respondents, endorsed this perspective, while the preponderant majority, constituting 55.1% or 38 respondents, expressed concurrence. Meanwhile, those maintaining a neutral stance accounted for 17.4% or 12 respondents. A minority, comprising 8.7%, or 4 individuals, registered dissenting views.

Thus, the outcomes arising from the implementation of English songs should inherently constitute a pivotal component of the English language curriculum for early childhood education, with a prevailing tendency towards agreement. Furthermore, the proposition that English songs provide opportunities for the younger generation to showcase their language proficiency is generally concurred with. This statement is in line with (Lamb & Arisandy, 2020), (Pudjiati, Lustyantje, et al., 2023). From an alternative perspective, the notion that English songs are both enjoyable and imbued with pedagogical value also finds concurrence. Additionally, when considering the utilization of English songs by educators for recreational purposes and alleviating monotony, a predominant inclination toward agreement is observed. In examining the crucial role of English songs in cultivating the listening skills of young children, a consensus predominantly aligns with agreement (Fang, 2021).

Second Theme

Table 2. Perspectives of Pre-Service Teachers on Their Self-Efficacy in Imparting English Songs

No	Statement	Indicator				
		SA	A	N	D	SD
1.	I contend that my resource pool is insufficient for the utilization of English musical compositions.	5.8%	21.7%	42%	21.7%	8.7%
2.	I perceive a challenge in identifying suitable musical compositions that align with each topic within the English syllabus.	10.1%	29%	33.3%	23.2%	4.3%

No	Statement	Indicator				
		SA	A	N	D	SD
3.	I posit that the application of songs in English instruction could potentially disrupt the focus of young learners.	1.4%	7.2%	14.5%	55.1%	21.7%
4.	I believe that the utilization of English songs in the classroom can be time-consuming.	5.8%	7.2%	24.6%	44.9%	17.4%
5.	I assert that I am unable to gauge a child's proficiency in English when employing songs as a pedagogical tool in my classroom.	7.2%	17.4%	33.9%	31.9%	10.1%

Note

SA: Strongly Agree, A: Agree, N: Neutral, TS: Disagree, and SD: Strongly Disagree

In light of the analytical findings about the second thematic focus, which delves into the perspectives of pre-service educators regarding their self-efficacy in employing English through the medium of songs, five distinct facets were investigated. The primary facet posits the insufficiency of available resources for the effective utilization of English musical compositions. Those in agreement with this viewpoint constituted 5.8%, or 4 respondents, while a notable 21.7%, or 15 respondents, expressed strong concurrence. In contrast, 42% or 29 respondents adopted a neutral stance. Conversely, disagreement was asserted by 42%, and a further 21.7% strongly disagreed.

Derived from the scrutiny of the second dimension, a difficulty emerges in the identification of apt musical compositions that align harmoniously with the various topics encompassed by the English syllabus. A substantial cohort of 7 respondents, comprising 10.1%, expressed a resounding and unequivocal concurrence with this challenge. The majority, encompassing 20 respondents or 29%, demonstrated agreement. In contrast, 23 respondents, equivalent to 33.3%, registered neutral, and 16 respondents, constituting 23.2%, expressed strong dissent. And the last 3 respondents or 4.3% demonstrated extreme disagreement.

From a tertiary perspective, the integration of songs into English pedagogy may inadvertently compromise the concentration of young learners. A minimal proportion of the sample, constituting 1 individual or 1.4%, expressed strong agreement with this proposition. In addition, a slightly larger segment, comprising 5 individuals or 7.2%, concurred. A total of 10 individuals or 14.5% remained neutral on the matter. However, the majority, represented by 55.1% or 38 individuals, disagreed, and a significant portion, 15 individuals or 21.7%, expressed strong disagreement.

Concerning the fourth dimension, specifically the proposition that the incorporation of English songs in the educational setting may be time-intensive, a minor segment of the respondents, constituting 4 individuals or 5.8%, expressed strong concurrence. Simultaneously, an equivalent group of 5 respondents, or 7.2% demonstrated agreement. A more substantial cohort, comprising 17 respondents or 24.6%, maintained a neutral stance. Contrarily, the majority of respondents, amounting to 31 individuals or the predominant percentage of 44.9%, expressed disagreement. Lastly, a significant minority, represented by 12 individuals or 17.4%, indicated strong disapproval.

About the fifth dimension, specifically the challenge of assessing a child's English proficiency when utilizing songs as an instructional instrument in the classroom, a small fraction of the respondents, constituting 5 individuals or 7.2%, expressed strong concurrence. Additionally, a larger group of 12 individuals, or 17.4% indicated agreement. Concurrently, a significant portion, comprising 23 respondents or 33.9%, maintained a neutral position. On the contrary, a substantial segment of the respondents, amounting to 22 individuals or 31.9%, expressed disagreement. Lastly, a minority of the respondents, represented by 7 individuals or 10.1%, indicated strong disapproval.

Referring to the student's perception results, it can be inferred that they lack sufficient resources to utilize English songs (Bokiev & Ismail, 2021). This is indicated by the predominance of respondents expressing a neutral opinion. A similar pattern is observed in the dominance of "neutral" responses regarding the difficulty of finding songs that align with the topics of the English curriculum. Conversely, the majority of respondents expressed disagreement with the statement that the use of English songs in teaching could potentially be disruptive. On the other hand, the majority also expressed time-consuming. Furthermore, respondents tended to remain neutral or even lean towards disagreement with the statement that the use of songs could not measure a child's knowledge of English. Thus, it can be affirmed that the respondents' perceptions generally vary and are diverse.

Table 3. Perspectives of Pre-Service Teachers on the Component of Songs as Instructional Tools

No	Statement	Indicator				
		SA	A	N	D	SD
1.	I assert that English musical compositions can expedite the process of vocabulary retention.	30.4%	39.1%	23.2%	5.8%	1.4%
2.	I posit that the substantial repetition inherent in English songs facilitates the automatic utilization of the target language, which in this case is English.	27.5%	43.5%	24.6%	1.4%	2.9%
3.	I maintain that songs serve as a highly motivating and engaging method for imparting English instruction, particularly for young learners.	23.2%	58%	17.4%	1.4%	0%
4.	I posit that songs may not serve as an effective medium for imparting English instruction to young learners.	4.3%	8.7%	20.3%	46.4%	20.3%
5.	I posit that the utilization of songs could potentially alleviate learners' apprehension associated with English language acquisition.	15.9%	39.1%	30.4%	11.6%	2.9%

Note

SA: Strongly Agree, A: Agree, N: Neutral, TS: Disagree, and SD: Strongly Disagree

The study's analysis of the respondents' perceptions towards the third theme, which pertains to the components of songs as instructional tools, revealed five distinct aspects. The first aspect, which suggests that English musical compositions can facilitate the process of vocabulary retention, garnered varying responses. Specifically, 21 respondents, constituting 30.4%, expressed strong agreement, while 27 respondents, or 39.1%, agreed. A total of 16 respondents, or 23.2%, remained neutral. Conversely, 4 respondents (5.8%) disagreed, and 1 respondent (1.4%) strongly disagreed.

Regarding the second aspect, which posits that the significant repetition present in English songs promotes the automatic use of the target language, English, there were varied responses. Specifically, 19 respondents, representing 27.5%, agreed. The majority, 30 respondents, or 43.5% of the sample, strongly agreed. Additionally, 17 respondents, or 24.6%, remained neutral. In contrast, 1 respondent (1.4%) disagreed, and 2 respondents (2.9%) strongly disagreed.

About the third aspect, which suggests that songs act as a highly stimulating and engaging approach for delivering English instruction, especially for young learners, the responses varied. Specifically, 16 respondents, constituting 23.2%, expressed strong agreement, while the majority, 40 respondents or 58%, agreed. Conversely, 12 respondents, or 17.4%, disagreed, and only 1 respondent 1.4% expressed strong disagreement.

Concerning the fourth aspect, which posits that songs may not be an effective tool for delivering English instruction to young learners, the responses were diverse. Specifically, 3 respondents, representing 4.3%, strongly agreed, and 6 respondents, or 8.7%, agreed. Meanwhile, 14 respondents, or 20.3%, remained neutral. In contrast, 32 respondents or 46.4 disagreed, and 14 respondents, or 20.3%, strongly disagreed. Regarding the final aspect, which suggests that the use of songs could potentially mitigate learners' anxiety related to English language acquisition, the responses were varied. Specifically, 11 respondents, constituting 15.9% of the sample, expressed strong agreement, while 27 respondents, or 39.1%, agreed. Concurrently, 21 respondents, or 30.4%, remained neutral. On the other hand, 8 respondents, or 11.6%, disagreed, and 2 respondents, or 2.9, strongly disagreed.

Upon analyzing the data, it was discerned that the majority of students perceived English songs as a tool that can expedite the acquisition of vocabulary. This perception is largely attributed to the substantial repetition inherent in English songs, which facilitates the automatic utilization of the target language (Sexton, 2023). Furthermore, English songs are generally highly motivating and engaging, particularly for young learners (Hasibuan et al., 2023), (Montenegro Correa & Barragán Villa, 2019). However, there is a general disagreement with the notion that English songs are an effective medium for imparting instruction. Additionally, the assertion that the use of songs can alleviate learners' apprehension associated with English language acquisition is also generally met with disagreement.

Fourth Theme

Table 4: Efficacy of Implementing English Songs in the Educational Environment

No	Statement	Indicator				
		SA	A	N	D	SD
1.	I assert that I possess the capability to readily access and identify English musical compositions that are apt for utilization in an English language classroom setting.	13%	50.7%	31%	2.9%	1.4%
2.	I assert that I employ English musical compositions in the classroom setting to the greatest extent feasible.	5.8%	34.8%	37.7%	15.9%	5.8%
3.	I employ the use of English songs in the classroom setting twice a month.	8.7%	36.2%	36.2%	8.7%	10,1%

Note

SA: Strongly Agree, A: Agree, N: Neutral, TS: Disagree, and SD: Strongly Disagree

Aligned with the fourth theme, which delves into the effectiveness of incorporating English songs within the educational milieu, three distinct facets emerged. In the initial facet, denoted by the proficiency to effortlessly locate and recognize English musical compositions suitable for integration into an English language classroom, findings revealed that 9 respondents, constituting 13%, expressed strong agreement, while 35 respondents, comprising 50.7%, agreed. In contrast, 22 individuals, or 31%, maintained a neutral stance. A minimal percentage, represented by 4 individuals (2.9%), expressed disagreement, and the smallest proportion, 1 person (1.4%), vehemently disagreed.

In the context of the second facet, which scrutinizes the utilization of English musical compositions in the classroom environment to the utmost extent feasible, discernible patterns emerged. Specifically, 4 individuals, accounting for 5.8%, unequivocally expressed strong agreement, while 24 respondents, constituting 34.8%, conveyed agreement. Conversely, the majority of respondents, totaling 26 or 37.7%, assumed a neutral standpoint. In contradistinction, 11 individuals (15.9%) and 4 persons (5.8%) articulated disagreement and strong disagreement, respectively.

Regarding the third dimension, which specifically addresses the utilization of English songs in the classroom on a bi-monthly basis, the survey results indicate that 6 respondents, constituting 8.7%, strongly endorsed this practice, while 25 respondents, representing 36.2%, agreed. Concurrently, an equivalent number of 25 respondents, or 36.2%, maintained a neutral stance. Subsequently, 6 respondents, or 8.7%, and 7 respondents, or 10.1%, registered disagreement and strong disagreement, respectively.

Based on the data analysis, it can be deduced that the effectiveness of utilizing easily accessible English songs is generally acknowledged by the respondents (Girsang et al., 2023) (Harahap & Kembaren, 2023). Subsequently, the majority of participants expressed agreement and neutrality regarding the proposition of maximizing the use of English songs in the classroom. Finally, fewer than 10 respondents articulated their disagreement with the implementation of English songs in the classroom setting twice a month.

The findings of this investigation validate that a majority of respondents express a favorable inclination towards the utilization of songs as a pedagogical tool for English language acquisition in early childhood education. The implications of this research extend to the recognition that understanding the perspectives of pre-service teachers on integrating songs into English instruction can serve as a valuable foundation for formulating new teaching methodologies, thereby fostering improved learning outcomes. It is essential to acknowledge that the constraints of this study stem from its limited scope, as the respondents were exclusively drawn from a singular institution, namely STKIP Kusuma Negara. The robustness and generalizability of the results could be bolstered through the inclusion of participants from diverse academic campuses.

Discussion

Introducing English to young learners through songs serves as a dynamic and effective approach that offers numerous benefits. Songs are inherently engaging and enjoyable, capturing children's attention and fostering a positive learning environment (Fitria, 2023b). By incorporating English lyrics into familiar melodies, educators can create memorable experiences that facilitate language acquisition in a fun and interactive way. Songs provide a multisensory learning experience, stimulating auditory, visual, and kinesthetic modalities, which can enhance comprehension and retention of vocabulary and grammar structures. Additionally, songs often feature repetitive phrases and catchy rhythms, which aid in reinforcing language patterns and promoting automatic language use. Moreover, singing encourages active participation and collaboration among young learners, promoting social interaction and communication skills development. Beyond linguistic benefits, songs offer cultural insights and exposure to diverse musical traditions, enriching children's cultural literacy and fostering appreciation for global diversity. Overall, introducing English through songs as a medium to young learners not only facilitates language learning but also cultivates a lifelong love for language and music, nurturing well-rounded individuals who are equipped to thrive in a multicultural world.

The utilization of songs as a medium to introduce English to young learners presents a considerable challenge for Early Childhood educators. While songs offer undeniable benefits, such as enhancing linguistic proficiency and providing enjoyable learning experiences, educators face hurdles in effectively integrating them into the curriculum. Challenges include the identification of suitable songs aligned with the curriculum, ensuring access to resources, and managing potential disruptions in the classroom. Additionally, educators must address concerns about the impact of song-based instruction on learners' concentration and the assessment of English proficiency. Despite these challenges, the widespread recognition of songs' pedagogical value underscores their importance in early childhood education. Educators must navigate these obstacles through careful selection of songs, innovative instructional strategies, and ongoing professional development to maximize the benefits of song-based instruction for young English learners.

This research focused on four primary themes derived from the students' responses: (1) the pedagogical value attributed to songs, (2) the attitudes of students towards the use of songs, (3)

the opinions of students concerning the songs utilized, and (4) the perceived effectiveness of songs. The findings from this investigation offer valuable insights into pre-service teachers' perspectives on the implementation of song-based instruction in teaching English to early childhood learners.

First, in terms of the utilization of songs as pedagogical tools, the majority of pre-service teachers endorse the inclusion of English songs in the curriculum for early childhood English language instruction. They cite the pedagogical value of songs and their ability to enhance linguistic proficiency. Additionally, there is a consensus among respondents that English songs provide opportunities for young learners to showcase their language skills, enjoy learning, and improve their auditory faculties. These findings are consistent with existing literature emphasizing the benefits of incorporating songs into language education. Second, regarding self-efficacy in imparting English songs, pre-service teachers express concerns about the availability of resources and the identification of suitable musical compositions aligned with the English curriculum. However, they generally disagree that songs compromise learners' concentration or hinder assessments of English proficiency, despite acknowledging challenges such as potential disruptions and time constraints. Third, regarding the component of songs as instructional tools, respondents perceive English songs as effective for facilitating vocabulary retention and promoting the automatic use of the target language. They also recognize songs' engaging nature for delivering English instruction, although there is disagreement regarding their efficacy in alleviating learners' anxiety related to language acquisition. Fourth, concerning the efficacy of implementing English songs in the educational environment, respondents acknowledge the effectiveness of utilizing easily accessible English songs and express a favorable attitude towards maximizing their use in the classroom. While opinions vary on the frequency of implementing songs, the majority agree with their integration into the curriculum.

Overall, the study underscores the importance of integrating songs into English language instruction for early childhood learners, as perceived by pre-service teachers. However, it also highlights the need to address challenges related to resource availability, song selection, and instructional strategies. The findings suggest avenues for further research and the development of teacher training programs to enhance the efficacy of song-based instruction in early childhood education. Additionally, the study acknowledges the limitations of its scope and recommends broader participation from diverse academic institutions to strengthen the generalizability of results.

Implementing song-based instruction in teaching English to early childhood learners can be greatly beneficial for pre-service teachers. To effectively integrate songs into their lessons, it is essential for teachers to carefully select age-appropriate and culturally relevant songs that align with the curriculum's learning objectives, such as vocabulary and grammar. Visual aids such as pictures, gestures, and props can enhance comprehension and engagement during singing activities. Encouraging active participation through actions, movements, or interactive elements not only captivates young learners but also reinforces language learning through kinesthetic experiences. Pronunciation and intonation can be naturally practiced through songs, as students mimic singers' pronunciation and pay attention to rhythm and stress patterns in the lyrics. By incorporating multisensory activities like rhythm instruments or dance movements, teachers cater to different learning styles and deepen language retention. Regular repetition of songs helps internalize vocabulary and language structures, while creating a language-rich environment encourages students to engage in discussions and creative activities related to the songs. Personalizing songs to students' interests and adapting activities based on their feedback allows teachers to tailor their approach and maximize learning outcomes. Reflecting on the effectiveness of song-based instruction and continuously adapting their methods based on student engagement and progress ensures a dynamic and effective learning experience for early childhood learners.

CONCLUSION AND SUGGESTIONS

The utilization of songs as a medium to introduce English to young learners presents a considerable challenge for Early Childhood educators. The investigation into pre-service teachers' perspectives on song-based instruction in teaching English to early childhood learners reveals a widespread endorsement of integrating English songs into the curriculum. Pre-service teachers recognize the pedagogical value of songs, noting their ability to enhance linguistic proficiency and provide engaging learning experiences for young learners. Despite concerns about resource availability and song selection, there's a consensus on the effectiveness of incorporating songs into language education. Moreover, pre-service teachers express confidence in their ability to implement song-based instruction, although they acknowledge challenges such as potential disruptions and time constraints. However, they generally disagree that songs compromise learners' concentration or hinder assessments of English proficiency. Regarding the efficacy of song-based instruction, respondents acknowledge the benefits of utilizing easily accessible English songs and express a positive attitude towards maximizing their use in the classroom. While opinions vary on the frequency of implementing songs, there's overall agreement on their integration into the curriculum. Overall, the study emphasizes the importance of integrating songs into English language instruction for early childhood learners, highlighting the need to address challenges related to resource availability, song selection, and instructional strategies.

By analyzing the feedback and experiences of these respondents, they can gain a deeper understanding of the benefits and potential drawbacks of this teaching method. This analysis can then be used to refine teaching strategies and create a more effective and engaging learning environment for young English learners. Ultimately, the goal is to ensure that each learner is provided with the best possible opportunities to succeed in their language learning journey. The findings suggest avenues for further research and the development of teacher training programs to enhance the efficacy of song-based instruction in early childhood education. Additionally, the study acknowledges its limitations and recommends broader participation from diverse academic institutions to strengthen the generalizability of results. The study also recommends broader participation from diverse academic institutions to enhance the generalizability of the findings.

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