



The Use of English Children's Song Media in Improving Students Pronunciation

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Abstract: The purpose of this study was to determine how the influence of children's song media on improving English pronunciation skills of fourth grade students of MI Bina Ummat. This study has a single group pretest and posttest design and is experimental in nature. Thirty children from the fourth grade of MI Bina Ummat became the study population. The t test was used in the analysis of this research data. The findings of the study showed that the children's song media had an impact on students' English pronunciation, with t count $8.101 > t$ table 2.042 , an average value of 54.00 for pre-test data and an average value of 80.64 for post-test data. The difference in the average value is 24.64 with a percentage of 42% . The results show how much the student's pronunciation ability changes. The use of children's song media has an impact on improving the English pronunciation skills of grade IV students at MI Bina Ummat, according to these findings

Keywords: English Pronunciation; English children's song media

Penggunaan Media Lagu Anak Bahasa Inggris dalam Meningkatkan Pengucapan Siswa

Abstrak: Tujuan penelitian ini adalah untuk mengetahui bagaimana pengaruh media lagu anak terhadap peningkatan keterampilan pengucapan bahasa Inggris siswa kelas IV MI Bina Ummat. Penelitian ini memiliki desain *single group pretest and posttest* dan bersifat eksperimental. Populasi penelitian adalah tiga puluh anak kelas IV MI Bina Ummat. Uji t digunakan dalam analisis data penelitian ini. Temuan penelitian menunjukkan bahwa media lagu anak memberikan dampak terhadap pengucapan bahasa Inggris siswa, dengan t hitung $8,101 > t$ tabel $2,042$, nilai rata-rata $54,00$ untuk data *pre-test* dan nilai rata-rata $80,64$ untuk data *post-test*. Selisih nilai rata-rata sebesar $24,64$ dengan persentase 42% . Hasilnya menunjukkan seberapa besar perubahan kemampuan pengucapan siswa. Penggunaan media lagu anak memberikan dampak terhadap peningkatan kemampuan pengucapan bahasa Inggris siswa kelas IV MI Bina Ummat, demikian temuan tersebut.

Kata kunci: Pengucapan Bahasa Inggris; Media lagu anak bahasa Inggris.

1. Introduction

Education and language are two things that go hand in hand. The main tool in education is language. However, education has a crucial role to play in both the creation and destruction of language (Marzá, 2014). Language is a communication tool used in daily communication activities. Likewise in English, English is used as an international language where almost all countries use English, both as an official language and as a foreign language. English is a very important language in the world, especially in the current era of globalization. English is the common language for international communication. People who are fluent in English will find it easy to enter and use the world's information technology (Faqihatuddinayah, 2017).

Language can be used by humans as a means of communication. Convey ideas, ideas, desires, and experiences to others. Without human language can not communicate, interact between individuals and between groups. Language in the form of expressions is written communication. The use of language variations used by a person is referred to as a variety of languages (Panuju, 2018). English is still considered a foreign language in Indonesia, unlike some other nations where it is spoken as a first or second language. English has been the primary language studied thus far.

Indonesia has three official languages: Indonesian, regional languages, and foreign languages. These three languages occasionally mix. English, in particular, and Indonesian are particularly at odds with one another (Agustin,

2019). English is very difficult for students to understand because almost all of them do not make English their second or first language, English is still a foreign language that is very difficult for them to understand. Seen from some public schools, English is not used as an official language. Mastery of English has become a problem for many Indonesian students. The most influential problem is psychological barriers (Youssof Haidara, 2014). Where they have applied their minds that English is a language that is difficult to understand, and also a language that is very difficult for them to speak.

The way that English learning has been implemented up to this point has not been able to result in pupils who are engaged in speaking English. Writing assignments and memorization of vocabulary or grammar are given more priority in classroom instruction. Since they are simply required to read and translate materials, this teaching method makes many students feel incapable or lazy, which makes them scared to participate in English sessions in class. Students were less engaged in their learning in class as a result of this. Every day, in and out of the classroom, assignments for vocabulary and grammatical instruction should be offered to students. However, there are issues that arise as a result of English being designated as a foreign language by the government, causing vocabulary and grammar competence to fall short of expectations (Fatah, 2018). Pronunciation is a way for how we pronounce a word in English. In teaching pronunciation, states that pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in spoken language (Sihombing, 2014). Many pupils still struggle with pronunciation and don't know how to correctly say an English word. Even though it's crucial to speak clearly and pronounce words correctly so that the other person can understand what we're saying.

The purpose of learning English in elementary schools, it can be said, is to develop oral communication skills that integrate all linguistic elements, namely vocabulary, grammar, and pronunciation (Ratminingsih, 2016). Science education is better started in early infancy because new information is much easier to retain. Evidently, English has been taught incorrectly as one of the topics since elementary school. The STKIP education students at the Banten location for the seven semester of English education carried out educational outreach activities with a focus on teaching English to fourth graders because they understood the significance of equal distribution of education for

all levels of society. In truth, there are still certain issues with Indonesians learning English. It is evident from the results of numerous studies and publications that Indonesian students generally still have low levels of English proficiency (Raudoh et al., 2021a).

Elementary school children at MI Bina Umat are still very vulnerable in understanding English, especially in their pronunciation, the word "APPLE" which should be pronounced with the pronunciation of "e'pel" but they still say the word "aple" and many more. From the problems at MI Bina Umat, this journal was created as a result of the implementation of community service at MI Bina Umat. In addition, it can add a fresh and engaging layer to the instructional process (Marzá, 2014). In teaching pronunciation, carefully selected teaching materials play a major role (Shing & Yin., 2014). Suhendan posed the question, "Which Strategy is Most Appropriate for Very Young Language Learners," in a journal entry from 2014 (Suhendan Er, 2014). Finally, there was a research using children's songs in the application of English learning, because at the age of their children they much prefer fun things, such as these children's songs. This allows teachers to cultivate new learning environments. In other words, the learning process is not seen as a teacher who provides knowledge to students while paying attention to what the teacher says, but as a teacher who creates a stimulating learning environment and students actively participate in teaching and learning activities in a fun way. Using music as a teaching tool is one method of making English lessons fun (Wijayanti, 2016).

The learning strategies and resources that teachers employ reflect their beliefs about educational ideals, which include messages, facts, concepts, and ways of thinking. English teachers face a number of difficult challenges, such as how to develop and manage effective teaching and learning techniques, how to encourage students to use English fluently and confidently in everyday situations, and how to switch from the traditional "teacher-centered" method of instruction to one that is student-centered (Yu-wei Chu, 2014). Songs are excellent "tools" for helping pupils learn English, especially those that are intended to motivate them. Additionally, since songs heighten students' auditory sensitivity and language is learnt through the study of many sorts of meaningful sounds, it may be claimed that songs play a significant part in language acquisition. Songs can be added to sessions to make them more lively and entertaining. If a child likes the teacher's instructional song, they will be

delighted and eager to sing along with it. Additionally, they unintentionally pick up information now.

Depending on our needs, we can use songs from all genres in the classroom. Please be aware that not all English songs are appropriate for educational purposes. Children should not listen to songs that place an excessive amount of attention on the music, or that have loose vocabulary or too many metaphors. Select songs that are simple and appropriate for learning needs (curriculum, for example). Additionally, select music with clear pronunciation and simple to grasp lyrics. Students naturally have to choose the ideal model as they will use the song as a guide. If the instructor sings it, it must also be guaranteed that the teacher will set a good example for the children. Referring to the results of previous research.

Demonstrated that singing songs is a successful teaching strategy because it gets students involved and makes learning enjoyable (Raudoh et al., 2021). As is the case with the media used in this study, namely a collection of songs from "COCOMELON" which is in English. The purpose of this study is to provide information about whether using audio from young children to learn English effectively can improve teachers' ability to teach, as well as whether doing so can increase teachers' proficiency in teaching English to students in grades 4 and up at Madrasah Ibtidaiyah Bina Umat, as determined by the results of their post-teaching assessments. Based on the context of the aforementioned concerns, this study can formulate a number of problems. That is : 1. can the usage of media containing children's songs improve the pronunciation skills of kids in grade 4 at MI Bina Umat? 2. Will using children's song media, the average grade 4 in learning English about pronunciation will increase?

2. Research Method

The experimental research undertaken in this study aligns with the fundamental principles of experimental design, wherein a specific condition or event is intentionally introduced to research subjects through a defined treatment or set of treatments. The primary objective is to systematically evaluate the consequences of this intervention. To comprehensively address the research question at hand, the chosen study adopts a unique approach by administering the intervention twice-initially and subsequently. This dual intervention process enables a thorough examination of the original and final test data, which are then subjected to meticulous collection, processing, and statistical analysis.

The overarching aim is to assess the effectiveness of the existing active learning program, as outlined by Nuryanti in 2019. The study unfolds within the confines of a private Islamic school situated in Serang, Banten, chosen strategically for its easy accessibility. The selection of specific classrooms is grounded in informed conversations with the class instructor, ensuring a purposeful and contextually relevant research setting. The research scope narrows down to a single classroom comprising thirty fourth-grade primary school students who are the focal point of the investigation. The students are closely monitored during their English classes, providing valuable real-time insights into the dynamics of the active learning program's implementation.

The chosen research design, termed the One Group pretest-posttest design by the authors, underscores the significance of evaluating within-group changes. This design involves the administration of pre-tests before any interventions, followed by post-tests to gauge the impact of the applied treatments. While this design lacks a control group, its focus on the same group before and after the intervention allows for an in-depth analysis of the observed changes within the specific context of the study. Extending beyond the traditional assessment of academic outcomes, the study draws inspiration from Samuel J. Stratton's work in 2020, acknowledging the broader utility of pre-test and post-test designs. In addition to measuring improvements in knowledge, the authors recognize the relevance of exploring participants' attitudes and opinions regarding the active learning program. This conceptualization aligns with the notion of an acceptance and efficacy study, which delves into participants' comfort levels in applying newly acquired knowledge or navigating novel concepts.

The absence of a control group, a potential limitation acknowledged by the researchers, underscores the necessity for cautious interpretation of causality. Nevertheless, the deliberate choice to conduct the study in one group allows for a nuanced exploration of the specific impact on the selected fourth-grade students. Before initiating any treatments, each participant undergoes a pre-test, serving as a baseline measure. Subsequently, the participants receive the designated treatment, after which a post-test is administered to gauge the treatment's impact on their knowledge and attitudes. Yani et al. (2020) play a pivotal role in shaping the methodological framework, emphasizing the importance of employing a specific instrument in

the form of 10 English questions. This structured approach ensures a standardized evaluation of the students' comprehension and application of the knowledge imparted through the active learning program. The subsequent analysis of the students' answers to these questions forms a crucial component of the overall assessment process.

The choice of a private Islamic school adds a unique cultural and contextual dimension to the study, providing insights into the potential variations in the effectiveness of the active learning program within specific educational settings. The collaboration with the class instructor further enhances the study's practical relevance, aligning it with the ongoing educational activities in the selected classroom.

In conclusion, this experimental research endeavors to contribute valuable insights into the effectiveness of an active learning program in a private Islamic school in Serang, Banten. The deliberate introduction of a dual intervention, the strategic selection of classrooms, and the utilization of the One Group pretest-posttest design underscore the rigor of the study. While the absence of a control group warrants careful consideration, the focus on within-group changes allows for a detailed exploration of the specific impact on the fourth-grade students. The incorporation of attitudes and opinions, inspired by the work of Samuel J. Stratton, expands the research scope beyond academic outcomes. The structured use of 10 English questions as an instrument, guided by Yani et al., enhances the precision of the assessment process. The cultural and contextual nuances introduced by the choice of a private Islamic school enrich the study, offering a comprehensive understanding of the active learning program's dynamics in a specific educational setting.

The research design used the One Group pre-test and post-test design. This research design will be discussed in *table 1* which explains what will be done when using the pre-test and post-test designs. The mechanism is as follows (table1):

Table 1 Research Design

Pre test	Treatment	Post test
O1	X	O2

Information:

- O1 : Pretest score before being given action
- X : Treatment
- O2 : Post test value after being given action

Based on the research design, the steps in this study are as follows : 1) Conduct a pre-test

without using English children's song media; 2) Carry out treatment for class IV MI Bina Umat students in the form of learning how to pronounce in English using English children's songs as media; 3) Giving a post test to students to find out the final ability of students after being given an action.

Collection of test data, the researcher will limit the test and collect pre- and post-test scores. At the beginning (pre-test) and conclusion (post-test) of the study, researchers will evaluate students' ability to pronounce a subset of vocabulary words (post-test). Students will be evaluated on pronunciation, intonation, and stress (Herlina, 2020).

3. Results and discussions

The correlation between strong pronunciation mastery and enhanced oral communication skills among students is a pivotal aspect that underscores the significance of linguistic proficiency in spoken language. As elucidated by Sihombing in 2014, the positive relationship is evident in the performance of students who successfully pass the pronunciation mastery exam, receiving commendable marks for their speaking abilities. Conversely, those who do not fare well in the pronunciation mastery test tend to exhibit lower competence in oral communication, as reflected in their comparatively lower marks on the speaking competence test. The nuanced exploration of these relationships is further illuminated through the examination of pre-test and post-test results, as outlined in Table 2. This tabular presentation encapsulates the students' performance levels before and after the intervention or assessment. The pre-test serves as a baseline measure, capturing the initial state of students' proficiency in pronunciation and oral communication skills. Subsequently, the post-test outcomes provide insights into the impact of any educational interventions or experiences, shedding light on the progression or stagnation of students' abilities over time.

Table 3 assumes a crucial role in elucidating the statistical significance of the observed changes between the pre-test and post-test results. The T-test, a widely employed statistical tool, aids in determining whether the observed differences are statistically significant or if they could be attributed to random variation. This rigorous analysis aims to corroborate the qualitative observations made through the pre-test and post-test comparison, providing a more robust foundation for drawing conclusions regarding the effectiveness of pronunciation

mastery on oral communication skills. The pre-test data, situated in Table 2, serves as a diagnostic tool to gauge the initial proficiency levels of students in terms of pronunciation and oral communication. This baseline assessment is imperative for understanding the starting point and potential areas of improvement. It also aids in identifying any existing disparities among the student population, thereby informing targeted interventions or educational strategies.

The post-test results, presented in the same table, unveil the outcomes of the pronunciation mastery intervention or educational program. These findings offer a snapshot of the students' progress, allowing for an assessment of the effectiveness of the applied methods or curriculum. Not only do these results provide a retrospective view of the impact on individual students, but they also contribute to the broader discourse on the correlation between pronunciation mastery and oral communication skills. Table 3, delving into the T-test results, is instrumental in adding a layer of statistical rigor to the qualitative insights derived from the pre-test and post-test analyses. The T-test evaluates whether the observed differences between the pre-test and post-test scores are statistically significant, helping researchers and educators discern whether the changes can be attributed to the intervention or if they could have occurred by chance. This statistical validation is paramount for establishing the credibility and generalizability of the study's findings.

The integration of statistical analyses, as evidenced in Table 3, enhances the overall robustness of the study. It not only provides a more objective and quantifiable dimension to the observations but also enables the identification of trends or patterns that may not be immediately apparent through qualitative assessments alone. This multifaceted approach aligns with best practices in research methodology, fostering a comprehensive understanding of the complex interplay between pronunciation mastery and oral communication skills. Moreover, the implications of the study extend beyond the confines of the classroom or examination hall. The demonstrated connection between pronunciation mastery scores and subsequent speaking competence underscores the broader relevance of linguistic proficiency in real-world communication scenarios. Proficiency in pronunciation not only contributes to academic success but also has practical implications for effective communication in professional and social contexts.

Table 2. Pre-test and post-test results

Statistik	Pre-test	Post-test
N	30	30
Average	54,00	78,67
Middle value	55,00	80,00
Standard deviation	14,288	8,604
Minimum value	20	60
Maximum value	70	90

Table 3. T-Test Results

Class	Average	T count	T table	P
Pre-test	54,00	8,101	2,042	0,000
Post-test	78,67	8,101	2,042	0,000

Discussion

When the p-value surpasses the 0.05 benchmark, it indicates that the variants in the two sets are statistically similar. This statistical underpinning sets the stage for a more in-depth exploration of the research's central inquiry: the potential increase in students' English pronunciation skills through the innovative medium of children's songs. To delve into the specific methodology employed, the t-test emerges as the analytical tool of choice to discern whether a notable enhancement in English pronunciation skills is evident. The crux of the researchers' conclusion hinges on the significance of the t-count value in relation to the critical t-table value, with the threshold for significance set at 5%. In this study, the t-count value of 8.101 significantly exceeds the t-table value of 2.042, given a degree of freedom (df) of 30 at a 5% significance level. This compelling statistical evidence forms the basis for the researchers' conclusion that there is indeed a substantial increase in students' English pronunciation skills through the utilization of children's songs as a pedagogical tool.

The substantiation for this assertion lies in the comparative analysis of pre-test and post-test data. The pre-test data, indicating an average score of 54.00, serves as a baseline measurement of students' initial pronunciation skills. In contrast, the post-test data reveals a noteworthy average score of 78.67. The considerable difference between these averages amounts to 24.64 points, representing a remarkable 42% increase in students' English pronunciation skills. This robust numerical evidence not only reinforces the statistical significance established through the t-test but also provides a tangible demonstration of the practical impact of incorporating children's songs as an instructional medium. The explicit acceptance of the first hypothesis in the study, which posits an increase

in students' English pronunciation skills through the use of children's songs, aligns seamlessly with the empirical evidence derived from the t-test results. This validation is a pivotal milestone, highlighting the effectiveness of integrating innovative pedagogical approaches, such as incorporating children's songs, in language learning.

The study extends its inquiry beyond the statistical realm, aiming to elucidate the broader implications for pedagogical practices at Madrasah Ibtidaiyah Bina Umat. The overarching goal is to discern whether the observed increase in English pronunciation skills, as indicated by the research findings, holds practical significance in the context of the educational institution under investigation. The researchers posit that the significant increase in English language skills among fourth-grade students of MI Bina Umat, facilitated by the incorporation of children's songs, supports the acceptance of the alternative hypothesis. The alternative hypothesis, which suggests that there is an effect of increasing students' English pronunciation skills through the medium of children's songs at MI Bina Umat, is substantiated by the research outcomes. The fundamental premise is that the unique learning environment created by the integration of children's songs contributes to students' comfort and engagement during the learning process, consequently leading to improved English pronunciation skills.

This emphasis on the comfort and engagement of students in the learning process dovetails with contemporary educational theories that underscore the importance of creating a positive and stimulating learning environment. The unique auditory and rhythmic elements of children's songs likely foster an enjoyable and immersive language learning experience, contributing to the observed increase in pronunciation skills. Furthermore, the meticulous exploration of the magnitude of change in students' English pronunciation ability provides valuable insights into the tangible impact of the pedagogical intervention. The average score difference of 24.64 points, coupled with the substantial percentage increase of 42%, underscores the efficacy of the instructional approach. This numerical representation not only adds quantitative weight to the findings but also serves as a tangible benchmark for educators and administrators seeking evidence-based strategies for enhancing language learning outcomes.

In conclusion, this study, conducted at Madrasah Ibtidaiyah Bina Umat, delves into the innovative realm of using children's songs as a

medium for improving students' English pronunciation skills. The homogeneity test, t-test, and subsequent analyses collectively contribute to the robustness of the research findings. The statistical evidence, supported by a comprehensive exploration of pre-test and post-test data, provides a solid foundation for concluding a significant increase in English pronunciation skills among fourth-grade students. The acceptance of the alternative hypothesis aligns with the practical implications for pedagogical practices at MI Bina Umat, suggesting that the incorporation of children's songs creates a conducive learning environment that positively influences students' language acquisition. The study's commitment to not only statistical significance but also the practical relevance of the findings positions it as a valuable contribution to the field of language education.

4. Conclusions

The overarching objective of this study is to cultivate an awareness among students regarding the myriad enjoyable avenues available for improving their English pronunciation skills. The central premise revolves around the notion that learning can be a delightful and engaging experience, particularly when leveraging innovative pedagogical tools. Throughout the research process, several noteworthy successes have emerged, contributing to the depth and richness of the study. One of the pivotal revelations centers on the efficacy and potential for development inherent in the utilization of children's songs as a medium for learning English, with a specific emphasis on pronunciation practice. The success story of this research unfolds in the researcher's realization that children's songs, when harnessed as a pedagogical tool, possess a unique capacity for fostering language learning. Particularly in the realm of pronunciation improvement, the melodic and rhythmic attributes of children's songs offer an engaging and effective means of language practice. What emerged from the study was the understanding that this approach holds significant promise for development and is especially well-suited for the learning preferences and styles of children. The core element contributing to this success lies in the ability of children's songs to evoke happiness and enthusiasm among learners, thereby creating a positive and conducive atmosphere for language acquisition.

However, amid the successes, the research journey was not without its challenges. One of the primary obstacles encountered was the time-

intensive nature of data collection. Given the need for a comprehensive understanding of the impact of children's songs on English pronunciation skills, the researcher had to invest a significant amount of time in collecting and analyzing data. This challenge underscores the meticulousness and thoroughness required in research endeavors, especially when exploring innovative and nuanced aspects of pedagogy. The commitment to overcoming these challenges further highlights the researcher's dedication to ensuring the reliability and validity of the study's findings. Another notable challenge faced during the research process pertained to the selection of an appropriate research method. The multifaceted nature of the study, which aimed to gauge the impact of children's songs on English pronunciation skills, necessitated a careful consideration of the most fitting research methodology. The selection process involved weighing the strengths and limitations of various methods to ensure that the chosen approach aligns with the research objectives and provides meaningful insights. This challenge underscores the importance of methodological rigor in educational research and the need for researchers to navigate methodological decisions judiciously.

In addressing the challenges encountered, it becomes evident that the success of the study is not only measured by the positive outcomes but also by the researcher's ability to navigate and overcome obstacles. The commitment to rigorous data collection, despite its time-consuming nature, and the thoughtful selection of an appropriate research method attest to the researcher's dedication to producing a robust and insightful study. The significance of the research findings extends beyond the immediate context of the study. The revelation that children's songs can serve as a potent tool for enhancing English pronunciation skills carries implications for educators, curriculum designers, and policymakers in the field of language education. The emphasis on creating enjoyable and enthusiastic learning experiences aligns with contemporary educational paradigms that recognize the importance of student engagement in the learning process.

The positive impact observed in this study aligns with broader educational theories that advocate for the integration of interactive and enjoyable elements in the learning environment. The researcher's recognition of the potential for development in utilizing children's songs as a pedagogical medium adds to the growing body of knowledge within the field of language education. This awareness not only contributes to

the academic discourse but also offers practical insights for educators seeking effective and enjoyable strategies to enhance language learning outcomes. In conclusion, this study has successfully illuminated the potential of children's songs as a captivating and effective medium for improving English pronunciation skills. The researcher's commitment to exploring innovative approaches to language learning has resulted in valuable insights and a deeper understanding of the positive impact that engaging pedagogical tools can have on students. The successes and challenges encountered throughout the research journey underscore the dynamic and evolving nature of educational research. By addressing obstacles and embracing successes, the researcher has not only contributed to the specific field of language education but has also laid the groundwork for future exploration and advancements in pedagogical practices.

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