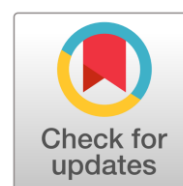




How Song Affect English Teaching: Systematic Literature Review

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Abstract

Purpose - This research aimed the purpose to find out whether song is effective for learning and what effects songs have.

Design/methodology/approach - This research was Systematic Literature Review (SLR). Research data were taken by documenting and identifying published journals or article via structured keyword search on Web of science Google Scholar from 2016 to 2022. The researcher also limits the journals qualitative only.

Findings/results - The results show that 15 Journals or articles stated about the impact of song in English learning. The researcher classified into three points. It was improving learners' vocabularies, improving learners' skill and creating the enjoying learning climate.

Originality/value - Song is still being one of the popular media or tools in English teaching. It is cheap and easy to get it. Song can be called an eternal medium. This research can be recommended for teacher as one of the media in English teaching.

Paper type - Research paper

Keywords: Song Affect, English Teaching, Systematic Literature Review.

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Introduction

Since songs can boost students' motivation and performance in learning a foreign language, using them to teach English has received a lot of attention because of the profound advantages they offer as authentic materials (Romero, 2017). The use of songs to teach and learn a foreign language has been the subject of some studies. A study done in Turkey asked elementary school instructors what they thought about using songs in the classroom (Nematovna, 2022). According to studies (Sevik, 2011), (Razak & Yunus, 2016) students that listen to music develop better listening skills. Similar research has also been done in Malaysia and Bangladesh. (Razak & Yunus, 2016).

The investigations quantified the impacts of three variables, one of which was music, and found that it significantly boosted students' motivation. Many other research projects have been done on the topic of music therapy (Albaladejo et al., 2018), (Alisaari & Heikkola, 2017). Most studies have found that using songs as a teaching tool is beneficial for young students. There is scant evidence supporting the use of music with older students or adults. The benefits of using songs with EFL students have been the subject of much study, with a particular emphasis on the use of songs to teach language skills and language components.

Almost no qualitative methods were used; all data was collected and analysed using quantitative instruments. Pre- and post-test scores have been used by prior investigations to draw conclusions about the benefits and effects of employing music in this context. Their research relied heavily on experiments. The author has a keen interest in this line of inquiry, specifically in exploring, from a qualitative standpoint grounded in the perspectives of educators and students, the benefits or effects coming from the usage of song media. This time, the research question is whether music is effective for learning and what effects songs have.

State of the Arts

Song

Throughout human history, music and song have consistently been integral elements of the human experience. Songs are a common aspect of human existence, commonly appreciated in various settings ranging from solitary spaces to the confines of a shower or the auditory backdrop of a car ride. Consequently, songs have emerged as a crucial element in our linguistic interactions, and their combined usage with spoken words can provide highly

impactful outcomes. Students tend to remember songs longer than any other type of content. As a result, educators would do well to take advantage of the many opportunities presented by using music in the classroom to help students learn how to listen. Aravelo (2010) said that A song is a piece of music meant to be sung, but it is also a language package that combines cultural knowledge, vocabulary, listening skills, syntax, and the ability to moderate other language abilities into a compact set of rhymes. Students can be helped and have more fun while learning when songs are introduced in the classroom.

There is an unbreakable bond between song and music. When used effectively, music can help create an atmosphere of calm and harmony, enhancing the learning process. The incorporation of music into the educational setting is a method that has been developed to aid in the recall of material taught.

Part of a Song

When hearing a song, people pay attention to both the words and the music. They take pleasure in the musical interplay and the freedom of speech. What this means is that musical components come together to form a song. Ratnasari (2007) classifies musical elements as either rhythmic or tonal. The first group contains the primary components. It has beats, melodies, chord progressions, and words. The pulse of the sounds is what we call rhythm. It evolves into music's fundamental element. It's similar to learning how a word sounds. A melody is a stringed-together musical composition. When two or more notes of different volumes are played together, they are said to be in harmony with one another. The last one is a song's lyrics, or its musical text. The expression element constitutes the second class. The musician's technique, which includes speed, dynamic range, and vocal colour, through which they convey their thoughts and emotions.

Educating Through Song

In particular, anxiety, low self-confidence, a sense of threat, and the ability to positively influence or facilitate learning processes by motivating the pupil emotionally. According to (Saricoban & Metin, 2000) , (Orlova, 2003) using song to teach linguistic structure to pupils lightens the mood in the classroom, allows them to relax, and facilitates learning. Moreover, the upbeat ambiance and calm attitude that music provides aid in problem-solving in the classroom. Students are inspired by the positive environment provided by the songs being played. All students are expected to participate in class and make use of their musical

expertise. Singing is a great approach for pupils to gain self-assurance in their language-learning endeavours. According to (Orlova, 2003) , the following are some of the benefits of using song in the classroom:

- a. Getting used to the rhythms of rhythm, stress, and intonation in the English language.
- b. The vocabulary repetition stage is a good time to teach vocabulary.
- c. When teaching grammar, teachers like to look into how the tenses are used through songs.
- d. Teaching how to talk. Songs, and especially their words, are used to get people talking in class for this reason.
- e. Teaching how to listen. Music can help people understand things.
- f. Developing writing skills. It means that a song can be used in many different ways, like imagining what might happen to the characters in the future or writing a letter to the main character.

How to Choose Songs to Teach a Foreign Language

Songs can be useful tools to use when teaching a language. There are some good things about singing songs when teaching a language, but there are also some problems. Terhune (1997) says that there are a few problems with using songs to learn:

- a. Pop songs aren't based on science.
- b. Every student has their own way of learning, and some may find it hard to learn through music.
- c. If schools don't have good music systems, it could be hard to listen to songs.
- d. The kinds of music that kids like might not go well together.
- e. Songs with bad grammar or complicated sentence forms may be hard for students to understand.
- f. Some songs may have parts that are too bad to explain to students.
- g. When the same few words are used over and over, it makes the song seem boring or useless.

Unfortunately, not all educators have the musical background necessary to implement the kind of music-based approaches to language instruction that (Jensen, 2000) advocates for. One drawback of using songs is that you can't adjust the tempo to make it easier to understand when there's a grammatically challenging part or make it go by more quickly when there are repeated sections (Miller, 2002). Conversely, there are those educators who believe

they have no musical talent and therefore cannot lead a singing activity. But no prior knowledge is required to use a song in class for this purpose. According to Griffiee (1992) there are four factors to think about when selecting a song for use in the classroom:

- a. Conditions in the classroom (student population, range of ages, and topics of study)
- b. Age, musical interests, and classroom goals of the teacher
- c. Infrastructure (lesson-plan adaptability, materials) in the classroom
- d. The music (including the teaching plan and equipment including the board, speakers, and music sources)

The researcher concluded that short, slow songs are ideal for pupils just starting out, as suggested. These tunes are perfect for use in crossword puzzles, art classes, or presentations. Songs that are both long and fast to tell a story are best suited for kids with greater linguistic proficiency. It's important that the song you pick is easy to understand, thus it shouldn't have too many instruments going at once.

Method

This research employed an SLR to examine the development of songs used as teaching tools for the English language during the last seven years (from 2016 to 2022). Khan et al (2003) outlined five procedures for carrying out a systematic review. To begin, a research question must be formulated. The use of song in the classroom improvements the question of what effect it has on students learning English. The next step is to locate the applicable research. Multiple sources should be used, and it is essential to conduct a thorough search for relevant studies. As part of his or her systematic literature evaluation, the researcher has decided to scour the Google Scholar database for relevant articles. Journals indexed by Scopus were the primary publication venue for the majority of the papers considered for selection. The researcher employed a variety of keywords, including "the effectiveness song" and "English teaching media," to narrow the field and find relevant papers. Furthermore, several filters, including articles published between 2016 and 2022, were applied to the search. In the third phase, the researcher verifies the usefulness and quality of the previous research by evaluating the studies already completed. To ensure that the papers selected are useful in answering the research question, the researcher specifically chose studies conducted within a qualitative research framework. The final step is to compile a table or summary of the data.

Finally, after the preceding four processes have been completed, the result must be interpreted.

Result and Discussion

The research revealed a total of 15 scholarly works published in academic journals that examine the use of song within educational settings. The periodicals shared a common feature: they all reported qualitative research, which implies that their articles focused on first-person accounts from educators and students. They range in publication date from 2016 to 2022. Table 1 summarises the findings from the studies.

Table 1. Journal Investigation

Author, year	Journal	Research Methodology	Findings
(Isnaini & Aminatun, 2021)	Journal of English Language Teaching and Learning (JELTL) DOI: https://doi.org/10.33365/jeltl.v2i2.901	Descriptive Qualitative (Interview and questionnaire)	English songs have a big effect on how well they speak and write English. They also help them learn new words and how to say them properly.
(Akbarly et al., 2018)	Innovation in Language Learning and Teaching http://dx.doi.org/10.1080/17501229.2016.1216121	The corpus	Song lyrics could be a good way to learn how to use these structures. Different types of phrasal verbs and how often they are used can also be used to figure out how useful each genre is for students with different levels of English ability.
(Permana, 2020)	The Art of Teaching English as a Foreign Language	Literature Review	The results showed that in elementary school, teachers need to use engaging media like pictures, games, and

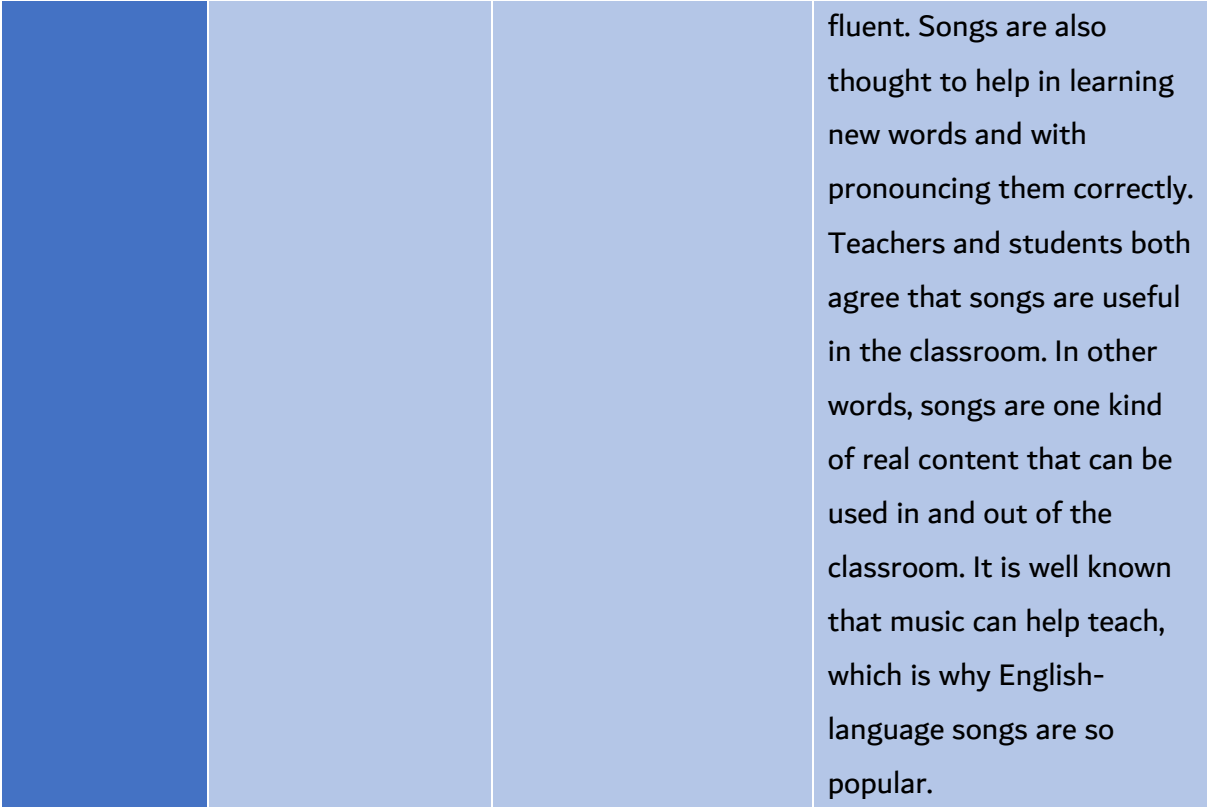
	https://doi.org/10.36663/tatefl.v1i2.56		songs to teach vocabulary. Literature studies have also shown that interactive media has a big effect on how motivated and interested students are in learning words. Teachers are urged to use interactive training materials to help students learn.
(Singh & Jeganmohan, 2020)	International Journal of Psychosocial Rehabilitation http://DOI: 10.37200/IJPR/V24I5/PR201932	Literature Review (examine previous researchers addressing the usage of song)	Listening to and singing along with songs, especially action songs, can improve students' English language ability, enthusiasm, and attitude towards utilising songs in the classroom, as well as teachers' and students' impressions of using songs. The results demonstrate that singing helps with learning and retention of information, language development, interpersonal communication, and teamwork.
(Amin & Soh, 2020)	Universal Journal of Educational Research DOI: 10.13189/ujer.2020.080124	Qualitative Synthesis	Implications for the field of second language education, with special focus on the effects of recent musical innovations on students' ability to absorb and retain

			new linguistic material, as well as the construction of a coherent framework for their study.
(Aguirre et al., 2016)	English Language Teaching	Mix-method (Qualitative and Quantitative)	English classes can benefit greatly from including songs into their curriculum as a means of engaging and motivating pupils. This result was more reliably confirmed by observations than by surveys.
(Listiyaningih, 2017)	Academica: Journal of Multidisciplinary Studies	Qualitative Method (Interviews)	The ability to understand spoken English can be honed by listening to popular songs in that language.
(Avdiu, 2021)	Rast Musicology Journal DOI: 10.12975/rastmd.20219310	Qualitative Method (Interview)	To teach English as a foreign language (EFL), songs are a good way to get students interested in learning. Teachers of EFL believe that songs should be used in their lessons.
(Andayani, 2022) (Zulfa et al., 2019)	International Journal of Scientific & Technology Research	Qualitative (Interview)	The benefits of the song as media were demonstrated to boost students' motivation and enthusiasm in learning English. In addition, songs are convenient teaching tools that may be obtained with little effort. A teacher needs

			to choose songs wisely, taking into account whether or not the students' current linguistic abilities match up with the song's topic, vocabulary, and grammar.
(Andayani, 2022)	Jurnal Education and Development DOI: https://doi.org/10.37081/ed.v10i1	Qualitative Approach	There are numerous benefits to using music as a teaching tool. One benefit is that the kids will be more receptive to learning thanks to the catchy tune. They pick up a few words of English in their sleep. These benefits will make it simpler for kids to learn English than using the conventional approach.
(Fitriana, 2021)	Jurnal Dieksis	Qualitative, Descriptive approach	The song's media are appropriate for all audiences, regardless of age or status. The use of sing-along media in educational settings is both simple and effective. The chosen tune should be appropriate for the designated learning purpose. The use of musical media can aid a child's growth and development.
(Kumar et al., 2022)	Hindawi Education Research International	Qualitative, descriptive approach	Songs and music can be seen as one of the best ways to learn a second

	<p>https://doi.org/10.1155/2022/3384067</p>		<p>language without putting too much pressure on learners to do well in school. It follows that it is the responsibility of English teachers to provide a safe and engaging classroom atmosphere where students may study while having a good time. There is evidence that listening to music and songs can be a beneficial activity in many ways. Music has been widely employed by second language teachers, especially with younger and primary school students, to teach fundamental topics in a pleasant and engaging way.</p>
<p>(Rachmawati et al., 2020)</p>	<p>Jadila: Journal of Development and Innovation in Language and Literature Education DOI: https://doi.org/10.52690/jadila.v1i2.105</p>	<p>Qualitative, observation and questionnaire</p>	<p>Teachers need to come up with creative ways to employ popular music in the classroom to engage students and help them learn English more effectively. This is especially true when it comes to expanding their students' vocabularies, as popular music often features a wide variety of words. Students</p>

			also need to spend significant time studying new vocabulary in order to achieve the goal of fluency in English.
(Samad & Paris, 2022)	DIAJAR: Jurnal Pendidikan dan pembelajaran DOI: 10.54259/diajar.v1i2.718	Qualitative descriptive (interview and observation)	The English as a Foreign Language students at Pohnuato University had trouble understanding the lyrics to the western song. The EFL students at Pohnuato University used four ways to make sense of the western music even though they didn't grasp the topic, didn't have the vocabulary, and found it difficult to understand the whole thing. To get the full meaning of the song's message and concepts, they were practicing strategies for paying attention, taking notes, and learning new vocabulary.
(Hendriani et al., 2020)	JURNAL TA'DIB DOI: 10.31958/jt.v23i2.2489	Qualitative study, case study design, in-depth interview	The English as a Foreign Language (EFL) students in Indonesia believe that there are benefits to using songs to study the English language. It is thought that this will help them learn the language and become more



fluent. Songs are also thought to help in learning new words and with pronouncing them correctly. Teachers and students both agree that songs are useful in the classroom. In other words, songs are one kind of real content that can be used in and out of the classroom. It is well known that music can help teach, which is why English-language songs are so popular.

According to the data presented above, there are numerous positive effects of using music in the classroom, particularly while teaching English. The data answer the first research question, which was whether songs are an effective way to learn. Then, to answer the second research question, based on the results of the journal identification, there were three things that were affected by how well songs helped people learn.

The first, song have impact on vocabulary. Songs can make learning new words fun and easy. When students use it, they are exposed to a wide variety of vocabulary, both new and old. Vocabulary, as everyone knows, is the most important aspect of learning a new language. A language's vocabulary includes all of the words used in that language. Vocabulary study should be the first stop for anyone hoping to improve his English language skills. Students must always be learning words as they study structure and as they practise sound system; vocabulary is an essential part of language training. The majority of the text's vocabulary is essential for students to understand it.

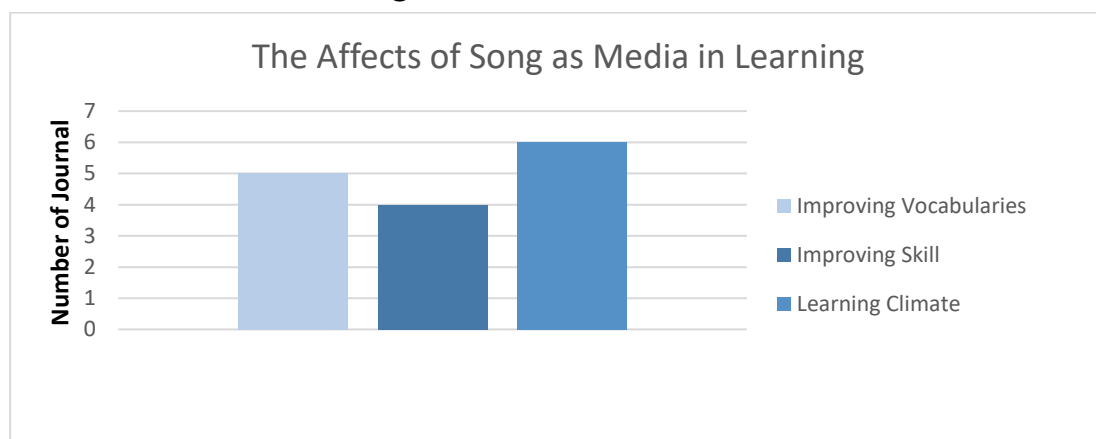
Second, singing can help you become a better communicator and listener. With repeated exposure, their minds will become automatically impacted, and their speech will mimic that of the songs they hear. Students' confidence and ability to begin problem-solving on their own are bolstered by singing along to songs they enjoy while learning a language,

especially English. This study is one of several options for educators interested in expanding their toolkits to better serve their students' needs. Teaching English is focused on developing four skills: listening, reading, speaking, and writing. Learning to listen and express oneself fluently can be aided by singing along. In addition to these two abilities, another new one, social competence, has emerged in the modern day. When students find that they have a lot in common with one another, they are more likely to open up about their interests, including song.

The third, is that music in the form of song can be used to entice potential students to enrol. Motivates students to study harder. There is less stress and the environment is conducive to learning. It means that song can be one of the factors to make enjoy learning climate. Learners get less anxiety to speak during the lesson, moreover when their favourite song was on playlist for learning. Songs are enjoyed by nearly everyone. It has been an integral part of our culture and language since before we were born. When we're little, our parents will sometimes sing us to sleep in there. We used to sing and dance to rhymes when we were kids. As teenagers, we listen to the music of today's most successful recording artists nonstop. Songs are a common part of adult media, including shows, movies, plays, and even the evening news. Whether we're at work or at play, music is always there to reaffirm how we're feeling.

Researchers put the 15 journals that already exist into groups based on the effects they have.

Figure 1. Journal Distribution



Hence, the result indicates that songs have effect for English teaching. This study might support the several studies conducted by Hendriani (2020), Samad (2022), Andiyani (2022), Kumar et al (2022).

Conclusion

The results of this research show that song is a reliable medium for the instruction of any subject, particularly English. It's a good deal considering how useful it is. Using songs in the classroom has been shown to help students remember things, get excited, and learn new words. Song can be a simple medium, but it doesn't rule out the possibility that it will be combined with other methods. Music can be an integral aspect of a lesson's initial understanding, or it can serve as supplementary content for more targeted topics. However, it may also be the kind of thing a teacher would discuss with a class.

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