DEVELOPING AN AUDIO MEDIA WITH SCRIPTED SONGS AND ITS EFFECT: A WAY OUT FOR FUN LEARNING FOR TEYL

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Abstract: Young learners from 7 to 11 years of age are under the intellectual development which Piaget calls concrete operation. Concretization in learning can be accomplished through the use of media. This study aims at developing a thematic-based audio media containing created lyrics of songs for TEYL at grade four of primary school. The study adapted Gall, Gall and Borg’s Research and Development Model (2003). Result from the content validation indicates that the media is proved to have very high validity with CV= 1.0 and is categorized as having very good quality with the mean score 4.93. The result of before and after treatment research (Sugiyono, 2010) shows it is effective to improve the students’ English achievement and their motivation. In terms of achievement, the students can reach 79.24 in post test (good) compared to 67.74 (mediocre) in pre test. Additionally, the result of questionnaires shows that all of the students (100%) are very motivated to learn English from utilization of audio media with scripted songs. Hence, primary school teachers are recommended to use these media for better TEYL.

Keywords: audio media, scripted songs

Introduction

TEYL in Bali has become an important issue since 1994. This is so considering Bali as an international tourist destination that all stakeholders, local government, teachers, students, and even parents find that being competent in English is beneficial and reckoned as an indicator of future success. Harmer (2007) stated that introducing English as the target language early in childhood leads to better and faster acquisition. Moreover, based on the Ministerial decree No. 22 year 2006 (BSNP, 2006) about the content standard, it is stipulated that TEYL in Indonesia is aimed to achieve basic oral competence in school context. This aim can be accomplished when all 8 minimum standards of education are fulfilled by the school. Two among those standards are teacher standard and facility standard. In terms of teacher standard, Ratminingsih (2010) found out that 43.25% English teachers in primary schools in two districts in Buleleng regency did not have educational background in teaching English. These data proved that English instruction has not been handled professionally. Furthermore, result from interviews with 25 teachers (Ratminingsih & Budasi, 2012) showed that they never used innovative audio media with songs. The only media which they used mostly printed book and pictures available in the book.

Media actually plays an important role in teaching learning process. Through various and skilful uses of media, learning material can be more interesting and easily transferred. Arsyad (2011) emphasized that learning process can become more dynamic and will reach the required target if it is added with media, such as audio-visual, printed, projector, film, games, and the like. In accordance to the developmental phase, children age 7 to 11 are classified under concrete operation by Piaget (in Elliot, Kratochwill, Cook & Travers, 2000). Willing (in Chitravelu, Sithamparam & Choon, 2005) claimed that concrete learners will enjoy learning strategies which use games, pictures, films, cassettes, videos, and others. Scott and Ytreberg (2000) also emphasized that physical world is the main way to convey meaning to children. Lessons will be easier and more interesting if objects and language are used optimally to deliver meaning. Csabay (2006) asserted that motivation is very important in learning a language, this can be achieved by bringing new and unique things into the classroom. In line with this, Yassaei (2012) added that the most popular way to create meaningful context in teaching English is by using media which can be presented in various formats, such as, printed, audio, and visual. This current research aimed at developing an audio media. It is in the form of songs.

Brewster, Ellis and Girard (2007) further explained different kinds of songs such as songs, rhymes and chants. Mol (2012) classified songs into nursery rhymes, pop contemporary music, and special created songs for teaching English. Ratminingsih (2010) and Ratminingsih, Suwatra and Rasana (2013) used special created song lyrics which are named scripted songs for TEYL. These kinds of songs are in the form of thematic-based created lyrics which are accompanied by familiar music recorded in CD. According to Shtakser (2012), music and songs can create good learning atmosphere in the classroom. This audio media is not only able to make learning enjoyable and relaxing, but more importantly it gives examples of language exposure which contains language components such as vocabulary, grammar, pronunciation and also language skills, listening, speaking, reading, and writing. In particular, for those English teachers who do not have background knowledge in English teaching, they are assisted with accurate model of language in the form of pronunciation and intonation by replaying the CD several times, so that they are more confident in their teaching.
The previous research proved the significant use of songs in TEFL, such as Ratminingsih (2010) in Singaraja, Komur, Sarac and Seker (2005) in Turkey, Cifuentes (2006) in Columbia, Sylla (2010) in Senegal, Sevik (2011) in Turkey, and Hidayanti (2011) in Malang, Java. The significant use of songs among those studies was to teach EFL across all levels of students starting from primary schools up to university in order to foster not only language competence covering language aspects as well as language skills, but also non language aspect.

On the basis of the afore mentioned concepts, this study focused on developing audio media with scripted songs in order to provide teachers with resources to teach English based on the themes for grade four of primary schools.

Method

This research was an R&D design adapted from Gall, Gall & Borg (2003) aimed at developing audio media containing thematic-based scripted songs for grade four of primary school. The development of product was based on the preliminary study of problems of the use of media. The product was then validated through expert judges in terms of content validity and quality. Furthermore, empirical validity was determined by conducting before and after treatment research to investigate the effectiveness of the media (Sugiyono, 2010).

The collected data were analyzed descriptively based on the result of questionnaire to identify problems in the use of media, development, validation from expert judgement, and research to examine the effectiveness of the media.

Two experts in EFL who have experienced in ICT-based instruction gave their judgement for content validation. The result of their judgement was analyzed using Gregory formula (Candiasa, 2011). The quality of product assessment which used Likert scale was analyzed using the table of quality from Nurkencana and Sunartana (1992) and the mean score of students’ English achievement after treatment was compared to before treatment to examine the effectiveness of the treatment of the use of audio media. For the students’ motivation, it was analyzed by calculating the percentage of the students answering the items in Likert Scale.

Finding and Discussion

Based on the result of the questionnaire distribution to 180 teachers and 225 grade four students in Buleleng regency, it can be reported that the majority of teachers (76%) had problems in media use. More specifically seen from three different types of media, only 42% teachers stated to use visual media, 19% conveyed to use audio media, and only 11% used audio-visual media. The result from questionnaire given to 225 students proved that 87% students found their teachers did not use media in teaching. In particular, 73.33% mentioned that their teachers lacked in using visual media, 96.44% explained their teacher lacked in using audio media, and 95.55% expressed their teachers lacked in using audio visual media. These data indicate that the majority of teachers in Buleleng regency had problems in utilizing media in their teaching. In fact, most of teachers mentioned that their schools have computers and laptops that they actually can make use of in teaching using audio or audio visual media. However, they do not have learning resources or materials which can be used with those media. This result brought the researcher to conduct this R&D research in order to provide them with learning resources especially audio media to support better English instruction.

As the teachers had the worst problems in using audio and audio visual media, this study was focused on developing the audio media in the form of CD to provide a variety of exposure of the target language to the students as well as to maximize the use of computers and laptops available to operate it. This is in line with Willing (in Chitravelu, et al., 2005), Scott and Ytreberg (2000), and Csabay (2006) that the students will enjoy learning when there is something new and unique in the forms of games, pictures, films, cassettes, videos, and others brought into the classroom. This study is also consistent with Yassaei (2012) that audio format is one way to create meaningful context in teaching English.

The audio media was developed based on the document study of the syllabus and lesson plan prepared by the teachers. It focused on the themes for grade four in semester 1. There were four themes (1) Introduction with three sub-themes, Greetings, Introducing Self Identity, and Introducing Others, (2) School Environment 1 with three sub-themes, Things in the Classroom, Commands & Prohibitions, and Requests, (3) School Environment 2 with two sub-themes, Instruction 1 and Instruction 2, and (4) Family Relationship with three sub-themes, Member of the Family, Asking for Member of the Family, and Asking the number and occupation of Family Members. There were 21 scripted songs in total composed in this research. The musical background was taken from famous children songs which were familiar to Indonesian children, such as Tik-Tik Bunyi Hujan, Satu-Satu Sayang Ibu, Bintang Kecil, Pelangi-Pelangi, Cicak di Dinding, Naik Delman, and others. This is aimed to make them aware of their source culture. There was also musical background taken from English children songs such as Are You Sleeping, Jingle Bells, London Bridge is Falling Down, Twinkle Little Star, Row the Boat, and others. The aim was to introduce simple music of the target culture.
In order to test the content validity of the media, the researchers developed a questionnaire with 20 items. It was developed from four main indicators of a good media, overall impression about the media, audience and purpose, content, and design. The researcher used Gregory formula in order to check the content validity of the items in the questionnaire. From the analysis it shows that the media had a very high validity (CV= 1.0) based on the criteria of the content validity (in Candiasa, 2011). In terms of the quality of media, the tabulation of total scores given by two experts is 4.93, which indicates that the media had a very good quality based on the criteria given by Nurkencana and Sunartana (1992).

The result of research using before and after treatment model, in which the validated audio media was tried out in three teaching sessions in primary school No.2 Sukasada, proved that the students achieved 79.26 (good) in the post test which was higher than before treatment 67.74 (mediocre) in pre test. This achievement result is also supported by the result of questionnaire on students’ motivation after learning. From 19 students, 16 of them (84.21%) were very motivated and 2 of them (10.53%) were motivated, and only 1 student (5.26%) moderately motivated. Thus, it could be summarized that all of them felt very motivated to study using audio media.

On the basis of the findings above, it can be stated that media plays an important role in teaching. The result of validation from experts which valued the media was very good was in accordance to the concepts put forward by Scott and Ytreberg (2000), Csabay, (2006) and Shin (2006) that the audio media developed in this research can be used to give language exposure in TEYL both to primary school students in the cities and in the villages who have limited learning resources in their schools. The musical background of the songs taken from source and target culture was easy hearing and familiar. Thus, it could motivate them to study in the context that is related with the theme which is then easily understood. This is supported by Csabay (2006), Shin (2006), and Hamalik (in Arsyad, 2011) stating that motivation is very important in learning. Good motivation then leads to better learning and achievement. This is proven from the result of post test that they had better achievement after being treated with the audio media in the form of songs. This result is consistent with the result of research by Jadal (2011) that the audio media is effective in teaching English for young learners. This result is also congruent with the study conducted by Sevik (2011) and Sylla (2010) that both teachers and students had a positive attitude towards the use of songs in learning English which could enhance students’ learning achievement. Furthermore, this study also supports the study conducted by Komur, et al. (2005), Cifuentes (2006), Ratminingsih (2010), Hidayanti (2011), Ratminingsih, et al. (2013) that the use of songs in learning English could increase the students vocabulary development, language accuracy, listening skill, oral production, and English learning achievement in general.

Conclusion

Audio media is one kind of media which is necessary to be used by English teachers in primary schools in Bali in particular or Indonesia in general in order to give variation of language exposure to EFL learners. This study developed an audio media which consisted of songs to provide contextual input of language skills and language components to students which could be proved to improve students’ English achievement and their motivation to study English. Thus, teachers are recommended to use it in TEYL.

References


