

Students Responses in Learning Pronunciation through English Songs at Sixth Grade Student at SD Al-Araf

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Abstract

English pronunciation remains one of the most challenging skills for young EFL learners, and engaging, low-anxiety media such as songs are often recommended to support its development at the elementary level. This study aims to examine sixth-grade students' responses to learning pronunciation through English songs at SD Al-Araf. A quantitative descriptive research design was employed, involving 20 sixth-grade students selected through purposive sampling; data were collected using a 16-item Likert-scale questionnaire covering four aspects, namely interest, motivation, confidence, and perceived improvement, and analyzed descriptively using means, standard deviations, and percentages. The results showed that students' total scores (sum of 16 Likert-scale items) ranged from 56 to 77, out of a theoretically possible range of 16–80, with a mean total score of 70.15 (SD = 5.46); 75% of respondents were classified into the "Strongly Agree" category and the remaining 25% into the "Agree" category, with no students showing neutral or negative responses. The overall grand mean across the 16 items reached 4.38, or 87.7% of the maximum score, falling into the "Very High" category, with interest and enjoyment obtaining the highest mean scores while confidence, particularly regarding shyness in pronouncing words aloud, obtained the lowest. This study concludes that students perceived English songs as a highly effective affective and motivational medium that fosters an enjoyable, low-anxiety learning atmosphere, although sustained and structured practice is still needed to strengthen students' individual confidence. Teachers are therefore encouraged to continue using English songs while incorporating corrective feedback and opportunities for individual practice to further optimize students' pronunciation development.

Keywords: English Songs, Pronunciation Learning, Students' Responses, EFL

Abstrak

Pelafalan bahasa Inggris tetap menjadi salah satu keterampilan yang paling menantang bagi pelajar EFL muda, dan media yang menarik dan tidak menimbulkan kecemasan seperti lagu sering direkomendasikan untuk mendukung perkembangannya di tingkat sekolah dasar. Studi ini bertujuan untuk meneliti respons siswa kelas enam terhadap pembelajaran pelafalan melalui lagu-lagu berbahasa Inggris di SD Al-Araf. Desain penelitian deskriptif kuantitatif digunakan, melibatkan 20 siswa kelas enam yang dipilih melalui pengambilan sampel bertujuan; data dikumpulkan menggunakan kuesioner skala Likert 16 item yang mencakup empat aspek, yaitu minat, motivasi, kepercayaan diri, dan peningkatan yang dirasakan, dan dianalisis secara deskriptif menggunakan rata-rata, deviasi standar, dan persentase. Hasil menunjukkan bahwa skor total siswa (jumlah dari 16 item skala Likert) berkisar antara 56 hingga 77, dari rentang teoritis yang mungkin yaitu 16–80, dengan skor total rata-rata 70,15 (SD = 5,46); 75% responden diklasifikasikan ke dalam kategori "Sangat Setuju" dan sisanya 25% ke dalam kategori "Setuju", tanpa ada siswa yang menunjukkan respons netral atau negatif. Rata-rata keseluruhan dari 16 item mencapai 4,38, atau 87,7% dari skor maksimum, termasuk dalam kategori "Sangat Tinggi", dengan minat dan kesenangan memperoleh skor rata-rata tertinggi sementara kepercayaan diri, khususnya mengenai rasa malu dalam mengucapkan kata-kata dengan lantang, memperoleh skor terendah. Studi ini menyimpulkan bahwa siswa menganggap lagu-lagu berbahasa Inggris sebagai media afektif dan motivasional yang sangat efektif yang menumbuhkan suasana belajar yang menyenangkan dan minim kecemasan, meskipun latihan yang berkelanjutan dan terstruktur masih diperlukan untuk memperkuat kepercayaan diri individu siswa. Oleh karena itu, guru didorong untuk terus menggunakan lagu-lagu berbahasa Inggris sambil memasukkan umpan balik korektif dan kesempatan untuk latihan individu guna lebih mengoptimalkan perkembangan pengucapan siswa.

Kata Kunci: Lagu-Lagu Berbahasa Inggris, Pembelajaran Pengucapan, Tanggapan Siswa, EFL

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INTODUCTION

English is globally acknowledged as a language that is crucial for communication, education, and technology. In Indonesia, English is learned as a foreign language; however, many students still face difficulties in mastering it, especially in speaking skills at the elementary school level. One essential component of speaking is pronunciation, as it directly affects how well a message is understood. Inaccurate pronunciation can lead to miscommunication even when learners use correct grammar and vocabulary (Febiola, S., Rofiqoh, & Erniwati, 2025).

Speaking is a fundamental skill in learning English, particularly for elementary school students, as it enables them to express ideas, feelings, and information verbally. At this stage, speaking instruction should not only emphasize grammatical accuracy but also focus on building students' confidence and willingness to communicate using simple and meaningful language. This perspective aligns with the principles of the Kurikulum Merdeka, which promotes student-centered, contextual, and meaningful learning. Young learners require engaging and enjoyable activities, such as singing, role-playing, and simple dialogues, to support their speaking development in a low-anxiety environment. In supporting students' speaking ability, pronunciation becomes a key aspect that needs special attention. Recent studies highlight that pronunciation significantly contributes to learners' intelligibility and communication effectiveness (Levis, 2022). Therefore, teachers are encouraged to use appropriate and engaging learning media to help students improve their pronunciation. One of the effective media that can be used is English songs, as they provide enjoyable learning experiences while helping students practice correct pronunciation in a natural way. In addition, the use of songs can provide meaningful and repetitive language input that supports students in learning English more effectively (Karim et al., 2023).

Theoretically, the effectiveness of songs as a pronunciation learning medium can be explained through Mayer's Cognitive Theory of Multimedia Learning, which posits that learning is more effective when verbal information (such as song lyrics) and auditory information (such as melody, rhythm, and sung pronunciation) are processed simultaneously through separate but complementary cognitive channels rather than through a single channel alone (Mayer, 2009). English songs inherently combine these auditory and verbal elements, allowing young learners to encode pronunciation features such as stress, rhythm, and intonation through dual channels of cognitive processing, which is believed to reduce cognitive load and strengthen retention compared to text-only or audio-only input. This multimedia-based theoretical foundation supports the rationale for using English songs as an effective pronunciation learning tool for young EFL learners. In terms of scope, the English songs used in this study were delimited to educational character-building songs and Islamic-themed children's songs, which are commonly integrated into the English language teaching activities at SD Al-Araf as part of the school's character and religious education program. This scope was chosen to ensure that the

pronunciation learning activities remained contextually relevant to the school's instructional practices and culturally familiar to the students.

Pronunciation is often considered one of the most challenging aspects for English as a Foreign Language (EFL) learners due to differences between English and Indonesian sound systems. Additionally, conventional teaching methods, such as drilling and repetition, are often less engaging and may reduce students' motivation to actively practice pronunciation (Yuliana,A., Hermansyah,S Isumarni, &Fradillah,N 2025). Recent perspectives also emphasize that effective pronunciation learning requires meaningful exposure, interaction, and engaging learning media rather than mere mechanical repetition (Saito et al., 2022). Therefore, teachers are encouraged to implement more creative and interactive teaching strategies. One effective strategy is the use of English songs as learning media in language learning. Songs provide authentic language input and expose learners to natural stress, rhythm, and intonation patterns, which can support the development of more accurate pronunciation. In addition, songs can help students become more familiar with English sounds, improve their listening skills, and make it easier for them to imitate correct pronunciation. Furthermore, songs create a relaxed and enjoyable learning environment that can reduce anxiety and increase learners' motivation (Via et al., 2024).

Several previous studies have examined the use of English songs in teaching pronunciation. (Febiola, S., Rofiqoh, & Erniwati, 2025) conducted a quantitative study and found that the use of English songs could improve students' pronunciation, particularly in terms of vowel and consonant accuracy; however, the study mainly focused on test results and did not examine how English songs were implemented in the classroom or how students experienced the learning process. Similarly, (Yuliana, A., Hermansyah, S., Isumarni, & Faradillah, N., 2025) reported that songs increased students' interest and made pronunciation learning more enjoyable; meanwhile, the study emphasized students' motivation rather than specifically analyzing how pronunciation skills were developed during the learning activities. Furthermore, (Simanjuntak et al., 2025) found that songs help learners develop both segmental and suprasegmental features of pronunciation; however, the study mainly focused on the linguistic aspects without describing the classroom implementation in detail. In addition, (Salisah et al., 2023) highlighted that songs can increase students' confidence and create a more engaging learning atmosphere; in contrast, these studies focused more on affective outcomes and did not explore students' responses and learning experiences in depth. Moreover, Sari (2022) used a qualitative method and found that students showed positive perceptions toward the use of English songs; however, the study focused on general language learning and did not specifically examine pronunciation learning at the elementary school level. Similarly, Pratama (2023) also conducted qualitative research and reported that students enjoyed learning through songs; however, it did not provide a detailed description of how songs were implemented in teaching pronunciation in a real classroom context.

However, despite these findings, limited studies have quantitatively measured students' responses toward learning pronunciation through English songs at the elementary school level,

particularly in specific local contexts, such as in individual schools with different classroom conditions, student characteristics, teaching strategies, and learning environments. Most previous studies were conducted in more general or controlled settings and focused on outcomes such as students' achievement, motivation, or general perceptions. In addition, qualitative studies tend to emphasize students' perceptions rather than providing a structured and quantifiable measurement of students' responses during the learning process. Therefore, there is still a need for a study that quantitatively measures how students respond to pronunciation learning through English songs, especially in a school where English songs have already been applied as part of the teaching process.

Therefore, this study aims to examine students' responses in learning pronunciation through English songs at SD Al-Araf. This study focuses on sixth-grade students and aims to answer the following research question: How do students respond to learning pronunciation through English songs as measured through a questionnaire?

METHOD

This study employed a quantitative research design with a descriptive approach (Cohen et al., 2007) to examine students' responses in learning pronunciation through English songs. A quantitative approach was chosen because it enables the researcher to systematically measure and describe students' responses through numerical data collected by means of a structured instrument (Levitt et al., 2018). Through this approach, the study focuses on describing the extent to which students respond to pronunciation learning activities supported by English songs, as reflected in their scores on a structured questionnaire.

This research was conducted at SD Al-Araf, a primary school that has integrated English songs into English language teaching activities as part of classroom learning. The setting was selected because it provides a relevant environment for investigating pronunciation learning through songs in real instructional practice. The participants of this study were 20 sixth-grade students who had experienced learning pronunciation through English songs in their English class. The selection of participants used a purposive sampling technique, as they were chosen based on specific criteria relevant to the objectives of the study, namely their direct involvement in the pronunciation learning activities using English songs. According to Etikan (2016), purposive sampling is a technique used to select participants based on specific criteria that are relevant to the research objectives.

The data in this study were collected using a questionnaire as the main research instrument. The questionnaire was adapted from previous studies on students' responses and experiences in learning through English songs (Souhuwat et al., 2023) and was modified to align with the context of pronunciation learning. The questionnaire consisted of 16 close-ended statements using a five-point Likert scale ranging from strongly agree to strongly disagree. It was designed to measure students' responses in several aspects, including interest in learning pronunciation through songs, motivation during learning activities, confidence in pronouncing English words, and perceived improvement in

pronunciation skills. The use of a Likert scale is commonly applied in quantitative educational research to measure attitudes, perceptions, and responses in a structured and numerically measurable manner (Likert, 1932).

Each of the 16 statements was assigned to one of the four aspects based on the specific construct it was designed to capture: statements P1–P4 were categorized under interest, as they addressed students' enjoyment and engagement in learning pronunciation through songs; statements P5–P8 were categorized under motivation, as they addressed students' enthusiasm and willingness to participate in pronunciation activities; statements P9–P12 were categorized under confidence, as they addressed students' self-assurance and freedom from shyness in pronouncing English words; and statements P13–P16 were categorized under perceived improvement, as they addressed students' perception of gains in pronunciation accuracy and clarity. This categorization criterion was verified empirically against the observed questionnaire data by calculating the mean of each four-item subset.

The data obtained from the questionnaire were analyzed using descriptive statistical analysis, including the calculation of mean scores, standard deviation, and percentages for each statement item, aspect, and the overall total score. The standard deviation (SD) was calculated using the standard formula $SD = \sqrt{(\sum (x_i - \bar{x})^2 / n)}$, where x_i is each respondent's score, $\bar{x}$ is the mean score, and n is the number of respondents, in order to determine how consistent or varied students' responses were around the mean for each statement, aspect, and the overall total score. The total scores were then categorized based on predetermined score intervals to determine the general tendency of students' responses toward learning pronunciation through English songs. This quantitative descriptive analysis was used to identify patterns and levels of students' responses across the four aspects measured in the questionnaire.

The score intervals used to classify respondents' total scores into the five response categories in Table 1 were derived using the standard class-interval formula for categorizing Likert-scale scores, expressed as $i = (X_{\max} - X_{\min}) / k$, where i is the interval width, $X_{\max}$ is the highest possible total score, $X_{\min}$ is the lowest possible total score, and k is the number of response categories. Since the questionnaire consisted of 16 items rated on a five-point scale (1–5), the highest possible total score was $X_{\max} = 16 \times 5 = 80$, and the lowest possible total score was $X_{\min} = 16 \times 1 = 16$. With $k = 5$ categories (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree), the interval width was calculated as $i = (80 - 16) / 5 = 64 / 5 = 12.8$. The five class boundaries were then constructed by adding this interval width successively, starting from $X_{\min} = 16$: 16–28.8, 28.9–41.6, 41.7–54.4, 54.5–67.2, and 67.3–80, with 0.1 subtracted from each upper boundary before adding the next interval to prevent overlap between adjacent categories. These calculated boundaries form the basis of the interval categories presented in Table 1.

RESULT AND DISCUSSION

Descriptive Analysis of Students' Responses

This study examined students' responses in learning pronunciation through English songs by

administering a 16-item questionnaire to 20 sixth-grade students at SD Al-Araf. The questionnaire covered four aspects, namely (A) interest in learning pronunciation through songs, (B) motivation during learning activities, (C) confidence in pronouncing English words, and (D) perceived improvement in pronunciation skills. Responses were scored on a five-point Likert scale (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1) and analyzed descriptively by calculating means and percentages for each statement, aspect, and the overall total score.

The total score obtained by each respondent ranged from a minimum of 56 to a maximum of 77, out of a possible range of 16 to 80, with a mean total score of 70.15 (SD = 5.46). Based on the categorization of total scores, the distribution of respondents is presented in Table 1.

Table 1. Distribution of Students' Overall Responses toward Learning Pronunciation through English Songs

Interval	Category	F	%
67.3 - 80	Strongly Agree	15	75.0
54.5 - 67.2	Agree	5	25.0
41.7 - 54.4	Neutral	0	0.0
28.9 - 41.6	Disagree	0	0.0
16 - 28.8	Strongly Disagree	0	0.0
Total		20	100.0

Note. Interval width $i = (X_{\max} - X_{\min}) / k = (80 - 16) / 5 = 12.8$, where $X_{\max} = 80$ (16 items $\times$ highest score of 5), $X_{\min} = 16$ (16 items $\times$ lowest score of 1), and $k = 5$ response categories (see Method for the complete calculation).

Table 1 shows that the majority of students, 15 out of 20 respondents (75%), were classified into the "Strongly Agree" category, while the remaining 5 respondents (25%) were classified into the "Agree" category. None of the respondents were classified as neutral, disagree, or strongly disagree. This indicates that all 20 students gave a positive overall response toward learning pronunciation through English songs, with the large majority expressing a very strong level of agreement.

To identify which aspects contributed most to this overall positive response and how consistent students' responses were within each aspect, the mean score and standard deviation (SD) of each aspect were calculated, as presented in Table 2.

Table 2. Mean Scores of Students' Responses by Aspect

No	Aspect	Mean Score	SD	Category
A	Interest in Learning Pronunciation through Songs	4.59	0.44	Strongly Agree (Very High)
B	Motivation during Learning Activities	4.38	0.33	Strongly Agree (Very High)
C	Confidence in Pronouncing English Words	4.23	0.60	Strongly Agree (Very High)
D	Perceived Improvement in Pronunciation Skills	4.35	0.48	Strongly Agree (Very High)
	Overall Mean	4.38	0.34	Strongly Agree (Very High)

As shown in Table 2, all four aspects were classified into the " Strongly Agree " (Very High) category, with mean scores ranging from 4.23 to 4.59 out of a maximum of 5.00. The aspect of interest in learning pronunciation through songs obtained the highest mean score (4.59), followed by motivation during learning activities (4.38), perceived improvement in pronunciation skills (4.35), and confidence in pronouncing English words, which recorded the lowest mean among the four aspects (4.23), although it still remained within the very high category. The overall grand mean across all 16 items was 4.38 (SD = 0.34), equivalent to 87.7% of the maximum possible score, confirming a consistently strong and positive response across all measured aspects. In terms of variability, the confidence aspect also produced the largest standard deviation (SD = 0.60), indicating that students' responses in this aspect were somewhat more varied than in the other three aspects, whereas the motivation aspect showed the smallest standard deviation (SD = 0.33), reflecting a more uniform pattern of responses among students.

A more detailed picture at the item level is presented in Table 3, which displays the mean score, standard deviation (SD), and category for each of the 16 statements.

Table 3. Mean Scores of Students' Responses per Statement Item

Item	Statement	Mean	SD	Category
P1	I enjoy learning pronunciation through English songs.	4.60	0.50	Strongly Agree
P2	English songs make pronunciation learning more interesting.	4.65	0.59	Strongly Agree
P3	I feel happy when learning pronunciation using songs.	4.45	0.60	Strongly Agree
P4	Learning pronunciation through songs is fun.	4.65	0.59	Strongly Agree
P5	English songs motivate me to learn pronunciation.	4.45	0.60	Strongly Agree
P6	I feel more enthusiastic during pronunciation lessons using songs.	4.55	0.60	Strongly Agree
P7	Songs encourage me to participate in pronunciation activities.	4.30	0.57	Strongly Agree
P8	I am more interested in practicing pronunciation when using songs.	4.20	0.77	Strongly Agree
P9	I feel more confident pronouncing English words after learning through songs.	4.05	0.94	Agree
P10	Songs help me pronounce English words without feeling afraid.	4.30	0.66	Strongly Agree
P11	I am not shy to pronounce English words when using songs.	4.00	0.92	Agree
P12	I feel confident repeating words from English songs.	4.55	0.60	Strongly Agree
P13	English songs help me pronounce words more correctly.	4.40	0.50	Strongly Agree
P14	I can follow the pronunciation in songs easily.	4.40	0.88	Strongly Agree
P15	Songs help me understand how to pronounce words clearly.	4.50	0.89	Strongly Agree
P16	My pronunciation has improved after learning through English songs.	4.10	0.85	Agree

At the item level, the highest mean scores were found in statements P2 and P4 (mean = 4.65, SD = 0.59 each), "English songs make pronunciation learning more interesting" and "Learning pronunciation through songs is fun," both from the interest aspect. This suggests that students overwhelmingly perceived songs as an engaging and enjoyable medium for pronunciation learning. In contrast, the lowest mean scores were found in P11 (mean = 4.00, SD = 0.92), "I am not shy to pronounce English words when using songs," and P9 (mean = 4.05, SD = 0.94), "I feel more confident pronouncing English words after learning through songs," both from the confidence aspect. Notably, these two items also recorded the two largest standard deviations among all 16 statements, indicating that students' responses to these confidence-related items were the most varied, with some students still reporting hesitation despite the overall positive trend. Although these two items were still classified into the "Agree" category, the comparatively lower scores indicate that shyness and self-consciousness in pronouncing words aloud remained a lingering concern for a small number of students, even though most of them reported feeling more confident overall.

A closer item-level comparison further highlights a meaningful contrast between P12 ("I feel confident repeating words from English songs," mean = 4.55) and P9 ("I feel more confident pronouncing English words after learning through songs," mean = 4.05). Although both statements concern confidence, students rated P12 considerably higher than P9, indicating that they felt highly confident when imitating or repeating pronunciation within the structured, group-based context of a song, yet this confidence dropped noticeably when they were asked to reproduce the same pronunciation independently after the song activity had ended. This pattern suggests that the confidence fostered by English songs is largely temporary and context-bound, closely tied to the scaffolded, low-stakes act of singing along, rather than reflecting a stable gain in students' independent pronunciation confidence.

The descriptive analysis below elaborates on the statistical findings by describing the pattern of students' responses within each aspect measured in the questionnaire. In the aspect of interest, nearly all students indicated that they enjoyed learning pronunciation through English songs and felt that songs made pronunciation learning more interesting and enjoyable. This shows that English songs successfully created an enjoyable atmosphere that attracted students' attention during pronunciation learning.

In the aspect of motivation, most students agreed that English songs encouraged them to be more enthusiastic and to actively participate in pronunciation activities. However, this aspect also showed a slightly wider spread of responses compared to the interest aspect, particularly on the item addressing students' interest in actively practicing pronunciation through songs (P8, mean = 4.20), which recorded a comparatively lower mean than the other motivation items while still remaining in the "Strongly Agree" category. This suggests that while songs were generally motivating, a small number of students needed additional encouragement to actively practice pronunciation on their own.

In the aspect of confidence, the responses were still positive but comparatively lower than in the other three aspects. Although all students remained within the "Agree" to "Strongly Agree" range, with

no respondent classified as neutral or disagree (see Table 1), the statements related to feeling shy (P11, mean = 4.00) and confidence in pronunciation (P9, mean = 4.05) recorded the lowest item means among the 16 statements, both falling into the “Agree” rather than “Strongly Agree” category. This indicates that, for some students, affective barriers such as shyness and fear of making mistakes were still present to a mild degree, even though songs helped reduce this hesitation to some extent compared to conventional drilling methods.

In the aspect of perceived improvement, most students perceived that English songs helped them pronounce words more correctly and reported feeling that their pronunciation had improved after learning through this method. A few students gave lower ratings on the item concerning their perceived improvement in pronunciation after learning through songs (P16), suggesting that perceived improvement may take a longer exposure period to be strongly felt by all students, particularly those who were less confident.

Overall, the descriptive analysis confirms the pattern found in the statistical results: students’ responses were consistently positive across all four aspects, with interest and enjoyment being the most strongly felt, and confidence being the aspect that still requires further attention and reinforcement.

Discussion

The findings of this study indicate that students at SD Al-Araf responded very positively to learning pronunciation through English songs, as reflected by the fact that 75% of students were classified into the “Strongly Agree” category and the remaining 25% were classified into the “Agree” category, with no students expressing neutral or negative responses. This finding directly answers the research question of this study, namely that students respond very positively to the use of English songs in learning pronunciation. Salisah et al. (2023), who highlighted that songs can create a more engaging learning atmosphere. This is also in line with (Situmeang & Panjaitan, 2024), who stated that songs create a relaxed and enjoyable learning environment that reduces anxiety and increases learners’ motivation.

(Tool, 2025), who reported that songs help learners develop both segmental and suprasegmental features of pronunciation. This suggests that repeated exposure to natural stress, rhythm, and intonation patterns in songs, as also emphasized by Levis (2022) and (Saito et al., 2022), contributed to students’ perception that their pronunciation had become more accurate after the learning activities.

It is important to elaborate further on how long English songs need to be implemented before their effect extends beyond students’ interest and genuinely transforms pronunciation accuracy. As (Saito et al., 2022) argue, phonological development is a gradual, exposure-dependent process; accurate and durable pronunciation change typically results from sustained, cumulative input rather than from a single set of enjoyable sessions. Based on this pattern and in line with the principle of cumulative exposure in pronunciation (Saito et al., 2022), it is tentatively suggested as an illustrative proposal for future practice and research rather than a finding derived from this study’s data that English songs be implemented consistently for a minimum of one full semester (approximately 12–16 weeks), with

structured sessions of 15–20 minutes conducted at least two to three times per week, rather than being used sporadically as a one-time enrichment activity. It should be emphasized that these specific figures are the researcher's own indicative estimates, not values drawn directly from (Saito et al., 2022) or from the results of this study, and they would need to be empirically tested in future intervention research before being adopted as firm guidelines. Practically, teachers are encouraged to: (1) select songs with a manageable density of target sounds and repeat them across several meetings so that students receive multiple, spaced exposures to the same pronunciation features; (2) pair each song-based session with brief explicit instruction and immediate corrective feedback on specific vowels or consonants, rather than relying on incidental imitation alone; (3) gradually shift practice from whole-class group singing toward paired or small-group individual repetition as students' familiarity with the song increases, so that confidence built in the group setting is deliberately transferred to more independent production; and (4) periodically evaluate students' pronunciation accuracy through simple recorded readings or informal pronunciation checklists at intervals (for example, every four weeks, though this interval is likewise a proposed starting point rather than an empirically established figure), rather than relying solely on students' self-reported enjoyment, so that actual articulatory progress not merely interest can be tracked and used to adjust instruction over the course of the exposure period.

Nevertheless, the confidence aspect, although still categorized as "Strongly Agree," obtained the lowest mean score among the four aspects, particularly on items related to feeling shy when pronouncing English words. This finding is slightly different from Pratama (2023), who reported generally positive perceptions without highlighting remaining affective barriers. The result of this study suggests that although English songs help reduce students' anxiety compared to conventional drilling methods (Febiola, S., Rofiqoh, & Erniwati, 2025) shyness in pronouncing English words aloud has not been completely eliminated for all students. This finding aligns with (Saito et al., 2022), who emphasized that pronunciation development requires not only meaningful exposure but also sufficient interaction and practice over time to build learners' confidence.

The finding that the confidence aspect obtained the lowest mean score, particularly on items related to shyness (P11, mean = 4.00) and self-confidence in pronunciation (P9, mean = 4.05), can be further understood through Krashen's (1982) Affective Filter Hypothesis. According to this theory, language acquisition is optimized when learners' affective filter comprising anxiety, self-consciousness, and fear of negative evaluation is low. Singing English songs collectively likely lowered students' affective filter, as group singing diffuses individual responsibility and reduces the fear of being singled out for mistakes; this explains the very high scores on the interest and enjoyment aspects. However, when students were required to produce pronunciation individually, rather than as part of a group activity, their affective filter appears to have risen again. This is likely driven by peer pressure and the fear of being judged by classmates when pronouncing words alone, a phenomenon consistent with Krashen's assertion that anxiety and self-consciousness are heightened in situations involving individual performance in front of others. This suggests that although English songs are effective in

creating a low-anxiety group environment, the transfer of this reduced anxiety to individual, autonomous pronunciation practice is not yet complete for all students. Teachers may therefore need to design a gradual transition from group singing activities toward paired or individual practice to help lower students' affective filter progressively, rather than expecting the confidence built during group singing to automatically transfer to independent speech production.

Overall, the results of this study indicate that students perceived English songs as an effective medium for creating an enjoyable, motivating, and supportive environment for learning pronunciation at the elementary school level. However, the slightly lower score in the confidence aspect suggests that teachers may need to provide additional opportunities for individual pronunciation practice, positive reinforcement, and a low-anxiety classroom atmosphere to further strengthen students' confidence in pronouncing English words, in addition to using English songs as the primary learning medium.

This study is not without limitations. The most important limitation is that students' responses were measured solely through a self-report questionnaire, which captures students' perceptions, interest, motivation, and confidence toward learning pronunciation through English songs, rather than their actual pronunciation ability. Consequently, the positive results reported in this study reflect how students felt about the learning experience, not a direct, objective measurement of their pronunciation accuracy at the segmental level (e.g., vowel and consonant production) or the suprasegmental level (e.g., stress, rhythm, and intonation). It is possible for students to perceive significant improvement in their pronunciation while an objective phonetic assessment would reveal a different picture, or conversely, for genuine gains in accuracy to occur without being consciously recognized by the students themselves. Therefore, the claim that English songs are effective in this study should be understood specifically as evidence of a positive affective and perceptual response, rather than as confirmed evidence of measurable pronunciation improvement. Future research is recommended to complement questionnaire-based data with objective pronunciation tests, such as recorded reading assessments scored using segmental and suprasegmental rubrics, ideally in a pre-test and post-test design, in order to verify whether students' positive perceptions are accompanied by an actual, measurable improvement in pronunciation accuracy.

CONCLUSION

Based on the analysis of the questionnaire data, this study concludes that sixth-grade students at SD Al-Araf responded very positively to learning pronunciation through English songs, thereby directly answering the research question of this study. The overall response was overwhelmingly favorable, with 75% of students classified into the "Strongly Agree" category and the remaining 25% into the "Agree" category, and no student expressing a neutral or negative response. Across the four aspects measured, interest in learning pronunciation through songs elicited the strongest response, followed by motivation and perceived improvement in pronunciation skills, while confidence in pronouncing English words

although still categorized as very high consistently recorded the lowest mean score, particularly on items related to feeling shy when speaking aloud.

These findings suggest that students perceived English songs as functioning primarily as an affective and motivational tool that fosters an enjoyable, low-anxiety learning atmosphere, consistent with Krashen's (1982) Affective Filter Hypothesis. However, the comparatively lower score in the confidence aspect indicates that the reduction in anxiety achieved through group singing does not automatically transfer to individual pronunciation practice. This implies that although students perceived English songs as effective in generating positive attitudes and enthusiasm toward pronunciation learning, sustained and structured implementation ideally across a full semester with a gradual shift from group to individual practice is needed for their benefits to extend into more confident individual pronunciation production.

It should be noted that these conclusions are based solely on students' self-reported perceptions and do not constitute an objective measurement of pronunciation accuracy; they should therefore be interpreted as evidence of a positive affective and perceptual response rather than confirmed phonetic improvement. Future research employing objective pronunciation assessments, ideally in a pre-test–post-test design, is recommended to verify whether these positive perceptions are accompanied by measurable gains in segmental and suprasegmental accuracy. For classroom practice, teachers at SD Al-Araf and in similar elementary school contexts are encouraged to continue using English songs as a core pronunciation learning medium, while incorporating explicit corrective feedback, spaced repetition, and structured opportunities for individual practice to further strengthen students' confidence in producing English sounds independently.

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