



## Chants and rhymes to enhance the efl classroom's speaking habits

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### ABSTRACT

The paper discusses aspects of various activities to improve students' vocabulary and skills, especially speaking habits. There is a need to encourage activities that help make learning English interesting. Songs are one of the activities that help students be active in class. The benefit of singing and reciting poetry is that the whole class can participate. Therefore, teachers can use these activities in the classroom to teach vocabulary. The goal is to help students understand new vocabulary and increase their awareness of using words in sentence structure and their grammatical patterns and combinations. The authors will also discuss how songs can reflect culture and increase students' overall enjoyment of learning a second language. Using practical examples, we then use songs as language tasks. The goal is to explore how classic nursery rhymes can be adapted to a specific topic or part of the curriculum that a teacher wants to teach.

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## INTRODUCTION

Many teachers have been using rhymes in their English classes for many years. This is not something new. Songs and poems can help you learn new words. Most experts agree that songs are a great way to learn about phonetics and grammar, and to expand your vocabulary. The songs can help you learn English better. Most children like to sing songs, and they can be a fun way to change up the routine of learning new words. Some teachers like to use music to help them teach their classes. It can be a good way to break from the normal educational modules. Even the instructors with the least money can still use their assets to teach. The music that youngsters listen to can help them learn to speak a dialect more fluently.

This paper looks at why melodies can be helpful, and discusses a way to use them to relax the classroom atmosphere and help motivate students. The creator suggests that using melodies can help you learn dialects more effectively. The pictures show how you can make a book using

pictures and words. This paper explains how classic children's tunes can be modified to make them more useful for teaching a wider range of subjects.

Learners have to be involved in the learning process if they want to learn a new language. In Indonesia, it is especially important to learn English if they want to be successful. When teachers talk about language theories, it often means that the learners will not be able to learn as much as they could if they were actively participating. The classroom should be comfortable so that people feel safe to share their ideas.

According to Harmer (2007: 343) when the students want to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. Therefore, when learning language, the students learn how to speak fluently to submit what the purpose especially in English language. Teaching speaking is not easy because teacher must help students to learn and interest with learning resource and environment, make students to be much better especially in learning speaking English. As stated by Oradee (2012: 533) teaching and learning English have the goal of focusing students to be able use English for communication and as a tool for furthering their studies.

Teaching English to young learners can be very difficult. As Sukarno (2008: 1) pointed out, teaching children is different from teaching adults. Young learners have different formulations of biological, cognitive, emotional, personal, and social traits than adults. They often encounter some problems when they learn to speak. College students often encounter some problems when learning to speak. A commonly encountered problem is that the student's native language makes it difficult to use the foreign language. Another reason is the lack of motivation to practice the second language in daily conversations. They are also shy and afraid to interfere in conversations. According to Harmer (2001:269), speaking is the ability to speak fluently, and today it is no longer necessary to simply understand language functions, but it is also necessary to learn statistics and the language 'on the fly'. This announcement means that speaking will be measured not only by an English student's speaking ability, but also by knowing what they have to say. Because of this, many university students find it difficult to speak English. Therefore, teachers need to help scholars overcome this problem by encouraging them to speak up.

In this case, the writers will discuss several theories which related of this paper, and also will affirm the theories from several experts. According to Heinich et al., (2002: 9) that media is a tool carries of information and source information. In the other hand, Daryanto (2013:4), said that the media is a tool to use in learning activity. Based on two definitions above, media is a tool to deliver the content material. So that, learning process to use media will be more effective. It is used in order to achieve the goal teaching and learning process. Enjoyable learning process is one factor that can support the success of a lesson when the learning is done in a fun way, the material will be studied very easily accepted and understood. It can be used instructional media.

Successful implementation of learning largely depends on how teachers use learning media. Educational media is a media that can promote the learning activities of students. There are different learning methods. One medium used is song media.

According to Hornby (1995: 133), a song is a piece of music that has words and is sung. According to Nurhayati (2009:2), singing is a good help in learning the English language and it is believed that singing encourages children to learn. Singing is an important part of learning English because it makes students more sensitive to sounds. When children tell their teachers that they liked the song, they are happy and excited about learning English. Thus, learning action songs can promote children's interest in being happy and learning. Collin (1990: 52) noted that singing in the classroom is a great way for young students to learn English. Using songs, teachers teach music, intonation and pronunciation. Teachers can provide synopses and translate even if the initial understanding of the vocabulary is poor.

According to Georgiou (2010: 1), the relationship between songs and young learners are they can create and establish daily routines in foreign language lessons and promote a sense of security,

they can allow full participation in language instruction, and showing understanding without forcing production, they can serve first steps in speaking and provide opportunities to practice sounds, rhythm and intonation in the group's safety, it can help young learners memorize vocabulary, grammar and fragments of the language, and can provide access to different speakers.

Young learners are very enthusiastic about singing, especially when they can sing along and play. Teachers should give plenty of encouragement and positive feedback. This means that one of the class activities is learning with songs as a best practice in English class to incorporate pronunciation, vocabulary, grammar and the four skills into English class. Some songs are easy to make and easy to sing. Its focus makes it suitable for teaching materials and activities in the classroom. A variety of activities and lots of exercises not only help young learners learn English in a fun way, but also help them become fluent in English. They have conducted several studies on singing in English classes

## RESEARCH METHOD

This is a literature study which discuss how to apply chants and rhyme as an alternative ways to enhance the students's speaking ability in EFL classroom. The chants and rhymes are adopted from songs used as media in teaching. Songs can perform different functions in language teaching:

1. They can stimulate speaking habits in English class. The Russian methodologist considers works of art, poetry, prose, and paintings are effective tools to stimulate the content of foreign speech (Gurvich, 1974). Songs that belong to the genre including both lyrics and music can be added to this list. They are characterized by a wealth of content, poetic metaphors and symbols that emotionally reflect our lives.  
In a non-English environment, the main challenge for English teachers is getting students to speak English in class. Songs can be a way to start a conversation. Your favorite singer is coming to visit us in school! We can all discuss her song together. The group's music has different styles, and they have a lot of songs in their repertoire.
2. Songs can help students learn new words in a positive way. By making an emotional impact on a listener, songs can inspire students to express their feelings about what they heard. This is a list of things that can happen in school.
3. Songs can introduce students to the music and culture that students are interested in the target language community. While listening to the song, students recognize words and terms that are easy for native speakers to understand but difficult for foreigners.
4. Songs can contribute to the aesthetic development of future teachers. They develop artistic tastes based on critical evaluation of songs that the student's teacher hears and discusses, helping them learn how to use songs in ELT.

Besides all functions of songs in language teaching, we can describe the advantages and disadvantages. The advantages of the songs for language teaching according to Brewster (2002:162) are:

1. The song could become a media introduction to new languages,
2. The songs can improve students' pronunciation,
3. The song could be a good contribution to student motivation increase when speaking,
4. The song can enhance students' memory.

The disadvantages of using the song in the classroom by young learners according to Murphey (1992:103) are:

1. Their characteristics differ from young trainees, because not all children can get what their teacher gives them.
2. It may disrupt adjacent lessons.
3. You may lose control of the class.
4. The vocabulary of the songs is terrible.

## RESULTS AND DISCUSSIONS

Education means teaching and learning. Educational success depends on the teaching and learning process. Teaching is a dynamic interplay between her four components: (1) the learner, (2) the teacher, (c) the curriculum, and (d) the learned repertoire (how and when to use it). To teach is "to show or help someone how to do something, to give instructions, to direct the study of something, to give knowledge so that people can know or understand it." (Brown, 2001:7). So, in classroom activities, teachers not only help students do their homework but also guide them to find and correct their mistakes.

A language class should be a place of joy, not a prison where students feel passive subordination to an authoritarian, domineering, omnipotent, pedantic teacher. So, as a magical cheerleader, singing relaxes the classroom environment and supports each other. However, like any other activity, singing should be included in the timetable.

The questions that simply arises is what kind of songs should one use in ELT? Perhaps the following criteria may serve as a guide: They must appeal to the target audience; they should present a certain esthetic value. Based on many practices, songs by Beatles generally satisfy the requirements best of all. They are deservedly considered to be classics of pop music, from which different musical trends sprang up (Gambaccini, 1987). For example, we take the title of the song, "Yesterday". Using this song, young learners can learn about time expressions, activity verbs, tone, and many more.

### 1. Effects of songs and Music on Language and Skill Development

Some research has shown that music can have positive effects on language and cognitive skills. Music education is beneficial for children's language skills. "Music education in early childhood is valuable for every child's language skills" (Cameron, 2001). Music has many benefits for language learning regardless of a student's native language. Music helps children learn how to talk and spell better. Children can understand voices, sounds, and words before they speak, read, or write. When you listen to music, the words that are used can have a big impact on your thinking. The music is trying to tell you that it is time to stop feeling sad and start feeling better. When you hear a song or poem, you might notice the words and their meaning. Some words might mean something special to the writer, or might have a special meaning to the child listening to the song or poem. Music is a special language that is different from the language that most people use. To improve your language skills when listening to music, you'll need to become more proficient at the language used in music. There are different types of clouds. Some are big and fluffy, and some are small. (Varnes David, 2016)

Music teaches children to differentiate between different types of music, voices, and tones. The learning process concludes with the comprehension of explicit information. Understanding different voice textures - soft, difficult, or loud - is required. They get to experience the various moods communicated through music and tones. Music can be an excellent tool for teaching language structures. Listening to songs and learning the lyrics can be enjoyable ways to learn vocabulary objects. You will learn about the language and how to say it correctly if you take this class. Music encourages us to move. It motivates us to get up and dance or run faster. People use rhythm to respond to each other by moving their bodies.

Music has the power to influence people's emotions. Sometimes this helps people study more effectively or focus their thoughts in a certain way. Listening to music can make you feel relaxed and happy. Music teaches you new words and their correct pronunciation. It also increases your confidence and ability to lead and collaborate more effectively. When the whole class sings together, it creates a safe space where students can freely share their ideas. Children naturally develop confidence as they learn about voice projection and speech intelligibility (Dygala, Magdalena 2016). As your confidence grows, you will be more successful in all aspects of your life.

Listening to music builds confidence. This will improve your expressiveness and make you feel better about yourself. As your confidence grows, you can sing solo parts. This may make your peers see you in a new light. Music makes people feel good and work together as a team. Singing in groups is a great way for children to work together and be good team players. Taking part in group singing sessions is very important when the success of a song depends on the team's performance. Music helps promote understanding between people of different cultures. Without music, communication can be difficult because different cultures have different assumptions about the meaning of words. Music is the language that connects people all over the world. Understanding song lyrics and context helps us learn more about the culture from which the song originated. Some teachers say they find it difficult to organize their classes before and after class. A class is a group of people learning together. In these classes, singing helps students focus on their lessons. They see it as an invitation to return to their seats and pay attention.

## 2. Technique and Practical Applications

Music helps students develop speaking habits through three stages: preparation, training and development. Each has its own goals. Music and rhythm are an integral part of language learning for young learners. They must provide proven songs that young students find hard to forget. In addition, music and rhythm make learning activities more creative and enjoyable. The song helps the student with her EFL activity in action as it allows the student to listen to the teacher. As a result, the song is often faster than the teacher's speech, which can be difficult for students to understand. But they are fun and can reinforce certain aspects of the English language.

The first step is the formation of monotheistic linguistic habits on "music," with chosen micrographs on the topic that not only provide background on the Beatles' history but also on various musical trends, including studying the written word. This should also contain vocabulary-building exercises after reading. Teachers will have a prior to the start of the activity. Media needs to be prepared, which can include MP3s, videos, cassettes, speakers, and more. Also realia that can follow-up activities. Then the content teachers should use well-known rhymes to motivate their students. It means that teachers must have plans to teach.

When the activity begins in the classroom, the teacher gives the students some instructions before singing a song. The students then follow the instructions of their teacher. The teacher must know the lyrics of the song are simple enough for young listeners to understand in order to ensure a successful teaching of English through songs. Therefore, speed and meaning of the song are suitable for children, and its meaning, lyrics and rhythm are easy to remember. And the language used in the song is vivid and similar to the language they use in their daily life, at home and in the classroom. The second phase aims to develop speaking skills while discussing the songs under consideration. It must follow seven steps to complete the tasks in this phase:

1. students practice auditioning  
While instructing the students, teachers can use songs with repeated verses and help students learn more effectively. Advanced language users can perform songs with complex grammatical structures and ideas.
2. a song while listening.  
Music affects the mood of the listener. For instance, slower music can help students relax after engaging in a kinesthetic activity or session. It's a good idea to play some upbeat music if they've been sitting still for a while or the session is right after lunch.
3. pre-listening questions are answered by the students.  
Predicting is a crucial skill that can be applied to other aspects of learning as well. Teachers can give pre-listening questions by asking, "What is the song about? What feelings does it evolve into?" Making an educated guess is not enough to qualify as prediction obligations after listening.
4. presentation of the song lyrics as typed text.

Teaching vocabulary can benefit greatly from using music. Covering different genres is especially useful for broadening your understanding of music. Recommendation

Play relaxing music by asking students to name the adverbs that come to mind. This sentence can be distributed to peers for comment and comparison. This can be argued by more experienced students. Contextual meaning and usage of words. Teachers can play different genres of music such as reggae and blues. Rock can also evoke a range of emotions, perspectives, and opinions in students. To deepen their understanding of music, language and culture, they can fill in the blank worksheet.

Talk to them before they listen to the song and fill in the blanks. Once the text is ready, they can infer or look up the meaning of the target vocabulary from the context.

#### 5. Post-listening tasks

After exploring a song, it can be a productive task to break them up into small groups and ask them to add another verse without diluting the style of the original song. The new verse can be evaluated by peers and the discussion can continue based on that. The whole class can also write their own song. Such activities can be carried out with both young and adult learners. They promote the creativity and team spirit of the students and develop their writing and speaking skills.

Teachers can ask *'Who is the lead vocal? What can you say about his way of singing? How do the melody and the lyrics evolve? Does the song sound like a classical piece?'*

## CONCLUSION

Textbook aims enhance more appealing when revised to suit distinguishing classroom projects. The text will continue to play a main part, but it will not be an absolute. So to increase variety projects in the class, ballads can help teachers present expression points and increase fun as well as entertainment to the communication. This plan of spice the language accompanying airs and lyrics have cherished students and teachers in undergraduates.

Teachers of English concede possibility be artistic and creative. By chants and rhymes in ELT will help to form the process more entertaining and productive. Motivation is an basic facts of knowledge, and artistic plan in education is the habit to cultivate education ambition. English common verses is individual of motivational determinants. Thus, the planner can use news arias in the English education and knowledge process.

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