Implementation Of Singing Method In English Language Learning On Memory Of Grade 1 Students At SD II Muslim Madani In The 2024/2025 Academic Year

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Article Info	Abstrak
	This study aims to describe the implementation of the singing method in language learning and the supporting and inhibiting factors of applying the singing method in English language learning on the memory of first-grade students in the 2024/2025 academic year. The research was conducted at SD Islam Integrasi Muslim Madani, Gubuk Baru Tanjung, involving 25 first-grade students in the second semester of the 2024/2025 academic year. This study is qualitative research, with data obtained from observations, interviews, and documentation. This research discusses the implementation of the singing method in English language learning to enhance the memory of first-grade students at SDII Muslim Madani, as well as the supporting and inhibiting factors influencing it. The results indicate that the singing method is highly effective in improving students' memory, learning motivation, and English proficiency, particularly through structured steps such as material preparation, song repetition, the use of visual media, and active student engagement. Support from the school, availability of facilities, and the creative role of teachers are key factors in the success of this method. Meanwhile, challenges include time constraints, inadequate audio facilities, and varying student interests and abilities. However, these obstacles can be overcome with appropriate strategies, such as forming small groups and utilizing personal devices. Overall, the singing method is a fun and effective learning strategy for enhancing English language skills at the elementary education level.

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1. INTRODUCTION

Education is the most important means to strengthen and enhance the potential of each individual. According to Law Number 20 of 2003 concerning the Education System, Article 1 Paragraph 1, education is a conscious and planned effort to create an atmosphere and learning process that provides opportunities for students to actively develop their potential in the spiritual power of religion, knowledge, control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state. The implementation of training cannot be separated from learning or teaching activities (Law of the Republic of Indonesia 2003).

Early childhood education is essential for every human being, aiming to foster growth and development. Therefore, education provided must be appropriate and tailored to their needs. Therefore, improving the quality of education requires student progress. This progress can be used to determine the level of student learning outcomes. In education, fostering student interest, social

interaction, and learning activities can be identified through the strategies, formats, media, and methods teachers use during the teaching process.

English proficiency, as an international language, is a crucial skill that needs to be instilled from an early age. At the elementary school level, particularly in first grade, English learning aims not only to introduce new vocabulary but also to build a strong foundation for language acquisition through enjoyable and meaningful learning experiences. However, in practice, English learning often faces challenges such as poor student retention of previously learned vocabulary, a lack of interest in learning, and limited methods appropriate to the characteristics of young children.

First-grade elementary school children are in the preoperational stage of cognitive development according to Piaget's theory, where they more easily understand and remember information presented in concrete, visual forms, and activities involving movement and sound. Therefore, learning methods are needed that are not only informative but also engaging and appropriate to the child's world. One method believed to be effective in improving students' memory is singing. Through songs, students can repeat vocabulary and sentence patterns in a fun, pressure-free atmosphere, while simultaneously stimulating various aspects of intelligence, such as musical and linguistic intelligence.

Several previous studies have shown that song-based learning can strengthen long-term memory, improve concentration, and facilitate mastery of pronunciation and intonation in a foreign language. Songs accompanied by simple movements have also been shown to increase student engagement in the learning process. Therefore, the application of singing in English learning is expected to be an innovative alternative that can strengthen students' memory, increase learning motivation, and create a more interactive classroom atmosphere.

According to Legg (2017), students who learn through music tend to have better memory retention for up to 3-6 months after the material is taught. This is because music engages more areas of the brain, including those responsible for long-term memory.

Based on initial observations at SD II Muslim Madani, first-grade students tend to quickly forget lesson material, especially in English. This occurs because they are only able to retain information presented for a short time. During the learning process, they appear to pay close attention and listen intently. However, after leaving the classroom, they feel free and no longer think about or remember the material they just learned. Usually, they only recall it when they open a book or look at their notes, but soon forget it again. However, not all students experience this; some have a better ability to understand and remember lessons well. However, in general, most students' memories are still relatively weak.

Based on evaluations by the principal and teachers regarding strategies for improving student memory, the English teacher implemented a singing method in the learning process. This approach was used to help students more easily remember the material being taught.

Based on the description, it is important to further research how the implementation of the singing method in English learning can affect the memory of grade 1 students, so that the results of this study can be a reference for teachers in designing effective learning strategies that are appropriate to the characteristics of elementary school students.

Based on the description above, the researcher is interested in conducting research with the title "Implementation of the Singing Method in English Learning on the Memory of Grade 1 Students at SDII Muslim Madani in the 2024/2025 academic year".

2. MATERIALS AND METHODS

The approach used by the researcher in this study is a qualitative approach. This research is called descriptive qualitative research because it describes the results according to what is found in the field. According to Bogdan and Taylor, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Bogdan & Taylor, 2015). The type of research used in this study is a case study where the researcher

carefully investigates a program, event, activity, process, or group of individuals. A case study is a type of research conducted by researchers in depth on programs, events, processes, activities of one or more people. The research method is based on post-positivism or interpretive philosophy, used to research the natural conditions of objects (Sugiyono, 2015).

The research was conducted at SDII Muslim Madani class 1, Gubuk Baru Tanjung, Tanjung District, North Lombok Regency. Data and data sources obtained through Primary data sources are the main data sources obtained directly from the subject or object of research (Dimyati, 2013). In this study, primary data were collected through observation, interviews, and documentation. The primary data sources include the principal, teachers, and students, while secondary data are data obtained quickly and collected by researchers. Secondary data sources in this study include journals, articles, notes, document studies from archives, and learning modules.

In collecting data, the researcher used observation instruments. Observation is directly involved during the learning process in the classroom. Observations are made by utilizing the senses of sight and hearing to obtain the required information. The observation instruments used in this study include observation guidelines, image recordings, and sound recordings. In addition, the Category System method is applied in carrying out the observations to limit the scope of the observation. In the interview stage, the researcher will interview about the singing method in learning English on the memory of students in class I of SDII Muslim Madani. The subjects to be interviewed are the first-grade English teacher, the principal, and the first-grade students of SDII Muslim Madani. The documentation subjects in this study are the activities or implementation of English vocabulary learning in the classroom using the singing method. The aim is to find out the activities of students and teachers when learning English vocabulary. Documentation collection is carried out in the form of photos of students carrying out the learning process.

The data were analyzed using qualitative data analysis techniques because the data obtained were descriptive in nature. The qualitative data analysis process was conducted simultaneously with data collection. According to Miles, Huberman, and Saldana, there are three main activities in qualitative data analysis that occur simultaneously: data condensation, data display, and conclusion drawing/verification (Miles et al., 2014).

To ensure scientific accountability of data in qualitative research, data validity testing is necessary. In this study, researchers used triangulation techniques to test data validity. Source triangulation is carried out by collecting data from various sources to verify the accuracy of the information obtained. Researchers re-verified data collected from different respondents to ensure consistency. Technical triangulation is the collection of data from the same source using different methods, such as interviews, observations, documentation, or questionnaires.

3. RESULTS

Madani Muslim Foundation (YMM) was initiated in 2018 by the 3 members and Trimurti alumni of Gontor, Ustad Arif Maulana, MIRKH, Ustazah Tias Nurul Fauziah, MIRKH, and Ustazah Asfa Fikriah, M.Pd.I. A year earlier, in 2017, non-formal activities had begun which were the forerunner to the establishment of PAUD, this activity received a very good response from the surrounding community, to the point of motivating the printers to establish a formal school for early childhood.

4. RESEARCH RESULT

1. The Application of the Singing Method in English Learning to the Memory of Grade 1 Students at SDII Muslim Madani

The research findings related to the application of singing methods in English learning to improve memory in first-grade students involved singing or songs. The aim of the learning process was to help first-grade students remember English vocabulary. This method was used during the classroom learning process.

Observations conducted by researchers at SDII Muslim Madani on May 28, 2025, revealed that English teachers use singing as a method in their learning. This singing method significantly impacts student retention, especially in lower grades. This singing method is very helpful because it makes it easier for students to remember the learning material presented by the teacher.

Observations regarding the implementation of the singing method in English learning on the memory of first-grade students at SDII Muslim Madani show that this method is very effective in increasing students' attention, engagement, and memory. The singing method creates a dynamic and enjoyable learning atmosphere, so that students become more enthusiastic and motivated in participating in learning. In the learning process, students not only listen but also actively sing, helping them memorize English vocabulary more easily and quickly. This is seen from the significant increase in vocabulary learning outcomes (animal names) after the implementation of the singing method, where students show better abilities in listening, reading, writing, and speaking English.

Observation results showed that most students were able to remember vocabulary and song lyrics well, indicating that the singing method was effective in improving their memory. In addition, the cheerful and interactive classroom atmosphere also made students more enthusiastic and confident in learning English. From the interview answers with the principal of SDII MM, it was stated that before the singing method was implemented, English learning tended to be monotonous and less than optimal because the teacher only delivered material verbally without involving interesting methods. After the singing method was used, there was a significant increase in learning outcomes. This method not only improved students' memory, but also made them more active and enthusiastic in the learning process, so that learning became more effective and enjoyable for first-grade students of SDII Muslim Madani.

Next, the teacher begins the lesson by inviting students to listen to the song repeatedly. At this stage, the classroom atmosphere is created to be fun and lively so that students feel comfortable and engaged. The teacher also uses supporting media such as pictures and hand gestures to help them understand the song's meaning. Once students are familiar with the song, the teacher invites them to sing along, either in groups or individually, so that students are actively involved in the learning process.

This aligns with the results of an interview with Mrs. Rosita, an English teacher, who stated that she typically begins by introducing new vocabulary using pictures or concrete objects, then reinforcing them with relevant songs. The songs are sung together while pointing to colored objects, sometimes accompanied by hand movements. The songs are selected based on three factors: appropriateness to the learning theme, the level of language difficulty (not too fast or complex), and the completeness of educational elements. Songs should be easy to sing and contain repetition to make them easier to remember.

At the end of the lesson, the teacher conducted an evaluation by having students sing a song without the aid of the media and asking them about the meaning of some of the words. Observations showed that most students were able to remember the vocabulary and lyrics well, indicating that the singing method was effective in improving their memory. Furthermore, the cheerful and interactive classroom atmosphere also made students more enthusiastic and confident in learning English.

This aligns with the results of an interview with Rosita, who stated that first-grade students tend to get bored quickly and have difficulty focusing. Singing creates a livelier and more interactive atmosphere. Songs also make it easier for children who aren't yet fluent in reading to continue learning through listening and repetition. This not only strengthens students' memory but also improves their English speaking and listening skills.

The next step is repetition and reinforcement of the material through songs. The teacher repeats the song in several sessions to strengthen students' retention of the vocabulary taught.

Furthermore, the teacher provides variety by inviting students to engage in activities such as imitating movements, answering simple questions, and providing concrete examples related to the material and song lyrics. This significantly improves the retention of first-grade students at SDII Muslim Madani in mastering English vocabulary.

The implementation of the singing method in English learning in grade 1 of SDII Muslim Madani has shown a very positive impact on students' memory. After the method was implemented, significant changes were seen in the students' ability to remember the English vocabulary and phrases taught. The singing method successfully created a fun and interactive learning atmosphere, resulting in students being more focused and enthusiastic during the learning process.

The first noticeable impact is improved student concentration. Through easy-to-remember and repetitive songs, students are able to absorb the material better without getting bored. The upbeat rhythm of the songs and the accompanying movements help stimulate students' short-term and long-term memory, making new vocabulary more easily retained.

Furthermore, the singing method also increases students' motivation to learn. Students feel happy and motivated to actively participate in learning, both while listening and singing along. This has a direct impact on improving memory because students' active involvement in the learning process strengthens their understanding and mastery of the material.

2. **Supporting and Inhibiting Factors of the Use of Singing Methods on Elementary School Students' Memory in Learning English**

A factor supporting the implementation of this singing method in English is the school's encouragement of creative methods like singing in learning, particularly at the elementary level. This method is considered effective in increasing learning interest and helping students understand the material in a fun and memorable way. Schools also provide access to resources such as speakers, projectors, and educational song collections.

The implementation of the singing method in English learning at the elementary level is supported by school encouragement to use creative, fun, and memorable methods. Schools also play an active role in providing supporting facilities such as speakers, projectors, and a collection of educational songs, which strengthen the method's effectiveness in increasing student interest and understanding of the material.

However, implementing this method also faces several obstacles, such as limited musical instruments, inadequate speaker quality, and limited access to relevant and high-quality song materials. Furthermore, not all teachers have a musical background, requiring more thorough preparation to ensure effective learning. These obstacles highlight the importance of ongoing support and training for teachers in optimally utilizing the singing method.

Interviews with the English teacher revealed that some students felt shy or insecure about singing. I addressed this by forming small groups and praising them when they tried. Another obstacle was the lack of adequate audio, so I sometimes used personal devices like cell phones and portable speakers.

In general, the results of observations on the use of the singing method in learning English in elementary schools revealed a number of supporting and inhibiting factors that influence the effectiveness of this method in improving students' memory.

a) Supporting Factors

One of the main supporting factors is the school's encouragement of the use of creative methods such as singing in learning. Schools also provide access to resources such as speakers, projectors, and collections of educational songs.

A fun and interactive learning environment. The singing method creates a cheerful learning environment, making students feel more relaxed and motivated to participate actively. Selected songs with simple lyrics and catchy rhythms make it easier for students to memorize English vocabulary and phrases. Furthermore, the use of supporting media such as images, hand

gestures, and simple musical instruments helps strengthen students' memory by engaging multiple senses in the learning process.

b) Inhibiting Factors

On the other hand, there are several inhibiting factors found during the observation, such as limited musical instruments, less supportive speaker quality, In addition, not all teachers have a musical background, so they need more thorough preparation so that the learning process continues to run effectively, limited learning time makes repetition of songs and reinforcement of materials less than optimal. In addition, differences in student abilities and interests also affect the effectiveness of the singing method; some students who are less interested or have difficulty following the rhythm of the song tend to be less active and less able to remember the material taught.

However, there are a number of obstacles such as limited time, inadequate facilities, noisy learning environments, and differences in student interests and abilities. Teachers also face challenges when students feel shy or lack confidence in singing. These obstacles can be overcome through appropriate approaches, such as forming small groups, offering praise, and using personal instruments as alternatives.

5. DISCUSSION

1. **The Application of the Singing Method in English Learning to the Memory of Grade 1 Students at SDII Muslim Madani**

The implementation of the singing method in English learning for first-grade elementary school students has proven effective in improving vocabulary retention. This method is used directly in the classroom learning process with the aim of making it easier for students to remember the material. Observations at SDII Muslim Madani show that English teachers actively use the singing method, which has had a positive impact, especially on lower-grade students who tend to get bored easily and have difficulty focusing.

The singing method makes learning more fun, interactive, and conducive. The songs used not only help students who are not yet fluent in reading stay engaged through listening and repetition, but also build their confidence in pronouncing vocabulary. In the long term, songs strengthen memory because students tend to repeat material unconsciously even outside of class, thus strengthening their long-term memory. Thus, the singing method is an appropriate strategy in learning English for first-grade students.

This aligns with Legg's (2017) finding that students who learn through music tend to have better memory retention for up to 3-6 months after the material is taught. This is because music engages many areas of the brain, including those responsible for long-term memory.

This is also reflected in Bloom's Taxonomy theory, where at the "Remember" level in Bloom's Taxonomy, students are expected to remember or memorize basic information previously learned. This includes facts, terms, concepts, formulas, or other information taught, and the ability to access that information when needed.

2. **Supporting and Inhibiting Factors of the Use of Singing Methods on Elementary School Students' Memory in Learning English**

The implementation of the singing method in English learning at the elementary level is supported by school encouragement to use creative, fun, and memorable methods. Schools also play an active role in providing supporting facilities such as speakers, projectors, and a collection of educational songs, which strengthen the method's effectiveness in increasing student interest and understanding of the material.

However, implementing this method also faces several obstacles, such as limited musical instruments, inadequate speaker quality, and limited access to relevant and high-quality

song materials. Furthermore, not all teachers have a musical background, requiring more thorough preparation to ensure effective learning. These obstacles highlight the importance of ongoing support and training for teachers in optimally utilizing the singing method.

This is in line with Howard Gardner's theory in Frames of Mind (1983), which states that humans have various types of intelligence, one of which is musical intelligence.

6 . CONCLUSION

1. The Implementation of Singing Method in English Learning on the Memory of 1st Grade Students of SDII Muslim Madani The implementation of singing method in English learning in 1st grade of SDII Muslim Madani has been proven to be very effective in improving students' memory, learning motivation, and English language skills. With structured steps such as material preparation, song repetition, singing together, the use of visual media and movements, the teacher succeeded in creating a fun, interactive learning atmosphere and supporting active student involvement. Overall, the implementation of singing method in English learning in 1st grade of SDII Muslim Madani succeeded in improving students' memory and learning outcomes, as well as creating a positive learning environment and supporting the development of children's English skills. This method can be used as an innovative and effective teaching strategy to improve the quality of English learning at the elementary school level.

2. Supporting and Inhibiting Factors of Using Singing Method on Elementary School Students' Memory in Learning English, On the other hand, there are several inhibiting factors found during observations such as limited musical instruments, less supportive speaker quality, In addition, not all teachers have a musical background, so they need more thorough preparation. And some students who are less interested or have difficulty following the rhythm of the song tend to be less active and less able to remember the material taught. Overall, as long as supporting factors are maximized and obstacles are minimized, the singing method can be an effective and enjoyable learning strategy in building students' English skills at the elementary education level.

7 . Acknowledgements

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