

STUDENT ENGAGEMENT DURING ENGLISH LEARNING ACTIVITIES BY USING SONG FOR ENGLISH YOUNG LEARNER AT SDN 01 TARATAK

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ABSTRACT

Student engagement is an important factor in achieving effective English learning outcomes, particularly for young learners. However, maintaining students' attention and active participation in the classroom remains a challenge due to their limited attention span and varying levels of interest. One instructional strategy that can enhance engagement is the use of songs. This study aimed to describe student engagement during English learning activities by using songs for young learners at SDN 01 Taratak. The study employed a quantitative descriptive design involving 16 fifth-grade students as participants. Data were collected through an observation checklist adapted from Fredricks et al. (2004), which measured three dimensions of student engagement: behavioral, cognitive, and emotional engagement. The data were analyzed using descriptive statistics, including mean scores, percentages, and engagement categories. The findings revealed that students demonstrated a high level of engagement during song-based English learning activities. Behavioral engagement obtained a mean score of 18.00 and was categorized as very high, indicating active participation in classroom activities. Cognitive engagement obtained a mean score of 14.50 and was categorized as high, showing that students paid attention and attempted to understand the learning materials. Emotional engagement obtained a mean score of 18.00 and was categorized as very high, reflecting students' enthusiasm and enjoyment during the lessons. The overall mean engagement score was 50.50, which indicates a very high level of student engagement. These findings suggest that songs can effectively promote behavioral, cognitive, and emotional engagement among young learners. Therefore, incorporating songs into English learning activities can create a more interactive, enjoyable, and engaging classroom environment.

Keywords: *student engagement, songs, English young learners, English learning activities, elementary school students.*

ABSTRAK

Keterlibatan siswa (*student engagement*) merupakan salah satu faktor penting dalam keberhasilan pembelajaran bahasa Inggris, khususnya bagi pembelajar usia dini. Namun, mempertahankan perhatian dan partisipasi aktif siswa di kelas masih

menjadi tantangan karena rentang perhatian mereka yang relatif pendek. Salah satu strategi yang dapat digunakan untuk meningkatkan keterlibatan siswa adalah penggunaan lagu dalam proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan keterlibatan siswa selama kegiatan pembelajaran bahasa Inggris menggunakan lagu pada siswa sekolah dasar di SDN 01 Taratak. Penelitian ini menggunakan desain deskriptif kuantitatif dengan melibatkan 16 siswa kelas V sebagai partisipan. Data dikumpulkan melalui lembar observasi yang diadaptasi dari Fredricks et al. (2004), yang mengukur tiga dimensi keterlibatan siswa, yaitu keterlibatan perilaku (*behavioral engagement*), keterlibatan kognitif (*cognitive engagement*), dan keterlibatan emosional (*emotional engagement*). Data dianalisis menggunakan statistik deskriptif berupa skor rata-rata, persentase, dan kategori keterlibatan. Hasil penelitian menunjukkan bahwa siswa memiliki tingkat keterlibatan yang tinggi selama kegiatan pembelajaran bahasa Inggris berbasis lagu. Keterlibatan perilaku memperoleh skor rata-rata 18,00 dan termasuk kategori sangat tinggi, yang menunjukkan partisipasi aktif siswa dalam kegiatan pembelajaran. Keterlibatan kognitif memperoleh skor rata-rata 14,50 dan termasuk kategori tinggi, yang menunjukkan bahwa siswa memperhatikan dan berupaya memahami materi yang dipelajari. Keterlibatan emosional memperoleh skor rata-rata 18,00 dan termasuk kategori sangat tinggi, yang mencerminkan antusiasme dan kesenangan siswa selama pembelajaran berlangsung. Secara keseluruhan, skor rata-rata keterlibatan siswa sebesar 50,50 menunjukkan tingkat keterlibatan yang sangat tinggi. Temuan ini menunjukkan bahwa penggunaan lagu dapat menjadi strategi yang efektif untuk meningkatkan keterlibatan siswa dalam pembelajaran bahasa Inggris bagi pembelajar usia dini.

Kata Kunci: keterlibatan siswa, lagu, pembelajar usia dini, pembelajaran bahasa Inggris, sekolah dasar.

A. Introduction

English is one of the most important international languages used for communication, education, technology, and global interaction, so introducing it to children at an early stage is considered crucial because young learners have a greater ability to acquire language through meaningful and enjoyable learning

experiences. Teaching English to young learners requires appropriate methods that can attract students' attention and encourage active participation during the learning process.

Student participation is a critical component of effective language learning. Student engagement is defined as students' attention, participation, enthusiasm, and

involvement in classroom activities. Students that are actively engaged are more likely to understand learning materials, interact in the classroom, and achieve greater learning outcomes. However, maintaining student engagement might be difficult because young students sometimes have short attention spans and quickly lose interest in repetitive learning activities lati'

To fix this issue, teachers must employ engaging and enjoyable learning materials. Songs are one of the most commonly used instructional material in English schools. Songs use rhythm, repetition, and meaningful situations to help young learners acquire and recall new words more efficiently. Songs encourage a good learning environment and inspire students to actively participate in class activities (Anggaira et al., (2022)

Several studies have found that songs help students learn English more effectively. (Mawarni & Hamdani, 2024) showed that students have shown significant interest and active participation when learning English through songs. Similarly, (Sunarti et al., 2023) found that using songs increased students' learning enthusiasm and English achievement.

Furthermore, Meisuri et al. (2025) discovered that songs and interactive learning activities helped students enhance their vocabulary acquisition, confidence, involvement, and engagement in English classes.

Although several studies have looked into the benefits of songs in English language acquisition, there are still few studies that focus explicitly on student engagement during English learning activities utilizing songs in elementary school settings, especially at SDN 01 Taratak. Therefore, this study aims to describe and analyze student engagement during English learning activities by using songs for English young learners at SDN 01 Taratak.

Based on the background above, student engagement in English learning activities remains an important issue for young learners. Teachers need effective teaching strategies that can attract students' attention and encourage active participation in the classroom. Songs are believed to be one of the strategies that can increase engagement, but their implementation and impact on students' engagement at SDN 01 Taratak need further investigation. Based on the research problem

above, this study is guided by the following research question: How is student engagement demonstrated during English learning activities by using songs for English young learners at SDN 01 Taratak?

This study aims to describe and analyze student engagement during English learning activities by using songs in an English classroom for young learners at SDN 01 Taratak. Specifically, the study seeks to explore how students participate, respond, and interact during song-based learning activities and to identify the ways songs contribute to enhancing student engagement in the English learning process.

B. Methodology

This research uses quantitative descriptive (according to) the phenomenon of the subject of research behavioral, cognitive, emotional/affective, and the results were analyzed quantitatively using descriptive statistics. Sixteen fifth-grade elementary school students were selected as subjects to collect data for this research.

Data Collection Method

The researchers collected data using an observation checklist adapted from Fredricks et al. (2004). This checklist consists of three aspects related to students' engagement. The aspects are: behavioral engagement (student engagement that is evident from their behavior, participation, and involvement in learning activities). Cognitive engagement (student involvement in thinking, understanding, and striving to master learning material). emotional/affective engagement (student involvement related to their feelings or emotions during the learning process).

The data were analyzed using descriptive statistics. The scores obtained from the observation checklist were calculated and presented in the form of percentages and categories. The results were then interpreted to describe the level of student engagement during English learning activities by using songs.

Tabel 2.1 Criteria For Students' Engagement

Score	Criteria
36% - 51.99%	Low

Score	Criteria
52% - 67.99%	Medium High
68% - 83.99%	Very High
84% - 100%	High

Those indicators will be examined to define the engagement level of students in the English class.

Data Collection Procedure

The researcher conducted the class in two sessions. In the first session, the class activities began with an introduction and prompting questions about the vocabulary that had been learned in the previous session. After that, the teacher reviewed the vocabulary by singing a song about the comparative degree material together. After the singing session was over, in the second meeting, the researcher followed the same steps as in the first meeting with a different song, namely a song about ordinal numbers.

C.Findings and Discusion

Overall Student Engagement

Table 3.1 presents the descriptive statistics of students' engagement during English learning activities by using songs.

Table 3.1
Descriptive Statistics of Student Engagement

Dimension	Min– Max	Mean	SD
Behavioral	18–18	18.00	0.00
Cognitive	14–15	14.50	0.71
Emotional	17–19	18.00	1.41
Total	50–51	50.50	0.71

Based on Table 3.1, students demonstrated a high level of engagement during English learning activities by using songs. Behavioral engagement obtained a mean score of 18.00 with a standard deviation of 0.000, indicating that students consistently participated actively during the two observations. Cognitive engagement obtained a mean score of 14.50 with a standard deviation of 0.707, showing that students maintained attention and focus during the learning activities. Meanwhile, emotional engagement obtained a mean score of 18.00 with a standard deviation of 1.414, indicating that students showed enthusiasm and enjoyment during the lesson. Overall, the mean score of student engagement was 50.50, suggesting that students' engagement was categorized as very high.

Behavioral engagement

Table 3.2 presents the results of behavioral engagement observed during English learning activities by using songs.

Table 3.2

Behavioral Engagement

Observation	Score	Percentage	Category
Observation 1	18/20	90%	Very High
Observation 2	18/20	90%	Very High

As shown in Table 3.2, behavioral engagement reached 90% in both observations and was categorized as very high. This result indicates that students actively participated in classroom activities, followed the teacher's instructions, and were involved in song-based learning activities throughout the lessons.

Cognitive Engagement

Table 3.3 presents the results of cognitive engagement.

Table 3.3

Cognitive Engagement

Observation	Score	Percentage	Category
Observation 1	15/20	75%	High

Observation 2	14/20	70%	High
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Based on Table 3.3, cognitive engagement was categorized as high in both observations. Students achieved 75% in the first observation and 70% in the second observation. These findings indicate that students paid attention to the lesson, focused on the learning activities, and attempted to understand the vocabulary and content presented through songs.

Emotional Engagement

Table 3.4 presents the results of emotional engagement.

Table 3.4

Emotional Engagement

Observation	Score	Percentage	Category
Observation 1	17/20	85%	Very High
Observation 2	19/20	95%	Very High

As shown in Table 3.4, emotional engagement was categorized as very high in both observations. Students achieved 85% in the first observation and 95% in the second observation. These findings suggest that students enjoyed the learning activities, showed enthusiasm, and expressed positive feelings during English learning activities using songs.

Discussion

The findings of this study revealed that students demonstrated a high level of engagement during English learning activities by using songs at SDN 01 Taratak. Based on the observation results, behavioral engagement and emotional engagement were categorized as very high, while cognitive engagement was categorized as high. These findings indicate that songs can effectively support student engagement in English learning activities for young learners.

The very high level of behavioral engagement suggests that students actively participated in the learning process. During the lessons, students were willing to sing along, follow the teacher's instructions, answer questions, and take part in classroom activities. This finding indicates that songs encourage active participation and help students become more involved in the learning process. According to Mawarni & Hamdani (2024), songs create an enjoyable learning atmosphere that motivates students to participate actively in English learning activities. Young

learners tend to enjoy learning through music because it combines language learning with fun and interactive experiences.

The findings also showed that cognitive engagement was categorized as high. This result indicates that students paid attention to the lesson, focused on the activities, and attempted to understand the English vocabulary presented through songs. Songs provide repetition and meaningful contexts that help young learners remember and understand new vocabulary more easily. This finding is consistent with Anggaira et al. (2022), who stated that songs facilitate vocabulary learning because they provide meaningful learning experiences and help learners retain new words more effectively. Therefore, songs can support students' concentration and understanding during English learning activities.

Furthermore, emotional engagement was categorized as very high in both observations. The students showed enthusiasm, enjoyment, and positive emotions during the learning activities. They

appeared excited when singing and actively responded to classroom activities. This finding suggests that songs create a positive learning environment that increases students' motivation and interest in learning English. (Meisuri et al., 2025) found that songs and interactive activities contribute positively to students' confidence, motivation, and participation in English learning. When students enjoy the learning process, they are more likely to become engaged and willing to participate in classroom activities.

These findings are also related to the principles of English for Young Learners (EYL). Young learners learn best when they are involved in enjoyable, meaningful, and interactive activities. Songs provide opportunities for repetition, interaction, and active participation, which are important characteristics of effective language learning for children. Through songs, students can learn English in a natural and enjoyable way while maintaining their attention and motivation throughout the lesson.

Overall, the findings suggest that songs play an important role in

teaching English to young learners because they promote behavioral, cognitive, and emotional engagement during classroom activities. Therefore, the use of songs can be considered an effective teaching strategy for increasing student engagement in English learning.

D. Conclusion

Based on the findings, it can be concluded that the use of songs in English learning activities successfully promoted a high level of student engagement among young learners at SDN 01 Taratak. Students demonstrated very high behavioral engagement and emotional engagement, as well as high cognitive engagement during the learning process. The overall mean score of student engagement was 50.50, indicating that students were actively involved, attentive, enthusiastic, and enjoyed participating in song-based learning activities.

The findings suggest that songs are an effective teaching strategy for English young learners because they encourage active participation, improve students' attention and understanding of learning materials, and create a positive and enjoyable

classroom atmosphere. Through song-based activities, students were more motivated to engage in the learning process and interact with the lesson content. Therefore, incorporating songs into English instruction can be recommended as a practical approach to enhance student engagement in elementary school English classrooms.

Suggestion

Future researchers are encouraged to conduct studies with a larger number of participants and over a longer period of time to obtain more comprehensive findings regarding student engagement. In addition, future studies may investigate the impact of songs on other aspects of English learning, such as vocabulary mastery, pronunciation, speaking skills, or learning motivation. Teachers are also encouraged to integrate a variety of songs and interactive activities into English lessons to maintain students' interest and engagement.

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