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Exploring Students' Engagement and Learning Motivation Through the Listen and Repeat Method Using Songs in English Pronunciation Learning: A Qualitative Study of Third-Grade Students at SDN 1 Kalen Kedungtuban – Blora

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Abstract—English pronunciation is a fundamental aspect of language learning that requires effective instructional strategies to encourage students' active participation and motivation. This study aimed to investigate the implementation of the Listen and Repeat method using songs in English pronunciation learning, explore students' engagement during the learning process, and examine its contribution to learning motivation. A qualitative research design was employed involving three English teachers and ten third-grade students at SDN 1 Kalen, Kedungtuban, Blora. Data were collected through classroom observations, semi-structured interviews, and documentation. The findings revealed that the method was implemented through six instructional stages: learning preparation, song introduction, listening, repeating, feedback, and evaluation. The implementation fostered students' behavioral, emotional, and cognitive engagement, as reflected in their active participation, enthusiasm, confidence, and efforts to improve pronunciation. Moreover, the use of songs created an enjoyable learning environment that encouraged sustained participation and enhanced students' learning motivation. The study concludes that integrating songs into the Listen and Repeat method is an effective learner-centered approach for improving English pronunciation while promoting students' engagement and learning motivation.

Keywords—English pronunciation, Listen and Repeat Method, Songs, Student Engagement, Learning Motivation.

INTRODUCTION

English has become one of the most important international languages in the era of globalization, making English learning increasingly relevant for elementary school students. As a global language, English is widely used in international communication, education, science, technology, and digital media (Hasanudin, et al, 2022). Early exposure to English enables students to develop basic language skills that can support their future academic and social development. Among the four language skills, pronunciation plays a significant role because it directly affects learners' ability to communicate effectively and be understood by others. Young learners are generally more receptive to acquiring accurate pronunciation due to their developmental stage and greater sensitivity to sounds. According to (Harmer, 2007), pronunciation is an essential component of communicative competence because it helps learners convey

meaning clearly and accurately. Likewise, (Pourhossein Gilakjani, 2016) emphasized that pronunciation is a fundamental aspect of language learning that contributes significantly to successful communication. Therefore, providing meaningful pronunciation instruction at the elementary school level is crucial for supporting students' overall English language development.

Despite its importance, English pronunciation remains one of the most challenging aspects of language learning for young learners (Fitriani, et al, 2025). Indonesian students often experience difficulties in producing English sounds because the phonological systems of Indonesian and English differ considerably. Many English sounds do not exist in Indonesian, causing students to transfer pronunciation patterns from their first language into the target language. Furthermore, classroom instruction sometimes focuses more on vocabulary memorization and grammar exercises than oral practice, limiting students' opportunities to improve their pronunciation skills (Pourhossein Gilakjani, 2016) found that learners frequently encounter pronunciation difficulties due to differences between their native language and the target language. In addition, (Celce-Murcia et al., 2010) argued that effective pronunciation instruction requires sufficient exposure, repetition, and meaningful communication practice. Consequently, teachers need to employ engaging instructional strategies that provide students with repeated exposure to accurate pronunciation models.

One instructional strategy that can support pronunciation learning is the Listen and Repeat method. This method allows students to listen carefully to correct language models and imitate them repeatedly, helping them develop better pronunciation habits through practice and reinforcement. Repetition activities can strengthen students' phonological awareness, improve pronunciation accuracy, and increase confidence in producing English words and expressions. According to (Richards & Rodgers, 2014), repetition and imitation are valuable language-learning techniques that enable learners to internalize pronunciation patterns and language structures. Previous studies have also demonstrated that listen-and-repeat activities contribute positively to learners' oral performance and pronunciation development. Therefore, the Listen and Repeat method offers a practical approach to facilitating pronunciation learning among elementary school students.

The integration of songs into English learning can further enhance the effectiveness of the Listen and Repeat method. Songs provide authentic language input, rhythmic patterns, and repetitive structures that make pronunciation practice more enjoyable and memorable for young learners (Iswanto, et al, 2024). Music creates a positive classroom atmosphere, reduces anxiety, and encourages active participation in learning activities. According to (Murphey, 1992), songs facilitate language acquisition by providing repeated exposure to linguistic patterns in an enjoyable format. Similarly, (Medina, 1990) found that songs positively contribute to language learning by increasing learners' attention, retention, and motivation. Therefore, combining the Listen and Repeat method with songs may provide an effective and enjoyable approach to English pronunciation instruction.

Student engagement and learning motivation are essential factors influencing the success of language learning. Students who are actively engaged in learning activities tend to participate more frequently, practice more consistently, and

demonstrate greater persistence when facing learning challenges. Likewise, motivated students are more willing to invest effort, maintain positive attitudes, and achieve better learning outcomes. According to (Fredricks et al., 2004), student engagement is a multidimensional construct involving behavioral, emotional, and cognitive participation in learning activities. Furthermore, (Dörnyei, 2001) emphasized that motivation is one of the strongest predictors of successful second-language learning. Consequently, instructional strategies that simultaneously promote engagement and motivation are highly valuable in English language education, particularly for young learners.

The use of songs through the Listen and Repeat method is also closely aligned with the educational philosophy of Ki Hajar Dewantara, one of the most influential figures in Indonesian education. Ki Hajar Dewantara emphasized the importance of creating learning environments that support students' holistic development and active participation. His philosophy encourages teachers to guide learners with care, provide encouragement, and foster independence throughout the learning process. The three main principles introduced by Ki Hajar Dewantara are *Ing Ngarsa Sung Tuladha* (in front, the teacher sets an example), *Ing Madya Mangun Karsa* (in the middle, the teacher builds initiative and motivation), and *Tut Wuri Handayani* (at the back, the teacher provides support and encouragement). These principles highlight the teacher's role as a role model, facilitator, and motivator. Through the use of songs and repetition-based activities, teachers can create an engaging and supportive learning environment that reflects these educational values while promoting active student participation.

Although previous studies have examined the use of songs and repetition techniques in English learning, limited research has specifically explored how these strategies influence student engagement and learning motivation in pronunciation learning among elementary school students. Most previous studies have focused primarily on learning outcomes and achievement scores rather than students' experiences, perceptions, and participation during the learning process. Understanding students' perspectives can provide valuable insights into how instructional practices support meaningful learning experiences and foster positive attitudes toward English learning. Recent educational research increasingly emphasizes the importance of examining engagement, motivation, and learner experiences as indicators of educational quality beyond academic achievement alone. This gap highlights the need for further qualitative investigation into students' engagement and learning motivation when learning English pronunciation through the Listen and Repeat method using songs.

Based on the considerations above, this study seeks to explore students' engagement and learning motivation through the Listen and Repeat method using songs in English pronunciation learning among third-grade students at SDN 1 Kalen Kedungtuban Blora. The study aims to understand how students experience pronunciation learning activities facilitated through songs and repetition-based instruction, as well as to identify factors that contribute to their active participation and motivation during the learning process. By employing a qualitative approach, the researcher will be able to gather rich and detailed information through classroom observations, interviews, and supporting documentation. Therefore, this research is

expected to contribute to the development of effective, engaging, and enjoyable English pronunciation instruction for young learners while supporting the implementation of student-centered learning principles in elementary education.

RESEARCH METHODOLOGY

This study employed a qualitative research approach. Qualitative research is considered appropriate because the purpose of this study is not to measure the effectiveness of a teaching method statistically, but rather to explore and understand students' engagement and learning motivation during the implementation of the Listen and Repeat Method using songs in English pronunciation learning. The study seeks to reveal students' experiences, behaviors, interactions, and responses within their natural learning environment.

According to (Creswell, 2018), qualitative research is an approach used to explore and understand the meaning individuals or groups ascribe to a social or human problem. Similarly, Bogdan and Biklen (2007) state that qualitative research emphasizes descriptive data in the form of words, behaviors, and observable phenomena occurring naturally within a particular setting. Therefore, qualitative research is suitable for investigating classroom phenomena and understanding how students experience pronunciation learning through songs.

The present study specifically adopted a qualitative descriptive design. A qualitative descriptive design allows researchers to provide a comprehensive and detailed description of a phenomenon without manipulating variables or imposing predetermined categories (Sandelowski, 2000). This design was selected because the researcher intended to describe and interpret students' engagement and learning motivation as they naturally occurred during English pronunciation learning activities.

The qualitative descriptive design was considered relevant for several reasons. First, the study aimed to investigate students' behavioral, emotional, and cognitive engagement during classroom learning activities. These dimensions of engagement cannot be adequately represented through numerical measurements alone because they involve complex interactions and personal experiences. Second, the study sought to understand how students perceive and respond to the Listen and Repeat Method using songs as a learning strategy. Third, the study attempted to explore the relationship between enjoyable learning experiences and students' motivation to participate in pronunciation learning activities.

Furthermore, qualitative research allows the researcher to become directly involved in the field and interact with participants. (Creswell, 2018) explain that researchers in qualitative studies function as the primary instrument for collecting and interpreting data. Through direct observation, interviews, and documentation, researchers can gain rich and contextualized information regarding participants' experiences.

The selection of a qualitative approach is also consistent with the theoretical framework of this study. Student engagement and learning motivation are multidimensional constructs that involve feelings, attitudes, perceptions, participation, and interactions. Understanding these dimensions requires an in-depth investigation of students' experiences rather than numerical measurement. Therefore,

qualitative research provides the most suitable methodological framework for addressing the objectives of this study.

This study was conducted at SDN 1 Kalen Kedungtuban Blora. The school was selected purposively because it provides opportunities to investigate English pronunciation learning among elementary school students through the implementation of songs and the Listen and Repeat Method. Several considerations underlie the selection of this research site. First, SDN 1 Kalen is an elementary school where English learning activities are implemented through various interactive methods appropriate for young learners. Second, the researcher obtained access and permission to conduct classroom observations and interviews. Third, the school context reflects authentic classroom conditions in which student engagement and learning motivation can be observed naturally.

The third-grade classroom was specifically selected because students at this level are in a developmental stage characterized by high curiosity, active participation, and responsiveness to enjoyable learning activities. According to Piaget's theory of cognitive development, children aged approximately eight to nine years are in the concrete operational stage, where they learn effectively through concrete experiences, repetition, songs, and interactive activities. Therefore, third-grade students provide an appropriate context for investigating the implementation of the Listen and Repeat Method using songs.

Data collection is a fundamental process in qualitative research because the quality of the findings depends largely on the accuracy, depth, and richness of the collected data. In qualitative studies, researchers seek to understand participants' experiences, perceptions, behaviors, and social interactions within their natural settings. Therefore, data collection techniques should enable researchers to obtain comprehensive information regarding the phenomenon under investigation.

According to (Creswell, 2018), qualitative researchers commonly collect data through observations, interviews, documents, and audiovisual materials. Qualitative research emphasizes the collection of data from natural settings using various techniques that allow researchers to understand social phenomena holistically. In this study, data were collected through observation, interviews, and documentation. These techniques were selected because they complement one another and provide opportunities for data triangulation, thereby enhancing the credibility and trustworthiness of the findings.

The use of multiple data collection techniques was considered important because students' engagement and learning motivation are multidimensional constructs that cannot be fully understood through a single source of data. Observation enables the researcher to examine students' actual behaviors during classroom activities, interviews provide access to participants' perceptions and experiences, and documentation offers supporting evidence related to the learning process. By integrating these three techniques, the researcher expected to obtain a comprehensive understanding of how students engaged in pronunciation learning activities and how the Listen and Repeat Method using songs influenced their learning motivation.

1. Observation

Observation was employed as the primary data collection technique in this study. Observation refers to the process of systematically watching, listening to, and recording behaviors, interactions, and events occurring in a particular setting (Creswell, 2018). Through observation, researchers can gather firsthand information regarding participants' actions and interactions in their natural environment.

The use of observation was considered appropriate because the main focus of this study was students' engagement during English pronunciation learning activities. Student engagement is often reflected through observable behaviors such as participation, attentiveness, enthusiasm, interaction, concentration, and responsiveness. These indicators can be directly identified through classroom observation rather than relying solely on participants' self-reports.

Observation allows researchers to gain a deeper understanding of participants' behaviors and the context in which those behaviors occur. Furthermore, observation enables researchers to capture spontaneous actions and interactions that participants may not be able to describe accurately during interviews. In this study, the researcher acted as a non-participant observer. As a non-participant observer, the researcher observed classroom activities without actively participating in the teaching and learning process. This role was chosen to minimize interference with classroom dynamics and to ensure that students behaved naturally during the learning activities. The observations focused on several aspects related to student engagement, including:

- a. Students' attentiveness during listening activities.
- b. Students' willingness to repeat English words and expressions.
- c. Students' participation in singing and pronunciation practice.
- d. Students' interaction with teachers and peers.
- e. Students' enthusiasm and emotional responses toward learning activities.
- f. Students' persistence in completing pronunciation tasks.

Field notes were used to record important events, interactions, and observations occurring during the learning process. The researcher also prepared an observation guide to ensure that the observation remained focused on the objectives of the study. The decision to employ observation as a data collection technique was based on the assumption that actual classroom behaviors provide valuable evidence regarding students' engagement. Since engagement involves behavioral, emotional, and cognitive dimensions (Fredricks et al., 2004), direct observation allows researchers to identify indicators of engagement as they naturally emerge during learning activities.

2. Interview

The second data collection technique employed in this study was the interview. Interviews are widely used in qualitative research because they allow researchers to explore participants' experiences, perceptions, beliefs, attitudes, and feelings in depth (Celce-Murcia et al., 2010). Interviews were selected because learning motivation is largely an internal psychological construct that cannot always be observed directly. While observation can reveal students' behaviors, interviews provide opportunities for participants to explain their thoughts, feelings, and experiences regarding the learning process. Therefore, interviews were necessary to complement the

observational data and provide deeper insights into students' motivation and engagement.

This study employed semi-structured interviews. According to (Creswell, 2018) semi-structured interviews allow researchers to prepare guiding questions while maintaining flexibility to explore emerging topics during the conversation. This format was considered suitable because it enabled the researcher to obtain consistent information across participants while still allowing them to express their experiences freely.

The interview participants consisted of selected third-grade students and the English teacher. The students were interviewed to explore their experiences, feelings, and perceptions regarding pronunciation learning through songs and the Listen and Repeat Method. Meanwhile, the teacher was interviewed to provide information regarding classroom learning activities, students' participation, instructional strategies, and observed changes in students' motivation and engagement. The interview questions focused on several themes, including:

- a. Students' experiences in learning English pronunciation through songs.
- b. Students' feelings toward the Listen and Repeat Method.
- c. Factors that encouraged or hindered participation during classroom activities.
- d. Students' interest and enthusiasm toward pronunciation learning.
- e. Teacher perceptions regarding students' engagement and motivation.

All interviews were conducted in a comfortable and supportive atmosphere to encourage participants to share their experiences openly. The interviews were audio-recorded with participants' consent and subsequently transcribed for analysis. The selection of interviews as a data collection technique was based on the understanding that students' engagement and learning motivation involve personal experiences that cannot be fully captured through observation alone. Interviews allow researchers to access participants' perspectives directly and obtain detailed explanations regarding their experiences during the learning process.

3. Documentation

Documentation was employed as a supporting data collection technique to strengthen and validate information obtained through observations and interviews. Documentation refers to the collection and examination of written, visual, and audiovisual materials related to the research setting. The use of documentation is particularly important in qualitative research because documents provide additional evidence that can support, verify, and enrich the interpretation of findings. According to (Lincoln & Guba, 1985), documents can serve as valuable sources of information because they are stable, non-reactive, and available for repeated examination.

In this study, documentation included various materials related to the implementation of the Listen and Repeat Method using songs in English pronunciation learning. These materials consisted of:

- a. Lesson plans and teaching modules.
- b. Song lyrics used during learning activities.
- c. Classroom photographs.
- d. Observation field notes.
- e. School documents relevant to the research context.
- f. Students' learning products and classroom assignments, when available.

The researcher collected and reviewed these documents to obtain additional information regarding instructional activities, classroom conditions, and students' participation. Photographs and field notes were particularly useful in providing visual and contextual evidence of students' engagement during learning activities. The inclusion of documentation in this study was intended to support data triangulation. Information obtained from documents was compared with data gathered through observation and interviews to ensure consistency and accuracy. Through documentation, the researcher was able to strengthen the credibility of the findings and provide a more comprehensive description of the research phenomenon.

In conclusion, the use of observation, interviews, and documentation enabled the researcher to obtain rich, comprehensive, and trustworthy data regarding students' engagement and learning motivation during the implementation of the Listen and Repeat Method using songs in English pronunciation learning. The integration of these three techniques also facilitated data triangulation, which contributed to the overall rigor and trustworthiness of the study.

RESULTS AND DISCUSSION

A. Implementation of the Listen and Repeat Method Using Songs in English Pronunciation Learning

This section presents the findings regarding the implementation of the Listen and Repeat method using songs in English pronunciation learning for third-grade students at SDN 1 Kalen Kedungtuban Blora. The discussion is intended to answer the first research question: How is the Listen and Repeat method using songs implemented in English pronunciation learning? The findings were analyzed by interpreting the learning documentation collected during the research and were examined based on the implementation indicators of the Listen and Repeat method, the concept of Song-Based Learning, theories of English pronunciation instruction, and the characteristics of teaching English to young learners, as discussed in Chapter II.

The Listen and Repeat method is an instructional approach that emphasizes listening and repetition as the core components of pronunciation learning (Jones, 1997). Through this method, learners are exposed to accurate language input in the form of pronunciation models, which they repeatedly imitate until they gradually develop more accurate pronunciation habits. (Richards & Rodgers, 2014) argue that repeated listening and repetition constitute an effective language teaching technique because they enable learners to internalize speech sounds, word stress, rhythm, and intonation through continuous practice.

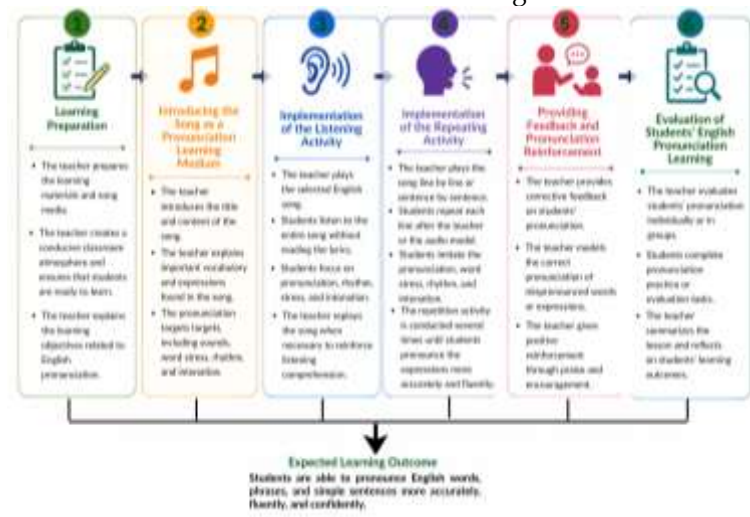
In this study, the implementation of the Listen and Repeat method was integrated with the use of songs as the primary instructional medium. Songs serve as a source of authentic language input, providing learners with natural models of English pronunciation. According to Rzaieva (2026), songs possess distinctive features such as melody, rhythm, and repetition that facilitate learners' ability to remember and reproduce language sounds more effectively than conventional instructional approaches. (Rzaieva & Asgarova, 2026). Likewise, Pavia (2019) emphasizes that songs enhance learners' attention, retention, and motivation by creating an enjoyable learning atmosphere, thereby reducing anxiety when learning a

foreign language (Pavia et al., 2019). Consequently, within the Listen and Repeat method, songs function not merely as entertainment but as an instructional medium that promotes learners' phonological awareness through repeated exposure to authentic language sounds.

Based on the analysis of the learning documentation, the implementation of the Listen and Repeat method using songs was carried out through a sequence of interconnected instructional stages. These stages included learning preparation, introducing songs as pronunciation learning media, listening activities, repeating activities, providing feedback and pronunciation reinforcement, and evaluating the implementation of the learning process. Although the available documentation did not capture every instructional activity comprehensively, these stages could be identified by relating the documented classroom activities to the lesson design, the theoretical framework of the Listen and Repeat method, and the observable interactions between the teacher and the students during the learning process.

Overall, the findings indicate that the implementation of the Listen and Repeat method using songs extended beyond merely improving students' ability to pronounce English vocabulary. Rather, it facilitated an active learning process through teacher modeling, repetitive pronunciation practice, corrective feedback, and continuous instructional support. Throughout the implementation, the teacher acted as a facilitator by providing pronunciation models, guiding classroom activities, and assisting students in overcoming pronunciation difficulties. Meanwhile, the students actively participated in the learning process by listening to pronunciation models, observing the teacher's demonstrations, repeating words and expressions, and practicing English pronunciation through continuous repetition. These interactions reflect the principles of student-centered learning, in which the teacher functions not only as a knowledge provider but also as a facilitator who continuously supports students throughout the learning process. Figure 4.1 illustrates the stages involved in implementing the Listen and Repeat method using songs in English pronunciation learning.

Figure 4.1 Stages of Implementing the Listen and Repeat Method Using Songs in English Pronunciation Learning



1. Learning Preparation

The learning preparation stage constitutes the initial phase in implementing the Listen and Repeat method using songs in English pronunciation learning. During this stage, the teacher prepares all instructional components to ensure that the learning process is conducted in a structured, organized, and conducive manner. The preparation involves not only arranging the instructional materials and learning media but also ensuring that students are mentally and physically ready to participate in the learning activities. According to Benzerroug (2021), the successful implementation of a language teaching method largely depends on the preparation stage, as it provides the foundation for a systematic and effective instructional process (Benzerroug, 2021).

Before beginning the main learning activities, the teacher creates a positive classroom atmosphere to prepare students for learning. The lesson begins with greeting the students, checking attendance, and inviting them to pray together before the instruction starts. The teacher then explains the learning objectives so that students understand that the lesson focuses on improving their English pronunciation through the Listen and Repeat method using songs. To activate students' prior knowledge, the teacher also conducts a brief apperception activity by asking simple questions about students' previous experiences with English songs or English vocabulary they have already encountered. This activity is intended to establish a connection between students' existing knowledge and the new material, thereby preparing them to participate more actively in the subsequent learning process.

In addition to preparing students for learning, the teacher also prepares the instructional media, namely English songs, which serve as the primary source of language input. The songs are selected by considering the characteristics of young learners, including the use of simple vocabulary, clear pronunciation, a moderate tempo, and repetitive lyrics that are easy for students to follow. Such preparation is essential because the songs function as pronunciation models that students will later listen to and imitate during the learning process. Furthermore, the teacher ensures that all students have prepared their textbooks and learning worksheets before the lesson begins. Consequently, when the song is played, students are able to concentrate fully on the pronunciation of words and sentences in the lyrics without being distracted by instructional or classroom management issues.

The preparation stage described above is consistent with (Cameron, 2001b) view that language learning for young learners requires a structured, enjoyable, and supportive learning environment capable of capturing students' attention from the very beginning of the lesson (Cameron, 2001b). Adequate learning readiness enables students to receive language input more effectively and participate actively in every stage of the Listen and Repeat method. The implementation of the learning preparation stage in this study is supported by the classroom documentation presented in Figure 4.2.

Figure 4.2. Learning Preparation Stage

2. Stage of Song Introduction as a Pronunciation Learning Media

After the preliminary activity is completed, the teacher enters the stage of song introduction as the main medium in learning English Pronunciation. At this stage, the teacher introduces a song that will be used as a learning resource as well as a pronunciation model for students. The use of songs in pronunciation learning aims to give students exposure to authentic English sounds so that they are able to recognize pronunciation, word stress, rhythm, and intonation more naturally.

In the implementation of the Listen and Repeat method, song selection is one of the important aspects because the song must be adjusted to the characteristics of elementary school students. The songs used generally have simple vocabulary, a tempo that is not too fast, and a lot of repetition of lyrics so that it is easier for students to follow every sound of the language that is heard. Based on these characteristics, songs such as "Hello Song", "Good Morning Song", "If You're Happy", or "Head, Shoulders, Knees and Toes" are examples of songs that are suitable for use in learning pronunciation for elementary school students because they contain vocabulary that is close to daily life.

Before the song is played, the teacher first introduces the theme of learning and explains some of the important vocabulary that will appear in the song. For example, in greeting-themed learning, teachers introduce expressions such as:

Good morning.
How are you?
I'm fine, thank you.
Nice to meet you.

The introduction of vocabulary before the listening activity aims for students not only to imitate the sounds of the language, but also to understand the meaning of the expressions to be learned. Thus, students' attention is not only focused on pronunciation, but also on the use of language in the context of simple communication. Songs provide opportunities for students to obtain rich language

input through a combination of melody, rhythm, and repetition (Suryanto et al., 2021). This helps students recognize language sound patterns more easily than learning that only uses regular text reading. In line with that, Kaya (2023) explained that the use of songs can increase attention and motivation to learn because the learning atmosphere becomes more fun so that students are better prepared to take part in the next learning activity. This song introduction stage also serves as a bridge to listening activities. Once students understand the learning objectives and recognize the vocabulary to be learned, they are better prepared to focus on the pronunciation model to be heard (Kaya & Ercag, 2023).

3. Implementation of Listening Activities

The listening stage represents the initial core component in implementing the Listen and Repeat method, as it is during this stage that students receive language input in the form of accurate English pronunciation models before being asked to imitate them. Within the Listen and Repeat method, listening activities are intended not only to familiarize students with English speech sounds but also to develop their awareness of pronunciation, word stress, rhythm, and intonation used by proficient speakers. (Richards & Rodgers, 2014) argue that before learners are able to produce accurate pronunciation, they must first be exposed to reliable language models through careful and attentive listening.

During this stage, the teacher directs students' attention to the English song selected as the instructional medium. The song is played in its entirety during the first listening session without asking students to sing along or imitate the lyrics. This strategy is designed to provide students with an opportunity to become familiar with the melody, recognize the sounds of English, and develop an initial understanding of the vocabulary contained in the song. By doing so, students experience authentic listening activities that enable them not only to memorize the lyrics but also to distinguish correct English pronunciation patterns. For example, if the lesson focuses on the topic of greetings, the teacher may use a simple English song containing lyrics such as:

Good morning, good morning
How are you today?
I'm fine, thank you.
Have a nice day.

While the song is being played, the teacher encourages students to focus on how each word is pronounced rather than immediately repeating or singing along. The teacher may provide simple instructions such as:

Teacher: "Children, now let's listen to the song first. Don't follow it first, yes. Try to listen to how to say the words good morning, today, and thank you."

Student: "Okay, ma'am."

After the song is played, the teacher gives the students the opportunity to convey the words they heard. This activity aims to find out the extent to which students are

able to recognize English sounds before entering the repeating stage. For example, teachers can ask the following questions.

Teacher: "Who remembers the first word you heard?"

Students: "Good morning."

Teacher: "Good. Now try to notice, the word morning is pronounced / 'mɔ:rnɪŋ/, not mor-ning as read in Indonesian."

This interaction demonstrates that the listening activity is not merely a passive process of hearing sounds but also serves as the initial stage in developing students' phonological awareness. Through guided listening, the teacher gradually helps students recognize the differences between the pronunciation patterns of their first language and those of English. Such guidance is particularly important because elementary school students often rely on the phonological system of their mother tongue when learning a foreign language.

Furthermore, the teacher directs students' attention to suprasegmental features, including word stress and intonation. For example, in the sentence "How are you today?", students are encouraged to notice the natural rising intonation commonly used in greetings and questions. Consequently, students learn not only how to pronounce individual words correctly but also how those words are naturally articulated within complete sentences.

According to Lee (2014), the effectiveness of pronunciation instruction is strongly influenced by the quality of the language input provided to learners (Lee et al., 2014). The more frequently students are exposed to accurate pronunciation models, the greater their opportunity to imitate and internalize English speech sounds correctly. This view is further supported by Rzayeva & Asgarova, 2026, who argues that songs provide repetitive language exposure, enabling learners to recognize pronunciation patterns, rhythm, and intonation more effectively (Rzayeva & Asgarova, 2026). Therefore, using songs during the listening stage provides students with meaningful opportunities to construct accurate mental representations of English sounds before attempting to produce them independently.

The findings of this study indicate that the implementation of the listening stage extends beyond simply playing an English song in the classroom. Instead, the teacher actively facilitates students' learning by directing their attention to essential aspects of pronunciation and encouraging careful listening before pronunciation practice begins. Through this process, listening functions as a crucial foundation for the subsequent repeating stage, where students begin to actively produce English pronunciation based on the language models they have previously heard.

4. Implementation of the Repeating Activity

After students have received language input through the listening activity, the next stage in implementing the Listen and Repeat method is the repeating activity. This stage represents the core of the Listen and Repeat method, as it provides students with opportunities to imitate the pronunciation models they have previously heard. The purpose of repetition is to develop accurate English pronunciation habits through continuous and systematic practice. In pronunciation learning, repetition is

considered an essential instructional strategy because the ability to produce foreign language sounds cannot be achieved merely through theoretical understanding but requires consistent and repeated oral practice.

According to (Richards & Rodgers, 2014), repetition enables learners to internalize language sound patterns by imitating pronunciation models provided by the teacher or instructional media. This perspective is further supported by Stratton (2025), who argues that repeated pronunciation practice helps learners establish coordination between listening discrimination and speech production. Therefore, the repeating stage serves as a bridge between recognizing English speech sounds and producing them accurately in spoken communication.

During this stage, the teacher guides students in repeating the words, phrases, and sentences presented in the song. The repetition is carried out progressively so that students can focus on each individual speech sound before moving to longer expressions. The teacher first models the pronunciation clearly, after which students repeat the expressions together through choral repetition. Once students demonstrate a basic understanding of the pronunciation patterns, the teacher invites several students to repeat the same expressions individually. This procedure enables the teacher to identify pronunciation errors and provide immediate corrective feedback whenever necessary. For example, when the song contains the following sentence:

Good morning, how are you today?

The teacher first pronounces the sentence with clear pronunciation while emphasizing intonation and word pressure.

Teacher: "Pay attention to how you pronounce it. Good morning... how are you today?"

Then the teacher asks all students to repeat together.

Teacher: "Now together, yes." That is why

Students: "Good morning, how are you today?"

Next, the teacher asked several students to say the sentence in turn.

Teacher: "Now Andi, try to say it yourself."

Students: "Good morning, how are you today?"

If there is an incorrect pronunciation, the teacher does not directly blame the student, but gives an example of the correct pronunciation and then asks the student to repeat it again. For example, if students are still saying the word thank you like reading the Indonesian spelling, the teacher can give an example of the correct pronunciation while showing the position of the tongue on the /θ/ sound.

Teacher: "Notice, this word is read thankfully, the tip of the tongue is slightly between the teeth. Now Try repeating it one more time."

Students: "Thank..."

Teacher: "Excellent! Once more."

Through this process, students have the opportunity to improve pronunciation gradually until they get closer to the correct model. The repetition activity is not only carried out once, but several times according to the needs of the students. The more often students repeat the same word or sentence, the more likely they are to form

correct pronunciation habits. This is in line with the theory of Behaviorism put forward by Budiman (2017), which explains that language learning develops through the process of stimulus, response, and reinforcement that is carried out repeatedly. In the context of this study, songs act as a stimulus in the form of language models, while repeating activities are students' responses to the model (Budiman, 2017).

In addition to improving pronunciation skills, repeating activities also help students increase their confidence in using English. Repetition that is done together first makes students feel more comfortable because they don't have to talk alone in front of the class. After the students show readiness, the teacher then gives several students the opportunity to do individual pronunciations. This strategy provides a gradual learning experience so that students do not feel pressured when they have to practice pronunciation.

(Murphey, 1992) explained that the repetition contained in songs helps students remember language sounds more effectively because melody and rhythm make it easier to store information in memory. In line with that, Wardiman (2022) stated that songs create a fun learning atmosphere so that students are more motivated to repeat English vocabulary and expressions without feeling burdened (Wardiman et al., 2022). Thus, repeating activities not only function as mechanical exercises, but also become a process of forming language habits through interesting and meaningful activities for students.

The implementation of repeating activities in this study also shows that teachers provide equal learning opportunities to all students through classical and individual exercises. The teacher continues to observe the development of each student, then gives directions when incorrect pronunciation is still found. The approach shows that the learning process is not only outcome-oriented, but also emphasizes a continuous practice process as part of the development of English Pronunciation skills.

5. Giving Feedback and Strengthening Pronunciation

After students complete the repeating activity, the next stage in implementing the Listen and Repeat method is providing feedback and pronunciation reinforcement. This stage plays a crucial role in pronunciation instruction because the teacher not only evaluates students' pronunciation performance but also helps them identify and correct pronunciation errors immediately, preventing those errors from becoming permanent habits. In English pronunciation learning, feedback is an integral component of the instructional process because it enables students to compare their pronunciation with the target pronunciation model and recognize areas that require improvement. Fu (2020) argues that pronunciation feedback should be provided immediately (immediate feedback) so that learners can recognize and correct their mistakes before inaccurate pronunciation patterns become habitual (Fu & Li, 2020). emphasize that corrective feedback enhances pronunciation accuracy by helping learners identify pronunciation errors, observe accurate pronunciation models, and practice the corrected forms repeatedly until accurate production is achieved (Fu & Li, 2020).

During this stage, the teacher focuses on several aspects of English pronunciation, including the articulation of vowel and consonant sounds, word stress, rhythm, and intonation. Whenever students produce inaccurate pronunciation, the

teacher does not simply indicate that the pronunciation is incorrect. Instead, the teacher demonstrates the correct pronunciation, explains the pronunciation features when necessary, and encourages students to repeat the words or expressions until their pronunciation more closely approximates the target model. This instructional approach creates a supportive learning environment in which students feel encouraged to practice English pronunciation without fear of making mistakes. For example, when a student pronounces the sentence:

"Good morning, teacher"

but pronounces the word teacher as te-acher using Indonesian pronunciation patterns, the teacher provides corrective feedback gradually.

Teacher: "Good job for trying. Now, let's pay attention to this word. It is pronounced teacher, not te-acher. Listen to my pronunciation first, and then repeat after me."

The teacher then models the sentence with clear pronunciation.

Students: "Good morning, teacher."

Next, the teacher invites the whole class to repeat the sentence together before asking the student to pronounce it independently.

Teacher: "Now, let's repeat it together. Excellent. Could you try saying it one more time by yourself?"

Students: "Good morning, teacher."

Teacher: "Excellent! Your pronunciation is much clearer now."

Through this process, students not only recognize the location of their pronunciation errors but also receive immediate opportunities to correct them. Feedback accompanied by guided repetition enables students to develop more accurate pronunciation habits than simply receiving an evaluation without explicit pronunciation modeling. This finding supports the view that effective pronunciation learning requires both continuous practice and timely instructional support. In addition to correcting pronunciation errors, the teacher also provides positive reinforcement by giving verbal praise to students who demonstrate improvement during the learning activities. Such reinforcement may include expressions such as "Good job," "Excellent," "Very good," or "Well done." These positive responses serve not only as appreciation for students' efforts but also as motivational support that encourages them to participate more actively and confidently in subsequent pronunciation practice. Table 4.1 summarizes the forms of feedback and pronunciation reinforcement implemented by the teacher throughout the Listen and Repeat learning activities.

Table 4.1 Forms of Feedback and Reinforcement in the Implementation of the Listen and Repeat Method

Feedback Form	Implementation by Teachers	Learning Objectives
Pronunciation correction	The teacher gives examples of correct pronunciation when students make pronunciation mistakes.	Help students improve pronunciation accuracy.
Guided repetition	The teacher asks students to repeat a word or sentence after being given an example of correct pronunciation.	Establish pronunciation habits through repetitive exercises.
Verbal reinforcement	The teacher gives praise such as <i>Good</i> , <i>Excellent</i> , or <i>Very Good</i> after the student has successfully corrected the pronunciation.	Increase student motivation and confidence.
Individual mentoring	The teacher goes to the students who are having difficulties and gives directions directly.	Provide assistance according to the learning needs of each student.
Classical reinforcement	The teacher invites all students to repeat vocabulary or sentences together.	Equalize the pronunciation model and increase the participation of all students.

The implementation of this feedback shows that teachers not only play the role of material presenters, but also facilitators who actively guide the development of students' pronunciation skills. The teacher observes the pronunciation of each student, then provides corrections as needed without reducing the student's confidence in using English. This approach is in line with the scaffolding theory which emphasizes the importance of gradual support from teachers so that students are able to achieve better learning skills. On the other hand, the provision of reinforcement also shows the application of the behavioristic learning principle proposed by (Benvenuti et al., 2024). According to this theory, behaviors that gain positive reinforcement tend to be repeated at the next opportunity. In the context of this study, the praise and appreciation given by teachers is a positive stimulus that encourages students to continue practicing pronouncing English vocabulary with more confidence.

6. Evaluation of the Implementation of the Listen and Repeat Method

The evaluation stage represents the final phase in implementing the Listen and Repeat method using songs in English pronunciation learning. During this stage, the teacher evaluates the extent to which the learning objectives have been achieved by observing students' ability to pronounce the English words, phrases, and simple sentences introduced throughout the lesson. The evaluation focuses not only on students' final pronunciation performance but also on the learning process they have experienced during the listening, repeating, and feedback activities.

During the evaluation process, the teacher provides students with opportunities to pronounce several words and expressions taken from the song as a final

pronunciation practice. For example, students may be asked to pronounce expressions such as "Good morning," "How are you today?", and "Thank you." The teacher carefully observes students' pronunciation accuracy, clarity of articulation, fluency, and confidence while producing these expressions. Whenever inaccurate pronunciation is identified, the teacher provides additional pronunciation models and encourages students to repeat the expressions once again as a form of reinforcement before concluding the lesson.

According to (Aziz, 2025), evaluation in language learning is intended not only to measure learning outcomes but also to monitor learners' progress throughout the instructional process. In the context of this study, the evaluation stage indicates that the Listen and Repeat method using songs enables students to develop their English pronunciation through a systematic learning sequence, beginning with listening to pronunciation models, continuing with guided repetition, receiving corrective feedback, and concluding with independent pronunciation practice (Aziz, 2025).

Overall, the evaluation stage demonstrates that the implementation of the Listen and Repeat method using songs was conducted through a coherent and interconnected sequence of instructional activities. These activities contributed to a more structured, interactive, and learner-centered English pronunciation learning process while providing students with continuous opportunities to improve their pronunciation through repeated practice accompanied by teacher guidance.

Based on the overall findings of this study, the implementation of the Listen and Repeat method using songs in English pronunciation learning for the third-grade students of SDN 1 Kalen Kedungtuban Blora was carried out through six interconnected instructional stages: (1) learning preparation, (2) introducing songs as pronunciation learning media, (3) implementation of the listening activity, (4) implementation of the repeating activity, (5) providing feedback and pronunciation reinforcement, and (6) evaluation of the learning process. Although each stage served a different instructional purpose, all stages were systematically integrated to achieve the learning objectives. Throughout the implementation, the teacher acted as a facilitator by providing pronunciation models, guiding repetitive pronunciation practice, delivering corrective feedback, and evaluating students' pronunciation development. Meanwhile, the students actively participated in the learning process by listening to pronunciation models, repeating English words and expressions, practicing pronunciation continuously, and refining their pronunciation based on the teacher's guidance. These findings indicate that the learning process reflected the principles of student-centered learning, in which students actively constructed their pronunciation skills with continuous support from the teacher.

Therefore, the findings of this study answer the first research question by demonstrating that the Listen and Repeat method using songs was implemented through a structured instructional process that began with preparing students for learning, introducing English songs as authentic pronunciation models, engaging students in listening and repetition activities, providing immediate feedback and positive reinforcement, and concluding with evaluation of students' pronunciation performance. The findings further indicate that integrating songs into the Listen and Repeat method provides authentic language input, creates a more enjoyable and motivating learning environment, and facilitates students' pronunciation

development through repeated and meaningful practice. These findings are consistent with the theoretical perspectives proposed by (Medina, 1990; Murphey, 1992) all of whom emphasize that combining listening, repetition, and song-based learning creates an effective instructional approach for improving English pronunciation, particularly among young learners.

B. Students' Engagement in English Pronunciation Learning Through the Listen and Repeat Method Using Songs

Student engagement plays a crucial role in determining the effectiveness of language learning because actively engaged students tend to participate more consistently, invest greater effort, and achieve better learning outcomes. According to (Fredricks et al., 2004), student engagement is a multidimensional construct consisting of behavioral, emotional, and cognitive dimensions that interact with one another during the learning process. The findings of the present study indicate that the implementation of the Listen and Repeat method using songs successfully promoted all three dimensions of engagement among elementary school students during English pronunciation learning.

Behavioral Engagement

The first dimension observed in this study was behavioral engagement, which refers to students' participation in classroom activities, attention to learning tasks, persistence, and compliance with classroom instructions (Fredricks et al., 2004). The classroom observation demonstrated that students consistently participated throughout every stage of the pronunciation activities. During the listening phase, they focused their attention on the song and carefully listened to the teacher's instructions before attempting to imitate the pronunciation. Subsequently, they actively repeated the target vocabulary and expressions together with their classmates, showing sustained involvement throughout the lesson.

This observation was supported by the teacher's interview, who stated:

"Most of the students actively participated in the learning activities. They paid attention when the song was played and tried to imitate the pronunciation after listening to it. Even though a few students were initially shy, they gradually became more confident after practicing together with their classmates."

The teacher further explained:

"Yes. Generally, they followed the instructions well. When I asked them to listen carefully before repeating the words, they remained quiet and focused. After that, they enthusiastically repeated the vocabulary and sentences together."

Similarly, students described their own learning experiences:

"I listened first, then I repeated the words with my friends. After that, the teacher asked us to say them again." (Student 2)

These findings demonstrate that students were not passive recipients of instruction but actively engaged in every stage of the learning process. Their willingness to pay attention, follow instructions, and repeatedly practice pronunciation reflects a high level of behavioral engagement (Li et al., 2024). This result aligns with Fredricks et al. (2004), who argue that active classroom participation and task persistence are key indicators of students' behavioral engagement. Another

interesting finding concerns the gradual improvement in students' classroom participation. Initially, some students were reluctant to pronounce English words individually because they lacked confidence. However, repeated exposure to the song and continuous pronunciation practice gradually reduced their hesitation.

As explained by the teacher:

"Yes, definitely. During the first repetition, some students were still hesitant. However, after repeating the song several times, more students volunteered to pronounce the words individually. Their participation became much more active."

This finding suggests that repetition does not merely facilitate pronunciation practice but also strengthens students' willingness to participate in classroom activities. The repetitive nature of the Listen and Repeat method allows learners to become increasingly familiar with English sounds, thereby reducing anxiety associated with making pronunciation mistakes.

Emotional Engagement

Besides behavioral participation, the findings also revealed strong emotional engagement throughout the learning activities. Emotional engagement refers to students' affective responses toward learning, including enjoyment, interest, enthusiasm, and feelings of belonging (Fredricks et al., 2004). Positive emotional experiences encourage students to remain involved in classroom activities and foster long-term motivation.

The interviews indicated that students generally enjoyed learning pronunciation through songs. Many described the learning activities as enjoyable because the songs created a pleasant classroom atmosphere that differed from conventional pronunciation drills.

For example, one student commented:

"I liked it because the song was fun. It made it easier for me to remember the English words."

The student's response illustrates that enjoyment became an important factor influencing engagement. Rather than perceiving pronunciation practice as difficult or monotonous, students associated it with enjoyable musical activities. Such positive emotions may increase learners' intrinsic motivation, encouraging them to participate voluntarily without external pressure.

The teacher also observed positive emotional changes throughout the lessons. At the beginning, several students showed signs of nervousness and lacked confidence when pronouncing English words individually. However, after repeated singing and pronunciation practice, they gradually became more comfortable participating in front of the class.

The teacher explained:

"Even though a few students were initially shy, they gradually became more confident after practicing together with their classmates."

This finding indicates that collaborative repetition through songs created a psychologically safe learning environment. Students practiced pronunciation collectively before being asked to pronounce words individually, reducing fear of making mistakes. Such conditions are particularly important in foreign language learning, where pronunciation anxiety often inhibits students' willingness to speak.

Moreover, the enjoyable rhythm and melody of songs appeared to reduce classroom tension while simultaneously maintaining students' interest throughout the lesson. Previous studies have suggested that songs promote positive emotions because they combine language input with entertainment, making learning less stressful and more memorable. Consequently, students become emotionally invested in the learning process, leading to greater participation and persistence.

Cognitive Engagement

The third dimension identified in this study is cognitive engagement, which refers to students' psychological investment in learning, including their efforts to understand, monitor, and improve their own learning processes (Fredricks et al., 2004). Although pronunciation activities may appear simple on the surface, the findings indicate that students actively processed linguistic information while listening and repeating English words.

During classroom observation, students did not merely imitate sounds mechanically. Instead, they carefully listened to the teacher's pronunciation before attempting to reproduce the target words accurately. Their attentive listening suggests that students consciously compared their own pronunciation with the teacher's model.

This finding was reflected in one student's statement:

"Yes. I listened carefully because I wanted to pronounce the words correctly."
(Student 3)

The student's response demonstrates deliberate learning behavior rather than simple imitation. Listening carefully before repeating indicates that learners consciously focused on pronunciation accuracy and attempted to produce sounds correctly. Such behavior reflects cognitive engagement because students actively regulate their own learning processes and seek improvement.

The repeated cycles of listening and pronunciation also provided opportunities for self-correction. Every repetition enabled students to notice pronunciation differences between their own speech and the teacher's model, gradually refining their articulation of English sounds. In pronunciation learning, repeated exposure to accurate language models is essential because learners require multiple opportunities to internalize unfamiliar phonological patterns.

Furthermore, songs themselves may facilitate cognitive processing by organizing language into meaningful rhythmic and melodic patterns. Rhythm, rhyme, and repetition make vocabulary easier to retain while simultaneously helping learners recognize pronunciation patterns more naturally than isolated word drills (Aziz, 2025). As a result, students not only memorized vocabulary but also developed greater awareness of English pronunciation.

Factors Influencing Student Engagement

The findings also suggest that several instructional factors contributed to students' high levels of engagement throughout the learning process. First, the use of songs created an enjoyable and interactive learning environment. Songs combined melody, rhythm, repetition, and meaningful language input, making pronunciation practice more attractive than traditional drilling techniques. Students appeared more

willing to participate because the activities resembled enjoyable musical experiences rather than formal language exercises.

Second, the structured stages of the Listen and Repeat method facilitated students' gradual participation. Beginning with listening activities before moving to choral repetition and finally individual pronunciation allowed learners to build confidence progressively. This instructional sequence reduced cognitive overload and minimized students' fear of making pronunciation errors.

Third, teacher support played a significant role in maintaining engagement. Throughout the lessons, the teacher provided clear instructions, modeled accurate pronunciation, encouraged repeated practice, and created opportunities for all students to participate. Such instructional scaffolding enabled hesitant learners to become increasingly confident over time.

Finally, peer interaction also contributed positively to engagement. Repeating pronunciation collectively with classmates reduced individual anxiety while fostering collaborative learning. Students appeared more comfortable practicing together before performing individually, indicating that social interaction supported both emotional security and behavioral participation.

Overall, the findings demonstrate that the Listen and Repeat method using songs effectively fostered behavioral, emotional, and cognitive engagement simultaneously. Rather than merely encouraging students to repeat English words, the method created meaningful learning experiences in which students actively participated, enjoyed the learning process, and consciously attempted to improve their pronunciation. These interconnected dimensions of engagement likely contributed to the positive classroom atmosphere observed throughout the implementation and highlight the pedagogical value of integrating songs into pronunciation instruction for young English learners.

Table 4.2. Factors Contributing to Students' Engagement during the Listen and Repeat Method Using Songs

Factor	Evidence from Findings	Contribution to Student Engagement
Songs as learning media	Students stated that learning through songs was enjoyable and helped them remember vocabulary more easily. The teacher also observed that students paid close attention when the songs were played.	Increased emotional engagement by creating enjoyment and reducing boredom; supported cognitive engagement through repetition and memory reinforcement.
Structured Listen and Repeat stages	Classroom observations showed that students first listened carefully, repeated together, and later practiced individually.	Fostered behavioral engagement by encouraging active participation while gradually building confidence.

Teacher instructional support	The teacher gave clear instructions, modeled pronunciation, and provided repeated opportunities for practice.	Strengthened cognitive engagement through instructional scaffolding and continuous feedback.
Peer interaction	Students repeated vocabulary together before practicing individually.	Reduced speaking anxiety, promoted emotional engagement, and encouraged collaborative participation.

Table 4.2 summarizes the main instructional factors identified during classroom observations and interviews that contributed to students' engagement in English pronunciation learning. Rather than operating independently, these factors interacted dynamically throughout the learning process and collectively supported students' behavioral, emotional, and cognitive engagement.

One of the most influential factors was the use of songs as the primary learning medium. The findings indicate that songs transformed pronunciation practice from a routine language exercise into an enjoyable learning experience. Students repeatedly described the activities as "fun" and expressed greater willingness to participate because the lessons resembled singing activities rather than conventional pronunciation drills. This finding suggests that songs functioned not only as instructional materials but also as motivational tools capable of sustaining students' attention throughout the lesson.

The effectiveness of songs may be explained by several pedagogical characteristics. Melody and rhythm naturally organize linguistic input into predictable patterns, making pronunciation easier to imitate and vocabulary easier to retain. Meanwhile, repetitive lyrics expose learners to the same pronunciation patterns multiple times without creating feelings of monotony. Consequently, students receive repeated pronunciation input while simultaneously experiencing positive emotions toward the learning activities. This finding supports previous arguments that music facilitates language acquisition by reducing affective barriers and increasing learners' intrinsic motivation.

Another important factor was the structured implementation of the Listen and Repeat method itself. Rather than immediately asking students to pronounce unfamiliar English words, the teacher first provided auditory input through songs before inviting students to repeat the pronunciation collectively. Only after students became familiar with the pronunciation model were they encouraged to pronounce words individually. Such gradual progression appears particularly appropriate for young learners because it allows them to develop confidence step by step while minimizing the cognitive demands associated with foreign language pronunciation.

From the perspective of cognitive learning, this sequence also functions as instructional scaffolding. During the listening stage, students allocate their cognitive resources to perceiving English sounds and identifying pronunciation patterns. The subsequent repetition stage allows them to imitate these patterns immediately while

the auditory model remains in their working memory. Repeated practice then reinforces phonological representations, enabling students to internalize pronunciation more effectively. Therefore, the instructional sequence supports not only participation but also deeper cognitive processing of spoken language.

Teacher support emerged as another essential determinant of student engagement. Classroom observations consistently showed that the teacher actively guided students throughout every stage of the lesson by giving clear instructions, modeling pronunciation accurately, monitoring students' responses, and providing encouragement whenever necessary. These instructional behaviors appeared to create a supportive classroom climate in which students felt comfortable attempting unfamiliar English sounds without excessive fear of making mistakes.

The teacher's role extended beyond simply delivering learning materials. Instead, the teacher functioned as a facilitator who continuously adjusted instructional support according to students' learning needs. When some students initially hesitated to pronounce English words individually, the teacher encouraged them to participate through repeated group practice before asking them to perform independently. Such scaffolding gradually increased students' confidence and participation, demonstrating the important role of teacher guidance in maintaining engagement throughout pronunciation learning.

Furthermore, peer interaction played a significant role in shaping students' engagement. Repeating English pronunciation together with classmates appeared to reduce individual speaking anxiety while simultaneously strengthening students' willingness to participate. Young learners often feel more secure when practicing collectively because responsibility for correct pronunciation is shared among group members rather than placed solely on individual students. As students became increasingly familiar with the target pronunciation, they gradually demonstrated greater confidence in producing English words independently.

The collaborative nature of group repetition also reflects the social dimension of learning. Through observing classmates' pronunciation, synchronizing their speech during choral repetition, and receiving informal support from peers, students participated within a community of learners rather than practicing in isolation. Such social interaction likely contributed not only to behavioral participation but also to emotional comfort and sustained learning motivation.

Collectively, these findings suggest that student engagement during the implementation of the Listen and Repeat method was influenced by the interaction of multiple pedagogical factors rather than by the use of songs alone. Songs provided enjoyable and memorable language input, the structured instructional stages facilitated gradual participation, teacher scaffolding supported students' confidence and learning strategies, and peer collaboration created a psychologically safe environment for pronunciation practice. The combination of these factors appears to explain why students demonstrated high levels of behavioral, emotional, and cognitive engagement throughout the learning process.

C. The Contribution of the Listen and Repeat Method Using Songs to Students' Learning Motivation

Learning motivation is widely recognized as one of the most influential factors affecting students' success in foreign language learning. Motivated learners tend to participate more actively, demonstrate greater persistence when facing learning difficulties, and willingly invest effort in improving their language skills. In the context of pronunciation learning, motivation becomes particularly important because mastering unfamiliar English sounds requires continuous practice, repeated exposure, and confidence to speak in front of others. The findings of this study indicate that the implementation of the Listen and Repeat method using songs contributed positively to students' learning motivation by creating enjoyable learning experiences, encouraging active participation, and increasing students' confidence throughout the pronunciation activities.

Unlike traditional pronunciation exercises that often emphasize mechanical drilling, the learning activities observed in this study integrated music, repetition, and interactive classroom participation. These instructional characteristics appeared to stimulate students' willingness to engage voluntarily in pronunciation practice rather than participating merely because they were instructed to do so. Consequently, motivation emerged not only as an initial condition but also as an outcome of meaningful learning experiences created through the instructional process.

1. Indicators of Students' Learning Motivation

The classroom observations revealed several indicators suggesting that students possessed high learning motivation during the implementation of the Listen and Repeat method. These indicators included students' enthusiasm in participating during classroom activities, sustained attention while listening to songs, willingness to repeat English words several times without showing signs of boredom, active responses to teacher instructions, and increasing confidence when pronouncing English vocabulary individually.

One notable finding was that students remained actively involved throughout the entire learning process despite repeated pronunciation practice. Rather than perceiving repetition as monotonous, students continued participating enthusiastically until the end of the lesson. This observation indicates that the use of songs transformed repetitive pronunciation exercises into enjoyable learning experiences that maintained students' interest over time. The teacher confirmed this observation during the interview:

"Most of the students actively participated in the learning activities. They paid attention when the song was played and tried to imitate the pronunciation after listening to it."

The teacher further explained that students' participation increased after several repetitions:

"During the first repetition, some students were still hesitant. However, after repeating the song several times, more students volunteered to pronounce the words individually."

The gradual increase in voluntary participation represents an important indicator of learning motivation. Students were no longer participating solely because

of teacher instructions but increasingly demonstrated personal willingness to practice pronunciation independently. Such behavioral changes suggest that students became progressively more motivated to improve their English pronunciation.

2. Students' Perceptions toward Learning Motivation

The interview data further illustrate how students perceived the learning activities and how these perceptions influenced their motivation to learn English pronunciation.

One student explained:

"I liked it because the song was fun. It made it easier for me to remember the English words."

Another student stated:

"I listened first, then I repeated the words with my friends."

Meanwhile, another participant emphasized:

"I listened carefully because I wanted to pronounce the words correctly."

These responses indicate that students experienced both enjoyment and meaningful learning simultaneously. Enjoyment appeared to stimulate their willingness to participate, whereas their desire to pronounce English words correctly reflects an internal intention to improve their language performance. Therefore, students' motivation was not solely driven by external encouragement from the teacher but was gradually supported by positive learning experiences.

Interestingly, students frequently associated pronunciation learning with enjoyable classroom activities rather than difficult academic tasks. This perception likely reduced negative attitudes toward English pronunciation and encouraged students to participate more willingly during classroom interactions. Such findings demonstrate that emotional enjoyment and perceived learning success can reinforce one another, creating a positive motivational cycle throughout the instructional process.

3. Teacher's Perspective on Students' Motivation

The teacher also perceived noticeable improvements in students' motivation during the implementation of the Listen and Repeat method using songs. According to the teacher, students showed greater enthusiasm compared with conventional pronunciation activities because songs naturally attracted their attention and encouraged them to participate collectively.

The teacher observed that students became increasingly confident after several opportunities to practice pronunciation together. Initially, only a few students volunteered to pronounce English words individually. However, repeated exposure through songs gradually encouraged more students to participate actively.

This observation suggests that students' motivation developed progressively rather than appearing instantly. As students experienced repeated success during group pronunciation practice, they became more willing to challenge themselves by participating individually. Such gradual development indicates that motivation may emerge through successful learning experiences rather than existing solely as a prerequisite for learning.

Furthermore, the teacher highlighted that classroom participation became more evenly distributed because even previously passive students gradually joined the pronunciation activities. This finding indicates that the instructional approach succeeded in motivating not only highly active learners but also students who initially demonstrated lower levels of classroom participation.

4. The Relationship between Student Engagement and Learning Motivation

An important finding emerging from this study is the close relationship between student engagement and learning motivation. Although these constructs are conceptually distinct, the findings suggest that they mutually reinforced one another throughout the implementation of the Listen and Repeat method. Behavioral engagement, demonstrated through attentive listening and active pronunciation practice, appeared to provide students with repeated opportunities for successful learning experiences. As students became increasingly capable of pronouncing English words correctly, they developed greater confidence and willingness to continue participating. Consequently, successful engagement contributed to stronger learning motivation.

Similarly, emotional engagement influenced motivational development. Students consistently described the learning activities as enjoyable because songs created a relaxed classroom atmosphere. Positive emotional experiences reduced pronunciation anxiety while simultaneously increasing students' willingness to participate. These enjoyable experiences likely strengthened intrinsic motivation by making English learning personally satisfying rather than externally imposed.

Cognitive engagement also contributed to motivation. Students reported listening carefully because they wanted to pronounce English words correctly, indicating that they invested conscious effort in improving their language skills. As students observed their own progress through repeated practice, they became increasingly motivated to continue learning.

Overall, these findings suggest a reciprocal relationship between engagement and motivation. High engagement promoted positive learning experiences, while these positive experiences further strengthened students' motivation to participate actively in subsequent pronunciation activities. Rather than functioning independently, engagement and motivation continuously interacted throughout the learning process.

5. Interpretation Based on Motivation Theory

The findings of this study may be interpreted through the perspective of intrinsic learning motivation, which emphasizes that students become more motivated when learning activities are enjoyable, meaningful, and provide opportunities for successful experiences. The implementation of the Listen and Repeat method using songs appeared to satisfy these conditions by combining musical activities with structured pronunciation practice.

Students demonstrated enjoyment while learning, perceived pronunciation practice as manageable, and experienced gradual improvement after repeated participation. These experiences likely enhanced their sense of competence, which is widely recognized as one of the essential psychological foundations of intrinsic

motivation. As students became more confident in pronouncing English words accurately, they increasingly participated voluntarily without relying solely on teacher encouragement.

In addition, collaborative pronunciation activities provided students with a supportive social learning environment. Practicing together before performing individually reduced feelings of anxiety and created opportunities for shared success among classmates. Such social support further strengthened students' willingness to remain engaged throughout the learning process. Taken together, the findings indicate that the contribution of the Listen and Repeat method using songs extends beyond improving pronunciation accuracy. More importantly, the instructional approach cultivated positive learning motivation by creating enjoyable learning experiences, promoting successful participation, strengthening students' confidence, and encouraging sustained engagement throughout English pronunciation learning. These findings reinforce the idea that effective pronunciation instruction should integrate both cognitive and affective dimensions to foster meaningful and lasting language learning experiences.

Table 4.3 Indicators of Students' Learning Motivation Identified During the Implementation of the Listen and Repeat Method Using Songs

Motivation Indicator	Classroom Observation	Teacher Interview	Student Interview	Interpretation
Attention	Students listened carefully when the songs were played.	Students remained focused before repeating the words.	"I listened carefully because I wanted to pronounce the words correctly."	Students demonstrated readiness to learn and invested attention throughout pronunciation activities.
Enthusiasm	Students sang enthusiastically and actively repeated vocabulary.	Students participated more actively after several repetitions.	"I liked it because the song was fun."	Enjoyment generated positive emotional responses that strengthened motivation.
Persistence	Students willingly repeated pronunciation several times.	Students did not complain despite repeated practice.	Students continued participating until the lesson ended.	Students maintained effort despite repetitive learning tasks.

Confidence	More students volunteered to pronounce words individually.	Initially shy students gradually became more confident.	Students became more willing to answer individually.	Successful learning experiences strengthened confidence and willingness to participate.
Willingness to Improve	Students tried to imitate correct pronunciation.	Students showed greater effort to pronounce accurately.	"I wanted to pronounce the words correctly."	Students demonstrated intrinsic desire to improve their pronunciation ability.

The indicators presented in Table 4.3 demonstrate that students' learning motivation emerged through multiple observable behaviors rather than through verbal expressions alone. Motivation was reflected in students' sustained attention, enthusiasm, persistence during repeated pronunciation practice, increasing confidence, and willingness to improve their pronunciation accuracy. These findings suggest that learning motivation developed progressively throughout the instructional process instead of appearing instantaneously at the beginning of the lesson.

An interesting pattern identified in the present study is that motivation appeared to evolve alongside students' learning experiences. During the initial stages of the lesson, several students demonstrated hesitation when asked to pronounce English words individually. However, continuous exposure to songs, repeated pronunciation practice, and supportive classroom interactions gradually encouraged students to participate more confidently. This finding indicates that motivation was not merely an internal characteristic possessed by students before learning; rather, it was continuously shaped by the instructional environment created during the implementation of the Listen and Repeat method.

Linking Engagement and Motivation

One of the most significant findings emerging from this study is the reciprocal relationship between student engagement and learning motivation. Although these constructs are conceptually different, the classroom observations suggest that they continuously reinforced one another throughout the learning process.

This relationship may be illustrated through the sequence observed during classroom implementation. Students initially became behaviorally engaged by listening attentively to the songs and following the teacher's instructions. As they successfully repeated English words together with their classmates, they experienced positive emotional responses characterized by enjoyment, reduced anxiety, and increasing confidence. These positive experiences subsequently encouraged students to invest greater cognitive effort in improving their pronunciation, resulting in stronger motivation to continue participating in subsequent learning activities.

The teacher's interview provides evidence supporting this interpretation:

"During the first repetition, some students were still hesitant. However, after repeating the song several times, more students volunteered to pronounce the words individually."

This statement suggests that students' motivation developed after experiencing successful participation rather than preceding it. The repeated learning activities gradually transformed hesitant learners into active participants, indicating that engagement functioned as a catalyst for motivational development.

Similarly, students' own responses reflected this relationship.

One student explained:

"I liked it because the song was fun."

Another student stated:

"I listened carefully because I wanted to pronounce the words correctly."

The first quotation demonstrates emotional enjoyment, whereas the second illustrates cognitive investment toward achieving pronunciation accuracy. Together, these responses indicate that enjoyable learning experiences encouraged students to devote greater effort toward learning English pronunciation.

Interpretation through Motivation Theory

The findings can be interpreted through the lens of Self-Determination Theory (SDT) proposed by Edward L. Deci and Richard M. Ryan, which explains that intrinsic motivation develops when learners experience autonomy, competence, and relatedness. Although the Listen and Repeat method follows structured instructional procedures, students gradually developed a sense of competence through repeated pronunciation practice. Every successful repetition provided immediate evidence that they were capable of producing English sounds more accurately than before. This perception of improvement likely strengthened their confidence and encouraged further participation (Ryan & Deci, 2000).

The findings also demonstrate the importance of relatedness. Students practiced pronunciation collectively before being invited to perform individually, creating a supportive social environment where mistakes were accepted as part of learning. Such collaborative experiences reduced speaking anxiety while simultaneously encouraging students to remain engaged throughout the lesson. Moreover, students appeared to experience intrinsic enjoyment during pronunciation activities because songs transformed learning into entertaining experiences. Rather than perceiving pronunciation drills as compulsory classroom exercises, students regarded them as enjoyable musical activities. According to Self-Determination Theory, enjoyable learning experiences are more likely to generate intrinsic motivation because learners participate due to personal interest rather than external pressure.

These findings therefore suggest that the instructional design successfully satisfied several psychological conditions necessary for intrinsic motivation. Students enjoyed the activities, experienced gradual success, received continuous support from teachers and classmates, and consequently became increasingly motivated to improve their pronunciation. The present findings are consistent with previous research reporting that songs increase learners' motivation in foreign language classrooms. Earlier studies have shown that musical activities reduce classroom anxiety, enhance learners' attention, and create enjoyable learning environments that encourage active participation. Similarly, the findings of this study demonstrate that songs functioned

not merely as entertaining classroom media but as pedagogical tools capable of sustaining students' motivation throughout pronunciation learning.

Furthermore, previous pronunciation studies have suggested that repeated exposure to authentic pronunciation models enables learners to develop greater confidence and pronunciation accuracy over time. The present study extends these findings by demonstrating that repeated listening and pronunciation practice also contribute to students' motivational development. In other words, repetition should not be viewed solely as a pronunciation technique but also as an instructional strategy capable of fostering positive learning attitudes among young learners.

An additional contribution of this study lies in explaining how motivation develops through the interaction between instructional media, classroom engagement, teacher support, and collaborative learning. Rather than attributing students' motivation exclusively to the use of songs, the findings suggest that motivation emerged through the combination of enjoyable learning materials, structured instructional procedures, supportive teacher scaffolding, and positive peer interaction. This multidimensional perspective provides a more comprehensive understanding of motivational development in English pronunciation learning.

Figure 4.3 The Relationship between the Listen and Repeat Method, Student Engagement, and Learning Motivation

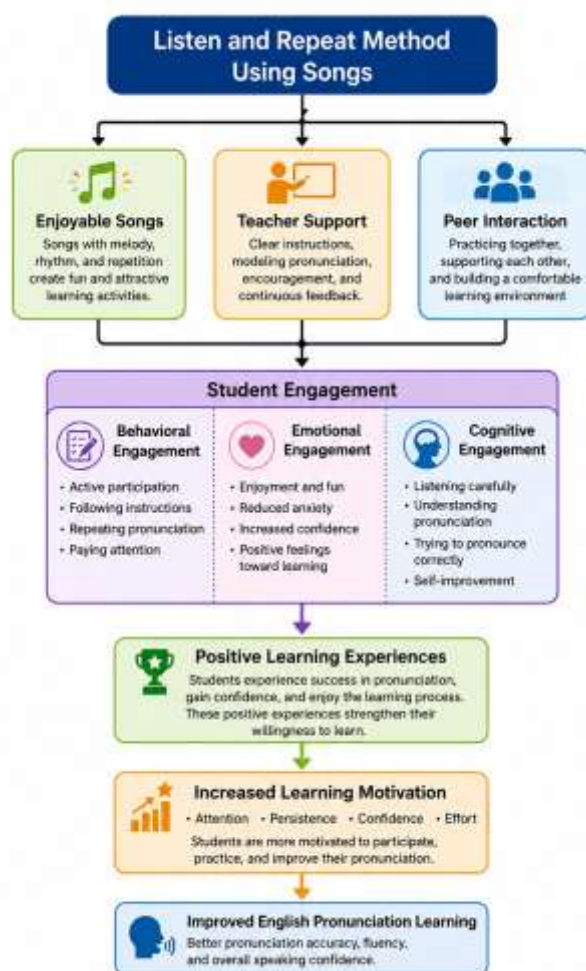


Figure 4.3 illustrates the conceptual relationship identified from the findings of this study. The implementation of the Listen and Repeat method using songs did not directly improve students' learning motivation. Instead, the instructional activities first promoted behavioral, emotional, and cognitive engagement through enjoyable songs, teacher guidance, and collaborative peer interaction. These forms of engagement generated positive learning experiences characterized by enjoyment, successful pronunciation practice, and increasing confidence. As students repeatedly experienced success and emotional satisfaction during learning, their motivation to participate and improve their English pronunciation became progressively stronger. The figure therefore synthesizes the central finding of this study, highlighting that student engagement served as the primary mechanism through which the Listen and Repeat method using songs contributed to students' learning motivation.

Furthermore, the conceptual model presented in Figure 4.3 demonstrates that student engagement functioned as a mediating process rather than merely an accompanying outcome of the instructional method. The findings indicate that the use of songs alone was insufficient to enhance students' learning motivation unless it was accompanied by meaningful learning experiences that actively engaged students behaviorally, emotionally, and cognitively. Students first became behaviorally engaged by paying close attention to the songs, following the teacher's instructions, and repeatedly practicing the target pronunciation. Simultaneously, emotional engagement emerged as students expressed enjoyment, enthusiasm, and increasing confidence throughout the learning activities, while cognitive engagement was reflected in their conscious effort to imitate accurate pronunciation and improve their performance. These interconnected dimensions of engagement gradually fostered students' willingness to invest greater effort in learning English pronunciation.

The findings also suggest that positive learning experiences played a pivotal role in transforming engagement into sustained learning motivation. Throughout the implementation of the Listen and Repeat method, students experienced repeated opportunities for success because they practiced pronunciation collectively before performing individually. This gradual progression enabled students to experience small but meaningful achievements, such as successfully pronouncing unfamiliar English words, remembering vocabulary through songs, and receiving encouragement from both the teacher and classmates. Such successful experiences appeared to strengthen students' self-confidence and reduce the fear of making pronunciation mistakes. Consequently, students became increasingly willing to participate voluntarily, demonstrating that motivation developed through continuous positive learning experiences rather than through external encouragement alone.

From a theoretical perspective, these findings are consistent with the Self-Determination Theory proposed by Edward L. Deci and Richard M. Ryan, which emphasizes that intrinsic motivation develops when learners experience competence, relatedness, and, to some extent, autonomy. In the present study, students developed a stronger sense of competence as repeated pronunciation practice enabled them to recognize their own progress and improvement. At the same time, the collaborative nature of singing and choral repetition fostered a sense of relatedness by creating a supportive classroom environment where students learned together and felt comfortable making mistakes. Although the learning activities were guided by the

teacher, students increasingly demonstrated autonomous learning behaviors, such as voluntarily participating in pronunciation practice and expressing a desire to pronounce English words correctly. These findings suggest that the instructional design successfully fulfilled several psychological needs that underpin intrinsic learning motivation.

Overall, Figure 4.3 synthesizes the major contribution of this study by illustrating the mechanism through which the Listen and Repeat method using songs enhanced students' learning motivation. Rather than proposing a direct causal relationship between instructional media and motivation, the model highlights that motivation emerged through a sequence of interconnected pedagogical processes involving engaging instructional activities, multidimensional student engagement, and positive learning experiences. This conceptual pathway extends previous studies that primarily focused on the motivational benefits of songs by demonstrating that the effectiveness of songs depends on how they are integrated into structured instructional practices supported by teacher scaffolding and peer interaction. Therefore, the findings of this study contribute to the growing body of literature on English pronunciation instruction by providing empirical evidence that meaningful student engagement serves as the key mechanism linking enjoyable learning experiences to the development of sustained learning motivation among young English learners.

Taken together, the findings from classroom observations, teacher interviews, and student interviews consistently indicate that the Listen and Repeat method using songs contributed to students' learning motivation through a multidimensional instructional process. The integration of enjoyable musical activities, structured pronunciation practice, supportive teacher scaffolding, and collaborative peer interaction created learning experiences that encouraged students to participate actively, experience repeated success, and develop greater confidence in using English. As motivation gradually increased through these positive experiences, students demonstrated stronger persistence, greater willingness to practice, and a more positive attitude toward English pronunciation learning. Therefore, the contribution of the Listen and Repeat method extends beyond improving pronunciation skills, as it also nurtures the motivational and affective foundations that support sustainable language learning among young learners.

CONCLUSION

Based on the findings of this study regarding the implementation of the Listen and Repeat method using songs in English pronunciation learning for third-grade students at SDN 1 Kalen Kedungtuban Blora, the following conclusions can be drawn: (1) The implementation of the Listen and Repeat method using songs was carried out through six interconnected stages: lesson preparation, introducing songs as a pronunciation learning medium, the listening activity, the repeating activity, providing feedback and reinforcement, and evaluation. These stages were implemented systematically and sequentially, contributing to a structured, interactive, and student-centered English pronunciation learning process. (2) The implementation of the Listen and Repeat method using songs successfully fostered students' engagement across three dimensions: behavioral engagement, emotional

engagement, and cognitive engagement. Students actively participated throughout the learning activities, demonstrated greater enthusiasm and confidence in pronouncing English words, and continuously improved their pronunciation through listening, repetition, and guided practice provided by the teacher. (3) The Listen and Repeat method using songs made a positive contribution to students' learning motivation in English pronunciation learning. The use of songs created an enjoyable learning atmosphere, increased students' attention and enthusiasm, and encouraged them to practice English pronunciation with greater confidence. Furthermore, students' active engagement throughout the learning process strengthened their motivation to learn and continuously improve their English pronunciation skills.

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