UNIVERSITI PUTRA MALAYSIA

EFFECTS OF MUSIC-BASED INTERVENTION ON ENGLISH PROFICIENCY AMONG PRIMARY SCHOOL PUPILS IN SELANGOR, MALAYSIA

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By

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Based on existing research, the current status of English literacy skills among low performing pupils in national primary schools is a serious cause for concern. Primary students in Malaysia are still struggling to acquire strong foundation of speaking skill in the target language. Early intervention to tackle this problem is critical to help children catch up with the expected educational standards which includes speaking, listening, reading, and writing skills at each level of study. However, teacher faced challenges in creating the environment for teaching and learning English to meet current needs. The issues identified in the region's implementation of the CEFR revealed several nearly indistinguishable issues, including teachers' extremely limited knowledge and exposure to the CEFR, a shortage of local CEFR experts capable of producing local CEFR textbooks, a lack of adequate training, and the perception that many teachers struggled to incorporate the CEFR into their daily teaching (Foley, 2019: Ngu & Aziz 2019). Therefore, this study set out to investigate the effects of music-based intervention on English proficiency among primary school pupils by using improvised teaching materials form the CEFR Year 3 syllabus as material ought to be able to satisfy students' require and, both present and future needs and to examine the participation level of pupils from the music-based intervention. This research employed a quantitative approach with a pre-test-post-test quasi-experimental design. A total of forty Year Three Students (N = 40 pupils, divided into 2 groups; experimental and control group) participated in the study. Data was collected using speaking assessments and observation checklist. The findings of the study showed that there was a significant difference between the quasi-experimental groups following music-based intervention with improvised materials and control group using the conventional learning with materials

provided by Ministry of Education (MOE). On top of that, students who had gone the through music-based intervention using improvised materials had showed improvement not only in the content and vocabulary in the materials, but also their speaking skills, especially their pronunciation and fluency. Results also illustrated that the inclusion of a music-based Intervention and improvised materials in English class appears to have motivated the pupils to participate actively in the class discussion. In summary, the results demonstrate that the music-based intervention helped in enhancing English proficiency among the primary pupils.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah untuk Master Sains

KESAN INTERVENSI BERASASKAN MUZIK TERHADAP PENGUASAAN BAHASA INGGERIS ANTARA MURID SEKOLAH RENDAH DI SELANGOR, MALAYSIA

Oleh

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Jun 2021

Pengerusi   **: Indra Selvarajah, PhD**
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Tahap penguasaan Bahasa Inggeris di kalangan murid-murid berprestasi rendah di sekolah rendah kebangsaan kini adalah amat membimbangkan. Murid-murid sekolah rendah juga masih menghadapi masalah untuk menguasai asas kemahiran bertutur yang diperlukan. Oleh itu, intervensi awal adalah penting dalam membantu murid-murid agar mereka dapat menguasai kemahiran asas yang diperlukan iaitu bertutur, mendengar, membaca dan menulis dalam setiap peringkat pendidikan. Namun begitu, guru menghadapi cabaran dalam mewujudkan persekitaran untuk sesuai untuk memenuhi konsep pendekatan CEFR. Beberapa isu yang dapat dikenal pasti dalam pelaksanaan CEFR adalah guru mempunyai pengetahuan dan pendedahan yang terhad terhadap CEFR, kekurangan pakar CEFR tempatan yang mampu menghasilkan buku teks CEFR tempatan, guru tidak mempunyai latihan yang mencukupi mengenai CEFR dan sukar untuk mengadaptasikan CEFR ke dalam pengajaran harian mereka (Foley, 2019: Ngu & Aziz 2019). Oleh itu, tujuan kajian ini adalah untuk menyiasat keberkesanan intervensi berasaskan muzik dengan menggunakan bahan-bahan yang diubahsuai mengikut kesesuaian dan budaya murid dan menyiasat tahap penglibatan murid dalam intervensi ini. Seramai 40 orang murid Tahun Tiga (N = 40 murid, dibahagikan kepada 2 kumpulan; kumpulan eksperimen dan kawalan) telah menyertai intervensi ini dengan menggunakan pendekatan kuantitatif dan pendekatan kuasi experiment. Data telah dikumpul menggunakan penilaian bercakap dan senarai semak pemerhatian. Dapatan kajian menunjukkan terdapat perbezaan ketara antara dalam pencapaian murid setelah mengikuti aktiviti pembelajaran berasaskan muzik dengan menggunakan bahan yang diimprovisasi untuk kesesuaian budaya murid pada kumpulan eksperimen berbanding kumpulan kawalan yang mengikuti

pembelajaran konvensional. Tambahan lagi, murid menunjukkan peningkatan dari segi penggunaan perbendaharaan kata dan kefasihan. Intervensi ini juga berjaya memotivasikan murid untuk mengambil bahagian secara aktif dalam perbincangan di dalam kelas. Secara kesimpulannya, hasil kajian menunjukkan bahawa penggunaan intervensi berasaskan muzik dapat membantu dalam meningkatkan penguasaan Bahasa Inggeris dalam kalangan pelajar sekolah rendah.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

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LIST OF ABBREVIATIONS

CEFR   Common European Framework of Reference for Languages

PBD   Pentaksiran Bilik Darjah

MOE   Ministry of Education

KPM   Kementerian Pendidikan Malaysia

MEB   Malaysian Education Print

CHAPTER 1

INTRODUCTION

The current state of English literacy abilities among low-performing kids in primary schools throughout the country is grounds for grave concern. According to a local study conducted by Azman, Lie and Musa (2012), variables contributing to low or restricted English acquisition skills among Malaysian learners include significant English effects on students, making English language teaching challenging. Additionally, individuals who believe that English is a self-sufficient training skill and who lack listening and reading abilities. Additionally, teachers confront difficulties in developing an environment conducive to teaching and studying English that meets current needs. In summary, the existing state of affairs strongly suggests that further assistance and support should be offered to supplement current English teaching methods in order to increase English proficiency among Malaysian school children.
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1.1 Background of Study

English proficiency is critical because it is a global language that is spoken and written on a daily basis. Additionally, language skill is a significant determinant of relationships between students of various nationalities (Krishnan & Yunus, 2019). Thus, students must acquire the language not only for academic objectives but also for social purposes. Due to its significance, the Ministry of Education Malaysia has implemented various initiatives to guarantee that all students master the English language, including the implementation of the CEFR syllabus and evaluation. Additionally, the English Language Curriculum for Primary Schools aims to equip pupils with core language abilities that will enable them to speak successfully in a range of contexts suitable to their developmental stage. As a result, each student is entitled to an equitable education. However, how can we ensure that they all have an equal right to an education if the majority of them are unable to adhere to the educational system's syllabus? As a result, teachers need to continue exploring other strategies, such as incorporating music into literacy programs.

As we all know, music surrounds us every day and provides us joy because music has always been a part of people's life. According to Anne (2016), the degree to which musical capacity and sensitivity are programmed in the human brain or are by-products of other established order and tendencies in music culture. Music, without a doubt, plays a completely vital and fundamental function, and it appears that the need for music is firmly ingrained in human nature. As a result, the use of music in teaching and learning will be able to create a pleasurable learning environment for students.

According to Lee (2009), playing games with singing songs, sounds, chanting, and dancing and moving to music can help children practise specific language skills while promoting in broader areas. Obviously, during music classes, the students participate actively in every activity conducted by the teacher. They are not afraid to move around, dance, and even sing. They show how interested they are in music. Music can be found in all cultures around the world, and it has become an important part of our lives that researchers could not help but learn how music influences persons, especially children. Therefore, there is a possibility that music can do the same in literacy class, particularly verbal skills.

With their global appeal and pervasive presence in most people's everyday lives, music and songs meet all of the criteria for being an effective teaching resource in this regard. However, it appears that this valuable resource is underutilised. This is due to a lack of knowledge of its theoretical justification and how to use it in an ESL classroom (Hindeme et al., 2018). Likewise, the availability of resources for students and teachers contributes to this issue. Teachers and students are restricted with limited suitable resources that can help them, particularly in the classroom. This scenario may affect students' motivation which slows down their development. According to Cheng et al. (2016), learning English in the Malaysian context, particularly in the rural areas in East Malaysia, is unique because it is used as a foreign language rather than a second language. This has a strong influence on their motivation. It is undeniable that motivation greatly impacts how well a certain language is learned. Lastly, teachers are trained to teach English as a second language. Thus there is a mismatch between the teacher's training and expectation with the reality (Jamil et al., 2011).

Moreover, music can be used in various ways, like in the classroom, to promote English literacy (Bokiev et al., 2018). Music may be used to train all skills, including speaking, listening, reading, and writing, in the same manner, that it can be used to train language areas, beginning with grammatical structures and vocabulary, and finishing with fluency, stress, rhythm, and pronunciation (Rosova, 2007). Music also aids in the development of cultural awareness in pupils while also providing valuable learning opportunities. As a result, proper music selection can make literacy classes more enjoyable and less rigid. On the other hand, the selection should be compatible with classroom activities that cover a variety of components of English language acquisition. Examples are singing, song movement, music games, charade, and other music-integrated classroom activities. We can use songs in our class because songs act as a melioration of memory of text and may be an effective way to provoke language acquisition (Tse, 2015).

Besides, students' environment and cultural background play a role in the effectiveness of English teaching in schools, affecting students' abilities to develop English literacy skills. Many of these students do not encounter English beyond their school English classes, lack alone use English in their everyday conversations. Cultural factors experienced by second language learners in the classroom make them develop "unique" attitudes towards learning English. Their

attitude will determine the results of positive or negative learning experiences (Ramiza & Peter, 2013). They added, most Malaysian rural English as the second language (ESL) students possess low proficiency levels. But, regardless of problems related to the learners' remote location, most weak learners are yearned to improve. Yet, they are constrained by the lack of learning styles and the inability to use English language learning strategies.

Generally, teaching a second language to persons who have not been exposed to the target language's environment is difficult (Misbah et al., 2017). Because the majority of them do not use the language in their daily lives and frequently encounter the target language in school and within the classroom, their interest in formal learning is restricted. Additionally, teaching and studying English is more challenging in distant places since local settlers speak their own dialect and students must be proficient in all of these modes of communication. They are subjected to a variety of external influences that can be overpowering, particularly for younger students. Students attending national schools in distant places with minimal exposure to English even outside the classroom confront unique obstacles regarding language acquisition. Similarly, parental influence and encouragement can impact pupils' capacity to communicate in the target language. In certain instances, supportive and educated parents are more concerned with their children's English proficiency. Thus, pupils are left with just one option: to cram as much information as possible into their days at school.

The primary objective of the music-based education method is to enrich young children's learning experiences (Navbakhor, 2020). Music and speech have a number of features. For example, both involve the ability to discern between distinct sounds and timbres, pitches, intensities, and durations, as well as how the sounds vary over time. According to A. Kushierek (2016), there are both cognitive and affective reasons for incorporating music into the classroom. Krashen's Affective Filter Hypothesis is concerned with affective variables in explaining why some pupils learn and others do not. What is critical is that students have a positive attitude toward learning.

Using songs can lead to automatic recognition and use of language patterns through an automatic process. Songs can help automate the language improvement process (Vishveskaia & Zhou, 2019). Essentially, pupils should be placed in an atmosphere that allows them to communicate in the target language. The strong association between music and language emphasises the relevance of using music and songs in language training (Bokiev et al., 2018). Musical intelligence, which is the first to appear of all, develops in tandem with verbal intelligence. Both rely on the oral-auditory system and are not dependent on physical objects, according to Gardner (2011). Thus, in addition to musical and linguistic intelligence, classroom activities such as music and songs can be used to develop students' interpersonal, intrapersonal, and bodily-kinaesthetic intelligences (Dornik, 2020).

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Overall, primary students in Malaysia still struggle to acquire a strong foundation of speaking skills in the target language. The application of music in the classroom can be helpful to support their language development (Tegge, 2015). It can also develop their cultural awareness and help them accept the language with ease. Music integrated teaching materials are also helpful for teachers to boost their students' motivation and confidence by making them more relatable and easier to comprehend. Challenges such as anxiety, shyness, and lack of language practice can be lessened using integrated music materials in the classroom (Bokiev et al., 2018; Degrave, 2019; Matei & Ginsborg, 2017). To maximize the classroom time that teachers have, they should apply various methods to ensure the students can get the most out of it. This study focuses on how music-integrated classrooms can help improve low-performing pupils' writing and reading skill; and build up their self-assurance to communicate with peers and adults appropriately using the English language.

1.2   Statement of Problem

The fundamental right to education includes reading, writing, and arithmetic. It is practically impossible for pupils to attain further education and thrive in the modern era of society without these talents. Nonetheless, a sizable section of Malaysia's population continues to lack basic literacy and numeracy skills (Asraf et al., 2016). As a result, the Ministry of Education is under pressure to design a plan to ensure that all Malaysian pupils complete six years of mainstream primary school with a working knowledge of basic literacy and numeracy. Students who lack sufficient English skills may quickly fall behind and eventually drop out of school.

Early intervention is crucial in assisting children in catching up to the educational standards expected at each level of study (Lovett et al., 2017). If the problem is not addressed, it will eventually become unresolvable. At this phase, low-performing pupils are just marginally engaged in class and contribute insignificantly. Students have become less competitive and have fallen behind in their grades as a result of their ignorance. As a result, teachers must devise more creative and enticing ways to motivate children to attend class and study, as teaching English to low-achieving pupils cannot be considered language instruction.

In addition, low-performing students need support from the teacher. This group needs encouragement and effective learning activities to help develop language abilities and proper pronunciation skills (Lee, 2010). Teachers are the main source that can ease the challenges in the classroom, especially among young children. Since students' engagement in a classroom is a key factor that influences language development (Subramainan & Mahmoud, 2020), irrelevant and less interesting activities would reduce their engagement in the class. Therefore, adjusting the textbooks used, for example, by making the material simpler to read and related to their day-by-day schedule. Attractive and appropriate teaching materials should be implemented in a classroom to create

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the highest output from each lesson. However, there are still an inadequate number of materials that look into the effect of the music-based intervention.

It is common to see pupils in Malaysian ESL classrooms acting inactive during English courses (Singh & Jeganmohan, 2020). The inability of pupils to express their opinions and a less enjoyable classroom environment could be the cause. According to studies, students love coming to class when teachers use engaging teaching methods such as music, games, and technology in the classroom. Current pedagogy that focuses on grammar and structure can be rigid for younger students (Cochrane et al., 2020). Educating English to younger generations cannot be assumed only as teaching the language, as teaching material also plays a critical part in instructing the learning journey (Mirbabayeva, 2020). The message from CEFR is that language learning ought to be coordinated towards empowering learners to react in real-life circumstances, communicating with each other, and accomplishing tasks of distinctive natures (Goodier et al., 2018). The government provides teaching materials for English subjects the same as schools in the British. Materials supplied are less suitable for the pupil levels in Malaysia. According to Mahardika (2018), the material ought to satisfy students' need, both present and future needs.

Consequently, the teaching material should also consider students' culture and background, for language is impossible to separate as a part of the culture. In order to do this, it is needful to create teaching materials that will help the pupils in their learning. Local culture reduces learning anxiety, emotional experience, then provides a fun learning atmosphere (Arafah et al., 2018).

1.3 Research Questions

The research question of this study is as below:

- What are the significant differences in English speaking proficiency among primary pupils before and after the music-based intervention?
- What are the significant differences in primary pupils' level of participation in English language classrooms before and after the music-based intervention?

1.4 Objectives

In this research, it is hoped that the students will be capable of improving their speaking skills and level of participation in the English language classroom through music-based intervention. This research has two main objectives:

- To identify significant differences in English speaking proficiency among primary pupils before and after the music-based intervention.
- To identify significant differences in primary pupils' level of participation in the English language classroom.

1.5   Significance of the Study

English is a necessary language that is widely used throughout the world. Thus, this study aims to create a framework for English intervention for teachers in government schools in order to assist low-performing students in increasing their proficiency level. Additionally, this study equips teachers with a new tool, improvised teaching materials and a music-based intervention that is enjoyable, engaging, and encouraging for students. Thus, by reinforcing their learning through songs, it can help to build children's confidence in speaking English inside the Malaysian school system.

Furthermore, music has constantly been a huge element in people's lives as it surrounds us daily, and it is mainly recognized worldwide. McDermott and Hauser (2005) stated that music can be found in all human cultures. Singing and dancing are some of the finest ways to create a natural and anxiety-free environment. The positive effect of music in early years intervention has benefitted the pupils and teachers. However, empirical studies in the Malaysian context are still lacking even though songs integration is well provided in the CEFR syllabus. Despite that, it did not manage to attract the pupils. They require less rigid classrooms but are still effective in building a solid foundation. According to Mohamad & Kamariah, 2018, using music and singing activities will help to expand low-performing students' language development. Hence, it calls for the latest empirical studies covering different aspects of students' criteria, such as their background, age, and interest in the target language.

In addition, the participating school will benefit as the findings will contribute to a better understanding of the implementation of the music-based intervention in speaking lessons in primary school. It is also hoped that this study will help build up children's foundation of learning English so they can be better equipped to handle higher levels of English learning. Moreover, the description of current issues and challenges encountered by English language teachers would provide a better understanding to the school, the principal or other education agencies to foster growth among teachers as a collaborative effort. As for the teachers or educators, the study would also help them understand the concept of music-based intervention and the benefits of using localized materials in teaching. The result of this research is also hoped to benefit the other Malaysian school children beyond this study sample.

1.6 Limitations of the Study

This quasi-experimental research design eliminates any pre-existing variables that could have influenced the outcomes. Without conducting some type of pre-testing. The researcher chooses the participants because they are only suitable for a particular lesson. As a result, this study may be appropriate for only a subset of kids or schools, as other schools may confront additional difficulties.

In addition, the song used for this research is based on the researcher's judgment and choice. The main reason for choosing the song melody is that students are familiar with the song's rhythm. Thus, this might only be suitable for the researcher's participants. Lastly, due to the time constraints, the researcher only carried out the intervention based on one song and one sub-topic in the Year 3 CEFR textbook.

1.7 Definition of Terms

This section discusses the definition of terms conceptually and operationally based on previous studies and how these variables are used.

1.7.1 Music-based intervention

Conceptual: Music-based therapies are utilized to address a variety of issues that people face throughout their lives, from infants to the elderly (Burns et al., 2010). Singing, listening to music, and playing an instrument are all examples of music-based interventions. Formal music-based intervention, according to Altenmüller et.al (2017), can be defined as active intervention (e.g., making music, singing, playing an instrument, or musical improvisation) or receptive intervention (e.g., music listening) that is overseen by a credentialed music therapist (panel). Music-based therapies, he continued, may influence different functions in these patient groups, such as communication, motor performance, and cognition.

Operational: Likewise, in this study, music-based intervention refers to the improvised "Smart Friend song" by localizing the song's content in speaking English classrooms. During this intervention, the English teacher will use the improvised Year 3 song and localized materials like pictures and the song's content to engage with students and encourage students to participate more during the speaking lessons. According to Israel (2013), music-based intervention requires teachers and students to learn using music to acquire vocabulary, phonetics, and semantics. In this study, music-based intervention was measured by using the conventional learning with materials provided by Ministry of Education (MOE).

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1.7.2 Speaking skills

Conceptual: Fluency, precision, and interaction in speech are all considered speaking skills. According to the CEFR's (Ministry of Education, 2018) level A1 criteria, fluency is the ability to articulate unfamiliar words, very brief, isolated, primarily pre-packaged utterances, with frequent pausing to search for expressions and repair communication, whereas accuracy is the control of a limited number of grammatical structures and sentence patterns in a memorised repertoire. Interaction is the capacity for straightforward communication, although communication is fully dependent on repetition, rephrasing, and mending. In this study, fluency refers to how quickly and how often a student speaks without displaying dysfluency signs. Accuracy relates to the vocabulary and sentence structure employed, as well as the word pronunciation. Interaction is a process in which one speaker expresses an idea and another receiver comprehends it and then responds appropriately.

Operational: Since speaking skills are vital in the language competency of primary pupils, this study focuses on the effect of a music-based intervention in developing their articulation, particularly in the classroom. Speaking skills in this study refer to students' ability to converse meaningfully in class, especially during class activities. Students' ability to converse meaningfully in music-based intervention class can be determined based on their speaking fluency and active participation. In this study, speaking skills was measured by using observation checklist which was derived from the Common European Framework of Reference (CEFR) for A1 level and the Primary Content and Learning standards of KSSR related to speaking skills. There were 10 items in the checklist and this can be referred to Appendix A

1.8 Theoretical Framework

Local culture and social elements have influenced the development of learning theories connected to music-based intervention, particularly when providing an appropriate environment are involved in this study. It is hoped that behavioral change will have occurred by the end of the study. In this section, the Kodaly Approach and Krashen's Five Hypotheses, two theoretical frameworks linked to this study, are further studied to increase this research's reliability and validity. The importance of using music and folk songs in language education is further explained in the Kodaly approach. According to Golovina and Umanets (2015), rhymed texts can be memorised significantly more easily thanks to auditory, creative, and motor memory.

As a result, songs play a key role in the education of foreign language students. Krashen's Five Hypotheses have been investigated and incorporated into the research to ensure that children successfully acquire language. On the basis of these two concepts, a conceptual framework is built. According to Yang (2008), Stephen Krashen's widely recognised and accepted theory of second language

acquisition has had a significant impact on all aspects of second language research and instruction since the 1980s

1.8.1 Kodaly Approach

Zoltan Kodaly (1882-1967) was a Hungarian educator, composer, philosopher, and ethnomusicologist whose concept of music education had a remarkable influence worldwide. He emphasized the significance of the part of music that plays in the individual's physical, intellectual, social, emotional, and spiritual development. As a teacher and composer, he played an important role in music education (Tiszai, 2015). Kodaly believes in the importance of heritage and culture in one's music education; thus, he stated that there the best music to educate children's basic literacy is by using the music of the child's own culture. Thus, he created a system that integrated the singing of folk songs in the pupils' mother tongue. One of his central principles is that musical material is taught within the mother-tongue folk song. Therefore, choosing the old folk songs as one of the learning materials is believed to improve the teaching of English as a second language and activate language acquisition.

This next study explores the effectiveness of the Kodaly approach in teaching English as a second language. Morgan (2011) conducted a study to determine if English can be taught effectively to Japanese children through a content-based instruction program that employs vocal music as the content area. 240 children took part in the study. In this study, the treatment group had received weekly vocal music lessons that were being taught in English for one academic year modelled after the Kodaly approach to music education, whereas the control group received normal standard introductory English lessons amid the same period using English, however without any music instruction. Results showed that the children who are in the treatment group progressed at a statistically significant rate compared to the students who undergo normal standard introductory lessons in terms of their command of the sound system of the English language. Researchers concluded that vocal music classes taught in English accompanied by English lyric songs as the sole content are productive in teaching English as a second language.

Kivestu et al. (2016) conducted a survey to ascertain how music teachers define the concept of locality-related tradition and how they incorporate it into their teaching. This survey included 55 music educators. The survey discovered that Zoltán Kodaly's ideas, which have been used in music instruction in Estonia for decades, have established an environment in which local tradition and its various manifestations (such as customs, songs, and games unique to a particular locale) are widely used in music lessons. Additionally, the function of tradition connected to the locality has an effect on the identity, thinking, and development of social experience of school students.

In addition, Daniel & Leguizamon (2010) did a quantitative study to look into the relationship between Kodaly-based music instructions with the reading fluency in first-grade classrooms. A total number of 109 pupils participated in the study. In order to access the potential gains in reading fluency resulting from Kodaly-based music instruction, the influence of reading fluency, and the extent and direction of causality between Kodaly-based music instruction and overall reading achievement, tests were executed. During the study, participants in the control group continued with their regular reading program while participants in the treatment condition received instruction in the integrated Kodaly-based music/reading curriculum. Results indicate a critical difference exists between first graders who received Kodaly-based music instruction compared to those who did not receive this type of instruction when it came to reading fluency. Based on the research, They believed that Kodály-based music instruction does not intend to replace a music program or reading component or curriculum, but rather to supplement the current curriculum in either (or both) of these areas.

Kodaly's approach is based on singing activities that could encourage youthful children's social development, and it is one of the broadly used methods in music education and music therapy (Chiengchana & Trakarnrung, 2014). Social skills can be learned through singing activities and folk music, expanding their vocabulary, and being aware of the words through songs. In addition, Chiengchana & Trakarnrung also mentioned that the usage of folk music and new compositions based on materials of the song enables pupils to memorize the song, sing, learn rhythm and pattern with ease.

Good music had a positive charge, motivation, and encouragement. According to Forrai (2005), one of the major, most essential driving forces of the 'Kodaly spirit' in education is that the teaching process should be based on aural sensations and singing. Kusnierek (2016) added that listening to music in English is highly motivating for students, and songs are easily accessible for all learners. By analysing the previous research on Kodaly approach, thus, in this study, the researcher draws attention to the fact that using folk songs in the Kodaly approach can foster the acquisition of the English language and positively affect the quality of the teaching and learning process.

1.8.2 Krashen's Five Hypothesis

Krashen (1982), an expert in linguistics and has made significant contributions to the theories of language acquisition and development (Schütz, 1998). His theory consisted of 5 major key focuses the Acquisition Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis.

According to Krashen, acquisition, in contrast to learning, is a process comparable to that by which we acquired our mother tongue, and which acts as the subconscious activity by which he internalises the new language, stressing

the message (meaning) above the form (Abukhattala, 2013). Latifi et al. (2013) added that this kind of competence is accumulated subconsciously with no awareness. Second, the relationship between acquisition and learning defines the latter's influence on the former, and the monitoring function is the practical result of the learned grammar were explained in the monitor hypothesis (Yang, 2008).

According to Latifi et al. (2013), the over-usage of monitoring would be at the expense of fluency since they are all the time obsessed with the grammaticality of their speech. In order to activate the learned/Monitor system, three conditions need to be fulfilled (i.e., time, focus on form, knowledge of rule), which makes it all the more challenging either to implement or test the hypothesis in real-life circumstances (Zafar, 2009). Therefore, in this context, using music-based intervention in English speaking class among primary students can help ease the lesson and provide a positive environment for students to express themselves, acquire phonetics, vocabulary, and improve speaking skills in the target language.

The Natural Order Hypothesis is the third. According to Liu (2015), linguistic rules are learned in a predictable order, which may differ from how they are taught in class. Krashen's hypothesis (Krashen, 1982; Krashen and Terrell, 1988) assumes that L2 learners acquire grammatical structure in a predictable natural order. The Input Hypothesis follows, which explains how language acquisition occurs. According to Iren (2020), acquisition occurs when the learner is exposed to an acceptable volume and quality of intelligible input. According to Krashen, true learning began when the L2 learner began to focus on the meaning rather than the form. Hence comprehensible input is critical. Finally, the Affective Filter Hypothesis asserts that by creating a conducive learning environment in the classroom, removing worry, and encouraging students, they will believe they can acquire the language (Abukhattala, 2013).

Teachers must understand how second language acquisition occurs to provide the most effective and efficient method of assisting students with language acquisition in language teaching and learning. Furthermore, offering a less threatening environment in which to practise their target language. The less rigid and relatable classroom can improve students' participation during the classroom activities, allowing them to practice the language. Songs and music can be utilised to help pupils relax and enjoy themselves in the classroom (Burhayani, 2013). The Input Hypothesis and the Affective Filter Hypothesis will be discussed in this regard because they are relevant to the research.

1.8.2.1 Krashen's Input Hypothesis

Krashen's Input hypothesis attempts to understand how second language acquisition occurs. According to Schutz (1998), when a learner takes second

language material that is one step beyond his or her current level of linguistic ability, the learner will improve and exhibit advancement along with the 'natural order'. For example, when a learner is at stage I, acquisition occurs when he or she is exposed to understandable Input at level I + 1'.

The Input hypothesis is the most vital compared to his other hypothesis. People obtained languages by understanding messages by receiving comprehensible input (Abukhattala, 2013*).* He also described the hypothesis like this:
"*In order to help someone learn how to drive, we must first show him or her how to do it (input) and then, little by little, when the driver is prepared, he or she can start trying (production). Learning how the carburetor or the gearbox works will not help him or her become a good driver*".

Hence, the researcher needs to ensure that the input is beyond the students' level of comprehension: *i + 1*. Since every student has a different "i", it is best to center on the natural communicative input. Students can have comprehensible input based on the meaning of the context and receive appropriate linguistic guidance (Tam, 2012). Latifi et al. (2013) added that the Input Hypothesis could be considered the most influential hypothesis in L2 acquisition because it gives theoretical and practical foundations for the L2 learners to internalize the knowledge. By applying interesting and relevant input, it is hoped that the students to create a positive attitude towards learning the new language in this research.

1.8.2.2 Krashen's Affective Filter Hypothesis

The Affective Filter theory encapsulates Krashen's belief that various 'affective variables' facilitate but do not cause second language acquisition. Motivation, self-confidence, anxiousness, and personality traits are among the variables. Learners with strong self-confidence, motivation, low anxiety, extroversion, and a positive self-image are better ready for success in second language learning, according to Krashen (Schutz, 1998). It can be concluded that emotive variables such as fear, anxiety, boredom, and reluctance to change can hinder the acquisition of a second language by preventing information about the language from reaching the language centres of the brain. According to Shen (2009), music can help create a pleasant and comfortable environment in which language acquisition can take place. As a result, the researcher chose music as the independent variable in this study since music has been shown to lower the affective filter and reduce anxiety in pupils.

Lin (2008) conducted research to test first-hand and the viable applicability of the instructional methods empowered by Krashen in his discussion of the affective filter hypothesis. 98 freshmen participated in this research for 18 weeks. An array of activities through songs, music playing, games, and movie watching were designed for this experiment. They were driven to encounter English in an encouraging atmosphere, where their teacher attempted to form any nervous or

anxious throughout the learning journey. The results indicated that by utilising a variety of activities such as songs, games, music playing, and movie watching, more than 80% of students accepted that their more relaxed and positive attitudes, as well as the teacher's engaging methods of education and constant encouragement, enabled them to achieve a much higher level of English knowledge much more effectively.

The development of self-confidence depends on students themselves and teachers' assistance as well. Therefore, teachers should make students feel that they can learn English well by using more encouragement and creating a delighted, lively, and fun classroom atmosphere. According to Du (2009), teachers can motivate students' learning by cultivating their interests. When students have both interest and motivation, a positive attitude towards English Language learning can be developed naturally.

Dzanic & Pejie (2016) pointed out that songs are acknowledged for their pedagogical, linguistic, cultural and entertaining features and are precious language learning materials. In Dzanic & Pejie study, they explored to what extend the chosen songs inserted with written lyrics impacted the acquisition of vocabulary and the level of inspiration that the help of the songs makes. They used the traditional song adapted for use with youthful learners. Results indicated that songs positively impacted vocabulary and proved it is appropriate for various learning styles as songs motivate positive learning experiences and enhance their knowledge. They highlighted that songs helped to motivate and aid the learners in developing a love for language learning. Hence, students who are motivated in this way are imaginative, creative, and feel more energetic to study and succeed.

1.9   Conceptual Framework

The research process is summarised and depicted in Figure 1.9. The conceptual framework for this study was constructed in accordance with the study's theoretical framework (Kodaly method and Krashen's Hypothesis). This study aims to examine the usage of music-based and improvisational materials to help students enhance their English skills. It is hypothesised that pupils' speaking abilities increase significantly following treatment.
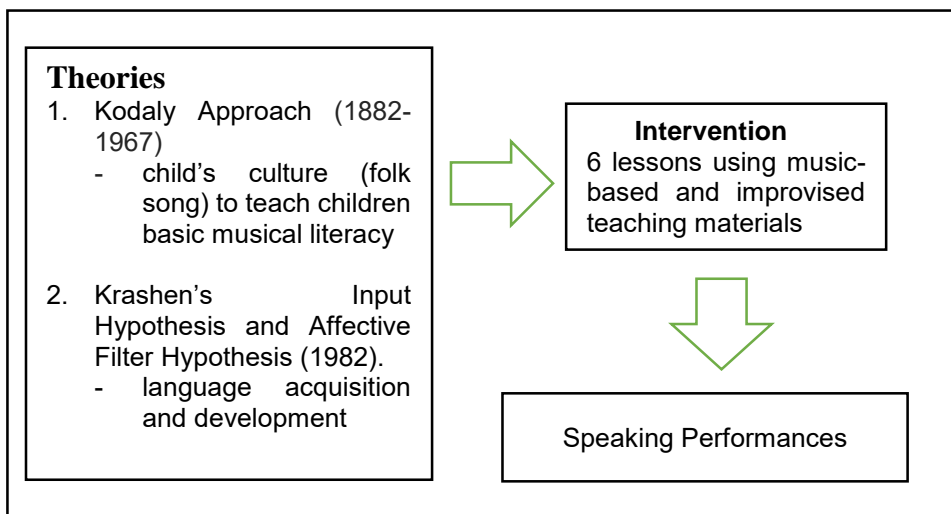
13

Figure 1.9: Conceptual framework

Overall, music-based intervention in an English-speaking classroom underpins three learning theories: the Kodaly approach and Krashen's Affective and Input hypothesis. Music integrated activities such as singing and games during the intervention can improve students' emotions and interest in the target language. According to a review of research, effective use of music and songs in second language education might reduce anxiety, increase motivation, spark imagination, improve fact memory, and create an emotionally appropriate learning environment (Bokeiv & Ismail, 2021).In this study, music-based intervention is based on the Kodaly approach, and students can learn English vocabulary, phonetics, and simple phrases from songs.

Furthermore, Krashen's Affective hypothesis noted that positive emotions provided by a safe and positive environment during the lesson could make the learning effective. Due to music-based activities such as singing and games, their anxiety is lowered, therefore students are not withdrawn from the lesson. Likewise, students' willingness to speak and participate in the lesson is affected by their emotions and motivation regarding the class. If teachers can improve their teaching approach to fun and engaging class using music, students' participation and speaking skills will improve.

Next, Krashen's Input hypothesis explains why students are willing to talk when they venture outside their comfort zone and actively express themselves during the music-based intervention. This study examines how pupils are willing to accept input from music and grow in their verbal ability. Due to the fact that the majority of second-language students are concerned if they are not native speakers but are required to learn or utilise the language (Kashinathan & Aziz, 2021). Music and its component, rhythm, have been found to aid in the process

of rote memory. Throughout the music-based intervention, multiple sorts of verbal information such as vocabulary, phonetics, and content are conveyed concurrently through music.

1.10   Conclusion

Mastering English is very important for one because it is an important tool to express one's idea. There are many reality factors that hinder the importance of speaking in school which lead to the emphasis to literacy skills. It is a need for the teachers in school to implement different approach to motivate a language learner to speak in the language. Chapter 1 has provided a quick overview of the background of this study, the problem statement, the research questions, and objectives of the study significance of the study, limitation of the study and the definition of terms used in this research.

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