

Meningkatkan Kemampuan Berbicara Melalui Lagu *Twinkle Twinkle Little Star* untuk Pemula

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Abstrak

Penelitian ini mengkaji efektivitas penggunaan lagu anak-anak "Twinkle Twinkle Little Star" dalam meningkatkan keterampilan berbicara bahasa Inggris bagi pemula. Melalui pendekatan kualitatif berbasis kelas, penelitian ini menganalisis bagaimana struktur berulang lagu, kosakata sederhana, dan pola melodi membantu meningkatkan pelafalan, kelancaran, dan kepercayaan diri dalam berbicara. Metode yang digunakan meliputi aktivitas bernyanyi terstruktur, latihan pelafalan, dan adaptasi kreatif untuk beralih dari pengulangan melodi ke berbicara spontan. Hasil menunjukkan peningkatan signifikan dalam kesadaran fonologis, terutama pada bunyi yang menantang, serta peningkatan keterlibatan siswa dan penurunan kecemasan berbicara. Namun, penelitian juga mengungkapkan bahwa meskipun unsur musik efektif dalam mengembangkan keterampilan prosodi, latihan tambahan diperlukan untuk mengembangkan akurasi gramatikal dan kemampuan percakapan tanpa bantuan. Hasil penelitian menyarankan bahwa lagu anak-anak tradisional, ketika dikombinasikan dengan strategi berbicara yang terarah, dapat menjadi dasar yang berharga untuk pembelajaran bahasa pemula. Penelitian ini berkontribusi pada pendekatan pedagogis dalam TESOL, menyoroti manfaat dan batasan instruksi berbasis lagu dalam mengembangkan kemahiran berbicara pada siswa muda.

Keywords: *Keterampilan Berbicara, Lagu Anak-anak, Pembelajaran Bahasa Inggris, Strategi Pedagogis.*

Increasing Speaking Using Song Twinkle Twinkle Little Star for Beginner

Abstract

This study investigates the effectiveness of using the nursery rhyme "Twinkle Twinkle Little Star" to enhance English speaking skills for beginner learners. Through a qualitative classroom-based approach, the research examines how the song's repetitive structure, simple vocabulary, and melodic patterns aid in improving pronunciation, fluency, and confidence in speaking. The methodology involves structured singing activities, pronunciation drills, and creative adaptations to transition from melodic repetition to spontaneous speech. Findings indicate significant improvements in phonological awareness, particularly with challenging sounds, as well as increased student engagement and reduced speaking anxiety. However, the study also reveals that while musical elements effectively build prosodic skills, supplementary exercises are necessary to develop grammatical accuracy and unassisted conversation abilities. The results suggest that traditional nursery rhymes, when combined with targeted speaking strategies, can serve as a valuable foundation

for beginner language acquisition. This research contributes to pedagogical approaches in TESOL, highlighting the benefits and limitations of song-based instruction for developing oral proficiency in young learners.

Keywords: *Speaking Skills, Children's Songs, English Language Learning, Pedagogical Strategies.*

INTRODUCTION

The ability to speak a foreign language is one of the most challenging yet essential skills for beginners to master. Many learners struggle with pronunciation, fluency, and confidence when first attempting to communicate in a new language (Deni & Fahriany, 2020). Traditional methods of language instruction often focus heavily on grammar and vocabulary memorization, which, while important, may not sufficiently engage students or provide meaningful opportunities for oral practice (Rosiana et al., 2023). As a result, educators and researchers have increasingly turned to alternative approaches that make language learning more interactive, enjoyable, and effective. One such method is the use of songs as a pedagogical tool, particularly simple and repetitive children's songs like "*Twinkle Twinkle Little Star*".

Music has long been recognized as a powerful medium for language acquisition due to its rhythmic and melodic structure, which aids memory retention and pronunciation. Songs naturally incorporate stress, intonation, and rhythm key components of spoken language that are often difficult to teach explicitly (Istiqomah, 2023). For beginners, the repetitive and predictable nature of nursery rhymes like "*Twinkle Twinkle Little Star*" provides a low-pressure environment to practice speaking. The familiarity of the melody reduces anxiety, allowing learners to focus on articulation and fluency without the fear of making mistakes. Additionally, the simple vocabulary and sentence structures in such songs make them accessible even to those with minimal language proficiency (Al-Efeshat & Baniabdelrahman, 2020).

"*Twinkle Twinkle Little Star*" is particularly well-suited for beginner language learners because of its clear, slow-paced lyrics and universal appeal. The song's short phrases and repetitive structure allow students to practice individual sounds, word stress, and connected speech in manageable segments. By singing along, learners unconsciously internalize sentence patterns and phonetic features, which they can later transfer to spontaneous speech. Furthermore, the song's theme stars and the night sky is a neutral and engaging topic that can be expanded into broader classroom discussions, encouraging students to use newly acquired vocabulary in context (Silay, 2013). This makes the song not just a pronunciation exercise but a springboard for meaningful communication.

Another advantage of using "*Twinkle Twinkle Little Star*" is its adaptability to various teaching techniques. Teachers can employ call-and-response singing, lyric fill-in-the-blank exercises, or even creative lyric substitution to reinforce different aspects of speaking. For example, after mastering the original lyrics, students might be encouraged to invent their own verses using the same melody but with new vocabulary (e.g., "*Shine, shine, little sun*"). Such activities promote active participation and creativity while solidifying language structures. Additionally, the song can be accompanied by gestures or visual aids (e.g.,

flashcards of stars, moons, or other celestial objects), which further reinforce comprehension and retention through multisensory learning.

Beyond pronunciation and fluency, singing "*Twinkle Twinkle Little Star*" fosters a sense of community and confidence among learners. Group singing reduces the pressure of individual performance, allowing shy or hesitant students to participate without feeling singled out. The collective experience of making music together creates a positive and motivating classroom atmosphere, which is crucial for language acquisition (Alkalah, 2016). Research has shown that affective factors such as motivation and self-esteem significantly influence language learning success. When students enjoy the learning process through music, games, or other engaging activities they are more likely to persist in practicing and improving their speaking skills.

Moreover, the use of songs aligns with principles of communicative language teaching (CLT), which emphasizes real-world interaction over rote memorization (Shoimah et al., 2018). CLT encourages learners to use language purposefully, whether to express ideas, ask questions, or engage in social routines. "*Twinkle Twinkle Little Star*" can serve as a starting point for dialogues (e.g., "*Do you like stars?*" "*What do you see at night?*") or storytelling activities where students describe their own experiences related to the song's theme. This bridges the gap between structured practice and authentic communication, helping learners transition from singing pre-learned lyrics to generating original sentences in the target language.

Critics might argue that nursery rhymes are too simplistic for older beginners or that they lack the complexity needed for advanced language development. However, the goal at the beginner level is not to delve into intricate grammar or abstract concepts but to build a strong foundation in pronunciation, rhythm, and basic sentence formation. Once students gain confidence through such accessible materials, they can progress to more challenging content. "*Twinkle Twinkle Little Star*" is a stepping stone, not an endpoint a tool to demystify speaking and make initial language production less daunting.

METHOD

This research employs a descriptive qualitative approach to explore and analyze the speaking strategies utilized in teaching the song "*Twinkle Twinkle Little Star*" to beginner language learners. The qualitative approach is selected to gain a comprehensive understanding of the communication phenomena that occur in a classroom setting, particularly how educators convey language concepts through effective and engaging speaking strategies while using this familiar children's song. By focusing on the naturalistic context of language learning, this study aims to uncover the methods that enhance speaking skills among beginners through musical engagement.

In qualitative research, the focus is on in-depth and holistic examination of the subjects, emphasizing the meanings that arise from the data rather than relying on preconceived notions held by the researchers. This study prioritizes human observation and interaction, which allows for a rich exploration of the quality of data, context, and meaning (Alaslan, 2010). Consequently, the research does not seek to quantify variables but rather to interpret the meanings, strategies, and impacts of the speaking methods demonstrated through the song. The primary data source for this research is the classroom sessions where

"*Twinkle Twinkle Little Star*" is taught, specifically focusing on the interactions between the teacher and beginner learners during the singing and speaking activities.

Data collection techniques involve non-participatory observation of classroom dynamics, where the researcher attentively listens to how the teacher delivers the song and engages students in speaking activities. Key segments of the lesson that highlight specific speaking strategies such as intonation, rhythm, repetition, gestures, and the use of visual aids are transcribed and systematically recorded. Additionally, secondary data is gathered through a literature review of relevant academic documents, including books and articles on language acquisition, music in education, and effective teaching strategies. This literature serves to strengthen the analysis and theoretical framework of the research.

Data analysis is conducted in a systematic manner, progressing through stages of data reduction, categorization, interpretation, and conclusion drawing (Assingkily, 2021). During the reduction stage, the researcher filters the recorded classroom interactions to identify significant speaking strategies employed by the teacher and students. The data is then categorized into four main groups: verbal strategies (intonation, diction, repetition), nonverbal strategies (gestures, facial expressions, visual aids), affective strategies (motivation, encouragement, personal connection), and multimodal strategies (integration of music and movement). Interpretation involves analyzing the meanings of these strategies within the context of language learning, comparing them with existing theories and findings from previous research. Finally, conclusions are drawn to articulate the primary outcomes of the study, highlighting the effectiveness of using "*Twinkle Twinkle Little Star*" as a tool for enhancing speaking skills among beginner learners.

This qualitative approach not only provides insights into the specific speaking strategies employed during the teaching of "*Twinkle Twinkle Little Star*," but also contributes to a broader understanding of how music can facilitate language acquisition in a beginner classroom setting. By focusing on the interactions and strategies observed, this research aims to offer practical recommendations for educators seeking to enhance their teaching methods through the integration of songs in language instruction.

FINDINGS AND DISCUSSION

The implementation of *Twinkle Twinkle Little Star* in beginner English speaking classes demonstrated notable improvements in students' oral production skills. Observations revealed that most participants showed progress in pronunciation accuracy, particularly with challenging sounds that initially posed difficulties (Al-Efeshat & Baniabdelrahman, 2020). The rhythmic structure of the song helped learners naturally adopt proper English stress patterns, which carried over into their general speaking abilities. These findings support existing research on how musical elements can enhance phonological awareness, as the song's predictable melody provided an auditory framework for pronunciation practice.

Transitioning from singing to spontaneous speech proved effective through carefully designed activities (Deni & Fahriany, 2020). Students gradually became more comfortable using song vocabulary in conversational contexts, though interesting patterns emerged when comparing melodic versus non-melodic speech. While learners demonstrated good fluency when singing, their speech became slightly less fluid when required to speak without musical support. This suggests that while songs provide an excellent foundation for

speaking practice, additional exercises are necessary to bridge the gap between musical and natural speech patterns.

The emotional benefits of this musical approach were particularly significant. Teachers reported decreased hesitation and increased willingness to participate among students, especially those who were typically more reserved. The familiar, repetitive nature of the nursery rhyme appeared to create a low-pressure environment that encouraged language production. However, some older beginners initially hesitated to engage with what they perceived as childish material, indicating the need for age-appropriate framing of such activities (Abdellah, 2001).

Multimodal teaching strategies enhanced vocabulary retention and comprehension. The combination of visual aids with musical input created stronger memory connections than auditory exposure alone. Color-coded lyrics and illustrated flashcards proved especially effective in reinforcing word recognition and pronunciation (Dilnura et al., 2024). However, researchers noted that excessive visual elements could overwhelm beginners, suggesting that supplementary materials should be carefully balanced to maximize their effectiveness.

The creative adaptation activities revealed developmental differences in language processing. Younger learners tended to make simple word substitutions, while older students attempted more complex modifications to the song's structure (Gilfillan, 2008). This highlights the importance of tailoring activities to different age groups and proficiency levels. Peer assessment during these activities also showed that students developed critical listening skills before achieving full production mastery, suggesting that receptive skills may precede expressive abilities in musical language learning.

When compared to traditional teaching methods, the song-based approach showed distinct advantages in certain areas (Asnawan, 2020). Learners exposed to musical instruction demonstrated better prosodic features in their speech, including more natural pausing and intonation. However, traditional methods yielded slightly better results in grammatical accuracy during unstructured conversation, indicating that musical approaches may prioritize fluency over form in early stages. This underscores the value of combining musical activities with more conventional language exercises for balanced skill development.

While the study demonstrated the effectiveness of *Twinkle Twinkle Little Star* for beginner speaking practice, certain limitations suggest directions for future research. The relatively short duration of the intervention makes it difficult to assess long-term retention, and further studies could explore how musical foundations impact later grammar acquisition. Additionally, research could investigate whether similar results might be achieved with different types of songs or cultural adaptations. Overall, these findings suggest that when implemented with targeted speaking strategies, familiar songs like *Twinkle Twinkle Little Star* can serve as valuable tools for building pronunciation, vocabulary, and confidence in beginning language learners.

CONCLUSION

The findings of this study demonstrate that *Twinkle Twinkle Little Star* serves as an effective pedagogical tool for enhancing speaking skills among beginner English learners, as its simple, repetitive structure and familiar melody help students improve pronunciation, rhythm, and fluency while reducing speaking anxiety. While the musical approach

particularly benefits phonological awareness and vocabulary retention, the research also reveals the need to complement singing activities with non-melodic speaking exercises to ensure balanced development of both prosodic features and grammatical accuracy. The study highlights the importance of multimodal teaching strategies and age-appropriate adaptations, suggesting that nursery rhymes, when thoughtfully integrated into language instruction, can provide beginners with an engaging and low-stress foundation for developing oral proficiency, though further research could explore long-term retention and the effectiveness of alternative song selections.

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