

**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**

SKRIPSI



Present to

IKIP PGRI Bojonegoro

In partial fulfilment of the requirements

For the degree of Sarjana in English Education

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**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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*SUBMITTED TO THE ENGLISH EDUCATION PROGRAM OF ENGLISH
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IN PARTIAL OF FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF SARJANA PENDIDIKAN S.Pd*

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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

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethic regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 7 Juli 2026



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ABSTRACT

This study aims to describe the implementation of the Listen and Repeat method using songs in English pronunciation learning, explore the forms of students' engagement, and identify its contribution to students' learning motivation among third-grade students at SDN 1 Kalen Kedungtuban Blora. This study employed a qualitative approach with a descriptive qualitative research design. The data were collected through classroom observations, interviews with the teacher and students, and documentation. Data were analyzed using the stages of data reduction, data display, and conclusion drawing, while the trustworthiness of the data was ensured through source and technique triangulation.

The findings revealed that the implementation of the Listen and Repeat method using songs was carried out systematically through six instructional stages: (1) lesson preparation, (2) introducing songs as pronunciation learning media, (3) listening activities, (4) repeating activities, (5) providing feedback and reinforcement, and (6) learning evaluation. These stages provided students with authentic pronunciation input, repeated pronunciation practice, and teacher guidance that supported the development of their English pronunciation skills. The implementation of the method also fostered students' engagement, encompassing behavioral, emotional, and cognitive engagement. Students demonstrated active participation, sustained attention, enthusiasm, increased self-confidence, and continuous efforts to improve their pronunciation through listening and repeated practice. Furthermore, the use of songs made a positive contribution to students' learning motivation by creating an enjoyable learning atmosphere, enhancing students' interest and confidence, and encouraging them to practice English pronunciation more consistently. Therefore, the Listen and Repeat method using songs can be considered an effective instructional strategy for creating interactive, enjoyable, and student-centered English pronunciation learning.

Keywords: Listen and Repeat Method, Songs, English Pronunciation, Students' Engagement, Learning Motivation.

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CHAPTER I

INTRODUCTION

A. Background of Study

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. 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. 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. 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.

B. Formulation of The Problems

In line with the issues discussed in the background of the study, this research aims to explore the implementation of the Listen and Repeat method using songs and its role in fostering students' engagement and learning motivation in English pronunciation learning. Accordingly, the formulation of the problems is presented as follows:

1. How is the Listen and Repeat method using songs implemented in English pronunciation learning for third-grade students at SDN 1 Kalen Kedungtuban Blora?
2. How do third-grade students engage in English pronunciation learning through the Listen and Repeat method using songs?
3. How does the Listen and Repeat method using songs contribute to students' learning motivation in English pronunciation learning at SDN 1 Kalen Kedungtuban Blora?

C. Objectives of the Study

Based on the formulation of the problems, this study aims to gain a comprehensive understanding of the implementation of the Listen and Repeat method using songs in English pronunciation learning and its role in fostering students' engagement and learning motivation. Specifically, this study aims:

1. To describe the implementation of the Listen and Repeat method using songs in English pronunciation learning for third-grade students at SDN 1 Kalen Kedungtuban Blora.
2. To explore the forms of students' engagement during English pronunciation learning through the Listen and Repeat method using songs.
3. To identify the contribution of the Listen and Repeat method using songs to students' learning motivation in English pronunciation learning.

D. Significances of the Study

1. Theoretical Significance

Theoretically, this study is expected to contribute to the development of knowledge in the field of English Language Teaching (ELT), particularly in the areas of English pronunciation instruction, student engagement, learning motivation, and teaching English to young learners. As English pronunciation is an essential component of communicative competence, understanding how young learners experience pronunciation learning through engaging instructional approaches is important for both educational theory and classroom practice. This study provides insights into the implementation of the Listen and Repeat method using songs as a pedagogical strategy that combines auditory input, repetition, and enjoyable learning experiences in the context of elementary English education.

Furthermore, this study is expected to contribute to the theoretical understanding of pronunciation learning by highlighting the role of repeated exposure and imitation in language acquisition. The Listen and Repeat method is closely associated with theories of language learning that emphasize the importance of listening, modeling, and practice in developing language skills. Through an exploration of students' experiences, this study may provide empirical evidence regarding how young learners engage with pronunciation activities and how repeated interaction with language input through songs supports the learning process.

This study also contributes to the growing body of literature on student engagement in language learning. Student engagement has been recognized as a multidimensional concept involving behavioral, emotional, and cognitive participation in learning activities. However, research focusing specifically on engagement in English pronunciation learning at the elementary school level remains limited. Therefore, this study seeks to expand existing knowledge by providing a deeper understanding of how the Listen and Repeat method using songs encourages active participation, attention, enjoyment, and involvement among young learners during pronunciation learning activities.

In addition, this study is expected to contribute to theories of learning motivation in second and foreign language learning. Motivation is widely regarded as one of the most influential factors affecting language learning success. By examining students' motivation within the context of song-based pronunciation instruction, this study may provide valuable insights into how enjoyable and interactive learning activities influence learners' willingness to participate, practice, and sustain interest in learning English. The findings may help strengthen theoretical perspectives that emphasize the importance of creating meaningful and motivating learning environments for young learners.

Moreover, this study contributes to the literature on the use of songs as educational media in language learning. Songs have long been recognized as effective tools for language instruction because they provide authentic language input, repetition, rhythm, and meaningful contexts for learning.

Through a qualitative exploration of students' engagement and motivation, this study may enrich existing theories regarding the pedagogical value of songs in supporting language acquisition, particularly in the development of English pronunciation skills among elementary school students.

From an educational perspective, this study is also expected to support the application of student-centered learning theories, which emphasize active learner participation, meaningful learning experiences, and the development of intrinsic motivation. The findings may demonstrate how the Listen and Repeat method using songs creates opportunities for students to become active participants rather than passive recipients of knowledge. As a result, the study may provide theoretical support for instructional approaches that prioritize learner engagement, enjoyment, and interaction in the classroom.

Additionally, this study aligns with the educational philosophy of Ki Hajar Dewantara, particularly the principles of *Ing Ngarsa Sung Tuladha*, *Ing Madya Mangun Karsa*, and *Tut Wuri Handayani*. These principles emphasize the teacher's role as a role model, motivator, facilitator, and supporter of students' learning. By exploring how teachers implement the Listen and Repeat method using songs to foster engagement and motivation, this study may provide theoretical insights into the relevance of Ki Hajar Dewantara's educational philosophy within contemporary English language teaching practices. In this regard, the study not only contributes to international discussions on language teaching methodologies but also strengthens the integration of Indonesian educational values into modern pedagogical frameworks.

Finally, this study is expected to serve as a theoretical reference for future researchers who are interested in conducting studies related to English pronunciation learning, song-based instruction, student engagement, learning motivation, and English language teaching for young learners. The findings may help identify potential areas for further investigation and contribute to the continuous development of theories and practices in English education, particularly within elementary school contexts.

2. Practical Significance

a. For English Teachers

This study is expected to provide English teachers with insights into the implementation of the Listen and Repeat method using songs in pronunciation learning. The findings may help teachers develop more engaging, enjoyable, and student-centered learning activities that encourage active participation and increase students' motivation to learn English.

a. For Students

This study is expected to support students in developing positive learning experiences during English pronunciation lessons. Through the use of songs and repetition-based activities, students may become more engaged, confident, and motivated to participate in classroom learning activities while improving their pronunciation skills.

b. For Schools

This study is expected to provide schools with information regarding effective instructional practices that can enhance the quality of English language

learning. The findings may serve as a consideration for promoting innovative and enjoyable teaching strategies that support students' active involvement in the learning process.

c. For Future Researchers

This study is expected to serve as a useful reference for future researchers who intend to conduct studies related to pronunciation learning, the Listen and Repeat method, song-based learning, student engagement, and learning motivation. The findings may also provide valuable insights for further research in similar educational settings.

d. For the Researcher

This study is expected to broaden the researcher's knowledge and understanding of English pronunciation teaching, student engagement, and learning motivation. In addition, it may enhance the researcher's ability to conduct qualitative research and develop effective teaching strategies for young learners.

E. Definition of Terminologies

To avoid misunderstanding and provide a clear interpretation of the key concepts employed in this study, the following terminologies are defined based on relevant theories and the context of the research.

1. Listen and Repeat Method

The Listen and Repeat Method is a language teaching technique in which learners listen to a language model and then imitate or repeat the utterances they hear. According to (Richards & Rodgers, 2014), repetition activities help learners internalize language patterns and improve their pronunciation through continuous practice. Similarly, (Harmer, 2007) states that repetition enables learners to gain familiarity with sounds, stress, and intonation patterns in a target language. In this study, the Listen and Repeat Method refers to a teaching technique in which third-grade students listen to English songs and repeatedly imitate the pronunciation of words, phrases, and sentences contained in the songs as part of English pronunciation learning activities.

2. Songs

Songs are musical compositions that combine melody and lyrics and can be used as educational media in language learning. According to (Murphey, 1992), songs provide repetitive language input that facilitates language acquisition in an enjoyable and memorable way. Likewise, (Medina, 1990) argues that songs enhance language learning by increasing learners' attention, motivation, and retention of language materials. In this study, songs refer to English songs used as instructional media to support pronunciation learning through the Listen and Repeat Method among third-grade students.

3. English Pronunciation Learning

Pronunciation refers to the production of speech sounds that enable learners to communicate effectively and be understood by others. According to (Celce-Murcia et al., 2010), pronunciation includes the production of individual sounds as well as suprasegmental features such as stress, rhythm, and intonation. Furthermore, (Harmer, 2007) emphasizes that pronunciation is an essential aspect of communicative competence because inaccurate pronunciation may lead to misunderstandings in communication. In this study, English pronunciation learning refers to the process through which students develop their ability to pronounce English words accurately through listening and repetition activities using songs.

4. Student Engagement

Student engagement is commonly defined as the degree of students' involvement and participation in learning activities. According to (Fredricks et al., 2004), student engagement consists of three dimensions: behavioral engagement, emotional engagement, and cognitive engagement. Behavioral engagement refers to students' participation in learning activities, emotional engagement refers to students' feelings and attitudes toward learning, while cognitive engagement involves students' investment in learning and problem-solving processes. Similarly, (Appleton et al., 2008) describe student engagement as a significant predictor of academic success and learning achievement. In this study, student engagement refers to students' active participation, attention, enthusiasm, interaction, and involvement during

English pronunciation learning through the Listen and Repeat Method using songs.

5. Learning Motivation

Learning motivation refers to the internal and external forces that encourage students to engage in learning activities and achieve educational goals. According to (Dörnyei, 2001), motivation is one of the most influential factors in second-language acquisition because it determines learners' effort, persistence, and willingness to learn. Likewise, (Gardner, 1985) defines motivation as the combination of effort, desire, and positive attitudes toward learning a language. In this study, learning motivation refers to students' interest, willingness, enthusiasm, and persistence in participating in English pronunciation learning activities through the Listen and Repeat Method using songs.

6. Young Learners

Young learners are children who are in the early stages of formal education and are learning a foreign or second language. According to (Cameron, 2001a) young learners are children between approximately five and twelve years old who learn languages differently from adolescents and adults due to their cognitive, emotional, and social development. Similarly, (Scott & Ytreberg, 1991) state that young learners learn best through enjoyable, meaningful, and interactive activities. In this study, young learners refer specifically to third-

grade students of SDN 1 Kalen Kedungtuban Blora who participate in English pronunciation learning activities.

7. Qualitative Study

Qualitative research is a research approach that seeks to understand and interpret social phenomena from the perspectives of participants. According to (Creswell, 2018), qualitative research is an approach used to explore and understand the meanings individuals or groups ascribe to social or human problems. Likewise, Norman K. (Denzin & Lincoln, 2017) explain that qualitative research emphasizes participants' experiences, perspectives, and interpretations within natural settings. In this study, a qualitative approach is employed to explore students' engagement and learning motivation during English pronunciation learning through the Listen and Repeat Method using songs.