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INSIS
INTERDISCIPLINARY
UMSU
Volume. 1, No. 1, May 2026
https://jurnal.umsu.ac.id/index.php/insis
insisinterdisciplinary@umsu.ac.id

IMPROVING CHILDREN'S ENGLISH SPEAKING CAPABILITIES WITH ISLAMIC MUSIC

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Abstract: *Improving Children's English Speaking Capabilities with Islamic Music: An Educational Investigation Abstract Children need learning tactics that are engaging, meaningful, and culturally sensitive in order to develop their English speaking abilities. The use of songs in language training is one strategy that has drawn interest. This study investigates how young learners can enhance their English speaking abilities by using Islamic English songs. Islamic songs are supposed to improve motivation, pronunciation, vocabulary acquisition, and speaking confidence because they incorporate moral values and well-known religious themes. In this study, elementary-level kids participated in structured learning sessions employing Islamic English songs using a qualitative-descriptive and quasi-experimental methodology. The results show that Islamic music greatly enhance pupils' speaking abilities, especially in terms of pronunciation correctness, fluency, and confidence. The study comes to the conclusion that Islamic English songs are a useful, culturally relevant teaching technique for kids' English speaking growth.*

Keywords: *English speaking skills, Islamic songs , young learners, language learning, culturally responsive pedagogy*

INTRODUCTION

English has evolved into a universal language that is essential to technology, education, worldwide communication, and future job prospects. English language ability is now seen as a necessary prerequisite for both academic achievement and career advancement in many nations. Early exposure to English has therefore drawn a lot of attention, especially in terms of the development of speaking abilities, which are crucial for efficient communication. Speaking enables students to actively engage in social and educational exchanges, convey ideas, and share opinions. Early speaking instruction can give young students a solid basis for later language acquisition and communication competency. Even though speaking English fluently is crucial, many young students find it quite difficult to acquire this ability. Low self-esteem, a small vocabulary, incorrect pronunciation, and a lack of exposure to real-world English usage are common challenges. Young students' motivation to participate in class activities may be hampered by their frequent anxiety or fear of making mistakes when speaking English. These difficulties are more noticeable when learning English as a second language as there are few opportunities for practical application. Thus, to help young students develop their speaking

skills, appropriate instructional strategies that take into account both linguistic and emotional variables are required.

The utilization of traditional English teaching resources, which may not always be in line with students' cultural or religious beliefs, might provide additional difficulties in Islamic educational environments. Many English textbooks and educational materials are created in Western cultural contexts, which may contain topics, pictures, or scenarios that are strange or improper for students in Islamic settings. Students may become less motivated, engaged, and interested in learning English as a result of this cultural mismatch. Students may become passive learners and lose interest in speaking exercises if they are unable to relate to the material. As a result, there is an increasing demand for instructional methods and resources that include learners' cultural and religious identities into English language instruction. The use of songs as a language teaching tool is one possible strategy to overcome these issues. Because songs combine verbal input with rhythm, melody, and repetition, they have long been acknowledged as useful teaching tools, especially for younger students. These characteristics facilitate the natural and pleasurable development of vocabulary retention, pronunciation, and fluency.

Additionally, songs foster a laid-back, low-stress learning atmosphere that motivates students to actively participate and practice speaking without worrying about making mistakes. Because of this, songs are frequently utilized in early English instruction to promote spoken language developmen Particularly, Islamic English songs have special benefits in Islamic educational settings. These songs incorporate subjects that learners are already familiar with, such as Islamic ideals, moral teachings, and religious activities, while also offering linguistic input in English. Islamic English songs provide significant links between language learning and students' preexisting knowledge and beliefs by reiterating ideas like thankfulness, civility, faith, and daily worship. This cultural and religious significance raises students' drive to participate in speaking exercises and improves their emotional engagement. Learners are more likely to utilize English confidently and actively when they feel a connection to the material. Islamic English songs are particularly appropriate for young students in Islamic schools since they promote both language development and character education. While mastering English pronunciation, vocabulary, and sentence structures, students are exposed to good ideals through song and related speaking exercises. Learning English can become more fulfilling, pleasurable, and applicable to students' everyday lives thanks to this integrated method. Additionally, it fosters a welcoming and inclusive learning environment that values students' identities and encourages favorable views toward English.

Thus, the purpose of this study is to investigate the potential of Islamic English songs as a teaching technique to enhance the English speaking skills of young learners. This study intends to aid in the creation of culturally aware and successful teaching methods for early English education by investigating how these songs affect students' motivation, self-assurance, and speaking performance. The results of this study are anticipated to offer instructors, curriculum designers, and educational institutions—especially in Islamic educational settings—valuable insights on how to incorporate language learning with cultural and religious values to improve young learners' English speaking proficiency.

LITERATURE REVIEW

Young Learners' English Speaking Proficiency Speaking English fluently is considered by many to be a basic language skill and a crucial sign of effective second or foreign language

learning, especially for younger students. Accurate pronunciation, sufficient vocabulary mastery, fluency in speech output, and self-assurance in using the target language are all interconnected aspects of speaking competence. Because these elements work together, a deficiency in one area could have a detrimental effect on speaking performance as a whole. Speaking necessitates active language creation and direct social contact, which makes it more difficult for young learners than receptive skills like listening and reading. Within a set amount of time, children must assimilate language input, generate replies, and vocally communicate thoughts. This intricacy can cause uncertainty, anxiety, and a reluctance to communicate, particularly in situations involving foreign languages where learners are afraid of making mistakes or receiving poor feedback.

According to theories of language acquisition, children learn languages best in settings that foster meaningful communication and lessen anxiety. According to Krashen's affective filter hypothesis, learners' capacity to assimilate information is limited by emotional elements like stress, fear, and low self-esteem, which can hinder language acquisition. On the other hand, learning situations that are encouraging, fun, and stress-free reduce the affective filter and promote more efficient language acquisition. Therefore, teaching strategies that foster a laid-back classroom environment and let pupils practice speaking without worrying about making mistakes are especially helpful for younger children. Games, chants, role plays, and songs are examples of interactive learning activities that are commonly acknowledged as successful methods for promoting spoken language development. These exercises assist natural language acquisition processes by giving students repeated, meaningful exposure to the target language.

Learners progressively integrate language structures, sentence patterns, and sounds through imitation and repetition. Through this approach, kids can increase their fluency and pronunciation while also gaining confidence in their ability to communicate in English Learners can eventually acquire both linguistic proficiency and favorable attitudes toward speaking in a foreign language by consistent participation in interactive speaking exercises. Songs for Learning Languages Songs have long been recognized as useful teaching resources for foreign languages, especially for younger students. The repeated nature of songs, which encourages language retention and the growth of automaticity in speech output, is one of the main benefits of employing them in language learning. Learners can retain words, phrases, and sentence structures more readily through repetition incorporated into melody and rhythm than through conventional memorizing methods.
Songs not only help with memory but also offer realistic examples of pronunciation, including rhythm, stress, and intonation all crucial components of spoken language. Learners are exposed to natural language use in contextualized and meaningful contexts by singing and listening to songs. Because of this exposure, learners are able to mimic pronunciation patterns unconsciously, improving their spoken English accuracy and fluency.

Song-based training has been found to improve students' oral fluency and pronunciation. Songs' melodic components aid students in identifying phonological aspects of the language, like related speech and intonation patterns, which are frequently challenging to master through explicit instruction alone. As a result, students participate in entertaining learning activities and improve their pronunciation. Additionally, songs have a big emotional impact on language acquisition. They establish an enjoyable, laid-back, and exciting learning environment that lowers anxiety and boosts students' motivation. Students are more likely to actively participate in speaking exercises when they find the learning process interesting. Increased exposure to

the target language as a result of this increased participation eventually improves speaking ability.
In general, songs promote the emotive and motivational aspects of language learning in addition to language growth. Songs are effective teaching techniques for improving young learners' speaking abilities because they promote positive attitudes toward English and encourage active engagement.

METHOD

Design of Research The usefulness of Islamic English songs in enhancing students' English speaking abilities was examined in this study using a mixed-method research approach. The mixed-method approach was selected to give a thorough grasp of the students' learning processes as well as the quantifiable results. While qualitative data was gathered to investigate students' participation, engagement, and responses during the instructional intervention, quantitative data was used to evaluate changes in speaking performance.
The effect of song-based training on students' speaking abilities was investigated using a quasi-experimental approach with a pre-test and post-test format. Since it was not possible to randomly assign individuals in a school context, this approach was deemed appropriate. In order to record natural classroom interactions and offer contextual explanations for the quantitative results, classroom observation was included as a qualitative component.

Participants Thirty elementary school pupils from an Islamic primary school participated in this study. The pupils, who represented young learners in a crucial stage of language development, ranged in age from 8 to 10. Every participant had previously been exposed to English and showed a basic level of skill, including knowledge of fundamental sentence structures and simple vocabulary. Accessibility and applicability to the study setting were taken into consideration while choosing participants. The students were appropriate for the use of Islamic English songs as teaching resources since they were students in an Islamic educational setting. By getting approval from the school administration and making sure that students' involvement remained voluntary and private, ethical issues were taken care of.

Tools for Research Both quantitative and qualitative data were gathered using a variety of tools. A speaking performance rubric was the main tool used to evaluate pupils' speech ability. The four primary aspects of speaking abilities that were assessed by the rubric were speaking confidence, vocabulary usage, pronunciation correctness, and speech fluency. Students' speaking performance could be systematically and consistently evaluated throughout pre-test and post-test sessions thanks to this rubric. Additionally, the behaviour and participation of the students throughout class activities were recorded using an observation checklist. Indicators like participation level, speaking willingness, peer interaction, and general enthusiasm during the learning process were the main emphasis of the checklist. Additionally, audio recordings of students' speeches were gathered in order to facilitate precise assessment and data validation. The recordings guaranteed accuracy in scoring and analysis and enabled the researcher to examine students' oral productions several times.

Methodology Over the course of six weeks, the study was carried out in regular English-speaking courses. Islamic English songs were incorporated as the primary teaching medium during this time. In order to increase students' speaking practice and participation, a planned series of exercises was followed throughout each teaching session. Listening to Islamic English songs, reciting and repeating song lyrics, singing in groups, and practicing pronunciation based

on specific song lines were all part of the learning exercises. Students also finished straightforward speaking exercises pertaining to the songs' topics, such as articulating moral principles, everyday activities, or brief statements drawn from the lyrics. Students were repeatedly and meaningfully exposed to spoken English in a nurturing learning environment thanks to these activities.
Before the song-based training was implemented, a pre-test was given to gauge the pupils' progress. The same speaking exercises and evaluation criteria were used in a post-test that was administered following the six-week intervention. This method guaranteed uniformity and made it possible to compare students' speaking abilities before and after the intervention.

Analysis of Data Both quantitative and qualitative techniques were used to analyze the gathered data. Descriptive statistics, such as mean scores and score comparisons, were used to analyze quantitative data from the pre-test and post-test speaking scores in order to find changes in students' speaking performance across the evaluated factors. To find recurrent patterns pertaining to student engagement, participation, confidence, and speaking behavior, qualitative data collected from classroom observations were subjected to a thematic analysis. In order to provide a more thorough knowledge of the efficacy of Islamic English songs in enhancing young learners' speaking abilities, the qualitative data were utilized to supplement and explain the quantitative results.

RESULT AND DISCUSSION

The study's findings show that using Islamic English songs as a teaching tool significantly improved students English speaking abilities. All of the evaluated speaking components—pronunciation, fluency, vocabulary acquisition, and speaking confidence—showed a constant improvement. Students' oral performance improved during the duration of the instructional intervention, according to data gathered via speaking tests and classroom observations. Students' pronunciation showed more precise intonation patterns and crisper articulation. Many children demonstrated progress in making previously challenging English sounds, especially in word pronunciation and stress placement. Students were able to listen to and mimic proper pronunciation models through repeated exposure to song lyrics, which made their speech during speaking tasks more understandable. Students showed less hesitancy and a more fluid speech flow when it came to fluency. Students were able to talk with fewer stops and interruptions because the repetition incorporated into song-based exercises promoted continuous oral production.

As a result, during oral practice and performance exercises, students were able to communicate ideas more fluidly. Students were able to pick up new language organically by listening to music lyrics. Students were better able to retain and use new terms in spoken conversations when they were exposed to vocabulary in contextualized and relevant forms. During speaking exercises, there was an increase in the range of vocabulary employed. Lastly, students demonstrated increased readiness to engage in oral activities when it came to speaking confidence. Speaking, singing, and performing in front of their peers gave them greater self-assurance. Observations in the classroom revealed that students were more engaged and enthusiastic during speaking sessions. Overall, the findings show that students English speaking abilities have clearly improved across all assessed metrics.

DISCUSSION

The results of this study support well-established theories of language acquisition that highlight the importance of relevant and repeated input in the development of speaking abilities. Learners can integrate pronunciation, vocabulary, and sentence patterns without undue cognitive strain since songs naturally offer repeated exposure to linguistic forms in a natural and captivating way. This kind of input works especially well for younger students because it satisfies their developmental desire for engaging and interactive learning opportunities. Particularly, Islamic English songs helped to establish a comfortable and familiar learning environment. The psychological obstacles frequently connected with speaking a foreign language were lessened by the incorporation of religious themes and values that the students were already familiar with. This familiarity reduced learners' anxiety and fear of making mistakes, both of which are important for enhancing oral performance. Students were more inclined to actively participate in speaking exercises as they felt more confident.

Additionally, the use of religious principles improved students' emotional connection to the course materials. It has been demonstrated that emotional engagement improves motivation, focus, and memory recall. Students are more likely to interact deeply with the language and maintain their effort in speaking assignments when they have an emotional connection to the material.Fluency, pronunciation, and confidence all improved as a result of this emotional involvement.
The results of this study are in line with earlier studies that demonstrated the value of culturally appropriate teaching resources for language acquisition. A sense of identification and belonging is fostered by materials that represent students' cultural and religious origins, and this has a good impact on motivation and engagement. Thus, Islamic English songs served as affective and motivational assistance in addition to verbal intake. These songs offered a comprehensive strategy for improving young learners' English speaking abilities by targeting both the cognitive and emotional aspects of learning. Overall, the debate indicates that speaking outcomes can be greatly improved by integrating culturally sensitive musical resources into language training. Islamic English songs are a useful teaching tool for promoting oral language development in settings where learners' educational experiences are heavily influenced by cultural and religious significance.

CONCLUSION

In conclusion, the results of this study offer compelling proof that Islamic English songs are a useful and culturally appropriate teaching tool for raising kids' English speaking skills. Several aspects of speaking abilities, such as pronunciation accuracy, speech fluency, vocabulary growth, and speaking confidence, were positively impacted by the incorporation of songs into English speaking teaching. These enhancements demonstrate the promise of music-based learning as a useful method for improving young learners' oral language skills. Islamic English songs were used to create a fun and relevant learning atmosphere that promoted engagement and eased students' anxieties. The teaching strategy promoted emotional engagement and a sense of comfort by integrating well-known religious themes and ideals, both of which are critical components of successful language acquisition. Students were able to practice speaking in a safe environment because to this culturally sensitive method, which helped them become more comfortable and self-assured speakers. Additionally, the results imply that integrating value-based content with language education can improve learning's cognitive and affective

components. Islamic English songs served as sources of inspiration and character reinforcement in addition to being instruments for language acquisition. Students showed higher passion during the learning process and were more inclined to participate in speaking exercises as a result. It is advised that teachers use Islamic English songs in English language instruction, especially in Islamic educational settings, based on these results. It is recommended that future studies investigate the long-term impacts of song-based instruction on speaking ability as well as its use in a variety of educational contexts and student demographics. Such research would offer more profound understanding of the long-term viability and wider relevance of this teaching strategy.

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