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Hip-Hop-Based Education as Extracurricular Activity: A Case Study of Learning English Using Rap in Muhammadiyah Elementary School

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Abstract: As one of the learning media, music has been used in hip-hop extracurricular classes at an elementary school in Indonesia. This study aimed to analyze the characteristics of learning English by using music on how teacher exposure English and culture to the students. This study used a qualitative method with purposeful sampling technique with extreme case sampling strategy. The data obtained from observation, teacher interview, and video stimulated recall. The results of teaching English with rap music in the hip-hop extracurricular classes included speed rap, rhyming word, verb rap, and battle rap lyric. These teaching activities emphasized only on the form and word meaning. Hip-hop culture was taught through language and style. Teacher taught the student to know hook while he was concerning about student's English level. Besides, rap styles were taught on how the student dance and wear costume while they were performing in the stage. Since the school has Islamic identity, the teacher integrated the rap styles with Islamic culture. Thus, the teacher preferred to teach his own rap creation rather than adopted rap content from internet or other sources. Although there were no significant results in improving students' English comprehension, hip-hop music in extracurricular classes makes students feel happy and relaxed. Laforgue-Bullido, Abril-Hervás, & Malik-Liévano (2024) stated that the potential benefit of hip-hop as an educational tool by making subject content more engaging, which encouraged teachers to use it as hook' to capture student' interest.
Keywords: Elementary School, Hip-Hop, Learning English, Rap.

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A. Introduction

Music has a significant role in increasing vocabulary acquisition, pronunciation, grammar, and increasing student motivation (Swaminathan & Gopinath, 2013, Moradi & Zamanian, 2014, Kara & Aksel, 2013,Mora, 2000, Kao & Oxford, 2014, Mashayekh & Hashemi, 2011) Kao & Oxford, 2014; Mashayekh & Hashemi, 2011). To choose music as a learning media should depend on the learning objective (Sousa, 2011). If the aim is to make students focus on the task, the soft or classic type is appropriate for use, while music with fast rhythmic can be used to make students actively move.

Hip-hop is one type of music usually applied in teaching. It is actually a cultural expression of African-American society (Ibrahim, 1999) but nowadays it is reduced as a type of music (Banks, 2015). Hip-Hop cultural expression consists of dress style, language, and behaviour. Those cultural expressions are then expressed into various spectrums; through music such as rap, painting like graffiti, literature like poetry, and others like D-jing, b-boying, b-girling. Then, Hip-Hop developed and became a global trend. In Indonesia Hip-Hop cultural expression has been well-famous since 1990s through rap music. The appearance of rapper artists and hip-hop communities in various regions marked the emergence of hip-hop popularity. In fact, the government had banned the emergence of hip-hop because of its rough characteristics and not in accordance with the moral values of the nation's culture (Bodden, 2005). Applying hip-hop in English learning is done by providing informal prosody and register exercises through songs. Segal (2014) emphasized that rapping English for learning activities could be used as an icebreaker, as an opening for learning to review previous material, or a media for new material content. Teaching English with hip hop has a positive impact on language teaching, including creating a fun teaching environment for learners, bringing learners into a relaxed atmosphere, relaxing teacher-learner relationships, expressing popular culture, and increasing learner literacy, for example in helping learners understand and improve vocabulary (Kao & Oxford, 2014), grammar and writing composition (GÜZEL, 2024), pronunciation (Im, 2021).

Generally, implementing hip-hop in education has various types, such as rap, DJing, b-boying/b-girling, graffiti, visual arts, fashion, or poetry. Rap music is one of the types of hip-hop that is most often used in hip-hop pedagogy and research, while other types are less popular. Rap music has rich potential to teach English speech rhythm, develop vocabulary, phraseology, rhyme, rhythmic speech, and street language competencies (Komutstsi, 2022).In Indonesia, there is a few study about rap as a learning media since not many schools implement it. One of the elementary schools in Surabaya has used rap music media in extracurricular activity to teach English. Many online and printed media has report that teaching English using rap music at the school can make student master foreign language. It was reported that students can get to know a lot of vocabulary, produce words spontaneously, practice language intelligence, hone courage and mentality, train speed at the pronunciation of words, practice assertiveness, self-confidence, and train body movements. Those are seems similar to what researchers revealed that rap music plays a positive role in improving vocabulary understanding (Swaminathan & Gopinath, 2013,Moradi & Zamanian, 2014). Lin (2012) explained that rap increases student's confidence in speaking English, improves their English language skills, and creates a fun classroom atmosphere. Teaching English using rap plays a cognitive and psychological role (Kao & Oxford, 2014), as well as socio-cultural (Tom, 2016). In Japan, students who learned hip-hop dance explained that hip-hop motivated them to learn english and develop better communication skills (Tan, 2024).

Studies on learning through hip-hop tend to focus on its programs, teaching, and literacy. Kao & Oxford (2014) and Love (2015) discussed hip-hop programs and teching, Norton (2014) focused on hip-hop literacy, and hip-hop impact on student's learning as a meta-analysis (Ling, Chen, Zhao, & Zheng, 2024). The previous research differs from this study in the socio-cultural context, the research methods used, and the research subjects taken. In a socio-cultural context, the previous research was generally conducted in places where hip-hop was born and has become a social practice in the lives of its people. Meanwhile, my research examines English language teaching using rap music media at a school X in Indonesia that is not thick with hip-hop culture. The subjects of the previous research were from non-formal institutions such as learning communities, by taking a socio-cultural perspective that sees hip-hop as a community practice. Meanwhile, this study was conducted in formal institutions by taking a socio-cultural perspective in the form of the teaching process that occurs in teaching English through rap music media.

This study examines the application of hip-hop learning in Indonesian context, where it is not commonly recognized. From results obtained from informal interviews with teachers, teaching English through rap music at the school has been implemented since 2008 in hip-hop extracurricular classes. Teaching in extracurricular classes is a formal learning activity so it is carried out outside the standard curriculum learning hours. While extracurricular programs exist in many schools, they are typically focused on sports or religious activities and are not strategically used to support academic subjects like EnglishAn extracurricular program based on hip-hop could provide a fun, expressive, and low-pressure environment to reinforce language learning in a more engaging way. In this school, hip-hop as an extracurricular activity has become an innovative way to teach English. However, students had few chances to use English meaningfully so language learning focusing on word knowledge rather than communicative skills. This study aims to potray the implementation of English teaching with rap music at a school in Surabaya. This study offers a contribution on teaching English with rap by using contextual innovation. It shows how hip-hop based education can be culturally adapted by blending western-origin rap with Islamic educational values. Thus, this study contributes a unique perspective on how music and language intersect in English for young learners especially within a moral and religious educational framework. Through innovative pedagogies like hip-hop based education, students gain inclusive and equitable education within creative learning method that emphasizes relevant and culturally responsive learning environment, which are the indicators of SDGs 4.

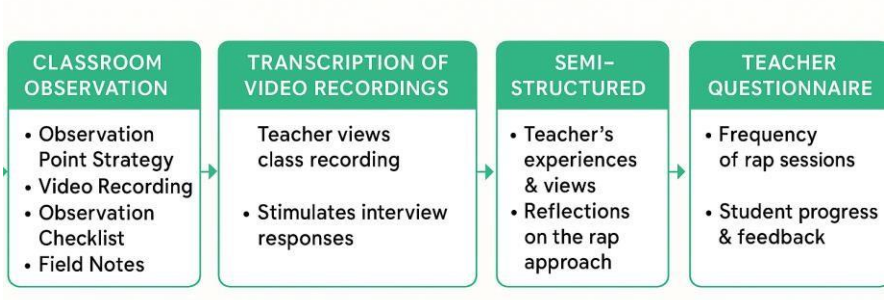
B. Method

This research used a case study on hip-hop extracurricular activities in elementary schools in Surabaya. The subjects were one teacher English teacher who has an ability to teach English by using rap and eight students of hip-hop extracurricular teacher. This study used purposeful sampling with extreme case sampling strategies to select research subjects. Patton (in Cresswell, 2012) mentioned that extreme case sampling is one of the purposeful sampling strategies that present cases that are particularly interesting, either inspiring or causing chaos. The teacher graduated from an English education at a private university in Surabaya. The teacher has experienced teaching English using rap music since 2008. The students in hip-hop extracurricular were 8 students.

Table 1. Students Demographic Information

No	Name (Initial)	Sex (Female/Male)	Grades	Age
1.	Student 1	Female	3	9
2.	Student 2	Female	3	9
3.	Student 3	Female	3	9
4.	Student 4	Female	4	10
5.	Student 5	Female	4	10
6.	Student 6	Female	4	10
7.	Student 7	Female	5	11
8.	Student 8	Female	4	9

The data of this study were obtained from observation, interview, and questionnaire for teachers. The observation was recorded to be used as video stimulated recall during interviewing teacher. As an outsider, before conducting observation, the researcher conducted preliminary studies to quite well understand environmental conditions. This preliminary study data was not included in the data analysis. Because the research was concerned to define characteristics of teaching English using rap music, the observation strategy used was observation point strategy. The researcher would look for an appropriate spot to record the whole class. When observing, the researcher tried to have minimal contact with the teacher and students and generally did not involve in teaching and learning activity. The researcher then transcribed the results of recorded observations. The observation had two research instruments: observation checklist and field notes.



Picture 1. Flowchart of Method

The interview was conducted by one-on-one interview by giving open questions to the teacher. Interviews were recorded and conducted structurally. The researcher composed the main questions including the background and teacher's perception towards rap music and its application in teaching. The questions indicators consist of: (1) teacher's belief, (2) rap implementation in extracurricular activity, (3) challenges and solutions, (4) reflection and suggestions. The video stimulated recall was to produce introspective data (Nunan & Bailey, 2009). The researcher confirmed directly to the teacher about what had happened in the classroom. The confirmed data were the teacher's reason in applying some strategies in the teaching process. The confirmation was done by playing back the video recording after the observation process ended in order to stimulate the teacher's memory of the original events to create quality introspective data.

The data obtained from interview and classroom observation were analyzed qualitatively. The description was qualitatively used to provide information about the characteristics of English teaching using rap music media in the hip-hop extracurricular class. The data analysis stage would be carried out as follows: conducting interview with the teacher and transcribing the results of recorded interviews, observing teaching and learning English activity and transcribing observations recorded, conducting video stimulated recall with the teacher and transcribing the results of the video stimulated recall; analyzing the characteristics of teaching and learning English using rap music based on the theory of Scrivener (2011) about language teaching and Segal (2014) Mahiri (in Johnson & Goering, 2016) based on data transcript of recorded observation, teacher interview, and video stimulated recall.

C. Results and Discussion

The hip-hop extracurricular activities took place every Tuesday after school. There was no book or syllabus that the teacher used as a guide in the extracurricular. Therefore, the English material in hip-hop extracurricular was not structured. Teaching English with rap music in the hip-hop extracurricular classes included speed rap, rhyming word, verb rap, and battle rap lyric. The activities of teaching English using rap music in the hip-hop extracurricular class were done to exposure English words to the students.

Characteristics of Teaching English with Rap Music in the Hip-hop Extracurricular Class

Teaching English using rap music in the hip-hop extracurricular class can be categorized into two forms, production and analysis activities. The production activities were the students read words as in speed rap activities, make word-rhyme, dance, and sing. While, analysis activities are the students listen to the teacher's explanation, translate vocabulary, ask the meaning of the new words, guess random lyric, and other activities. The following is an overview of the production and analysis activities that occur in this hip-hop extracurricular class.

Table 2. English Language Teaching Activities Using Rap Music Media

No.	Activity form	Production	Analysis
1.	To exercise speed rap by using tongue twister	• Try to pronounce alliteration quickly "*a* big black bag dan "Four furious friends " • Do Speed rap in pairs with eye to eye and demonstrate rap style "Hand Shake"	• Listen to teacher demonstration • Search alliteration "a big black bag"
2.	Search word-rhyme	• Pronounce rhyming word • Sing rhyming word and follow rap beat Sing rhyming words following the rap beat instrumental	• Listen to teacher demonstration • Search and guess rhyming word • Ask the meaning of rhyming word
3.	Batlte rap	• Sing battle lyrics with the teacher • Battle lyric randomly either by teacher-student or student-student	• Listen to the teacher's explanation; • Look for the meaning of sunny, rainy etc; • Guess the next lyric in pairs (teacher-student or student-student)
4.	Verb rap	• • Sing verb rap accompanied by beat in group such as hands up, get up ... • Immitate the teacher demonstrate verb rap	• Listen to teacher demonstrations • Ask the meaning of verb-rap • Answer the worksheet about verb-rap • Answer verbs that the teacher asked through gestures

The table above showed that in teaching and learning proses of the hip-hop extracurricular, there are not only production activity but also the teacher ask student to analyse word, guessing, and search meaning. Thus, there are also analysis activity beside production activity. According Fiedler (1982), teaching language should consist of production behaviour and analytical conceptual behaviour. Thus, the teaching and learning process in the hip-hop extracurricular class has those two activities.

The existence of these two activities showed that the students in this class learn two things at once, learning to perform rap as well as learning languages. The words learned by students include greetings topics as well as wether. The production activity made them learn to be able to entertain spectators in stage by performing interesting rap song. At the same time, analysing words, rhyme, and its meaning makes them learn about language. However, this analysis needs to be deepened to determine the extent of exposure to the teaching and learning English activity in the hip-hop extracurricular classes.

Vocabulary Acquisition in the Hip-hop Extracurricular Classes

Vocabulary exposure is done by speed rap strategy, rhyming words, rap battle lyrics, and rap verb. In speed rap activities, students pronounced English alliteration by using the tongue twister technique. In the teaching activity looking for rhyming words, students looked for two or more words that had the same final sound. The rhyming words that appeared in the class activities include water, sleeping, open, and kettle. Meanwhile, students practiced rap movement styles in verb rap activities. The teacher taught students some vocabularies such as hands up, get up, sit down, jump, turn left, turn right, to the front, back. While taught those vocabularies, the teacher also demonstrated to students how to move. Battle rap song became the most complex learning activity among other activities. In battle rap activity, it actually required spontaneity, but took place in reverse in the hip-hop extracurricular class. Battle in the extracurricular class was an exercise to memorize lyrics in pairs between teacher-students and student-student.

However, from these activities, teaching emphasized more on word knowledge rather than using words communicatively and contextually. Knowledge of English words that are exposed in this extracurricular class consisted of exposure to the form and meaning of words. Teaching the form and meaning of the word according to Nation (2001) are how to produce word sounds (pronunciation), word forms (writing and spelling), word functions, meanings, relationships with other words, grammar, collocation, frequency, and registers. However, in this class, the teaching of forms and meanings only focused on pronunciation, writing, and the meaning of words. By focusing on these three aspects of teaching, teaching English using rap music in this hip-hop extracurricular class did not yet include all teaching components about word knowledge proposed by Nation. Thus, the hip-hop teaching in this extracurricular activity focuses primarily on basic word knowledge, which, according to Thornbury (2006), is an essential part of phonlogy instruction. The teacher provided students with opportunities to listen to word pronounciations, practice and repeating them, and receive feedback when they encounted difficulties.

The extracurricular teaching could not be categorized in communicative language teaching. This was because there was no opportunity to interact, learn, and use language in accordance with the context of English communication. The teaching strategies that the teacher always used were repeating sentences, drilling, reading aloud, providing available rap lyrics, conducting translation word by word without explaining the word contextually. Such teaching strategies were carried out by the teacher to to shape students' language intelligence and enable them to rap on stage. However, if referring to the language teaching theory according to Scrivener (2011), teaching English in the hip-hop extracurricular class which only focused on the level of exposure to language system knowledge might not to be able to achieve the extracurricular hip-hop goal to form student language intelligence.

Exposure to Hip-Hop Culture in Extracurricular Classes

The purpose of teaching English using rap music media according to the teacher's statement was to make the students be able to rap on the stage. Referring to the goal, the researcher believes that it was necessary to investigate how the characteristics of English-language rap in teaching were exposed in the hip-hop extracurricular class. Referring to the opinions of Segal (2014) and Mahiri (in Johnson & Goering, 2016), the teaching of English using rap music has several characteristics, i.e. (1) teaching prosody, (2) teaching informal registers, (3) teaching rap content in the form of lyrics or video, (4) exposing rap culture. Exposure to all characteristics was analyzed from recorded data of teaching activities observation. The researcher found that not all teaching activities expose these four things. Teaching the characteristics of English rap in the hip-hop extracurricular class consists of three things, i.e (1) rhythm, (2) language, and (3) culture. Exposure to these three characteristics could be briefly seen from the image below.

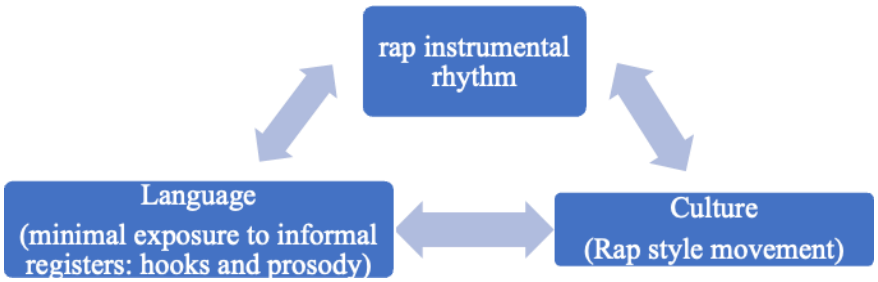


Figure 1. Teaching Rap Culture in The Hip-hop Extracurricular

Every production and analysis activity in teaching in the hip-hop extracurricular class is accompanied by rap instrumental background. In the activity of singing rhyming words, the teacher played the instrumental background of rap music. Then, in other activities when lyrics battle or singing verb rap, the teacher also did the same thing. Thus, the rap music content applied in this teaching was only an rap instrumental form background. There was no other rap music content taken from videos or internet. Yet,

according to Mahiri (in Johnson & Goering, 2016), teaching rap content in the form of videos or original rap lyrics needs to be exposed in class. However, the teacher preferred to teach his own rap creation rather than adopted rap content from internet or other sources. According to him, what he did was useful to avoid harsh words, not common, dirty, which is commonly found in rap videos from internet or other sources. The teacher's decicions reflected Kruse's (2016) principle of authenticity, which emphasizes that hip-hop learning should represent the place and culture in which it is implemented. His decicions also reflected his views on hip-hop culture, which Mannheimer (2016) categorized into two perspectives: positive and negative. In this case, the teacher held a negative view, expressing concerns about lyrics that contain violence and sexisms.



Picture 2. Hip Hop Extracurricular Process

Even though the teacher used his own rap lyrics, he did not forget to insert words/phrases in the form of hooks that have been commonly found in rap lyrics. Hook is an informal register in the form of word reduction in rap lyrics which is also commonly found in informal conversation. The hooks were found in the teaching activites of weather rap song and speed rap. In the weather rap song activity, the hook appeared in the lyrics in the word "alright" which was reduced to aight. Meanwhile, the speed rap alliteration activity of four fourious friends fought for the phone what's up, i.e. what is up was reduced to what's up. However, the teacher felt that he only needed to teach the pronunciation without the meaning. In addition, the teacher also felt that he did not need to give too many hooks to his lyrics arrangement because of the student's level of English.

Several references on the role of rap music media in teaching English describe the role of rap in terms of cognitive and psychological (Kao and Oxford, 2014) and socio-cultural (Tom, 2016). The effect on cognition and psychology was in English language skills as a foreign language and the building of motivation and self-confidence in learners. The study described in the research of Kao and Oxford (2014) showed their child's experience when attending school in America. With weak English language competence, their child was unable to build communication with teachers and schoolmates, which made their child feel sad. Then, after teaching using rap music media began to be introduced to their child, their motivation, self-confidence, and

English language competence began to build. Their child's experience inspired him to try using rap music media in teaching at a public school in Taiwan.

Meanwhile, Tom's (2016) research shows the role of rap in socio-culture, referring to the positive experiences of marginalized groups who have managed to escape the racism that often occurs in the context of education in America. They began to dare to voice their voices, appear in the community environment, and be open to forming joint dialogues in the scope of education, knowledge, and community. These studies proved that hip-hop pedagogy has a broad role if applied appropriately in teaching English.

Exposure to rap culture in the classroom was introduced through rap style movements or dances. In the speed rap activity, the teacher taught a hand shake rap style. According to him, this style was necessary to overcome the students' difficulties in speed rap and support the students' stage actions. The rap culture according to the teacher, besides being found in rhymes and rhythms, was also introduced through costumes. Hip-hop standard costumes feature accessories such as necklaces, hats and stylish clothing while still considering school culture. So, he argued that not entirely hip-hop fashion culture must be applied since it was important to consider Indonesian culture of politeness. Thus, he explained that hip-hop style clothing must be neat and need to be cultured with Islamic costumes. In this case, a hijab fashion style with a hip-hop style was preferred by the teacher.

The teaching barrier was that the lyrical content in the rap music used was not good enough to support the teaching objectives. The lyrical content created was not suitable for use as a learning resource. Broughton (2017) stated that teachers need ethical consideration according to the values of home culture. During the learning observation, the students learned about types of weather through rap music. However, they could not remember the vocabulary well because the lyrical content created did not contain repetition. The lyrical content did not provide vocabulary repetition for types of weather. In fact, according to Mora (2000), music can have a positive influence on students' memory if it provides repeated lyrics. Another factor is that the teacher does not prepare the teaching steps well, so the objectives cannot be achieved. Thus, if the lyrical content could be adjusted to the learning objectives, learning English using rap music might improve students' competence.

D. Conclusion

There were three things that the teacher exposed in the teaching activity, i.e: (1) language, (2) rhythm, and (3) culture. Rap rhythm exposure was done by giving an instrumental rap music on production and analysis activities. The language exposure was done by reading words, reciting, singing, searching rhyming words, writing, and memorizing. In terms of vocabulary words exposure, the teacher used the rap speed strategy, looked for rhyming words, battle rap, and rap verbs. The extracurricular teaching could not be categorized in communicative language teaching. This was

because there was no opportunity to interact, learn, and use language in accordance with the context of English communication. The teaching strategies that the teacher always used were repeating sentences, drilling, reading aloud, providing available rap lyrics, conducting translation word to to shape students' language intelligence. Thus, it focused on the level of exposure to language system knowledge. However, the vocabulary exposure did not tend to teach student with informal register, including uncommon words, harsh words, and dirty words. There were only two informal registers found in the sentence, which were hooks (pronounced words/phrases), such as aight and whats up. The lack of teaching informal register did not reflect rapping English. The teacher only taught rhyme words. Meanwhile, cultural exposure was found in rap speed rap and verb rap. Teaching rap in this hip-hop extracurricular did not imitate the origin of rap culture but by integrating it with the school characteristics, social cultural identity, rap music popularity, and school promotion. Therefore, movement, dance, and style were adapted to the school's cultural context. The cultural exposure was done by teaching the students in the movement and fashion styles of rap culture. To avoid the rap culture which according to the teacher had been issued containing abusive, dirty, and unusual language, rap modification in English was done by the teacher by arranging his own lyric content.

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