

Singing Method: Can It Improve the Early Childhoods' Language Skills?

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ABSTRACT

Mastering language earlier for early childhoods is very urgent. It is because through language early childhoods can express their thoughts easier to their parents, teachers, and people around them. Through language, early childhoods are also able to learn five other basic abilities, such as: (1) religious and moral values, (2) physical-motor, (3) cognitive, (4) social-emotional, and (5) art. This study aims to analyze the effect of using singing method applied to the early childhoods aged 5-6 years. To acquire the data, the researchers employed qualitative method under a descriptive approach. Based on the observation, the data showed that singing method applied by the teachers at school and also applied by the parents at home become an effective method to enhance the early childhoods' language skills, such as: (1) helping them to have self-confidence, (2) helping them to be able to memorize the lyrics of the song, (3) helping them to be able to enhance the new vocabulary, and (4) helping them to be able to understand the meaning of the new words. In conclusion, the use of singing method is effective to develop the early childhoods' language skills.

Keywords: *early childhood education; early childhoods; language skills; singing method*

INTRODUCTION

Language plays an important role in communication process between a person and another. Through a language, the harmonious relationships between a person, his family, and his social are interconnected. In the context of early childhood, language becomes a determining factor for every early childhood to develop their cognitive, affective, and psychomotor. Therefore, neurologists claim that the early childhood aged 0-6 years are categorized as the golden age to grow and develop their language skills (Hidayat, Nurhayati, et al., 2023, p. 110; Susilawati, 2014, p. 143).

In the reality, the early childhoods' language development cannot be separated from the parents' guidance at home and the teachers' teaching at school. At home, the parents have to guide and provide the sustainably touch of language to the early

childhoods every moment. Similarly at school, the teachers have to guide and provide fun teaching process for the early childhoods, so that learning outcomes can be properly achieved. Learning outcomes for the early childhoods have to be in accordance with the main standard on early childhood development attainment levels (STTPA) referred in appendix I of the Regulation of the Minister of Education and Culture Number 137 of 2014 concerning National Standards for Early Childhood Education. In STTPA, it is stated that there are six basic abilities of early childhood that should be optimally developed, such as: (1) religious and moral values, (2) physical-motor, (3) cognitive, (4) language, (5) social-emotional, and (6) art. From those six basic abilities aforementioned, language becomes the urgent ability that should be developed earlier (Y. Hidayat & Nurlatifah, 2023, pp. 33–36; Nugraheni & Suparno, 2023, p. 4120).

However, not all parents and teachers are able to encourage their early childhoods to develop their language skills. These problems refer to low education, limited knowledge, and experience possessed by parents at home, and not not all teachers graduated from ECCE teacher education. Thus, the teachers cannot teach their early childhoods in accordance with their expertise. For this reason, the parents and the teachers are required to know and understand various appropriate methods to encourage the early childhoods' language development. One of the appropriate methods such has been investigated and studied by previous researchers is the singing method (Susilawati, 2014, p. 147).

According to the experts, the singing method is a method at which the voice and tone become the medium used in the learning process, so that early childhoods feel happy and join every learning activity optimally (Mardiah & Ismet, 2021, p. 404). In another definition, the singing method is a tool to express ideas and feelings in the form of beautiful words to serve as learning aid to teach to the early childhoods. The singing method is also called as the dynamic method that connects sentences to the tempo of song's notes (Ratno, 2021, p. 6; Susilawati, 2014, p. 48). For the early childhoods, singing is a fun activity, so that the learning atmosphere would be more focused for them and make their learning more conducive during the learning process. In addition, singing has an effect on the early childhoods' language development optimally. Empirically, the use of singing methods to the early childhoods' learning could develop their physical, motor, intellectual, emotional, and social aspects (Fadlillah, 2016, pp. 42–43; Susilawati, 2014, p. 148).

The present study is underpinned by three previous studies. The first previous study was conducted by Susilawati (2014) entitled, "Implementation of Singing Method in Developing Speaking Skills of Children Aged 4-6 Years (Descriptive Study on the Application of Singing Method in PAUD Al Azhar Syfa Budi Parahyangan)". Then, the second previous study was undertaken by Ridwan & Awaluddin (2019) entitled, "Application of Singing Method in Improving Mufradat Mastery in Arabic Language Learning in Raodhatul Athfal". Finally, the last previous study was done by Mardiah & Ismet (2021) entitled, "Implementation of Singing Method in Developing Speaking Skills of Children Aged 4-6 Years".

Based on the three previous studies aforementioned, the first previous study done by Susilawati (2014) and the third previous study conducted by Mardiah & Ismet (2021) have similarities with the present study, at which both of them focus on the use of singing method in developing the early childhoods' language skills. Meanwhile, the second previous study undertaken by Ridwan & Awaluddin (2019) has difference in Y variable, which focuses on development in improving mastery of Arabic mufradat. Referring to the aforementioned background of the study, the researchers proposed two research problems **“What is the effect of using singing method on the early childhoods' language skills in Pos PAUD Bahrul Ihsan?”** From the research problem aforementioned, the researchers then proposed a research objective: to determine the effect of using singing method towards the early childhoods' language skills in Pos PAUD Bahrul Ihsan. Then, the present study entitled, **“Singing Method: Can It Improve the Early Childhoods' Language Skills?”**

METHOD

The present study employs qualitative method under descriptive approach. Such the familiar definition, qualitative method is defined as a research method based on the philosophy of postpositivism, used to examine the natural condition of objects, at which researchers are the key instrument, data collection techniques are triangulated, data analysis is inductive, and the results emphasize meaning rather than generalization (Sugiyono, 2013, p. 9). Meanwhile, Wragg (1999) argues that the descriptive approach is understood as a research design in which researchers observe a series of activities carried out by students in class (Hidayat et al., 2022, p. 75; Hidayat, Nurhayati, et al., 2023, p. 102).

The present study was conducted during a week within 5 meetings on January 10th – 15th 2023. This research was carried out at Pos PAUD Bahrul Ihsan, located in Dusun Batukurung RT. 09, RW. 03, Desa Kawasen, Kecamatan Banjarsari, West Java. The subject in this study was 14 early childhoods aged 5-6 years at Pos PAUD Bahrul Ihsan. The fourteen early childhoods were chosen as the population and sample in the study. In the present study, the researchers acted as the teachers and also the observers and were accompanied by another teacher to observe and gather the document during the use of singing method. Then, the entire observational activities are recorded in field notes.

The data collection technique is carried out into 3 stages: (1) beginning the learning process by doing pre-teaching, (2) having the learning process by doing whilst-teaching through using singing method based on the theme of learning, (3) then recording the process of using singing method during the teaching and learning process and what is the effect of using singing method on the early childhoods' language development (Mulyono et al., 2023; Wahyuningsih et al., 2023). After the data is recorded in field notes, it is then analyzed qualitatively using triangulation technique: (1) Data Reduction, at which the researchers selected and summarized the main data focused on the urgent themes and removed the unused data, (2) Display Data, at which

the researchers presented the data systematically, and (3) Drawing Conclusions, at which the researchers concluded the data that have been written in the previous steps (Hidayat, Susanti, et al., 2023, p. 6).

FINDINGS AND DISCUSSION

The researchers observed during the process of using singing method to develop the early childhoods' language at Pos PAUD Bahrul Ihsan. Actually, the use of singing method not only applied by teachers at the school, but also applied by parents at home. During the process of observation, the early of childhoods sang several songs guided by the researchers assisted by another teacher. The aforementioned process of using singing method, it can be seen through the following figure.



Figure 1. Process of observation on the use of singing method to the early childhoods

Afterwards, the observation itself was conducted during a week within 5 meetings on January 10th – 15th 2023. The observation was done by the researchers and assisted by another teacher. Besides that, the parents are also involved to observe their early childhoods' language development through using singing method. In addition, the parents are also asked for repeating the early childhoods to sing the song given at school at home. From the data gathered, those are written in field note as follow.

Table 1. The observation results of using singing method to the early childhoods learning process

Observation date	Time	Observation results
January 2023	10 th 08.00-10.00	At the first meeting, the researchers introduced what singing is and some examples of songs to the early childhoods. From the observation, the data showed that there are 5 early childhoods or 35,7% can sing, but they do not really understand the meaning of the words they sang.
January 2023	11 th 08.00-10.00	At the second meeting, the researchers used a model of the song, then the researchers asked the early childhoods to listen to the song in order to enhance their vocabulary. Through the media of listening the song, the early childhoods began to be motivated to sing the song together. As the results, the early childhoods

			understand the words in the lyrics of the songs they heard, so that there are 7 early childhoods or 50% understand the meaning of the words they sang.
January 2023	12 th	08.00-10.00	At the third meeting, the researchers began to practice the singing method at which the researchers acted as the teachers to guide how to sing the song to the whole early childhoods for several times. Then, the researchers were assisted by a singing teacher and invited the whole early childhoods to sing together. Through practicing singing together for several times, the early childhoods feel happy to imitate and re-sing the song. Later, the researchers recorded the song sung by the whole early childhoods. The results, there are 10 early childhoods or 71.4% understand the meaning of the words they sang.
January 2023	13 th	08.00-10.00	At the fourth meeting, the researchers asked for the parents to write at least two effects of the singing practice to the early childhoods. Furthermore, the data written by the parents showed that: (1) the early childhoods have self-confidence, (2) the early childhoods can memorize the lyrics of the song, (3) the early childhoods can enhance the new vocabulary, and (4) the early childhoods can understand the meaning of the new words.
January 2023	15 th	08.00-10.00	At the last meeting of observation, the researchers evaluated whether the whole early childhoods sing the song independently or not. The data showed that there are 10 early childhoods or 71,4% have self-confidence, can memorize the lyrics of the song, can enhance the new vocabulary, and can understand the meaning of the new words. Meanwhile, there are 2 early childhoods or 14,3% only have self-confidence and can memorize the lyrics of the song. The rest of 2 early childhoods or 14,3% only be quiet and have activeless.

Source: (Data, 2023)

Based on the data gathered and written in the field note aforementioned, in general it could be stated that the use of singing method to the early childhoods at Pos PAUD Bahrul Ihsan was effective to develop the early childhoods' language skills. Nevertheless, the use of singing method must be applied by the teachers through giving model. In addition, the use of singing method must always be accompanied by the teachers at school and also accompanied by parents sustainably at home.

In this section, the researchers need to answer the research question set forth in the introduction section. The research question is: **“What is the effect of using singing method on the early childhoods' language skills in Pos PAUD Bahrul Ihsan?”** Referring to the data gathered and written in the field note, the effect of using singing method on the early childhoods cover four points. Those are: (1) the early childhoods have self-confidence, (2) the early childhoods can memorize the lyrics of the song, (3) the early childhoods can enhance the new vocabulary, and (4) the early childhoods can understand the meaning of the new words.

The answer from the research question aforementioned is also the results of the present study. These results are in line with the results of the three previous studies conducted by Susilawati (2014) which showed that the use of singing method applied both by the teachers at school and the parents at home is effective to support the early childhoods' language skills. Hence, the singing method becomes the alternative way to

enhance the early childhoods' language skills along with supported by supportive environment. Likewise as the results of previous study conducted by Ridwan & Awaluddin (2019) which showed that the use of singing method supported the early childhoods feeling happy to learn and remember new vocabulary heard from the song given. Finally, the results of the last previous study conducted by Mardiah & Ismet (2021) stated that singing method help the early childhoods' developmental speech, such as: (1) developing vocabulary mastery, (2) developing expressions in speaking, (3) helping during communication to the environment, and (4) making easy to arrange words into simple sentences. The results of the present study are also in harmony with other studies conducted by (Amalia et al., 2022; Hidayat, 2023; Khairani et al., 2023; Ratno, 2021; Yul et al., 2023).

Afterwards, the difference between the results of the present study and the results of the three previous studies such mentioned aforementioned, the effect of using singing method can enhance the early childhoods' language development particularly in raising their self-confidence to learn the particular theme at school, memorizing and understanding new vocabularies, and making cheerful during learning both at school and at home. The whole differences aforementioned becomes the novelty of the present study conducted by the researchers.

CONCLUSION

Referring to the results of the present study stated aforementioned, the researchers conclude that the use of singing method has an effective effect on the early childhoods' language skills, including: (1) the early childhoods have self-confidence, (2) the early childhoods can memorize the lyrics of the song, and (3) the early childhoods can enhance the new vocabulary, (4) the early childhoods can understand the meaning of the new words.

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