

The Effectiveness of Singing Methods in Developing Early Childhood Language Skills

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Abstract

This research aims to determine the effectiveness of singing methods in developing language skills in early childhood learners. This type of research is field research. The instruments used are observation techniques, interviews, questionnaires, and documentation. Data analysis was carried out descriptively on 17 children, with data collection steps, namely descriptive statistical analysis, data reduction, data presentation, and data verification. Based on the research findings, it can be concluded that children's language development through the singing method is carried out through the planning, implementation, and evaluation stages. Because most children do not yet read, teachers combine singing methods with storytelling to develop language skills. Test results show that most students develop according to expectations (BSH) with an average score of 29.6. 18% of students are in the early stages of their development (MB), 47% of students are developing according to expectations (BSH) and 35% are developing very well (BSB).

Keywords: *Singing Methods, Early Childhood, Language Skills*

INTRODUCTION

Education is a medium for the transformation of values and knowledge which functions as the originator of human culture and civilization. Education involves efforts to develop and nurture all human potential without exception and without prioritization of a number of existing potentials. By developing and fostering all of this potential, education is expected to lead humanity towards achieving a level of culture that upholds the essence of human dignity. This is in line with the words of Allah (God) in Surah Luqman, verse 14, which states:

عَظِيمٌ لَّظُلْمِ الشِّرْكِ إِنَّ ۖ بِاللَّهِ تُشْرِكُ لَا يَبْنِي يَعْظُهُ وَهُوَ لِأَبْنِهِ ۖ لَقَمَنْ قَالَ وَإِذْ

And remember when Luqmân said to his son while advising him, “O my dear son! Never associate anything with Allah (in worship), for associating (others with Him) is truly the worst of all wrongs.” (Q.S. Luqman: 13)

Based on the verse above, the author can explain that educating and teaching children is an order from Allah SWT. Additionally, the verse also explains how Luqman taught his

son not to associate partners with Allah because this act was unjust and prohibited. Therefore, in educating children, educators must provide good lessons for our children from childhood to adulthood.

Language is a communication tool used by every human being, whether conveyed verbally or non-verbally, which is essentially a medium for conveying messages, or as a means of communication by symbolizing thoughts and feelings to convey meaning to others (Helwani, 2016).

A child needs language to enhance their communication because a child's language will not develop without stimuli or triggers in the learning process. Parenting styles and the intensity of stimuli also play a role in a child's language development. This is evidenced by children experiencing speech delays due to a lack of interaction at an early age.

The lack of development of children's language can be seen from the fact that parents do not teach and train their children to enhance their language skills. This situation is largely influenced by technological advancements in the era of globalization, which unconsciously makes parents neglect the patterns and processes of children's development, influenced by busy work, gadgets, and other preoccupations. The efficiency of the singing method offers highly optimal benefits in terms of its implementation and processes. Apart from enhancing children's language, the singing method also impacts children's expressive interactions, improving their motor and cognitive abilities. These benefits automatically influence children's developmental patterns very well.

Based on the background discussion of the problem in this research, the author is interested in conducting research to address language issues in early childhood using the singing method, to overcome the problem of speech delay.

METHODS

The research method used in this study is a combination of quantitative and qualitative methods (mixed research), specifically employing field research. Field research involves conducting research directly in the field or among respondents, with the aim of finding, showing, or proving the relationship between facts and theories (Nasution, 2006; Noor, 2017; Sugiyono, 2018; Siyoto and Sodik, 2015).

The population for this study consists of 32 students aged 4-6 years old enrolled in TK Roudhoh Banten. The number of samples in this study was half the population, namely 17 students. Besides students, this study will involve teachers teaching at TK Roudhoh Banten as resource persons in the interview sessions.

Research instruments occupy a very important position in determining how and what needs to be done to obtain data in the field. The instruments used in this research are observation guidelines, interview guidelines, and documentation.

The types of data used in this research are primary data and secondary data. Primary data is sourced directly from interviews with informants or resource persons. Meanwhile, secondary data is obtained indirectly from sources such as research journals and profile documentation archives of TK Roudhoh Banten, Serang City.

The analysis technique in this research involves qualitative descriptive and descriptive statistics, the aim is to describe the implementation of the research.

RESULTS AND DISCUSSION

1. Planning the Implementation of the Singing Method at TK Roudhoh Banten

It can be observed that the use of the singing method in learning can enhance children's language skills. To find out more about the learning process, teachers use steps on how to utilize the singing method to develop early childhood language skills at TK Roudhoh Banten.

The teacher's efforts in creating an environment conducive to the learning process are essential. This is aimed at ensuring that the learning objectives are achieved optimally. Therefore, teachers are required to formulate daily learning implementation plans.

Based on the findings mentioned above, it is known that teachers at TK Roudhoh Banten prepare daily learning implementation plans before conducting any activities. In addition, teachers also learn the steps of using singing methods. This is done solely to optimize the learning outcomes for students. As the theory explains, planning is a concept known to almost everyone nowadays. Essentially, planning determines the activities to be carried out in the future. Planning is related to determining what will be done. Planning is made long before implementation because it marks the beginning of all aspects that will be carried out.

Roger A. Kauffman defines planning as the process of setting goals or objectives to be achieved and determining the ways and resources needed to achieve those goals as efficiently and effectively as possible (Wahyudin, 2020). In the context of teaching, planning can be interpreted as the process of developing lesson materials, utilizing teaching media, employing teaching approaches and methods, and assessing within a specific timeframe to achieve predetermined objectives (Indrati, 2020).

Learning planning is an important step to achieving success. If the learning plan is prepared well, the learning objectives can be achieved effectively and efficiently. Therefore, lesson planning offers several benefits, including serving as a tool to identify and solve problems, guiding the learning process, providing a basis for utilizing resources effectively, and can be used to predict the outcomes to be achieved (Kurniawan et al., 2021).

The theoretical explanation above is in line with the findings at TK Roudhoh Banten, where teachers at TK Roudhoh Banten create their Daily Lesson Implementation Plans (RPPH) as part of the teaching planning process at the beginning of the academic year.

In this preparation, the teachers held a special meeting to smoothly prepare the RPPH until it was completed for one semester. After completing the RPPH, teachers at TK Roudhoh Banten studied the materials that would be taught in class so that they could optimally achieve the learning objectives. The media and methods used in RPPH are varied, there is one method that is the focus of research, namely the singing method.

Before conducting learning inside the classroom, teachers prepare appropriate teaching materials to make learning enjoyable for students. This includes storybooks and other resources, and teachers often tell stories while singing during their lessons. That way, children will be happy to follow the lesson until it is finished.

2. Implementation of the Singing Method in Developing Early Childhood Language Skills at TK Roudhoh Banten

The teachers at TK Roudhoh Banten use the singing method by starting with reading the title, followed by briefly explaining the content and purpose of a song or story that will be sung together with the children. They explain the gist of the song to capture the students' attention. This is done by all teachers, whether they are using the singing method or other methods. To facilitate the development of their student's language abilities, after discussing the cover and the gist of the content, teachers immediately select several students to repeat the story while singing. The purpose is to shape their mentality, and by repeating the story, the language structure is naturally formed.

The teachers at TK Roudhoh Banten are very optimistic that their students' language structure will be formed by repeating songs, both heard and seen. Additionally, teachers also provide guidance to their students on the usefulness of singing or books, aiming to ensure that their students understand and pay attention to what the teachers are conveying.

As explained in the theory, answering more complex questions about the story's title, mentioning groups of images with similar sounds, communicating verbally, being able to answer questions asked, having a vocabulary and knowing symbols in preparation for reading, writing, and arithmetic, being able to mention the names and number of characters in the story, compiling simple sentences in a complete structure (main sentence-predicate-adverb), having more words to express ideas to others, and continuing part of a story/fairytale that has been heard (Chandrawaty, 2020).

Mentioning known letter symbols, recognizing the initial sounds of objects around them, identifying groups of pictures with the same initial letter sounds, understanding the relationship between sounds and forms, reading their own name, and writing their own name. So the aspects mentioned above greatly influence the development of children's language skills. Children's language development can be said to be developing optimally if children can receive and express language well, and can recognize and understand literacy well.

Additionally, one expert suggests that children in kindergarten are in the phase of expressive language development. This means that children can express their desires,

rejections, and opinions using spoken language. Children can now use spoken language as a communication tool (Susanto, 2014).

Similar to the findings at TK Roudhoh Banten, the learning process carried out by the teachers at TK Roudhoh Banten in developing students' language skills using the singing method has proven to be truly effective. This method makes evaluation easy for teachers because the children's favorite method is just singing and telling stories. Through singing, children can enhance their language skills, enabling them to read words in books. From Mrs. Iffat's previous explanation, it can be seen that this singing method is very helpful in learning at TK Roudhoh Banten, the same as what was conveyed by Mrs. Siti Juleha. Therefore, the implementation of the singing method in developing language skills is considered successful and effective in being delivered by teachers in developing students' language skills.

At TK Roudhoh Banten, teachers often combine the singing method with storytelling to maximize the content because the majority of TK Roudhoh Banten students have limited reading proficiency. However, through storytelling, students can absorb and comprehend all the language conveyed by the teachers.

3. Evaluation in Developing Language Skills through Singing Method for Early Childhood Students at TK Roudhoh Banten

The implementation of evaluating the use of the singing method to enhance the language skills of students at TK Roudhoh Banten is still quite limited. However, by using the singing method the students' language development is prominent so that it can be evaluated by memorizing songs and singing. Additionally, to assess the language development of students at TK Roudhoh Banten, storytelling is also used as a support in developing their language skills. Through this method, students can easily comprehend all the language or words conveyed by the teacher during class and also when speaking outside the classroom. Consequently, students can imitate all forms of words and language.

Moreover, the language abilities of students at TK Roudhoh Banten vary greatly. Some students easily remember words, while others frequently forget words (languages). However, in their everyday language, they have a good understanding. As explained in the theory, the assessment or evaluation phase is conducted using observation guidelines to understand the extent of the development achieved by individual students as well as groups.

Furthermore, based on interviews with teachers at TK Roudhoh Banten, it was found that students at TK Roudhoh Banten are aware of various languages and words, many of which are influenced by their family backgrounds. Some speak Jaseng (Jawa-Serang), and others speak Sundanese or Bahasa. Providing knowledge of ancestral language words, such as in the case of Jaseng, is challenging because after returning home from school, where they are taught the use of Bahasa by teachers, the students revert to speaking Jaseng and Sundanese, as it is their natural way of speaking inherited from their parents.

Based on the information provided, the language knowledge of students at TK Roudhoh Banten is greatly influenced by their individual experiences and the environment in which they live and interact. The evaluation of the singing method in developing children's language skills has proven effective because it helps expand the vocabulary of the children. For example, if a child lives in an environment where Jaseng is spoken, they tend to have good knowledge of the Jaseng language and are accustomed to using their regional vocabulary in daily communication.

However, with singing and learning methods at school, children at TK Roudhoh Banten could enrich their language knowledge with a wider vocabulary. This helps them develop diverse language skills, not just limited to one language. Through the singing method, children can learn and recognize words in the language taught at school, so they can expand their language knowledge. With the introduction of different languages, children at TK Roudhoh Banten can become rich in understanding words both in the common language and in Jaseng. This can give them an advantage in communicating with various people and adapting to different environments.

From the above description, it can be understood that class management based on playing and singing is an effective approach to creating edutainment-based learning. In this context, teachers organize, guide, and conduct lessons through play and singing to achieve the desired learning objectives. This approach benefits by creating an enjoyable and engaging learning atmosphere. Through this method, students will not feel bored or disinterested during the lessons. Playing and singing activities help capture the interests and attention of children, maintaining their involvement in the learning process. This positively influences the motivation and enthusiasm of the children for learning.

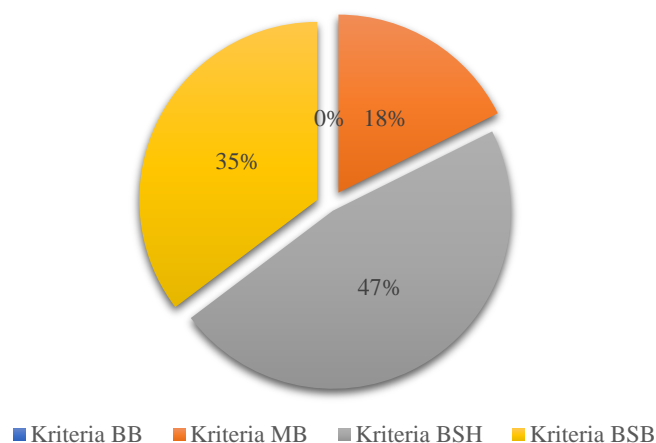
Furthermore, playing and singing also stimulate the optimal growth and development of children. Playing activities allow children to develop motor skills, creativity, cooperation, and problem-solving abilities. Meanwhile, singing can enhance language skills, auditory abilities, rhythm, and emotional expression in children. By integrating learning and entertainment through playing and singing, class management based on playing and singing creates an enjoyable learning experience that supports the comprehensive development of children.

Table 1
Children's Language Development Results

No	Name	Gender	Age (years)	Value	Criteria
1	Sezza	Woman	4	23	MB
2	Nazmi	Man	4	29	BSH
3	Milan	Man	6	33	BSB
4	Ayu	Woman	5	27	BSH
5	Arsyila	Woman	5	29	BSH
6	Qilla	Woman	6	31	BSH
7	Nazia	Woman	6	31	BSH

No	Name	Gender	Age (years)	Value	Criteria
8	Fatimah	Woman	6	20	MB
9	Ara	Woman	6	31	BSH
10	Afi	Man	6	33	BSB
11	Cio	Man	6	33	BSB
12	Kiran	Woman	6	33	BSB
13	Althaf	Woman	6	31	BSH
14	Cahya	Man	6	33	BSB
15	Giska	Woman	6	30	BSH
16	Kafka	Man	6	22	MB
17	Hasan	Man	6	35	BSB
Average				29.6	BSH

Source: *Processed Research Data (2023)*



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Figure 1
Average Child Language Development

Based on Table 1 and Diagram 1 above, the author can explain that the effectiveness of implementing the singing method in developing early childhood language at TK Roudhoh Banten is running and being implemented effectively. This is based on the average value obtained of 29.6. This value lies in the interval 25 - 32.5 with the criteria of developing according to expectations (BSH).

Based on the diagram above, the author can explain that as many as 47% or 8 of the students sampled in this study developed according to expectations. As many as 35% or 6 students sampled in this study developed very well. As many as 8% or 3 students sampled in this study were included in the beginning to develop the category.

CONCLUSION

The conclusions of this research are as follows:

1. The planning process for implementing the singing method in developing children's language at Roudhoh Banten Kindergarten goes through several stages, namely:

a. Planning

Teachers at TK Roudhoh Banten prepare a Daily Learning Implementation Plan (RPPH). The main aim of preparing the RPPH is to achieve learning objectives optimally. In planning to use the singing method, teachers at TK Roudhoh Banten prepare songs to be taught to students.

b. Implementation

In implementing the singing method to enhance children's language skills, teachers first explain the content of the song. Teachers often combine singing and storytelling methods to maximize the material because the majority of TK Roudhoh Banten students have limited reading proficiency.

c. Evaluation

To assess the language development of children at TK Roudhoh Banten, it is necessary to conduct an evaluation of their learning outcomes. This evaluation involves testing whether the children's language skills fall into the categories of not yet developed (BB - Belum Berkembang), beginning to develop (MB - Mulai Berkembang), developing as expected (BSH - Berkembang Sesuai Harapan) or developing very well (BSB - Berkembang Sangat Baik). There are several instruments used in evaluating children's language development. The first evaluation assesses the child's language comprehension skills. The second evaluates how well the child can express words or language, and the third evaluates the development of literacy in children, including their ability to imitate writing and speech.

2. The implementation of the singing method applied by teachers at TK Roudhoh Banten begins with reading the title, followed by a brief explanation of the content and purpose of a song or story that will be sung together. Teachers explain the essence of the song to capture the students' attention, enhance fluency, and help develop the language skills of the children. After singing or storytelling, teachers will select several students to repeat the story and song. The purpose of this step is to familiarize the children with responding and using the appropriate language. By being chosen to repeat the story and sing, children naturally form language patterns.
3. The implementation of the singing method to develop children's language skills at TK Roudhoh Banten is effective. Test results indicate that the majority of students are developing as expected (BSH) with an average score of 29.6. There are 18% of students beginning to develop (MB), 47% of students developing as expected (BSH), and 35% achieving excellent development (BSB). Family environment factors play a crucial role in a child's language development, and parental involvement is essential for consistent use of the language learned at school. With the support and collaboration between teachers and parents, children at TK Roudhoh Banten can

enhance their language abilities holistically and enrich their knowledge in various languages.

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