



BERNYANYI DAN BERGERAK DALAM IRAMA SEBUAH LAGU UNTUK BELAJAR KOSAKATA DI TAMAN KANAK-KANAK

Elma Eskarina¹, Lilia Indriani²

^{1,2}English Education, Universitas Tidar. Jalan Kapten Suparman No. 39,
Magelang Utara, Magelang, Jawa Tengah, 56116. Indonesia.

E-mail: eskarinaelma@gmail.com¹, indriani@untidar.ac.id²

Abstrak

Kemampuan Bahasa Inggris diharapkan dapat membantu masa depan anak dalam berinteraksi secara global dan memudahkannya untuk menjalin hubungan secara luas. Salah satu hal yang menjadi perhatian dalam pembelajaran Bahasa Inggris adalah mengajarkan kosakata pada anak melalui kegiatan yang menyenangkan sehingga anak tidak menjadikan Bahasa Inggris sebagai mata pelajaran yang membosankan dan sulit. Salah satu metode yang digunakan untuk membantu pengenalan Bahasa Inggris kepada anak adalah dengan menggunakan metode yang menyenangkan seperti gerak dan lagu yang biasa dilakukan sebagai rutinitas di kelas. Penelitian ini bertujuan mengetahui tingkat kemampuan siswa dan persepsi siswa dalam meningkatkan *vocabulary* Bahasa Inggris setelah diberikan *treatment* menggunakan gerak dan lagu. Penelitian ini menggunakan metode kuantitatif melalui *pre-experimental design* yang memanfaatkan *pre-test* dan *post-test* kepada sekelompok siswa untuk mengetahui perkembangannya sebelum dan setelah diberikan perlakuan. Pemberian tes tersebut akan menjadikan pembandingan yang sesuai dan akurat untuk mengetahui peningkatan yang terjadi pada siswa. Teknik pengumpulan data dilakukan dengan observasi kelas pada salah satu Taman Kanak-Kanak yang memiliki ekstrakurikuler wajib Bahasa Inggris. Temuan penelitian ini adalah anak-anak usia dini memiliki hasil yang cukup signifikan setelah diberi perlakuan. Bahkan, ada anak yang dapat menjawab hampir semua kosakata pada sepuluh objek yang ditunjuk. Selain itu, berdasarkan tanggapan siswa yang mengikuti pembelajaran, mereka menyukai cara tersebut dengan tanda jempol dan senyuman yang ditampilkan kepada guru. Peneliti menyimpulkan bahwa metode gerak dan lagu dapat menjadi salah satu metode yang cocok digunakan kepada anak usia dini untuk mengenalkan Bahasa Inggris.

Kata kunci: Anak usia dini; Kemampuan Bahasa; Pembelajaran Bahasa Inggris; Gerak dan lagu; Vocabulary

SING AND MOVE A SONG FOR LEARNING VOCABULARY IN KINDERGARTEN

Abstract

English language skills are expected to help children in the future to be able to interact globally and make it easier for them to establish relationships widely. One of the concerns in learning English is to build vocabulary in children through fun activities so that children do not feel that learning English is too boring and difficult. One of the methods used to introduce English to children is to use fun methods such as movements and songs which are usually done as a routine in class. This study

aims to determine how the level of students' abilities and students' perceptions in improving English vocabulary after being given treatment using motion and song. This study used quantitative methods through pre-experimental design that utilizes pre-test and post-test to a group of students to determine their progress before and after being given treatment. Using the test would make an appropriate and accurate comparison to find out the improvement that occurs to students. The data collection technique was carried out by classroom observation at one of the Kindergartens that had compulsory English extracurricular. With the results in the post-test, the findings of this study were that early childhood children could have significant results after being given treatment. There were even children who can answer almost all the vocabulary in the ten designated objects. In addition, based on the responses of students who took part in the lesson they revealed this method with a thumbs up sign and a smile shown to the teacher. So it can be concluded that the motion and song method can be suitable methods for early childhood to introduce English.

Keywords: Early Childhood; Language skill; English learning; Move and song; Vocabulary

INTRODUCTION

Early Childhood Education (PAUD) is an opportunity for children to develop their personality and potential by providing stimulation for physical, spiritual (moral and spiritual), motor, intellectual, emotional, and social development for optimal development (Suyadi, 2013). Early childhood becomes a period of development and growth that determines the future development of the child or at an older period.

According to Yus (2011: 18), the environment is one of the factors that can influence children's development so as to improve what children carry from birth, one of the environments designed is Kindergarten. Children up to the age of six are at a stage that determines the formation of fairly rapid development and makes it unique (Wiyani, 2012). From this opinion, children at a rapidly developing age need to choose an environment in which to develop their potential. One of which is by taking them to Kindergarten, which is a form of early childhood education that is in the path of formal education.

Language development is one of the important developments for

children. With this ability children can identify themselves, interact, and collaborate with other people (Wiyani, 2014). Language is part of human left brain development which also affects speech development (Aida & Suprapti, 2018). Consequently, since early childhood language stimulation needs to occur so that there is no delay in speaking.

In fact, according to Sujiyono, (2012), the most sensitive period in human life in language development is at the age of zero to six years. Added by Susanto (2017), children aged four to six have better language development. Sari & Nasirun (2017) also explained that one of the areas of development that is important and requires more attention by parents and PAUD teachers is in the field of language development. Therefore, the development of children at an early age needs to be optimized so that they do not pass this valuable period in vain. One of which is by bringing children into a clear world of education together with the right teachers.

Speech development is also related to language development, however, speaking will be hampered if there are language differences behind

it. From this problem, a unifying language or international language emerged, namely English so that all countries can communicate properly using it. Based on the explanation of Gusrayani (2014) by making English an international language, English learning is increasingly widespread and can be mastered by many developed countries in the world.

Relating to early childhood, Syafei (2016) gave his opinion that introducing English to early childhood (5-12 years) will make it easier to guide them. Based on the results of research from Rishantie (2018), improving language skills has the aim of developing listening, communicating (oral and written) skills, and increasing vocabulary in children. Thus, introducing English to children from an early age can help them in the future to be able to compete globally.

By looking at the characteristics of early childhood who still like to play, have short concentration time, and think concretely, teachers need to think concretely as well and make English learning more creative and innovative (Gusrayani, 2014). According to Wiyani (2014), children's language development can include aspects of listening, speaking, writing, and reading. Thus, in teaching English to early childhood should be done in concrete activities so that children can easily understand it. Therefore, the methods used by the teacher have a tremendous influence on optimal learning goals.

Furthermore, Pura (2019) added that creative and innovative learning from teachers such as determining learning strategies, media, types and forms of learning, and evaluation tools to make it more attractive so that it attracts children's interest and motivates them to think critically and determine new things. Based on the results of Suriansyah's (2015) study, quality learning outcomes can be obtained through a quality learning process as well. Therefore, teaching becomes influential to achieve quality

learning goals so that it has a significant impact on students.

One of the methods of teaching English that is fun for children is by movement and song. According to Suyadi (2015), playing makes children's daily lives and introducing English go together. It involves aspects of the mind and body movements in the method of movement and song. Songs can create a fun and uplifting atmosphere for children (Seefelt, 2018) and movement becomes a means for children to express something (Muti'ah, 2010). A study conducted by Sari et al., (2019) prove that audio media can also improve children's speaking skills. So, learning while playing can foster children's artistic, language, physical, emotional, and cognitive talents.

Children at kindergarten age can be taught to do movements symbolically, express their feelings through movement, dancing, and playing. Thus, the advantages of using the motion and song method according to Muliawan (2017) are easy, cheap, simple, and fun. Knowledge and moral messages can be conveyed and make it stick to children's memories for quite a long time. In addition, through movement and songs, children can learn while playing in activities that are concrete, fun, and enthusiastic in learning English vocabulary. Based on the explanation above, the researchers want to know the impact of using move and song for children in learning English vocabulary.

METHODOLOGY

This research would use a quantitative approach that aims to determine the results of the effects of using the method of motion and song in early childhood through the final test results. Specific design that researchers chose was a pre-experimental design. It can produce the result of the pre-test and post-test of learning vocabulary by to see how changes have occurred in these kindergarten children. Thus, to find

out the progress, it is necessary to calculate numerical data through the pre-test and post-test given to kindergarten children.

The use of pre-test and post-test could help in finding out how the memory of English vocabulary with the method of movement and song in children works to finally produce changes at the end of treatment. This test contains ten pictorial questions that can attract children to fixate on it. As such, students were asked to name the English of the object randomly so that the children got their own chance. After knowing the correct answers from the students on the post-test, the teacher would categorize the value A to E.

Songs and movements have been prepared by the teacher before learning by adopting other children's songs so as to make children more familiar with the tones of the songs. Movement was formed by taking the characteristics of the image of the object so that children can easily remember concrete things that have been taught by the teacher. From this selection, it is hoped that it can have a significant impact on children so that in the future it can be an appropriate method of learning vocabulary for children.

Due to the Covid-19 pandemic, there were restrictions on the number of children coming to school. There are five to six children who come to school per day out of a total of 32 children in two classes. Even though they were in different classes, the observed children are in the same group, namely group B. On the day of the study, the number of participants in this study was 30 children out, of 32 children entirely, due to external factors that influence. In this respect, researchers need one week to get the overall results.

This research was conducted in a kindergarten that has compulsory English extracurricular activities. In this content, the research location can be categorized as meeting the research criteria. In addition, reason that the

researcher took was because the number of students as research participants was quite large so that the data obtained could be varied and unique. At that place, the researcher became an observer and the English teacher at the kindergarten was given treatment. The writer becomes a researcher because there was a concern that if students were given a new teacher, the child would become passive due to several factors such as fear, embarrassment, and so on.

Before learning begins, children would be attracted to the songs that are played and the pictures that have been pasted on the blackboard. Then, the song is stopped and the teacher enticed the children to provide answers in English to the designated pictures. After getting the results of the pre-test, the teacher starts the treatment by repeating and interactive classes. After giving the treatment, students were asked to answer the English vocabulary for the designated object, from which the post-test results are taken. The results of the correct answers in the pre-test and post-test will be juxtaposed so that the correct answers to each child became correctly judge their progress.

RESULTS AND DISCUSSION

Based on the test, the following results obtained in the pre-test and post-test of 30 kindergarten-age children as shown in the following table.

Tabel 1. *The Result of Pre-test and Post-test*

No.	Pre-test	Post-test
1.	0	60
2.	10	50
3.	0	70
4.	0	60
5.	0	50
6.	0	80
7.	10	80
8.	0	40
9.	0	50
10.	0	70

11.	0	80
12.	0	50
13.	0	60
14.	0	50
15.	0	70
16.	10	70
17.	20	90
18.	0	70
19.	0	50
20.	0	50
21.	0	70
22.	0	60
23.	0	60
24.	0	60
25.	0	50
26.	0	70
27.	0	50
28.	0	70
29.	0	60
30.	10	80

Table 1. Bring up *the Pre-test and Post-test results*

Based on the table above, the researcher multiplied the correct number by ten to have the correct value to categorize A to E according to what the kindergarten teacher did to give grades to her students.

$$\text{Score} = \text{Correct Answer} \times 10$$

Looking at the table above, there are still many children who did not know English from the object he indicated by the teacher. There were 25 children who got a score of 0 on the pre-test results. Based on the results of their observations, they have not commented if the played song would be directly asked at the beginning because they enjoy the songs and movements practiced by the teacher.

In addition, there were five students who could answer several questions correctly. Four children could answer one question correctly and one child could answer two questions correctly in one song loop. Even so, the results they obtained were still in the low category because the highest score was only 20.

After the pre-test, the teacher asked students to be enthusiastic

about learning again together and doing the existing treatment repeatedly with simple questions and answers. With the initial shock therapy, students become excited and paid attention to learning.

At the end of the treatment, the teacher gave post-test the students. With the same picture but pointing at the picture randomly, students were asked to name the English of the object. Based on the results shown in the table above, students increased compared to when the pre-test was carried out.

All students could answer several correct answers. There was even one student who could answer almost all the questions correctly. However, there was one student who also got the lowest score among the others, specifically 40. The model in the table above obtained a score of 50 because there were nine children who got it. Furthermore, eight children scored 70, and seven children succeeded in answering six questions, which means they had a value of 60.

With regard to the post-test results that well-improved compared to the results on the pre-test, it can be said that the treatment could form significant results for children aged early in learning English vocabulary. The results of this study are supported by Sujiyono (2012) that children will learn seriously, build their knowledge, and learn by interacting socially with adults and other children. if their needs are met, feel safe, and comfortable. In addition, children can also learn by playing so that they can motivate own interest and curiosity according to their development.

To find out how students respond to learning, the teacher gave short questions about the students' feelings. The teacher instructing students to give a thumbs up if they like it and give a shake of the head if they do not like it. In observation, children gave thumbs up and smiled to the teacher and gave other positive responses such as fun, and so on. Therefore, teachers

also got enthusiasm and motivation to develop creative and effective methods for further English learning to students.

Active learning used by making children active in learning and asking questions to children will help children in building their knowledge. By experiencing they could also form a concrete experience coupled with a fun way of playing so that students would easily remember it.

A well-organized and well-thought-out environments such as distances and the arrangement of objects around would make students feel comfortable. Children ability to move freely could create a sense of comfort for children and also helped in increasing their physical potential.

The success of children and the achievement of learning goal in school cannot be separated from the role of teachers in activities in class and outside the classroom. As such, the role of teachers for early childhood is to become facilitators (Sujiyono, 2012). Adding the opinion of Suyadi (2015), the teacher's job is to help children understand what they are learning in a creative way. It should also be noted that all aspects of development in children are related to one another and each child has a different development process. Therefore, they cannot be equated immediately.

The experience that children have at the age of children will affect their subsequent development. Therefore, the development of children needs to be considered for further development. If children are given ways to practice new skills and improve the skills they already have, the children will be helped to have various ways to learn, find solutions to things, and find out other new things.

Activities that are specifically designed to introduce collaborative behavior in the classroom are needed to make children easy to socialize and develop existing potential so that children are freer in creating

(Suriansyah & Aslamiah, 2011). Adding the opinion of Gusrayani (2014), learning English for early childhood is enough by pointing to the intended spoil or something concrete so that children can directly understand the learning.

Basically, children have the ability to create their knowledge. The involvement of children directly in language learning, especially English, will help children find their own way of remembering the vocabulary given by the teacher. The existence of games in learning also helps children to like learning such as learning English as stated in this study. One thing that can increase children's interest in learning while playing is by using motion and song methods that are familiar to young children. This method creates fun for children by means of body movements and singing songs that make children actively sing because of the cheerful tones.

In addition, this research also supports the previous studies related to the use of motion and song methods, one of which is (Paquette & Rieg, 2008); (Millington, 2011); (Albaladejo et al., 2018) saying that with children's movements and children songs can improve skills in aspects of language, especially English in Early Childhood Education. Songs also play a role in helping early childhood development and make have a fun atmosphere to introduce English. Creating an atmosphere that attracts children's interests, a positive learning environment for children to develop academically, socially, emotionally, and creatively can be done through activities that contain concrete songs.

By and large, it can be concluded that the success of the English learning process in early childhood is influenced by various factors such as a supportive environment and facilities. These can help children learn new things, help achieve optimal learning goals and the ability of teachers to choose learning methods. Appropriate

methods such as the use of motion and song methods in early childhood can create motivation and curiosity about something, improving speaking skills by remembering English vocabulary, and motor skills (how children also love to learn by singing and moving).

CONCLUSION

From the research that has been done, it can be concluded that the use of motion and song methods in early childhood can help in learning and improving English vocabulary. With the positive influence that occurs in research on improving English vocabulary in early childhood, movements and songs are suitable because they build positive learning experiences and enhance their knowledge. It can be seen that children's interest are formed during learning and makes the final result of the lesson increase. It is important for teachers to create an environment that can inspire and encourage children's motivation so the students will be happy and safe. This study confirms that early childhood of children is motivated, enthusiastic, and enjoyable by means of singing while learning. Repetition song and concrete movement make the children to be able to collaborate between movement and song compilations. In short, a comfortable and safe learning atmosphere also affects build new knowledge. Besides, it is necessary to make adjustments by looking at the characteristics of the child's movements and types of songs. Thus, whatever type of song the teacher chooses, research has proven that songs can definitely affect language skills or vocabulary and increase motivation.

REFERENCES

- Akmal, S., Masna, Y., & Nasution, L. A. (2021). Engaging To Nurturing: English Language Teaching Strategies and Constraints for Very Young Muslim Learners At Kindergarten in Aceh. *Jurnal Ilmiah Islam Futura*, 21(1), 46. <https://doi.org/10.22373/jiif.v0i0.5397>
- Albaladejo Albaladejo, S., Coyle, Y., & de Larios, J. R. (2018). Songs, stories, and vocabulary acquisition in preschool learners of English as a foreign language. *System*, 76, 116–128. <https://doi.org/10.1016/j.system.2018.05.002>
- Al-Harbi, S. S. (2019). Language development and acquisition in early childhood. *Journal of Education and Learning (EduLearn)*, 14(1), 69–73. <https://doi.org/10.11591/edulearn.v14i1.14209>
- Arumsari, A. D., Arifin, B., & Rusnalasari, Z. D. (2017). Pembelajaran Bahasa Inggris pada Anak Usia Dini di Kec Sukolilo Surabaya. *Jurnal PG-PAUD Trunojoyo : Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini*, 4(2), 133. <https://doi.org/10.21107/jpgpaud.v4i2.3575>
- Džanić, N. D., & Pejić, A. (2016). The Effect of Using Songs On Young Learners and Their Motivation for Learning English. *NETSOL: New Trends in Social and Liberal Sciences*, 1(2), 40–54. <https://doi.org/10.24819/netsol2016.8>
- Millington, N. T. (2011). Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*, 2(1), 134–141. <https://doi.org/10.5746/leia/11/v2/i1/a11/millington>
- Ningsih, N. (2019). the Effect of Song in Teaching English. *English Language Teaching for EFL Learners*, 1(1), 1.

- <https://doi.org/10.24252/elties.v1i1.7413>
- Octaviana, D. W. (2017). Teaching English To Young Learners. *English Education: Journal of English Teaching and Research*, 2(2), 124. <https://doi.org/10.29407/jetar.v2i2.808>
- Purwanti, R. (2020). *Pembelajaran Bahasa Inggris Untuk Anak Usia Dini Melalui Metode Gerak dan Lagu*. 5(2), 91–105. <https://doi.org/https://doi.org/10.33369/jip.5.2.91-105>
- Sari, E. M. (2016). Meningkatkan kemampuan berbicara melalui lirik lagu. *Indonesia*, 1(1), 35–40.
- Shirin, A. (2020). Does Play Help to Learn Vocabulary? A Case Study on Primary School Teachers' Attitude of Dhaka City in Bangladesh. *Indonesian Journal of Early Childhood Education Studies*, 9(1), 53–61. <https://doi.org/10.15294/ijeces.v9i1.38891>