



SONGS AND MOTIONS AS A METHOD TO INTRODUCE ENGLISH VOCABULARIES AT EARLY CHILDHOOD EDUCATION

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Abstract

This study aims to explore the description of song and motion as a method in introducing vocabularies (number and colour) in English at one of the kindergartens in Banjarbaru. This study used a qualitative approach to collect, analyse, and interpret several data which were related to one particular phenomenon, that is the description about Song and motion as method in introducing vocabularies in English at early childhood. The participants of this study are 15 children of group B Bilingual Matahariku Kindergarten. The data were collected using interview, observation and documentation. First, interview with the teacher and the headmaster. The interview is used to know information about learning English by using the song and motion method. Second, the observation is done to collect information about description about Song and motion as method in introducing vocabularies (number and colour) in English. Then, to support the data taken from the interview and observation of this research, this study used documentation to get children's English skill in introducing vocabularies (number and colour) in the form of anecdotal notes assessment and also children in singing and doing movements or children's motoric in English learning activities. The finding from this study revealed that the song and motion method is very beneficial for the children's English vocabularies, children can remember the vocabularies about number and colour in English and also the learning is fun, children feel happy. This study might be used as an input for a teacher to create learning English in the classroom.

Keywords: Song and motion method, Vocabularies, Number, Colour, Early childhood education

INTRODUCTION

Early age is a period of development and growth that greatly determines the development of children in the future or adulthood (old age) (Fadlillah Muhammad, 2012). Early childhood until the age of six years is a very decisive age in the formation of development that is unique and rapid, for example in kindergarten (Novan A Wiyani, 2014). Then according to (Yus, 2014) environment is one of the factors that influence children's development. It can be concluded that early childhood is a sensitive period which is very important for children because golden age is very important to develop cognitive, affective, psychomotor, language, socio-emotional and spiritual development.

Children's language skills can identify themselves, and interact and work together with others (Novan Ardy Wiyani, 2014). Person's life from birth to six years is sensitive period for language and has better language development (Sujiyono YN, 2012) (Susanto, 2017). It can be concluded that language development is one of the basic abilities that must be possessed by every child because language is needed in communicating with the environment in a society.

Language has a very important role in human life, namely as a means of social communication. English is an international language which is also a language that is widely taught and controlled by many developed countries in the world English introduces to children at early stage, to introduce simple English but also taught as one of the local need subjects. It can be concluded that a country that masters English can be said to have entered the era of globalization and can establish various kinds of international relations with other countries. This is the reason more and more people are trying to learn English well to be able to compete globally and introduce English early on to children. Children have certain periods of development with age, every child experiences language and concept development quickly especially if it is supported by the introduction of English from an early age to be useful for them as they grow older in competing with the world.

Teachers must to try to concretize abstract language (Gusrayani, 2014). In line with the opinion of (Susanto, 2017) teachers are needed to provide an understanding of the development of children's language. It can be concluded that in teaching English to early childhood children must be done with concrete activities.

The result of the study found that it is very important to make children learn English in various activities to avoid boring, uncomfortable, afraid (Monarisa, 2016). Learning strategy has been widely acknowledged to play an important role in foreign language learning to help the learners in improving language competence (Sakinah et al., 2020).

But in reality, the problem that occurs is that English is rarely taught as an introduction to children's language skills, whereas given the importance of rapid language development is at the golden age of children, besides that English is an international language. Therefore, English must be taught to young children. This happens, due to lack of knowledge of suitable English learning methods in the ability to speak in English that is right for children. There is one kindergarten that inserts English as their language of instruction. The method used by the school is the song and motion method in learning English for speaking skills so that children feel easy with English. Movement and song have proven to be an ideal tool for young children to learn in a fun way, and as the best teaching aids to teach language to young children (Rachmi, Yusrafiddin, Purnomo, Sopandi, Agus, 2009). Through movements and songs performed while playing can help children to further develop their intelligence not only in aspects of the development of art, language and physical but also in the emotional and cognitive development of children (Suyadi, 2015).

The song at the end of the class activity can help teachers and children reflect and summarize the day's activities (Seefeldt, 2008). According to (Muti'ah, 2010) motion is a means of expression and diverts fear, sadness, anger, pleasure. Motion becomes a very creative thing when combined with music interpreted by children in their respective ways.

Motion is part of the natural existence of children aged three, four, and five years. Instead of telling them to move to the music, the teacher should start by forming the children's natural movements (Seefeldt, 2008). Songs are assumed can motivate students in learning language. Children are enjoy listening songs, and singing and learning with it. That is why music is an essential part of the teaching-learning process for young learners (Zarwin, 2018).

The strengths of the Motion and Song method are easy, inexpensive, simple and fun; the knowledge or moral messages conveyed can be inherent in the child's memory for a long period; for certain types of songs can foster enthusiasm and passion for life, the soul of patriotism and the desire for great sacrifice (Shoimin Aris, 2014).

It can be concluded that through the method of motion and song children can learn while playing. English learning activities become enthusiastic activities because learning is fun, children can learn vocabularies speaking skills in English with enthusiasm. This study then focuses on the description about song and motion as method in introducing vocabularies (number and color) in English at early childhood.

METHODS

Qualitative research is the focus of attention with a variety of methods, which include interpretive approaches which mean to find meaning and naturalistic to the subject of the study, or in other words focus on humans and their interactions in social contexts (Putra, N & Dwilestari, 2013). Qualitative research is used to examine the condition of natural object (Sugiyono, 2016).

This study used a qualitative approach. This study was intended to collect, analyze, and interpret several data which were related to one particular phenomenon, that is the description about Song and motion as method in introducing vocabularies (number and colour) in English at early childhood.

Participants and Setting

This current study focuses on description about song and motion as a method in introducing vocabularies (number and colour) in English at early childhood. The Bilingual Matahariku Kindergarten, Banjarbaru Kalimantan Selatan, Indonesia is at TK Bilingual Matahariku which is located at Jl. Peramuan Citra Bangun Persada Complex Blok M No. 6, Landasan Ulin Tengah, Liang Anggang, Banjarbaru, South Kalimantan, the status of the land is self-owned, the school building is a permanent building made of cement. TK Bilingual Matahariku was founded in 2011 by LPP Ar-Rahman. The vision of TK Matahariku is to foster intelligence, health, joy, creativity, skills, independence, self-confidence and the character of bright students. While the mission is "Setting up an atmosphere of play while learning is fun" and which introduces English in learning by using song and motion method. The participants of this study are 15 children of group B. The Bilingual Matahariku Kindergarten has facilities for 5 (five) classrooms (KB, A1, A2, B1, B2). The number of children in group B for 2019/2020 is 15 (ten) with 9 (three) girls and 6 (six) boys. They are Alfatih Bima, Fadil, Reza, Azzim, Arkan, Pita, Shella, Zakiah, Syita, Norlin, Nadya, Qilah, Arasita and syeikara. The background of the 15 (ten) children, most of them are having parents who work as traders, teacher, Butcher, Polri and TNI-AD.

Instrument

The researcher uses instruments interview to know information about learning English by using the song and motion method. Then observation, it is to know about English learning by using motion and song method. The researcher made observation in English learning activities with theme "my favorite", so that the researcher directly saw how the children's abilities were in the vocabularies of number and color (English) by motion and song method. Then, the documentation (the form of anecdotal notes assessment).

All of these instruments function to gather information on description about Song and motion as method in introducing vocabularies (number and colour) in English at early childhood.

Data Collection Procedure

The data were collected using interview, observation and documentation. First, interview with the teacher and the headmaster. The interview is used to know information about learning English by using the song and motion method. Second, the observation is done to collect information about description about Song and motion as method in introducing vocabularies (number and colour) in English. Then, to support the data taken from the interview and observation of this research, this study used documentation to get children's English skill in introducing vocabularies (number and colour) in the form of anecdotal notes assessment and also children in singing and doing movements/children's motoric in English learning activities.

Data Analysis

As the data of this study was collected, the analysis can be done by collecting data to drawing conclusions. According to Putra (2013) field notes are the main database in qualitative research. After returning from each observation, interview, or other research session, the researcher typically writes out, preferably on a word processor or computer, what happened. The researcher renders a description of people, objects, places, events, activities, and conversations. In addition, as part of such notes, the researcher will record ideas, strategies, reflections, and fieldnotes: the written account of what the researcher hear, sees, experiences, and think in the course of collecting and reflecting on the data in a qualitative study. It is concluded that field notes are written notes about what is heard, seen, experienced, and thought in the context of data collection and reflection on data in qualitative research.

FINDINGS

Based on the data through observation in class with theme "my favourite" sub-themes (colours) such as the colour number 1 (red), number 2 (yellow), number 3 (green), number 4 (purple) and number 5 (blue). The activities found are, the teacher explained the name of the colour in English, number 1 (red, red), number 2 (yellow, yellow), number 3 (green, green), number 4 (purple, violet), and number 5 (blue) i.e., blue). Then the teacher shows the pictures one by one and gives a question from picture number 1 (red) who knows what number this is? Almost all children eagerly answer one "one" ma'am in a loud voice and while pointing the index finger (one).

And the number one colour that is drawn here is the red colour in English is "red". Next, this picture, what colour is the number? The child answers 2 (yellow), then the teacher says that yellow is "yellow", meaning "two" (showing index and middle fingers) coloured "yellow". The teacher shows the next picture, the number 3 (green), the children answer three colours in green, yes the number 4 four and the green is green. Now picture number 4, what colour is it? The children answered quickly and loudly purple mom. Yes, purple is true "violet". Well then number 5, the colour blue is "blue", all the children also say "blue".

The teacher started from the concept by giving examples by singing the song (numbers 1-5 in English), namely "One is One, Two is two, Three is three, four is four, Five is five, those are the names of numbers" and the colour song Red is red, Red is red, Yellow is yellow, Green is green, violet is purple, Blue is blue ". All children were enthusiastic about singing the song in a loud and rather loud voice. While moving lift the colour and number flashcards.

At each meeting the children experienced an increase in the pronunciation of each color and number vocabularies in English. In every meeting child can pronounce themselves correctly without being guided by the teacher. This indicates that the repeated concrete activities in learning English through motion and song have succeeded in optimally improving children's English vocabularies skills in number and colour.

Then, based on the data got through from documentation of the instruments used in collecting the information about in the form of anecdotal notes assessment and also children in singing and doing movements/children 's motoric in English learning activities. Based on the teacher's assessment notes that the children sing accompanied by movements, 1 child is Developing as Expected (BSH) namely Bima because singing only with a loud voice without clarity, confidence and finger movements. There are 14 Very Good Development (BSB) children namely Fadil, Reza, Azzim, Pita, Shella, Zakiah, Arkan, Syita, Norlin, Alfatih, Nadya, Qilah, Arasita and syeikara because of very confident singing, finger movements.

DISCUSSION

Children have various ways to learn and find out and have various ways to show what they know, children will learn more easily if children feel safe and comfortable, children's learning motivation appears when activities are carried out according to children's interests and encourage children's curiosity (Sujiyono YN, 2012). Therefore, knowing children closely to make them feel safe and comfortable is important. The characteristics of a

comfortable environment must be created for children to feel comfortable in learning.

The task of teachers is to help children understand what they have learned creatively (Suyadi, 2015). The implementation of a good classroom activity process should be accompanied by a form of attention given by the teacher such as encouragement and motivation, with motivation to generate activity (Rusman, 2011). Then (Sujiyono YN, 2012) states that a child can learn as well as possible if their needs are met and they feel safe and comfortable psychologically. Therefore, knowing children closely in order to make them feel safe and comfortable is important. Research findings that quality learning outcomes can be obtained from quality learning processes (Suriansyah &, 2015).

The child have a variety of ways to learn and find out and have various ways to show what they know, children will be easier to learn if children feel safe and comfortable, Characteristics of early childhood are (1) unique (2) egocentric, (3) active and energetic, that is, children are happy or happy to do various activities (4) strong curiosity and enthusiasm for many things, (5) exploratory and adventurous (6) spontaneous (7) happy and rich with fantasy (8) still easily frustrated (9) still lacking consideration in doing something (9) short attention span (10) passionate about learning and learning a lot from experience (11) increasingly shows interest in friends (Fadlillah Muhammad, 2012) (Yus, 2011). According to (Suriansyah & Aslamiah, 2011) for kindergartens, cooperative learning makes children freer to be creative. Then (Lubis et al., 2019) students would be more highly motivated to learn English. Therefore, active, creative and innovative learning such as learning while playing is one of the most effective ways for children in learning specially to improve children's development, one of them is English. Then Lisa (2019) stated that the teacher should choose an appropriate teaching method for students. According to (Gusrayani, 2014) show with something concrete in the English learning. The result of (Ngadimun et al., 2019; Aslamiah, et al., 2020; Noorhapizah, 2020) English is fun learning by concrete activity, children learn and play.

The activities carried out through children's experiences by playing such as (singing with movements). This method creates the joy that is felt by children can also be poured in songs and in general, all children love to sing even though children are shy to sing. Singing a song with movement can provide satisfaction, joy and happiness for the child to encourage the child to study harder (joyful learning). Because children love to play with singing it will involve methods of movement and songs to achieve aspects of child development, especially aspects of the language (English). In addition to the theories explained above, this research is also supported by research that has been carried out by several related people through song and motion

methods, that music and a pleasant situation make all students seemed enthusiastic (Suprpto & Kurniawan, 2020). Then result found that when a student is highly confident then she or he is able to perform the oral participation efficiently (Moneva & Cuizon, 2020).

Then result found that through songs and movements and songs can improve the children ability of English aspect. Children in early childhood education (Paquette & Rieg, 2008) (Albaladejo Albaladejo et al., 2018). So, it can be concluded that from the explanation above shows that the use of song and motion method in group B the Bilingual Matahariku Kindergarten, that the song and motion method is very beneficial for children English vocabularies, children can remember vocabularies about number and colour in English and also children happily singing while moving.

CONCLUSION AND SUGGESTION

It can be concluded that the song and motion method is very beneficial for children English vocabularies, children can remember vocabularies about number and colour in English through song that are repeated, to increase children's motor activities with joyful singing while moving and children happily singing while moving because these activities create joy for children. The established conclusion above is along with the suggestion for teachers, significantly to the process of English learning especially for early childhood, namely meaningful and cheerful learning for children by using song and motion method.

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