

## The Effectiveness of the Singing Method on Children's Comprehension Ability in ANNISA Playgroup

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### ABSTRACT

This research aims to determine the effectiveness of the singing method in improving children's listening skills in Nisa Playgroup. This research uses a quantitative approach with a pre-experimental design. The sample of this research consisted of 16 people. Data collection was carried out through tests which were assessed through observation sheets. The instrument used in collecting this data was an observation sheet. Data were analyzed using statistical tests (t-test). The results of the research show that children's listening abilities before learning using the singing method are: 28.67% have not yet developed, 51.53% are starting to develop and 20% are developing according to expectations, not children who developed very well before implementing the singing method. After implementing the singing method there are no more children who have not yet developed. 14.33% of children began to develop, 55.33% of children developed according to expectations and 30.33% developed very well. The results of the t-test are the t-calculated value of 19.14 while the t-table value is 1.75 so that the t-calculated value > t-table value (19.14 > 1.75) at the 5% significance level. The conclusion is that the singing method is effective in improving children's language skills in Nisa Playgroup.

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## INTRODUCTION

Early Childhood Education requires various activities that develop various aspects of development including cognitive, language, social, emotional, physical and motoric. Early childhood is a child aged 0-6 years, who is in a unique growth and development process, in the sense that they have different growth and development patterns. This age is a very determining age in the formation of a child's character and personality. This is as explained in the National Education System Law that early childhood is children within the age range of 0-6 years (Akbar, 2020).

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Kindergarten education is essentially an effort to stimulate, guide, nurture and provide learning activities that will produce abilities and skills in children. Kindergarten children's education is a form of education that focuses on laying the foundation for growth and development, both motor coordination (fine and gross), multiple intelligences (*multiple intelligence*), as well as spiritual intelligence (Pradipta, 2011).

At an early age, children's ability to understand language from another person's perspective is still limited (Chiat, 2000). The acceleration of children's language development occurs as a result of symbolic development. Once the development of sign language has progressed, children can learn from the spoken language of others. The more often children pay attention to vocabulary, sentence patterns, intonation and so on, the more their speech or language skills will develop. Listening is the basis of language skills.

The importance of listening in communicative interactions is very real. To be able to engage in communication, a person must be able to understand and react to what has just been said. As a consequence, learning requires practicing listening skills, children can acquire vocabulary and grammar, besides of course good pronunciation. Thus, listening activities need to be focused and developed as early as possible because they are the basis for developing other language skills (Putri, 2019). Listening is a process of paying attention to symbols with full attention, understanding, appreciation, interpretation to obtain information, capture the content or message and understand the meaning of communication that has been conveyed by the speaker through speech or other language (Tarigan, 2008).

In the teaching and learning process, one of the activities that is very popular with children is singing. Millington (2011) states that songs play an important role in the development of early childhood learning. Almost every child really enjoys listening to songs or singing, especially if the song is age appropriate and accompanied by simple body movements. By singing or using songs, we can convey many things to children, especially moral messages and religious values. Through singing activities, the learning atmosphere becomes more fun, exciting, makes children happy, eliminates sadness, children feel comfortable and enthusiastic, so that the messages we convey are more easily and quickly received and absorbed by children. By singing, the potential of the right hemisphere of the brain can be optimized, so that the messages we give will last longer in the child's memory (long-term memory), so that the child will always remember the messages he receives and improve the child's ability to listen.

According to Mizener (2008) Singing is the act of creating musical sounds with your voice. A similar thing was stated by Iman (2021); Jamalus (1998) states that singing is an activity where we make sounds regularly and rhythmically, either with or without musical accompaniment. Singing is different from speaking, because singing requires certain techniques, while speaking does not need to use certain techniques.

Based on the results of observations in An Nisa Playgroup which was carried out in October 2022, it was seen that there were problems with children's listening abilities, from 16 children and 4 of them were poor at listening during the learning process. This can be seen from the inability of children to listen when the teacher explains in class.

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To overcome this problem, a method is needed that can improve children's listening abilities. One method that can be used to improve children's listening skills is the singing method. Previous research which also used the singing method was conducted by Kamtini & Sitompul, (2019) with the research title the influence of the singing method on the ability to remember letters and numbers in children aged 5-6 years, it was concluded that there was a significant influence of the singing method on the ability to remember children's letters and numbers. 5-6 years old. The implementation of the singing method has a significant influence on the ability to remember letters and numbers compared to the lecture method.

### METHOD

This research uses a quantitative approach with a pre-experimental design. The sample of this research consisted of 16 people. Data collection was carried out through tests which were assessed through observation sheets. The instrument used in collecting this data was an observation sheet. Data were analyzed using non-preliminary statistics, with the following steps:

- Looking for the average value (mean)
- Determining the standard deviation(s)
- Testing hypotheses

### Results and Discussion

The results of initial observations of the listening skills of the An Nisa Play Group children before the singing method was applied are as follows:

Recapitulation table of initial capabilities (*pretest*) listen to the child

No	Responden	Question number				Total	Criteria
		1	2	3	4		
1	A	2	1	1	2	6	MB
2	B	3	1	1	2	7	MB
3	C	1	1	1	1	4	BB
4	D	3	2	2	2	9	BS
5	AND	1	1	1	1	4	BB
6	F	3	1	1	2	7	MB
7	G	2	1	1	1	5	BB
8	H	3	1	1	2	7	MB
9	I	3	2	2	3	10	BS
10	J	3	1	1	3	8	MB
11	K	2	1	1	2	6	MB
12	L	2	1	1	1	5	BB
13	M	1	1	1	1	4	BB
14	N	3	1	1	2	7	MB
15	O	3	2	2	2	9	BS
16	P	2	1	1	2	6	MB

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Information:

- 1 = Children can express opinions about the songs sung by the teacher
- 2 = Children can answer questions from the teacher
- 3 = The child sings it back correctly
- 4 = Children learn new words from singing

Based on the table above, of the 16 children in the initial test results before being taught using the singing method, 5 children were found with a percentage of 28.67% with underdeveloped criteria (BB). Furthermore, 8 children with a percentage of 51.53% with the criteria of starting to develop (MB), and 3 children with a percentage of 20% with a percentage of developing according to expectations (BSH), none of the children developed very well before implementing the singing method. After learning using the singing method, final observations were made (*posttest*). The final observation results of children's listening abilities after learning using the singing method are as follows:

**Final observation data table (*posttest*) the child's listening ability**

No	Observation / Score Aspect																Jlh Score
	Children can mention the message of the song being sung				Son answered questions exactly according to what is sung				Children sing return the song correctly				Children know new words in singing				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1																	12
2																	13
3																	8
4																	15
5																	9
6																	12
7																	9
8																	10
9																	15
10																	13
11																	11
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14																	12
15																	15

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16																	8
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### Information:

- 1 = The child can say the message of the song being sung
- 2 = The child answered the question correctly according to what was sung
- 3 = The child sings the song again correctly
- 4 = Children learn new words in singing

Based on the table above, of the 16 children in the final test results after using the singing method in learning, 2 children were found with a percentage of 14.33% with the criteria for children starting to develop (MB). Furthermore, 9 children with a percentage of 55.53% were developing according to expectations (BSH), and 5 children with a percentage of 30.33% were developing very well (BSB).

Based on the table above, the final observation results of the listening ability of the An Nisa Play Group children after applying the singing method can be summarized as follows:

Final Capability Recapitulation Table (*posttest*) listen to the child

No	Respondent	Question number				Total	Criteria
		1	2	3	4		
1	A	3	3	3	3	12	BS
2	B	4	3	3	3	13	BSB
3	C	2	2	2	2	8	MB
4	D	4	3	4	4	15	BSB
5	AND	3	2	2	2	9	BS
6	F	4	2	3	3	22	BS
7	G	3	2	2	2	9	BS
8	H	3	2	2	3	10	BS
9	I	4	3	4	4	15	BSB
10	J	4	3	3	3	13	BSB
11	K	3	2	3	3	11	BS
12	L	3	2	2	3	10	BS
13	M	2	2	2	3	9	BS
14	N	4	2	3	3	12	BS
15	O	4	3	4	4	15	BSB
16	P	2	2	2	2	8	MB

### Information:

- 1 = The child can say the message of the song being sung
- 2 = The child answered the question correctly according to what was sung

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- 3 = The child sings the song again correctly  
4 = Children learn new words in singing

Based on the table above, the results show 16 children *posttestes*. After using the singing method in learning, 2 children were found with a percentage of 14.33% with the criteria of children starting to develop (MB). Furthermore, 9 children with a percentage of 55.53% were developing according to expectations (BSH), and 5 children with a percentage of 30.33% were developing very well (BSB). Based on the results of initial observations (*pretest*) and final observations (*posttest*), then we can find out the effectiveness of using the singing method on the listening ability of An Nisa Play Group children through the following recapitulation table:

**Value Table *Pretest* And Value *Posttest* Children's Listening Ability**

No	Respondent	Pretest scores		Nilai <i>posttest</i>	
		X1	Criteria	X2	Criteria
1.	A	6	MB	12	BS
2.	B	7	MB	13	BSB
3.	C	4	BB	8	MB
4.	D	9	BS	15	BSB
5.	AND	4	BB	9	BS
6.	F	7	MB	22	BS
7.	G	5	BB	9	BS
8.	H	7	MB	10	BS
9.	I	10	BS	15	BSB
10.	J	8	MB	13	BSB
11.	K	6	MB	11	BS
12.	L	6	MB	10	BS
13.	M	4	MB	9	BS
14.	N	7	BB	12	BS
15.	O	9	BS	15	BSB
16.	P	6	MB	8	MB

### Discussion

Listening ability is the process of listening, recognizing and interpreting verbal symbols (Claudian & Asbari 2023). The ability to listen also means listening with full understanding, attention and appreciation Tarigan. In line with this understanding, the ability to listen also means a process of listening to verbal symbols with full attention, understanding, appreciation and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language Tarigan (2008).

One way to improve the listening skills of An Nisa Play Group children is by using the singing method. To find out the effectiveness of this singing method, before learning was carried out in the An Nisa Play Group, observations were made. From the

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results of these observations it was discovered that as many as 26.67% (4 children) had not developed their listening skills and were unable to answer more complex questions related to the content of singing. , children have not been able to answer questions from the teacher, then as many as 5.35% (9 children) are starting to develop listening skills. As many as 20% (3 children) developed according to expectations, such as children starting to understand the message of the song being sung.

After learning using the singing method, observations were made and the results showed that there was nothing left that had not developed. The number of children who are starting to develop their listening skills is only 14.33% (3 children), the number of children who are developing according to expectations is 55.33% (9 children). very good 30.33% (5 children) namely children are able to know new words in singing (4-6) words.

This percentage increase in child development needs to be scientifically proven by testing the proposed hypothesis so that a conclusion can be drawn from the research that has been carried out using the following criteria: if  $t_{count} > t_{table}$  the Hypothesis ( $H_a$ ) is accepted, if  $t_{count} < t_{table}$  Hypothesis ( $H_a$ ) is rejected at a significance level of 5% with probability  $t$  ( $\alpha=5\%=0.05$  and  $dk= (n-1)$ ).

The use of singing methods in kindergarten learning activities is considered very effective in enabling children to focus their attention on their teachers during learning. This singing method is really liked by children during learning. The meaning contained in the song is accompanied by sounds and movements that are easy for children to follow.

Through this singing method, children can find out the meanings in the content of the song as well as the message/message from the content of the song. Singing is a means of expressing thoughts and feelings, because singing activities are important for children's education. Apart from that, singing is a fun activity that gives satisfaction to children. (Kamtini 2015)

The results of this research are supported by several previous studies, such as research by Riana (2019) which concluded that there was an increase in children's language skills by using the singing method. Therefore, in this research, the singing method was very effective in improving children's language skills. The results of research conducted by Sari (2012) stated that there was quite a significant influence on the singing method on children's speaking abilities. According to Jamalus (1998), singing is an activity where we make sounds regularly and rhythmically, either with or without musical accompaniment. And singing is also a manifestation of a person's expression through notes arranged in such a way as to make it pleasant to hear. This manifestation of expression has many very good influences on all of us, for those who like singing or not.



## CONCLUSION

The ability to listen to children before learning using the singing method is: 28.67% have not yet developed (BB). 51.53% began to develop (MB), and 20% developed according to expectations (BSH), none of the children developed very well before the application of the singing method. After implementing the singing method there are no more children who have not yet developed. 14.33% of children are starting to develop (MB), 55.33% of children are developing as expected (BSH) and 30.33% are developing very well (BSB). The singing method is effective in improving the listening skills of An Nisa Play Group children as proven by the results of hypothesis testing where the t-count value is 19.14 while the t-table value is 1.75 so the t-count value > t-table value (19.14 > 1.75) at the 5% significance level.

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