

The Influence of Children's Singing on Listening and Speaking Skills at the Methodist Playgroup in North Jakarta

Debora Pujo Widiati, Brigita Puridawaty
Universitas Pancasakti Bekasi

ABSTRACT

This study aims to identify the effect of children's singing on listening and speaking skills in playgroup children at KB Methodist North Jakarta. The focus of the study was on children aged 3-4 years. This study was conducted because, in the Methodist Playgroup, several children were found to be lacking in listening skills and were not yet fluent in speaking. The method used was quantitative analysis, with an experimental model, which tested the effect of children's singing on listening and speaking skills. From the results of the study, it showed that the application of children's singing had a significant effect on listening and speaking skills, with a significance value of 0.000 which was smaller than $\alpha = 0.05$, so that the hypothesis in this study was accepted.

Keywords: *Children's Singing, Listening Skills, Speaking Skills*

Corresponding author

Name: Debora Pujo Widiati

Email: debwid99@gmail.com

INTRODUCTION

Early age, which is between the ages of 0-6 years, is a very important period for children's growth and development. This is because at this age, children will experience significant growth and development. At this age, it is often referred to as the golden age period. During this period, aspects of child development including physical, cognitive, language, and social emotional development will affect the child's development in the next stage. If early childhood is given the right stimulus, it will help children achieve their optimal potential.

One of the concerns is the aspect of language development. Language development according to Hurlock (1978) is a gradual process that begins from infancy to school age, and is an important part of a child's social and cognitive growth. In developing early childhood language skills, there are several aspects, namely, listening, speaking, reading, and writing skills. As social beings, every child will need other people in their daily lives.

In early childhood, the most important language ability perspective to improve is listening and speaking ability (Pebriana, 2017). The earliest language ability in children is

listening (Puridawaty, 2017). Listening ability is a very essential part of language skills, because listening ability is the basis for mastering a language. By listening, children can hear, pay attention, and learn to understand language. Listening ability is a process of listening to oral sound symbols with full attention, understanding, concentration, 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, 2020).

After the child listens, the child will express his language skills by speaking. The ability to speak in children includes the capacity to respond to speech by understanding and reacting to messages, various utterances, or simple instructions in various ways. This ability also involves active participation in social interactions, demonstrating understanding and involvement in communication (Tanjung & Puridawaty, 2024). Speaking ability can help someone to communicate with people around them, so that they will be able to express their ideas, feelings, or thoughts to others through spoken language. The surrounding environment will influence children in improving their speaking skills. The environment greatly influences the improvement of children's abilities. Because with a supportive environment, children will carry out systematic and orderly thinking activities (Puridawaty, 2017). The family environment is the first environment where children acquire language and then express it through speaking skills. According to the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System in Article 1 Paragraph 14 (Undang-Undang Tentang Sistem Pendidikan Nasional, 2003), said that early childhood education is an effort to foster children from birth to the age of six years which is carried out through educational stimulation to help physical and spiritual growth and development so that they are ready to enter further education. Early Childhood Education (PAUD) is a place for early childhood to be fostered and given educational stimulation to help growth both physically and spiritually, so that children are ready to enter education at the next level. Methodist Playgroup and Kindergarten is an educational institution that provides early childhood education from the age of 3 to 6 years. Therefore, the Methodist Playgroup strives to carry out various quality activities for the advancement of early childhood education. As per the opinion of Amalia & Puridawaty (2024), The quality of PAUD institutions is not only about the condition of the institution's infrastructure and the design of learning materials, but also about teaching approaches that support curiosity, exploration, and self-development.

One of the most frequently done learning activities is singing children's songs. Singing is an activity that is very much liked by children, because by singing children will be able to express themselves, listen to the sentences they hear, and pronounce words through the songs they sing (Cela, 2023; Young Academics, 2023). According to the Big Indonesian Dictionary (KBBI), the meaning of singing is, a musical component consisting of lyrics and songs (KBBI, 2024). According to ALpel (1969) in his book "The New Hallvard Dictionary of Music", a song is "A form of musical expression in human speech has a primary role in being the bearer of a text; as a general term, sung music; more specifically, a short and simple vocal composition consisting of melody and lyrics." From this definition, it can

be concluded that a song consists of a melody (also called a song) and lyrics (also called lyrics or text). By singing, children's vocabulary will also increase (Queensland, 2020). In addition, by singing repeatedly, it is expected that the articulation of speech in children will be clearer. If singing activities are often carried out but still experience obstacles because at home or in the child's environment, children's songs are very unpopular to be heard among children so that early childhood children tend to sing adult songs that are very difficult to understand the meaning. Not only singing, in this case, children in playgroups really need children's songs that are appropriate for their age (Adit, 2021). The very important contribution of children's songs to the lack of educational songs for pre-school children in Indonesia was expressed by Wadiyo et al. (2022). With age-appropriate songs, children will be able to add new vocabulary that is easy for children to understand according to their age. Children can also express themselves through the songs they sing. In addition, by singing, children will easily receive various information through the existing song lyrics. Various information will be easy for children to understand if they receive the right stimulation. The information received by children should be obtained through interesting and enjoyable stimulation (Puridawaty, 2018).

In the Methodist playgroup, there are various obstacles related to speaking and listening skills. Some children cannot speak at all, while others can speak but have difficulty speaking fluently or constructing full sentences. In addition, some children have unclear articulation. Children's listening skills are also not optimal, they have difficulty responding to teacher questions and cannot focus on listening to instructions. Another influencing factor is the family environment that uses two or three languages, which makes children less fluent in one of the languages. The use of gadgets is also a negative influence, reducing children's ability to focus and pay attention to others when speaking.

Therefore, in helping children to optimize their speaking and listening skills, four songs were created, namely "the joy of going to school", "I love my family", "zoo", and "turtles", as learning media. These four songs are themed on life around children, making it easier for children to remember the lyrics of the songs. Thus, it is hoped that children in the Methodist playgroup will optimize their listening and speaking skills.

METHOD

The research methodology used in this study is quantitative research, using an experimental approach (pre-experimental design). This experimental research is considered as a research method designed to determine the effects of a traffic behavior influence in controlled conditions (Sugiyono, 2021). Before conducting the experiment, the researcher prepared media in the form of videos of the four songs used. The media used was to attract the attention of children and make it easier for parents to teach their children again (Damayanti & Puridawaty, 2024).

One group pretest, posttest design is the design used. The program includes a pre-test to see the ability to listen and speak verbally, followed by treatment in the form of practicing using verbally, and ending with a post-test to find out how effective the test was.

The population in this study was 42 students, with a sample of 20 students at Methodist Kindergarten. All statistical analysis was carried out using the SPSS 25.0 statistical program to analyze the data obtained during the study. Before conducting the analysis, the researcher first checked the data values of the experimental variables. First, descriptive statistical calculations were carried out to calculate the mean values, maximum values, minimum values, and Saphiro-Wilk of the calculated group data. The normality test and homogeneity test were carried out to determine whether the data obtained followed a normal distribution. Next, hypothesis testing is done using the t-test. The aim is to find out how much influence the questionnaire has on the ability to listen and talk in the Jakarta Methodist play group.

FINDING AND DISCUSSION

RESULT

The study was conducted by conducting a pretest and then treatment using children's songs, and finally the researcher conducted a posttest. Before carrying out the treatment, the child was invited to sing or play a game first. This was done to focus the child's attention (Leroy Holmaln Siahaan et al., 2024). After conducting the research, the results of observations made by the researcher regarding the influence of children's singing on the listening and speaking abilities of children in the Methodist playgroup were as follows :

The assessment indicators used are:

0 – 15 : Not Yet Developed

16 – 30 : Still Developing

31 – 45 : Developing As Expected

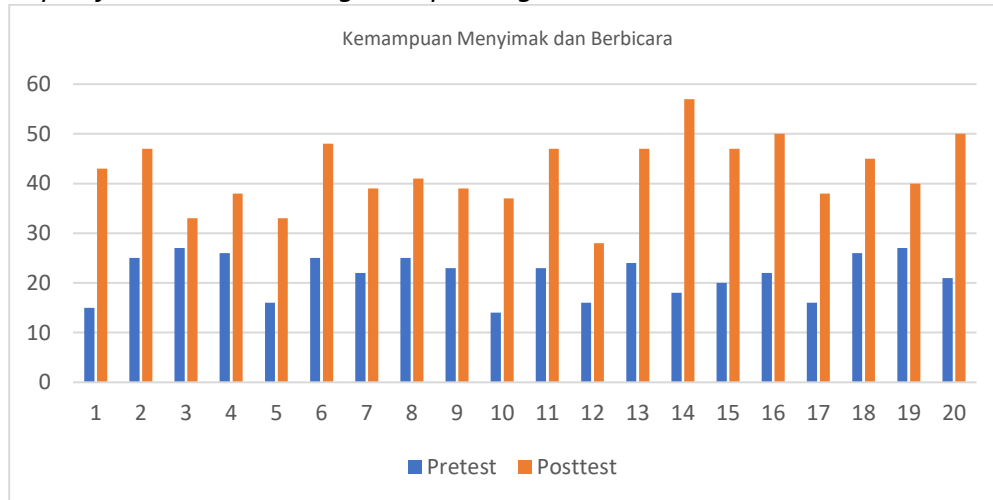
46 – 60 : Developing Very Well

Pretest and Posttest Experiment Results

Number	Pretest	Posttest
1	15	43
2	25	47
3	27	33
4	26	38
5	16	33
6	25	48
7	22	39
8	25	41
9	23	39
10	14	37
11	23	47
12	16	28
13	24	47
14	18	57

15	20	47
16	22	50
17	16	38
18	26	45
19	27	40
20	21	50

Graph of children's listening and speaking abilities Pretest and Posttest



Statistics			
		Pretest	posttest
N	Valid	20	20
	Missing	0	0
Mean		21.5500	42.3500
Median		22.5000	42.0000
Std. Deviation		4.31003	7.01333

From the data above, it can be seen that the average value (mean) of the posttest is greater than the pretest, which is 42.35 for the posttest and 21.55 for the pretest. When viewed from the standard deviation, the pretest is greater than the posttest, which is 4.310 for the pretest and 7.013 for the posttest.

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PostTest	-20.8000	7.54356	1.68679	-24.33049	-17.26951	-12.331	19	.0000

Based on the “Paired Samples Test” output table above, it is known that the Sig. (2-tailed) value is 0.000 < 0.05, so H₀ is rejected and H₁ is accepted. So it can be concluded that there is an average difference between the learning outcomes of the Pre Test and Post Test, which means that there is an influence of children's singing on the listening and speaking abilities of children in the Methodist Jakarta playgroup. The “Paired Samples Test” output table above also contains information about the "Mean Paired Differences" value which is -20.80. This value shows the difference between the average learning outcomes of the Pre Test and the average learning outcomes of the Post Test and the difference between the differences is between -24.33 to -17.26 (95% Confidence Interval of the Difference Lower and Upper).

DISCUSSION

The research conducted by the researcher is an experimental research conducted three times of treatment and one pretest and posttest. Based on the results of the research at the Pretest stage which was conducted to determine the ability to listen and speak children using children's songs has not yet developed optimally. Several stages in singing children's songs that need to be prepared are preparing audio and video media that will be used in singing, the room also needs to be prepared so that children can listen well. After all the preparations, the next steps taken are to sing the songs that have been prepared. The songs sung by children consist of 4 or 6 lines. So that children can easily remember them. In addition, researchers also prepare other props such as animal dolls when singing songs to the zoo. In the turtle song, researchers prepare real animals, and in the happy song to go to school researchers prepare school bags, legos and coloring books. This is done to encourage children to be willing to talk and mention objects/animals in the song. The last stage in telling is to evaluate the ability to listen and speak.

In the posttest results or final results, there was a significant increase after being given treatment. There is a significant difference between the pretest and posttest results. These results can be seen with children who give full attention to the teacher when singing songs. In addition, children are also observed to be willing to respond to teacher questions, and are able to convey the contents of the story. Children have also begun to dare to speak

and try to pronounce difficult words. The results of the analysis of children's learning data increased by 20.80, from an average pretest score of 21.55 to 42.35 on the average posttest score. The results of this study are expected to provide clearer insight into the influence of children's singing on the listening and speaking abilities of children in the Methodist playgroup. It is also hoped that this study can provide benefits for educators and education practitioners in developing more creative and interactive learning approaches to train listening and speaking skills to be more optimal.

CONCLUSION

From the results of the research conducted, it can be seen that based on the results of the t-test, the significance value is obtained = 0.000, which is smaller than $\alpha = 0.05$. so that H_0 is rejected and H_1 is accepted, which means that there is an influence of children's singing on the ability to listen and speak in children in the Methodist playgroup. The results of the study on the application of children's singing show positive potential to improve listening and speaking skills, in the learning process of early childhood. By conducting research on the influence of children's singing on listening and speaking skills in the Methodist playgroup, the application of children's singing can have a positive effect on the listening and speaking abilities of children in the playgroup. This study can provide a positive contribution to the development of a more effective curriculum and learning strategy for early childhood education. In addition, it is hoped that this study can also provide a more comprehensive understanding of the importance of children's singing to further optimize the listening and speaking abilities of early childhood children.

REFERENCES

- Adit, A. (2021). *Kemendikbud: Anak Butuh Lagu Sesuai Umurnya*. Kompas.Com. <https://edukasi.kompas.com/read/2021/04/03/114229371/kemendikbud-anak-butuh-lagu-sesuai-umurnya>
- Amalia, G., & Puridawaty, B. (2024). Evaluation of Early Childhood Educational Institution Management Program in Improving Accreditation Ratings. *Journal of Scientific Research, Education, and Technology (JSRET)*, 3(2), 590–599. <https://doi.org/10.58526/jsret.v3i2.388>
- Apel, W. (1969). *Harvard dictionary of music*. Harvard University Press.
- Cela. (2023). *Four benefits of singing with young children*. Cela: Community Early Learning Australia.
- Damayanti, Y, & Puridawaty, R. (2024). The Influence of Parental Care Through The Application of Biblical Stories on The Social Abilities of Children Aged 4 - 6 Years at Kalam Kudus I Kindergarten, Jakarta. *Journal of Scientific Research, Education, and Technology (JSRET)*, 3(2), 619–629. <https://doi.org/10.58526/jsret.v3i2.390>
- Hurlock, E. B. (1978). *Perkembangan Anak*. Penerbit Erlangga.
- KBBI. (2024). "Nyanyian dalam KBBI." Kamus Besar Bahasa Indonesia
- Leroy Holman Siahaan, Lenny Solo, Yon A, E., & Franscy. (2024). Fun English with Games to Improve Competence Speaking English Students at SDIT Assalam Green School,

- Cileungsi, West Java. *Jurnal Pengabdian Masyarakat Formosa*, 3(1), 11–18. <https://doi.org/10.55927/jpmf.v3i1.8066>
- Nur Hayati, A. S. (2019). Kegiatan Menyanyi dalam Pembelajaran Anak Usia Dini. *Jurnal pendidikan anak*, 116-127.
- Pebriana, P. H. (2017). Analisis Kemampuan Berbahasa dan Penanaman Moral pada Anak Usia Dini melalui Metode Mendongeng. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 1(2), 139. <https://doi.org/10.31004/obsesi.v1i2.34>
- Puridawaty, B. (2017). Penerapan Metode Bercerita Berbasis Variasi Media Cerita Untuk Meningkatkan Kemampuan Menyimak Anak Usia 4-5 Tahun. *Master Scientiae*, 41(1), 1–7. <https://doi.org/https://doi.org/10.33508/mgs.v0i41.1559>
- Puridawaty, B. (2018). Application of a Storytelling Method Based on Variations in Story Media to Improve the Listening Ability of Children Aged 4-5 Years. *Magister Scientiae*, 41(1), 1–7.
- Queensland, S. L. (2020). *Singing to support language development*. www.slg.qld.gov.au. <https://www.slg.qld.gov.au/first5forever/blog/singing-support-language-development>
- Sugiyono. (2021). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. CV Alfabeta.
- Tanjung, D. P., & Puridawaty, B. (2024). The Effect of Educational Game Tools Rotating Series Story Cards on The Speaking Ability of Children 5-6 Years Old at TKIT Shalih Child Character Padang. *Journal of Scientific Research, Education, and Technology (JSRET)*, 3(2), 711–717. <https://doi.org/10.58526/jsret.v3i2.402>
- Tarigan, H. G. (2020). *Menyimak sebagai suatu Keterampilan Berbahasa (Singing to)*. Angkasa.
- Undang-Undang Tentang Sistem Pendidikan Nasional (2003).
- Wadiyo, W., Haryono, S., & Indonesia, J. W. (2022). Traditional Javanese Songs : *Journal of Urban Culture Research*, 24.
- Wati, N. S. (2018). Pengaruh Stimulasi Mendengarkan Lagu Dan Bernyayi Terhadap Perkembangan Berbahasa Pada Anak Usia Dini. *Elementary: Jurnal Ilmiah Pendidikan Dasar*
- Young Academics. (2023). *Singing To Support Language Development*. YoungAcademics.Com.