

IMPROVING THE EXPRESSIVE LANGUAGE ABILITIES OF CHILDREN OF THIS AGE THROUGH INNOVATIVE METHODS IN CALISTUNG

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Abstract: Singing is the activity of making voices with dubious poems. The method of singing is a method that is very important for children in stimulating the development of the child's language in acknowledging and expressing language. This research is qualitative research, which is a method of research used in the form of descriptive exposure that attempts to describe all the information, symptoms, events, data obtained to be the focus of research then described. This research aims to find out the application of singing methods in developing language expression skills in children aged 4-5 at PAUD Calistung Tonjong Tajurhalag Bogor, with the number of subjects 1 teacher and object 13 students. The data collection techniques that researchers use are observations, interviews and documentation, while the data analysis techniques that they use are data reduction, data display, and conclusion drawings. The results show that the use of singing methods to develop the expressive language skills of children of group A as follows: 1) Early 4-5 years of children's expressive linguistic skills are improved, because using the method of chanting gives a boost in the enthusiasm of fun learning 2) Teachers are developing using various methods of learning to develop aspects of the child's language such as; singing, talking, asking answers, playing roles, and games. 3) The singing methods used by Paud Calistung were successful in enhancing the development of children's language, especially the expressive language of children with appropriate data during pre-research and observation research.

Keywords: Expressive Language, Singing Methods, Early Childhood.

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INTRODUCTION

Early Childhood Education (PAUD) is a child training container from birth to age 6 where it is carried out as a spiritual and physical development aid so that the child is ready to enter further education. PAUD plays a role in instilling honesty, discipline, and other early positive things. There are six aspects of child development that need to be stimulated in order for the child to develop optimally. Starting from the developmental aspects of religious and moral values, the emotional social aspects, the linguistic, the motor physical, the cognitive, and the artistic aspects. Early childhood is a unique individual. Every child is born with a certain potential. The growth and development of a child determines the growth of the child. Every child experiences a variety of developments that continuously in almost the same time despite the different backgrounds of his life, for example: social family, intelligence, health, impulses, relationships with friends and so on, which influence him, until there is a difference.

One aspect of development that young children want to is the aspect of language skills. This ability is necessary as a basis for a child to interact with other people, both with friends of his or her age and with adults of their age. Early childhood language development is an activity that includes the ability to understand language, express language, and early literacy. The role of the teacher is crucial in choosing the model to be used in the learning process that must be adapted to the circumstances, needs, and abilities of the child. Teachers are confronted with a number of existing learning methods as well as supporting media to streamline the learning process. Teacher is required to be able to recognize the characteristics of the child first before choosing the methods of learning and supportive media to be used in the process of learning. All

these efforts are made by teachers so that they can develop all aspects of development in children one of them is the aspect of language ability. Through language children can obtain learning to the maximum.

Language skills are one of the areas of basic skills development that is important in kindergarten education. It is in line with the statement of the Directorate of Education and Education that language is the primary means of communication for a child to express his wishes and needs. Therefore, a child will be easier to express their needs if he has good language skills. There are four kinds of language: hearing, speaking, reading, and writing. As a child's mental development, the child is required at an early age only to be able to hear and speak properly and correctly according to his age. All that will come true one of them by teaching good language skills at PAUD.

The development of a child's language is influenced by how the teacher is stimulating it. One way that a child can easily accept is by singing. With the right methods, the child's language development will be faster. This method is very fun when done together. Especially if it's combined with the movement of the limbs so that the child can be free to express himself. Given the importance of early childhood expressive language ability to tell the things he experiences, to convey his feelings, opinions, ideas to others, because language is not just speech, but mimics, intonation, and appropriate body movements. There are fundamental differences about the concept of language development according to Piaget and Vygotsky. Piaget believes in the constructivist approach of children or, in other words, how children interact with the environment. According to Vygotsky, children's language skills are derived from sociology and culture. Piaget argues that one can learn independently by looking at the people around them. In other words, learning from the activities of self-righteousness. On the other hand, Vygotsky argues that one must be supported by social interaction in order to thrive. The involvement of a person in social activities makes a person's language and self-cognition develop.

The method of singing is a very important method for the child in stimulating the development of the child's language in acknowledging and expressing language. In singing activities the child can read simple sentences to more complex sentences, repeat sentences heard, understand the meaning of words in sentences and can add the child's vocabulary. Jamalus showed that singing is an activity in which we make our voices regularly and rhythmically, whether accompanied by music or without music. The purposes of the singing method for early childhood include nurturing the sense of rhythm and aesthetics, enriching language treasures, training memory, as well as giving satisfaction, joy, and happiness. Such things will encourage children to be more enthusiastic in learning. The benefits of singing in early childhood can improve mood, improve communication skills, build imagination and creativity. Singing with the kids becomes one of the fun activities to do in the free time and while studying.

A singing activity is a learning activity that speaks the words or sentences that are sung. It's in line with Tantranurandi's view that the method of singing is a method of expressing a singing word. The singing activity itself has many benefits for the development of the child, among which it can reduce anxiety, generate confidence, foster the child's creativity and as one of the tools to express emotions. Singing while knocking works as a benchmark for developing and enhancing children's emotional, physiological, sociological and cognitive needs to the next stage of growth.

METHOD

The research method used in research is qualitative research. Research steps in accordance with qualitative research methods from Creswell (2014). Where this method does not use statistical counting but rather descriptive exposure, it attempts to describe all the information, symptoms, events, and data obtained by the researcher to be the focus of his attention and then to be presented as it is. The focus of the research used to obtain an overview of the application of singing methods in early 4-5 years of age in the PAUD Calistung village of Tojong district Tajurhalang, then this study uses qualitative methods.

RESULT

Singing is an important part of early childhood development. Singing is also a fun activity. Singing is a method that recites a word/sentence that is sung. Singing can be done accompanied by music, without music, and also with gestures. Singing is an expressive language. Expressive language is the verbal use of words and language to communicate concepts or thoughts. Expressive language is not just speaking, but a combination of proper mimicry, intonation, and gestures. Singing accompanied by facial expressions and gestures that are appropriate to the lyrics is an expressive language ability. Implementation of the singing method in developing expressive language skills of early childhood group a vulnerable age 4-5 years carried out by teachers in semester 2, on June 12 to 14, 2023 at Paud Calistung, it can be seen that the number of group a students is 15 children including 10 girls and 5 boys. The description relating to the results of this research is compiled based on the answers to the questions in the research through interviews, observation and documentation.

Table 1. Group A Student Respondent

No	Name	Gender	Age	Description
1.	AL	Male	4 year	
2.	ATR	Male	4 year	
3.	BQ	Female	5 year	
4.	AR	Female	5 year	
5.	NZ	Female	4 year	
6.	NR	Female	4 year	
7.	NF	Female	4 year	
8.	ND	Female	4 year	
9.	ATY	Female	4 year	
10.	CLT	Female	5 year	
11.	MK	Female	4 year	
12.	IL	Male	4 year	
13.	LIE	Male	4 year	Not yet fluent in speech
14.	PRA	Male	5 year	
15.	ES	Female	4 year	

The interview method was conducted several times to obtain precise and accurate information. Interviews during pre-research and interviews during research. The interview resource person is the group a class teacher Mulyani, S.Pd. The interview was conducted in the classroom before the learning activities began.

DISCUSSION

Playing activities at PAUD Calistung began with the creation of RPPM in semester 2, then the selection of themes and sub-themes for RPPH creation carried out by the teacher, it aims to make the process of singing activities in the classroom that will run more structured. Similarly, Dadan Suryana stated that setting themes first before carrying out activities will make it easier for the child to construct concepts about objects or events that are surrounded by them. Then it continued with the creation of poems that corresponded to the sub-themes that would be sung in the learning activities. Media and other tools to support the learning process are also provided such as pictures, letters symbols that form a word, or student worksheets. Learning media is very helpful in implementing learning so that goals are achieved (Aisah et al., 2023). The core learning activities are singing together, groups and individuals according to sub-themes. Combined by giving students an easy-to-understand work sheet to work on. Then the teacher performs the evaluation and evaluation of the child after performing the learning activities with the method of singing according to the child's evaluation indicators (Utari et al., 2023).

Early childhood language development includes three abilities, namely the ability to understand language (receptive), the ability to express language (expressive), and early literacy skills. The development of early childhood language skills starts from thoughts, experiences, and what children express in the form of ideas or feelings to adults and peers. In other words, the development of children's language skills does not start from early literacy, but starts from children's experiences and interactions with people in the surrounding environment. What is meant by children's language development starting from the mind can be seen in everyday life. For example, when children are crying, babbling, laughing, struggling, asking, saying, asking, and so on. It is the result of what they think and then they express it with language. In these three things, the ability of group a students at PAUD Calistung varies. Because indeed the initial language ability of each child is obtained previously, namely from the family and surrounding environment. So the ability of responsive language, expressive and early literacy of each child is different even in the same age range.

Some of the questions given to respondents, namely group a teachers in the second interview at the end of the research day around early childhood language development are as follows:

"Mmmmmm, in general, the language development of 4-5 year old children in group a here has been able to use 4 to 5 words in one sentence, but there are some children who can only use 1-3 words in one sentence because there is one child whose situation is still not fluent in speaking, (MLY#2, direct interview June 19, 23)."

"Mmmmm if in listening activities is an activity that requires focus on one thing, while children aged 4-5 years have little focus. Listening means understanding the words of others, group a here there are some children who have been able to listen and some are just starting to develop their listening skills, (MLY#2, direct interview June 19, 23)".

"Naah if in the ability to express language mmmm in the activity of repeating simple sentences of group a students, there are some children who are good at listening so the child is also able to repeat simple sentences. There are also children who are starting to develop in repeating simple sentences, so repeating sentences is still disjointed, (MLY#2, direct interview June 19, 23)."

"And in expressing feelings/desires according to needs, for example, "mom I want to pee, mom my leg hurts, and so on."" Not all children can and dare to express their wishes. Some have not been able to express their feelings either because they are afraid or embarrassed ... But since

the singing method is used more intensely, more interestingly, with a little movement of the limbs, children have gained more experience in their language skills, (MLY#2, direct interview June 19, 23)."

"In the early literacy ability to recognize symbols of group a students, some children already recognize symbols and some are starting to recognize symbols in the sense that they still like to forget and reverse their recognition, (MLY#2, direct interview June 19, 23)."

So based on the answers from interviews conducted to class a teachers it can be concluded that the early childhood development of group a students at PAUD Calistung is different.

Singing is the activity of emitting sounds with verses that are sung. The singing method is a method that recites a word/sentence that is sung. There are many methods that can be used in learning activities in early childhood education, including; conversation method, storytelling method, singing method, question and answer method, demonstration method, play method, role play method, assignment method, project method, field trip method. Discussing the singing method as one of the learning methods to develop expressive language skills in early childhood at Paud Calistung has been applied. The singing method is a suitable method to be applied in group a which is vulnerable to 4-5 years old.

"Mmmmm we are here to develop early childhood language skills by using several methods such as singing, conversation, storytelling, question and answer, games, and role play, (MLY#2, direct interview 19 June 23).

"The singing method is often done yaah, (while smiling) because basically almost all activities are interspersed with singing yaah. The singing method is also one of the easiest methods to accept and the most fun, especially in group a, it can also be done with the storytelling method, and the question and answer method, (MLY#2, direct interview 19 June 23).

The stages in using the singing method as learning in group a. The teacher prepares songs that are in accordance with the theme or sub theme in the lesson plan that has been prepared previously. The teacher opens by talking a little about the subtheme by asking a lighter sentence such as a simple question. The teacher plays a song that the child already knows or a new song to the child. The teacher says the lyrics of the song like saying a rhyme then the children repeat it until it is correct up to two or three times. Then the teacher and children sing the song together with appropriate expressions plus limb movements so that children are more enthusiastic in singing.

So based on the answers from interviews conducted with class a teachers, it can be concluded that teachers use various learning methods in classroom learning activities to develop early childhood language skills, and the singing method is used more interestingly.

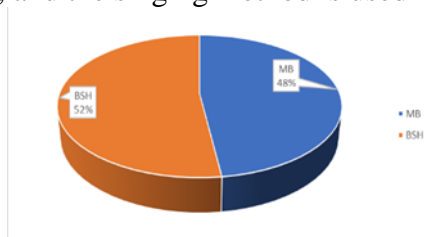


Figure 1. Average Language Ability In Singing.



Figure 2. Child Language Assessment.

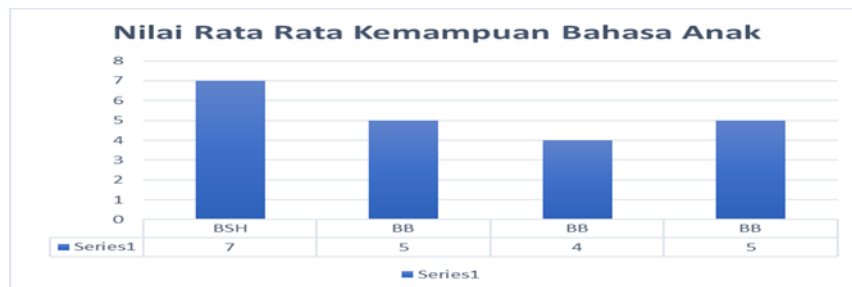


Figure 3. Average Value Of Language Skills.

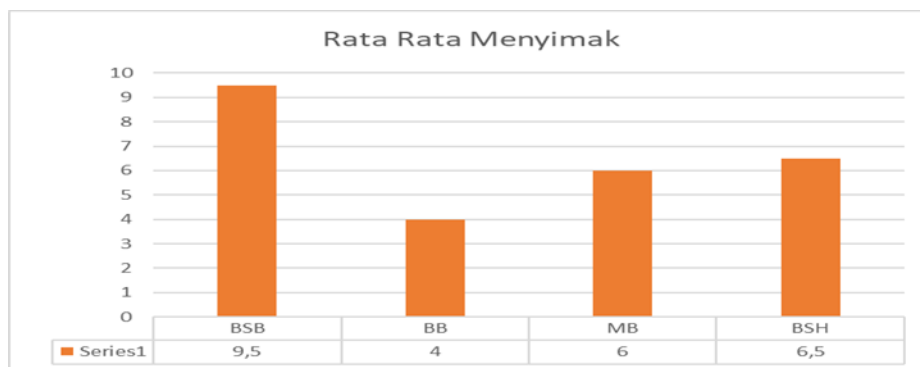


Figure 4. Average Listening.

CONCLUSIONS AND RECOMMENDATIONS

The results showed that the use of singing methods to develop expressive language skills of group a children as follows: 1) Expressive language skills of children aged 4-5 years have increased, because using the singing method provides an increase in enthusiasm in fun learning 2) Teachers carry out development using various learning methods to develop children's language aspects such as; singing, conversation, question and answer, role play, and games. Through singing methods that are fun and innovative. 3) The singing method used by Paud Calistung is successful in improving aspects of children's language development, especially children's expressive language with appropriate data during pre-research and research observations.

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