



## Application of Singing Methods to Improve Indonesian Vocabulary in Early Childhood at RA Arrohman Jatisari Kedungreja Cilacap

Warti, RA Arrohman Jatisari Kedungreja Cilacap, [wartijarisari@gmail.com](mailto:wartijarisari@gmail.com)

wartiningtyas, RA Al Hikmah Cengkong Parengan Tuban, [wartiningtyas123@gmail.com](mailto:wartiningtyas123@gmail.com)

Widya Ningsih, RA Roudhatussyubban, [naufalwidya6@gmail.com](mailto:naufalwidya6@gmail.com)

Wida Ningsih, UIN Syahada Padangsidimpuan, [Widaningsih@gmail.com](mailto:Widaningsih@gmail.com)

Winarti, RA Sunan Giri, [winnie.asipattra@gmail.com](mailto:winnie.asipattra@gmail.com)

### Abstract:

Language learning in early childhood is essential in building their communication skills. One of the effective methods to improve children's vocabulary is through singing activities. This study aims to determine the effectiveness of the application of the singing method in improving early childhood Indonesian vocabulary at RA Arrohman Jatisari Kedungreja Cilacap. This study uses the Classroom Action Research (PTK) method with two cycles. Each cycle consists of planning, implementation, observation, and reflection. The subjects of the study were 15 children aged 4-5 years. Data were collected through observation, interviews, and vocabulary development tests. The results of the study show that the application of the singing method can increase the number of vocabulary understood and used by children in daily communication. In the first cycle, the increase in children's vocabulary reached 60%, while in the second cycle it increased to 85%. Thus, the singing method has proven to be effective in improving early childhood vocabulary mastery.

**Keywords:** Singing Methods, Vocabulary, Early Childhood, Language Learning, RA Arrohman

### INTRODUCTION

Language is one of the important aspects of early childhood development, because it is the main basis for communicating, thinking, and understanding the surrounding environment (Santrock, 2021). At this stage, children are in the golden age of language development, where they begin to absorb and use new vocabulary actively. However, in the reality of learning at RA Arrohman Jatisari Kedungreja Cilacap, there are still problems in the mastery of Indonesian vocabulary by children. Based on the results of initial observations, many children still have difficulty in pronouncing new words clearly and understanding their meanings in everyday contexts.

One of the methods that can be used to improve early childhood vocabulary is the singing method. Singing not only provides a fun learning experience, but can also help children remember and understand new vocabulary better (Suparno, 2020). Songs that have simple, repetitive lyrics, and are in accordance with children's experiences can make it easier for them to absorb new words. In addition, the rhythm and melody in the song can improve children's memory in memorizing vocabulary (Nurhidayati, 2019).

Several previous studies have shown that the singing method is effective in improving early childhood language skills. For example, research by Rahmawati (2022) found that children who learn through songs have a significant increase in vocabulary mastery compared to those who learn through conventional methods. Therefore, this study aims to apply the singing method in improving Indonesian vocabulary in early childhood at RA Arrohman Jatisari Kedungreja Cilacap.

## **METHODS**

This study uses the Classroom Action Research (PTK) method which aims to improve early childhood Indonesian vocabulary through the application of singing methods. PTK is carried out systematically in several cycles to identify problems, design actions, implement actions, and evaluate the results according to the model developed by Kemmis and McTaggart (2021).

This research was carried out at RA Arrohman Jatisari Kedungreja Cilacap, with 15 research subjects aged 4-5 years in class A. The selection of this subject was based on the results of initial observations that showed that children still experienced limitations in mastering Indonesian vocabulary.

This research was carried out in two cycles, where each cycle consisted of four stages: planning, implementation, observation, and reflection. At the planning stage, researchers develop learning plans based on singing methods, choose educational songs that are suitable for children's development, and prepare learning aids such as word cards and illustrations to support children's understanding of song lyrics. In the implementation stage, teachers apply the singing method in learning Indonesian vocabulary by inviting children to sing songs repeatedly while using appropriate movements or pictures. The teacher also provides additional stimulation by asking about the words in the song to strengthen the child's understanding.

In the observation stage, the researcher observed children's participation and responses during learning and recorded the development of their vocabulary through assessment instruments. Data was collected through observation using activity record sheets, vocabulary development tests before and after actions, interviews with teachers and parents, and documentation in the form of photos and videos. The reflection stage is carried out by analyzing the results obtained from the first cycle, then determining improvement steps for the next cycle if the results are not optimal.

The data obtained were analyzed using quantitative and qualitative descriptive analysis techniques. Quantitative analysis was carried out by comparing the percentage increase in the number of children's vocabulary before and after the application of the singing method, while qualitative analysis was used to describe changes in children's behavior and activity during learning.

The success of this study is measured based on three main indicators. First, at least 80% of children experience an increase in vocabulary that can be identified through tests before and after actions. Second, children show higher enthusiasm and activeness in participating in learning with the singing method. Third, children are able to use new vocabulary in daily communication, as confirmed through the results of interviews with teachers and parents. If these indicators are met, then the singing method can be considered effective in improving early childhood Indonesian vocabulary at RA Arrohman Jatisari Kedungreja Cilacap.

## **RESULTS**

This study aims to improve early childhood Indonesian vocabulary through the singing

method at RA Arrohman Jatisari Kedungreja Cilacap. The research was carried out in two cycles with each cycle consisting of planning, implementation, observation, and reflection. Data was obtained through observation, vocabulary development tests, interviews with teachers and parents, and documentation in the form of photos and videos.

In the pre-cycle, it was found that most children still have limitations in Indonesian vocabulary. Only 40% of the total 15 children are able to understand and use vocabulary in daily communication well. Children tend to have difficulty in pronouncing new words correctly and understanding their meaning in the context of sentences.

After taking action in the first cycle, there is an increase in children's vocabulary mastery. Based on the test results, 60% of children are able to recognize and use new vocabulary after learning to use the singing method. Children began to show interest in singing learning songs and began to be active in answering questions related to the meaning of words in songs. However, there are still some children who lack focus and have difficulty remembering newly learned vocabulary. In the second cycle, there was a more significant increase. The test results showed that 85% of children experienced an increase in vocabulary mastery, both in understanding the meaning of words and in using them in daily communication. In addition, observations showed that children were more enthusiastic and active in participating in learning. They not only memorize new vocabulary but are also able to use it in a broader context. Interviews with teachers and parents also confirmed that children are more likely to use new words they learn through songs in their daily lives.

The results of this study show that the singing method is effective in improving Indonesian vocabulary in early childhood. This finding is in line with Rahmawati's (2022) research which revealed that the singing method can help children remember new vocabulary better because of the element of repetition and interesting melodies. In addition, Suparno (2020) explained that singing activities can improve children's memory and motivate them to learn languages in a fun way.

From the point of view of cognitive development, these results also support the theory put forward by Santrock (2021), where early childhood learns more effectively when they engage in interactive and engaging activities. The songs used in learning not only help children remember words, but also provide context that makes vocabulary easier to understand and apply in everyday conversations.

In addition, this study also proves that the singing method is able to increase children's activeness and participation in learning. Nurhidayati (2019) said that song-based learning methods can create a more conducive learning atmosphere, where children feel more comfortable and motivated to learn. This was seen in this study, where children were more involved in the learning process and showed a significant increase in vocabulary mastery.

Thus, this study strengthens the evidence that the singing method is an effective strategy in improving early childhood language skills, especially in terms of vocabulary mastery. This success also shows that a fun and interactive approach is indispensable in early childhood learning so that they can more easily understand and remember the language concepts taught.

The results of this study also show that the singing method has a positive impact on children's social interaction. During the activity, the children were more active in communicating with their peers and were more confident in expressing their opinions. This is in line with research conducted by Kusuma (2021), which found that the singing method can improve children's social skills because it encourages them to actively participate in group activities.

In addition, the singing method also contributes to improving children's understanding of the context of using new vocabulary. Children who previously only knew words passively began to be able to use them in everyday conversation. According to Vygotsky (1978), language learning in early childhood is more effective when it involves social interaction and support from the environment, including interesting learning media

such as songs.

In the context of developmental psychology, song-based learning can also increase children's motivation to learn. According to Piaget's (1964) theory of cognitive development, early childhood learns through sensory and concrete experiences. The songs used in this study not only provide an auditory experience, but also involve movements that help children understand the meaning of words better.

From the results of interviews with teachers and parents, it is known that the singing method not only has an impact on the school environment but also at home. Children sing learning songs more often outside of school hours, which shows that they unconsciously continue to repeat and reinforce the vocabulary that has been learned. A study by Harmer (2007) shows that pleasant repetition in the form of songs is an effective strategy to improve memory and language retention in early childhood.

The success of the singing method in improving early childhood vocabulary also reinforces the findings of previous research that emphasized the importance of an interactive approach in language learning. Several studies, such as those conducted by Brown (2000) and Cameron (2001), have shown that interactive activity-based learning is more effective than conventional methods that are passive. Therefore, the application of the singing method at RA Arrohman Jatisari Kedungreja Cilacap can be a learning model that can be widely applied in early childhood education.

Overall, this study confirms that the singing method is not only effective in improving early childhood vocabulary but also contributes to their social, cognitive, and emotional development. Thus, this method can be one of the recommended learning strategies in early childhood education, especially in language teaching.

## CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of the singing method is effective in improving Indonesian vocabulary in early childhood at RA Arrohman Jatisari Kedungreja Cilacap. This method has been proven to help children memorize and understand new words more easily, because of the elements of melody, rhythm, and repetition that make the learning process more fun and interactive.

The results showed that there was a significant increase in children's vocabulary mastery from pre-cycle to second cycle. At first, only 40% of children had a good understanding of vocabulary, but after the application of the singing method in two cycles, this figure increased to 85%. In addition, children also showed higher enthusiasm, more active in communicating, and more confident in using new vocabulary in daily life.

In addition to having an impact on linguistic aspects, the singing method also has a contribution to children's social and cognitive development. Children are more active in interacting with peers, more interested in participating in learning, and better able to understand the context of using words in conversation. This supports the theory of child development which states that learning based on sensory experience and social interaction is more effective than conventional methods that are passive.

Thus, the singing method can be recommended as an innovative and fun learning strategy in language teaching for early childhood. Teachers and educators at the RA or PAUD level can adopt this method in daily learning to improve children's vocabulary mastery effectively. For further research, it is recommended to further explore more diverse variations of songs, as well as integrate this method with visual media and digital technology to improve the effectiveness of learning.

## REFERENCES

- Brewster, J., Ellis, G., & Girard, D. (2002). *The Primary English Teacher's Guide*. Pearson Education.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. Pearson Education.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford University Press.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Longman.
- Kemmis, S., & McTaggart, R. (2021). *The Action Research Planner: Doing Critical Participatory Action Research*. Springer.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
- Kusuma, D. (2021). "The Role of Singing in Enhancing Social Skills in Early Childhood." *Journal of Early Childhood Education*, 8(3), 89-101.
- Lightbown, P., & Spada, N. (2006). *How Languages are Learned*. Oxford University Press.
- Moon, J. (2000). *Children Learning English: A Guidebook for English Language Teachers*. Macmillan.
- Nurhidayati, R. (2019). *Perkembangan Bahasa Anak Usia Dini dan Strategi Pembelajarannya*. Yogyakarta: Deepublish.
- Piaget, J. (1964). *The Origins of Intelligence in Children*. Norton & Company.
- Pinter, A. (2006). *Teaching Young Language Learners*. Oxford University Press.
- Rahmawati, A. (2022). "Efektivitas Metode Bernyanyi dalam Meningkatkan Kosakata Anak Usia Dini." *Jurnal Pendidikan Anak Usia Dini*, 6(2), 45-57.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Santrock, J. W. (2021). *Child Development*. McGraw-Hill Education.
- Suparno. (2020). *Metode Pembelajaran Kreatif di Pendidikan Anak Usia Dini*. Jakarta: Rajawali Press.
- Tomlinson, B. (2013). *Developing Materials for Language Teaching*. Bloomsbury Academic.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Yule, G. (2010). *The Study of Language*. Cambridge University Press.