The vocabulary mastery for early childhood through songs

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Abstract. The study was an experimental study that aims to improve early childhood's education students in English vocabulary skills through interactive songs learning method for early childhood at PAUD Tarbiyatul Athfal 49, that was located in Kuripan, Ngadirgo village, Mijen district, Semarang. The study involved two groups of students, those were the control group (25 students) who were taught by using pictures, and the experimental group (25 students) who were taught by using songs. The pre-test was given before the treatment began and the post-test was carried out after the experiment was finished. The null hypothesis was then drawn, and T-test was also conducted to compare the mean score of the two groups. The mean score of the control group was 13.3, while the mean score of the experimental group was 16.4. The results showed that the mean score of the experimental group was higher than the control groups The t-test that had been carried out also showed that there were significant difference between the two groups was 0,23 (the figure was above 0,5). Based on the above results, it proved that Tarbiyatul Athfal early childhood education students understood in English by using songs was better than other learning method, since songs can motivate them to know more about English vocabulary.

Key words: Method, Music, Song

Introduction

Early Childhood Education (PAUD) is essentially an education organized with the aim of facilitating the growth and development of children as a whole or emphasizing on the development of children as a whole or emphasizing on the development of all aspects of the child's personality. According to Subanji (2020), early childhood education (PAUD) is a level of basic education which is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education
In general, the aim of early childhood education is to form the quality of Indonesian children, that is children who grow based on their level of development and help prepare them to achieve learning readiness (academic) at school (Raihana:2018)
Institutionally, early childhood education can also be interpreted as a form of education administration that focuses on the foundation for growth and development of either refine motoric coordination or rough motoric coordination, emotional intelligences, multiple intelligences and spiritual intelligence. In line with the statement above, Rani (2020) stated that early childhood education aims to stimulate on the aspects of child development, namely motoric physical development, cognitive, language, emotional social, as well as religious and moral values
Early age is a golden age for children to learn language without neglecting other aspects that very important in their life. Learning a foreign language in early childhood under six years is

done as an introduction to the language, not as the main thing. According to Purwanti (2020), early childhood is a period of first foundation for developing one of the child's development such as language skills, especially in English with the aim that children can compete in the global world when they grow up.

The problem found in the teaching place is that children have difficulty in understanding English because of lack of children's vocabulary. The background raised a way to make an easier in mastering English vocabulary for early childhood, so the purpose of the study prioritizes on the comfort, in which children are not feeling get bored when carrying out activities, and so that children are feeling happy in learning English considering that English is an International language. It hoped that they will get something simple and attractive in the way knowing and mastering vocabulary. Teaching vocabulary at school also elaborated by Susanto (2019) he said about a qualitative study of efl english teacher's perceptions towards teaching vocabulary using word games for junior high schools on semarang central java: to use or to reject?.

In developing of speaking English ability as one of the competencies that must be mastered, so the teacher's role is very important in providing opportunities for children to use English both outside and in groups. A teacher is also creative in providing learning resources and continue to pay attention into children's development in using English as an oral communication means. For this reason, teachers need to choose various activities that are comfortable for children so as to maximize children's speaking activity. Teaching Speaking also has been elaborated by Susanto (2009) about difficulties in english speaking faced by the students of SMP Negeri 2 Kedu Temangggung in academic year 2008/2009

Teaching English to early childhood is different from teaching English to teenagers or adults. Early childhood has its own uniqueness and characteristics that more or less affect the learning atmosphere in the class and the selection of learning strategies by the teacher. One of teaching strategies that can be used by teachers is song. Song is an authentic language sources and it is a fun medium of learning for young learners. They can sing the songs that are taught anywhere and anytime they want, apart from that children don't feel get bored at the time of carrying out activities, and so that children enjoy learning English in the future considering that English is an international language

Learning Method

The method is a part of strategy in achieving the goal activity. The method is chosen based on the activity that has been selected and determined. As a tool to achieve the goal, it does not always function adequately. Therefore, in choosing a method that will be used in an early childhood activity program, the teacher needs to have strong reasons and factors that support the choice of the method, such as the characteristics of purpose, and the characteristics of the children taught. Nasution (2017) states that in using learning methods in school, a teacher can use different learning methods between one class and another other classes, thus the teacher's ability to master and apply various learning methods is required. The better the method, the more effective achievement of learning objectives will be. Apart from that, the selection of a learning method that provides learning opportunities for students must be based on the student's circumstance, the educator's personality and the learning environment (Hidayat:2020)

Music and Song in the Learning Process
Music

Music is an integral part of life,therefore music should be an integral part of the school experience. There have been many research results that reveal that music has been used to provide motivation in the fields of mathematics, social sciences, languages, arts and sciences, etc. Music is a universal language, so it can be integrated in all fields of study to provide learning. Because music can help schools become a fun place, and music belongs to children together. Thus, teachers should take advantage from the learning motivation stimulated by music. Various studies have shown that to increase the enjoyment music to students, it can be done in various ways, including through (1) introducing music in the classroom (2) listening to music (3) making instrumental music in class. For every purpose, the class is enriched with music using a variety of varied techniques. The use of music in the classroom will help increase students' excitement in learning and at the same time increase the effectiveness of achieving goals. Then, no less important is learning through music and or learning with music, as well as learning about music can provide many benefits for students' physical and mental development (Halimah:2016)

Song

According to Sophya (2018), song is a very good   way to support in the teaching and learning process, especially in English class for early childhood, and then more specifically it is believed to be able to motivate young learners while participating in English learning. Song can also make the class more interesting and lively. When children like songs that taught by the teacher, they will be happy and enthusiastic to do it and that's point they are learning something indirectly.

The same thing was also conveyed by Ranuntu (2018), who stated that songs will motivate children to be happier in learning English since they did not get bored and then interested in participating the learning process, so that it becomes easier for them to understand the material presented, and songs have many benefits for children in getting to know English, besides creating a pleasant atmosphere for children (Purwanti:2020). Previous study conducted by Ratminingsih (2016) showed that song as a learning media was proven to be effective in improving English learning outcomes for young learners, because there were an increase in learning outcomes, in which the result before treatment was 6.69 (enough), while the result after treatment was 8.31(good). Ilmi (2020) in his study also stated that by using songs students can remember and memorize faster than just reading and then memorizing.

From the statements above, it can be concluded that songs played an important role in learning foreign languages, especially for early childhood, because in this golden age children will enjoy a more relaxed learning atmosphere with a pleasant atmosphere. Educators can teach vocabulary more easily to children, because music naturally provides opportunities of practice patterns, mathematical concepts, and symbolic thinking skills and can provide entertainment and have function as a way to strain situation and boredom (Wahyuningsih:2019).

Method

The purpose of this study is to find out the contribution of songs in improving English skills in early childhood.
This was an experiment study in whicb two PAUD classes got two different treatments in English learning. Class A was signed as control group, while class B was signed as experimental group. The control group was taught by using picture, while the experimental

group was taught by using song. Each group was given the same test which included vocabulary. The pre-test was given before treatment, and the post-test was carried out after the treatment completed.

The data was taken from teacher and students interaction that occur in the learning process. After the data was collected, it was processed, and then analyzed statistically. In this study, the null hypothesis was applied, then the T test was used to compare scores in each group. The alpha level at 0.5 was used for testing statistically.

The study was conducted at PAUD Tarbiyatul Athfal 49 which is located at Kuripan village RT 03/ RW 04, Ngadirgo village, Mijen district, Semarang. The subjects of the study were students of PAUD Tarbiyatul Athfal Semarang.

Findings and Discussion

The result of pre-test of two groups are presented in table 1 below:

Table 1. The result of pre-test of two groups

Descriptives

			Statistic	Std. Error
Pre Test Control	Mean		5.6800	.29280
	95% Confidence Interval for Mean	Lower Bound	5.0757	
		Upper Bound	6.2843	
	5% Trimmed Mean		5.6556	
	Median		6.0000	
	Variance		2.143	
	Std. Deviation		1.46401	
	Minimum		3.00	
	Maximum		9.00	
	Range		6.00	
	Interquartile Range		1.50	
	Skewness		.263	.464
	Kurtosis		.190	.902
Pre Test Experiment	Mean		5.8800	.30177
	95% Confidence Interval for Mean	Lower Bound	5.2572	
		Upper Bound	6.5028	
	5% Trimmed Mean		5.8778	
	Median		6.0000	
	Variance		2.277	
	Std. Deviation		1.50886	
	Minimum		3.00	
	Maximum		9.00	
	Range		6.00	
	Interquartile Range		2.00	
	Skewness		.062	.464
	Kurtosis		-.146	.902

The table 1. presented the pre-test performance of the control group and experiment group. The data showed that mean score of experiment group was higher than control group, in which the control group got score 5.68, while experiment group got score 5.88.

The result of post-test of two groups are presented in table 2 below:

Table 2.
The result of post-test of two groups

Descriptives

			Statistic	Std. Error
Post Test Control	Mean		13.3600	.42379
	95% Confidence Interval for Mean	Lower Bound	12.4853	
		Upper Bound	14.2347	
	5% Trimmed Mean		13.3444	
	Median		13.0000	
	Variance		4.490	
	Std. Deviation		2.11896	
	Minimum		10.00	
	Maximum		17.00	
	Range		7.00	
	Interquartile Range		3.00	
	Skewness		.026	.464
	Kurtosis		-.912	.902
Post Test Experiment	Mean		16.4400	.34679
	95% Confidence Interval for Mean	Lower Bound	15.7243	
		Upper Bound	17.1557	
	5% Trimmed Mean		16.4778	
	Median		17.0000	
	Variance		3.007	
	Std. Deviation		1.73397	
	Minimum		13.00	
	Maximum		19.00	
	Range		6.00	
	Interquartile Range		3.00	
	Skewness		-.229	.464
	Kurtosis		-.912	.902

Table 2. performed the post-test result of both experiment groups. It was obvious that the experiment group gained more than the control group, since Mean of the experiment group was 16.44, while Mean of the control group was 13.36. It means that there was a significant difference in the achievement scores (gains) of both groups. The group was taught by using song got higher score compared with pictures. This showed that song give the positive impact on students' academic achievement in mastering vocabulary.

The result of paired sample test of control group is presented in table 3 below:

Table 3. Paired Sample Test of Control Group

Paired Samples Test

			Paired Differences						
					95% Confidence Interval of the Difference				Sig.
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	(2-tailed)
Pair 1	Pre Test Control - Post Test Control	-7.68000	1.81934	.36387	-8.431	-6.929	-21.11	24	.000

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Control	5.6800	25	1.46401	.29280
	Post Test Control	13.3600	25	2.11896	.42379

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test Control & Post Test Control	25	.536	.006

The result of paired sample test of experimental group is presented in table 4 below:

Table 4. Paired Sample Test of Experimental Group

Paired Samples Test

			Paired Differences						
					95% Confidence Interval of the Difference				Sig.
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	(2-tailed)
Pair 1	Pre Test Experiment - Post Test Experiment	-10.56000	2.23756	.44751	-11.48	-9.636	-23.60	24	.000

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Experiment	5.8800	25	1.50886	.30177
	Post Test Experiment	16.4400	25	1.73397	.34679

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test Experiment & Post Test Experiment	25	.053	.802

Paired T-test was given to calculate the result of pre-test and post-test of both groups. It was to find out the significance differences in improving students' vocabulary mastery before and

after treatment. It was counted by entering students' score of pre-test and post-test, then processed by using paired sample t-test formula. The data statistically could be seen in table 3 and table 4.

The result of Independent Sample Test of pre-test is presented in table 5 below:

Table 5. Independent Sample Test of Pre-test

Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Pre Test	Equal variances assumed	.476	48	.636	.20000	.42048	-.64542	1.04542
	Equal variances not assumed	.476	47.956	.636	.20000	.42048	-.64544	1.04544

The result of Independent Sample Test of post-test is presented in table 6 below:

Table 6. Independent Sample Test of Post-test

Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Post Test	Equal variances assumed	5.625	48	.000	3.08000	.54760	1.97897	4.18103
	Equal variances not assumed	5.625	46.192	.000	3.08000	.54760	1.97786	4.18214

To determine whether or not there was significant differences between the means of two independent samples, the independent T-test was used. Data from the post-test also used to determine how the use of song technique increased vocabulary mastery by comparing the achievement of both groups. The result could be seen in table 5 and table 6.

The result of the two post-test means were tested for their significance. The difference test result of the two post-test means of the control group and the experiment group, stated that t count = 4,46 > t table = 1,67, α = 0,05, which presented in figure 1.
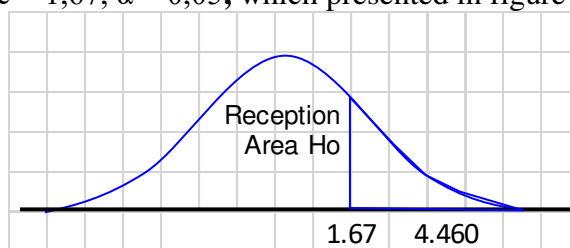

Figure 1. The reception area of Ho

Because t count is in the rejection region of Ho, it can be concluded that the experimental group is better than the control group.

Conclusion

One of the difficult parts in learning a foreign language for young learners is the acquisition of vocabulary. Most learners find that English is a hard subject to be studied. However, the situation will be different when the teacher applied a suitable method in the teaching learning process. They can enjoy learning English when they were taught in a fun way. Different studies revealed that song is proved beneficial in vocabulary learning because it enhance students' ability to memorize words, encourage student's interaction, improve their communicative skills and enhance students' motivation. Song is also can help the teachers to create contexts in which the language is useful and meaningful.

The purpose of the study was to describe the teaching learning process using songs at PAUD Tarbiyatul Athfal Semarang. The researchers found that the students enjoyed and comfortable during the process of learning by using song. It was proven by classroom observation, test, and interview transcription. Song made the learners become active and enthusiastic and the situation of the class alive.

The result showed that there was any significance difference between the student's understanding of vocabulary when they were taught by using songs rather than taught by using pictures since the results indicated that the experiment group score is higher than the control group. The experiment group showed an improvement in performance and this improvement was statistically significant since the students got better achievement in their vocabulary understanding by using song

It can be concluded that the use of song in teaching English indeed give great impacts to the students' understanding of vocabulary. Song can motivate students in learning English vocabulary. By using songs, teaching learning process becomes more active so that it gives a comfort impression for students.

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