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THE BENEFITS OF ENGLISH SONG ON STUDENTS' LANGUAGE FLUENCY FROM THE PERSPECTIVE OF PSYCHOLOGY AT TAQIFA KINDERGARTEN

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Abstract

English language teachers in schools will greatly assist the early learning process of a foreign language, especially if the teacher is able to teach English in a variety of ways, such as by using flashcards, daily conversations and also using technology by showing interesting videos for children. all of these methods aim to improve children's ability to recognize the language. to improve the ability of early childhood in recognizing English. Learning through songs can be used to hone early childhood speaking skills. the process. Learning English through songs can be a in improving students' memory and ability to speak, this can be proven by the ease with which songs are followed and remembered by young children by early childhood.

Keywords: *Emotional Engagement, Vocabulary Acquisition, Meaningful Contexts*

BACKGROUND

Young children acquire language skills very quickly and almost effortlessly over the first three or four years (Gleason, 1988).

The disorder that most often affects children and is rarely realised by parents is developmental language disorder (DLD), which is a language development disorder. Based on a survey conducted in a study in the Journal of Communication Disorders by the European Co-operation in Science and Technology Action IS1406, only 60% knew or heard the term developmental language disorder (DLD). This means that awareness about potential language delays in children is still minimal.

Meanwhile, some surveys suggest that around 5-10 per cent of children in schools experience language disorders, both spoken and written language. This is certainly a worrying issue in the world of children's education because children's language disorders can affect other aspects of development, such as cognitive, motor, social-emotional, religious and moral development. Sadly, parents often do not realise the language disorders experienced by their children. In fact, some parents think that their child's language delay is not important and will be resolved as the child grows older. In fact, it is actually the beginning of other child development disorders.

Songs are an excellent "tool" to help students' English learning process, more specifically songs are believed to be able to motivate students during English learning. It can also be said that songs are an important part of English learning because songs make students more sensitive to sounds, and learning English is nothing but learning various types of meaningful sounds. Songs can also make the classroom more interesting and lively. When children like a song that the teacher teaches, they will happily and enthusiastically do it. And that's when they are indirectly learning something.

Brewster at all (2002) also revealed that songs provide tremendous benefits for pronunciation learning. Some important features of pronunciation such as stress and rhythm as well as intonation can be trained continuously and naturally through songs. In

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addition, learning English with songs as learning media can motivate children to be more happy to learn English. With songs, children become happy and easier to understand the teaching material presented. The teacher's ability to choose

Through songs and varied learning activities, educators can foster children's interest in learning and make it easier for them to understand the teaching material. Through songs and varied learning activities, educators can foster children's interest to be more happy and active in learning, and can even make it easier for children to understand the teaching material presented. Children are made happy, not bored, and interested in participating in the learning process.

METHODS

This research is quantitative research, quantitative method is a research method in which many numbers are used. Starting from the data collection process to its interpretation. While the research method is an in-depth and careful study of all the facts. Songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening and pronunciation skills; they can also be useful for teaching vocabulary and sentence structure. Perhaps the biggest benefit of using songs in the classroom is that they are fun. Contains how data is collected, data sources and how data is analysed The type of research used is included in quantitative research through experimental methods in the form of *Quasi Exsperimental* (Pseudo Experiment). This study uses a *pre-test-post-test control group design*, in this design there are two groups including experimental and control groups. According to Sugiyono (2013: 109) The experimental research method is a method used in obtaining information about the effect of an action or special treatment that is deliberately applied to special circumstances.

RESULTS AND DISCUSSION

All children at Sekolah Taqifa Kindergarten were used as the population in this study which amounted to 48 children, while B1 and B2 were determined to be the

samples in this study, many B1 students totalling 10 to be the experimental class and B2 many 10 children to be the control class determined using a sample collection technique namely *cluster sampling* (Area sampling), namely the determination or sample achieved referring to the specific characteristics needed in the study.

The data collection technique used by researchers is a *teacher-designed* test (*teacher-made* test) which is arranged in various forms of tests referring to the action. The assessment on the action test will be arranged based on the indicators that the child wants to achieve, which will be given a score for all indicators that have been determined through consideration of the suitability of the research analysis approach to be studied, where the assessment criteria are: (a) developing very well (BSB) is worth 4, (b) as expected (BSH) is worth 3, (c) starting to develop (MB) is worth 2, (d) has not developed (BB) is worth 1. The technique for analysing the data applied in this study is through the value of the comparison of the two average values, the *t-test* is carried out. But before that, normality test and homogeneity test were held, as well as hypothesis testing. Contains how data is collected, data sources and how to analyse data The type of research used is included in quantitative research through experimental methods in the form of Quasi Exsperimental (Pseudo Experiment). This study uses a pre-test-post-test control group design, in this design there are two groups including experimental and control groups. According to Sugiyono (2013: 109) The experimental research method is a method used in obtaining information about the effect of an action or special treatment that is deliberately applied to special circumstances.

All children at Taqifa School Kindergarten were used as a population in this study which amounted to 48 children, while B1 and B2 were determined to be samples in this study, many B1 students totalling 20 to be the experimental class and B2 the number of 28 children to be the control class which was determined using a sample collection technique namely cluster sampling (Area sampling), namely the determination or sample achieved referring to the specific characteristics needed in the study.

The data collection technique used by researchers, namely tests, is arranged in various forms of tests referring to their actions. The assessment on the action test will be

arranged based on the indicators that the child wants to achieve, which will be given a score for all indicators that have been determined through consideration of the suitability of the research analysis approach to be studied, where the assessment criteria are: (a) developing very well (BSB) is worth 4, (b) as expected (BSH) is worth 3, (c) starting to develop (MB) is worth 2, (d) has not developed (BB) is worth 1. The technique for analysing the data applied in this study is through the value of the comparison of the two average values, the t-test is carried out. But before that, normality test and homogeneity test were held, as well as hypothesis testing.

Thus, singing is an activity that is very favoured by children. In general, singing for children functions more as a play activity than a learning or message delivery activity. Singing can provide satisfaction, excitement and happiness for children so that it can encourage children to learn more actively (Joyful Learning). With singing a child will more quickly learn, master, and practice a teaching material delivered by the educator. In addition, children's abilities in listening, singing, and creativity can be trained through this activity.

Here is an example of a song used in the English learning process: Song Title: If You're Happy

If you're happy and you know it
Then your face will surely show it
If you're happy and you know it
Stomp your feet (stomp stomp)
If you're happy and you know it,
Shout "Hurray!" (hoo-ray!)
If you're happy and you know it,
Shout "Hurray!" (hoo-ray!)
If you're happy and you know it,
Then your face will surely show it,
If you're happy and you know it,

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Shout "Hurray!" (hoo-ray!)

If you're happy and you know it, do it.

All three (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it, do it.

All three (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it,

Then your face will surely show it

If you're happy and you know it, do it.

All three. (clap-clap, stomp-stomp, hoo-ray!)

Objectives: Physical movement, channelling students' excess energy, training memory, coordination and concentration, developing vocabulary, grammar, bringing a carefree atmosphere.

Song title: Are you Sleeping

Are you sleeping

Brother John Brother John

Morning Bells are ringing

Morning Bells are ringing

Ding ding dong

Ding ding dong

CONCLUSIONS

In the field, teachers are often found complaining about difficulties in managing the class, for example, students are too active in moving and playing around in class, difficult to organise, easily bored and lose motivation and concentration, disputing with their friends, and so on.

On the other hand, it is often found that students feel less happy and enthusiastic in learning English because the teacher's explanation is too structuralist. This is because they are not well versed in the techniques of teaching English as a foreign language to children, or they may have no background in English education for children at all.

In the implementation of teaching English to early childhood, teachers should pay more attention to the abilities of each child. By using the English Singing method, children do not feel bored because the teacher involves children more in the teaching and learning process such as saying words and pointing to objects/pictures that are in accordance with the theme being studied.

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