

## **THE EFFECTIVENESS OF SINGING METHODS IN THE DEVELOPMENT OF SPEAKING SKILLS**

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### **Abstract**

*This study aims to determine the speaking ability of group A children aged 4-5 years with the singing method at Aisyiyah Bustanul Atfal 3 Kindergarten, Sintang Regency. The research method used is experimental research with quantitative research form. The data sources of this research are tests, observations, and documents. The variables of this study are the Speech Ability Variable (X) and the Singing Variable (Y). The results showed that the implementation of the treatment assessment for three meetings, that in the post-test results of the indicators of children being able to repeat sentences of 4-5 words there are three children who are Very Well Developed, in the second indicator retelling sentences in songs that are sung and listened to there are six children who are Very Well Developed, in the indicator children can answer questions with complex, there are five children who are very well developed. The results of the acquisition of the calculated  $t$  value of  $-9.221$  with a  $p$ -value of  $0.001$  which is less than the alpha of  $0.05$ , so the decision that can be taken is to reject  $H_0$  and accept  $H_a$ , meaning that there is effectiveness from the use of singing methods on children's speaking ability.*

**Keywords: Effectiveness, Singing Method, Children's Speaking**

### **Abstrak**

Penelitian ini bertujuan untuk mengetahui kemampuan berbicara anak kelompok A usia 4-5 tahun dengan metode bernyanyi di TK Aisyiyah Bustanul Atfal 3 Kabupaten Sintang. Metode penelitian yang digunakan adalah penelitian eksperimen dengan bentuk penelitian kuantitatif. Sumber data penelitian ini adalah tes, observasi, dan dokumen. Variabel penelitian ini adalah Variabel Kemampuan Bicara (X) dan Variabel Bernyanyi (Y). Hasil penelitian menunjukkan bahwa pelaksanaan penilaian *treatment* selama tiga kali pertemuan, bahwa pada hasil postes indikator anak dapat mengulang kalimat 4-5 kata terdapat tiga anak yang Berkembang Sangat Baik, pada Indikator kedua menceritakan kembali kalimat pada lagu yang dinyanyikan dan diperdengarkan terdapat enam anak yang Berkembang Sangat Baik, pada indikator anak dapat menjawab pertanyaan dengan kompleks terdapat lima anak yang berkembang sangat baik. Hasil perolehan nilai  $t$  hitung sebesar  $-9,221$  dengan nilai  $p$ -value sebesar  $0,001$  yang kurang dari alfa sebesar  $0,05$  maka keputusan yang dapat diambil adalah tolak  $H_0$  dan terima  $H_a$ , artinya terdapat efektivitas dari penggunaan metode bernyanyi terhadap kemampuan berbicara anak.

**Kata Kunci: Efektivitas, Metode Bernyanyi, Berbicara Anak**

## **INTRODUCTION**

The child develops rapidly. In developing the number of vocabulary children must learn to associate meaning and sounds. Children learn two types of vocabulary, namely general vocabulary and special vocabulary. The development of language skills in children aged 4-5 years in terms of speaking skills is almost the same as that of adults. At this age, the child has mastered at

least 2500 vocabulary and uses them well in communicating (Robingatin, 2021).

The language development of children aged 5-6 years in PAUD has not been able to use verbal communication optimally, and it is also observed that children of this age have not been able to learn language skills properly. This is of course influenced by several factors, for example, the child still finds it difficult to pronounce more than 2500 vocabulary words, has not been a good listener, the child participates in a passive conversation in communication, and the child has not been able to express something he sees with speech.

The results of observations at Aisyiyah Bustanul Athfal 3 Kindergarten in Sintang City show that children's speaking skills are still relatively young. For example, children still have difficulty communicating thoughts or thoughts clearly, have difficulty understanding the meaning of vague words, and repeat words, and are not able to speak, ask questions, and express opinions. Generally due to the need for proper attention in developing speaking skills and in group A children aged 4-5 years. The learning methods used also do not change and the creative energy of teachers in teaching becomes out of place, so that children feel bored with boring learning, affecting the development of dialects, especially children's speaking skills, not being creative ideally. Through trumpet singing, the learning atmosphere will be more fun, enthusiastic, make children cheerful, release feelings of pity, children feel accepted and more excited.

The research conducted by (with the recommended title "Singing Techniques in Developing Vocabulary Skills in AUD", explained Hasan & Itaqilla, 2022) that the singing method is very efficient and effective in improving learning continuity as well as mastery of vocabulary in children,

because children have a very high sensitivity to their hearing and vision so they tend to easily memorize and imitate.

The purpose of this study is to find out children's speaking skills and the effectiveness of children's speech skills development in kindergarten, with the consideration of improving speaking skills with singing strategies in Early Childhood and encouraging learning development in children to have very high hearing and vision sensitivity so that they tend to memorize and imitate well.

## METHODS

This research uses a quantitative approach in the form of experimental research. The variables of this study are the Speech Ability Variable (X) and the Singing Variable (Y). The time of this research is May 2024 which takes place at Aisyiyah Athfal 3 Kindergarten, Sintang City, Sintang Regency. The population of this study was 40 children in classes A and B. The sample of this study used 10 children in class A. Data collection techniques and tools used tests (pretests and postes), observations, and documents. The data analysis techniques of this study include: descriptive statistics, normality test, t-test sample test, and *wilcoxon test* using the help of the SPSS program.

## RESULT AND DISCUSSION

### A. Children's Speaking Skills Before and After the Use of the Singing Method

The number of children in the class amounted to 10 children consisting of 3 boys and 7 girls. The results of children's abilities are obtained from the provision of pretests and postes, as follows:

Table 1. Pretest and Postes Assessment Results

No.	Name	Loans	Posts
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		Rating			Total Value	Rating			Total Value
		A	B	C		A	B	C	
1.	AA	2	3	1	6	3	3	4	10
2.	AW	3	2	2	7	4	3	4	11
3.	AM	1	2	1	4	3	4	3	10
4.	AI	2	1	1	4	3	4	3	10
5.	AR	4	2	2	8	4	3	3	10
6.	AF	2	1	1	4	3	4	3	10
7.	DATE	3	3	2	8	4	4	4	12
8.	THE BATTLE	2	2	1	5	2	3	3	8
9.	RN	2	1	1	4	3	4	4	11
10.	QA	2	2	3	7	3	4	4	11
Average					5,7	Average			10,3

Source : Results of Researcher Data Processing (2024)

Based on the results in Table 1, the researcher began to conduct research in order to provide singing practice treatment for children's speaking skills, with the following treatment:

1. *The first treatment*, the implementation of this activity was carried out on May 20, 2024, with a total of 10 children. The teacher prepares media in the form of *speakers*, cables, tables, and teaching media that the researcher has prepared to start the activity. The position of the child is asked to sit down facing forward and form a circle. In this first meeting, the researcher taught using media with the theme of Water, Air, Fire. In the first theme, namely Water, the researcher explained material about water, the benefits of water, types of water, and the dangers of water. After that, preparing the activity of moving water from one container containing water to another empty container using a dishwasher spoon, the activity was carried out outdoors the teacher arranged the position of the child, namely marching forward and taking turns doing the activity, the children's response was very good, after that the children returned to the classroom and sat neatly to listen to a song entitled The Benefits of Water. The core activities are finished

and it's time to take a break to eat and play. Children enter the classroom again, children do *learning recalling* activities, sing and read the Prophet's prayers and read the prayer home.

2. *Treatment Second*, this second treatment will be carried out on May 21, 2024. With a total of 10 children. The teacher prepares media in the form of speakers, cables, tables, and teaching media that the researcher has prepared to start the activity. The child's position is asked to sit down facing forward and form a circle. In this second meeting, the researcher taught using the media with the theme of Water, Fire, Air. In the second theme, namely Air, the researcher explained the benefits and dangers of air. Then prepare the activity of blowing the balloon using the mouth, and releasing the balloon that is already filled with wind. Regulating the child's position, that is, the child is asked to stand in a circle, the activity is carried out in the classroom, the children's response is very good and enthusiastic about participating in the activity. After the activity was over, the children were asked to sit back and listen to a song titled Air. The core activities are finished and it's time to take a break to eat and play. Children enter the classroom again, children do *learning recalling* activities, sing and read the prophet's prayers and read the prayer home.
3. *The third treatment*, this third treatment will be carried out on May 27, 2024. With a total of 10 children. The teacher prepares media in the form of speakers, cables, tables, and teaching media that the researcher has prepared to start the activity. The child's position is asked to sit down facing forward and form a circle. In this third meeting, the researcher taught using media with the theme of Water, Air, Fire. In the third theme, namely Fire. The researcher explained the benefits, functions, and dangers of Fire. The activity was carried out in the classroom, then prepared an activity to get to know the Fire using Candles then saw the various colors on the Fire and

extinguished the Fire using the mouth. children were asked to come forward to do the activity, the response of the children was very good and enthusiastic, after that the children were asked to sit back down to listen to a song entitled Fire. The core activities are finished and it's time to take a break to eat and play. Children enter the classroom again, children do learning recalling activities, sing and read the Prophet's prayers and read the prayer home.

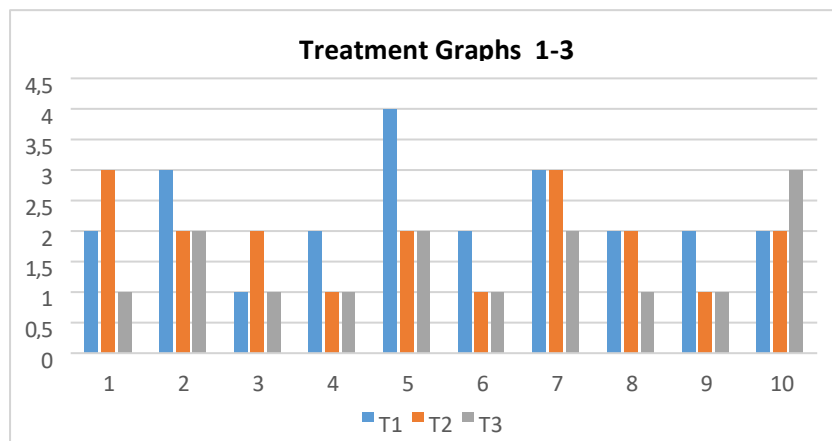
The researcher conducts research activities first by interviewing classroom teachers to obtain information and data on children about children's speaking skills and the learning media used. Mei Linda, Elin B. Somantri, Firdaus Zar'in (2021: 30) stated that "Speaking skills are very important for children because speaking is always needed in daily life, by speaking children can easily interact with others." The results that researchers have found in schools that children's speech skills before being given *treatment* are still low. It can be concluded that this happens because the learning media used in schools does not attract children's attention, because based on interviews from class teachers, the media used for each learning only depends on the LKS (Student Worksheet) book.

### **B. Speaking Ability in *Treatment 1 - Treatment 3***

#### 1. The child's ability to repeat 4-5 word sentences

The following graph shows the results of development in Indicator 1 (Children can repeat 4-5 word sentences), as follows:

Figure 1. Results Graph Child's ability to repeat 4-5 word sentences



Source : Results of Researcher Data Processing (2024)

Description :

T1 : *First treatment*

T2 : *Second treatment*

T3 : *Third treatment*

The graph in (Figure 1) shows that

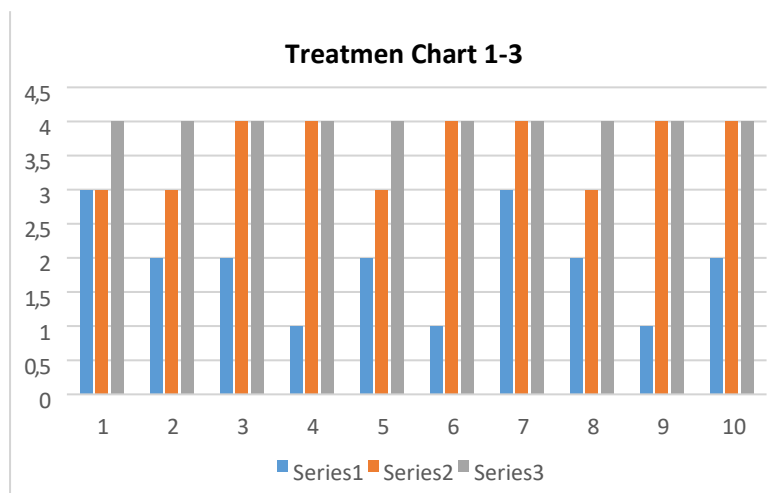
There was progress in Marker 1 (Children can repeat 4-5 word sentences), *Treatment 1*, there was 1 child who was not able to work and was given a score of 1, there were 6 children who were able to work and were given a score of 2, there were 2 children who were able to work as they wanted and were given a score of 3, and there was 1 child who was able to work very well, Scored 4. *Treatment 2*, there are no children who are not able to work and get the lowest score, there is 1 child who has started to be able to work and gets a score of 2, there are 6 children who are able to work as they want and are given a score of 3, there are 3 children who are able to work very well and are given a score of 4. *Treatment 3*, there were no children who were not yet developed, and

there was 1 child who developed according to expectations and was given a score of 3, there were 9 children who developed very well and were given a score of 4. The development of children's speech looks very different, namely at the time of *treatment 3*. This is because in the *treatment 3* the procedures for playing in the game are different. This can attract children's attention and make the learning process not monotonous.

2. The ability of children to retell sentences in songs that are sung and listened to

The following graph shows the results of development in Indicator 2 (Children can retell sentences in songs sung and listened to), as follows:

Figure 2. Graph of the Results of Children's Ability to Retell Sentences in Songs



Source : Results of Researcher Data Processing (2024)

Description :

T1 : *First treatment*

T2 : *Second treatment*

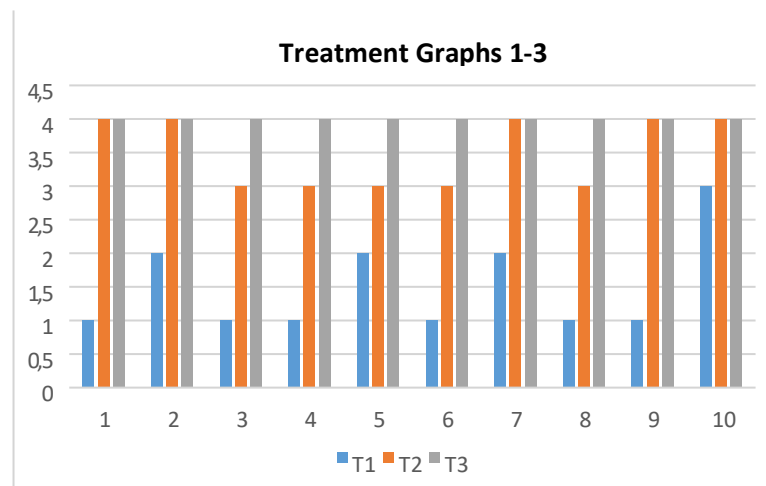
T3 : *Third treatment*

The graph in (Figure 2) shows that the results of development in Indicator 2 (Children can retell sentences in songs that are sung and listened to). *Treatment 1* there were 3 children who had not been creative and were given a score of 1, there were 5 children who had started to create and were given a score of 2, there were 2 children who were creative according to their wishes and were given a score of 3. *Treatment 2* there are no children who have not been creative, there are 4 children who are creative. Agreeing with his wishes and given a score of 3, there were 6 children who were very creative and were given a score of 4. *Treatment 3* there are no children who have not been creative, there are 10 children who are very creative.

### 3. Children can answer complex questions

The following graph shows the results of development in Indicator 3 (Children can answer complex questions), as follows:

Figure 3. Graphs of Children's Results Can Answer Questions With Complexity



Source : Results of Researcher Data Processing (2024)

Description :

T1 : *First treatment*

T2 : *Second treatment*

T3 : *Third treatment*

The graph in (Figure 3) shows that the results of developments in Indicator3 (Answering questions are more accurate). *Treatment 1* there were 6 children who were not yet developed and were given a score of 1, there were 3 children who started to develop and were given a score of 2, there was 1 child who developed according to expectations and was given a score of 3, there were no children who developed very well. *Treatment 2*, there were no children who had not yet developed, there were 5 children who developed according to expectations and were given a score of 3, there were 5 children who were developing very well and were given a score of 4, In this 2nd treatment, it has been seen that the child's speech development began to increase by using the singing method in their learning activities. *Treatment 3* there were no children who were not yet developed, there were 10 children who were developing very well. In this 3rd treatment, it is very visible that the child's speech development has greatly improved and the difference is clearly visible, because the teaching provided is quite interesting and not too monotonous and boring.

The implementation of the research was carried out for five meetings, pre-tests were carried out once at one meeting, treatment was carried out for three meetings, and post-tests were carried out for one meeting after being given treatment was completed. The development of speech skills in children in early childhood is language skills. With language, children can communicate with friends or people around their environment. Without good language, they will be able to communicate and express their opinions, the quality of the language used by people with children will affect children's skills in speaking or speaking in the next stage of child development (Dhieni, 2024). Thus, it is

concluded that speaking skills are very important to be improved because they are related to the delivery of ideas or ideas that children want, and children can also socialize with their environment.

### C. The Influence of Singing Methods on Children's Speaking Ability

The influence of the singing method on children's speaking skills was obtained based on the test results (pretest and postes) which were then analyzed using the SPSS program as follows:

Figure 4. Paired Samples Statistics Test Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	5.70	10	1.703	.539
	Post Test	10.30	10	1.059	.335

Source : Results of Researcher Data Processing (2024)

The information used in the match test was for the assessment aspect of students in the pre-test as many as 10 children and in the post-test as many as 10 children. The average score of students' assessment angle in the pre-test was 5.7, while in the post-test it was 10.3. The standard deviation and fluctuation values are both greater than zero, which shows that there is a lot of variation in scores both on the pre-test and post-test in terms of the viewpoint assessed on the students.

Hypothesis:

H0: There is no effectiveness of using the singing method on children's speaking ability.

Ha: There is an effectiveness of using the singing method on children's speaking ability. Alpha significance level of 5% Critical Area: Subtract Ho if t calculates > t table or *p-value* < 0.05

Figure 5. Paired Samples Test Results

Paired Samples Test									
Pair 1	Pre Test- Post Test	Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)	
				Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper				
		-4.600	1.578	.499	-5.729	-3.471	-9.221	9	<.001

Source : Results of Researcher Data Processing (2024)

The results of the combined t-test from the student's point of view between the initial test and the final test, namely with an alpha significance level of 5%, obtained a t-value of (-9.221) with a p value of 0.001 which is smaller than the alpha value of 0.05, then the decision that can be taken is to reject  $H_0$  and accept  $H_a$  which means that there is a suitability for the use of singing strategies on children's speaking ability.

According to Akbar (2020), singing in this context contains meaningful educational elements. The singing method can create an atmosphere of being carefree and passionate so that children's development can be optimally stimulated because in principle it is the duty of the PAUD institution to develop all aspects in children which include physical, motor, social, emotional, intellectual, language and art, as well as morals and religion. With this in mind, it was concluded that research using the Singing Method can have an effect on improving children's speaking skills. This is because the learning activities using singing that are displayed attract children's attention and make children not bored in learning.

## CONCLUSION

The results of the *treatment assessment* were carried out during three meetings, that in the results of the poster the child indicator could repeat 4-5 words sentences there were three BSB children, on the second indicator retelling the sentences in the song that was sung and listened to there were six children who were BSB, on the indicator children could answer questions with complexities there were five children who were BSB. Research that has been carried out at Aisyiyah Bustanul Athfal 3 Kindergarten for three treatments can be concluded that the Singing strategy on children's speaking skills is said to be successful. These results are supported by the acquisition of a  $t$  value of  $-9.221$  with a  $p$  value of  $0.001$  which is smaller than alpha of  $0.05$ , so the decision that can be taken is to reject  $H_0$  and accept  $H_a$  which means that the use of singing strategies on children's speaking ability is suitable.

## ACKNOWLEDMENT

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