
IMPROVING CHILDREN'S LANGUAGE ABILITY AGES 2 - 3 YEARS THROUGH MOTION AND SONG LEARNING

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Abstract

Children aged 2 - 3 years are categorized as Toddler. Toddler is children in range of aged from 12 to 36 months or children aged 1-3 years. At this stage, the growth and development of children include of physical, motoric, social, emotional language and cognitive develop rapidly and are closely related to each other. One of the efforts to improve some of these aspects is through motion and song learning. The purpose of this study was to determine the improvement of language skills of children aged 2 -3 years through motion and song learning. This research approach uses Classroom Action Research (CAR) with research subjects consisting of 20 children aged 2-3 years. Research location in RA Al Ikhlas Gg. Mosque No. 123A Medokan Ayu Kecamatan Rungkut Surabaya. Based on observations, in cycle 1 it was known that the language ability of the undeveloped child (BB) is 45% or 9 children, while the ability to begin developing language (MB) was 55% or 11 children. In cycle 2 there was 1 child (5%) who had an Undeveloped Language (BB) ability, 13 children (65%) had the ability to begin developing (MB), and 6 children (30%) had the ability to develop according to expectations (BSH). It can be seen that the language skills of children aged 2 - 3 have started to develop well through motion and song learning. Based on the explanation above, it can be concluded that motion and song learning can improve children's language skills which include mentioning words in motion and song, imitating words taught by the teacher in motion and song, mentioning words with clear spelling, mentioning words in each learning theme, understand simple commands, and sing simple songs independently.

Keywords: *Language Development, Age 2 - 3, Song Motion.*

Introduction

Children aged 2 - 3 years are included in the category *Toddler*. categories are *Toddler* children with ages ranging from 12 to 36 months or children aged 1-3 years. At this time will determine the development and growth of children in the following years. Therefore, at this time it takes learning stimuli that can develop and enhance the abilities of children. The potential is not only academic, but also non-academic. Both of these potentials must be developed simultaneously and interrelated in the learning process, especially through art and with art, so as to have a meaningful impact on early childhood and determine the next stage of education.

Basically, children aged 2-3 years or said playgroup students have communicated verbally (speaking) to others. Gunarsa (1987: 52) in Siregar (2016: 80-81) states, "In terms of mental increase vocabulary and wealth of language" Students talk to their peers to express agreement, questions, and commands. However, the sentence used by students still has an age range of approximately 2-3 years. The age of 2-3 years old children can only produce one sentence.

Art education has an important role in early childhood development, one of which is in improving language skills. One art education that can improve early childhood language skills is through motion lessons and songs. This is in accordance with the opinion of Schmidt (1989: 34) which reveals that learning body movement is a series of training associations or experiences that can change the ability of motion towards the performance of certain motion abilities.

Child behavior has different characteristics with adults as well as learning. Children also have characteristics that are not the same as adults. As for the characteristics of how children learn according to Masitoh et al. consists of three ways: children learn through play, children learn by building their knowledge, and children learn naturally and children learn best when what they learn considers all aspects of development, meaningful, interesting, and functional (Masitoh, 2009: 6.9 - 6.12)

One of the lessons that take into account all aspects of development is motion and song learning. Motion and

song learning is a body movement activity accompanied by a song while singing it. Learning motion and song is very well given to early age children, especially in children with the category *Toddler*. Because, through motion and song learning can take advantage of the development of both physical motor, creativity, social emotional, cognitive, art, and language. On this occasion, researchers will conduct research on improving the language skills of children aged 2 - 3 years through motion and song learning. The purpose of this study was to determine the implementation of motion and song learning to improve language skills in children aged 2 - 3 years and to find out the improvement of a language of children aged 2 - 3 years through motion and song learning.

Research Methods

This type of research is classroom action research (CAR). This study seeks to improve and improve the ability or skills of teachers in managing the learning process, especially in using the media, and the research model refers to a research model developed by Kemmis and Taggart, in suharsiwi, (2010: 16), namely a research model in the form of device with one device consists of four components which include planning, action, observation, and reflection.

The model developed by Kurt Lewin is based on the main concept that action research consists of four main components that also show steps, namely: (a) Planning or *planning*, (b) Planning for Action or Action, (c) Observation or *observing* (d) Reflection or *Reflecting*

In accordance with the selected study, classroom action research using the Kemmis Mc Tanggart model, namely from Pre-Cycle I (one) to Pre-Cycle II (two). Where each cycle consists of planning, implementing, observing and reflecting. This cycle will continue and stop if you feel it is enough and experiences an increase in the child's ability.

This research was conducted in RA Al Ikhlas Gg. Mosque No. 123A Medokan Ayu Kecamatan Rungkut Surabaya The research subjects consisted of 20 children aged 2 - 3 years. Ages 2 - 3 years are included in the category *Toddler* which in its development is very important given educational stimuli that can enhance the development of aspects of one of them.

The main data sources in qualitative research are words and actions, the rest is additional data such as documents and others (Lofland in Moleong, 1989: 122). The words and actions of the people observed or interviewed are the main data sources. The main data sources are recorded through written records or through video recording or audio tape, taking photos and films. The main data sources in this writing come from interviews with Pos Paud Terpadu teachers and also students who take motion learning and thematic songs.

Data collection techniques began with the dissemination of children's language skills assessment tools aged 2-3 years before being taught motion and song. After that, treatment was carried out in the form of motion and song learning to improve the language skills of children aged 2-3 years. After the treatment phase is exceeded, a reassessment is carried out using an assessment instrument.

The collected data will not be meaningful without being analyzed that is processed and interpreted. In research analyzing and interpreting data is a very important step because the data collected will not mean anything without being analyzed and given meaning through interpretation of data. The process of data analysis and interpretation in PTK is directed to gather information needed to answer the problem formulation and research questions.

The research instrument are Students can mention words in motion and song, Students are able to mimic words taught by the teacher in motion and song, Students can mention words with clear spelling, Students can mention words in each learning theme, Learners understand simple commands, and Learners can sing simple songs independently.

Research Results and Discussion

Implementation of motion learning and songs

Learning motion and song is one of the important lessons that must be applied to early childhood. All lessons in school, especially for early childhood, are expected to be able to provide joy and pleasure to children when learning. One of the lessons that children really like is singing while moving. Learning while singing and moving can increase students' understanding in understanding the subject matter delivered. Through fun activities can provide convenience to children in receiving the material being taught, one of them through movement and song. This is because music and movement have an important role in honing children's abilities both motoric, language, cognitive, and creativity.

One of the functions of motion and songs for early childhood is to improve language skills. According to Djohan (2009), there are several activities commonly carried out in music education for children such as singing, to help children develop in articulation in language, rhythm and breathing control skills. Playing music can help the development and coordination of motor skills. Learning a musical work by playing it can develop music skills and build self-confidence and self-discipline.

Learning the movements and songs that are applied in the school are referring to thematic learning models. Thematic learning models have diverse models. As for the model are: 1) the corresponding model(*connected*),2)

a model terjala(*webbed*),3) the integrated model(*integrated*).The related model is the simplest integrated learning model because it emphasizes explicit relationships in one art field). Tuning models emphasize the relationship between two or more fields of art studies through themes or topics. The integrated model presents a cross-disciplinary approach that has different disciplines (Forgaty, 1991).

In this integrated learning model, the integration of elements of music, motion/dance, appearance, and mathematics are included. Three interrelated elements are (1) rhythm, namely in the element of motion and sound; (2) elements of color in fine art and sound color; (3) elements of mathematics in numerical and form activities in elements of music, motion, and appearance (Pekerti, 2015: 12.7).

The thematic learning model of motion and song is a conceptual framework that contains systematic procedures in teaching motion and songs for early childhood in order to train motoric, social emotional, artistic, cognitive, language and improve children's creativity by referring to certain themes. Learning strategies as all the efforts of teachers in applying various learning methods to achieve the expected goals (Masitoh et al., 2005:6.3). There are various learning strategies that can be chosen by the teacher. Selection of learning strategies should consider several important factors, namely: a. characteristics of learning objectives, b. characteristics of children and ways of learning, c. place of learning activities, d. learning themes, and e. pattern of activities (Masitoh et al., 2005: 6.3). The following are the steps of motion learning and thematic songs that can train motoric, language and foster early childhood creativity. As a stage of art learning that will be carried out by the teacher, the learning must be arranged in such a way that there is a systematics that can provide convenience for the teacher in learning and practicing it.

The details of the above activities are as follows:

a. Stage of opening skills

Many variations can be done by the teacher when opening the lesson, can use Indonesian or English, then sing, then pray. There are things that start from sitting in a circle and then praying and passing on yells. Next, the teacher conveyed the learning objectives with the theme of the day as well as question and answer. This activity aims to train children to dare to express their experiences and opinions, encourage children's curiosity. This activity is left entirely to the teacher to be creative.

b. core activities

1) Stage'sprepare the body to move

In preparing the child's body to be ready to move, the teacher is expected to make a warm-up movement first, can sit in a circle by moving to imitate the warming with the guidance of the teacher. Teachers, in this case, are given the freedom to be able to create according to their wishes. This warming movement aims to anticipate the danger of sprains, cramps or other risks. This warming activity carried out can develop the physical motor of early childhood.

2) Stage of expression through movement

At this stage activity that will encourage children's imagination and creativity appear. The teacher provides some media that matches the dance title. Some children are asked to do movements according to their desire by using the media. This aims to train the ideas of children's originality, develop their imagination, and spontaneity. Other children follow the movements that have been carried out by advanced children and take turns. Here the role of the teacher is very important and dominant to arouse attention and manage the class. Furthermore, children are increasingly brave to express themselves, movements that appear unique and beautiful in accordance with their expressions.

In this activity can develop physical motor and children's creativity. By moving and being creative, will train children to move their limbs regularly and directed. Besides that, it also develops children's emotional social when following the movements of their friends.

3) Basic motion recognition stage (head, hand, body, legs)

At this stage, the teacher starts to introduce the movements and songs that will be taught according to the title of the dance, namely tek otek. The teacher gives examples of basic movements of the movements and songs. Basic movements can be taken from the movements the child has done in the previous stage or can also be created by the teacher himself.

The introduction of basic movements is done in stages and inserted with questions related to the movements performed by each member of the body. For example, such as head movements turned to the right and left or looked up and looked down. Teachers can while stimulating children with questions of right or left, up or down motion directions. Likewise, with body movements, hands and feet can be given questions that sharpen children's cognitive.

At this stage, the explanation of the movement is given in detail. This is not only intended for children to truly understand the variety of movements, more than that children are able to coordinate the

movements between members of the body starting from the head, hands, body, and legs. At this stage can develop children's cognitive. By moving the limbs to the right, left, up, and down, you can introduce the direction to the students. By doing the forward, backward and sideways movements can also introduce space to the child.

- 4) At this stage, the introduction of a variety of movements should not be conveyed all but a variety of movements. For the next range of motion can be delivered at the next meeting. This aims to anticipate the mood of a child who changes or gets bored quickly. Stage of song lyrics recognition from the movements and songs taught

At this stage, children are introduced to song lyrics from the material presented such as the example of the tek otek song. Each verse of the song is taught to the child clearly and slowly so that the child is easier to understand. At this stage, you can develop early childhood language skills. In addition to learning to sing, children can also recognize the vocabulary of the song lyrics taught.

As with the delivery of the various movements above, the introduction of song lyrics also does not have to be conveyed in its entirety at one time. But it is delivered gradually and slowly so that children can easily capture the material delivered by the teacher and not get bored quickly.

- 5) The stage of motion recognition is combined with music or songs The next stage is the introduction of motion and combined with song lyrics that have been taught. Every movement is adjusted to the lyrics because of the principle of motion and song, namely the children do the movements while singing.

At this stage, it combines all aspects of development, from physical motor, art, cognitive and language. During this process, it is expected that teachers can provide concrete examples that are truly clear so that children are not confused and quickly capture the material provided.

- 6) Stabilization stage of the movement with repetitive training

At this stage, the teacher asks the children to do the movements that have been taught repeatedly to improve children's understanding and memorization. The teacher can also ask several children to come forward to demonstrate the movements and songs independently or without guidance from the teacher.

Stabilization stage of the movement can train the child's memory and courage. By repeating the movement, the child will be memorized and able to perform movements and songs independently.

c. Coolingcooling

Stage at the stage there are several things that need to be done to restore their muscles to relax again, and how their implementation is left to the creation of each teacher. The cooling stage is also attempted as interesting as possible and interspersed with fun games so that the child continues to follow it with enthusiasm.

d. Stage Skill of closing lessons

Implementation of activities to close the lesson is also left to the creation of the teacher because they are experienced and the important thing is that the teacher gives reinforcement to the learning that has taken place and also provides a moral message for the child.

Such is a process of learning motion and thematic songs that can enhance children's creativity and language. These learning steps are repeated in 4 meetings in cycle 1 and cycle 2. Each cycle consists of 2 meetings. In principle, art learning for early childhood is to provide pleasure and entertainment which of course can also develop language, physical motor, social emotional, cognitive, language and enhance the creativity of early childhood.

Research Result

Cycle 1

Based on the results of observations in cycle 1, it can be seen that there are 9 children who have language skills that have not developed (BB) or 45%, while 11 children have the ability to begin developing (MB) or 55%. It can be seen that the language skills of children aged 2 - 3 still do not meet the criteria for success in learning. This is because children are still not familiar with the motion material and the songs taught, so it can be concluded that it is necessary to improve the language skills of children aged 2 - 3 years through improved learning in cycle 2 with media and more interesting learning models.

Based on observations, it is known that the lowest ability that a child has is when asked to mention the words in the theme being taught and sing simple songs independently. In both abilities, children were still underdeveloped and felt confused when asked. The majority of children aged 2 - 3 years are still less confident and timid when asked and answer questions from teachers. There are only 11 children who have dared to mention and sing songs independently, and even then with the help of the teacher.

Cycle 2

Based on observations in cycle 2, it was found that there was 1 child (5%) who had an Undeveloped Language (BB) ability, 13 children (65%) had the ability to start developing (MB), and 6 children (30%) had the ability to develop according to expectations (BSH). This can be seen that the language skills of children aged 2 - 3 have started to develop well and exceed the criteria of learning success that is 80%.

The ability that is most mastered by children is when they are asked to mention the words in the motion material and song. Children are very enthusiastic and able to speak words in motion and songs correctly and clearly. While the abilities that are less controlled by children are singing simple songs independently, children are still afraid and lack confidence. This requires regular habituation to improve children's language skills maximally. The habit of improving children's language through learning motion and songs can be done every day when they will start learning or after learning. Learning motion and song must be adjusted to the theme of the ongoing lesson to make it easier for children to understand the material in accordance with the theme.

Conclusions and Recommendation

Based on the explanation above, it can be concluded that through motion and song learning can improve the language skills of children aged 2 - 3 years which includes mentioning words in motion and songs, imitating the words taught by the teacher in motion and songs, mention words with clear spelling, mention words in each learning theme, understand simple commands, and sing simple songs independently.

Hopefully learning motion and song can continue to be taught to early childhood to optimize children's abilities such as children's cognitive, physical, social, emotional, creativity and language skills.

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SKB:Sumedang.