

English learning using movement and song at TPP AL Firdaus Surakarta

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Abstract

Purpose: This article aims to explore effective methods and strategies in improving early childhood English skills, with a focus on the application of movement and song methods in TPP AL Firdaus Surakarta

Methodology: This study uses a qualitative approach with direct observation and interviews. Data was collected through observation of teaching and learning activities in the classroom, as well as interviews with teachers and parents. Observation was focused on the application of the movement and song method in English learning and children's responses to the method. Data analysis was carried out descriptively to identify the impact and effectiveness of this method in improving children's English language skills.

Results: The results showed that the movement and song methods significantly increased children's motivation, curiosity, and enthusiasm in learning English. Children are able to remember new vocabulary better through the repetition of words in songs and movements. This activity also improves children's motor skills and collaboration when doing movements together. In addition, the use of audio-visual media such as videos and picture cards enriches children's learning experience, helping them recognize and pronounce words in English better. Teachers at TPP AL Firdaus Surakarta have succeeded in creating a fun and interactive learning atmosphere, which motivates children to be more active in the learning process. This research makes an original contribution to the understanding of the importance of movement and song methods in English language learning for early childhood

Applications/Originality/Value: The results of this study can be a reference for educators at TPP AL Firdaus and other educational institutions in developing more effective and fun teaching strategies for children. This research also highlights the important role of teachers and the school environment in supporting children's language development, as well as the importance of parental support in the learning process.

Introduction

Language development as one of the basic skills that must be possessed by every child is very important because language is needed to communicate with the environment in a society (Pradita et al., 2024). Language learning is crucial in children before the age of six (Tri Ashari, 2024) through interactions carried out by children both at school with teachers and at home with their families. Language has a very important role in human life, namely as a means of social communication. However, sometimes communication becomes limited due to language differences between one country and another. To overcome this, a unifying language or international language is needed that is understood by each country, namely English. English is an international language that is widely taught and mastered by many developed countries in the world. In Indonesia, English is an important foreign language for every individual to have (Susfenti, 2021). According to several studies, English teaching in Indonesia experiences many obstacles such as low teacher competence, weak student motivation, minimal teaching time duration, inadequate resources, and materials that are not in accordance with students' abilities. However, English is still prioritized because this language is the main means of communicating and interacting verbally in the era of globalization and digitalization that is accelerating. Therefore, learning a language, especially English, is very important to prepare future generations to face global challenges.

Introduction to English in early childhood is based on the idea that learning a foreign language or a second language will be more effective if it starts at an early age (Yunus, 2019). shows that the purpose of improving language skills is to develop listening skills, communication (both verbally and written), and increase children's vocabulary. Countries that master English can be considered to have entered the era of globalization and are able to establish various international relations with other countries. This is the reason why more and more people are trying to learn English well in order to compete globally. The development of children's language skills includes various aspects, including listening, speaking, writing, and reading (Anggraini et al., 2019) Teachers need to be more creative and innovative in teaching English, taking into account that children are still thinking concretely. Therefore, teachers must strive to concretize language that is generally abstract. Teachers are very influential in providing an understanding of children's language development,

especially in improving their language skills. activities that children can understand the material well. For example, through speaking activities, children can imitate what their teacher says (Suyanto, 2013). The teaching methods used by teachers have a great influence on the optimal achievement of learning goals. However, the reality in the field shows that English is rarely taught as an introduction to children's language skills. In fact, the importance of language development is very significant in the golden age of children (Rabbiyanti, 2015). Early age is the most appropriate time to develop language skills, because in this period children experience rapid growth and development both physically and mentally (Saputra, 2018). Therefore, special attention needs to be paid to ensuring that English language teaching is carried out in an appropriate and effective manner.

Songs and music are an important part of the beginning of class activities (Widhianawati, 2011), where children say their names when greeting each other in the form of songs. Classroom activities are also often closed with songs, which serve to help teachers and children reflect and summarize activities. Singing creates a pleasant atmosphere, so that children feel more excited and happy. Movement is a means to express and release feelings such as fear, sadness, anger, and joy (HM, 2016). Motion becomes very creative when combined with music, which children then interpret in their unique way. However, before being able to perform these expressive movements, children need to master the variety of their body movements first, because each child has different abilities. Through this approach, children can develop according to their individual abilities.

Audio media plays an important role in improving children's speaking skills, including enriching their vocabulary in English through songs (Jazuly & Ahmad, 2016). By the age of five, children are already able to express their ideas, feelings, and emotions through symbolic gestures. They can create dances, funny plays, or games that depict their feelings and experiences. Spontaneous movements, such as the swaying and jumping they perform to music, develop into more complex movements, resembling dance, in children aged three to five. These physical movements are a natural part of early childhood development (Fadlan et al., 2021). Three- and four-year-olds tend to run and move freely in the classroom or on the playground, while five-year-olds jump, prance and spin more often than they normally walk (Prayitno & Sukadiyanto, 2014). By starting from movements that are in accordance with the natural habits of children, the learning experience becomes more engaging and effective. Research shows that this approach is very useful in supporting the development of children's abilities. Song lyrics can improve children's speaking skills. The advantages of the Movement and Song method are easy, cheap, simple and fun, the knowledge or moral messages conveyed can be attached to children's memory for a long period of time; For certain types of songs, it can foster a great spirit and passion for life, a spirit of patriotism and a great desire for sacrifice. It can be concluded that through the method of movement and song, children can learn while playing through concrete, not abstract activities. English learning activities are exciting activities because learning is fun, children can learn vocabulary speaking skills in English with enthusiasm.

Research methods

This study uses a qualitative approach with a phenomenological type of research. Qualitative research is used to examine the natural condition of objects (Fadli, 2021), Qualitative research is the focus of attention with various methods, which discusses a full interpretation that seeks to find meaning and naturalistic to the subject of study, or in other words focuses on humans and their interactions in a social context. This research is intended to collect, analyze and interpret some data related to one specific phenomenon, namely to explore the method of movement and song in learning English language skills. This research was conducted at TPP AL Paradise, Surakarta Central Java, Indonesia, kindergarten class (K1b), there were 19 children. The researcher uses instruments, namely interviews, observations and documentation.

1. Data collection through interactive dialogue between researchers and respondents to obtain relevant information is an interview technique. In this study, interviews were conducted on students of K1B TPP AL- Firdaus Surakarta and on English teachers and teachers of K1B classes to explore information about the effectiveness and method of movement and song in English learning.
2. The data collection technique through embedding and recording during learning took place in the English room at TPP AL-Firdaus Surakarta. In this study, the researcher made participatory observations by participating directly in learning in the classroom.
3. Documentation is carried out to collect supporting data in the form of learning implementation, photos and videos of activities, Portopolio hasil children's work and evaluation documentation, documentation to obtain children's language development consisting of records of children involved and doing children's movements/motor skills in English learning activities.

Results and discussion

Findings Through Interviews with English Teachers at TPP AL Firdaus

based on data obtained through interviews with English teachers at TPP AL Firdaus, said that English is an international language, very important for us, especially for children. In English, there are three pages, namely oral language, visual language, and literary language. Oral language is listening (listening) and speaking (speaking), visual is the same as speaking after seeing videos of children being trained to speak or also called *viveng* and presenting, writing is done on weekends because for the results. We apply English gestures and songs as, using methods suitable for the child's age. Fun play-and-learn (Wahyuni & Azizah, 2020) "Happy Playing and Educating". Therefore, on every occasion every week, teachers always discuss together in discussing creative and innovative activities in improving the quality of learning, one of which is by introducing English for children in learning that can help or help vocabulary through repeated singing and with movements, so that children become excited about nature activities, learning becomes fun and not abstract. From the results of the interview, the English teacher at TPP AL Firdaus said that the English learning activity in pronouncing the vocabulary of speaking skills was also well responded to by parents, considering that learning is carried out through singing and movement so that children can easily remember it and repeat it at home. In addition, by following movements while singing, the activity becomes concrete because the child immediately points to the word that is spoken.

Findings in the English room

At the first meeting, the children were warmly welcomed and asked how they were doing and what breakfast they enjoyed today. After that, they were neatly lined up before being welcomed into the room. The activity began by watching a video on how to clean the room. The video caught the attention of children because it was full of pictures that they had to guess. The images include teddy bears, balls, *gangsing*, and more. The children showed high enthusiasm when watching the video. After watching the video, the children were invited to name the objects they saw in the video. For example, they learned that a ball in English is called a "ball", a teddy bear is called a "teddy bear", a block is called a "square", a triangle is called a "triangle", and a circle is called a "circle". This activity not only helps them in getting to know new words in English, but also strengthens their ability to identify everyday shapes and objects. The children were very excited when participating in this activity, they competed with each other to say the words correctly and quickly. In addition, teachers give praise and encouragement that makes the learning atmosphere more fun and interactive. With this method, learning English becomes more engaging and effective, as children can learn through hands-on experience and real visualization (Dian Ayu Ningsih et al., 2024). It also helps them in remembering new vocabulary better, as it is related to the daily activities they experience and the objects they are familiar with.

At the second meeting, the children were again neatly lined up and invited to discuss the toys they had at home. The teacher asked if their toys were similar to the ones in last week's video. Children who can name the difference in toys using English, such as "car" for cars, "ball" for ball, and "dinosaur" for dinosaurs, are welcome to enter the class first. This becomes a fun challenge for them and motivates them to actively participate. After all the children entered the class, the teacher asked them how they were doing today attentively. The theme of this lesson is alphabetic vocabulary. The teacher plays an interesting and colorful video about the alphabet, which is able to attract the attention of children. They sat quietly and enthusiastically watching the video. After watching the video, the teacher invited the children to stand up and imitate the alphabet they had seen. They eagerly followed the movements and pronunciation of the alphabet used in the video. Each child tries to pronounce the alphabet correctly, while using English, such as "A" for apple, "B" for ball, and so on. This activity not only helps them recognize letters and words in English, but also trains their ability to hear and pronounce words correctly. With this interactive and fun approach, children feel more excited and interested in learning (Nasution & Sarah, 2016). They also support and encourage each other, creating a positive and collaborative learning atmosphere. Teachers give praise and encouragement whenever children manage to pronounce the alphabet correctly, which further boosts their confidence. These activities not only enrich their vocabulary, but also develop their social and emotional skills, making the learning experience more enjoyable and rewarding (Nurseto, 2012).

At the third meeting, the children walked into the classroom excitedly, each saying the first letter of their name, such as "G for Ghazi". After all the children sat down in an orderly manner, like the previous week, the teacher asked how they were doing and what day it was. This helps build familiarity and comfort in the classroom. The theme of today's learning is about fruits and vegetables, or in English it is called "fruits and vegetables". The teacher started the activity by showing an interesting video about various types of fruits and vegetables. The children seemed very enthusiastic to watch the video, trying to recognize and remember the names of fruits and vegetables in English. After the video is finished, the teacher distributes pictures of fruits and vegetables to the children. They are then asked to stand in a circle. In this circle, each child takes turns guessing the picture of the fruit or vegetable they are holding. For example, if a child holds a picture of an apple, they will say "apple" and if they hold a picture of a carrot, they will say "carrot". This activity lasted until all the pictures were guessed. The children are very excited and support each other in guessing the pictures, so the classroom atmosphere becomes very interactive and fun.

After the guessing activity is over, the children are lined up again and invited to move with "Yes" and "No" games. The teacher plays a video that shows a selection of images, for example there is a picture of an apple with the words "I like apple" and the children jump to the side with the word "Yes". Conversely, if they see an image they don't like, such as rat soup with the words "I don't like mouse soup," they will jump to the side with the word "No." This activity not only trains their ability to recognize and pronounce the names of fruits and vegetables in English, but also hones their motor skills

through jumping movements. These games teach children to express their preferences in a fun and educational way. They learn new words and how to use them in simple sentences, as well as develop their physical and cognitive skills simultaneously (Neviyarni, 2020). Teachers give praise and encouragement whenever children manage to answer correctly or show the right movements, thus increasing their confidence. With this interactive and vibrant learning approach, children not only learn the language, but also enjoy the learning process itself, making their learning experience even more meaningful and enjoyable.

At the fourth meeting, the morning atmosphere began with warmth as the children were invited to talk about their breakfast. Any child who can answer questions about breakfast in English such as "spinach, spinach" is allowed into the classroom. Today, learning is focused on numbers, the theme continues to change every week according to the needs of the class, so that every week, the children's vocabulary will increase. The teacher starts the lesson by introducing the numbers 1 to 10 through an interesting interactive video plus there are additional musical instruments. The children were very enthusiastic about watching the video. After the video was over, they were asked to stand up and together count the numbers out loud. Their voices echoed in the classroom, full of enthusiasm and cheerfulness. After the counting session, the teacher distributed picture cards to each child. The cards contain images of objects with a certain number and corresponding numbers. For example, a card with the image of four apples and the number 4 on it. Children who do not fully understand numbers can count objects on a picture to understand the concept of the number.

The activity continued with the children taking turns saying the numbers on the cards they were holding. Every time the child manages to say the number correctly, the teacher gives praise and encouragement, making the learning atmosphere very positive. At the end of the session, the teacher introduces the numbers 11, 12, and 13 in English. This is a new challenge for children, but they are very enthusiastic about learning these new numbers. After playing and learning, the children were lined up neatly again. As a closing activity and repetition of the material, the teacher asked several children about the numbers 11, 12, and 13. This helps remind them of what they have learned before they leave the classroom. Through this interactive and fun approach, children not only learn to recognize numbers in English, but also develop their social, motor, and cognitive skills. The use of picture cards and interactive videos makes the learning process more interesting and effective (Putri & Muryanti, 2020) Every child feels valued and motivated to actively participate in every activity. Thus, the classroom atmosphere becomes a place full of fun and fun learning, preparing them for the next lessons with great enthusiasm. [Figure 1](#).

Teachers have an important role in helping children develop communication skills (Wijaya Erik & Nuraini Farah, 2023), solve problems, and resolve conflicts. Specially designed cooperative learning can encourage cooperative behavior in the classroom. Active, creative, and innovative learning, such as learning while playing, is very effective for children's development, including in learning English. Teaching English to early childhood should use concrete methods so that children can understand easily. Play, including movement methods and songs, is a fun and effective way to introduce English to children (Ningsih et al., 2022). This method not only improves language skills, but also builds children's confidence. Research supports that the movement and song methods are effective in learning English for early childhood, creating a fun learning atmosphere and motivating children to learn harder. Songs and movements make learning concrete, fun, and help children's academic, social, and emotional development.



Figure 1. During the 4th week of learning

Conclusion

The method of movement and song can create high motivation in children, increase their curiosity, and enthusiasm for learning. Speaking skills in English vocabulary improve because repeated songs help children remember and change words in English easily. This activity not only brings cheerfulness, but also improves children's motor activities in a fun way while moving. In addition, this method also develops children's collaboration skills when they perform movements together. Cheerful and full of enthusiasm, the children at TPP AL Firdaus Surakarta enjoy learning through this innovative method of movement and song, which makes the learning process more lively and fun.

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