

Early Childhood English Learning by using the Movement and Song method

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ABSTRAK

Kemampuan bahasa, terutama bahasa Inggris, adalah salah satu perkembangan anak yang dimulai pada usia dini dengan tujuan agar anak-anak dapat bersaing di dunia saat mereka dewasa. Namun, ada masalah di lapangan di mana bahasa Inggris jarang digunakan sebagai pengantar keterampilan bahasa. Ini disebabkan oleh ketidakmampuan guru untuk mengajar anak dengan benar bahasa Inggris. Namun, salah satu Taman Kanak-kanak menggunakan gerak dan lagu untuk mengajar anak usia dini bagaimana mengucapkan kata-kata dalam Bahasa Inggris. Tujuan dari penelitian ini adalah untuk menjelaskan penggunaan teknik ini di salah satu Taman Kanak-kanak di pamekasan proppo. Dalam penelitian ini, pendekatan penelitian kualitatif deskriptif digunakan untuk menyelidiki metode yang digunakan untuk meningkatkan keterampilan bahasa Inggris melalui gerak dan lagu. Hasil penelitian menunjukkan bahwa gerak dan lagu sangat bermanfaat bagi anak-anak dalam hal motivasi (anak-anak memiliki rasa ingin tahu yang besar dan antusias), keterampilan berbicara bahasa Inggris (anak-anak dapat mengingat kata-kata dalam bahasa Inggris dari lagu), dan keterampilan motorik dan kerjasama.. Studi ini dapat digunakan sebagai masukan bagi guru yang bekerja untuk mengubah cara pembelajaran Bahasa Inggris di kelas..

ABSTRACT

Early childhood is when a child's development of linguistic skills, particularly in English, begins. with the intention of preparing kids for global competition as adults. English is rarely taught as an introduction to their language skills, which is an issue in the industry. This happens because teachers do not know how to properly teach children English. However, there is one kindergarten that uses movement and song methods to teach young children the pronunciation of English words. The purpose of this study is to elucidate the methodology used in one of Central Pamekasan's kindergartens. This study uses a descriptive qualitative research methodology to examine the strategy of improving English language proficiency through dance and singing. According to the research findings, children benefit greatly from movement and song methods in terms of motivation (they sing happily while moving), English speaking skills (they can remember English words through songs), motor skills, and cooperation. Teachers that are trying to alter the way English is taught in the classroom can utilize the findings of this study as guidance.

INTRODUCTION

Early Childhood Education (PAUD) provides opportunities for children to develop their personality and potential optimally by providing appropriate and correct stimulation for physical, spiritual (moral and spiritual), motoric, intellectual, emotional and social development. Because early childhood development is a time of growth and development that is crucial for later development, it is highly significant for later development (Suyadi, 2013).

Children from an early age to six years old are a very important age for the formation of unique and rapid development, such as kindergarten (Wiyani, 2012). Additionally, Yus (Yus, 2011:18) asserts that one of the elements influencing a child's growth is their surroundings, hence it is imperative that the environment be created in a way that enhances and perfects the qualities the child is born with. According to Suriansyah and Aslamiah (Suriansyah & Aslamiah, 2011:24), kindergarten is an example of environmental design that can be carried out in schools. Rishantie (2018) asserts that children's early years are crucial, and that in order to guarantee that every facet of their development proceeds as planned, these years require the proper stimulation. According to Zahro (2019), to face current human resource development, innovation in the education sector must be developed, especially in PAUD. Since this is the ideal time for the development of all early childhood skills, including language development, it may be said that the early years are crucial for children. One of the important developments that children have is language development. With their language skills, children can interact and cooperate with other people and identify themselves (Novan A Wiyani, 2014). Language development, according to Aida & Suprpti (2018), is a process that governs the left hemisphere of the brain, which is in charge of language growth and development. Nurjanah & Anggraini (2020) claim that speaking is a language ability that a child acquires during the course of their life.

Language development is one of a child's most significant developmental milestones. With their language skills, children can interact and cooperate with other people and identify themselves (Novan A Wiyani, 2014). Language development, according to Aida & Suprpti (2018), is a process that governs the left hemisphere of the brain, which is in charge of language growth and development. Nurjanah & Anggraini (2020) claim that speaking is a language ability that a child acquires during the course of their life. The findings of Adhani's (2002) study demonstrate the significance of language in daily life, particularly for young people. Since language development accelerates during the golden age, it is crucial to support young children's language development. The development of linguistic abilities in kindergarten or preschool, from 0 to 6 years old, is critical, according to Mashburn et al. (2008). Additionally, studies (Zubaidah, 2004) demonstrate the significance of a child's early language development since it allows them to engage with people at every developmental stage and acquire all of the language skills they will need. Al-harbi (2019) asserts that kids develop a language all their own that mimics that of the adults in their environment.

The most sensitive period for language is from birth to six years (Sujiyono YN, 2012). A child has better language development at the age of four to six years, according to Susanto (2017). According to Martasari et al. (2018), the teacher's responsibility is to help the growth and development of early childhood so that children are ready to enter further education, especially language development. In line with Aisyah Puspita Sari and M. Nasirun (2017), language development is one aspect of development that parents and kindergarten or PAUD teachers really pay attention to.



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Every child has to be able to speak since it is a fundamental skill for social interaction. Children learn language before the age of six through their interactions with teachers and other adults. Because language is a means of social communication, it is vital to human existence. However, linguistic barriers can occasionally make communication difficult between nations; for this reason, English—a universal language understood by all—is required as a unifying or international language. Another international language that is extensively taught and learned in many industrialized nations worldwide is English. English is a popular foreign language in Indonesia, according to Suyanto (2008), and more and more people are attempting to acquire it globally (Ngadimun et al., 2019). In addition, Gusrayani (2014) claimed that many industrialized nations around the world teach and need proficiency in English as an international language. Syafei (2016) asserts that teaching English to young pupils in the 5–12 age range benefits them greatly.

Hammerby's (1982) thinking about the introduction of English is based on the idea that learning a foreign or second language will be more effective if started at an early age. According to research by Rishantie (2018), improving language skills aims to improve listening and communication skills, as well as increasing children's vocabulary.

A nation that is proficient in English is therefore seen as entering the globalization era and having the capacity to establish many kinds of international interactions with other nations. For this reason, an increasing number of people are making an effort to acquire fluency in the language in order to compete on a worldwide scale and teach English to their children at a young age. When children grow older, their language and conceptual development accelerates, particularly if English is introduced to them at a young age. This will help them as they become older..

According to Novan A. Wiyani (2014), listening, speaking, writing, and reading are all components of a child's language development.. Yusuf (2016) defines speech as the capacity to utter words as a consequence of learning to mimic or replicate the vocalizations of others. In order to teach English, teachers need to be more inventive and imaginative, according to Gusrayani (2014). It is important to remember that children still think abstractly, so teachers must motivate children to try to concretize language that is actually abstract. Susanto (2017) states that teachers must understand children's language development, especially to improve the child's language skills. It is imperative to use tangible exercises while teaching English to young children so they can mimic the teacher's words and grasp the meaning. A teacher's tactics have a big impact on how effectively students meet their objectives. The issue in the field, though, is that English is rarely taught as a language introduction to young learners. This happens because parents are unaware of the best ways to teach their young children the English language, which is also an international language, so they can speak it appropriately.

Pura (2019) asserts that when selecting learning strategies, media, technologies, types and forms of learning systems, and assessment instruments, educators must use creativity and innovation. This is done in an effort to make the activities more engaging and biased, stimulate children's curiosity, and help them develop critical thinking and conclusion-making skills. Suriansyah's (2015) research indicates that a quality learning process can yield quality learning outcomes. M. Nasirun (2017), in line with Aisyah Puspita Sari's opinion, said that the methods used to optimize children's language skills must be appropriate. Otherwise, this method can hinder the child's language development. According to Sumitra and Sumini (2019), teachers must use varied methods in teaching.

One of several elementary schools in Proppo sub-district uses English as the language of instruction to help children learn English from an early age. To help children learn English, schools use movements and songs. Rachmi, Yusrafiddin, Purnomo, Sopandi, Agus (2009) stated that



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movement and songs have proven to be ideal tools for helping young children learn in a fun way. They also stated that movements and songs are the best teaching aids for teaching language to young children. According to Shen (2009), songs, music and lyrics really help children learn English. These songs create a pleasant atmosphere for children. Furthermore, Suyadi (2015) said that playing is part of children's daily life. This can be used to introduce English to children from an early age, because playing involves aspects of thought and movement, such as movements and songs. Playing with movements and songs can help develop children's intelligence in various aspects. This includes physical, artistic, and language development as well as emotional and cognitive development. According to Novitasari et al. (2019), playing is an activity that is done repeatedly and causes children to feel happy or satisfied. In early childhood learning, various types of media are used, including visual media, audio media, and audio-visual media.

At the beginning of the meeting, songs or music are an important part. In songs, children greet each other by saying their names. Additionally, songs at the end of school can help teachers and children reflect on and summarize the day's activities. Songs make children happy because they become more enthusiastic and happy when singing (Seefeldt, 2008). Mutiah (2010) states that movement is a way to convey and divert feelings of fear, sadness, anger, or pleasure. When combined with music that children play in their own way, movement becomes a very creative thing. Children must learn various body movements before they can perform these expressive movements. because every child's abilities are unique. In this way, he can recognize himself and realize that he can give off certain "moods" and feelings through expressive movements. Songs and music can not only provide satisfaction and comfortable feelings, but can also function as therapy. These songs encourage children to have the opportunity to express themselves and also give them the opportunity to release bottled up emotions and emotions that are unacceptable to their environment. Research conducted by Sari et al. (2019) found that sound media can improve children's speaking abilities. This means that songs can help children learn to speak (vocabulary) in English.

Five year old children are able to perform movements symbolically; they can express ideas, feelings, or emotions through movement; or they can express their feelings and experiences through dance, comedy, or games. By ages three, four, and five, children's irregular movements and spontaneous swaying and jumping develop into highly complex dances. Three, four, and five year old children seem to walk a lot. Three- and four-year-olds run around on playgrounds and in classrooms; Five year old children prefer jumping, prancing and spinning rather than walking normally. By age three, four, or five, you should learn to follow your child's natural movements. According to Seefeldt (2008), teachers should start by encouraging their children's natural movements rather than having them move to music. Research results show that singing with song lyrics can improve children's speaking skills (E. M. Sari, 2016).

The advantages of Muliawan's Movement and Song methods (2017) are that they are simple, cheap, simple, and fun; the moral message or knowledge conveyed can be embedded in children's memories for a long time; and several types of songs can instill a great spirit of life, patriotism and sacrifice. Thus, it can be concluded that the movement and song approach allows children to learn while playing through concrete rather than abstract activities. Children can enjoy learning English because it is fun and they can speak the vocabulary enthusiastically.

METHOD

Research design

This research uses a qualitative approach to examine the condition of natural objects (Sugiyono, 2016). Qualitative research pays attention to various methods and provides full interpretation that seeks to find meaning and naturalism from the research subject (Putra, N & Dwilestari, 2013). One of the aims of this research is to collect, analyze and interpret a number of data related to one particular phenomenon; rather, to investigate how movement and song techniques help people learn to speak English.

This research was conducted at Darma Wanita Elementary School, where there were 14 students in the Kindergarten (B1) class. Researchers used observation, interviews and documentation. First, we conducted interviews with B1 teachers and school principals. Movement and song methods in learning English learning skills were studied through this interview. Second, observations were made to collect information about the use of this method in learning English in the classroom. Then, this research uses documentation to obtain children's language development, which consists of children's notes and their movements and motor skills during English learning activities.

RESULTS AND DISCUSSION

According to information gathered from interviews with the Principal of Dharma Wanita Kindergarten, English is an international language and very important for all of us, especially for children. Many elementary schools in Indonesia have implemented bilingualism in learning. We use English as a language and use an approach that is appropriate to the child's age. Learning to play while learning is a fun experience "Happy Playing and Educating". Therefore, at every opportunity every week, teachers always collaborate to create creative and innovative activities to improve the quality of children's learning. One example of this activity is to introduce English to children through learning English, which can help or help their vocabulary with songs and repeated movements.

Following the interview, the principal said that parents were in favor of teaching their children how to speak English, including how to pronounce vocabulary. This is because lessons are done through repeated singing, so children can easily remember the material and repeat it at home. In addition, because children directly point to the spoken words when they follow the movements while singing, the activity becomes concrete.

Observation results: At the first meeting, English learning activities in speaking skills, or vocabulary pronunciation, the theme was "I am", the sub-theme of fingers. One of the main activities carried out by teachers is preparing Flashcard media in the form of pictures of their fingers (thumb, index, middle, ring and little finger). This media will be used to help students learn English. The teacher asks the children how many fingers are in the finger picture. In this way, teachers teach concrete concepts to children in learning English. For example, when the teacher shows a picture of index fingers, he asks, "Now, children raise their index fingers, how many are there?" The children enthusiastically answered one word at a time, while the other children only answered one word. Then the teacher stated that it was true that there was one or "one" of our index fingers. The teacher then asks, "Now, next picture, what finger do you draw?" Almost all children answered the index and middle fingers. The teacher acknowledged that the children were right, and he asked, "How many fingers are there in the picture?" The children enthusiastically answered "two" by pointing their index and middle fingers, "yes" by pointing their index and middle fingers, and all children then answered "two" by pointing their index and middle fingers. Take a look at the following picture, are there any fingers visible? Almost all children answer with their index, middle or ring finger, ma'am. That's right. How many fingers are shown in the picture? After the children have given three answers, the teacher correctly answers "three", and the children repeat the teacher's statement "three". Then, what

finger is shown? The child with a rather loud voice answered the index, middle, ring and little fingers. That's right; there are four fingers, or "four". The teacher asks, what is the last picture? All the children enthusiastically answered the picture of the five fingers. The teacher answered, "That is indeed a finger, but not any of the five fingers depicted." The child answered that there were five fingers, ma'am: thumb, index, middle, ring and little finger. All of your children are really smart and "excellent". This is the number five, which in English is referred to as "five", as indicated by five fingers.

The instructor then starts to teach concepts by performing finger tunes, like:

"Dad's forefinger, mother's forefinger, where are you

Then there is the number song, which is referred to as "One is One, Two is two, Three is three, four is four, Five is five," in English. The teacher shows how to sing finger songs and numbers using the movements of the thumb, index, middle, ring and little fingers. The children then follow the teacher's instructions and sing together. The instructor then asks the kids to rise up and join in a group song while making finger motions: Mom raises her index and middle fingers, Brother raises his middle fingers, Sister raises his ring fingers, and Baby raises his small fingers. Of the 14 children in class B1, only three are still shy and need to be accompanied by the teacher when they sing and raise their fingers.

The English learning activities at the second meeting discussed speaking skills (vocabulary pronunciation) with the theme "I" and the five senses sub-theme (nose, eyes, ears, skin and tongue). In the core activity, the teacher explains the five senses (nose, eyes, ears, skin, and tongue), and the children repeat what the teacher says. When the teacher showed the picture, all the children were very interested in seeing it. The teacher then asks the children what their noses are used for, for example, "Now the children are holding their noses, what's the use of them?" The children enthusiastically answered "smell the smell", with several other children answering "ma'am breath in the air". The teacher states that it is true that the nose functions as a means of smelling and smelling, such as smelling someone's body odor after taking a morning shower and inhaling the air to breathe. The nose is "nose", says the teacher. The child continues to repeat the teacher. Now, let's look at this picture of noses, how many are there? Alvin answered with a loud "one", and the teacher then said "yes that's right one" by showing one finger. The children then answer "one" by showing their index finger, and the teacher then says "yes that's right one" by showing their index finger. Then the teacher asks again, "Now what is this picture?", and the children answer "yes, that's right" by showing their eyes. "The children answered, "Try where are our eyes and how many are there?" Mom, "It's here, mom, and there are two eyes." Yes, there are two (showing two fingers, namely the index and middle fingers), and the children- The children follow by saying "two" (showing two fingers, namely the index and middle fingers). Then draw a tongue, all the children try to stick out their tongues, except one or two. "Tongue" is a term for the tongue. The child repeats the teacher. Who knows the function of the tongue? The child then licks and eats. The teacher then said that the tongue is a sensation of taste or taste, such as salty, sweet, sour or spicy. Look at the picture of Mother's tongue and count the number. Counting one, two, three together. Mark one "one," two "two," and three "three," with your index, middle, and ring fingers. He follows all the children. Then the educator asks, "Well then, what is this picture about? The children answer, "Yes, that's right, the ears are "ears", and the children repeat what the teacher said. Now, listen to each other, how many are there? The children answered two, "ears to hear, mom." The teacher said that it was true because the ear is a listening tool, so children should use it to hear well. The children said yes, ma'am. The teacher then asks, "How many pictures of ears do you have here?" Alvin and Nael answered that there were four ma'am; they were right, they pointed



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the index, middle, ring, and little fingers. All children enthusiastically repeat "four". Who knows the skin picture shown by the teacher? The children answered, "Yes, skin," Mom. They literally hold onto each other's skin. Feel the benefits, okay? One of the children answered that using a fan would make him feel cold. The teacher answered, "That is correct as the sense of touch." For example, our skin feels heat from sunlight and then produces sweat. Now let's count how many skin images there are here. Children excitedly count one, two, three, four, five. Then the teacher said in English, "one, two, three, four, five," pointing to the thumb, index, middle, ring and little fingers as the number five.

Singing the English versions of the songs "An eye is an eye, a nose is a nose, an ear is an ear, a tongue is a tongue, skin is skin, skin is skin, five senses" and "One is one, two is two, three is three, four is four, five is five, those are the names of the numbers" are the teacher's first ideas instillation songs. The instructor leads a demonstration of how to sing a number song while moving.

In the third meeting, we used color sub-themes—number 1 (red), number 2 (yellow), number 3 (green), number 4 (purple), and number 5 (blue)—to study speaking abilities (pronouncing vocabulary) .. As part of our lesson, we have to describe the names of the colors in English. For example, number 1 (red) is red, number 2 (yellow) is yellow, number 3 (green) is green, and number 4 (green). The teacher then goes through each picture one by one and asks, "Who knows what number from picture number 1 (red)?" Nearly every child shouted "one" and raised an index finger in a boisterous response, Ma'am. In addition, the number one in this picture is a color red, which in English is called "red". Next, what number is in this picture? The child answers 2 (yellow), and the teacher tells them that yellow is "green", which means "two" (showing index finger and middle) is "green". The teacher shows the next picture, the number 3, and the children answer three green, yes that's right, "four" is green, and now the picture number 4 what color? Children answer quickly and loudly purple, mom. It's true that purple is "violet", and the number five is "blue", and all children say "blue". The teacher begins to embed ideas by singing number songs (from 1 to 5 in English), such as "One is One, Two is two, Three is three, Four is four, Five is five," and "Red is Red, Yellow is yellow, Green is green, Violet is violet, Blue is blue." Each child enthusiastically sang the song in a loud and rather loud voice. Lift flash cards with colors and numbers while moving.

The English learning activities at the fourth meeting focused on speaking skills (vocabulary pronunciation), with my own theme and my favorite sub-theme (fruit). As part of one of the activities, the teacher gave the kids an introduction to a variety of fruits and their hues, such as the green bananas, oranges, pineapples, mangoes, and red apples. Subsequently, the instructor queries how many bananas are shown? The teacher asks, "What color is that?" after the kids respond, "one" "Green" was the response they gave once more, and the teacher inquired, "How many oranges are there in this picture?" Every child said "two" in response. What color now? One person answered that the oranges were yellow and orange, which was correct because this type of orange is usually orange. Then, what fruit is this? Respondents from the apple group consisting of Alvin, Azzam, Zaki, Kevin, and Gagah said that there were three orange pineapples. That's right. The teacher then asked: "Next, what fruit?" All the children asked who liked this fruit, "sir, sweet green mango." That's correct—a mango is a mango in English. When it's ripe, it's green, has a yellow stem tip, and tastes delicious. Surely we can count the number of pineapples in the image? The instructor gives each student two thumbs up. Then, pointing to their index, middle, ring, and little fingers, he asked the kids to count pictures of apples that had the English words "one, two, three, four, five" on them. The instructor then gives a "wise" thumbs up and applauds.

By singing songs about fruit and colors, "Red, Red, Red, Yellow, Green, Green, Green," and "Banana, Banana, Banana, Apple, Apple, Name of Fruit", the teacher begins to instill ideas. Each

enthusiastic child lifts a card. containing fruit and the number of fruits while singing songs in a loud and loud voice.

CONCLUSION

Movement and song methods can increase children's motivation, high children's curiosity and enthusiasm, improve their speaking skills in English vocabulary by repeating songs, increase children's motor activities in a fun way while moving, and foster children's collaboration. children by making movements together Cheers for children by creating a collection of movements together Cheers for children by creating movements together Cheers for children by creating movements

UCAPAN TERIMA KASIH

Thank God, Rabbil Alamin, the rewards of sharing are worthwhile.
Allah SWT for His enduring generosity, love, knowledge, well-being, and advantages throughout the centuries
A study titled "Teachers' Difficulties in Teaching" was written once it was finished.

The English Language Education Department of the Madura University Faculty of Teacher Training and Education receives the midterm assignment for "Early Childhood English Learning by using the Movement and Song method". Shalawat and Salam are used to greet the last and greatest religious messenger, Prophet Muhammad SAW (peace be upon Him).
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