

# The Effect of Motion and Song on Children's Speaking Ability

1<sup>st</sup> Elindra Yetti  
Early Childhood Education  
Magister Program  
State University of Jakarta,  
Jakarta, Indonesia  
[elindrayetti@unj.ac.id](mailto:elindrayetti@unj.ac.id)

2<sup>nd</sup> Tisna Syafnita  
Early Childhood Education  
Magister Program  
State University of Jakarta  
Jakarta, Indonesia  
[tisnasyafnita99@gmail.com](mailto:tisnasyafnita99@gmail.com)

3<sup>rd</sup> Erie Siti Syarah  
Early Childhood Education  
Magister Program  
State University of Jakarta  
Jakarta, Indonesia  
[eriesitis\\_s2@mahasiswa.unj.ac.id](mailto:eriesitis_s2@mahasiswa.unj.ac.id)

**Abstract**—The purpose of this study was to determine the effect of motion and song on the children ability to speak in kindergarten group B in Sawahlunto City in 2018 by using experimental design research methods. The population was 40 children aged 5-6 years in the city of Sawahlunto with multistage stratified random sampling technique. The results showed that the use of motion and song activity had a significant influence on children's speaking ability. The analysis notes that the F value of ST = 21.832 with a significance value of 0.000 <significance value of 0.005 or H0 is rejected, so there is a difference in the average speaking ability between groups of children who use motion and songs with groups of children with story books. Motion and songs that contain story elements in it make it easy for children to remember various vocabulary and contents of the song, making it easier for children to retell stories in songs previously sung. The existence of motion and singing also makes children able to speak more expressively because with stories in movements and songs children are accustomed to imitating the expressions of characters in the stories sung.

**Keywords**—*motion and song, kindergarten children, speaking skills*

## I. INTRODUCTION

Education in kindergarten is one of the fundamental education, where early childhood in the golden age is stimulated so that all aspects of its development can develop optimally. [1] in her research explained that early childhood education is important because it is a set of education that is oriented to the development of individual character, not to the values obtained through tests and so on. The impact of quality education in early childhood education has short-term and long-term effects. Therefore, early childhood needs to be equipped with skills in communicating with others, because wherever children are, they will never be separated from interaction and communication with other people.

One of the communication skills that need to be mastered by early childhood is the ability to speak. [2] in his research on child development stated that the main purpose of communication built in formal education (kindergarten) is the ability to speak and the ability to listen, where children spend an average of 45% to 60% of their time in school. Therefore they must be able to distinguish various sounds they hear in the school environment. Interaction and communication carried out by children in schools greatly affects their speaking and communication skills.

In Another hand, studies on communication systems across modalities have provided growing empirical evidence supporting the view that gestures are a mode of expression

tightly linked to language and speech. In the contemporary gesture literature arguments are made for viewing gestures, language and speech as intimately linked or as forming an 'integrated system', an audiovisual 'ensemble', or a 'composite signal', depending on the theoretical approach [3]. The arguments for integration come both from studies of language production and comprehension. First, in production, gestures have been found to fill linguistic functions like providing referential content to deictic expressions (this wide), filling structural slots in an utterance ("GIVE! [gesture: 'the book']", and acting as or modifying speech acts [4].

In language comprehension, there is considerable evidence that gestures affect perception, interpretation of and memory for speech [5]. Further to this, recent neurocognitive evidence shows that the brain integrates speech and gesture information, processing the two in similar ways as speech alone [6]. Overall, then, there is good reason to consider gestures, language and speech as a closely-knit system.

Based on the results of observations and interviews the researchers did with the teacher in group B of Nurul Huda kindergarten in Sawahlunto City with 60 children subject to information that the ability to speak children is still low. This is evidenced by the following facts: 1) the majority of vocabulary children are still minimal, 2) most children still cannot use sentences in correct and regular grammar, 3) there are still many children who have difficulty in pronouncing various letters especially some letters consonant, 4) there are still many children who have not been smooth and shy in speaking.

Based on the results of the interview, information was obtained that the main cause of the problems in developing the child's speaking ability was the low self-confidence of the child to express his opinion or experience before his friends. Furthermore, based on the observations of researchers, the cause of low self-confidence of children to dare to speak with friends and teachers is because learning activities are still monotonous, where children are given more child activity sheets (LKA) rather than activities that support the development of children's speaking skills. In addition, learning media that is less attractive and the lack of opportunities and support given to children to express their opinions and experiences are also the causes of the child's low ability to speak. This fact shows at a glance how important learning activities should be made as simple as possible, so that children have confidence in speaking, so that children easily understand and master the abilities taught to them.

In developing children's speaking skills, learning activities used by teachers should attract children's attention and foster children's interest in language. One of the learning activities that can support the learning process of teachers and children is the use of storytelling activities. [7] in their research explained that the children often told by their parents various stories through storytelling, their speaking ability increased rapidly. These children are not only able to communicate well but are also able to retell the stories they have heard in trace. Children who are accustomed to listening to stories will slowly increase their vocabulary and find patterns in the story, which will make it easier for them to understand the stories told to them.

One of the storytelling activities that can be used is storytelling with motion and song. Based on [8], it is stated that songs for early childhood are the center of communication and interaction. Songs provide pleasure and add vocabulary to early childhood. Based on the results of these studies it can be seen that songs are also one way children develop communication skills and make it easier for children to understand many things. With the tone, melody and harmony in the song will stimulate and improve the ability of children in listening to stories, remembering and reciting new vocabulary so that the vocabulary of children increases and makes them confident to talk about the stories they have heard and confident also to speak in various other opportunities.

Most people learn song lyrics faster than words and melodies tend to store easier in the memory even though the meaning of the words might not be clear. Through the use of songs, rhymes and music, children are able to retain much larger amounts of information [9]. Music tends to leave a deep trace in our memories, which is possible due to the fact that it is related to factors that are affective and unconscious as well as possibly less energy-demanding because musical perception starts before birth [10].

Music contains a variety of vocabulary that can easily be adjusted to the appropriate age or level of learning. It is full of phrases and expressions that will prepare children for using genuine language. It teaches grammar and many songs can be used as grammar exercises, especially for adolescents since in order to make a grammar lesson effective, beneficial, and interesting a teacher should use some well-developed and fascinating techniques in the classroom [11].

At the beginning, the implementation of this learning strategy has been a challenge faced by teachers at Zakher KG, a public kindergarten school that applies dual language learning (DLI) models in the United Arab Emirates (UAE). Although speaking ability develops naturally during early childhood, children also need stimulation during periods of critical development. After stimulating song singing on top of thematic units for 4 weeks, they found an increase in vocabulary and sentence structure in children [12]. Findings from [13] research, a study of 25 children in Spain through learning exercises of famous children's songs, have shown some evidence that teaching a new language through a song can lead to the development of children's receptive vocabulary knowledge.

Research conducted by early childhood educators in Slovenia, produced 200 reports with qualitative analysis. By using action research methods, the results find positive

effects in the relationship between the approach to motion and song activities and affective learning goals, such as welfare, communication, cooperation, empathy, group problem solving, and engaging aggressive behaviour. They believe that better knowledge of motion and song activities as a holistic method of learning is one of the most important elements in affective education in early childhood [14]. Kinaesthetic learning for early childhood, such as motion and song are basic forms of expression. They believe that children learn to use these non-verbal expressions to communicate how they feel and think.

Children from the age of babies communicate with their environment through body language. Body language is the best way to express feelings. Children can express their feelings through motion and song. For example children can take simple steps for slow music or fast music [15]. To meet their language development needs, schools must focus more on physical education in regular education by using motion and song activities that need to be further developed in the school curriculum. The aim is to guide children to learn to communicate or develop speaking skills through movement and song activities. This activity can attract children because it is a fun activity.

Communication is an early childhood social skill as one of the basic goals in preschool education and creative dance activities, as expressive, aesthetic, non-verbal language, can be one tool to achieve that goal. The aim of [16] research was to investigate the relationship between creative dance activities, focusing on developing communicative relationships between children and the expressivity of their movements. The creative dance intervention program was designed and carried out in kindergarten for eight weeks, to find a) in developing communicative relationships, which are represented as cooperation, responsibility, initiative and activities for public entertainment and b) in expressions of movement, represented as bodies expression, the use of material that is expressive and expresses concepts. Results Regarding the relationship of communication and expressivity, there was a significant interaction effect between time and group ( $p < 0.001$ ), which was evidence of program effectiveness.

The facts of the problems described in the field, it is necessary to conduct research on the influence of storytelling and self-confidence in the ability to speak in Group B of Kindergarten, Sawahlunto City where researchers will see the effect of storytelling by using songs and storytelling using images associated with the level of confidence of children in their speaking skills.

## II. METHOD

This research did in 2 kindergartens in the city of Sawahlunto; Nurul Huda Kindergarten and Pertiwi IV Kindergarten, and focused on children in group B. This research took 6 months. The activities include the testing of measuring instruments used to test the feasibility of research instruments, namely the ability to speak so that the level of validity and reliability of the instrument is known, then data retrieval and data analysis. This research design used quasi experimental method. Data analysis techniques using paired t test and calculated using descriptive statistics version SPSS 20.

### III. RESULT AND DISCUSSION

#### A. Result

Based on the results of the data analysis that has been done previously, the results show that there is a significant effect of the activities of storytelling with motion and song on children's speaking skills compared to activities with story books. This can be seen from the table and graph below:

TABLE I. PAIRED SAMPLE STATISTICS

	Mean	N	Std Deviation	Std Error Mean
Pair I Pre	41.13	40	8.71	1.38
Post	77.58	40	6.72	1.06

The table data above shows the normal standard error so that it is said that the data error rate is low so that it can be used for paired t test.

TABLE II. PAIRED SAMPLE TEST

	Paired Differences					t	df	Sig
	Mean	Std Dev	Std Error Mean	95% confidence interval of the difference				
				lower	upper			
Pair Pre & Post	36.45 0.000	3.47 1126	0.549	37.56	35.34	66.4136	39	1.38

If  $t \text{ value} = 66.4136$ , and  $t \text{ table} = 2.660$  then,  $66.4136 > 2.660$  means  $t \text{ value} > t \text{ table}$ ,  $H_0$  is rejected, meaning  $H_1$  is accepted, that there is a significant difference between before and after doing motion and song activities.

#### B. Discussion

The results of data processing and calculations that have been done previously prove that there are differences between children who are given storytelling activities through songs with children who are given storytelling activities with story books. The results showed that the overall speaking ability of the group of children who were given storytelling activities with motion and song was higher than the group of children given storytelling activities. In order to achieve goals, storytelling activities with motion and song are more effectively used compared to storytelling activities in improving children's speaking skills. This is consistent with the research conducted by [17] on the effects of motion stimulation and songs on 46 children, which has shown positive effects on various child development. This finding shows the stimulation of motion and song has further potential to support the education and development process of children.

Another finding in this research is the activity of telling stories with motion and songs attracts children's attention because of the melody or tone of the song that is fun for children, besides the teacher's attention or view can be focused on the child, then the interaction shown positive effects on various child development. This finding shows the stimulation of motion and song has further potential to support the education and development process of children

between the teacher and the child with various emotional expressions, facial expressions, and intonation at certain times in the story that is sung can cause a deep curiosity in the child. in this way the child will listen to the song more seriously because he is curious about the story line he hears. As mentioned in the findings of [18] research shows that teaching through songs can improve a child's vocabulary ability with a significant value at the 0.01 level. Children have a positive opinion on the use of the song method. It also revealed that song technique is an effective tool to improve children's vocabulary skills, make children cheerfully participate in class and increase motivation in learning.

According to [19] telling stories is a fun activity, because giving lessons and advice through storytelling is a good and smart way to educate. Educating and advising children through stories gives a satisfying effect on the need for imagination and fantasy. The teaching and learning process takes place more pleasantly and is full of interactions with children's activities. Storytelling techniques using storybooks with a few illustrations of images will require greater concentration of attention. So that causes children to get bored faster because they just sit and listen to a story from a book read by the teacher without being able to see directly the illustration of a storyline. Learning techniques like this reduce children's activity because they only listen and see one or two pictures from the whole series of stories.

Although both of these learning activities have an influence on the child's speaking ability, the activities of storytelling with motion and song provide better results in learning activities carried out compared to storytelling activities. This finding is in accordance with the results of the study which showed that after the activities of storytelling activities in kindergarten children in group B, storytelling activities with songs and songs showed significant results. This is in line with [20] which shows that songs have a significant effect on children's speaking ability.

Songs are used as a teaching technique in classrooms for many reasons. First, students love songs and enjoy learning and singing. Second, songs help students imitate and remember words. It is said that every child has the ability to sing from the earliest cultures and probably before human learned to speak [21]. Songs promote speaking skills and stimulate students' imagination. [20] indicates that using songs and chants in YL classrooms serve several methodological purposes such as teaching listening, speaking, writing, vocabulary as well as practicing the rhythm, stress and the intonation patterns of the language.

The activity of storytelling with motion and song prioritizes interaction and activeness of children because a song has a beautiful rhythm and melody. Sentences or words heard by children in songs are very easy for children to remember if words that end with the same poem, if there is a strong rhythm, and if the words used are easy to remember. When children sing songs, it can strengthen the phonology and relationship of words in long-term memory and act as a reminder when children read the words.

According to [22], because the presentation of story activities involves listeners, storytelling activities have the potential to stimulate and educate. Through engagement with fairy tales (virtual reality), children will be attracted to the series of events and battles of the fate of the story characters



(story plot). Armed with emotions, intelligence and imagination power, children will also experience the events in the story. In connection with the ability to communicate, the storytelling activity can foster story grammar that allows children to develop language skills in all aspects, including verbal reasoning. The child's ability to retell the story, convey his or her opinion about the story affects the literacy and development of the child's language [23]. Then, [24] states that language is a form of communication, whether oral, written, or sign based on the symbol system. The child can develop the ability to speak by conveying directly the story he has heard, be it about the plot or the opinion of the child about the story or figure in the story. Just like in this research where used storytelling activity of song and storytelling of story book to develop child's speech ability.

Case study research by [25] about song stimulation is compared to stimulation of traditional learning for two preschoolers with Specific Language Limitations. found indications that melody and rhythm features associated with songs were more efficient for language learning than inflectional morphology learning. Findings from the study provide promising evidence and direction for intervention stimulation trials with larger songs.

Motion and song activities provide opportunities for early childhood to experience and experience the benefits of active and complex moving experiences. This motion activity is a basic form of experience and communication [26]. These movements provide facilities to improve sensory, motoric, cognitive, social and emotional skills both as personal skills or as an integrated experience. Movement with music accompaniment and songs helps early childhood to learn about their bodies and how to express themselves, the body becomes a means of communicating children by expressing feelings and communicating with their environment [27].

Research findings [28] regarding the importance of motion and song practices in the curriculum Early childhood education, has a theoretical basis. Motion and song make learning more fun for children, helps integrate and improve existing programs, and provides a means to improve aspects of overall child development. Motion and song provide opportunities for children to experience human life conditions and their conditions as children, to communicate, share ideas, socialize with peers, and increase their self-confidence.

The ability of children to retell stories, express their opinions about the story influences children's language literacy and development. Children can develop speaking ability by motion and song in their activities. As in this study where activities are carried out with motion and song to develop children's speaking ability.

#### IV. CONCLUSION

In optimizing the speaking ability of children, the teachers should use storytelling activities with songs. The teacher is an important component in determining success in the learning process. Findings about the use of activities with motion and song are effective activities in influencing children's speaking ability. It is expected to the teacher be creative in changing the story into the song and do in a relaxed and pleasant atmosphere. Furthermore, research can

be conducted which involves other variables that influence the speaking ability together with motion and song activities.

#### REFERENCES

- [1] Lino, D. (2016). Early childhood education: Key competencies in teacher education. *Journal Plus Education Special Issue*. Retrieved from [www.uav.ro/jour/index.php/jpe/article/download/668/733](http://www.uav.ro/jour/index.php/jpe/article/download/668/733)
- [2] Johanne Paradis. (2015). The Development of English as a Second Language With and Without Specific Language Impairment: Clinical Implications. *Journal of Speech, Language, and Hearing Research*, 24(2), 1–14. <https://doi.org/10.1044/2015>
- [3] Goldin-Meadow, S. C. (2003). *Hearing gesture: How our hands help us think*. MA: The Belknap Press.
- [4] Kendon, Adam, C. (2004). *Gesture. Visible action as utterance*. Cambridge. University Press.
- [5] Beattie, G. & H. S. (1999). Mapping the range of information contained in the iconic hand gestures that accompany spontaneous speech. *Journal of Language and Social Psychology*, 18(4), 438–462.
- [6] Bates, E. & F. D. (2002). *Language, gesture, and the developing brain*.
- [7] Marjanović-Umek, L., Fekonja-Peklaj, U., & Podlesek, A. (2012). Parental influence on the development of children's storytelling. *European Early Childhood Education Research Journal*, 20(3), 351–370. <https://doi.org/10.1080/1350293X.2012.704760>
- [8] Niland, A. (2012). Exploring the Lives of Songs in the Context of Young Children 's Musical Cultures, 10, 27–46.
- [9] Sigurðardóttir, D. (2011). Language learning through music, 33.
- [10] Mora, C. . (1999). Foreign language acquisition and melody singing. *ELT Journal*, 54(2), 146–152. Retrieved from <http://203.72.145.166/ELT/files/54-2-5.pdf>
- [11] Saricoban, A., & Metin, E. (2000). Saricoban & Metin - Songs, Verse and Games for Teaching Grammar (TESL/TEFL). *The Internet Tesol Journal*. Retrieved from <http://iteslj.org/Techniques/Saricoban-Songs.html>
- [12] Dillon, A., Aguleh, H., & Al Seyabi, N. (2018). Using songs to improve literacy in a dual-language kindergarten in the United Arab Emirates. *TESOL Journal*, e00400. <https://doi.org/10.1002/tesj.400>
- [13] Coyle, Y., & Gómez Gracia, R. (2014). Using songs to enhance L2 vocabulary acquisition in preschool children. *ELT Journal*, 68(3), 276–285. <https://doi.org/10.1093/elt/ccu015>
- [14] Geršak, V. (2004). Creative movement – An opportunity for affective education, 1–10.
- [15] Hsu, S. (2008). Introduction to Dance of the Imagination for Children Education. *US-China Education Review*, 5(9), 42–49. Retrieved from <http://search.proquest.com.ezproxy.library.yorku.ca/docview/61998658?accountid=15182>
- [16] Pavlidou, E1., Sofianidou, A1., Lokosi, A1., & Kosmidou, E. (2018). Creative dance as a tool for developing preschoolers ' communicative skills and movement expression, (1988), 3–15.
- [17] Dumont, E., Syurina, E. V., Feron, F. J. M., & van Hooren, S. (2017). Music Interventions and Child Development: A Critical Review and Further Directions. *Frontiers in Psychology*, 8(September). <https://doi.org/10.3389/fpsyg.2017.01694>
- [18] Borisai, T., & Dennis, N. K. (2016). A STUDY OF USING POP SONGS TO PROMOTE NEW VOCABULARY LEARNING FOR SECONDARY SCHOOL STUDENTS, 4, 1–7.
- [19] Musfiroh, [12] Takdiroatun. (2008). *Memilih, Menyusun, dan Menyajikan Cerita untuk Anak Usia Dini*. Yogyakarta: Tiara Wacana.
- [20] Almutairi, M., & Shukri, N. (2016). Using Songs in Teaching Oral Skills to Young Learners: Teachers' Views and Attitudes. *International Journal of Linguistics*, 8(6), 133. <https://doi.org/10.5296/ijl.v8i6.10464>
- [21] Cifuentes, M. C. (2009). Songs in the English Class: A Strategy to Encourage Tenth Graders' Oral Production. *PROFILE Issues in Teachers' Professional Development*, 7(1), 47–57. Retrieved from <http://www.revistas.unal.edu.co/index.php/profile/article/view/10987>
- [22] Musthafa, B. (2008). *Dari literasi dini ke literasi teknologi*. Yayasan CREST, Center for Research on Education and Sociocultural Transformation dengan New Concept English Education Centre Jakarta.

- [23] Dunst, C. J., & Hamby, D. W. (2012). reviews.
- [24] Santrock, [6] John w. (2010). *Educational Psychologi Alih Bahasa Menjadi Psikologi pendidikan*. jakarta: kencana.
- [25] Tan, E. Y. P., & Shoemark, H. (2017). Case study: The feasibility of using song to cue expressive language in children with specific language impairment. *Music Therapy Perspectives*, 35(1), 63–70. <https://doi.org/10.1093/mtp/miv039>
- [26] Best, J. (2010). *Effects of Physical Activity on Children's Executive Function: Contributions of Experimental Research on Aerobic Exercise*. *Developmental review*: DR (Vol. 30). <https://doi.org/10.1016/j.dr.2010.08.001>
- [27] Lykesas, G., Tsapakidou, A., & Tsompanaki, E. (2014). Creative Dance as a Means of Growth and Development of Fundamental Motor Skills for Children in First Grades of Primary Schools in Greece. *Asian Journal of ...*, 02(01), 211–218. Retrieved from <http://ajouronline.com/index.php?journal=AJHSS&page=article&op=view&path%5B%5D=982>
- [28] Donald, C. J. Mac. (1991). Creative Dance in Elementary Schools: A Theoretical and Practical Justification Colla. *CANADIAN JOURNAL OF EDUCATION* 16:4 (1991), 16(4), 434–441.